

Therapeutic Interventions II

Class

OTHA 2305

Continuation of Therapeutic Interventions I. Emphasis on current rehabilitative interventions.

Online Component

Some components of this course may be computer based. Student access to a computer/printer is always required for completing assignments. Computers are available to students in the Academic Support Center in the Mineral Wells Education Center.

Tutoring Available

The Academic Support Center offers tutoring in a variety of subjects and can assist students with writing skills and in researching material for courses. It is located in the Mineral Wells Education Center and is currently open 9:00 am to 5:00 pm. Additional hours may soon be available as need arises.

Tasks

- A. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment (B.4.2).
 - 1. Demonstrate competency in administering assessments.
 - 2. Follow appropriate protocols to administer standardized tests.
 - 3. Use demonstration of occupation-based activities to assess performance.
- B. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes:
 - 1. The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
 - 2. Client factors, including body functions (e.g., neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).
 - 3. Performance patterns (e.g., habits, routines, roles) and behavior patterns.
 - 4. Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.
 - 5. Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations) (B.4.3).
 - 1. Demonstrate competency in taking vitals.
 - 2. Demonstrate competency in gathering and documenting evaluation data.
 - 3. Organize and document evaluation information utilizing the OT Practice Framework as a guide.
 - 4. Complete a community access to the environmental assessment.
- C. Provide therapeutic use of occupation and activities (e.g., occupation-based activity, practice skills, preparatory methods) (B.5.3).
 - 1. Utilize occupation-based activities in skill building.
- D. Provide training in techniques to enhance mobility, including physical transfers, wheelchair management, and community mobility, and participate in addressing issues related to driving (B.5.11).
 - 1. Demonstrate competency in transfers.
 - 2. Demonstrate competency in wheelchair management.
- E. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods (B.5.16).
 - 1. Organize and present a training in the community.

- F. Teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of humans and nonhumans in the completion of tasks (B.5.19).
 - 1. Demonstrate effective teaching of compensatory skills.

Course Learning Objectives

- A. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment (B.4.2).
- B. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes:
 - 1. The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
 - 2. Client factors, including body functions (e.g., neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).
 - 3. Performance patterns (e.g., habits, routines, roles) and behavior patterns.
 - 4. Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.
 - 5. Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations) (B.4.3).
- C. Provide therapeutic use of occupation and activities (e.g., occupation-based activity, practice skills, preparatory methods) (B.5.3).
- D. Provide training in techniques to enhance mobility, including physical transfers, wheelchair management, and community mobility, and participate in addressing issues related to driving (B.5.11).
- E. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods (B.5.16).
- F. Teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of humans and nonhumans in the completion of tasks (B.5.19).

Required Textbooks

No new books

*Additional Texts purchased for other OTA classes will also be used in this course.

Evaluation Standards

Assignments:

All assignments are due at the beginning of the class period unless otherwise stated and are expected to be original, independent work. Each assignment should be neat and legible, with correct spelling and grammar. Acceptance of assignments that are late due to an absence, are at the discretion of the instructor. Points may be lost for violating any of this policy. No occupational therapy assistant courses provide extra credit opportunities.

Make-ups of quizzes or examinations is at the discretion of the instructor. No quiz, examination, or final may be taken early. Any make-up quizzes or examinations that are allowed must be taken on the first day the student returns to campus following an absence. It is the student's responsibility to contact the instructor and arrange a time for any make-up quiz or exam. Failure to take any required quiz or examination will result in a grade of zero (0).

Professional conduct and communication are considered to be essential skills in the healthcare professions and are required in the classroom as well as in any on-line course environment. Students are expected to be polite and respectful whether talking face-to-face, e-mailing, chatting, or posting online. Behavior that is disruptive (i.e., excessive talking, rudeness to others, distracting behaviors such as leaving and re-entering class, cell phones ringing, etc.) will not be tolerated. Cell phones must be placed on silence during classes. Grade points can be deducted for any inappropriate behaviors. If at any time during the semester a problem of this nature is encountered or any specific concerns arise, please do not hesitate to contact the course instructor for assistance. Students deserve a positive learning environment without disruptions that may negatively impact their learning opportunities.

Attendance Policy

Attendance Guidelines:

Occupational therapy is a profession that requires “hands-on” learning experiences. Therefore, class attendance is essential and mandatory. Late arrivals to class, leaving during class without permission, or leaving class early will not be tolerated. Any abuse of this expectation may result in a grade reduction of 10% or greater. If a student has an emergency situation that will result in a violation of this policy the student is expected to contact the instructor immediately to avoid any grade reduction.

Attendance Guidelines for On-Line Component:

If the course has an on-line component, attendance will be documented by the timely submission of scheduled on-line assignments.. On-line assignments submitted after the required deadlines will not be accepted . Students may be required to attend on-campus, on-line proctored examinations. The instructor will provide the necessary information if needed. Format for an examinations may be hardcopy or computer-based, as determined by the instructor.

Instructional Methods

May include the lectures, labs, group discussion, audio-visual materials, individual and group structured activities, and/or computer-based activities.

Disabilities

ADA Statement:

Any student with a documented disability (e.g. learning, psychiatric, vision, hearing, etc.) may contact the Office on the Weatherford College Weatherford Campus to request reasonable accommodations. *Phone:* 817-598-6350
Office Location: Office Number 118 in the Student Services Building, upper floor. *Physical Address:* Weatherford College 225 College Park Drive Weatherford, TX.

Academic Integrity

Academic Integrity is fundamental to the educational mission of Weatherford College, and the College expects its students to maintain high standards of personal and scholarly conduct. Academic dishonesty of any kind will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials including unauthorized use of Generative AI. Departments may adopt discipline specific guidelines on Generative AI usage approved by the instructional dean. Any student who is demonstrated to have engaged in any of these activities will be subject to immediate disciplinary action in accordance with institutional procedures.

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified Competencies in the areas of Resources, Interpersonal, Information, Systems, and Technology; and foundation skills in the areas of Basic Skills, Thinking Skills, and Personal Qualities. This course is part of a program in which each of these Competencies and Skills are integrated. The specific SCANS Competencies that are recognized throughout this course are noted at the end of the appropriate Competencies or Task listed.