



Walters State Community College Course Syllabus

Course Information

Course Number and Name: OTAP 2330 OT Intervention and TX:Adult

Section ID: 81386.202380

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 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, education, work, play, leisure, rest/sleep, 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: M; 09:00AM - 11:00AM; GRNV 248 & M; 12:00PM - 03:00PM; GRNV 248

Course Drop Deadline: October 27, 2023

Instructor Information

Name: John Pruett

Role: Instructor

Office Location: 287

Office Hours: Tuesdays 9 a.m. - 3 p.m.

Office Phone: 423-798-7985

Email: John.Pruett@ws.edu

Supervisor Name: Courtney Boren

Supervisor Phone: 423-798-8183

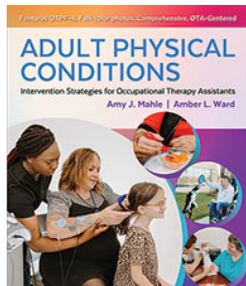
Secretary Name: Dawn Woodley

Secretary Phone: 423-798-8187

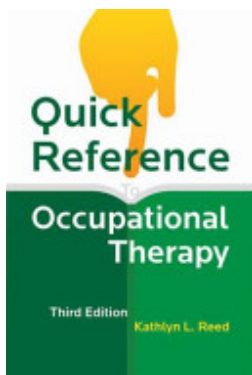
Name: Joetta Rich
Office Location: CCEN Main 126
Office Hours: By Appointment
Office Phone: 423-798-8187
Email: Joetta.Rich@ws.edu
Supervisor Name: Courtney Boren
Supervisor Phone: 423-798-8183

Name: Courtney Boren
Office Location: WSGC2 291
Office Hours: By appointment
Office Phone: 423-798-8183
Email: Courtney.Boren@ws.edu
Supervisor Name: Sheila Williams
Supervisor Phone: 423-585-6992

Required Textbook(s) and Materials

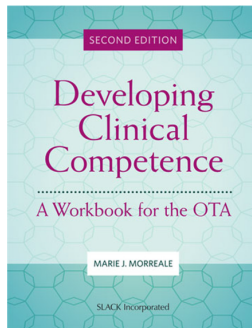


Adult Physical Conditions
Subtitle: Intervention Strategies for Occupational Therapy Assistants
ISBN: 978-1-7196-4435-8
Authors: Amy J Mahle, Amber L Ward
Publisher: F.A. Davis
Publication Date: 2022
Edition: Second



Quick Reference to Occupational Therapy
ISBN: 9781416405450
Authors: Kathlyn L. Reed
Publication Date: 2013-01-01
Edition: Third

Developing Clinical Competence
Subtitle: A workbook for the OTA



ISBN: 9781630918965

Authors: Marie Morreale

Publisher: Slack

Publication Date: 2021

Edition: Second

Student Learning Outcomes/Objectives

- Course Objectives

1. Explore the models of health care and reimbursement within various settings for treatment of the adult population.
2. Develop and implement OT interventions that are creative and address the unique challenges of adults with physical and neurological challenges.
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.

- Student Learning Outcomes

1. **2018 ACOTE B.3.4** (Wellness Activity, Demonstration Competencies, ADL-IADL Competency): Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.
2. **2018 ACOTE B.3.7** (All Competencies): Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.
3. **2018 ACOTE B.3.7; B.4.1** (Demonstration, Templates, competencies, worksheet 4-6, 4-11, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 7-2): Demonstrate therapeutic use of self, safety awareness and judgment, and use therapeutic adaptation with occupations pertinent to the needs of the client. Adapt the environment, tools, materials, and

occupations to the needs of the client and their socio-cultural context. Use safety precautions with the client during therapeutic intervention. Modify and grade intervention approaches to reflect the changing needs of clients.

4. **ACOTE B.4.2: 16.** (Competencies): 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.

5. **2018 ACOTE B.4.1** (ADL-IADL Competency): Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

6. **2018 ACOTE B.4.2** (Lab Demonstrations, ADL-IADL Competency, Comprehensive Competency): Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.

7. **2018 ACOTE B.4.9** (ADL-IADL Competency, Comprehensive Competency, Lab Practicum Quizzes, Module 3 Lab Demo): Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.

8. **2018 ACOTE B.4.10** Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. (.) All Competencies.

9. **2018 ACOTE B.4.10** (Demonstrations, treatment plan templates, competencies, learning activity 4-3, 5-6, 5-7; worksheet 4-8, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9): Select and provide safe, client-centered, interventions and procedures (including preparatory, purposeful, and occupation based) pertinent to the needs of the client. These include prevention, remediation, compensation, and other methods across the scope of physical, sensory, cognitive, and mental health practice.

10. **2018 ACOTE B.4.12** (Splinting Assignments): Provide fabrication, application, fitting, and training in orthotic devices used to promote occupational performance.

11. **2018 ACOTE B.4.12** (Splinting fabrication assignment, worksheet 4-8, 4-9): Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices.

