GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/29/2022

Approved by GCCCD Governing Board: 12/13/2022

OCCUPATIONAL THERAPY ASSISTANT 221 – EXPERIENTIAL/SIMULATION III

 1. Course Number Course Title Semester Units

OTA 221 Experiential/Simulation III 1

Semester Hours

*Based on a 16-18-week format*; 3 hours laboratory (48-54 hours); 48-54 total hours

 2. Course Prerequisites

None

Corequisite

OTA 210 and 220 and 230

Recommended Preparation

None

 3. Catalog Description

A laboratory course providing a continuation of experiential/simulation learning with a focus on treatment planning, safety precautions, contraindications and documentation in OTA Program affiliated adult and geriatric rehabilitation settings.

 4. Course Objectives

The students will:

1. Analyze the scope and purpose of Occupational Therapy in adult and geriatric rehabilitation settings.
2. Compare and contrast the differing role of the OTA in adult and geriatric rehabilitation settings and the potential for OT in nontraditional settings with this population.
3. Analyze the differences in Occupational Therapy treatment process for adult and geriatric rehabilitation including: evaluation individual and group treatments, reassessment and discharge according to fieldwork site.
4. Identify common characteristics seen in adult and geriatric rehabilitation clients with specified diagnosis.
5. Identify therapeutic that promote function and facilitate client recovery that focus on the adult and geriatric population and roles.
6. Demonstrate reliable work habits of: timeliness, appropriate hygiene and dress, task completion, attention to detail and safety of patient and others in the work environment.
7. Demonstrate initiative and motivation; seek out leaning opportunities/interactions with supervisor/others.
8. Anticipate and manage personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.
9. Give, receive, and respond to feedback; seek guidance when necessary; follow proper channels.
10. Communicate verbally and in writing in a clear, concise and professional manner.
11. Employ communication skills reflecting respect for patient’s privacy, with consideration given to cultural implications.
12. Utilize medical and occupational therapy terminology correctly in written and oral communication.
13. Complete written assignments for each experience utilizing correct grammar, terminology, and spelling.
14. Interact appropriately with individuals such as eye contract, empathy, limit setting, respectfulness, use of authority, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication.
15. Consider the effectiveness to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process as a treatment intervention.
16. State how self is used as a therapeutic tool in adult and geriatric settings.
17. Recognize the features of psychosocial stress and state how OT practitioners can address these.

5. Instructional Facilities

1. Standard classroom
2. OTA mock apartment
3. Community sites

 6. Special Materials Required of Student

OTA Uniform

 7. Course Content

1. Biological, psychosocial and environmental conditions that have led to dysfunction in occupational roles of the adults/elderly.
2. Comparison of the role of the occupational therapy assistant in adult and geriatric rehabilitation to other areas of OT practice.
3. Therapeutic activities and modifications used with adult/elderly clients.
4. Chart review and comprehension in the adult and geriatric rehabilitation settings.

 8. Method of Instruction

1. Clinic observation
2. Lecture
3. Small groups with discussion
4. Multimedia presentation
5. Case studies

 9. Methods of Evaluating Student Performance

1. Class participation.
2. Written fieldwork observation paper, treatment planning grid, and evidence-based practice research.
3. Final evaluation form.

10. Outside Class Assignments

1. Reading assignments from the text.
2. Written exercises to include: written fieldwork observation paper, treatment planning grid, and evidence-based practice research.

11. Representative Texts

1. Representative Text(s):
2. Davis, Jan. *Stroke Help: Functional Treatment Ideas and Strategies in Adult Hemiplegia Student Workbook.* 2nd ed.,2020 (Workbook provided by Instructor).
3. Deluliis, Elizabeth D. *Professionalism Across Occupational Therapy Practice*. Thorofare, New Jersey: Slack, 2017.
4. Mahle, Amy J. and Amber L. Ward. *Adult Physical Conditions: Intervention Strategies for Occupational Therapy Assistants.* 2nd ed*.*,Philadelphia, Pennsylvania: FA Davis, 2022.
5. Vicino, Christine. *OTA Student Handbook*. 2022.
6. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

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

1. Demonstrate safe interventions that match stated goals for individuals with physical dysfunction.