



# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	301
<b>Course Title</b>	Therapeutic Approaches to the Older Adult
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will build upon the developmental concepts of aging to examine quality of life in older adulthood. The focus of this course will be on evaluating older adults from an occupational perspective and analyzing the skills needed to maintain independence and to successfully participate in meaningful activities throughout the older years.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Analyze the benefits and evidence supporting productive aging.
2. Describe the role of Occupational Therapy in assisting older adults with productive aging.
3. Develop effective skills for demonstrating empathy and respect in their communication with older adults based on an analysis of the theories regarding aging and diversity among older adults.
4. Evaluate the transitions in older adulthood and the changes that occur in occupational performance as a result of the transitions.
5. Distinguish between the continuums of care available to the older adult and evaluate the role of the OT and OTA in each setting.
6. Interpret the key steps for Occupational Therapy support of productive aging.
7. Appraise the role of the OT and OTA in working with older adults to develop productive occupations.
8. Evaluate the benefits of work for the older adult and analyze the factors that support the older worker.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

### **I. Understanding the older adult**

#### **A. Theories of aging**

1. Laslett's Four Ages
2. Socioemotional Selectivity Theory
3. Developmental Life Stages of Older Adulthood
4. Gerotranscendence Theory
5. Continuity Theory
6. Baltes' Theory of Selection, Optimization, and Compensation

#### **B. Generational differences with focus on older adults**

1. Traditionalists (1902-1945)
2. Baby Boomers (1946-1964)

#### **C. Multicultural Diversity**

1. Urban, suburban, and rural cultures
2. Attitudes toward aging among various cultures
3. Diversity in sexual orientation

#### **D. Transitions in older adulthood**

1. Retirement

2. Changes in health
3. Relocation
4. End-of-life care

## **II. Productive Aging**

### **A. Introduction to productive aging**

1. Definition of productive aging
2. Understanding productive aging as an emerging practice area in OT
3. Evidence supporting the benefit of productive aging
4. Global aging boom

### **B. Continuum of care for older adults**

#### **1. Models of service delivery**

##### **a. Medical Model**

- i. Hospitals
- ii. Subacute Rehabilitation
- iii. Home health care

##### **b. Community Model**

- i. Aging in place
- ii. Primary care
- iii. Assisted living

##### **c. Long-term care**

- i. Skilled nursing facilities
- ii. Adult Day Health Care

##### **d. Hospice programs**

##### **e. Non-traditional models**

### **C. Productive aging and OT**

1. Therapeutic relationship
2. Collaborative goal setting
3. Assessments
4. Occupational therapy interventions
5. Evaluation of outcomes
6. Role division between the OT and OTA

## **III. Occupations for Productive Aging**

### **A. Self-Management**

#### **1. Planning**

- a. Daily schedules
- b. Finances

#### **2. Health management**

- a. Diet
- b. Exercise
- c. Medications
- d. Physician visits
- e. Chronic health conditions

### 3. Self-care

#### B. Home-management

- 1. Home repair and safety
- 2. Financial management
- 3. Maintaining vehicles
- 4. Home modifications
- 5. Yard and property management
- 6. Meal preparation
- 7. Cleaning activities

#### C. Employment

- 1. Paid employment
  - a. Reasons for continuing working
  - b. Returning to work after retirement
  - c. Managing health conditions
  - d. Job modifications
  - e. Balance personal life and work
- 2. Volunteer work
  - a. Opportunities
    - i. Skills
    - ii. Interests
    - iii. Motivation
  - b. Benefits
    - i. Socialization
    - ii. Fulfillment
    - iii. Health and well-being
    - iv. Recognition

#### **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:** Cole, MB. & MacDonald, KC. *Productive Aging: An Occupational Perspective*, ed. Slack Inc, 2015, ISBN: 9781617110771.

**Required:** . *American Journal of Occupational Therapy*, Volume 2016

**Recommended readings and/or materials:**

None

**Other:**

None

**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions

Group Study & Exercises :

Individual and small group learning activities will support students application of problem solving, critical thinking and synthesis of course topics.

Lecture

Media Presentations

Visual Aids

Other (Specify):

Structured Learning Activities

Collaborative Learning

**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

**Reading Assignments**

Reading assignments are required and may include, but are not limited to, the following:

- Textbooks
- American Journal of Occupational Therapy
- AOTA website

**Writing Assignments: Individual and collaborative**

Writing assignments are required and may include, but are not limited to, the following:

- Case studies of older adults
- Formulation of functional activities that are therapeutic for older adults:
  1. Create individual OT treatments for successful self and home management
  2. Create OT group treatments for self-fulfilling activities with class presentation
- Observation and interview of older adults:

1. Interview older adults in paid employment, volunteer work, and retired from employment and analyze lifestyle of each

**Learning Activities: Individual and collaborative**

**Module 1:**

1. Identifying self-fulfilling activities
2. Explore personal experiences with older adults
3. Explore cultural bias in aging
4. Evaluate personal feelings on terminal illness and loss

**Module 2:**

1. Explore resources for aging in place
2. Evaluate the role of the OT and OTA working with older adults in various settings

**Module 3:**

1. Analyze the skills needed for self management and home management
2. Evaluate benefits of various types of living environments

Preparation for class presentations

Total: 108 Hours

**STANDARDS OF ACHIEVEMENT**

List graded activities.

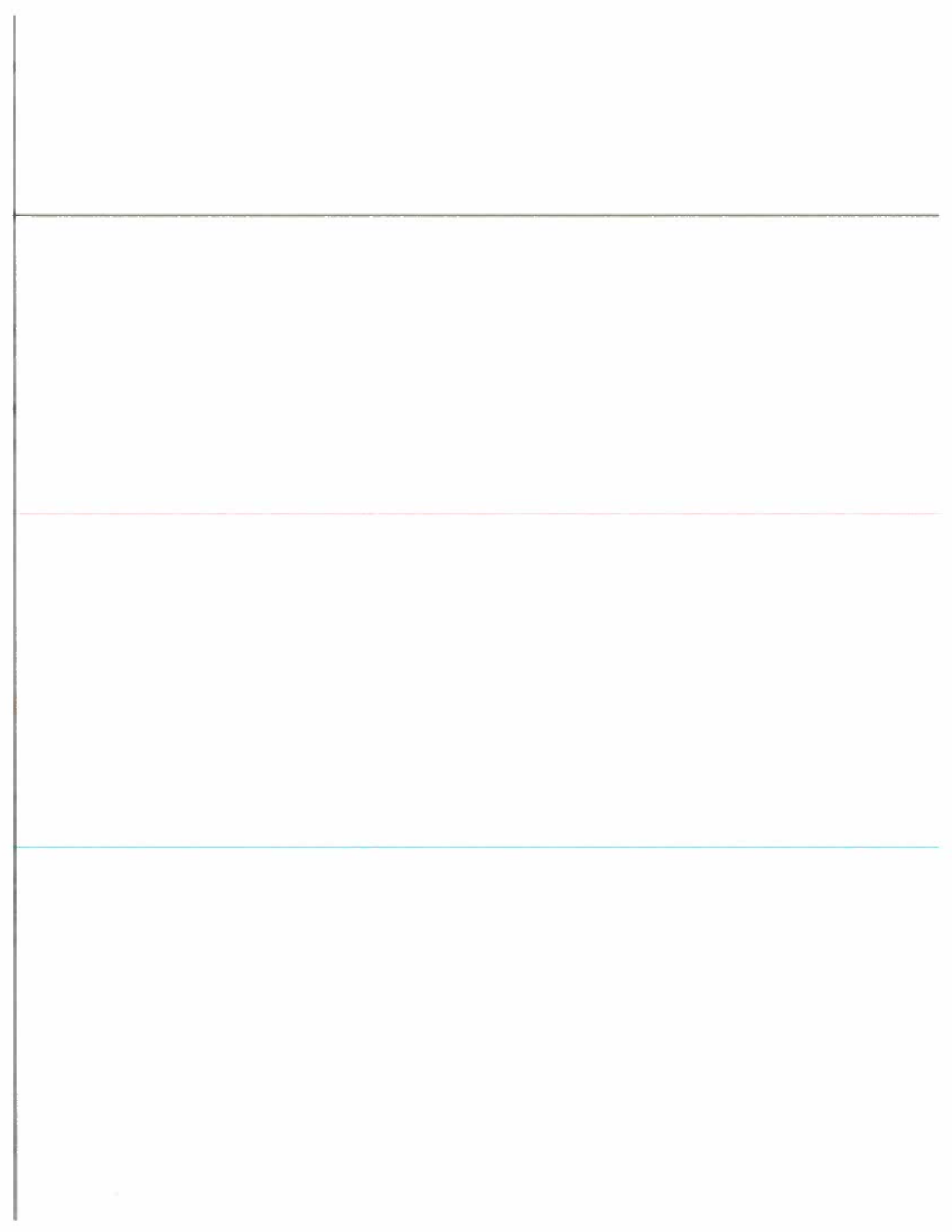
Quizzes	45%
Written assignments	25%
Learning activities	15%
Final Examination	15%

**How will student learning be assessed? (Multiple measures must be used.)**

**Student Learning Outcomes:**

1. Students will inspect the role of Occupational Therapy in Geriatric Practice with a focus on the emerging OT practice area of productive aging.
2. Students will analyze the role of the OT and the OTA in facilitating health, wellness and quality of life of older adults.
3. Students will analyze data on older adults to construct effective treatment plans in various treatment settings.

<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 301 - Therapeutic Approaches to the Older Adult
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: , at By	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	







# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	304
<b>Course Title</b>	Movement Theory & Analysis
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on Enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

Movement is a significant aspect of occupational performance. This course will focus on current theories of motor control and motor learning with an emphasis of how these theories can be applied to provide evidence-based practice to those with motor dysfunction.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date:

Divison Chair Approval Date:

Curriculum and Instruction Council Chair Approval Date:

Last Revision Date: 12/07/2017

## COURSE OBJECTIVES

1. Compare and contrast theories of motor control including hierarchical, systems, reflex, motor planning, and ecological.
2. Investigate the physiology of motor control and the neurologic constraints on motor control.
3. Validate the importance theory in clinical interventions.
4. Analyze theories related to motor learning.
5. Describe the physiological basis of motor learning and recovery of function.
6. Examine development, contributing factors, and clinical management of postural control.
7. Analyze the role of motor control in functional mobility.
8. Investigate fine motor skills in terms of motor control, changes of fine motor function across lifespan, and clinical management of fine motor function.

## COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

### I. Motor Control

#### A. Systems involved with motor control

1. Motor systems
2. Sensory systems
3. Cognition

#### B. Physiology of motor control

1. Motor systems
  - a. Motor cortex
  - b. Cerebellum
  - c. Basal ganglia
  - d. Brainstem

#### 2. Sensory systems

- a. Somatosensory
- b. Visual
- c. Vestibular

#### C. Motor control theory

1. Reflex theory
  - a. Hierarchical theory
  - b. Systems theory
  - c. Ecological theory

### II. Motor Learning and Recovery of Function

#### A. Define motor learning

**B. Theories on motor learning**

1. Schmidt's Schema Theory
2. Ecological Theory
3. Fitts and Posner Three Stage Model
4. Gentile's Two Stage Model
5. Bernstein's Three Stage Approach

**C. Impairments of motor learning**

1. Motor systems
2. Sensory systems

**D. Neuroplasticity and learning**

1. Procedural learning
2. Declarative learning
3. Complex motor learning

**E. Recovery of function**

1. Axonal damage and regeneration (Peripheral and Central Nervous Systems)
2. Central Nervous System response to injury
3. Role of cortical maps
4. Enhancing neuroplasticity

**F. Clinical management of motor control impairment**

1. Models of clinical practice
  - a. Evidence-based practice
2. Motor systems
3. Sensory systems
4. Cognitive systems
5. Task oriented approaches

**III - Postural Control****A. Development of Postural Control**

1. Motor milestones
2. Theories
3. Systems Perspective
  - a. Emergence of milestones
  - b. Transitions to independent control
  - c. Cognitive systems in postural development

**B. Normal Postural Control**

1. Motor systems

- 2. Sensory systems
- 3. Cognitive systems

#### C. Problems in postural control

##### 1. Motor, and sensory systems

- a. Steady-state balance
  - b. Reactive balance
  - c. Anticipatory balance
- ##### 2. Cognitive systems
- a. Postural stability
  - b. Dual-task interference

#### D. Effect of Aging on Postural Control

- 1. Fall risks
- 2. Primary and secondary factors
- 3. Changes in motor, sensory, and cognitive systems with aging

#### E. Clinical management of disorders of postural control

- 1. Rehabilitation for balance
  - a. Safety
  - b. Participation
  - c. Strategies for balance
  - d. Task-oriented approach

#### IV. Mobility

##### A. Aspects of mobility

- 1. Gait
- 2. Transfers
- 3. Bed mobility
- 4. Wheelchair
- 5. Stairs

##### B. Motor systems and gait

- 1. Requirements for locomotion
  - a. Balance reaction
  - b. Postural control
  - c. Musculoskeletal conditions
  - d. Sensory contributions
  - e. Cognitive contributions

##### C. Development of mobility

- 1. Developmental progression

##### D. Effect of aging on mobility

1. Changes to motor, sensory, and cognitive systems

2. Effect on various aspects of mobility

**E. Clinical management of mobility dysfunction**

1. Functional mobility needs for activities of daily living and instrumental activities of daily living

2. Role of occupational therapy in mobility management

**V. Fine motor skills**

**A. Motor control of fine motor skills**

1. Feedforward and feedback control of movement

2. Coordination of movement

- a. Eye, head, and trunk coordination

- b. Eye-hand coordination

3. Reach and grasp

- a. Kinematics

- b. Motor systems

- c. Sensory systems

- d. Neural control of reach and grasp

4. Reach, grasp and manipulation across lifespan

- a. Development

1. Role of reflexes

2. Effect of motor, sensory and cognitive systems

3. Learning to catch

- b. Changes in skills for older adults

1. Effect of changes in motor, sensory, and cognitive systems

5. Dysfunction in fine motor skills

- a. Eye-head-hand coordination

- b. Reaching

- c. Grasping

- d. In-hand manipulation

- e. Praxis

- f. Problems due to specific conditions

6. Clinical management of fine motor dysfunction

- a. Assessment of skills

1. Setting goals

- b. Task oriented approach

1. Underlying impairment

2. Sensorimotor factors

3. Participation and function

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**COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:**Shumway-Cook, A., & Woollacott, M.. *Motor Control: Translating Research into Clinical Practice*, 5th ed. Wolters-Kluwer, 2016, ISBN: 9781496302632.

**Recommended readings and/or materials:**

None

**Other:**

None

**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Case Studies

Class Discussions

Electronic Delivery:

Discussion boards

Handouts

Hybrid

Instructor Demonstrations

Lecture

Media Presentations

Reading Assignments

Research Projects

Simulations:

Movement Analysis

Visual Aids

Writing Projects & Reports

Other (Specify):

**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- Textbook
- Professional journals

- Library resources related to anatomy, physiology, and kinesiology

Writing assignments are required and may include but are not limited to the following:

- Application of motor control theory to clinical practice
- Use of technology in motor function

Discussion Board/Blog Topics

- Neuroplasticity and learning
- Personal experiences with clients who have issues with postural control
- Personal experiences with clients who have issues with fine motor skills
- Using motor control theory to solve complex motor problems

Application of problem solving/critical thinking/synthesis

- Movement analysis, written assignments, discussions

Outside Assignments

- Reading
- Movement analysis
- Discussion boards/blogs
- Written assignments

## STANDARDS OF ACHIEVEMENT

List graded activities.

- Quizzes
- Discussion boards
- Written assignments
- In-class activities

**How will student learning be assessed? (Multiple measures must be used.)**

**Student Learning Outcomes:**

1. Students will apply theories of motor control to clinical practice with a variety of client populations.
2. Students will analyze motor learning and its application to recovery of function.
3. Students will describe the clinical management of postural control using motor, sensory, and cognitive processes of the client.
4. Students will develop clinical treatment plans for clients with motor dysfunction based on evidence from research on motor control.

- Quizzes 20%
- Discussion boards 25%

• Written assignments	30%
• In-class activities	25%

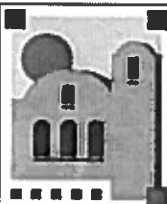


<b>Supplemental Forms</b>
<b>Supplemental Forms Last Saved</b>

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# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	305
<b>Course Title</b>	Advanced Pediatric Practice for the Occupational Therapy Assistant (OTA)
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will build upon developmental concepts related to pediatric Occupational Therapy (OT) practice. The focus of this course will be to look at specific settings related to pediatric occupational therapy practice. It will focus on evaluating the pediatric client related to acute hospital care and school based intervention.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Analyze and interpret the scope of practice of occupational therapy practitioners working in medical and educational systems.
2. Differentiate between pediatric medical systems care and care in the educational system.
3. Examine and explain the continuums of care available to the pediatric client in a school setting and the role of the OTA in this setting.
4. Develop effective skills for implementing a therapeutic activity program addressed at the pediatric client for each setting.
5. Demonstrate an understanding of laws and regulations regarding pediatric school based practice and family care in the medical system.
6. Discuss familial-professional relationships for each practice setting.
7. Compare the re-imbursement issues and payment options for both the medical model and the educational system.
8. Evaluate effective levels of occupational therapy in the educational and medical systems (such as collaboration, direct, indirect and monitoring).
9. Demonstrate understanding of anatomy and physiology of the pediatric client and apply concepts of occupation to specific diagnosis.
10. Examine the laws and regulations of pediatric practice in an educational setting.
11. Plan activities to address treatment in medical and/or educational settings.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

### **A. Understanding Pediatric Occupational Therapy Practice**

1. Scope of Practice
  - a. Review OTPF related to pediatrics
  - b. Ethics of pediatric practice
2. Pediatric Models of practice
  - a. MOHO
  - b. Canadian Occupational Performance Model
  - c. Person-Environment-Occupation Model
3. Frames of Reference for Medical and Educational Systems
  - a. Developmental
  - b. Biomechanical
  - c. Sensory Integration
  - d. Motor Control

- e. Neurodevelopmental
- 4. Work with families
  - a. Issues affecting OT practitioners and families
  - b. Family systems theory
  - c. Essential skills for working with families
- B. Medical System related to Occupational Therapy Practice
  - 1. Anatomy and Physiology relevant to pediatric practice
    - a. Musculoskeletal systems
    - b. Integumentary system
    - c. Cardiovascular system
    - d. Respiratory system
    - e. Nervous system
    - f. Endocrine system
    - g. Digestive system
    - h. Urinary system lymphatic system
    - i. Immune system
    - j. Reproductive system
    - k. Relationships between structures and function for occupational performance
  - 2. Pediatric Health Conditions
    - a. Orthopedic conditions
      - i. Juvenile RA
      - ii. Congenital Hip Dysplasia
    - b. Genetic disorders
      - i. Down's Syndrome
      - ii. Fragile X Syndrome
      - iii. Duchenne Muscular Dystrophy
    - c. Neurologic disorders
      - i. Traumatic Brain Injury
      - ii. Spina Bifida
      - iii. Seizure disorder
    - d. Developmental disorders
      - i. Autism
      - ii. ADHD
      - iii. Developmental Coordination Disorder
    - e. Cardiopulmonary system
      - i. Cardiac disorders
      - ii. Pulmonary disorders
    - f. Sensory system conditions
      - i. Vision and hearing impairments
      - ii. Sensory Disorganization

- iii. Language Delay
- g. Neoplastic disorders
  - i. Tumors and cancer
- h. Immunologic conditions
  - i. HIV
- ii. Chronic Fatigue Syndrome
  - i. Acquired conditions
    - i. Failure to Thrive
    - ii. Drug/Alcohol related conditions
- 3. Settings related to Medical Systems
  - a. Neonatal ICU and Pediatric ICU
  - b. Subacute setting
  - c. Home care
  - d. Long term care facility
  - e. CCS-California Children's Society
- 4. Role and responsibilities of OTA in Medical System
  - a. Moving through the medical system continuum
  - b. Role of OT and OTA in Pediatric Medical Systems
  - c. Collaboration, documentation and reimbursement
- C. Educational System related to Occupational Therapy Practice
  - 1. Laws and Regulations related to Pediatric Practice
    - a. Federal laws related to school based and early intervention practice
  - 2. Early Intervention services
    - a. Process and focus on the family
    - b. IFSP
  - 3. School Based services
    - a. IEP, 504 Plan
    - b. Process and Eligibility
    - c. Levels of service
    - d. SELPA-What is it?
  - 4. Roles and Responsibilities of OTA in Pediatric System
    - a. OTPF related to school practice
    - b. Collaboration, documentation and reimbursement
- D. Activities related to medical/educational pediatric practice settings
  - 1. ADLs/IADLs
    - a. Developmental perspectives
    - b. Intervention strategies for ADLs and IADLs
  - 2. Play
    - a. Play and playfulness

- b. Relevance of play as a tool and a goal
- c. Techniques to promote play and playfulness
- 3. Fine Motor/Handwriting
  - a. Pre-writing, grasp
  - b. Posture, strength, developmental stages
  - c. Sensory processing and interventions related
  - d. keyboarding
- 4. Sensory Integration
  - a. Screening
  - b. Modulation and movement disorders
  - c. intervention
- 5. Assistive Technology
  - a. Characteristics
  - b. Assistive technology for pediatrics

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#### **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:**Solomon, J.W., & O'Brien, J.C., *Pediatric Skills for Occupational Therapy Assistants*, ed. Elsevier Mosby, 2011, ISBN: 9780323169349.

**Recommended readings and/or materials:**

None

**Other:**

None

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#### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Case Studies

Class Discussions

Electronic Delivery:

Online Discussions and Learning Activities

Lecture

Writing Projects & Reports

Other (Specify):

Application of problem solving/critical thinking/ synthesis

- Individual and group discussion activities

- Individual
- Collaborative

### Collaborative Learning

Direct client observations and interviews

### WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- Textbooks
- American Journal of Occupational Therapy
- AOTA website
- Related professional journals

Writing assignments are required and may include but are not limited to the following:

- Case studies of pediatric clients
  - Medical System
  - Educational System
- Develop functional and therapeutic activities related to pediatric care
- Observation and interview of families of pediatric clients

### STANDARDS OF ACHIEVEMENT

List graded activities.

