

OTA 170
PHYSICAL DYSFUNCTION

COURSE DESCRIPTION:

Prerequisites: BIO 168

Corequisites: OTA 130

This course is designed to provide the knowledge and skills needed for working with individuals experiencing varied medical and physical conditions within their socioeconomic and cultural environments. Topics include medical terminology, common diagnoses, structures, and functions that change with disease processes, assessment and treatment priorities for specific problems and conditions, treatment planning, and intervention. Upon completion, students should be able to recognize common symptoms, prioritize problems, and provide for patient safety and infection control when planning and implementing and implementing treatment. Course Hours Per Week: Class, 2. Lab, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

Student will demonstrate basic skills in the following areas:

- A. Apply knowledge of conditions involving physical illnesses and normal structure and function
 - 1) Identify common orthopedic, neurological, sensory system, systemic and congenital illnesses including: diagnoses, prognoses, precautions, signs and symptoms, pathologies, typical medical interventions and psychosocial implications.
 - 2) Relate occupational therapy assessments and interventions to commonly encountered physical illnesses and functional changes.
- B. Use accepted terminology and abbreviations
 - 1) Correctly identify abbreviations for diseases with use of appropriate resources
 - 2) Demonstrate appropriate use of medical and occupational therapy jargon
 - 3) Translate medical and occupational therapy jargon into client's terms for teaching and learning purposes.
- C. Maintain infection control standards
 - 1) Identify the components of universal precautions
 - 2) Use universal precautions in appropriate situations
 - 3) Identify common sources of infection and contamination in health care settings
 - 4) Identify common infectious organisms and routes of infection
 - 5) Apply principles of infection control in selected client situations
- D. Assist in data collection and evaluation under supervision of an OT/L
 - 1) Conduct chart review
- E. Express ideas clearly in oral presentations
 - 1) Complete two case presentations
 - 2) Complete class presentation on selected treatment approach & intervention

- F. Ask questions to gain appropriate information on narrative, scientific, pragmatic, and ethical issues related to a client situation
 - 1) Use supervising therapist's guidance to gather information for case reports.
 - 2) Use multiple sources of information prior to gather data then ask well-formulated questions to complete case presentations and class presentations.

- G. Express ideas clearly in written reports
 - 1) Complete two case presentations per established format and content instructions.
 - 2) Complete write-up on selected medical diagnoses per established format and content instructions.

- H. Screen and assess the need for occupational therapy intervention
 - 1) Identify client goals and needs that would be appropriately addressed in occupational therapy intervention in case studies.
 - 2) Identify the relationship among medical diagnoses, common signs and symptoms, prognoses and occupational therapy treatment approaches to determine the need for intervention.

- I. Provide for client safety
 - 1) Identify precautions for various client conditions & situations
 - 2) Modify selected self-care, productive, and avocational activities to accommodate physical deficits and enhance client safety
 - 3) Demonstrate environmental safety awareness during client treatment

- J. Apply knowledge of normal structure and function of the human body
 - 1) Use knowledge of muscle innervation, origin, insertion and action to determine common deficit areas for selected client populations and disabilities.
 - 2) Use knowledge of organ systems and normal functioning to determine the probable impact of selected disease processes on organ, system, body and life role functions.

- K. Seek adequate information prior to acting
 - 1) Use multiple sources of information to build a database upon which to operate.
 - 2) Use draft submission system to determine adequacy of information prior to completing latter portions of assignments.

- L. Apply principles of occupational therapy theory and practice to selected client populations.

- M. Use appropriate intervention strategies & techniques for various client conditions and situations, integrating knowledge of contexts, performance patterns, occupations, desired outcomes, and activity demands

- N. Interact with clients to determine their needs
 - 1) Participate in client interview during assessment and goal setting sessions under therapist guidance.
 - 2) Use student-formulated database to assist in predicting probable areas of need and interest for selected client populations.
 - 3) Use interactions with clients to determine accuracy of predicted areas of need and interest.

- O. Refer to medical and community resources for continuity of care
 - 1) Research and document resources for a selected client condition
 - 2) Describe supports typically needed for clients with selected conditions

OUTLINE OF INSTRUCTION:

- I. Framework for examining typical problems in physical performance of occupations
 - A. Diagnosis - etiology and pathology
 - B. Precautions
 - C. Common and typical medical treatments and procedures
 - D. Signs and symptoms
 - E. Prognosis
 - F. Psychological and social impact of the diagnosis

- II. Occupational Therapy approaches
 - A. Health promotional
 - B. Preventive
 - C. Restorative/rehabilitative
 - D. Compensatory - adaptive
 - E. Maintenance

- III. Occupational Therapy interventions
 - A. therapeutic use of self
 - B. therapeutic use of occupations or activities
 - C. consultative process
 - D. educational process

- IV. Social and cultural impacts on illness
 - A. Sick role
 - B. Causation beliefs
 - C. Separation of physical from psychological illness & intervention
 - D. Societal definitions
 - E. Cultural diversity in illness behavior, interpretation and treatment of disease processes

- V. Conditions that primarily affect motor skills or client factors associated with those motor skills
 - A. Common conditions and symptoms
 - B. Common treatment approaches & interventions
 - C. Common outcomes
 - D. Evidence of effectiveness for OT intervention

- VI. Conditions that primarily affect process skills or client factors associated with those process skills
 - A. Common conditions and symptoms
 - B. Common treatment approaches & interventions
 - C. Common outcomes
 - D. Evidence of effectiveness for OT intervention

- VII. Impact of process or motor conditions on interactional skills or client factors associated with those interactional skills

- VIII. Conditions that primarily affect performance habits
 - A. Common conditions and symptoms
 - B. Common treatment approaches & interventions
 - C. Common outcomes
 - D. Evidence of effectiveness for OT intervention

- IX. Conditions that have multiple areas of significant impact
 - A. Common conditions and symptoms
 - B. Common treatment approaches & interventions
 - C. Common outcomes
 - D. Evidence of effectiveness for OT intervention

- X. Case study presentations of clients
 - A. Chronic disease/disability
 - B. Traumatic illnesses/injury
 - C. Congenital illness/disability

- XI. Community resource identification

- XII. Comparison of client needs & interests to services availability
 - A. Matches
 - B. Gaps
 - C. Alternatives
 - D. Cultural/social considerations

REQUIRED TEXTBOOKS AND MATERIALS:

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