

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
OCCU 2304

Course Title
Advanced Occupational Therapy Intervention

Course Description

Study and practice of advanced concepts and techniques of occupational therapy evaluation and intervention. Safe therapeutic interventions learned and practiced for various populations. Acceptance into the Occupational Therapy Assistant Program.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

X-Critical Thinking X-Responsibility X Communication

ACTS Course **Program Course** Occupational Therapy Assistant Program

Program Outcomes

- 6.1. Assist the Occupational Therapist, as requested, in data collection (including but not limited to the occupational profile), perform standardized/non-standardized assessments (analysis of occupational performance) according to directions and accurately report all results to the occupational therapist.
- 6.2 Assist the occupational therapist and client plan relevant intervention specific to the needs of the client, or the client group, based on best practice, including evidence based medicine.
- 6.3. Safely and effectively implement the intervention plan as approved by the occupational therapist and agreed upon by the client, change the intervention technique/plan based on the condition of the client, and report to the occupational therapist and document results.
- 6.4 Safely modify self-performance (including therapeutic use of self) according to the client's needs or condition and report to the occupational therapist and document results.
- 6.5 Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
- 6.6 Complete all duties in an ethical, legal, safe, and professional manner.
- 6.7 Demonstrate the importance of professional development, support professional organizations, and advocate for the future of occupational therapy services.

ACTS Outcomes

N/A

Course Learner Outcomes

CLO#	Course Learner Outcomes (CLO)	Unit Outcomes/ Competencies	ACTS Outcomes	Program Goals	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Be able to administer assessments, under supervision of the occupational therapist, disseminate data. (intake, manipulation) (find, demonstrate)	1, 6, 8, 11, 16, 17, 19, 22		1, 4, 6,	CT 3			Manual Muscle Test practicum
CLO 2	Use safety during therapeutic	1-27		1-7			R2	Physical

	interactions and activities. (intake, manipulation, apply, cross apply) (recall, recognize, sequence, prioritize)							Agent Modality practicum
CLO 3	Select therapeutic activities to improve occupational performance and performance skills. (intake, manipulation, application, cross application) (relate, organize, conclude, formulate)	2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22		2	CT 1			Manual Muscle Test Note – Intervention Schedule
CLO 4	Perform occupational therapy interventions used with various clientele. . (intake, manipulation, application, cross application) (choose, make use of, recommend, happen)	1, 6, 9, 11, 12, 13, 14, 15, 18, 21, 24, 25, 26		3-4	CT 5			Stump wrapping

Unit Outcomes/Competencies/Objectives

Individual Student Objectives:

The student should, at the end of the course OCCU 2304Advanced Occupational Therapy Interventions:

1. In order to bridge the distance between non-professional and professional responsibilities the student will demonstrate professional behavior in all course work and activities. Student will accept faculty input to correct any student faulty thinking regarding professional behavior expectations. (dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking, attitude). (intake, manipulation, application, cross application) B. 2.3, 2.11, 5.2, 5.3, 5.19, 5.20, 9.6
2. Be able to locate and retrieve pertinent occupational therapy informational articles from internet sources. Articles will include, but not be limited to: global social issues and health/welfare issues pertinent to a population with risk or at risk for disabilities and chronic health conditions. Student will draw conclusions regarding the global impact of the social issue and deduce how the issues impact other populations. (intake, manipulation, application, cross application) B. 2.5, 2.9, 3.4, 6.1, 6.2, 6.4, 8.2, 8.3, 8.8
3. Defend reason/rationale for intervention choices for assistive devices, community mobility equipment, and motor control. (intake, manipulation, application, cross application) B: 1.1, 2.2, 2.6, 2.7, 2.8, 2.10, 4.4, 4.5, 4.10, 5.2, 5.3, 5.6, 5.8, 5.9, 5.10, 5.12, 5.15, 5.17, 5.20, 5.22, 5.23, 5.24, 5.28, 5.32
4. Perform preparatory therapeutic exercise techniques for active range of motion and resistive range of motion. (intake, manipulation, application, cross application) B. 1.1, 2.2, 2.7, 2.8, 5.15, 5.3, 5.6, 5.15, 5.23
5. Critique types of preparatory therapeutic exercises used for various deficit area. (manipulation, cross application) B. B. 1.1, 2.2, 2.7, 2.8, 5.15, 5.3, 5.6, 5.15, 5.23
6. Comprehend the importance of adaptation and readiness skills needed for occupational therapeutic modality intervention. (intake, manipulation, application, cross application) B: 2.2, 2.3, 2.7, 2.8, 4.4, 5.1, 5.2, 5.3, 5.6, 5.12, 5.15, 5.23, 7.1
7. Explain the meaning and dynamics of occupation and activity; use of therapeutic modalities of occupation, purposeful activity, and preparatory methods in occupational therapy intervention and the interaction of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. (intake, manipulation, application, cross application) B: 2.2, 2.3, 2.7, 2.8, 4.4, 5.1, 5.2, 5.3, 5.6, 5.12, 5.15, 5.23, 7.1
8. Comprehend and perform (administer) Manual Muscle Testing (MMT) of the upper extremity using appropriate procedures and protocols. Share the gathered data from the MMT procedure with client subject. (intake, manipulation) B. 1.1, 2.8, 4.1, 4.2, 4.4, 4.5, 5.1, 5.20, 5.28
9. Synthesize Manual Muscle Testing information and write a SOAP note on evaluation data and include selecting direct occupational therapy interventions to provide for activities of daily living, instrumental activities of daily living, and vocation. (manipulation, application) 1.1, 1.2, 4.4, 4.10, 5.1, 5.2, 5.3, 5.6, 5.19, 5.20, 5.23, 5.28, 5.30, 5.31, 5.32
10. Construct appropriate therapeutic exercise procedures for stated Manual Muscle grades. (manipulation) 1.1, 2.8, 5.3, 5.6, 5.19, 5.23, 5.31
11. Comprehend the proper and safe use of ancillary medical equipment (in regard to safety and infection considerations) in occupational therapy, and practice with various pieces of medical equipment. (intake, manipulation, application) B: 2.4, 2.6, 2.8, 2.9, 2.10, 4.1, 4.2, 4.9, 5.28, 5.30
12. Describe basic principles of motor control theory in intervention planning and intervention. (intake, manipulation) B: 1.1, 2.2, 2.8, 2.10, 2.11, 5.1, 5.2, 5.3, 5.6, 5.9, 5.10, 5.19, 5.22, 5.23, 5.24, 5.28, 5.30