- |                            |     |
|----------------------------|-----|
| • Quizzes                  | 45% |
| • Written Assignments      | 25% |
| • Online Discussion topics | 15% |
| • Final Exam               | 15% |

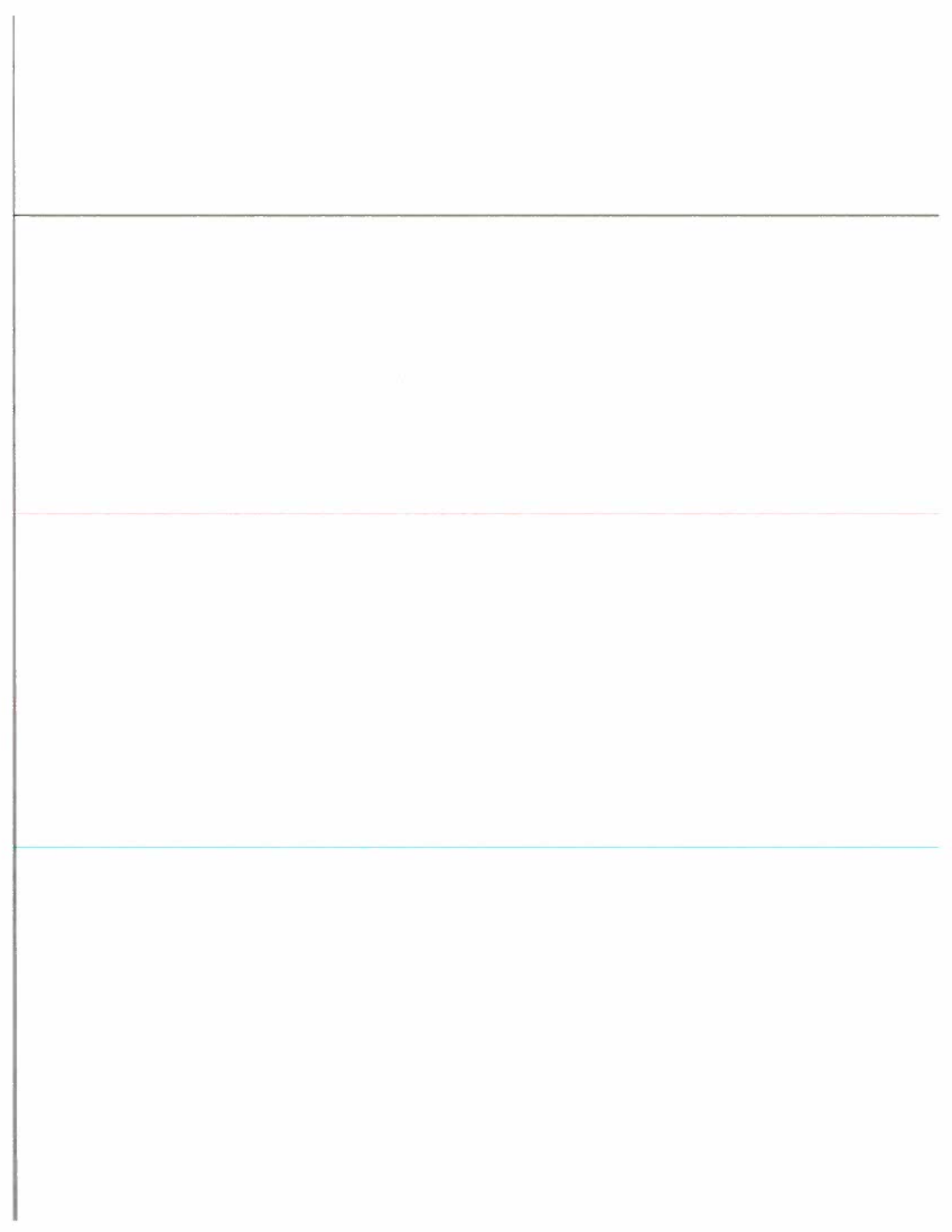
How will student learning be assessed? (Multiple measures must be used.)

#### Student Learning Outcomes:

1. Students will compare and contrast the role of the OTA in selected Occupational Therapy practice settings related to the pediatric client.
2. Students will analyze the role of the OT and OTA in development, design and implementation of OTPF strategies in each pediatric setting.



<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
<b>Course Title</b>	OS 305 - Advanced Pediatric Practice for the Occupational Therapy Assistant (OTA)
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: , at By	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	





# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	310
<b>Course Title</b>	Community-Based Occupational Therapy Practice
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will focus on the practice of Occupational Therapy (OT) in community-based settings. This will include an in-depth analysis of both the history and growth of OT practice in the community. Students will analyze the role of OT in community settings with a variety of populations.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Interpret trends in community-based practice.
2. Analyze theories related to community-based practice.
3. Describe the characteristics of successful community-based OT practitioners.
4. Describe key steps in the development of a community-based practice including planning, implementation, and evaluation.
5. Compare and contrast federal and state policies affecting community-based practice.
6. Analyze the role of OT in providing ergonomic interventions in community-based settings.
7. Appraise the role of the Occupational Therapist/Occupational Therapy Assistant (OT/OTA) in work and career transitions for people with disabilities.
8. Analyze the evolution of community-based programs in mental health services and the role of OT in these services.
9. Describe the role of the OT/OTA in forensic mental health practice.
10. Evaluate the role of OT in developing strategies for home and community accessibility.
11. Interpret the philosophy of the independent living movement and describe how OT is able to impact this movement.
12. Define the term technology and environmental intervention and explore the OT practice in this area.
13. Compare and contrast the role of OT with other with other practitioners in faith-based organizations.
14. Compare and contrast different Lifestyle Redesign programs and how this type of intervention can be applied to various populations.
15. Describe primary health care and evaluate the potential role of OT in these settings.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

### **A. Principles of Community-Based Practice**

1. Historical timeline of community-based practice in OT
  - a. Initial OT community practices
  - b. Role of the American Occupational Therapy Association (AOTA) in community practice
  - c. Relevance of Centennial Vision to community practice
  - d. Barriers to community practice
2. Trends in community-based practice
3. Paradigms shifts from medical model to community model
  - a. Characteristics of community practice paradigm
4. Aspects of community and public health and the role of the OT/OTA
  - a. Public health

- b. Prevention
- c. Health promotion
- 5. Theory related to community practice
- 6. Legislation impacting community practice

**B. Developing a community-based program**

- 1. Trend analysis
- 2. Analyzing the environment
- 3. Needs assessment
- 4. Development of the program plan
  - a. Goals
  - b. Strategies
  - c. Assessments
  - d. Use of theory and evidence
  - e. Plan for evaluation
- 5. Program implementation
  - a. Choice of location
  - b. Participant recruitment
  - c. Staffing
  - d. Funding
  - e. Community partnerships
- 6. Program evaluation

**C. Work-related community practice**

- 1. Ergonomics
  - a. Physical aspects
  - b. Cognitive workload
  - c. Ergonomics in home, recreation and work sites
  - d. Principles of universal design
  - e. Injury prevention
  - f. Work modification
- 2. Work transitions
  - a. School to employment
  - b. Return to work following disability
  - c. Military to civilian employment
  - d. Work to retirement
- 3. Welfare to work
  - a. Welfare reform
  - b. Low retention in employment
  - c. Role of OT in welfare to work program
- 4. Ticket to work

- a. History of the program
- b. Strengths and weakness
- c. Role of OT in ticket to work

#### **D. Community-based mental health programs**

- 1. History of OT in community-based mental health
- 2. Theory
- 3. Settings for community mental health
  - a. Partial hospitalization
  - b. Home health
  - c. Peer run programs
  - d. Supported education
  - e. Veterans support services
  - f. Transitional housing
- 4. Assertive Community Treatment
  - a. Supported employment
  - b. Supported housing
- 5. Funding
- 6. Substance use disorders
  - a. Impact on occupations
  - b. Community-based services
- 7. Forensic practice within the community
  - a. Community reintegration
  - b. Public safety
- 8. Evidence-based practices
- 9. Role of the OT/OTA

#### **E. Community Integration**

- 1. Issues related to accessibility
  - a. Home
  - b. Community
  - c. Mobility
- 2. Integration post illness/injury
  - a. Work
  - b. Leisure
- 3. Wounded warrior project
- 4. Independent living movement
  - a. History and philosophy
  - b. Independent living programs/centers – core services
  - c. Role of OT/OTA in independent living centers
- 5. Technology

- a. Universal design
- b. Mobility
- c. Communication
- d. Computer access
- e. Home modification

#### **F. Health Promotion and Wellness**

1. Faith-based organizations
  - a. Spirituality and health
  - b. Faith communities and health
  - c. Role of the OT practitioner in spirituality
  - d. Ethical considerations
2. USC Well-Elderly Model – Lifestyle Redesign Programs
  - a. Weight management
  - b. Mental health
  - c. Reimbursement for lifestyle redesign
3. Primary health care settings
  - a. Role of OT in health promotion in primary care
    - i. Smoking cessation
    - ii. Pain
    - iii. Family violence
    - iv. Mental health
  - b. Funding issues

#### **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:**Scaffa, M.E., & Reitz, S.M.,. *Occupational Therapy in Community-Based Practice Settings*, 2nd ed. F.A. Davis , 2014, ISBN: 9780803625808.

**Recommended readings and/or materials:**

None

**Other:**

None

#### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions

Lecture

Reading Assignments

Writing Projects & Reports

Other (Specify):

Application of problem solving/critical thinking/synthesis

- Individual and small group learning activities
- Collaborative Learning

### **WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- Textbook
- Professional journals
- AOTA website

Writing assignments are required and may include but are not limited to the following:

- Analyzing community based practice in terms of trends in healthcare, legislation and the role of OT
- Research evidence for community practice in disciplines other than OT
- Research evidence for community practice in the field of OT
- Develop a community integration plan for a client with a selected disability

#### **Group Project**

Students will complete a small collaborative project related to the development of a community-based OT program. This will include but not be limited to:

- Working within a selected environment: analyze resources available in the community for a specified population, determine need, and develop a hypothetical community-based group intervention program including goals, theory, evidence, staffing and a plan for program evaluation.

#### **Discussion Board/Blog Examples**

- What are some ethical issues surrounding the use of spirituality in OT practice?
- Share personal feeling regarding working with people who have injuries related to military duty
  - What are some of the difficulties related to forensic practice?

### **STANDARDS OF ACHIEVEMENT**

List graded activities.

- |                           |     |
|---------------------------|-----|
| • Quizzes                 | 25% |
| • Group Project           | 25% |
| • Written assignments     | 40% |
| • Discussion boards/blogs | 10% |

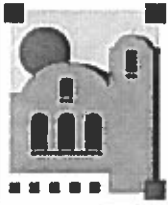
**How will student learning be assessed? (Multiple measures must be used.)**



**Student Learning Outcomes:**

1. Students will describe the principles, theory and legislation related to community-based practice.
2. Students will analyze the role of the OT practitioner in a variety of settings and populations within the community.
3. Students will describe the skills and steps required to develop a community based program.