12. **2018 ACOTE B.4.17** (PAMS Assignments and objective test questions): Recognize the use of PAMs as a preparatory measure to improve occupational

performance and articulate knowledge of safe and effective administration and precautions.

13. **2018 ACOTE B.4.17** (PAMS objective assessment, PAMS worksheets 4-4, 4-5, 4-6, 4-7): Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.

14. **2018 ACOTE B.4.21** (Demonstration, ADL-IADL Competency, Module 1 Discussion, Splinting Education Assignment, Wellness Lab Assignment): Demonstrate the principles of the teaching– learning process using educational methods and health literacy education approaches: · To design activities and clinical training for persons, groups, and populations. · To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

15. **2018 ACOTE B.4.22** (Comprehensive Competency): Monitor, reassess, and communicate the effect of OT intervention, and determine in collaboration with the OT, client, family members, significant others, and other professionals the need for continued and/or modified intervention, referral, or discharge.

16. **2018 ACOTE B.4.24** (ADL-IADL Competency): Articulate and demonstrate the role of and collaboration between the OTA and OT during the screening, evaluation, and treatment planning process, including professional liability issues.

17. **2018 ACOTE B.4.26** (Comprehensive Competency): Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.

18. **2018 ACOTE B.4.28** (ADL-IADL Competency): 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.

19. **2018 ACOTE B.5.3** (ADL-IADL Competency, Comprehensive Competency, Demonstration): Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding

20. **2018 ACOTE B.6.1** (ADL-IADL Competency Treatment plan templates, use of peer reviewed articles to support occupation-based interventions): Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession.

- 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 student knowledge of both typical occupational development and challenges to occupation as addressed during in prior semesters. This course provides students an opportunity to learn and practice a variety of occupation based physical intervention techniques and strategies to begin to use their clinical reasoning skills through case based application scenarios.
 - Using the PEO model as a guide, students develop a working knowledge of how to plan and implement appropriate occupation-based interventions for adult physical conditions. Students use evidence based practice to guide their decision making process and understand how scholarship can be used to evaluate practice, service delivery, and professional issues. Through practicums, competencies, demonstrations, documentation and assignments, students begin to describe and use clinical reasoning to plan, choose, and implement interventions designed to enhance occupational performance based on the client’s occupational needs.
 - 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 adult population. Effective practice is displayed through clinic maintenance.
 - 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: Discovering Occupational Beings Across the Lifespan, Facilitating Adaptation and Creativity, Promoting Occupational Performance, Developing the Professional

Instructional Approach and Methods

Instructional and Evaluation Methods:

1. Assigned Readings
2. Lecture
3. Lab Activities and Demonstrations
4. Discussions

5. Guest Speakers
6. Exams & Quizzes
7. Treatment Plan Templates
8. Splinting Fabrication Assignment
9. PAMs quiz/worksheets
10. SOAP Notes
11. D/C planning assignment
12. Home Programs
13. Client Portrayal
14. Competency
15. Worksheets

Assessment, Evaluation and Testing Procedures

1. Assigned Readings
2. Lecture
3. Lab Demonstration
4. Discussions
5. Guest Speakers
6. Exams & Quizzes
7. Treatment Plan Templates
8. Splinting Fabrication Assignment
9. PAMs quiz/worksheets
10. SOAP Notes
11. D/C planning assignment
12. Home Program
13. Client Portrayal
14. Competency
15. Worksheets

Grading Scale

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

Assignments

| Grade Item | # | Score (ea) | Total score |
|--|----|------------|---------------------|
| Wellness Lab Assignment | 1 | 25 | 25 |
| Module 2 Teaching Assignment | 1 | 50 | 50 |
| Competency <i>(combined scores for template, demo, and SOAP note)</i> ADL-IADL Competency Comprehensive Competency | 2 | 100 | 200 |
| Module 2 Lab Demonstration Module 3 Lab Demonstration | 2 | 75 | 150 |
| Lab Practicum Assessments <ul style="list-style-type: none"> • Practicum 2 Quiz • Practicum 3 Quiz | 2 | 25 | 50 |
| Splinting Assignment | 1 | 100 | 100 |
| Splint Wearing Reflection | 1 | 25 | 25 |
| Worksheets | 14 | 5 | 70 |
| Discussions | 2 | 15 | 30 |
| NBCOT Prep Quizzes | | | 100 |
| Comprehensive Semester 3 Exam | | 80% or > | Complete/Incomplete |
| Mid-Term | 1 | 100 | 100 |
| Final | 1 | 100 | 100 |
| TOTAL | | | 1000 |

Class Participation

Please refer to OTA Program Handbook.

Course and Class Policies/Procedures

Please refer to OTA Program Handbook.

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. 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.

Additional Course Requirements/Details/Information

AOTA Membership

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 \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

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

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

[Walters State Timetable of Classes \(opens in new window\)](#)
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 \(opens in new window\)](https://www.waltersstate.edu/home/)
[ws.edu/home/](https://www.waltersstate.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 \(opens in new window\)](https://www.waltersstate.edu/set/)
[ws.edu/set/](https://www.waltersstate.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 \(opens in new window\)](#).