

OTA 130
ASSESSMENT SKILLS

COURSE DESCRIPTION:

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: OTA 110

This course provides training in appropriate and accurate assessment and intervention skills related to sensory, movement, perceptual/cognitive, affective systems, and ADL skills. Topics include kinesiology, body mechanics, sensory, ROM, MMT, cognitive/perceptual, psychosocial, self-care, and work-related assessments; treatment approaches; and basics of group structure and dynamics. Upon completion, students should be able to administer various assessment tools and appropriate treatment approaches regarding sensation, movement, perception/cognition, affect, self-care, and work-related skills. Course Hours Per Week: Class, 2. Lab, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

By the completion of the course, the student will be able to:

- A. Work effectively to complete specific assessment maneuvers under the close supervision of a supervisor
 - 1. use feedback and constructive criticism to modify and improve performance
 - 2. complete designated competencies successfully with supervisor guidance

- B. Seek adequate information prior to acting.
 - 1. regarding areas of occupation
 - 2. regarding performance skills
 - 3. regarding client factors
 - 4. regarding performance patterns
 - 5. regarding activity demands
 - 6. regarding contexts
 - 7. regarding outcomes

- C. Use standard OT principles during assessment activities (client-centered, activity-oriented, therapist-driven, and environmentally-sensitive and meaningful)

- D. Document accurately and legibly for all assessments

- E. Use accepted terminology and abbreviations.
 - 1. regarding areas of occupation
 - 2. regarding performance skills
 - 3. regarding client factors

4. regarding performance patterns
 5. regarding activity demands
 6. regarding contexts
 7. regarding outcomes
- F. Communicate with clients at their level.
1. assess communication abilities
 2. assess cognitive abilities
- G. Obtain and interpret vital sign information
- H. Prepare for clinical assignments.
1. Review and knowledge of tools
 2. Review and knowledge of norms and expected performances
 3. Awareness of safety concerns and use of appropriate precautions
- I. Maintain confidentiality of information.
- J. Screen and assess the need for occupational therapy intervention.
1. regarding areas of occupational performance
 2. regarding performance skills
 3. regarding client factors
 4. regarding activity demands
 5. regarding performance patterns
 6. regarding contextual issues
- K. Participate in developing a treatment plan.
1. addressing occupational concerns
 2. addressing performance skill issues
 3. addressing client factor issues
 4. addressing activity modification issues
 5. addressing habit pattern issues
- L. Re-assess the effectiveness of the intervention and recommend continued or changed treatment in simulated client situations.
- M. Assist in summarizing outcomes and recommendations to maximize treatment gains in simulated client situations.
- N. Assist with data collection and evaluation under the supervision of an OT/L.
- O. Demonstrate service competency to administer selected standardized tests under the supervision of an OT/L.

- P. Identify modifications of treatment approaches needed as client needs change, under the supervision of an OT/L.
- Q. Analyze activities, actions and occupations to promote client success
- R. Identify client and family learning needs with therapist guidance.
- S. Demonstrate initiative in independent learning by selecting and reporting on an assessment tool not presented in this course

OUTLINE OF INSTRUCTION:

- I. Screening procedures for areas of occupation, performance skills, client factors, performance patterns, activity demands, and contexts
 - A. Breadth of information
 - B. Seeking exceptions
 - C. Minimize false negatives and positives
 - D. Qualities of a screening tool
 - E. Results of screening guide next steps
- II. Assessment procedures & options for areas of occupation, performance skills, client factors, performance patterns, activity demands, and contexts
 - A. Rationale
 - B. Methods
 - C. Settings
 - D. Information gathered
 - E. Qualities of assessment tools
 - F. Types of assessments
- III. Screening tools and assessments in self care
- IV. Screening tools and assessments for other areas of occupation
- V. Screening tools and assessments for selected performance skills & client factors.
- VI. Kinesiology & its relationship to assessment in OT
- VII. Treatment planning activities for various deficits
 - A. Use of assessment data
 - B. Knowledge of client and sociocultural context
 - C. Development of priority listing
 - D. Goal setting and writing
 - E. Operationalizing plan into a intervention program
 - F. Roles of OTs and OTAs

- VIII. Types of intervention programs for desired client outcomes
 - A. Restorative programming
 - B. Compensatory or Adaptive programming
 - C. Prevention programming
 - D. Maintenance programming
 - E. Promotional programming

IX. Developing intervention programs for selected outcomes

- X. Discontinuation of treatment decisions
 - A. Reasons for discontinuation
 - B. System for discontinuing treatment
 - C. Plan to maximize and stabilize gains
 - D. Documentation of process
 - E. Responsibilities and roles of OTA, OT, and client

REQUIRED TEXT AND MATERIALS:

Early, MB: *Physical Dysfunction Practice Skills for the Occupational Therapy Assistant*. St. Louis, Mosby, 1998.

Lippert, L.: *Clinical Kinesiology and Anatomy*. (4th ed). Philadelphia, FA Davis, 2006.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.