<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 310 - Community-Based Occupational Therapy Practice
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: , at By	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	



# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	312
<b>Course Title</b>	Advanced Practice Areas in Occupational Therapy (OT)
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will provide a study of the advanced practice areas in occupational therapy. Advance practice areas in occupational therapy include: physical agent modalities (PAMs), hand therapy and feeding and swallowing. This class will focus on the theory and application of PAMs for the use in occupational therapy; the fundamentals of hand therapy including treatment guidelines in occupational therapy; and feeding and swallowing issues with the occupational therapy client.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Analyze the relationship between PAMs and the Occupational Therapy Practice Framework in regards to client factors and occupational performance.
2. Investigate the importance of understanding and managing pain and wound healing.
3. Compare the clinical reasoning behind the application of cold agents, superficial thermal agents, therapeutic ultrasound, electrical stimulation, neuromuscular electrical stimulation, transcutaneous electrical nerve stimulation, and low level laser and light therapy.
4. Define the functional anatomy of the hand, including the role and relationships of joints, ligaments, tendons, and nerves in the normal mechanics of upper extremity functional usage.
5. Investigate specific treatment techniques in managing edema, consideration of tissue-specific exercises, application of orthoses, and grading hand coordination activities.
6. Demonstrate understanding of common diagnoses and treatment strategies of the upper extremity.
7. Distinguish the differences between the infant, child, and adult anatomy and physiology of feeding and swallowing.
8. Examine the normal developmental progression of feeding skills and contrast with factors that limit feeding and oral motor development.
9. Define supportive diagnostic tests and demonstrate understanding of their role in determining dysfunction and treatment options.
10. Demonstrate understanding of common diagnoses and treatment strategies in children and adults with feeding difficulties.
11. Evaluating the role of the OT and OTA in each area of advanced practice of OT.
12. Examine professional behaviors and ethical responsibilities while nurturing the client-therapist relationship in advance practice areas of OT.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

**A. Physical Agent Modalities****1. Theoretical framework for PAMs**

- a. The use of physical agents in occupational therapy
- b. Definitions/terms
- c. History of PAMs in OT
- d. PAMs and the OT Practice Framework (client factors, performance skills and activity demands)
- e. Regulatory guidelines

**2. Wound healing and Pain****a. The anatomy of skin**

- i. Dermis
- ii. Epidermis
- iii. Subcutaneous layers
- iv. Scar tissue

**b. Classification system of wounds and ulcers**

- i. Pressure ulcers
- ii. Wound classification
- iii. Wound closure

**d. Healing process**

- i. Phases of normal wound healing including physiological changes

**e. Clinical decision making in wound assessment and healing**

- i. Documentation
- ii. Case study

**f. Pain**

- i. Chronic and acute pain cycles
- ii. Pain pathways
- iii. Theories of pain
- iv. Pain management
- v. Assessing pain
- vi. Case study

**3. Thermal agents: cold and heat****a. Cryotherapy**

- i. Biophysical and biophysiological changes
- ii. Indications, contraindications, and precautions
- iii. Types and application for each cold modality
- iv. Clinical reasoning and case study

**b. Thermotherapy**

- i. Conduction vs. convection
- ii. Biophysiological effects and tissue temperature elevation factors
- iii. Indications, contraindications, and precautions

- iv. Types and application for each heat modality
- v. Clinical reasoning and case study

#### 4. Ultra sound

- a. Theory and principles of therapeutic ultrasound
- b. Biophysical changes with ultrasound
- c. Indications, contraindications, and precautions
- d. Types and application for therapeutic ultrasound
- e. Clinical reasoning and case study

#### 5. Electrical Treatments

- a. Electrotherapy
  - i. Foundational principles and concepts of electricity
  - ii. Electrical stimulation waveforms and characteristics
  - iii. Electrical stimulation parameters
  - iv. Indications, contraindications, and precautions
  - v. Types and placement of electrodes
- b. Neuromuscular electrical stimulation (NMES)
  - i. Clinical application in rehabilitation
  - ii. Treatment parameters
  - iii. Indications, contraindications, and precautions
  - iv. Clinical reasoning and case study
- c. Transcutaneous electrical nerve stimulation (TENS)
  - i. TENS theory and application
  - ii. Treatment parameters
  - iii. Indications, contraindications, and precautions
  - vi. Clinical reasoning and case study

#### 6. Electromagnetic radiation: lasers and light

- a. Low level laser theory
  - i. Biophysical effects
  - ii. Treatment parameters
  - iii. Indications, contraindications, and precautions
  - iv. Clinical reasoning and case study

### **B. Hand Therapy**

- 1. Review of the anatomy of the upper extremity including muscles, nerves (axillary and radial nerves, median nerve, and ulnar nerve) tendons and ligaments
  - a. Normal postural mechanics
  - b. Bones, ligaments, joints
  - c. Muscles and tendons
  - d. Nerve innervation

**2. Hand therapy concepts, treatment techniques and orthoses**

- a. Hand therapy concepts
- b. Treatment techniques
- c. Rationale for orthotic application
- d. Orthosis classification system
- e. Orthosis fabrication principles

**3. Treatment of edema**

- a. Lymphatic system
- b. Reduction techniques for acute edema
- c. Reduction techniques for subacute and chronic edema
- d. Manual edema mobilization
- e. Indications, contraindications, and precautions
- f. Clinical reasoning and case study

**4. Tissue-specific and hand coordination exercises**

- a. Joint and musculoskeletal dysfunction
- b. Histology of collagen, bone, and cartilage
- c. Exercise
- d. Clinical reasoning and case study

**5. Difficulties in treatment**

- a. Human vs. systemic factors
- b. Nerve function
- c. Muscle weakness
- d. Clinical reasoning and case study

**6. Common diagnoses and treatment of the upper extremity part 1**

- a. Shoulder diagnoses
- b. Elbow diagnoses
- c. Wrist diagnoses
- d. Finger injuries

**7. Common diagnoses and treatment of the upper extremity part 2**

- a. Arthritis
- b. Tendon injuries
- c. Chemotherapy-induced peripheral neuropathy
- d. Flexor/extensor tendon injuries

**C. Feeding and Swallowing****1. Review of the anatomy and physiology of feeding and swallowing in infants, children and adults.**

- a. Introduction to feeding therapy and occupational therapy
- b. Anatomy of the oral and pharyngeal structures

- i. Infant
- ii. Child
- iii. Adult
- c. Stages of the normal swallow
  - i. Oral phase

- ii. Pharyngeal phase
- iii. Esophageal phase
- d. Neural control of the oral, pharyngeal, and esophageal phases

## 2. Normal development of feeding skills

- a. Feeding reflexes
- b. Nutritive and non-nutritive sucking
- c. Coordination of suck-swallow-breathe
  - i. Term vs. preterm infants
- d. Spoon feeding
- e. Cup drinking
- f. Biting

## g. Chewing

## 3. Factors that limit feeding and oral motor development

- a. Postural control
- b. Oral motor control
- c. Sensory issues
- d. Gastrointestinal issues
- e. Cardiorespiratory issues
- f. Structural anomalies
- g. Swallowing impairments
- h. Appetite
- i. Behavioral components

## 4. Mealtime influences, factors and characteristics

- a. Parent and baby roles
- b. Independent toddler
- c. Feeding environment
- d. Socialization (quality of life)
- e. Pleasure (quality of life)

## 5. Feeding team members and supportive diagnostic tests

- a. Physician
- b. Occupational Therapist/Occupational Therapy Assistant
- c. Speech therapist
- d. Dietician



- e. Psychologist
  - f. Dentist
  - g. Modified barium swallow
  - h. Upper GI
  - i. pH probe
  - j. Upper gastrointestinal endoscopy
6. Treatment strategies and activities
- a. Difficulties with breast or bottle-feeding
  - b. Transitioning to spoon feeding/purees
  - c. Developing biting and chewing skills
  - d. Transition to table/solid foods
  - e. Developing cup and straw drinking skills
7. Issues of self-feeding, alternative food sources and texture progression
- a. Readiness for self-feeding
  - b. Learning to self-feed using fingers and utensils
  - c. Sensory challenges, play, and self-feeding
  - d. Types of feeding tubes
  - e. Management of tube feedings
8. Common diagnoses and treatment of feeding difficulties in the infant who has:
- a. Low tone
  - b. High tone
  - c. Cleft lip and cleft palate
  - d. Tube feedings and transition to oral feeds
  - e. Prematurity
9. Common diagnoses and treatment of feeding difficulties in the child who has:
- a. Visual impairment
  - b. Autism
  - c. Refusal to eat enough
  - d. Gastrointestinal discomfort
  - e. Sensory difficulties
10. Common diagnoses and treatment of feeding difficulties in the adult population
- a. CVA/stroke
  - b. Head injury
  - c. Autoimmune disorders
  - d. Progressive neurodegenerative disorders
  - e. Myopathies

**D. Professionalism and Ethics in relation to advanced practice areas**

1. Role of OTA and OT
2. Ethical considerations in treatment specific to PAMs and swallowing
3. Professionalism

**COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:**Cooper, C.,. *Fundamentals of Hand Therapy: Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity*, 2nd ed. Mosby, 2013, ISBN: 9780323091046.

or

**Required:**Marcus, S., & Breton, S.,. *Infant and Child Feeding and Swallowing: Occupational Therapy Assessment and Intervention* , ed. AOTA Press, 2013, ISBN: 9781569003480.

**Recommended readings and/or materials:**

Bracciano, A., *Physical Agent Modalities: Theory and Application for the Occupational Therapist*, 2nd edition, Slack, 2008 (or current edition)

**Other:**

None

**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions

Lecture

Media Presentations

Writing Projects & Reports:

Observation and Interview

Development of functional treatments both individually and collaboratively

Other (Specify):

Stuctured learning activities

Collaborative Learning

Class presentations

**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- Textbooks
- American Journal of Occupational Therapy
- AOTA website
- BOT website

Writing assignments are required and may include but are not limited to the following:

- Case studies of clients needing OT in each of the areas of advanced practice
- Formulate functional activities that are therapeutic for clients who are receiving treatment using PAMs, hand therapy, and/or feeding/swallowing treatment

Application of problem solving/critical thinking/synthesis

- Individual and small group learning activities

### **STANDARDS OF ACHIEVEMENT**

List graded activities.

• Quizzes	60%
• Written assignments	15%
• Learning activities	10%
• Final exam	15%

**How will student learning be assessed? (Multiple measures must be used.)**

#### **Student Learning Outcomes:**

1. Students will explore theoretic use and application of physical agent modalities and evaluate how to combine the use of PAMs with functional activity to improve OT outcomes.
2. Students will explain fundamentals of hand therapy, including anatomy of the hand, hand coordination, use of orthoses and treatment guidelines, and how to provide client-centered hand therapy.
3. Students will demonstrate knowledge of basic anatomy and physiology of the structures necessary for feeding and swallowing.

<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 312 - Advanced Practice Areas in Occupational Therapy (OT)
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: , at By	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	



# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	325
<b>Course Title</b>	Applying Research to Occupational Therapy Intervention
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will provide an in-depth study of utilizing evidence to develop effective treatment plans in Occupational Therapy. The focus will be on critically evaluating available research to develop best practice in intervention.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

### **COURSE OBJECTIVES**

1. Recognize the value of evidence-based practice (EBP) in occupational therapy practice.
2. Formulate a clinical question/topic that can be addressed by a review of research
3. Demonstrate the ability to access trustworthy research through effective literature search strategies.
4. Recognize different levels of evidence and their clinical applicability.
5. Utilize critical concepts to evaluate qualitative and quantitative research.
6. Demonstrate the ability to incorporate various forms of evidence in clinical treatment.
7. Design an outcome measure to be used with a specific patient, population or problem that addresses the effectiveness evidence-based intervention.
8. Identify the role of the OTA in communicating evidence to patients, administrators, supervisors, and other team members.
9. Develop and present an in-service, a professional training or staff development workshop on a current evidence-based treatment.

