University of Central Arkansas

College of Health and Behavioral Sciences

Department of Occupational Therapy

Fall 2016

Course Title: Holistic Interventions Adult to End of Life

Course Number: OTHY 6511

CRNs: 20660, 20661, 20662, 20663

Credit Hours: 5

Course Location: Lecture DHSC 232

Lab 309A / 309B / OT House

Course Days/Times: Lecture: Fridays 10:00-11:50 am

Labs by Sections: Lab 2 - Mondays 8:30-11:20 and Wednesdays 9:00-11:50 am

Lab 1 - Mondays 12-2:50 and Wednesdays 12:30-3:20 pm

***Unless stated otherwise in the schedule***

Course Instructor: Dr. Veronica Rowe, Course Director

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Guest lecturers: Stuart Douglas (from CHDC)

Mrs. Margaret Standridge, MS, OTR/L

Mr. Mark Ellis, MS, OTR/L

Mr. Nathan Winters, MS, OTR/L

Towino Paramby, CScD

Nina Roofe, Ph.D., RDN, LDN

Office Hours: See faculty office door for office hours

Course Description: *Theory- and evidence-based selection and application of relevant occupational therapy*

*interventions for clients from adulthood to end of life who present with acute, developmental, neurological, mental health, musculoskeletal, and/or chronic conditions. Includes therapeutic techniques as precursors to occupation based interventions when indicated.*

Course Objectives:

Upon completion of this course, the learner will:

1. Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) based on the client needs. (B.5.1.)
2. Assure that intervention plans and strategies are outcome-focused, environmentally- relevant (to include culture), contextually relevant, reflective of current best occupational therapy practice, and evidence-based. (B.5.1.)
3. Develop a repertoire (for individuals and groups) of intervention strategies appropriate to address a broad range of client needs and goals (create/promote, establish/restore, maintain, and modify/prevent occupational performance). (B.5.1., B.5.2., B.5.3., B.5.4.)
4. Demonstrate adherence to safety protocols related to the use of all client interactions and interventions. (B.5.15.)
5. Demonstrate understanding of health literacy and ability to provide interventions that address all areas of human occupation: ADL, IADL, Work, Play, Education, Rest, Sleep and Social Participation. (B.5.2. B.5.5., B.5.12., B.5.13., B.5.14.)
6. Demonstrate understanding of health literacy and ability to provide education, training to client, caregiver, family, and significant others to facilitate skills in areas of occupation as well as prevention, health promotion, and safety. (B.5.5., B.5.11., B.5.18., B. 5.19.)
7. Grade and adapt the environment, tools, materials, occupations, assistive technology and interventions to reflect the changing needs of the client and the sociocultural context. (B.5.9., B.5.23.)
8. Organize, collect, and analyze data in a systematic manner for evaluation of outcomes from client /practice perspectives. (B.4.1., B.4.2., B.4.4., B.4.8., B.5.30.)
9. Give rationale for intervention approaches, including how rationale relates to the client’s psychological and social factors. (B.5.1., B.5.20.)
10. Select evidence-based, client appropriate occupation-based interventions and related preparatory activities including but not limited to assistive technology, physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions in a practice setting. (B.5.1., B.5.2., B.5.3., B.5.5., B.5.6.)
11. Perform client appropriate occupation-based interventions and related preparatory activities including but not limited to assistive technology, physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions in a practice (see cases for more specific objectives). [B.1.8., B.5.2., B.5.3., B.5.4., B.5.5., B.5.6., B.5.7., B.5.8., B.5.9. B.5.10., B.5.11., B.5.14., B.5.15., B.5.16., B.5.23., B.5.24.]
12. Apply clinical reasoning to monitor, modify/adapt intervention based on client response and intervention effectiveness. (B.2.10., B.5.28., B.5.30.)
13. Clearly articulate and value the role of preparatory methods as an avenue for addressing underlying problems as a means and not an end in order to facilitate or enhance occupational performance. (B.5.3., B.5.10., B.5.13., B.5.15., B.5.16.)
14. Demonstrate a variety of oral reporting and written documentation methods to effectively communicate the need for intervention and resulting client outcomes. (B.5.20., B.5.32.)
15. Plan for discharge along the continuum of care in collaboration with the client and in consultation with interprofessional intervention team members, and significant others with consideration of contextual factors. (B.5.26, B.5.27., B.5.29., B.9.12)
16. Provide therapeutic use of occupations, exercise, and activities as interventions that address underlying client factors that may influence occupational performance including but not limited to cognition, psychosocial, and physical deficits. (B.5.3., B.5.8)
17. Formulate and implement therapeutic interventions to facilitate occupational performance and participation that is contextually relevant, reflective of current and emerging practice, based on available evidence, and based on theoretical perspective, models of practice, and/or frames of reference. (B.5.0.)

