



## Course Number and Title: OTA 223 Adult and Geriatric Intervention

**Campus Location:**

Georgetown, Wilmington

**Effective Date:**

2020-51

**Prerequisite:**

MAT 135, OTA 130, OTA 222

**Co-Requisites:**

OTA 221, OTA 224

**Course Credits and Hours:**

4.00 credits

3.00 lecture hours/week

3.00 lab hours/week

**Course Description:**

This course introduces evaluation and application of occupational therapy techniques in treating the adult and geriatric populations.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

All campus program and policy manuals.

**Schedule Type:**

Classroom Course

**Disclaimer:**

None

**Core Course Performance Objectives (CCPOs):**

1. Demonstrate professional behaviors while studying the application and demonstration of occupational therapy techniques for treating the adult and geriatric populations. (CCC 4; PGC 2)
2. Define and discuss key terms and concepts associated with the occupational therapy domain and process with the adult and geriatric populations. (CCC 4, 5; PGC 1)
3. Describe, demonstrate, and instruct in adapted techniques and assistive devices to enhance performance in areas of occupation. (CCC 1, 2, 4; PGC 1, 2, 3, 4)
4. Demonstrate and instruct in proper body mechanics for lifting and transfer techniques. (CCC 1, 2, 4; PGC 1, 2, 3, 4)
5. Apply key concepts and the application of motor control, motor learning, and biomechanical approaches to treatment. (CCC 2; PGC 1, 4)
6. Apply key concepts of sensorimotor treatment approaches. (CCC 2; PGC 1, 4)
7. Discuss pertinent issues and demonstrate skills inherent in adult and geriatric occupational therapy (OT) intervention. (CCC 2; PGC 1)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Demonstrate professional behaviors while studying the application and demonstration of occupational therapy techniques for treating the adult and geriatric population.
  1. Demonstrate appropriate classroom behaviors.
  2. Self-assess behaviors and modify responses.
  3. Use sound judgment regarding safety of self and others adhering to safety precautions during all activities.
2. Define and discuss key terms and concepts associated with the occupational therapy domain and process with the adult and geriatric populations.
  1. Define key concepts and terms associated with referral, screening, evaluation, intervention planning, intervention implementation, intervention review, outcome evaluation, documentation, and continuity of care with the adult and older adult.
  2. Practice administering selected assessment tools, including occupations, adhering to safety with the adult and older adult.
  3. Define *Functional Independence Measure* (FIM) and key terms and concepts associated with FIM.
  4. Discuss the effects of health, disability, disease, and traumatic injury on the adult and older adult within the context of the family and society.

5. Discuss the importance of balance of occupations in one's life in order to achieve health and wellness and prevent disease and disability.
  6. Communicate and educate client, family, significant others, and team members on health literacy through written, oral, and nonverbal communication to facilitate performance in occupations as prevention, health maintenance, and safety.
  7. Based on a case study review, demonstrate task analysis in the areas of occupation, performance skills, performance patterns, activity demands, context, and environments and client factors; select and provide rationale in order to implement the intervention plan adhering to safety precautions.
3. Describe, demonstrate, and instruct in adapted techniques and assistive devices to enhance performance in areas of occupation.
    1. Define and discuss key terms and concepts associated with evaluation and documentation of activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation in the OT Practice Framework.
    2. Based on a case study review, provide rationale and implement relevant selected treatment and compensatory strategies in a role-play situation to improve performance in areas of occupation that support performance, participation, and well-being while adhering to safety precautions.
    3. Select, adapt, and sequence relevant occupations that support the client's goals and the OT treatment plan.
    4. Summarize information of occupational therapy treatment in a Rehab Communication document, including client's goals, admission status, discharge status, therapeutic and environmental adaptations, disposition, resources (physical, fiscal, community), and recommendations, including home and community services.
    5. Describe the process of the home management evaluation.
    6. Describe the importance of educating family and/or caregivers.
    7. Provide patient, family, and caregiver education/training in a role-play scenario to facilitate skills in areas of occupation as well as prevention, health maintenance, and safety while showing an understanding of health literacy.
    8. Describe special demands and adapted tasks associated with training in areas of occupations for individuals with cognitive deficits, heritable diseases, genetic conditions, disability, trauma, and injury.
    9. Explain the need for compensatory strategies when client is unable to perform life tasks.
    10. Select occupational therapy intervention to enhance safety, wellness, and performance in ADL, IADL, education, work, play, leisure, and social participation.
    11. Grade and adapt interventions to reflect changing needs of the client.
  4. Demonstrate and instruct in proper body mechanics for lifting and transfer techniques.
    1. Describe specific precautions and proper body mechanics to be used for lifting, reaching, pulling, and carrying objects.
    2. Identify, describe, and demonstrate the functions of standard wheelchair accessories.
    3. Identify safety precautions and procedures for transfer techniques.
    4. Select appropriate transfers for patients in provided case studies.
    5. Select and demonstrate an assisted wheelchair-to-chair transfer, stand-pivot transfer, and sliding board transfer adhering to safety precautions.
  5. Apply key concepts and the application of motor control, motor learning, and biomechanical approaches to treatment.
    1. Describe the normal postural mechanism.
    2. Define terms associated with normal and abnormal muscle tone.
    3. Define motor learning and its desired outcomes.
    4. Discuss the effects of practice, role of feedback, and reinforcement in motor learning and its impact on functional performance.
    5. Describe methods of teaching that utilize each of the major sensory systems and give an example of the teaching-learning process in each.
    6. Describe purposes and characteristics of the biomechanical approach to treatment.
    7. Develop an exercise program for a specific patient from a case study, including occupation-based intervention, purposeful activity, and preparatory methods (including superficial, thermal, and mechanical modalities).
  6. Apply key concepts of sensorimotor treatment approaches.
    1. Define and discuss key terms and concepts associated with Rood, neurodevelopmental treatment (NDT), proprioceptive neuromuscular facilitation (PNF), and Brunnstrom.
    2. Describe upper extremity (UE) and lower extremity (LE) synergy patterns.
    3. Describe specific techniques used to facilitate and/or inhibit abnormal muscle tone in order to increase occupational performance.
    4. Identify purposeful activities that can be used in the application of sensorimotor treatment approaches.
  7. Discuss pertinent issues and demonstrate skills inherent in adult and geriatric occupational therapy intervention.
    1. Describe the purposes and procedures for sensory testing.
    2. Describe remedial and compensatory approaches to treatment of sensory dysfunction.
    3. Demonstrate grip and pinch strength measurements.
    4. Describe the procedures for the evaluation and treatment of edema.
    5. Describe precautions in the fabrication and wearing of splints.
    6. Fabricate assigned static splints and insure proper fit.
    7. Define the use and provide examples of energy conservation and joint protection techniques.
    8. Describe functional expectations, general goals, treatment methods, and precautions appropriate for each level of spinal cord injury (SCI).
    9. Identify assistive devices and durable medical equipment commonly recommended for SCI.
    10. Discuss wheelchair ordering considerations, principles of wheelchair selection, and the process for wheelchair measurement.
    11. List and discuss seating and positioning considerations.
    12. Provide instruction in common adapted techniques, including use of adaptive equipment, precautions, wheelchair safety in functional wheelchair mobility, functional ambulation, and community mobility.
    13. Complete a home assessment, identifying barriers, and possible solutions, including adapted equipment, modifications, and community mobility.