### **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

- I. Evidence-based practice: what, when, who, why, where and how
  - A. What: Define evidence-based practice
    1. Integration of evidence and clinical expertise with client goals, values, and contexts.
    2. Challenges
  - B. When is an intervention evidence-based?
    1. Levels of Evidence
    2. Basic, Translational or Applied Research
    3. Quantitative and Qualitative Studies
  - C. Why: The need for evidence-based practice
    1. Quality of care
    2. Effective and efficient practice
    3. Maintain currency with medical advances
    4. Ethics
    5. Reimbursement
  - D. Who is responsible for Evidence-based Practice?
    1. Role of the OTA
      - a. Educating the patient/caregivers
        - i. Appropriate terminology
        - ii. Defining epidemiology and interpreting statistics

**b. Communicating with administrators and colleagues**

- i. Journal clubs
- ii. In-services
- iii. Other

**E. Where are the resources found?**

- 1. Accessing databases/journals/websites of pre-appraised research/critically appraised papers including but not limited to:
  - a. Cochrane library
  - b. OTseeker (www.otseeker.com)
  - c. PEDRO (Physiotherapy Evidence Database)
  - d. www.OTCATS.com
  - e. AJOT/ The Australian Occupational Therapy Journal
  - f. AOTA's Evidence Brief Series PubMed, MEDLINE, CINAHL, PsycINFO

**F. Who are the authors, readers, and users of evidence research?**

- 1. Credentials
- 2. Critical Thinking and Barriers – including but not limited to:
  - a. Correlation vs. causation
  - b. Distinguishing between fact and opinion
  - c. Bias
  - d. Appeal to popularity

**II. Integrating research into intervention to achieve evidence-based practice**

**A. Identify the need for information**

- 1. Analyzing the problem
- 2. Establishing present level of performance

**B. Forming a clinical question (PICO)**

- 1. P – Patient
- 2. I - Intervention
- 3. C - Comparison intervention (if applicable)
- 4. O - Outcome

**C. Finding the evidence**

- 1. Accessing a resource
- 2. Evidence that support/refutes intervention

**D. Appraise the evidence**

- 1. Purpose
- 2. Setting
- 3. Methodological Quality
  - a. Participants - Sample size, diagnosis
  - b. Sampling method (random/controlled for variables)
  - c. Double and single blinded design
  - d. Reliability and Validity

- e. Follow up (Effectiveness over time)
- f. Effect Size
- 4. Treatment of Missing Data
- E. Integrate the evidence in clinical decision making

1. Do the findings apply to your client?

2. Does it fit in with your client's goals, values, and context?

3. Can it improve the client's, your, your colleagues', caregivers', and/or payers' understanding of a client's treatment

4. Is there adequate support for the treatment? Consider the practice setting, finances, and personnel.

F. Implement the treatment

G. Evaluate the process

1. Develop an outcomes measure consistent with method used to measure performance prior to treatment.

### **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:** . *American Journal of Occupational Therapy*, Volume 2016

**Recommended readings and/or materials:**

None

**Other:**

Access to AOTA website:

Evidence Brief Series-PubMed, MEDLINE, CINAHL, PsychINFO

Other selected professional Articles: e.g, The Australian Occupational Therapy Journal (AJOT)

Professional Databases: e.g, PEDRO

### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Case Studies

Class Discussions

Group Study & Exercises

Handouts

Lecture

Reading Assignments

Writing Projects & Reports



Other (Specify):

Structured learning activities

Collaborative Learning

Individual and collaborative learning activities

Accessing and use of Databases

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**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- American Journal of Occupational Therapy
- AOTA website
- Databases
- Selected professional articles

Writing assignments are required and may include but are not limited to the following:

- Case study of client
- Development of outcome measure
- Appraisal of Evidence
- Summary of research findings

Example activities include:

#1. What support and barriers to EBP are present in the setting in which you work? How could you reduce the barriers?

#2. Develop a question pertinent to a client. Research three articles relevant to your question.

Did the research articles support or refute each other? Describe.

Did any/all of the articles make you reconsider your original question? Why?

#3. How would you present EBP to an older practitioner?

#4. How would you explain EBP to a client? Caregiver? Administrator? Stakeholder?

Example activities include:

#1. What support and barriers to EBP are present in the setting in which you work? How could you reduce the barriers?

#2. Develop a question pertinent to a client. Research three articles relevant to your question.

Did the research articles support or refute each other? Describe.

Did any/all of the articles make you reconsider your original question? Why?

#3. How would you present EBP to an older practitioner?

#4. How would you explain EBP to a client? Caregiver? Administrator? Stakeholder?

72 hours

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**STANDARDS OF ACHIEVEMENT**

List graded activities.

Written assignments 45%

Learning Activities 20%

Final Meta-Analysis of Literature 35%

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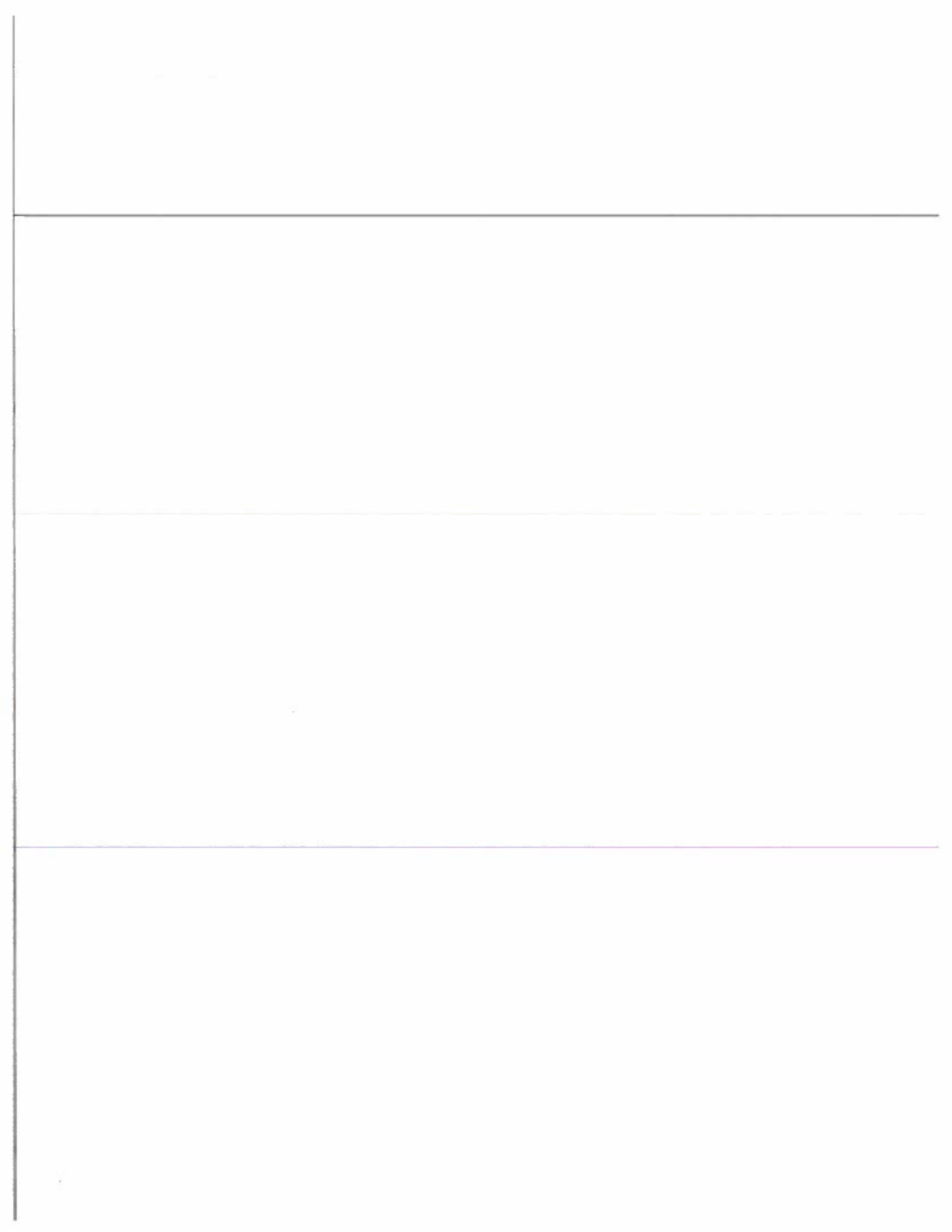
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**How will student learning be assessed? (Multiple measures must be used.)**

**Student Learning Outcomes:**

1. Students will identify the necessity for the Occupational Therapy Assistant to provide evidence-based practice in Occupational Therapy.
2. Students will develop the skills to become an evidence-based practitioner.
3. Students will conduct a literature review and analysis of evidence to develop a treatment protocol for a specific patient, population, or problem.

<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 325 - Applying Research to Occupational Therapy Intervention
Course part of new major	Yes Explain:  Course is part of new Bachelors degree in Occupational Studies as part of statewide pilot program.
Library Consulted	Yes
Special Funding Available?	Yes
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: Monday , Sep 12, 2016 at 9:50 AM By Monica Zarske	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	





# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	402
<b>Course Title</b>	Neurological Principles in Human Performance
<b>Former Title</b>	
<b>Units</b>	4
<b>Lecture Hours</b>	72
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	72

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on Enrollment: Student must be admitted to the Occupational Studies program

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will provide an in-depth study of the neurologic principles used in rehabilitation practice. This will focus on understanding the structures and function of the central and peripheral nervous systems and to the sequelae of injury to these systems. There will be an emphasis on cognitive, visual, and perceptual problems in adults with acquired brain injury.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Examine the structure and function of the Central Nervous Systems including cerebral cortex, brain stem, ventricular system, cerebellum and meninges.
2. Evaluate the parts of the neuron and describe the function of synapse between neurons.
3. Examine the ventricular system and the role of this system on function.
4. Investigate the function of the cranial nerves and analyze how they apply to function.
5. Examine the role of neurotransmitters and their role in human behavior.
6. Interpret the neurologic substrates of addiction and emotion.
7. Analyze the structures involved in the sense of proprioception and describe functional changes from impairment in this system.
8. Analyze the structures involved in the vestibular system and describe functional changes from impairment in this system.
9. Describe the structure and function of sensory receptors.
10. Compare various types of neuropathy and possible recovery in peripheral nerve injury.
11. Analyze various aspects of visual processing skills and evaluate types of treatment for problems with these skills.
12. Compare different types of praxis and identify treatment techniques for apraxia.
13. Evaluate problems in perceptual skills resulting from brain injury including but not limited to body scheme disorders, visual discrimination, and agnosia and analyze treatment for these disorders.
14. Examine the components of cognitive deficits resulting from brain injury and develop treatments plans for these deficits.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

### **I. Central Nervous System Components**

#### **A. Neuron**

1. Parts of the neuron
  - a. Dendrites
  - b. Axon
  - c. Cell body
2. Myelin
  - a. Function
  - b. Schwann cells
  - c. Oligodendrites
3. Nodes of Ranvier

4. Synaptic process
  - a. Synaptic cleft
  - b. Neurotransmitter
  - c. Presynaptic neuron
  - d. Postsynaptic neuron
  - e. Reuptake process
5. Decreases in Synaptic transmission
  - a. Anoxia
  - b. Poison
  - c. Cholinergic drugs
6. Synaptic fatigue
7. Potentials
  - a. Electrical potentials
  - b. Postsynaptic potentials
  - c. Membrane potentials
  - d. Action potentials

## **B. Neurotransmitters**

1. Definition
2. Role in human behavior
3. How neurotransmitters work
4. Major Neurotransmitters and diseases
  - a. Acetylcholine (Ach)
  - b. Gamma Aminobutyric Acid (GABA)
  - c. Glutamate (Glutamate Acid or GLU)
  - d. Dopamine (DA)
  - e. Serotonin (5-HT)
  - f. Norepinephrine (NE)
  - g. Substance P
  - h. Opioid Peptides

