Walters State Community College Course Syllabus

Course Information

Course Number and Name: OTAP 2340 OT Intrvntn and TX: Geriatrics
Section ID: 81387.202380
Semester and Year: Fall 2023
Credit Hours: 3
Start Date: August 21, 2023
End Date: December 08, 2023
Course Format: CON - Conventional Methodology
Catalog Course Description: A study of physical and mental health limitations and obstacles to occupational engagement for individuals and populations. Topics include common diagnoses and treatment environments, treatment for areas of occupation (ADL, IADL, rest and sleep, education, work, play, leisure, and social participation), considering performance skills, performance patterns, client factors and context will be reviewed. Students will be required to develop applications for enabling function and physical well being. Prerequisite(s): OTAP 1120,1210,1220,1240,1320,1330,1340,1355,and 1380. **F**

Meeting Details: W; 09:00AM - 03:00PM;
Course Drop Deadline: October 27, 2023

Instructor Information

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Required Textbook(s) and Materials
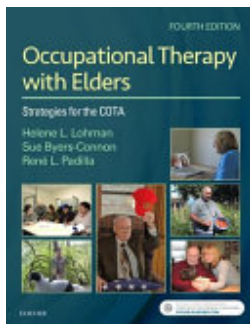
Occupational Therapy with Elders
ISBN: 9780323498463
Authors: Helene Lohman, Sue Byers-Connon, Rene Padilla
Publisher: Mosby
Publication Date: 2018-01-25
Edition: Third
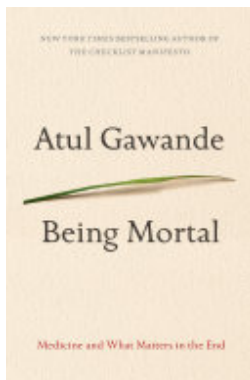
Being Mortal
ISBN: 9780805095159
Authors: Atul Gawande
Publisher: Macmillan
Publication Date: 2014-10-07

Supplemental or Optional Materials

Students will find texts from prior courses will be valuable references.

Student Learning Outcomes/Objectives

- Understand the geriatric models of health care, reimbursement, education, community, and social systems as they relate to the practice of occupational therapy.

- Gather and share data using methods including screening tools, standardized assessments, observations, occupational profiles, interviews, etc. for purposes of screening and evaluation of client performance across areas of occupation.

- Articulate and demonstrate the role of and collaboration between the OTA and OT within geriatric settings during the screening, evaluation, and treatment planning process.

- Demonstrate therapeutic use of self, safety awareness, and use therapeutic adaptation with occupations pertinent to the needs of the geriatric client. Adapt the environment, tools, materials, and occupations to the needs of the elder client and their socio-cultural context. Use safety precautions with the older client during therapeutic intervention. Modify intervention approaches to reflect the changing needs of elder clients.

- Demonstrate an understanding and ability to effectively educate and train the client, caregiver, family, and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.

- Document screening, evaluation data collection, provision of services clearly to meet standards for reimbursement of services. Assist occupational therapist, administrator, or manager with developing a summary of OT outcomes, recommendations, and referrals. Effectively communicate the need and rationale for OT services appropriately for the context in which the service is delivered.

- Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (2018 ACOTE B.4.6) Data Collection Occupational Profile and Performance Assessment, Treatment Plan, SOAP Note, and Discharge Template

- Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment

tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. (2018 ACOTE B.4.4) Assessment: Data Collection Occupational Profile and Performance Assessment, Well Elderly Treatment Plan

- Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access. (2018 ACOTE 4.14) Fall Prevention

- Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors. (2018 ACOTE 4.16) Objective Assessment

- Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. (2018 ACOTE B.4.19) Fall Prevention

- 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. (2018 ACOTE Standard B.4.22) Counseling the Aging Driver, Team Care Conference Simulation

- 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. (2018 ACOTE B.4.23) Fall Prevention, Team Care Conference Simulation

- Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. (2018 ACOTE 4.24) Fall Prevention Collaboration

- Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. (2018 ACOTE 4.26) Fall Prevention Collaboration, Community Resource and Referral Form

- 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. (2018 ACOTE B.4.28) Data Collection Occupational Profile and Performance Assessment, Treatment Plan, SOAP Note, and Discharge Template

- Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options. (2018 ACOTE B.5.6) Fall Prevention

- Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. (2018 ACOTE B.7.3) Fall Prevention

Academic Program Standards/Policies/Accreditation Information

Course Objectives

1. Explore the models of health care and reimbursement within various settings for treatment of the geriatric population.
2. Develop and implement OT interventions that are creative and address the unique challenges of the aging adult.
3. Use critical thinking skills to demonstrate competency in each area of the OTA process: collaborate, intervention selection, monitor, reassess, and recommend for discharge. Articulate areas of collaboration between the OT and OTA during the treatment process.

