

Course Number: OTA 110 Class/Lect. Hours: 2 Lab Hours: _____ Credits: 2 Dept.: OTA

Semester: Fall Year: 2020

Course Objectives	Competencies
<ol style="list-style-type: none"> 1. Design and present an evidence-based treatment plan for an individual with, or at risk for physical, psychosocial and/or intellectual dysfunction. 2. Discuss traditional and emerging OT treatment settings for individuals, groups and populations with physical dysfunction. 3. Discuss normal development of visual, motor, perceptual, sensory skills. 4. Administer assessments and discuss OT treatment for visual, perceptual and sensory problems. 5. Plan and implement sensorimotor and motor control treatments including oral motor strategies. 6. Discuss models of practice & frames of reference used in the treatment of individuals, groups and populations with, or at risk for physical dysfunction. 	<ol style="list-style-type: none"> 1. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. (B.2.1.) 2. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice. (B.3.1.) 3. Demonstrate knowledge of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). (B.1.1.) 4. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. (B.4.2.) 5. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. (B.4.4.) 6. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. (B.4.4.) 7. Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors. (B.4.16.) 8. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-

- based practice decisions in collaboration with the occupational therapist. (B.6.1.)
9. Explain how scholarly activities and literature contribute to the development of the profession. (B.6.1.)
 10. Understand the difference between quantitative and qualitative research studies. (B.6.2)
 11. Demonstrate the skills to understand a scholarly report. (B.6.3.)
 12. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. (B.4.18.)
 13. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches to design activities and clinical training for persons, groups, and populations. (B.4.21.)
 14. Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice. (B.5.4.)
 15. Understand the principles of teaching and learning in preparation for work in an academic setting. (B.6.6.)