



COURSE OUTLINE

OPA107

Prepared: Joanna MacDougall Approved: Bob Chapman

Course Code: Title	OPA107: APPLIED HUMAN MOVEMENT
Program Number: Name	3022: OCCUP/PHYSIO/ASSIST
Department:	OTA/PTA ASSISTANT
Semester/Term:	17F
Course Description:	This course will consolidate and expand the students knowledge base of human anatomy and human movement. Using a regional anatomy approach, students will focus on joint structure and function as well normal and abnormal human movement throughout the lifespan. The student will explore abnormal movement patterns, posture and gait, as well as underlying principles of soft tissue mobility. The course prepares the student for the clinical application of practice considerations of motor learning and skill acquisition.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	OPA101, OPA103, OPA104
This course is a pre-requisite for:	OPA112, OPA201, OPA203, OPA204, OPA205, OPA216
Vocational Learning Outcomes (VLO's):	<p>#1. Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families, and significant others, occupational therapists, physiotherapists, other health care providers, and others within the role of the therapist assistant.</p> <p>#2. Participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.</p> <p>#3. Establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.</p> <p>#5. Practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.</p> <p>#7. Develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.</p> <p>#10. Enable the client's occupational performance by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.</p>
Please refer to program web page for a complete listing of program outcomes where applicable.	



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#11. Enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Essential Employability Skills (EES):

- #1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- #6. Locate, select, organize, and document information using appropriate technology and information systems.
- #7. Analyze, evaluate, and apply relevant information from a variety of sources.
- #10. Manage the use of time and other resources to complete projects.
- #11. Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 60%, C

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Final Exam	30%
In Class Assignments/Labs	30%
Tests	40%

Books and Required Resources:

Therapeutic Exercise. Foundations and Techniques (2007) by Kisner and Colby
 Publisher: F.A. Davis Company. Edition: 6th
 (also used in OPA110)

Clinical Kinesiology for Physical Therapist Assistants (2011). by Lippert, Lynn
 Publisher: F.A. Davis Company. Edition: 5
 (from previous semester)

Laboratory Manual for Clinical Kinesiology and Anatomy (2011) by Lippert, Lynn.
 Publisher: F.A. Davis Company Edition: 3rd

Mobility in Context. Principles of Patient Care Skills (2012) by Johansson, C. and Chinworth, S.
 Publisher: F.A. Davis Company
 (from previous semester)

Essentials of Human Anatomy and Physiology by Marieb, Elaine
 Publisher: Benjamin Cummings/Addison Wesley Longman, Inc. Edition: 12th



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Course Outcomes and Learning Objectives:

Course Outcome 1.

Demonstrate and apply knowledge of motor learning and practice conditions.

Learning Objectives 1.

- Identify and describe the stages of motor learning, and characteristics of the learner in each stage of learning
- Identify and describe appropriate instructional strategies for effective exercise and task-specific instruction
- Identify and describe different types of feedback and its role in motor learning
- Identify and describe different practice conditions (part practice, whole practice, blocked vs. random practice)

Course Outcome 2.

Demonstrate and apply knowledge of anatomy as it relates to functional movement.

Learning Objectives 2.

- Identify skeletal muscles and classify by action
- Identify functional actions of muscles
- Name and identify ligaments of the body and explain the function of each
- Integrate knowledge of anatomy through the analysis of normal functional movements of the upper and lower extremity

Course Outcome 3.

Demonstrate and apply knowledge related to muscle and soft tissue mobility.

Learning Objectives 3.

- Integrate knowledge of anatomy with the principles of soft tissue stretching



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- Explain key concepts of soft tissue stretching
- Explain the implications of age as it relates to soft tissue stretching

Course Outcome 4.

Demonstrate knowledge of normal versus abnormal postures and the effect of these on movement related to body alignment and positioning.

Learning Objectives 4.

- Describe and demonstrate the ability to assist and educate others regarding normal body alignment and positioning
- Identify common abnormal postures and age related postures, and the consequence of these in terms of tightness, weakness and elongation of soft tissues

Course Outcome 5.

Demonstrate knowledge of normal and abnormal gait patterns with and without of assistive devices.

Learning Objectives 5.

- Identify and describe normal and abnormal gait patterns
- Review parameters of gait (step length, stride length, width of base of support)
- Describe normal age-related changes of gait
- Identify gait patterns of common disabling conditions (CVA, Parkinson's, antalgic gait of the lower extremity)
- Identify factors affecting gait (abnormal tone, cognition, sensory and perceptual deficits)
- Describe and demonstrate basic gait patterns using assistive devices

Date:

Wednesday, August 30, 2017

Please refer to the course outline addendum on the Learning Management System for further information.