Relationship to Curriculum Design

- Offered within the "Improving Occupational Performance" courses– "How Do OTA's Promote Occupation?" (OTAP 2310, 2330, 2340, 2150, 2350) This course builds on and expands student knowledge and awareness of the normal aging process, with specific focus on rehabilitation and occupations. This course provides students an opportunity to apply their observation and clinical reasoning skills, and to combine physical and psychosocial approaches and interventions into "real life" situations.

- Using the PEO model as a guide, students will collect data on a well-elderly individual within their community, and build an occupational profile, and then use profile data as they work through six different health scenario modules with their individual. Students are provided an opportunity to practice skills of assessment, clinical reasoning, collaborative treatment, referral planning, and documentation through module work, competencies, and template assignments. Students collaborate with their "OT" instructor to experience and apply communication, role delineation, and collaboration concepts and skills.

- The OTPF is incorporated into both teaching and learning experiences. Students use and apply OTPF principles and terminology through the identification, analysis, grading, and adaptation of a variety of occupations or activities designed to enhance occupational performance specific to the older adult/geriatric population.
- Course components are for the Advanced OTA student and build upon applying and analyzing skills and framework established in the intermediate courses. This course most closely relates to Bloom's Taxonomy levels of Analyze, Evaluate, and Create.
- Curricular Threads: Facilitating Adaptation and Creativity, Promoting Occupational Performance, Developing the Professional

Instructional Approach and Methods

In-person, Wednesdays 9am-3pm

Assessment, Evaluation and Testing Procedures

Lecture

Assigned Readings

Demonstration

Guest Speakers

Well Elderly Assignments

Community Resources and Referral List

Documentation Template

Team Care Conference Participation and Reflection

Fidget Quilt

Worksheets

Quizzes

Check-Yourself Bonus Quizzes

Grading Scale

A	930 – 1000
B	850 – 929
C	750 – 849
D	749 - 651 Failing
F	650 and below Failing

Assignments

Grade Item	#	Score	Total score
Well Elderly Occupational Profile and Data Collection Assignment	1	115	115
Community Resources and Referral list	1	30	30
Required photo/video of chosen individual in his/her home	1	5	5
Fall Prevention Collaboration	1	100	100
Documentation Template (Tx, SOAP Note, D/C)	2	100	200
Team Care Conference Participation and Reflection	1	100	100
Fidget Quilt	1	100	100
Quizzes	5	50	250
Final /Comprehensive Competency (score includes template, demonstration, and note)	1	100	100
TOTAL			**1000**
'Check-Yourself' Quizzes	2	5 (bonus)	10 (bonus)

Class Participation

Refer to attendance policy in OTA Handbook.

Additional Course Requirements/Details/Information

- AOTA Student Membership
- This class may utilize web tools and apps. You do not have to have a phone to access and use the tools needed in this class. However, you may check out iPad's for class use at any of the WSCC campuses.
- Exams open on the Wednesday they are assigned and available to complete for the next 24 hours, unless otherwise stated in the instructions.

- Test and assignment deadlines will not be reset unless documentation of extenuating circumstances provided.
- Dropbox submissions must have your last name, first initial, and assignment in the saved file name.
- Dropbox submissions must be saved as word documents or rich text format.

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:
   a. Using cut/paste tool from original document with no references given.
   b. Copying another student's work and submitting it as one's own.
   c. Forging or otherwise altering signatures.
   d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
   a. Utilizing old tests, projects, notes or written papers.
   b. Providing unauthorized information to a fellow student about exam content.
   c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
   d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
   e. Consulting with a classmate or others when taking a computerized test.
   f. Disregarding other specific policies and procedures outlined for a particular class.
   g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).

h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.

3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

  [Walters State English Learning Lab (opens in new window)](ws.edu/academics/humanities/writing-lab)
  ws.edu/academics/humanities/writing-lab

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

  [Walters State Mathematics Learning Lab (opens in new window)](ws.edu/academics/mathematics/learning-lab)
  ws.edu/academics/mathematics/learning-lab

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk (opens in new window)](helpdesk.ws.edu)
helpdesk.ws.edu

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services (opens in new window)](ws.edu/student-services/disability/)
ws.edu/student-services/disability/

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog (opens in new window)](catalog.ws.edu/)
catalog.ws.edu/

[Walters State Timetable of Classes (opens in new window)](ws.edu/admissions/registration/)
ws.edu/admissions/registration/

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to

change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage (opens in new window)](ws.edu/home/)
ws.edu/home/

[Walters State Facebook page (opens in new window)](https://www.facebook.com/WaltersState/)
https://www.facebook.com/WaltersState/

[Walters State Twitter page (opens in new window)](https://twitter.com/waltersstate)
https://twitter.com/waltersstate

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System (opens in new window)](ws.edu/set/)
ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard (opens in new window)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy (opens in new window)](#)