GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

OCCUPATIONAL THERAPY ASSISTANT 200 – INTRODUCTION TO OCCUPATIONAL THERAPY SKILLS IN PHYSICAL REHABILITATION

1. Course Number Course Title Semester Units

OTA 200 Introduction to Occupational Therapy Skills in 3

Physical Rehabilitation

Semester Hours

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

A “C” grade or higher in OTA 101.

Corequisite

None

Recommended Preparation

None

3. Catalog Description

The normal occupational performance in development of adult and geriatric roles is explored. The physical, socioeconomic, environmental factors, lifestyle choices, and physical factors that influence adult and geriatric occupational performance in their roles. Exploration of the recovery process, from acute care to rehabilitation for physical and psychosocial conditions, is reviewed. The role of the occupational therapy assistant in prevention and rehabilitation programs is defined. Involvement in assessment, intervention, and therapeutic activities that facilitate age appropriate occupational behaviors is practiced. The discharge process and collaboration with other professionals and community agencies is included as part of the treatment continuum.

4. Course Objectives

1. Describe and demonstrate knowledge on the occupational therapy scope of practice, common frame of references, life span development, evaluation, screening, treatment techniques, documentation, regulations and equipment specific to the adult and geriatric population.
2. Demonstrate effective intraprofessional (OT/OTA) collaboration to explain the roles of each in the screening and evaluation process specific to settings for the adult and geriatric populations.
3. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance
4. Advocate for the profession and the consumer and demonstrate understanding of the distinct nature of occupation specific to the adult and geriatric population and promote OT services.
5. Educate client/family/significant others, colleagues and other health professionals in areas and topics common to the adult and geriatric population.

e. Analyze performance components of leisure, play, self-care and work activities that are both common and unique to adult and geriatric populations.

5. Instructional Facilities

a. OTA Lab

b. Standard classroom with OTA equipment

c. OTA mock apartment

6. Special Materials Required of Student

OTA Supply Kit per current OTA Student Handbook

7. Course Content

a. The physical, socioeconomic, sociocultural, and environmental factors in health, disability and the disease processes affecting occupational role performance in adults and geriatrics.

b. The adult teaching learning process.

c. The selection, adaptation, and sequencing of specific treatment techniques and occupation-based activities.

d. Treatment approaches in various health care settings as well as the role of the OTA in the recovery process and discharge planning.

e. Collaboration with the patient, family and other health care providers.

8. Method of Instruction

1. Lecture
2. Small group discussion
3. Audio-visual presentation and demonstration
4. Guest Speakers
5. Written assignments
6. Reading assignments

9. Methods of Evaluating Student Performance

a. Class participation. Present resources by diagnosis.

b. Written assignments. Weekly COD Activity.

c. Quizzes, midterm and final examinations.

d. Portfolio. Community Resource File activity.

10. Outside Class Assignments

a. Reading assignments.

b. Written assignments. Weekly COD Activity.

c. Skills practice. Adaptive Equipment Practice.

d. Problem solving exercises. Pretreatment planning activity.

11. Representative Texts

a. Representative Text(s):

1) Pendleton H. & Shultz-Krohn W, (Eds.) (2018) *Pedretti’s Occupational Therapy Practice for Physical Dysfunction 8th Edition.* St. Louis, MO: Mosby Company.

2) American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4rd ed.).  *AOTA Press.*

3) Vicino, Christine. (2021) OTA Student Handbook.

b. Supplementary texts and workbooks:

None.

Addendum: Student Learning Outcomes.

Upon completion of this course, our students will be able to do the following:

Develop intervention plans for various diagnoses seen in adult and geriatric occupational therapy settings.