**Learning Experiences:**

1. Lecture
2. Discussion
3. Laboratory Experiences and case based learning
4. Client observation/interaction in the classroom and in community field experiences
5. Out-of-class assignments to enhance in-class learning

**Evaluation Methods**:

Exams (3) 30%

Laboratory Practical (1) 25%

Course Assignments 45%

100%

**Required Textbooks/Materials**

Brown, C., & Stoffel, V. C. (2011). *Occupational therapy in mental health: A vision for participation.* Philadelphia, PA: F.A. Davis Company.

Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2011). *Pedretti's occupational therapy: Practice skills for physical dysfunction* (7th ed.)*.* Philadelphia, PA: Mosby.

Zoltan, B. (2007). *Vision, perception, and cognition: A manual for the evaluation and treatment of the adult with acquired brain injury (*4th ed.). Thorofare, NJ: Slack, Inc.

*Selected Reference Materials:*

Christiansen, C. H. & Matuska, K. M. (2011). *Ways of living: Intervention strategies to enable participation* (4th ed.). Bethesda, MD: AOTA Press.

Hall, C. (2013). *Occupational therapy toolkit: Treatment guides and handouts* (6th ed.). CreateSpace Independent Publishing Platform.

**Course Policies**

University Policies: University policies and procedures in the UCA Student Handbook will be followed in all instances of academic misconduct, sexual harassment, and other policies. Please read and become familiar with the definition of and consequences for academic misconduct found in the UCA Student Handbook. Students are expected to avoid all behaviors that would fall under the definition of academic misconduct, and furthermore, are expected to report academic misconduct on the part of any other individual associated with the Occupational Therapy Program.

Grading Policies:

|  |  |
| --- | --- |
| ***Letter Grade*** | ***Percentage*** |
| **A =** | 92% - 100% |
| **B =** | 83% - 91% |
| **C =** | 74% - 82% |
| **D =** | 65% - 73% |
| **F =** | Lower than 65% |

Academic Integrity Statement

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. Each student should familiarize themselves with the Academic Policies of the university in the *Student Handbook*, the entire academic integrity policy and examples of violations of the policy can be found on the UCA web site at: <http://www.uca.edu/integrity/> . Please review the OT Student Handbook for relevant information regarding academic integrity.

Attendance Policy: The OT program is designed to be a full time program. Consistent and prompt class attendance is essential for the learner to benefit from the full educational experience provided. Therefore, the departmental attendance policy is as follows:

1. If, for any reason, a program participant is absent from a course for more than the equivalent of two weeks, he/she will be automatically disenrolled from the course. *(Note: This policy is not meant to imply an entitlement to miss up to two weeks of class; excessive tardiness or absences of less than the equivalent of two weeks may result in a grade reduction in the course.)*

2. Instructor notification is expected (in advance) if a student will be late or will miss class.

3. Occupational therapy students are responsible for all missed learning material/experiences.

4. It is not possible to replicate lab experiences or exams; therefore, faculty members are not obligated to provide makeup learning experiences or exams.

5. There are no excused absences; however, personal injuries or serious illness will be considered on an individual basis.

*These attendance policies will be strictly adhered to; decisions of the professors are final.*

Americans with Disabilities Act: UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Support Services, 450-3613.

Emergency Procedures Summary: An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Sexual Harassment Policy: All students are directed to be familiar with sexual harassment policies included in the Student Handbook.

Title IX Disclosure: If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://uca.edu/titleix. *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Inclement Weather/Disaster: In the event that the university must be closed (i.e. inclement weather, H1N1, flu), alternative methods of instruction or assignments may be required in order to complete the objectives of the course. Given that the Occupational Therapy curriculum is a professional program, please be aware that course requirements will most likely mandate extended time or make-up requirements.