13. Analyze hand writing program, produce a presentation regarding handwriting program, evaluate another's handwriting program presentation and compare intervention knowledge with own lack of knowledge. (intake, manipulation, application, cross application) B. 1.1, 1.2, 1.7, 2.2, 2.11, 5.1, 5.2, 5.3, 5.6
14. Identify basic splinting principles as it relates to physiology concerns, demands of the material, and client concerns. (intake) B1.1, 2.8, 2.10, 4.10, 5.1, 5.2, 5.3, 5.6, 5.14, 5.19, 5.20
15. Construct a basic splint and develop a splint carry over program. (intake, manipulation, application, cross application) B. 1.1, 2.8, 4.10, 5.1, 5.3, 5.6, 5.11, 5.18, 5.19, 5.20
16. Explain upper extremity rehabilitation including but not limited to: hand injuries, hand developmental patterns, hand function assessments, wound assessment and management, therapeutic exercise and activity intervention, remediation in handwriting, edema management. (intake, manipulation) B. 1.1, 1.7, 2.2, 2.8, 2.20, 2.11, 3.4, 4.4, 5.1, 5.2, 5.3, 5.6
17. Practice and perform upper extremity rehabilitation techniques including but not limited to: scar management, pinch and grip assessment, volumeter use, Coban wrap, retrograde massage, scapula mobilization, 9-hole peg test, serial casting, Purdue Peg Board, flexor tendon exercises, tendon gliding exercise, joint blocking exercise, and review the Jensen Hand Test. (intake, manipulation, application, cross application) B. 1.1, 1.2, 1.7, 2.2, 2.8, 2.11, 3.4, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.6, 5.28
18. Demonstrate performance skills in effective physical agent modality (PAM) application (per protocol) in occupational therapy intervention and adhere to safety precautions under the direct supervision of an Occupational Therapist; demonstrate understanding of precautions and contraindications for physical agent modalities. Use sound judgment in regard to self and others and adhere to safety regulations while performing task. Describe how to teach a PAM technique for client/caregiver. (intake, manipulation, application, cross application) B: 1.1, 2.2, 2.6, 2.8, 4.10, 5.2, 5.3, 5.15, 5.20, 5.22, 5.28, 5.32
19. Complete positioning assessment both in and out of wheelchairs; discuss and employ positioning principles. (intake, manipulation, application) B. 1.1, 1.4, 2.6, 2.7, 2.8, 2.10, 4.1, 4.2, 4.4, 4.5, 4.10, 5.1, 5.6, 5.8, 5.9, 5.10, 5.12, 5.17, 5.20, 5.22, 5.26
20. Observe basic wheelchair maintenance and adjustment. (intake) B. 2.8, 5.9, 5.10, 5.12, 5.23
21. Express basic principles of assistive technology to support occupational therapy intervention to support performance, participation in occupation, and wellbeing (adult and pediatric) including but not limited to: distance communication, virtual environments and apply value for occupation-based electronic interventions. (intake, manipulation, application, cross application) B. 1.1, 1.8, 2.2, 2.6, 2.8, 2.10, 2.11, 4.10, 5.1, 5.3, 5.6, 5.8, 5.9, 5.10, 5.17, 5.19, 5.20, 5.22, 5.23, 5.24
22. Attend assistive technology clinic visit and choose additional assistive technology resources and application of value for occupational therapy services. (intake, manipulation, application, cross application) B. 1.8, 2.2, 2.8, 2.10, 4, 10, 5.1, 5.3, 5.6, 5.8, 5.9, 5.10, 5.17, 5.19, 5.20, 5.22, 5.23, 5.24, 5.32
23. Explain and describe basic principles (general information, types, utilization of and for occupation) of upper and lower extremity prosthetics used in occupational therapy. (intake, manipulation) B. 1.1, 1.4, 2.2, 2.5, 2.6, 2.8, 2.10, 5.2, 5.3, 5.5, 5.6, 5.9, 5.10, 5.11, 5.12, 5.13, 5.17, 5.19, 5.23, 5.24, 5.27, 5.28, 5.29, 5.31
24. Perform residual limb wrapping for the upper extremity and attend demonstration at prosthetic clinic. (intake, manipulation) B. 1.1, 1.2, 1.4, 2.7, 2.8, 5.3, 5.6, 5.11, 5.19, 5.31
25. Practice the use of gait assistive devices for safe occupational tasks and demonstrate professional interaction with physical therapy practitioners regarding learning techniques and demonstrate proper safe client handling of devices. (intake, manipulation, application) B: 1.1, 2.2, 2.5, 2.6, 2.8, 2.10, 4.1, 4.9, 5.1, 5.2, 5.3, 5.5, 5.6, 5.9, 5.12, 5.13, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.28
26. Demonstrate skills in oral motor intervention techniques as assigned in oral-motor intervention. (intake, manipulation, application) B: 1.1, 1.2, 1.4, 2.2, 2.5, 2.8, 2.10, 2.11, 3.4, 5.1, 5.2, 5.3, 5.5, 5.6, 5.10, 5.14, 5.17, 5.18, 5.19, 5.22, 5.23, 5.24, 5.28, 5.29, 8.8
27. Examine and construct examples of the use of professional ethics in occupational therapy service delivery. (intake, manipulation, application, cross application) B: 1.5, 2.3, 2.8, 2.9, 6.2, 6.4, 7.2, 7.3, 7.6, 7.7, 8.1, 9.1, 9.5, 9.6, 9.8, 9.10, 9.12

