A. **Academic Division:** Health Sciences

B. **Discipline:** Occupational Therapy Assistant

C. **Course Number and Title:** OTAP2040 Process II: Adult Physical Dysfunction

D. **Course Coordinator:** Ted Chapman, MS, OTR/L, CHT  
**Assistant Dean:** Melinda Roepke, MSN, RN

**Instructor Information:**
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. **Credit Hours:** 3  
Lecture: 2 hours  
Laboratory: 3 hours

F. **Prerequisites:** BIOL2752, OTAP1030  
**Co-requisite:** OTAP1041m

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

*Physical Dysfunction Practice skills for the Occupational Therapy Assistant*
- Edited by: Mary Beth Early
- Copyright Year: 2006
- Edition: 2nd
- ISBN#: 978-0-323-03188-9

*Quick Reference to Occupational Therapy*
- Author: Kathlyn Reed
- Copyright Year: 2014
- Edition: 3rd
- ISBN#: 9781416405450

*The OTA’s Guide to Writing SOAP Notes*
- Authors: Sherry Borcherting and Marie J. Morreale
- Edition: 2006

I. **Workbook(s) and/or Lab Manual:** None
J. **Course Description:** A review of human development from adolescence to adulthood in relation to occupational performance will be provided. The impact of traumatic injury and illnesses on occupational performance will be explored. Issues that may impact occupational performance and thus require adaptation will be discussed. Topics will include theory, evidence based practice, frames of reference, the occupational therapy process and the roles of OTA and OT in practice settings for this population will be discussed.

K. **College-Wide Learning Outcomes:**

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: Written</td>
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<tr>
<td>Communication: Speech</td>
<td></td>
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<tr>
<td>Intercultural Knowledge and Competence</td>
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<tr>
<td>Critical Thinking</td>
<td></td>
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<tr>
<td>Information Literacy</td>
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<tr>
<td>Quantitative Literacy</td>
<td></td>
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</table>

ACOTE Standards (2012), Accreditation Council for Occupational Therapy Education (ACOTE®) can be found at: [http://aota.org/Educate/Accredit/StandardsReview/guide/OTA.aspx](http://aota.org/Educate/Accredit/StandardsReview/guide/OTA.aspx)

L. **Course Outcomes and Assessment Methods:**

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the role an Occupational Therapy professional has within the care of individuals from adolescence to adulthood and with individuals with traumatic injuries or illness and will be able to:</td>
<td>Unit tests 3rd of the term.</td>
</tr>
<tr>
<td>a. Examine the role of an OT practitioner within family, medical and educational systems</td>
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<tr>
<td>b. Examine ethical, legal and reimbursement issues specific to this area of practice</td>
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<tr>
<td>2. Analyze foundational knowledge about the human body and human development to an understanding of adult development and traumatic injuries and illnesses and will be able to:</td>
<td>Unit tests, throughout the term; written assignments.</td>
</tr>
<tr>
<td>a. Identify key milestones in the normal developmental process from birth to adolescence</td>
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<td>b. Identify key occupations of this age group</td>
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<tr>
<td>c. Identify major disorders and conditions of childhood and the impact of these on occupational performance</td>
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<tr>
<td>d. Develop and or adapt age appropriate and culturally sensitive therapeutic activities.</td>
<td></td>
</tr>
<tr>
<td>ACOTE Standards: B.1.2., B.1.3., B.1.4., B.1.6.</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Assessments – How it is met &amp; When it is met</td>
</tr>
<tr>
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<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| 3. Examine the basic premise and application of frames of reference, models of practice and treatment theories that are related to the treatment of adolescents to adults and will be able to:  
  a. Identify relevant learning theories in practice.  
  b. Identify relevant treatment theories such as occupational science, occupational performance, neuro-developmental, proprioceptive neuromuscular facilitation and biomechanical theories and their application in treatment  
  c. Develop therapeutically appropriate activities that incorporate adult frames of reference.  
  ACOTE Standards: B.2.7., B.3.1., B.3.2., B.3.3. | Unit tests throughout the term, and final; lab skill checklist (weeks 4-12). |
| 4. Examine assessments utilized within current OT practice and will be able to:  
  a. Identify OTA specific assessment tools utilized in the provision of care for this population  
  b. Take part in the completion of an occupational profile or history and standardized assessments specific to this population such as an ADL/IADL assessment.  
  ACOTE Standards: B.1.7., B.4.1., B.4.2., B.4.4., B.4.5. B.4.9., B.4.10. | Unit tests during the first 3rd of the term, and final; lab skill checklists week 4-12 |
| 5. Examine the OTA’s role in the treatment process of this population and will be able to:  
  a. Develop a treatment plan/goals that are client centered  
  b. Assess the effectiveness of treatment activities and adapt or modify the activity  
  c. Develop intervention strategies to enhance performance of ADL’s and IADL’s  
  d. Examine the impact of positioning in the performance of occupations  
  e. Analyze the impact of traumatic injury or illness in relation to an individual’s sexuality, work, leisure and social functions in the performance of occupations.  
  f. Analyze the role of and the type of splinting used within the therapeutic care of this population and take part in the fabrication of splints  
  g. Analyze the impact of sensory or visual dysfunction in relation to occupational performance and develop intervention strategies to address occupational performance issues.  
  h. Analyze the impact of perceptual and or cognitive dysfunction in relation to occupational performance and develop intervention strategies to address occupational performance issues.  
  ACOTE Standards: B.2.7., B.2.8., B.2.10., B.2.11., B.5.1., B.5.2., B.5.3., B.5.5., B.5.6., B.5.7., B.5.8., B.5.9., B.5.10., B.5.11., B.5.12., B.5.13., B.5.14., B.5.15., B.5.17., B.5.18., B.5.19., B.5.22., B.5.23., B.5.24., B.5.27., B.5.28., B.5.29., B.5.30., B.5.31. | Unit tests throughout, and final; lab skill checklists (week 4-12); written assignments (weeks 8, 14). |
M. **Topical Timeline (Subject to Change):**

**Lecture:**

1. Safety review  
   a. Infection control  
   b. Vitals review  
2. Foundation of physical disability practice  
3. Framework and process  
4. Assessment  
5. Intervention principles  
6. Occupational performance  
7. Applications in Practice  
   a. Traumatic brain injury  
   b. Degenerative diseases of the CNS  
   c. Spinal cord injuries  
   d. Hand injuries  
   e. Burns  
   f. Amputations and prosthetics  
8. Intervention issues  
   a. Culture  
   b. Generational impact  
   c. Psychosocial aspects of disability  

**Lab:**

1. Introduction  
   a. Professional behavior: OT/OTA interactions/feedback  
   b. Safety  
2. Assessments:  
   a. ROM  
   b. MMT  
   c. Coordination  
   d. Perception  
   e. Cognition  
3. Occupational performance and physical disabilities  
4. Applications  
   a. Splinting  
   b. Vision/perception  
   c. Cognition  
   d. Transfers  
   e. Positioning  
   f. Modalities  

N. **Course Assignments:**

- Lab skill performance checks
- Written assignments
- Unit tests and final
O. **Recommended Grading Scale:**

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. **Grading and Testing Guidelines:**
Click here to enter text.

Q. **Examination Policy:**
Click here to enter text.

R. **Class Attendance and Homework Make-Up Policy:**
Click here to enter text.

S. **Classroom Expectations:**
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T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal though the Student Records Office in Kee Hall.

**Student engagement requirements:**
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.
**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success
Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.