Course Evaluations: Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction (November 14, 2016) through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

Plagiarism: Plagiarism is the presentation of another person’s work, ideas, or expressions as your own whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism. A useful sheet to help you understand plagiarism with examples can be found at: <http://uca.edu/academicaffairs/files/2012/08/plagiarism.pdf>

Assignments: Students are expected to complete and turn in all assignments on time, at the beginning of class. No late assignments will be accepted.

APA referencing: APA referencing must be used for any words, ideas or images that you do not create yourself. Citing your information sources acknowledges the origin of your information, and it lends credibility to your work by showing evidence of your research. It demonstrates the authenticity of your information and enables your readers to locate your information sources. This includes all types of information sources that you may use, including, but not limited to, books, articles (from print sources or from online article databases), interviews, e-mail or any other correspondence, such as, web pages, government documents, non-print media (videotapes, audiotapes, pictures and images), and software or any other digital formats.

Electronic Communications with Course Instructor: The course instructor believes that email is a valuable communications device for course participants. Please feel free to email the instructor at the above listed address. Please note that the course instructor may or may not check emails from Friday through Sunday or during official university breaks or holidays, but the course instructor will reply upon return to campus after the weekend or official university break or holiday. **Due to FERPA and HIPAA, the course instructor will not discuss academic issues via email or telephone. Please feel free to contact the instructor to make an appointment to discuss academic issues.**

Use of Electronic Devices in the Classroom: The course instructor requests that all students refrain from using electronic devices that may disrupt the instructional process. Also, the course instructor requests that all electronic communication devices are placed on the silent or off position and properly stored during class sessions. If a student’s use of his or her electronic communications device disrupts the instructional process, the instructor reserves the right to issue a verbal or written warning to the student. If the student’s use of his or her electronic communications device persists (2 or more times), the course instructor reserves the right to ask the student to withdraw from the course or administratively remove the student from the course with a grade of WP, WF, or W.

Class Attire: It is up to the discretion of the course instructor(s) to determine the appropriate dress for class, lab, guest speakers, presentations, and field experiences. Please remember that appropriate attire as described in the OT Student Handbook is expected.

**Course Schedule\*\***

*(Readings listed on lecture days also apply to the related labs.)*

*(Review and become familiar with items on BB prior to lecture and labs for each topic.)*