## **C. Central Nervous System**

1. Brain
  - a. Cerebral lobes
    - i. Frontal lobes
    - ii. Parietal lobes
    - iii. Temporal Lobes
    - iv. Occipital lobes
  - b. Cerebellum
    - i. Function
    - ii. External structures
    - iii. Lateral and intermediate zones
    - iv. External structures

c. Basal Ganglia

- i. Caudate nucleus
- ii. Putamen and globus pallidus
- iii. Subthalamic nucleus
- iv. Substantia Nigra

d. Diencephalon

- i. Thalamus
- ii. Hypothalamus
- iii. Epithalamus
- iv. Subthalamus
- v. Pituitary gland
- vi. Infundibulum
- vii. Pineal gland
- viii. Posterior Commissure
- ix. Anterior Commissure Interthalamic adhesion
- x. Septum pellucidum

e. Brain Stem

- i. Control of vegetative functions
- ii. Midbrain
  - 1. External structures
  - 2. Internal structures
- iii. Pons
  - 1. External structures
  - 2. Internal structures
- iv. Medulla
  - 1. External structures – anterior side
  - 2. External structures – posterior side
  - 3. Internal structures
- v. Reticular formation
  - 1. Reticular activating system
  - 2. Reticular inhibiting system

f. Limbic system

- i. Cingulate gyrus
- ii. Parahippocampal gyrus
- iii. Uncus
- iv. Fornix
- v. Amygdala
- vi. Olfactory bulb and tract
- vii. Hippocampus

g. Other brain structures

- i. Corpus Callosum



- ii. Optic chiasm
- iii. Internal capsule
- 2. Ventricular system
  - a. Four ventricles
  - b. Choroid plexus
  - c. Cerebral Aqueduct
  - d. Central canal
  - e. Foramina of monro
  - f. Foramen of magendie
  - g. Foramina of luschka
  - h. Cerebrospinal fluid
    - i. Arachnoid Villi
    - ii. Pressure
    - iii. Flow
    - iv. Function
    - v. Hydrocephalus
- 3. Cranium
  - a. Suture lines
  - b. Fontanel
  - c. Fossa
  - d. Foramina
  - e. Foramen Magnum
- 4. Meninges
  - a. Dura mater
  - b. Arachnoid Mater
  - c. Pia Mater
  - d. Blood-brain barrier
- 5. Upper motor neurons
- 6. Lower motor neurons

## **II. Peripheral Nervous System – 16 hours**

### **A. Cranial Nerves**

- 1. Olfactory nerve
  - a. Function
  - b. Olfactory receptors
  - c. Olfactory pathway
  - d. Relationship between olfaction and gustation
  - e. Lesion symptoms
- 2. Cranial nerves related to vision
  - a. Optic nerve
    - i. Function

- ii. Lesion symptoms based on location
- b. Oculomotor nerve
  - i. Function
  - ii. Visual fixation
  - iii. Saccadic Eye movements

- iv. Smooth pursuit eye movements
- v. Reflexes
- vi. Lesion symptoms
- c. Trochlear nerve
  - i. Function
  - ii. Lesion symptoms
- d. Abducens nerve
  - i. Function
  - ii. Lesion symptoms
- e. Visual receptor pathways
- f. Visual field pathways

### 3. Trigeminal nerve

- a. Function
  - i. Sensory
  - ii. Motor
- b. Lesion symptoms
  - i. Sensory
  - ii. Motor
- c. Reflexes
- d. Trigeminal Neuralgia

### 4. Facial nerve

- a. Function
  - i. Sensory
  - ii. Motor
- b. Lesion symptoms

### c. Bell's palsy

### 5. Vestibulocochlear nerve

- a. Function
  - i. Auditory branch
  - ii. Vestibular branch
- b. Lesion symptoms
  - i. Auditory branch
  - ii. Vestibular branch

### 6. Glossopharyngeal nerve

- a. Function
  - i. Sensory

- ii. Motor
- b. Lesion
  - i. Sensory
  - ii. Motor
- 7. Vagus Nerve
  - a. Function
    - i. Visceral branches
    - ii. Skeletal muscle branches
  - b. Lesion symptoms
    - i. Visceral branches
    - ii. Skeletal muscle branches
- 8. Accessory nerve
  - a. Function
    - i. Cranial nerve root
    - ii. Spinal nerve root
  - b. Lesion symptoms
    - i. Cranial nerve root
    - ii. Spinal nerve root
- 9. Hypoglossal nerve
  - a. Function
  - b. Lesion symptoms

## **B. Autonomic Nervous System (ANS)**

- 1. Function
- 2. Central components
- 3. Peripheral components
- 4. Comparison of sympathetic and parasympathetic systems

## **III. Neurological systems**

### **A. Sensory receptors**

- 1. Types of sensory receptors
  - a. Exteroceptors
  - b. Interoceptors
  - c. Proprioceptors
- 2. Developmental classification of sensory receptors
  - a. Protopathic
  - b. Epicritic
- 3. Sensory receptors classified by anatomical location
  - a. Cutaneous receptors
  - b. Muscle, tendon, and joint receptors
  - c. Visceral receptors

### **B. Special Sense Receptors**

1. Olfaction
  - a. Receptors
  - b. Olfactory pathway
  - c. Lesions
  - d. Therapeutic implications

2. Gustation
  - a. Receptors
  - b. Gustatory pathways
  - c. Lesions
  - d. Therapeutic implications

3. Vision
  - a. Eyeball
  - b. Visual receptor pathway
  - c. Visual field pathway
  - d. Pupillary response
  - e. Visual acuity
  - f. Lesions

- g. Therapeutic implications

4. Audition
  - a. Receptors
  - b. Auditory pathways
  - c. Lesions
  - d. Therapeutic implications

### **C. Vestibular System**

1. Function
2. Pathway
3. Relationship to the reticular formation
4. Relationship to the ANS
5. Categories of dysfunction
6. Symptoms of dysfunction

7. Visual/vestibular processing

### **D. Proprioception**

1. Function
2. Systems involved
3. Nuclear chain and bag fibers
4. Muscle Spindles
  - a. Primary and Secondary ending
  - b. Sequence of events
5. Gamma motor neuron system
6. Golgi tendon organs
7. Feedback loops

8. Therapeutic implications

9. Joint receptors

a. Pathway

b. Function

#### **E. Human Emotion**

1. Neuroanatomical structures in emotion

a. Prefrontal cortex

b. Limbic system

2. Left versus right hemispheres in emotion

a. Syndromes related to emotional regulation

3. Recognition of social and emotional cues

4. Post-traumatic stress

5. Differences between males and females

#### **IV. Dysfunction from Nervous Systems**

##### **A. Perceptual Function and Impairment**

1. Visual perceptual disorders

a. Visual agnosia

b. Prosopagnosia

c. Simultanagnosia

d. Metamorphopsia

e. Color agnosia

f. Color anomia

g. Cerebral Achromatopsia

h. Visual inattention

2. Visual-Spatial perceptual dysfunction

a. Right/left

b. Figure ground

c. Form-constancy

d. Position in space

3. Body schema perceptual disorders

a. Definition

b. Finger agnosia

c. Unilateral neglect

d. Anosognosia

e. Double simultaneous extinction

4. Perceptual motor dysfunction

a. Apraxia

i. Component skills of motor planning

ii. Ideational

iii. Ideomotor I

- iv. Ideomotor II
- v. Dressing
- vi. Constructional
- 5. Treatment of perceptual impairment
  - a. Restorative

b. Adaptive

**B. Cognitive Function and Impairment**

- 1. Orientation
  - a. Components of orientation
- 2. Attention
  - a. Alerting
  - b. Types of attention
    - i. Focused
    - ii. Sustained
    - iii. Selective
    - iv. Alternating
    - v. Divided
    - vi. Concentration
    - vii. Vigilance
  - c. Evaluation of attention
  - d. Treatment
- 3. Memory
  - a. Memory and reality
  - b. Encoding and retrieval
  - c. Types of memory
    - i. Short-term
- 4. Working memory
  - i. Long-term
    - 1. Recent
    - 2. Remote
      - i. Implicit and explicit
      - ii. Procedural
      - iii. Prospective
      - iv. Semantic
- 5. Role in learning
- 6. Executive function
  - a. Components of executive function
  - b. Role in occupational performance
  - c. Self-awareness and monitoring
  - d. Initiation
  - e. Planning and organization

- f. Problem solving
- g. Decision making
- h. Categorization
- i. Mental flexibility
- j. Abstraction
- k. Generalization and transfer
- l. Evaluation of executive function
- m. Treatment
  - i. Restorative
  - ii. Adaptive

### C. Addiction

- 1. Neurobiology of addiction to substances
  - a. Steps of addiction
  - b. The mesolimbic dopamine system
  - c. Role of learning and memory in addiction
  - d. Tolerance and dependence
  - e. Sensitization
- 2. Addiction of obsessions and compulsive behavior
- 3. Treatment of addiction

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### COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

**Required:**Gutman, S.A., . *Quick Reference Neuroscience for Rehabilitation Professionals*, 3rd ed. Slack Inc. , 2017, ISBN: 9781556428005.

**Recommended readings and/or materials:**

None

**Other:**

None

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### WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Lecture

Visual Aids

Other (Specify):

Audio/Visual Presentations  
 Structured learning activities  
 Collaborative learning

### **WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- Textbooks
- American Journal of Occupational Therapy
- Related professional journals

Writing assignments are required and may include but are not limited to the following:

- Case study analysis
- Development of treatment interventions
- Preparation for group discussion

Application of problem solving/critical thinking/synthesis

- Analysis of case studies/treatment intervention
- Examine the impact of nervous system lesions on occupational performance

Total: 128 hours

### **STANDARDS OF ACHIEVEMENT**

List graded activities.

- Quizzes                    35%
- Written assignments    35%
- Group discussions       15%
- Final Examination       15%

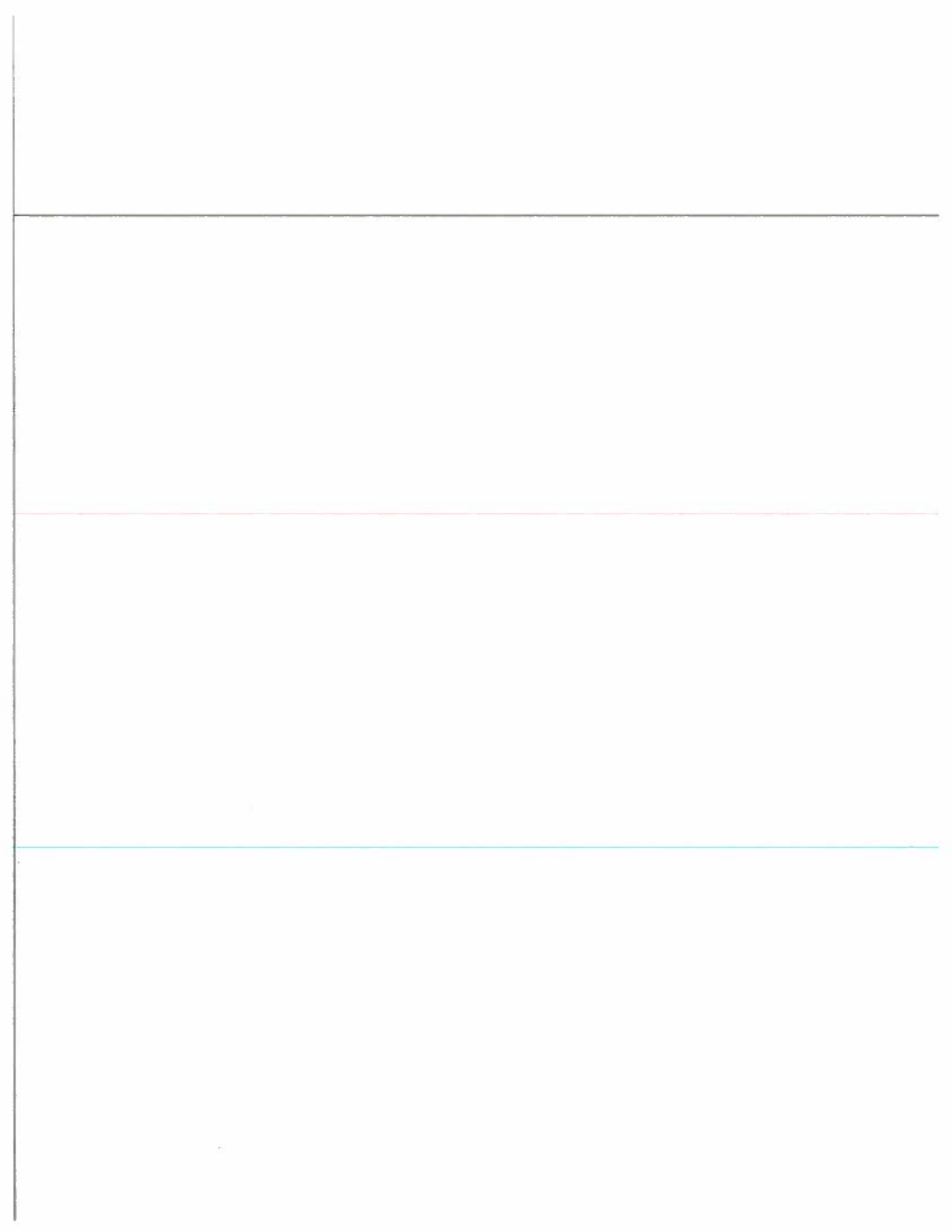
**How will student learning be assessed? (Multiple measures must be used.)**

