

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Occupational Therapy II

CODE NO. : RSP1100

SEMESTER: 2

PROGRAM: OTA/PTA

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INSTRUCTOR: Lori Blue

DATE: Jan/03

PREVIOUS OUTLINE DATED: Jan/02

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): RSP1080

CONCURRENT: RSP1050, RSP1060

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

Assistive Devices

This module will examine the range of assistive devices used to maximize independent function. It will also explore their application to specific patient/client problems/conditions. Students will learn why computers may be used, and demonstrate alternate measures of accessing and using computers for those with cognitive and physical disorders. It will introduce students to the construction of aids, devices and splints commonly used in occupational therapy. Topics will include the array of potential supplies, their correct use and application and the safe fabrication and application of these devices. Students will be expected to identify common patterns of assistive devices that will require their input and demonstrate proficiency in their construction. The student will be involved in practical applications during labs and planned placement experiences.

Office Duties

A segment of this course will pull together office duties and skills required of rehabilitation support personnel.

II. LEARNING OUTCOMES:

Upon successful completion of this course the student will be able to:

1. Maintain medical asepsis.
2. Maintain respect and dignity of each client. (1,2)
3. Maintain information confidentiality.
4. Demonstrate safe handling skills, use good body mechanics, transfer safely, use appropriate client positioning. (2,3,4)
5. Explain and demonstrate safety conscious routines for aggressive or resistive patient behaviours. (4,7)
6. Consult with Occupational Therapist to select and implement therapeutic activities for individual clients and groups of clients that meet treatment goals.

II. LEARNING OUTCOMES (Continued)

7. Demonstrate basic energy conservation principles and applies them to ADL and IADL.
8. Identify strategies that may be helpful to teach ADL to the client with movement problems weakness, learning/processing problems, visual problems and/or emotional problems. (2,3,4,6)
9. Demonstrate competence in basic maintenance of equipment and aids (2,3,4)
10. Explain activities clearly, mindful of therapist's plan/goals for care, consider limitations, precautions and contraindications.
11. Demonstrate the principles of safe use of assistive devices (2,3,4,6)
12. Understand and demonstrate assistive devices and their therapeutic uses used in the training of clients to complete ADL. (2,3,4,6)
13. Observe and report to the supervising Occupational Therapist on:
 - a) the effectiveness of assistive devices used by patients/clients
 - b) if the client is progressing
 - c) if the client benefits from the device (5)
14. Make a simple assistive device as delegated by the Occupational Therapist. (1,2,3,4,6,7)
15. Implement individual treatment programs directed and supervised by the Occupational Therapist that will maintain or improve the patient's/client's independence in ADL. Provide sound rationale for interventions taken. (1,2,3,4,5,6,7)
16. Observe and monitor any changes in the patient's/client's progress that might influence the program of activities; report these changes accurately to the supervising Occupational Therapist. (5,6,7)
17. Examine and describe the application of a range of assistive devices for maximizing function.
18. Work with a variety of assistive devices for self care.

II. LEARNING OUTCOMES (Continued)

19. Identify common patterns of assistive devices, and begin to demonstrate proficiency in their construction.
20. Identify specialty areas of occupational therapy (i.e. neurology) and the role of support personnel in these areas. (1,2,7)
21. Identify role and responsibilities of support personnel in relationship to the Registered Occupational Therapist and Physiotherapist in clinical settings. (1)
22. Appreciate the role of the team in working together to enhance the functional independence of the client.
23. Participate in team meetings as is possible in order to appreciate the various responsibilities of the members of the rehabilitation team.
24. Complete evaluations for observation learning experiences. (7)

III. TOPICS:

1. Review of Semester I knowledge, skills, attitudes.
2. Review of RSP1080 - Therapeutic Skills and Clinical Support Personnel in Occupational Therapy I
3. Assistive Devices
4. Aids, Devices, Splints
5. Office Duties
6. Communication Skills: Observing and Reporting
7. Community Placement as available