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| --- | --- | --- | --- | --- | --- | --- |
| **Monday (lab)** | | **Wednesday (lab)** | | **Friday (lecture)** | | **Skills** |
| *Mrs. Pate in Mon labs* | | *Dr. Acre in Wed labs* | | **8/19**  Introduction  Occupation in context (VR) | | *Confidence* |
| **8/22** – 309B  Occupation in context (VR & BP)  Bring a tape measure and a mobile device (if available) to lab  Read: Ch 10 (pg 179-194) | | **8/24 Arrive at CHDC at 8:45 & 12:15**  CPI training (CA)  ***Wear purple polos, long pants (no jeans), and nametags. NO CELL PHONES!!!!!*** | | **8/26**  Psychosocial (CA)  Refer to and be familiar with: Brown & Stoffel  Ch 1, Section 2 (Ch 7 – 17),  Section 3 (Ch 18-25), Section 4 (Ch 45-55)  ***Begin Falls Awareness, Education, and Prevention self-study on BB*** | | *Home and Public facility evals & recommendations*  *CPI Skills* |
| **8/29** – 309B  Psychosocial (LT & BP) | | **8/31** – 309B  Psychosocial (CA & LT) | | **9/2**  Cognition and Visual Perception (LM)  Read: Zoltan Text -  Ch 3 (pg 55-103), Ch 4, 5, Ch 6 (pg 151-163), Ch 7, 8, 9, 10 (pg 189- 276) *(note interventions in gray boxes)*  Skim Pedretti Text –  Ch 24, 25, & 26  ***Accessibility of Artsfest discussion board contribution due.*** | | *Psychosocial Techniques*  *Mental health interventions (such as relaxation, stress mgmt, self-esteem, etc.) applied to appropriate Allen Cognitive Level and/or client limitation, Attend to & adjust interventions according to client’s reactions (verbal and nonverbal)* |
| **9/5 Labor Day**  **(no labs)** | | **9/7**– 309B  Cognition and Visual Perception (LM & CA & LT)  ***Psychosocial Group Protocol Assignment due in class*** | | **9/9**  Splinting & Modalities (MS and ME)  Read: Ch 30 (pg 755-783) | | *Cognitive and Visual Perceptual Interventions*  *strategies for neglect, organization, hemianopsia, cognition (e.g impaired attention, memory), Optec* |
| **9/12** – 309B  **Labs 9-11:50 & 12:30-3:20**  Splinting & Modalities (MS & BP) | | **9/14** – 309B  Splinting & Modalities (MS & CA) | | **9/16 – 3 hr lecture (10-1)**  **Brewer Hegeman 111/113**  Rehab skills (VR & TP & NR)  Read: Ch 27, 29  Review: Ch 38 – 40, 42, 43, 48  ***Complete the Falls Awareness, Education, and Prevention self-study by today (Honor System)*** | | *Splinting and Modalities*  *resting hand splint, ulnar gutter splint, volar cock up splint, thumb spica splint, modalities* |
| **9/19** – 309B  Rehab Skills – with Speech and Dietetics (VR & TP & NR & BP)  ***Implement Falls Awareness, Education & Prevention Programs 9/18-24/16*** | | **9/21** – 309B  Rehab Skills (VR & CA)  ***Treatment Plan #1 assignment due in class*** | | **9/23**  **Exam 1** | | *Rehabilitation Skills*  *Feeding and swallowing, PROM/AROM, bed mobility, sitting on EOB, energy conservation, balance, therapeutic exercise, edema management* |
| **9/26** – 309B  Client transfers (VR & BP)  Read: Ch 11 (pg 253-264) Transfer Techniques  ***Falls Awareness, Education, and Prevention self-reflection assignment due online by 9:00 am*** | | **9/28** – 309B  Client transfers (VR & CA) | | **9/30**  Acute care (VR)  Read: Ch 9  Review: Ch 44 | | *Client Transfers*  *min to max assist, dependent transfers, 1 and 2 person transfers, sliding board, mechanical (Hoyer) lift* |
| **10/3** – **no labs this day**  Acute care labs scheduled for 10/25 and 10/27 | | **10/5 – altered lab times**  Client transfers (VR & CA)  8:30-10:20  Lab A - Summ Competency  Lab B - Holistic Pediatrics  Lab C - Holistic Adults  10:30-12:20  Lab A - Holistic Adults  Lab B - Summ Competency  Lab C - Holistic Pediatrics  1:00-3:00  Lab A - Holistic Pediatrics  Lab B - Holistic Adults  Lab C - Summ Competency | | **10/6**  ADLs/IADLs (VR)  Read: Ch 7, 10 | **10/7**  **Alumni/ AROTA conference** | *Client Transfers*  *functional transfers, caregiver training* |
| **10/10** – OT House  **Labs 9-11:50 & 12:30-3:20**  ADLs/IADLs (VR & BP) | | **10/12** – 309A  ADLs/IADLs (VR & CA)  ***Disability Simulation in the Community -***  ***Physical (Physical or Visual Deficit) assignment due in class*** | | **10/14**  **Fall Break**  **(no lecture)** | | *ADLs/IADLs*  *ADLs: grooming, eating, UE/LE dressing, bathing, toileting, intimacy*  *IADLs: meal prep, home management, childcare, pet care, care of others* |
| **10/17**  **Lab Practical / Exam 2**  (all course faculty) | | **10/19**  **Lab Practical / Exam 2**  (all course faculty)  ***Treatment Plan #2 Assignment due on BB*** | | **10/21**  Assistive Technology (LP)  Read: Ch 17 | |  |
| **10/24** – 309A  Assistive technology (LP & LT & BP) | **10/25 9-11:50 or 12:30-3:20**  Acute care (OT, PT, & nrsg dept) (VR & LT) | **10/26** – 309A  Assistive technology (LP & CA) | **10/27**  **9-11:50**  **or**  **12:30-3:20**  Acute care (OT, PT, & nrsg dept) (LM & LT) | **10/28**  Work (NW)  Read: Ch 14, 15  Review: Ch 41 | | *Assistive Technology*  *hearing, vision, mobility, computer, EADLs, communication*  *Acute Care*  *Handling the acute care patient, equipment, mobility, interprofessional communication*  *Work*  *body mechanics, work, station re-design, job analysis, ergonomics, work hardening* |
| **10/31**  **ICAN/DDW field trip in Little Rock (LG, BP, LM)**  Lab 1 – ICAN 10:00- 11:30; DDW 1-2:30  Lab 2 – DDW 10:00-11:30; ICAN 1-2:30 | | **11/2**  No labs this day - Arkansas ICAN/Tap Program, Deaf, Deaf World (ICAN/DDW) field trip in Little Rock on 10/31 | | **11/4**  Neurorehab – traditional (LM)  Read: Ch 31, 32  Review: Ch 33, 34 | | *Assistive Technology*  *low vision equipment, telecommunication devices, community resources* |
| **11/7**  No labs this day - Mobility workshop on 11/9 | | **11/9**  **Mobility workshop**  **9am – 5pm** (VR, CA, LT, LM)  Read: Ch 11 (pg 242-253, 264-287) Wheelchairs, Driving | | **11/11**  Neurorehab – contemporary (VR)  Read: Ch 31, 32  Review: Ch 33, 34 | |  |
| **11/14 Fieldwork**  **(no labs)** | | **11/16 Fieldwork**  **(no labs)** | | **11/18 Fieldwork**  **(no lecture)** | |  |
| **11/21** – 309B  Neurorehab – traditional (BP & LM)  ***Disability Simulation in the Community -***  ***Communication (Expressive Communication or Hearing Deficit) assignment due in class*** | | **11/23 Thanksgiving holiday (no labs)** | | **11/25 Thanksgiving holiday (no lecture)** | | *Neurorehab - Traditional*  *NDT handling techniques (trunk, shoulder, hand)*  *selected Rood/ PNF techniques, Neuro IFRA* |
| **11/28** – 309B  **Labs 9-11:50 & 12:30-3:20**  Neurorehab – contemporary (VR & BP) | | **11/30** – 309B  Neurorehab – SCI and Degenerative Diseases of the CNS (LP & CA)  Read: Ch 35, 36, 37, and Ch 30 (pg 783-793)  ***Treatment Plan #3 Assignment due on BB*** | | **12/2**  **Study Day**  **Exam 3 – online** | | *Neurorehab - Contemporary*  *constraint induced movement therapy, task oriented training, mirror therapy, action observation, virtual rehab* |
| **12/5 “Whatchamacallits and Thingamabobs”: Innovative Adaptive Equipment presentation 8-10am and written assignment DUE**  **11-1 Attend and actively participate in Research 1 class poster presentations** | |  | |  | |  |