**Student Learning Outcomes:**

1. Students will explain the structure and function of the central and peripheral nervous systems and identify how these systems affect occupational performance in adults.
2. Students will build effective treatment plans based on neurological principles.
3. Students will predict potential functional impairments based on lesions to specific neurological systems.
4. Students will differentiate between the role of the OT and the OTA in working in neurologic rehabilitation settings.



<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 402 - Neurological Principles in Human Performance
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: , at By	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	





# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	403
<b>Course Title</b>	Leadership for the Occupational Therapy Assistant (OTA)
<b>Former Title</b>	
<b>Units</b>	2
<b>Lecture Hours</b>	36
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	36

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will explore leadership roles that are available to the OTA and the skills that are needed to assume them. The focus will be on leadership, advocacy, marketing, quality improvement, supervision, and scholarship. Students will also explore volunteerism and active participation in professional organizations.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Compare and contrast various theories on leadership.
2. Analyze the structure of organizations
3. Investigate leadership opportunities for the OTA within professional organizations including the National Board for Certification in Occupational Therapy, the American Occupational Therapy Association, Occupational Therapy Association of California, and the California Board of Occupational Therapy.
4. Examine leadership opportunities for the OTA within clinical practice.
5. Create a plan for participate in a formal or informal advocacy activity.
6. Analyze the skills required for marketing and promotion and develop a plan to promote OT within a selected practice setting.
7. Investigate the role of the OTA in quality management.
8. Examine the role of the OTA in fieldwork supervision.
9. Investigate the steps required for establishing an effective fieldwork placement.
10. Demonstrate knowledge of health literacy and the ability to use eHealth literacy in making decisions in clinical practice.
11. Analyze the role of ethics and maintaining integrity.
12. Examine scholarly activities that evaluate professional issues and practice.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

### **A. Understanding leadership**

1. Contrasting the terms “leadership” and “management”
2. Traits associated with effective leadership
3. Leadership theories
  - A. Path-goal theory of leadership
  - B. Transactional leadership theory
  - C. Charismatic leadership theory
  - D. Situational leadership theory
  - E. Servant leadership theory
  - F. Culture and leadership
  - G. Organizational environments and cultures
  - H. Types of organizations
    - a. Bureaucracies & Associations
    - b. For-profit and nonprofit organizations

- c. Private organizations
- d. Organizational structure

## **B. Leadership and Advocacy Roles for the OTA**

1. Leadership relationships
  - A. Self
  - B. Clients
  - C. Treatment team
  - D. Community
  - E. OTA leadership opportunities in professional organizations
    - a. American Occupational Therapy Association
    - b. National Board for Certification in Occupational Therapy
    - c. Occupational Therapy Association of California
    - d. California Board of Occupational Therapy
    - e. Advocacy activities in OT
    - f. Clinical leadership opportunities

## **C. Marketing and Promotion**

1. Marketing plans
  - A. Target markets
  - B. Marketing analysis
  - C. Marketing strategies
  - D. Promotion
    - a. Advertising
    - b. Sales promotion
    - c. Publicity
    - d. Personal selling
    - e. Social marketing

## **D. Program Quality**

1. Effective documentation
2. Continuous Quality Improvement (CQI)
  - A. Use in healthcare settings
  - B. Role of the OTA

## **E. Supervision and Fieldwork**

1. Functions of a supervisor
2. Effective supervision
3. Theories related to motivation, satisfaction and retention of employees

4. Solving problems in the workplace
5. Clinical fieldwork supervision
  - A. Creating an effective fieldwork placement

#### **F. Communication and ethics**

1. Theories of communication
2. Strategies for effective communication
3. Health literacy
  - A. Meeting the needs of clients
  - B. Environmental factors
  - C. Ethical consideration in the workplace
    - a. Professional integrity
    - b. Standards of practice
    - c. The role of management and ethical practice

#### **G. The role of leadership in evidence-based practice**

1. The role of scholarship in building professional knowledge
2. Environments that support evidence-based practice

#### **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:**Braveman, B.,. *Leading and Managing Occupational Therapy Services: An Evidence-Based Approach*, 2nd ed. FA Davis , 2016, ISBN: 9780803611924.

#### **Recommended readings and/or materials:**

None

**Other:**

None

#### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions

Lecture

Media Presentations

Visual Aids

Writing Projects & Reports

Other (Specify):

## Collaborative Learning

**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- Textbooks
- American Journal of Occupational Therapy
- Professional journals related to leadership

## Writing Assignment examples

1. Using one of the journals listed at the end of Section 1 in the textbook, complete a research paper on leadership. Topics can include, but are not limited to:
  - A. What type of organizational management is used by your current or most recent employer? How does this impact you and other OT practitioners?
  - B. Using evidence, how could you develop leadership skills?
  - C. How does gender affect leadership in your current or most recent place of employment – include various levels of management.
  - D. Analyze the job of the OT manager in your current or most recent place of employment. What tasks need to be managed within the OT department? What are the day to day functions? How does this manager interact with other managers in the facility? What specific leadership skills does this manager possess?
  - E. Develop a manual for mentoring fieldwork students at your current or most recent place of employment.

## Discussion Board examples

1. Discuss mentorship – how were you mentored as a fieldwork student or new OT practitioner? What would have made it better? Do you provide mentorship for anyone?
2. What type of a system is used for formal performance evaluations? How could you make it more effective?

**STANDARDS OF ACHIEVEMENT**

List graded activities.

- |                           |     |
|---------------------------|-----|
| • Quizzes                 | 30% |
| • Written assignments     | 50% |
| • Discussion boards/blogs | 20% |

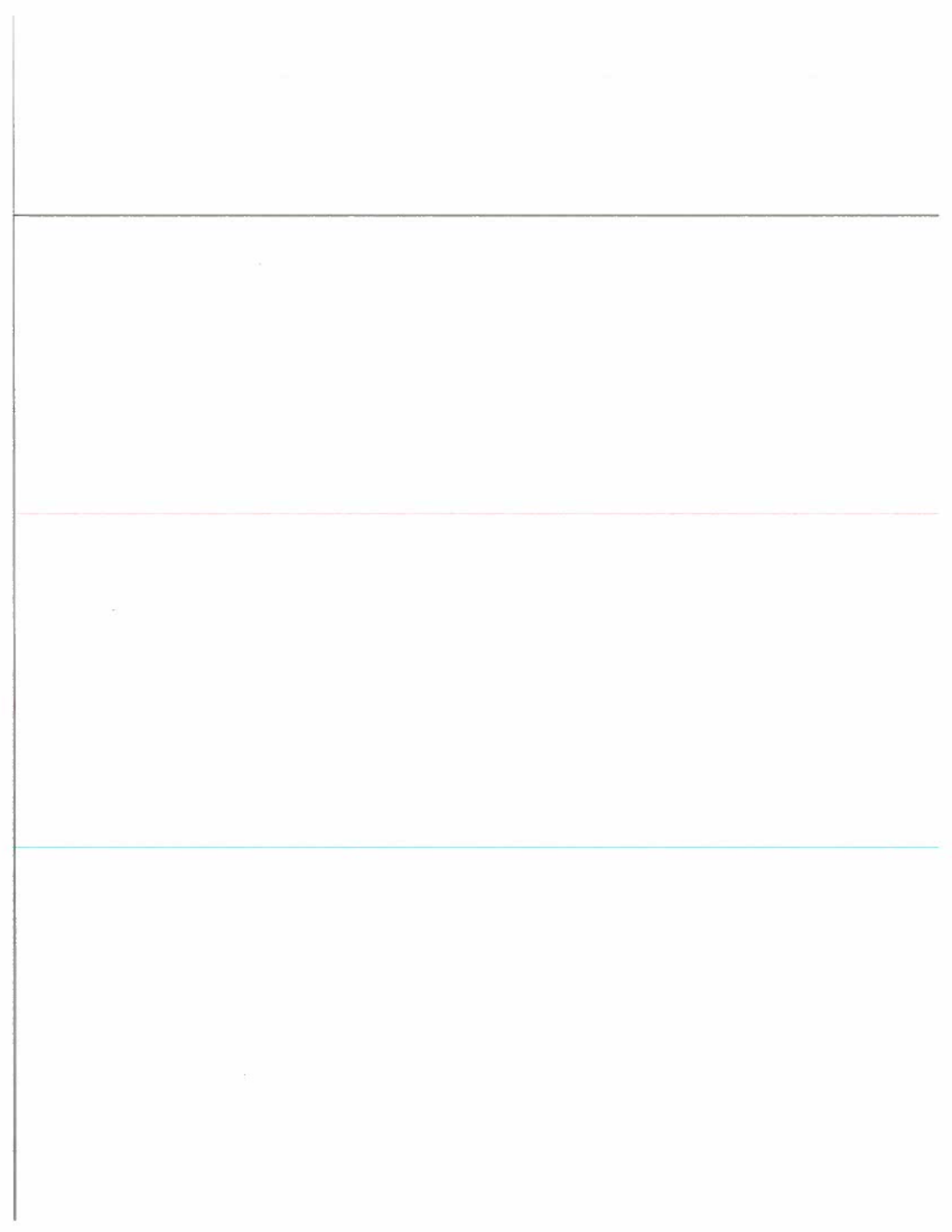
How will student learning be assessed? (Multiple measures must be used.)

**STUDENT LEARNING OUTCOMES:**

1. Students will evaluate leadership opportunities within professional organizations, the community, fieldwork, and Occupational Therapy (OT) practice settings.
2. Students will describe the skills needed to become a fieldwork educator.
3. Students will use scholarly literature to make evidence-based decisions with selected patient populations.
4. Students will develop a plan to promote OT services to other healthcare professionals.



