



## I. COURSE DESCRIPTION:

The purpose of this course is to provide the student with basic principles, therapeutic skills and clinical skills required in Occupational Therapy practice. The first module will introduce general principles involved in assessment and treatment. The concept of activity as a therapeutic intervention will be explored, with the opportunity to perform an activity analysis. This course will also introduce the students to the principles of activities of daily living and instrumental activities of daily living. Occupational therapists commonly focus on ADL/IADL to teach, facilitate and encourage independent functioning. Students will learn how to selection and use therapeutic equipment and assistive devices. Students will also learn the principles of developing a therapeutic relationship.

The second module will focus on the management of neurological conditions, particularly the use appropriate Occupational Therapy interventions, ADL/IADL training and assistive devices used to maximize independent function. Lab sessions will familiarize students with an array of potential Occupational Therapy equipment, and the correct use, application, safe fabrication, and maintenance of Occupational Therapy treatment tools and assistive devices.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1,2,8O – 12O), interpersonal skills (1,2,7,9O –12O), safety (1,2,4,8O – 12O), professional competence (1,2,4,5,6,8O -12O), documentation skills (1,4,5) and application skills (1,2,4,8O – 12O). It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course, the student will:

1. Demonstrate an understanding of the role of the OT and the OTA in an occupational therapy setting.

Potential Elements of the Performance:

- Identify the role and the educational requirements of an OT
- Review the role and educational requirements of an OTA
- Discuss specific responsibilities of an OTA in various settings, including, the hospital, pediatric rehab center, retirement home, community care

2. Demonstrate an understanding of normal and abnormal postures and movement, and the assessment and treatment in an Occupational Therapy setting.

Potential Elements of the Performance:

- Review normal posture, postural reflexes and tone
- Define terms related to abnormal tone-flaccid, spastic, ataxic
- Define terms related to abnormal posture/positioning-decorticate posture, flexion contractures, decerebrate postures, extension contractures
- Discuss the assessment of movement and tone-review ROM, grading of muscle strength, co-ordination of movement
- Review the role of the OTA in data collection during assessments
- Describe and demonstrate the ability to perform treatments for abnormal tone, movement and posture
- Demonstrate an understanding of the Neuro-Developmental Treatment (NDT) approach

3. Demonstrate an understanding of the skills required to accurately observe, evaluate and assess client function and report client responses to the Occupational Therapist.

Potential Elements of the Performance:

- Discuss the importance of observation during the client interview, evaluation and assessment
  - Define and discuss the importance of clinical reasoning
  - Demonstrate effective verbal and non-verbal communication skills as required during reporting
  - Discuss the use of checklists, charting systems
4. Demonstrate an understanding of the contraindications, precautions and safety issues related to the implementation of a treatment plan determined by the Occupational Therapist.

Potential Elements of the Performance:

- Define a treatment plan
  - Discuss the importance of observation during the treatment
  - Discuss the role of the OTA in implementing the treatment plan
  - Review safety issues related to patient care
5. Demonstrate knowledge of a activity analysis, and the rationale and planning for activity selection, as determined by the Occupational Therapist.

Potential Elements of the Performance:

- Define purposeful activity
  - Describe the principles of an activity analysis
  - Describe the biomechanical and sensorimotor approaches to an activity analysis
  - Demonstrate an understanding of how an OTA would select, adapt and grade an activity to meet the client's needs and goals
  - Complete an activity analysis
6. Demonstrate an understanding of the principles of activities of daily living and instrumental activities of daily living.

Potential Elements of the Performance:

- Define ADL and IADL
  - Define various ADL and IADL tasks and skill components necessary to perform these tasks
  - Become familiar with the assessment/evaluation of ADL and IADL
  - Discuss the role of the OTA in ADL and IADL training
7. Demonstrate an understanding of the principles and basic knowledge of a range of therapeutic equipment, exercises and modalities appropriate for individual clients and groups of clients, which meet identified goals and treatment needs, under the supervision of an Occupational Therapist.

Potential Elements of the Performance:

- Discuss the use of therapeutic equipment in OT, including adaptive equipment and assistive devices
- Identify characteristics of exercises and activity used for physical restoration
- Discuss the use of therapeutic exercises including indications, contraindications, procedures and precautions
- Define therapeutic activity
- Discuss the use of modalities used in OT

9. Demonstrate skill in the construction of an assistive device used to maximize function in clients with neurological conditions  
Potential Elements of the Performance:
  - Invent and present to the class an effective assistive device for a specific neurological condition
  
10. Demonstrate knowledge of wheelchair components, maintenance, and potential safety concerns for clients with neurological conditions using wheelchairs.  
Potential Elements of the Performance:
  - Discuss features in manual and power wheelchairs
  - Demonstrate the ability to safely educate a patient about wheelchair safety-use of breaks, footrest, armrest, positioning, maneuvering
  - Discuss wheelchair considerations for individuals with specific cognitive, perceptual and physical limitations
  - Research wheelchair information (research on internet, consult with local vendor/supplier)
  - Experience a day in a wheelchair in order to gain insight into the barriers and challenges faced by individuals who use wheelchairs to mobilize
  