**\*\*Items in this syllabus are subject to change.**

**Assignment Descriptions\*\*\***

**Psychosocial Group Protocol Assignment** - (100 points) – *DUE 9/7/16 in class*

*Dr. Acre leads this assignment.*

Addresses course objectives: 1, 2, 3, 9, 10, 11, 14, 16, 17

A group protocol is an extensive and detailed outline of a group to be planned by the occupational therapist for a specific population. You are to design a group protocol based on assigned theory and setting for adult mental health population. You will develop three treatment sessions in the group protocol.

Refer to the rubric and instructional and informational files in Blackboard to assist with this assignment.

Grading Criteria:

Group Title 2 points

Frame of Reference Purpose 10 points

Group Membership and Size 10 points

Group Goals Rationale, Limitations, Adaptations 10 points

Outcome Criteria 15 points

Method 15 points

Time and place of meeting 3 points

Supplies and cost 3 points

Each session 10 points x3 session = 30 points

100 points total

**Disability Simulation in the Community**

*Dr. Rowe leads these assignments.*

Addresses course objectives: 3, 4, 5, 6, 7, 9, 15, 16.

Physical (Physical or Visual Deficit) - (100 points) – *DUE 10/12/16 in class*

Communication (Expressive Communication or Hearing Deficit) - (100 points) – *DUE 11/21/16 in class*

* Identify a disability to role play and remain in character for 3-4 hours.
* Engage in routine activities at home *and* in the community (alone or with another person).
* Remain in the role of a person with a disability throughout the experience.
* Turn in a 2-page narrative reflection that includes a brief description of the activities performed and a discussion of the physical (tangible environment), social (interactions and responses of people you were around), and cultural (how it affected the way you usually perform the activity) implications as well as referenced suggestions for adaptive procedures and/ or technologies that would enhance performance of activities performed.