IV. LEARNING ACTIVITIES:

A: Review of Semester I and Semester II

1. Review course material required as prerequisites.
RSP1010 - The Health Care System
RSP1130 - Lab/Practicum
RSP1020 - Normal Functional Movement
RSP1030 - Orientation to Rehabilitation
RSP1050 - Disabling Conditions I
RSP1060 - Disabling Conditions II
RSP1000 - Biology
RSP1080 - Therapeutic Skills and Clinical Support Personnel in Occupational Therapy I
2. Demonstrate responsibility in maintaining the knowledge, skills/attitudes required as Rehabilitation Assistants
 - a) maintains medical asepsis
 - b) maintains respect and dignity of each client
 - c) demonstrate ability to keep all client information confidential
 - d) demonstrates safe handling skills (uses good body mechanics, safe transfers, positioning, etc.)

B: Module 1. Assistive Devices

3. State the principle use for assistive devices.
4. Identify assistive devices used in the training of self-care, productivity and leisure, and their therapeutic uses.
5. Explain the use and application of computers in perceptual and cognitive remediation activities.
6. Identify alternate accesses and assistive devices specific to computer use.
7. Select and demonstrate appropriate computer tasks to meet the results requested by the therapist.
8.
 - a) Evaluate the effectiveness and train clients in the use of assistive devices.
 - b) Describe existing ADP programs available.

IV. LEARNING ACTIVITIES (Continued)

C: Splinting/Aids/Wheelchairs and Seating

9. Identify splinting patterns, adaptive clothing patterns and aids which may be constructed in occupational therapy with the assistance of support personnel.
10. Recognize different types of materials and accessories used in the construction of splints and assistive devices.
11. Demonstrate proficiency in the preparation for the molding and the finishing of splints, and construction of adaptive aids and devices.
12. Recognize and demonstrate the resting positions of the elbow, wrist, foot and ankle.
13. Identify precautions and contraindications to the construction and application of splints, aids and devices.
14.
 - a) Identify selected wheelchair seating systems, chair modifications and propulsion, considering energy expenditure.
 - b) Do basic modifications to wheelchairs and seating systems in consultation with the Reg. Therapist.

D: Office Duties:

15. Demonstrate abilities required within an office setting:
 - taking phone messages accurately, courteously, with empathy as necessary
 - booking appointments
 - information gathering skills
 - arranging referrals
 - filing reports
 - collecting statistics
 - selecting appropriate order forms, ex for assistive devices etc
 - billing procedures, collecting co-payments and providing receipts
 - co-ordinating meetings
 - inventory management
 - ordering supplies
 - reception skills (including directions and explanations)
16. Identify health and safety checks required in all office /clinic settings.

IV. LEARNING ACTIVITIES (Continued)

E: Communication Skills: Observing and Reporting

17. Observe and monitor changes in client progress and reports orally and in writing to the Occupational Therapist.

F: Community Placement

18. Safely works within rehabilitation assistant role under supervision of Occupational Therapist in community placements as available.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Early, M.B., (1998). *Physical Dysfunction Practice Skills for the OTA*. St. Louis: Mosby.

Early, M.B., (2000). *Mental Health Concepts and Techniques for the OTA*. (3rd ed.). Lippincott. Williams & Wilkins.

Hansen, R., and Atchison, B. (1993). *Conditions in OT Effects on Occupational Performance*. Williams & Wilkins.

Additional Resource Materials:

Available in the College Library. See teacher resources - booklets in class.

VI. EVALUATION PROCESS/GRADING SYSTEM:

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

All tests/exams are the property of Sault College.

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|---|-------------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 3.75 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| R (Repeat) | 59% or below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |

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|----|---|
| S | Satisfactory achievement in field placement or non-graded subject areas. |
| U | Unsatisfactory achievement in field placement or non-graded subject areas. |
| X | A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>). |
| NR | Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades. |

VII. 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 E1204 or call Extension 493, 717, or 491 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, as may be decided by the professor. 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.

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.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

IX. 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.