14. Define terms related to work evaluation and work hardening.
15. Recommend modifications to the environment through the application of ergonomic principles.
16. Discuss the role of OT practitioners in work hardening.
17. Discuss the role of occupational therapy and other disciplines in the evaluation and treatment of cognitive functions.
18. Describe various deficits and general treatment strategies, including computers, used in cognitive retraining.
19. Define terms associated with visual-perceptual-motor dysfunction.
20. Describe selected assessment tools used to evaluate visual-perceptual- motor dysfunction.
21. Describe approaches and suggest activities for treatment of visual- perceptual-motor dysfunction given case studies.
22. Identify and define various visual deficits.
23. Describe compensatory techniques for ADL and IADL completion in various contexts used by individuals who have loss of vision.
24. Discuss key terms and concepts associated with the driving evaluation and training for an individual with a physical disability.
25. Describe some situations, i.e. disabilities, conditions, in which a driving evaluation might be recommended.
26. Describe aspects and give examples of vehicle and equipment selection to enhance driving potential for an individual with a physical disability.
27. Discuss ethical issues in the treatment of the elderly.
28. List and describe services for the older adult.
29. Describe changes associated with the normal aging process and their effects on occupational performance.
30. Describe the roles and functions of gerontic occupational therapy in the institutional and community settings.
31. Discuss issues of concern in the treatment of dementia, including areas for treatment, reactions to disease, modification of the environment, and family support.
32. Describe treatment principles and strategies for individuals with mild, moderate, or severe disorientation.
33. After review of a case study, in collaboration with the registered occupational therapist (OTR), select, provide rationale, and implement relevant treatment strategies in a role-play situation to enhance safety, health and wellness, and performance in ADLs and IADLs while adhering to safety precautions and appropriate educational methods.
34. Demonstrate task analysis in the areas of occupation, performance skills, performance patterns, activity demands, context and environments, and client factors to implement the intervention plan.
35. Select and provide rationale in order to adhere to safety regulations throughout the OT process as appropriate to the setting and scope of practice.
36. Provide training to the client in self-care, self-management, health management and maintenance, home management, and community and work integration.

**Evaluation Criteria/Policies:**

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

|    |   |     |   |   |
|----|---|-----|---|---|
| 92 | - | 100 | = | A |
| 83 | - | 91  | = | B |
| 75 | - | 82  | = | C |
| 0  | - | 74  | = | F |

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Final Course Grade:**

Calculated using the following weighted average

| Evaluation Measure                                   | Percentage of final grade |
|--|---------------------------|
| Summative Assessments                                |                           |
| Exam #1  | 10%                       |
| Exam #2  | 10%                       |
| Exam #3  | 10%                       |
| Comprehensive Exam                                   | 15%                       |
| Lab Practical: Treatment Planning and Implementation | 10%                       |
| Professional Behaviors                               | 10%                       |
| Formative Assessments                                |                           |
| Quizzes  |                           |
| Graded Labs  |                           |
| Assistive Device Activity Design & Presentation      | 35 %                      |
| Competencies   |                           |
| TOTAL  | 100%                      |

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

1. Demonstrate knowledge related to the occupational therapy assistant, including patient/client interactions, therapeutic treatments, activity analysis, documentation, safety techniques, and therapeutic equipment.
2. Exhibit effective nonverbal, verbal and written communication in patient/client and family interventions and education and in professional relationships.
3. Perform competently a full range of occupational therapy skills with patients/clients and various populations as occupational beings.
4. Exercise independent judgment and critical thinking in performance of occupational therapy, according to the profession's standards of practice.
5. Demonstrate professional patterns of behavior consistent with the profession's code of ethics.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.