Grading Criteria:

Description of the disability 10 points

Activities performed 10 points

Physical implications reflection 10 points

Social implications reflection 10 points

Cultural implications reflection 10 points

An explanation of at least 3 specific suggestions for strategies and/or assistive technology 30 points

(Must be of good quality and include insights about the impact of suggestions)

Clear headings, logical flow, professionally written, correct spelling, punctuation, grammar, etc. 5 points

***Substantial contribution to the BB discussion on accessibility for***

***Artsfest (graphic lantern sculptures). This section due by 9/2/16 15 points***

100 pts total

**Treatment Plans**\*\*\*

*Mrs. Pate leads these assignments.*

Addresses course objectives: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17)

Tx plan 1 - (100 points) – *DUE 9/21/16 in class*

Focus: Psychosocial and occupation in context

Case study: George – Bipolar Disorder

Tx plan 2 - (100 points) – *DUE 10/19/16 on Blackboard*

Focus: Assistive Technology, ADLS/IADLs, Splinting and Rehab skills

Case study: Paula – Parkinson’s Disease, depression *(Andres through Gray)*

Case study: Violet – right flexor tendon laceration, depression *(Hayes through Pianalto)*

Case study: Dorothy – Arthritis, Low vision, Hard of hearing, depression *(Qedan through Wilson)*

*After submission on Blackboard, these treatment plans will be shared with the whole class.*

Tx plan 3 - (100 points) – *DUE 11/30/16 on Blackboard*

Focus: Cognition, visual perception, and neurorehabilitation

Case study: Adam – Traumatic Brain Injury *(Andres through Gray)*

Case study: Barb – Stroke *(Hayes through Pianalto)*

Case study: Craig – Spinal Cord Injury *(Qedan through Wilson)*

*After submission on Blackboard, these treatment plans will be shared with the whole class.*

* Review case study for each treatment plan.
* Follow outline of treatment plan given in the “Treatment Plan Grading Rubric with Description of Components” document in Blackboard.
* Address each component of the treatment plan thoroughly based on readings, lectures, labs, independent studies, experiences from other classes and fieldwork, etc.
* Treatment plans are to be completed independently!!!

Grading Criteria:

Theory 5 points

Context 5 points

Individual and/or Group focus 5 points

Health literacy 5 points

Psychosocial concerns 5 points

Assistive Technology 5 points

Assessment 10 points

Occupationally based plan 10 points

Long Term Goals 10 points

Long Term Goals methods 10 points

Short Term Goals 10 points

Short Term Goals methods 10 points

Reference List 5 points

Writing quality 5 points

100 points total

**Inter-professional Health Promotion & Prevention in the Older Adult Community**

**Falls Awareness, Education, and Prevention** - (100 points)

*Drs. Mosley and Traywick lead this assignment.*

Addresses course objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17.

*Falls Awareness, Education, and Prevention Self-Study on Blackboard - Due by 9/16/16 (Honor System)*

*Falls Awareness, Education, and Prevention Individual Self-Reflection (Online Journal Post for Individual Reflection)– Due 9/26/16 at 9:00 am*

**Purpose:** This assignment was designed to meet multiple learning goals toward professional development. The purposes of this assignment are to:

1. Search, access, and synthesize information relevant to falls awareness, education, occupations, activities, exercise, and prevention of falls among the elderly.
2. Determine an age and stage appropriate interactive presentation that includes effective teaching and learning strategies.
3. Demonstrate skills to effectively articulate and demonstrate age appropriate and accurate information when interacting with older adults.
4. Articulate an understanding of and appreciation for the unique roles of various disciplines in working with older adults on falls awareness, education, and prevention.
5. Critically analyze personal and professional skills for working with older adults and avenues for professional development necessary to maximize therapeutic use of self when working with the elderly.