11. Demonstrate an understanding of health training/teaching skills.  
Potential Elements of the Performance:
  - Demonstrate the characteristics and ability to be an effective instructor of health training skills
  - Demonstrate skill in adapting patient education to individual/group needs
  - Demonstrate the ability to provide education in the use of assistive devices
  
12. Demonstrate the ability to develop a therapeutic relationship, as well as an understanding of how the client's values and the OTA's values will affect the therapeutic relationship.  
Potential Elements of the Performance:
  - Discuss "Therapeutic Use of Self"
  - Discuss how clients values and OTA's values influence the therapeutic relationship
  - Discuss the importance of "Respect"
  - Define transference and counter-transference
  
13. Demonstrate an understanding of group process and its effect on Occupational Therapy treatment in a group setting.  
Potential Elements of the Performance:
  - Define a therapeutic group
  - Discuss the benefits of group therapy vs. individual therapy
  - Define various types of groups and roles of the group members
  
14. Demonstrate an understanding and application of basic energy conservation principles to ADL and IADL in clients with specific neurological conditions.  
Potential Elements of the Performance:
  - Define energy conservation and pacing
  - Discuss the role of education regarding energy conservation and pacing for patients with CVA and TBI

15. Demonstrate safe and appropriate handling skills in specific neurological conditions

Potential Elements of the Performance:

- Describe and practice proper handling, positioning and draping techniques
- Discuss positioning issues related to prevention of contractures and protection of bony prominences
- Describe and practice various safe transfer techniques and levels of assistance (i.e. pivot transfer, sliding board transfer, 2 person assist)
- Describe and practice various transfer techniques related to ADL activities (i.e. toilet transfer, tub transfers, car transfers)
- Discuss special precautions during transfers
- Discuss the importance of proper body mechanics during transfers

16. Demonstrate an understanding of the clinical presentation, assessment and intervention of common neurological conditions managed in an Occupational Therapy setting.

Potential Elements of the Performance:

- Review the clinical pathology of the following Developmental Disorders and discuss clinical presentation, assessment and intervention of each disorder:  
**Cerebral Palsy**  
**Spina Bifida**  
**Mental Retardation/Down's Syndrome**  
**Autism**
- Review the clinical pathology of the following Degenerative Diseases of the Central Nervous System and discuss clinical presentation, assessment and intervention of each disease:  
**Multiple Sclerosis**  
**Amyotrophic Lateral Sclerosis (ALS)**  
**Alzheimer's Disease**  
**Parkinson's Disease**
- Review the clinical pathology of **Traumatic Brain Injury** (TBI) and discuss clinical presentation, assessment, intervention and stages of recovery for the different types of Traumatic Brain Injuries
- Review the clinical pathology of **Cerebral Vascular Accident** (CVA) and discuss clinical presentation, assessment and intervention for the different types of Cerebral Vascular Accidents
- Review the clinical pathology of **Spinal Cord Injury** discuss clinical presentation, assessment and intervention for the different levels of Spinal Cord Injuries.

III. TOPICS:

1. Role of the OT and OTA in the Rehabilitation of Client's with Neurological Conditions
2. Evaluation, Assessment and Treatment
3. The Use of Purposeful Activity in OT
4. The ADL and IALD: Assessment and Training
5. Therapeutic Exercise, Equipment and Modalities
6. Assistive Devices and Adaptive Equipment
7. Wheelchairs
8. Health training/teaching
9. The Therapeutic Relationship

10. Group Process
11. Energy conservation and pacing
12. Handling Skills-handling ,positioning, draping and transfers
13. Clinical Presentation, Assessment and Intervention of Common Neurological Conditions  
→CP, Spina Bifida, Mental Retardation, Autism, MS, ALS, Alzheimer's, Parkinson's, TBI, CVA, Spinal Cord Injury

**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Early, M.B. (1998). Physical Dysfunction Practice Skills for the Occupational Therapy Assistant. St. Louis, MO: Mosby

Hirama, H. (1986). Occupational Therapy Assistant: A Primer. Baltimore, MD: CHESSE Publications, Inc.

Pierson, F. (2003). Principles and Techniques of Patient Care. (3<sup>rd</sup>. ed.) W.B. Saunders.

Hansen, R, and Atchison, B. (1999). Conditions in OT Effects on Occupational Performance. Lippincott Williams & Wilkins.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher within the first two weeks of class.
2. All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request documents to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. For assignments to be handed in, the policies of the program will be followed. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent per day for every school day late with the permission of an extension. This means that if you requested an extension for 5 school days (1 week), 5 percentage points will be deducted from the final grade.
6. A supplemental exam may be written by students who meet the following criteria. The student must achieve at least a grade of 45% in the course. The student must have attended at least 80% of the classes. The supplemental exam will then cover the entire course and will be worth 100% of the student's final mark.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.