

Course Title: Challenges to Physical Health

Course Number: OTA 1230

Credit Hours: 3

Distribution of Contact Hours: 2 lecture, 3 lab All sessions are on-campus

Instructor Name and Credentials:

Instructor Contact Information

Email:

Phone: 615-353-3383

Mobile phone:

Fax: 615-353-3608

Preferred contact method: through D2L email via OTA 2140 course shell

Office location: Suite D27

Office Hours: As posted on schedule outside office door or by appointment

Required Texts:

- *Physical Dysfunction Practice Skills; Early, most recent edition, Mosby.*
(also used for 2130 and 2140)
- *Quick Reference to Occupational Therapy; Reed, most recent edition, Pro-ed*
(also used for 2130 and 2140)

Since course materials are located online, students are required to have consistent and reliable access to the internet.

Course Description (From Catalog): A study of individuals who are limited in their ability to engage in daily life activities due to challenges to their physical health. Topics include major medical, orthopedic, and neurological diagnoses, with emphasis on symptoms, physical conditions, medical and social supports, and the impact on occupational engagement related to those diagnoses. OT evaluations and treatment planning for the physical health population are practiced

Prerequisite(s): OTA 1110, OTA 1120, OTA 1130, OTA 1140, OTA 1150.

Course Meeting Dates/Times/Location: OTA program schedule is made available to cohort students prior to the spring semester. Students meet on campus for all lecture and lab sessions.

Course Outcomes

Objective	Assessment Method(s)	ACOTE Standard
<p>Demonstrate an understanding of how challenges to physical health (including heritable diseases, genetic conditions, disability, trauma, and injury affect the structure and function of the human body and impact on the individual, family, and society.</p>	<p>Quizzes, templates, and module presentations</p>	<p>B.1.1 B.1.6 B.2.6</p>
<p>Demonstrate knowledge of global social issues and prevailing health and welfare needs of those with or at risk for physical challenges. Use logical thinking, critical analysis, problem solving, and creativity in planning for the achievement, maintenance, and promotion of health and wellness for those populations and their families.</p>	<p>Quizzes, templates, and module presentations</p>	<p>B.1.6 B.2.4 B.2.5 B.2.9</p>
<p>Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice. Explore and describe selected assessments used to gather and share data for the purpose of screening and evaluation. Demonstrate appropriate procedures and protocols (including standardized formats) for selected assessments, and describe the use of occupation for the purpose of assessment.</p>	<p>Quizzes, assignments, templates, and module presentation</p>	<p>B.1.7 B.4.1 B.4.2</p>
<p>Articulate the role of the OTA and</p>	<p>Quizzes, templates</p>	<p>B.4.5</p>

<p>OT in the screening, evaluation process and the benefits of collaboration. Identify when to recommend to the OT the need for referring clients for additional evaluation.</p>		<p>B.4.9</p>
<p>Demonstrate how to assist with the development of occupation-based intervention plans and strategies in collaboration with client and others. Intervention plans reflect current OT practice, are based on available evidence and address the occupational profile, client factors, performance patterns, context, and performance skills of the client using preparatory, purposeful, and occupation based methods.</p>	<p>Quizzes, templates, and module presentation</p>	<p>B.5.1 B.5.3</p>
<p>Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. Select and plan for provision of safe, client-centered, interventions and procedures (including preparatory, purposeful, and occupation based) pertinent to the needs of the client. These include prevention, remediation, compensation, and other methods across the scope of physical, sensory, cognitive, and mental health practice.</p>	<p>Quizzes, templates</p>	<p>B.2.8, B.2.10 B.5.2</p>
<p>Effectively locate and effectively use professional literature to make evidence-based practice decisions in collaboration with the OT. Demonstrate ability to understand the quality of the source of information and how scholarship can be used to strengthen the profession.</p>	<p>Templates and module presentations</p>	<p>B.8.1 B.8.2 B.8.3 B.8.8</p>
<p>Demonstrate an understanding and ability to effectively educate and train the client, caregiver, family,</p>	<p>Templates and module presentations</p>	<p>B. 5.18, B.5.19</p>

and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.		
Recommend to the OT when termination of services may be needed and facilitate discharge planning through review of the needs of the client, family, and significant others and identification and recommendation of potential resources.	Templates and module presentations	B.5.29 B.5.31

NSCC General Education Outcomes met/ supported by this course:

NSCC Objective	Assignments and/or Instructional methods that meet/support this standard
Write clear, well-organized documents.	Templates
Know how to locate, evaluate, and use information sources	Templates and module presentations
Use critical thinking skills	Templates and module presentations

Tennessee Board of Regents General Education Outcomes met/supported by this course (pick only those that apply):

TBR Objective	Assignments and/or Instructional methods that meet/support this standard
Students are able to employ correct diction, syntax, usage, grammar, and mechanics for Oral Communication	Module presentations
Students are able to order major points in a reasonable and convincing manner based on that purpose	Templates
Students are able to employ correct diction, syntax, usage, grammar, and mechanics for Written Communication	Templates
Students are able to manage and coordinate basic information gathered from multiple sources	Use of information from scenarios to choose appropriate interventions on template

Course Grading Policy

The OTA Program utilizes the following grading scale:

93 – 100 = A

85 - 92 = B

75 – 84 = C

74 and Below = failing

Grade Item	Description	#	Score (ea)	Total score	% of total grade
Quizzes	Demonstration of knowledge	6	50pts	300 pts	32%
Modules	Sharing of knowledge about evaluations and diagnoses in written and oral formats Module 1 – evaluation assignment (100pts) Module 2 - group assignment (100pts) Module 3-4 – Complete A or B (100pts) Module 5 or 6 – Complete A and B (200pts)	6	see description	600 pts.	67%
Clinical Maintenance	Practice maintaining area per procedures	1	10pts	10 pts	1%
TOTAL				910	100%
Peer Review	Provide peer review to classmate	1	5pts	5pts	BONUS
Check yourself quizzes	Required: Check knowledge and practice for NBCOT exam. 5pts. Each if score is 80% or	2	5 pts	10 pts	BONUS

	higher, 0 pts if score is below 80%				
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Refer to the Course Shell in the content “Getting Started” module for the ‘OTA 2130 Course Overview’ for course materials, grading, and assignment specifics for this course.

All NSCC OTA Program courses follow the same course policies. These policies can be found in the D2L course shell for the individual course.

The D2L course shell for this course also houses all information related to Course Schedule, Assignments and other necessary course related information.

All NSCC institutional policies, student support services, and resources can be accessed from the NSCC home web site.

3/2/2016