**Instructions:**

1. Sign up for a group. There will be at least one student from occupational therapy, physical therapy, and exercise & sport science participating at each site.
2. Collaborate with your group to establish a specific time and date for your presentation, it must be held between September 18 – 24, 2016.
3. Designate one person from the group as the primary contact person with the facility. Gather information about the types of clients typically associated with that site, establish a location within the facility for the educational session to take place, determine equipment available or needed, and try to get an estimate of the number of clients who could potentially attend as well as their ability level.
4. Based on the information obtained in #3 (above), develop a presentation that lasts for at least 30 minutes and that includes a/an 1) educational component; 2) exercise; 3) occupation-based activity; 4) handout; and 5) evaluation (provided by the instructor). You are encouraged to be creative and engaging to make the presentation as interactive as possible. Each person in the group must give part of the presentation. Professional attire as determined by your department is required (OT students, this means Purple polos, khakis, name tag, and closed toe shoes). You are responsible for providing any materials needed. You do not need to reinvent the wheel and are free to use ready-to-implement programs or resources you have.
5. Following implementation, each group will submit a Word document in a document that includes:
   1. the number of participants who attended the event (excluding students);
   2. a description of the event
   3. handouts used (if you used a previously existing handout from the Internet or other resource be sure to cite that resource in APA format);
   4. benefits of the experience for the participants and/or facility,
   5. how this experience may decrease the risk of falls for your participants,
   6. impact on community awareness about your professions,
   7. what worked well and what you might have done differently to improve the effectiveness of the program.
   8. A picture or pictures with each group member in it that was taken at the event.
   9. ***Optional***: A picture of you with one, some, or all of the participants; if you choose to submit this you must also include a signed photo release form and identify the participants in the photo.
6. Following implementation, each person is to write a brief reflection about the experience in the designated discussion area on Blackboard. In your individual self-reflection that you post to this discussion board, include the following:
   1. On a scale of 0% to 100%, indicate what your effort level was within your group for this project? ***Explain*** why you gave yourself this rating?
   2. Using the following scale, rate how much you learned while completing this assignment: 0 = nothing 1 = very little 2 = some 3 = a lot
   3. Describe any learning that occurred related to your knowledge and skills about falls;
   4. describe your learning in terms of roles/collaboration with other disciplines,
   5. describe your learning in terms of the need for communication with other disciplines,
   6. describe your specific (individual) contributions;
   7. explain what you got out of the experience personally and professionally, and
   8. identify your professional development needs to more effectively work with this population.

*Rubric – See Blackboard for more specific instructions and the grading rubric.*

**“Whatchamacallits and Thingamabobs”: Innovative Adaptive Equipment** (100 points) – *DUE 12/5/16 at presentation (8-10am). This will serve as your final exam!*

*Dr. Rowe leads this assignment.*

Addresses course objectives: 3, 5, 7, 9, 10, 11, 16, 17.

Occupational therapists are continually faced with clinical situations where available adaptive equipment does not meet the needs of a patient. When this happens, it encourages therapists to be “creative”. This assignment is designed to prepare you for a situation of this nature. Your assignment is to design a piece of adaptive equipment that meets a specific functional need of a potential client or can be used in an occupational therapy treatment. In addition to the design and construction of the equipment you will need to develop a written description and present the device to your classmates and instructors.

The 43rd Annual Maddak Awards coalesces well with this assignment! The Maddak Awards Program was started to provide a forum for OT professionals and students to share their ideas and innovations with each other. It is the Maddak company’s tribute to the creativity, ingenuity and dedication of OT professionals and students who are continually looking for new ways to enhance the rehabilitation of their clients. The OT professional is a born innovator - always looking for something that is "just a little better" for their clients' needs. When the right products can't be found or don't exist, they will make it. These inventions and innovations are important because they satisfy a need in the patient's rehab process. The Maddak Awards competition is held in conjunction with the AOTA Annual Conference & Expo in the spring of each year. OT professionals and students are invited to submit products they have invented or adapted to assist people with disabilities or recovering from illnesses and injuries.  Entries are judged by a panel of volunteer OT professionals and cash prizes are awarded. <http://www.maddak.com/pages.php?page=maddak_awards>

Grading Criteria:

Identification of the clinical need for which the equipment was developed. 30 points

The equipment has serious clinical application, meets a real need,

and is described in a clear concise manner.

Name, describe, and provide a picture of the adaptive equipment. 40 points

Provide a clear description of the materials required for construction

and a description once constructed. The description should be clear

enough to allow someone to visualize the equipment if they weren’t looking at it.

Presentation of the equipment to classmates and instructors. 20 points

Attendance and active participation in Research 1 class poster presentations (12/5/16 from 11-1) 10 points

100 pts total

***\*\*\*No material will be read or graded that exceeds the page limits on any assignment!!!!***

***No late assignments will be accepted.***