Assessment Description(s)

1. Perform Manual Muscle Test with 80% accuracy or greater. (intake, manipulation) (find, demonstrate)
2. Perform physical agent modalities with 100% for safety and 80% for skill, or greater. (recall, recognize, sequence, prioritize)
3. Design intervention schedule with information from manual muscle test with 75% accuracy or greater. (intake, manipulation, application, cross application) (relate, organize, conclude, formulate)
4. Demonstrate the ability to stump wrap with 75% accuracy or greater. (intake, manipulation, application, cross application) (choose, make use of, recommend, happen)

Materials and Technological Requirements

Access to Blackboard.

American Occupational Therapy Association membership

Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. ISBN-13: 9781569002650

Lab uniform.

Pendleton, H.M. & Schultz-Krohn, W. (2013) Pedretti's occupational therapy: Practice skills for physical dysfunction, (7th ed.) Elsevier. St. Louis, MO. ISBN:9780323059121

Introduction to Splinting: A Clinical Reasoning and Problem-Solving Approach. Coppard, B. M. & Lohman H. 2008. St. Louis, MO: Elsevier Mosby. ISBN: 9780323033848

Physical Agent Modalities Theory and Application for the Occupational Therapist (2008). 2nd Ed. Bracciano, A. Thorofare, NJ: Slack. ISBN: 9781556426490

Case-Smith, J., O'Brian, J.C. (2015) Occupational therapy for children and adolescents. Elsevier. St. Louis, MO. ISBN:9780323169257

Byers-Connon, S., Lohman, H. L., & Padilla, R. L. (2010). Occupational Therapy With Elders, Strategies for the COTA. 3rd edition St. Louis, MO: Elsevier Mosby. ISBN 13: 9780815137245

American Occupational Therapy Association membership

Mobility in Context, Principles of Patient Care Skills. (2012). C. Johansson & S. A. Chinworth. F.A. Davis. ISBN-13: 978-0803615274

Muscles: Testing and Function With Posture and Pain. 5th ed. (2005). Kendall, F.P., McCreary, E.K., Provance, P.G., Rodgers, M. M., & Romani, W. A. Lippincott Williams & Wilkins; Baltimore, MD. ISBN-13: 978-0781747806

Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques. 5th ed.

Sladyk, K. & Ryan, S. E. ISBN-13: 978-1556429620

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week 2 absences

Courses that meet twice per week..... 3 absences

Courses that meet four times per week 5 absences

Summer Session

Courses that meet four times per week in a five week session..... 3 absences

Courses which meet two evenings per week in a 10 week session..... 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason,

the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed

corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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