<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 403 - Leadership for the Occupational Therapy Assistant (OTA)
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: , at By	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	





# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	410
<b>Course Title</b>	Healthcare Systems
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on Enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This course will cover the various healthcare systems that influence the practice of occupational therapy. Topics will include economics, types of insurance, healthcare policies, ongoing healthcare reform, and the role of technology. As a part of this course students will complete an independent, in-depth, study of one of the key practice areas in OT as identified by the American Occupational Therapy Association (AOTA).

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Analyze the pros and cons of various health delivery models in inpatient and outpatient settings.
2. Evaluate the status of the US healthcare system in comparison to other industrialized countries.
3. Analyze the impact of various types of insurance and economics on healthcare.
4. Appraise the barriers of access to healthcare in the US.
5. Evaluate quality of healthcare, safety for patients, and the impact of medical malpractice.
6. Investigate the role of technology in healthcare.
7. Evaluate various ways that technology can be used in OT treatment.
8. Analyze situations where telerehabilitation can be used in OT.
9. Examine government regulation on research and pharmaceuticals and its impact in these areas.
10. Investigate healthcare policy and reform.
11. Analyze the effect of healthcare reform on the practice of occupational therapy.
12. Evaluate one of the key practice areas as identified by AOTA in terms of how it is integrated into current and future healthcare delivery systems, reimbursement for services, evidence to support it and the role of the OTA.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

### **I. Healthcare systems/delivery**

- A. Status of US health care
  1. Costs
  2. Access
    - a. Barriers to access
  3. Quality
    - a. Risk factors
    - b. Life expectancy
- B. Inpatient care
  1. Hospitals
    - a. Public
    - b. Private
  2. Specialty hospitals
- C. Non-hospital inpatient facilities
- D. Outpatient care
- E. Physician care
  1. Primary

2. Specialty
3. Shortage
4. Role of nurse practitioner/physician assistant

F. Nursing care

1. Shortage

G. Undercompensated care

**II. Insurance**

A. Basis of health insurance

1. Need

2. Terms

- a. Beneficiary

- b. Premium

- c. Share of cost

- i. Deductible

- ii. Co-payment

- iii. Co-insurance

- iv. Maximum co-payment

3. Insurance plans

- a. Private

- i. Indemnity

- ii. Managed Care Organizations

- b. Health Management Organization

- c. Preferred Provider Organization

- d. Point of Service

- i. Consumer Driven Health Plans

- ii. Setting premiums

- iii. Employer-sponsored insurance

- iv. Individually purchased plans

- e. Public insurance programs

- i. Medicare

- ii. Medicaid

- iii. State Children's Insurance Program

- iv. Veterans Health Administration

- v. Affordable Health Act

B. Financial concerns

1. Healthcare spending

- a. Reasons for high cost

- i. Lack of transparency

- ii. Lack of standardization

- iii. Lack of coordination

- iv. Regulations
- v. Wages
- vi. Overuse
- vii. Chronic disease
- viii. Risky behaviors

- ix. Poverty
- x. Health literacy
- b. Consequences of high costs
  - i. Distribution
  - ii. Uninsured

### **III. Quality and Patient Safety**

#### **A. Defining measures of quality**

##### **1. Agency of Healthcare Research and Quality (AHRQ)**

- a. Safety
- b. Medical errors
- c. Never events

##### **d. Infections**

##### **2. Medical Malpractice**

- a. Purpose
- b. Costs
  - i. Providers
  - ii. Systems
  - iii. Patients
- c. Possible reforms
  - i. Arbitration
  - ii. Disclosure
  - iii. Health courts
  - iv. Tort reform

### **IV. Technology**

#### **A. Uses of health technology**

#### **B. Electronic medical/health records (EMR/EHR)**

- 1. Computerized physician orders
- 2. Decision making
- 3. Information exchange
- 4. Improved outcomes
- 5. Privacy issues

#### **C. Telemedicine**

- 1. Uses/benefits
- 2. Complications

**D. Telerehabilitation**

1. Types
2. Use in Occupational Therapy

**V. Research****A. Medical research**

1. Types
2. Funding
3. Regulation

**B. Pharmaceuticals**

1. Industry
2. Regulation
  - a. FDA approval
3. Generics
4. Placebo effect
5. Drug prices

**C. Medical devices****D. Validity****VI. Health policy and reform****A. Regulatory bodies****B. Politics**

1. Lobbying
2. National reform – history

**C. Affordable Care Act**

1. Effect on providers and consumers
2. How it works
3. Major impact
4. Criticisms
5. Updates

**COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Required:**Askin, E. & Moore, N. . *The Health Care Handbook*, 2nd ed. St. Louis : Washington University , 2014, ISBN: 9780692244739.

**Recommended readings and/or materials:**

None

**Other:**

None

**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions

Lecture

Media Presentations

Reading Assignments

Research Projects

Visual Aids

Writing Projects &amp; Reports

**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading assignments are required and may include but are not limited to the following:

- Textbooks
- American Journal of Occupational Therapy
- AOTA website
- Related professional journals

Writing assignments are required and may include but are not limited to the following:

- Discussion board activities
- Blogs
- Essay Quizzes

**Example Research Project:**

Students will choose one of the key areas of practice as identified by the AOTA. The project may include, but not be limited to:

- Select a specific diagnosis or population within the practice area (this group)
- Define a potential problem/treatment need this group
- Evaluate the role of OT/OTA working with this group
- Complete a literature review to look at evidence based treatment techniques used with this group
- Examine possible service delivery and payment sources for treatment of this group
- Analyze use of technology with this group
- Review potential pharmaceuticals with this group
- Evaluate how health care reform might impact this group

**STANDARDS OF ACHIEVEMENT**

List graded activities.



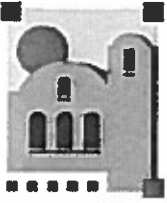
• Quizzes	35%
• Research Assignment	45%
• Discussion boards/blogs	20%

**How will student learning be assessed? (Multiple measures must be used.)**

**Student Learning Outcomes:**

1. Students will analyze the influence of economics, technology, demographics, research and current trends in health delivery formats and the role of OT.
2. Students will evaluate the impact of policy and health care reform in terms of current practice and potential changes in the delivery of OT services.
3. Students will research one of the key practice areas identified by AOTA and provide evidence for specific treatment interventions of the selected area based on current professional literature.

<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 410 - Healthcare Systems
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: , at By	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016	
Department Chair: 12/05/2016	
Division Dean: 12/05/2016	



# SANTA ANA COLLEGE

## COURSE OUTLINE OF RECORD

### CATALOG ENTRY

<b>Discipline</b>	Occupational Studies
<b>Course Number</b>	412
<b>Course Title</b>	Capstone Seminar
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	54
<b>Scheduled Laboratory Hours</b>	None
<b>Arranged Laboratory Hours (TBA)</b>	None
<b>Total Semester Contact Hours</b>	54

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### REQUISITES

#### Prerequisite

Limitation on Enrollment: Student must be admitted to the Occupational Studies program.

#### Corequisite

None

#### Recommended Preparation

None

### CATALOG DESCRIPTION

This Capstone Seminar is designed to demonstrate the student's accumulated training through the development of a project that reflects theory, advanced knowledge of practice, and innovation. The theme of each project will be facilitating engagement in occupation with the use of a therapeutic product. Each student will complete a project that is individually mentored and demonstrates an increased level of self-direction.

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable
<b>TOPS Code</b>	1218.00 - Occupational Therapy Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Department Chair Approval Date: 12/05/16 by:Monica Zarske

Divison Chair Approval Date: 12/05/16 by:Monica Zarske

Curriculum and Instruction Council Chair Approval Date: 12/05/2016 by:Brian Sos

Last Revision Date:

## **COURSE OBJECTIVES**

1. Identify a therapeutic problem with a specific patient population and potential solutions that involve innovation of a product (e.g. device, equipment, game, toy, clothing, technology).
2. Evaluate the significance of the problem in terms of personal, cultural, and environmental factors present in the population.
3. Investigate various solutions and compare and contrast the benefits of each.
4. Design and create a product using the resources of other professionals as needed.
5. Implement the use of the product and evaluate its effectiveness.
6. Prepare product for use by consumers and create system to market it.

## **COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

### **I. Planning**

#### **A. Reflection**

1. Personal experience
2. Observation of others

#### **B. Identification of actual or potential problems**

1. Patient populations

#### **C. Identification of potential solutions**

#### **D. Literature review**

1. What has been done thus far? What are the trends in this area?

#### **E. Product (device/equipment) to be included**

1. Skills and resources of others needed (i.e. engineering, welding, sewing)

#### **F. Survey of potential users of the product**

1. Select/modify best solution

#### **G. Justify the product's relationship to the occupational therapy domain of practice and current frame of reference**

**II. Implementation**

- A. Complete written outline of the plan
  1. Support from literature
  2. Methodology for use
  3. Theoretical background
- B. Obtain peer feedback
- C. Obtain mentor approval
- D. Product development
  1. Use skills from others as needed
- E. Implement use of product with 1-2 patients
  1. Make modifications as needed
- F. Implement modified product with 3-5 patients
  1. Provide caregiver trainer
- G. Demonstrate cultural sensitivity in specifying how the product can be used with various individuals in the community
- H. Survey consumers for feedback
- I. Prepare instructions for training in use of the product
- J. Prepare a marketing plan for the product

**III. Presentation**

- A. Complete a thorough written report
- B. Presentation of the project to a panel

**COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Recommended readings and/or materials:**

- AOTA Professional Development Tool

**Other:**

1. Library resources
2. American Journal of Occupational Therapy
3. Textbooks from previous classes

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#### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions

Lecture

Oral Presentations

Research Projects

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#### **WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

- Reading as needed for literature review and use of written resources
- Consultation and work with other professionals
- Completion of a written report
- Presentation preparation

Examples of Possible Projects:

Each student will be responsible to identify the basis for their project based on their specific experience and areas of interest. Possible ideas could include:

1. Toy for a child with physical disability
2. Clothing for physically disabled child or adult
3. Self-care products
4. Games to facilitate cognition, cooperation, or socialization
5. Devices to promote joint protection

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#### **STANDARDS OF ACHIEVEMENT**

List graded activities.

Specific criteria will be used to grade each project, and will include but not be limited to:

- Literature review of the problem
- Feasibility of solutions – utility, appearance, and price of product
- Justification of selected solution
- Relation to occupational therapy domain of practice

- Use of frame of reference
- Incorporation of individual patients level of interest
- Implementation of the product and analysis of outcome
- Creativity of the product
- Marketing plan
- Thoroughness of completed paper
- Professionalism of presentation

**How will student learning be assessed? (Multiple measures must be used.)**

**Student Learning Outcomes:**

1. Students will demonstrate the ability to work effectively with people who have professions outside of the healthcare industry.
2. Students will develop an innovative solution to an identified therapeutic problem using the skills and knowledge developed through the program.
3. Students will implement and analyze the effectiveness of their projects.
4. Students will demonstrate the ability to formally present and defend their work.

<b>Supplemental Forms</b>	
<b>New Course Proposal Form</b>	
Course Title	OS 412 - Capstone Seminar
Course part of new major	Yes Explain:
	New Baccalaureate degree in Occupational Studies
Library Consulted	Yes
<b>Supplemental Forms Last Saved</b>	
New Course Proposal Form Last Saved: Sunday , Nov 13, 2016 at 2:08 PM By Monica Zarske	
<b>Approval Dates</b>	
Curriculum and Instruction Council Chair: 12/05/2016 Department Chair: 12/05/2016 Division Dean: 12/05/2016	