



# COURSE OUTLINE

## OPA115

Prepared: Andrea Sicoli Approved: Bob Chapman

<b>Course Code: Title</b>	OPA115: O.T. PRINCIPLES AND CLINICAL SKILLS I
<b>Program Number: Name</b>	3022: OCCUP/PHYSIO/ASSIST
<b>Department:</b>	OTA/PTA ASSISTANT
<b>Semester/Term:</b>	17F
<b>Course Description:</b>	The purpose of this course is to provide the student with the opportunity to learn basic skills performed by an Occupational Therapy Assistant. The OT assessment process will be explored. Students will understand the clinical presentation and management of neurological conditions and the appropriate Occupational Therapy interventions. Purposeful activity as a therapeutic intervention will be emphasized. Students will understand training in Activities of Daily Living (ADL) and the use of assistive devices/adaptive equipment to facilitate and encourage safety and increased independence with functioning. The student will be expected to demonstrate competence in the areas of transfers and handling skills. Lab sessions will provide students with an opportunity to practice therapeutic interventions, remedial exercises and training in the use of compensatory aids/strategies. Effective communication during instruction, cuing and when providing feedback to the client will be expected.
<b>Total Credits:</b>	6
<b>Hours/Week:</b>	6
<b>Total Hours:</b>	90
<b>Prerequisites:</b>	OPA103, OPA104, OPA118
<b>This course is a pre-requisite for:</b>	OPA204, OPA205, OPA209, OPA214, OPA215, OPA217, OPA228
<b>Vocational Learning Outcomes (VLO's):</b>	<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>#4. Ensure personal safety and contribute to the safety of others within the role of the therapist assistant.</p>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	



# COURSE OUTLINE

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#5. Practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.

#6. Document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.

#7. Develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.

#8. Perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.

#9. Perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.

#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.

**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.

#5. Use a variety of thinking skills to anticipate and solve problems.

#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.

#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.

#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.

#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

**Other Course Evaluation & Assessment Requirements:** As partial fulfillment of the OTA & PTA diploma, Performance Based Evaluations require a minimum of 60% in each category of performance.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignment #1	15%
Final Exam	25%



# COURSE OUTLINE

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Labs Participation/Learning Activities	15%
Midterm Exam	20%
Performance Based Evaluations	20%
Required Readings-Review Questions	5%

### Books and Required Resources:

Physical Dysfunction Practice Skills for the Occupational Therapy Assistant (2013) by Early, M.B.  
Publisher: Mosby Edition: 3rd

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

### Course Outcomes and Learning Objectives:

#### Course Outcome 1.

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

#### Learning Objectives 1.

- Identify the role and the educational requirements of a Registered OT and an OTA
- Review general principles and theories related to the scope of practice in occupational therapy
  - Discuss the International Classification of Function
  - Review the rehabilitation process
  - Discuss specific responsibilities and professional expectations of an OTA in various settings, including the hospital, pediatric rehab center, community care and long term care

#### Course Outcome 2.

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

#### Learning Objectives 2.



# COURSE OUTLINE

## OPA115

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- Review normal posture, postural reflexes and tone
- Define terms related to abnormal posture and tone-flexion contractures, extension contractures, flaccid, spastic, ataxic
  - 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

### **Course Outcome 3.**

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

### **Learning Objectives 3.**

- 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

### **Course Outcome 4.**

Demonstrate an understanding of the contraindications, precautions and safety issues related to the implementation of a treatment plan determined by the Occupational Therapist.

### **Learning Objectives 4.**

- 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



# COURSE OUTLINE

## OPA115

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### **Course Outcome 5.**

Demonstrate knowledge of an activity analysis, and the rationale for activity selection, as determined by the Occupational Therapist.

### **Learning Objectives 5.**

- 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 use critical thinking, problem solving and judgment to select, adapt and grade an activity to meet the client's needs and goals
  - Complete an activity analysis

### **Course Outcome 6.**

Demonstrate an understanding of the principles of activities of daily living and instrumental activities of daily living.

### **Learning Objectives 6.**

- 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 providing safe and effective ADL and IADL training

### **Course Outcome 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.

### **Learning Objectives 7.**



# COURSE OUTLINE

## OPA115

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- Explore various therapeutic interventions including remedial exercises and compensatory strategies and approaches.
- Discuss the treatment continuum, including adjunctive methods to occupational performance roles.
- Discuss the use of therapeutic equipment in OT, including adaptive equipment and assistive devices
- Discuss the use of therapeutic exercises including indications, contraindications, procedures and precautions
- Define therapeutic activity
- Discuss the use of modalities used in OT

### **Course Outcome 8.**

Demonstrate skill in the construction of an assistive device used to maximize function in clients with neurological conditions.

### **Learning Objectives 8.**

- Fabrication and presentation of an appropriate and effective assistive device along with an educational brochure to accompany the device
- Describe the benefits of the assistive device and provide education regarding the use of the device

### **Course Outcome 9.**

Demonstrate knowledge of wheelchair components and cushions, maintenance, and potential safety concerns for clients with neurological conditions using wheelchairs.

### **Learning Objectives 9.**

- 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 and cushion considerations for individuals with specific cognitive, perceptual and physical limitations
- Research wheelchair and cushion information (research on internet, consult with local vendor/supplier)



# COURSE OUTLINE

## OPA115

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### **Course Outcome 10.**

Demonstrate an understanding of health and wellness training/teaching skills.

### **Learning Objectives 10.**

- Demonstrate the characteristics and ability to be an effective instructor of health and wellness training skills
- Demonstrate skill in adapting patient communication and education to individual/group needs
- Demonstrate ability to develop rapport and respond to client's questions and concerns using effective listening and communication skills
- Demonstrate the ability to provide education in the use of assistive devices

### **Course Outcome 11.**

Demonstrate an understanding of group process and its effect on Occupational Therapy treatment in a group setting.

### **Learning Objectives 11.**

- Define a therapeutic group
- Discuss the benefits of group therapy vs. individual therapy in a rehabilitation setting
- Define various types of groups and roles of the group members
- Explore the process of planning and implementing a group

### **Course Outcome 12.**

Demonstrate an understanding and application of basic energy conservation principles to ADL and IADL in clients with specific neurological conditions.

### **Learning Objectives 12.**

- Define energy conservation and pacing



# COURSE OUTLINE

## OPA115

8

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- Discuss the role of education regarding energy conservation and pacing for patients with CVA and TBI

### **Course Outcome 13.**

Demonstrate the ability to practice and perform safe positioning, bed mobility, handling skills and transfer techniques for specific neurological conditions.

### **Learning Objectives 13.**

- Describe and practice proper positioning, bed mobility and handling skills
- Discuss the importance of proper body mechanics during transfers
- Discuss positioning issues related to prevention of contractures and maintenance of skin integrity
  - 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

### **Course Outcome 14.**

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

### **Learning Objectives 14.**

- Apply the International Classification of Functioning, Disability and Health (ICF) model to clinical practice
- 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





# COURSE OUTLINE

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### Accidents

- Review the clinical pathology of Spinal Cord Injury discuss clinical presentation, assessment and intervention for the different levels of Spinal Cord Injuries.

- Review the clinical pathology of the following Developmental Disorders and discuss clinical presentation, assessment and intervention of each disorder:

- Sensory Processing Disorders

- Autism Spectrum

- ADHD

- Cerebral Palsy

- Spina Bifida

- Down Syndrome

- 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

**Date:**

Wednesday, August 30, 2017

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