

Springfield Technical Community College
Academic Affairs

Course Number: OTA 120L Class/Lect. Hours: _____ Lab Hours: 2 Credits: 1 Dept.: OTA
Semester: spring Year: 2021

OBJECTIVES/COMPETENCIES

Course Objectives	Competencies
<ol style="list-style-type: none"> 1. Explain early motor changes that occur at significant periods of development. 2. Describe positioning and handling techniques to improve occupational performance for adults with central nervous system dysfunction. 3. Offer solutions to adults with problems related to basic and instrumental activities of daily living. 4. Identify occupational performance at different levels of spinal cord injury. 5. Demonstrate preparatory and functional activities for adults with hemiplegia. 6. Develop cardiovascular exercise programs for people in different age groups and levels of fitness. 7. Adapt activities of daily living for patients with knee and hip replacement. 8. Analyze tasks to promote a client's optimal occupational performance. 9. Identify frames of reference used in occupational therapy settings that treat clients with genetic, orthopedic and neurological problems. 10. Evaluate and provide (under supervision) occupation-based activities and preparatory methods to enhance physical, perceptual, and sensory skills. 11. Educate the client and caregivers to carryover occupational skills safely outside the clinic. 12. Demonstrate effective communication and collaboration with clients, caregivers, and practitioners about intervention and discharge planning. 13. Recognize when consultation is appropriate with other clinical personnel. 	<ol style="list-style-type: none"> 1. Demonstrate knowledge of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). (B.1.1.) 2. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.(B.3.6.) 3. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3.) 4. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (B.4.6.) 5. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. (B.4.10.) 6. Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. (B.4.17.) 7. 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.) 8. 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.)

9. 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.)
10. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (B.4.9.)
11. Demonstrate knowledge of various reimbursement systems and funding mechanisms, treatment/diagnosis codes, and coding and documentation requirements that affect consumers and the practice of occupational therapy. (B.4.29)
12. 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.)
13. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches to instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. (B.4.21.)
14. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (B.4.23.)
15. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. (B.4.19.)
16. Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (B.3.7.)
17. Participate in the documentation of ongoing processes for quality management and improvement and implement program changes as needed to demonstrate quality of services. (B.5.7.)
18. Provide training in techniques to enhance functional mobility,

including physical transfers, wheelchair management, and mobility devices. (B.4.13.)

19. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. (B.4.25.)
20. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations. (B.4.27.)