

**OTA 250**  
**LIFE SPAN SKILLS II**

**COURSE DESCRIPTION:**

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: PSY 241, OTA 170, and OTA 180

This course uses knowledge gained from PSY 241 as it applies to occupational therapy practice from young adulthood through old age. Emphasis is on identification and discussion of common disabilities and chronic diseases, assessments, planning and interventions used with these populations, and activity programming. Upon completion, students should be able to identify and use assessments, interventions, and activities for adults with selected disabilities and losses in various settings. Course Hours Per Week: Class, 2. Lab, 3. Semester Hours Credit, 3.

**LEARNING OUTCOMES:**

At the completion of this course the student will be able to:

- A. Work effectively with the supervision of an OTR/L during coursework.
  - 1.) Observe an OT-OTA relationship in a geriatric setting
  - 2.) Successfully complete laboratory and clinical experiences
  - 3.) Interact effectively with at least one OT supervisor in a geriatric setting
- B. Demonstrate knowledge of COTA and activity coordinator role in geriatric settings.
- C. Express ideas clearly in written reports and follow criteria established for all assignments
- D. Demonstrate a caring non-judgmental attitude with all older adults and their caregivers during simulated and clinical activities.
- E. Participate in developing geriatric treatment plans for selected client conditions
- F. Use all possible therapeutic approaches in planning treatment for older clients, settings, and caregivers.
- G. Discuss and compare biological theories of aging
- H. Discuss and compare social and psychological theories of the aging process
- I. Describe federal, state, regional, private, and religious programs and resources, reimbursement and funding, and their impact on OT services for the elderly.
- J. Apply knowledge of Medicare and Medicaid guidelines and regulations to practice with older adults.
- K. Describe and discuss physiological and psychological changes that occur with advancing age in functional areas of sensory, motor, and cognition.
- L. Describe and discuss interactional changes that accompany aging.
- M. Describe and discuss common changes in areas of occupation changes that accompany aging.
- N. Describe and understand common conditions/diseases that occur in the older population.
- O. Discriminate between common aging changes in all performance skills, client factors, body structures and common medical or psychiatric conditions in the older population.

- P. Demonstrate skill in interacting therapeutically with clients experiencing significant sensory, processing or motor losses to optimize function, engagement, and benefit of treatment.
- Q. Participate in a team discussion of selected older simulated clients
- R. Compare and contrast the impact of social and cultural events and life experiences on cohorts of older adults
- S. Compare and contrast the impact of religion and spirituality as it relates to older adults.
- T. Discuss end of life issues and the role of OT in hospice and end-of-life care for older adults and their caregivers.
- U. Plan, conduct, and evaluate a teaching activity with older adults or their caregivers on a self-selected topic.

### **OUTLINE OF INSTRUCTION:**

- I. Overview of gerontology/geriatrics
  - a.) Graying of America
  - b.) Normal aging processes vs. pathology
  - c.) Environmental, life-long habits, and genetic influences on aging
  - d.) Theories of aging
  - e.) Social and cultural biases on aging
- II. Review typical & atypical age-related development & changes:
  - a.) Physical & physiological changes
  - b.) Sensory changes and compensations
  - c.) Cognitive changes
  - d.) Social changes
  - e.) Nutritional needs & changes
  - f.) Chronic diseases
  - g.) Psychosocial changes
  - h.) End of life
- III. Common deficits in areas of occupation for the older adult
- IV. Review of world religions, spirituality, and belief systems as they relate to older adults
- V. Occupational Therapy intervention with geriatric populations
  - A. Roles for OTAs and OTs in geriatric treatment settings
  - B. Settings of care
  - C. Assessments & protocols
  - D. Treatment planning & goal selection
  - E. Continuity of care
  - F. Focus of interventions
    - 1.) treating the individual
    - 2.) treating in groups
  
    - 3.) facility programming

- 4.) environmental adaptations
  
- VI. Documentation
  
- VII. Roles and responsibilities of activity coordinators
  - A. History of the profession
  - B. Philosophies of activity programs
  - C. Professional standards
  - D. Role of activities in residents rights issues
  - E. Guidelines for activity coordination
  - F. Settings for activity programs
  - G. Populations involved in activity programs
  
- VIII. Developing programs in geriatric settings
  - A. Needs assessment of the facility
  - B. Client/resident assessments
  - C. Interpreting OBRA regulations
  - D. Communicating effectively with residents of various levels
  - E. Developing working relationships with other disciplines
  - F. Developing specific programs and groups
  - G. Modalities
  - H. Residents councils
  - I. Safety issues

**REQUIRED TEXTBOOKS AND MATERIALS:**

Byers-Connon, S., Lohamn, H., and Padilla, R. Occupational Therapy With Elders-Strategies for the COTA. 2<sup>nd</sup> ed. St. Louis: Mosby, 2004.

**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.