

Springfield Technical Community College
Academic Affairs

Course Number: OTA 126L Class/Lect. Hours: _____ Lab Hours: 2 Credits: 1 Dept.: OTA

Course Objectives	Competencies
<ol style="list-style-type: none"> 1. Identify evaluation tools and perform components of standardized and non-standardized evaluations appropriate for the role of the COTA. 2. Design an evidenced-based treatment plan for the elderly patient. 3. Develop cardiovascular exercise programs for people with different age groups and levels of fitness. 4. Provide and evaluate (under supervision) occupation-based activities and preparatory methods to enhance physical, perceptual, cognitive and sensory skills. 5. Educate the client and caregivers to carryover occupational skills safely outside the clinic. 6. Demonstrate effective communication and collaboration with clients, caregivers, and practitioners about intervention and discharge planning. 7. Recognize when consultation is appropriate with other clinical personnel. 8. Articulate an understanding of the application of feeding and eating strategies using adaptive equipment and/or modifications to prevent aspiration. 	<ol style="list-style-type: none"> 1. 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.) 2. 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.) 3. 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.) 4. Explain how scholarly activities and literature contribute to the development of the profession.(B.6.1.) 5. 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.) 6. 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.) 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. 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.)
 9. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.(B.4.22.)
 10. Explain the need for and demonstrate strategies with assistive technologies and devices used to enhance occupational performance and foster participation and well-being.(B.4.11.)
 11. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.(B.3.3.)
 12. Demonstrate sound judgement 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.)
 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. 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.)
 15. Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client,

caregiver, family, and significant others; available resources; and discharge environment.(B.4.28.)

16. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.(B.4.10.)
17. 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.)
18. Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.(B.3.4.)
19. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.(B.4.26.)
20. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.(B.4.19.)
21. 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.)