

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5320 – Contextual Movement for Occupational Therapists**  
**Fall 2024**

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**Course Description:** Emphasis on the origin, nature and course of musculoskeletal and neurological disorders using biomechanical intervention and treatment planning to support occupational participation and engagement. Focus on basic biomechanical assessments and interventions.

Credits: 3

**Course Objectives:**

1. Analyze human movement and its impact on occupational performance.
2. Correlate muscle actions to occupations and activity
3. Demonstrate proficiency in assessment and documentation of muscle strength, joint range of motion, and movement patterns, to meet standards for reimbursement and communicate to patients, caregivers, and other professionals the need for occupational therapy services, according to accepted terminology.
4. Demonstrate knowledge of safety and sound clinical judgement to provide recommendations and training in functional mobility, including physical transfers, wheelchair management, and mobility devices.
5. Describe and correlate prehension and grasping patterns to occupational performance.
6. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice.

**Connection to the MOT Curriculum**

**Essential Knowledge and Professional Skills**

This course offers essential foundational knowledge and professional skill that is built upon in courses taught later in the curriculum as it applies specifically to practice areas such as pediatrics, physical rehabilitation, work programs, geriatrics, and psychosocial settings. This course provides foundational knowledge in movement in context and its impact on occupational performance and participation. Course content provides foundational knowledge in human systems, structures, functions and conditions as they relate to client factors and performance skills.

## Grading

Exam 1	10%
Exam 2 (Final)	15%
Assignments & Quizzes/vital sign competency	15%
MMT competency	15%
Grasp & Grip competency	10%
ROM competency	15%
Transfer/Wheelchair/Body Mechanics Competency	10%
Participation & Professional Behavior	10%

## **Specific Content Areas**

Terms & Language of anatomy and physiology of movement  
Functional application & knowledge of movement  
Anatomical landmarks, muscles, nerves  
Arthrokinematics of joints, muscles, bones  
Strength testing (MMT)  
Range of motion testing (ROM) & goniometry  
Mechanics and performance of transfers and body mechanics

## **Grading Policies**

Written assignments are graded on content, style, clarity, conciseness, and comprehensiveness. Written assignments are expected to reflect the guidelines in the Publication Manual of the American Psychology Association (APA) 7<sup>th</sup> edition. Some of the required assignments in this course may be checked for plagiarism using Unicheck.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending software.

Late assignments: Assignments are due on the date indicated in the syllabus. The grade will reflect 10% off each day late, not accepted after day 3 for anything other than completed. All assignments must be completed, with or without credit, to receive a grade in the course.

Laboratory Passing Policy: For courses where your instructor has an embedded laboratory component with a competency or 'check off,' students will receive three attempts to ensure entry level skills are demonstrated. It is imperative students pass both laboratory and didactic sections of each course in order to pass the overall course. If the first attempt at a laboratory exam is not successful, the second attempt will be offered with the highest passing score of 75%. If the second attempt is not successful, a third attempt will need to be passed in order to continue in the course. Should the third attempt not be successful, the student will receive a 0 and need to discuss options with the Course Instructor. The student will meet with the Program Director who will request the student to return to the course next time offered to ensure

successful skills in the required practice area. For this reason, it is imperative students study appropriately and pass the laboratory competencies and meet the course objectives for safety, skill, efficiency, and entry level performance.

### **Grading Scale**

A = 90-100% total points

B = 80-89% total points

C = 70-79% total points

D = 60-69% total points

F = less than 60% total points

### **Schedule of Competencies and Exams \*:**

Vital sign competency -	August 31, 2024
Transfer competency -	September 20, 2024
Shoulder ROM/MMT competency -	September 20, 2024
Elbow/forearm/wrist ROM/MMT competency -	October 19, 2024
Hand ROM/MMT competency -	November 9, 2024
Hand labeling Exam on campus -	November 9, 2024
Grasp/grip/prehension competency-	November 9, 2024
Comprehensive Final online -	Week of December 9, 2024

\*Dates are subject to change.

### **Assignments \*:**

Biomechanical Approach Paper: See Instructions in Module 1 Due: September 16, 2024

Apply and Review: See instructions in Module 3 Due: November 22, 2024

\*Dates are subject to change

**Date to withdraw without penalty:** see university calendar

**Attendance Policy:** Since on-campus meetings are limited to scheduled weekends, no opportunity exists for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In event of excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining information missed and rescheduling and completing missed competencies.

## **Textbooks:**

### Required:

Short, N., Vilensky, J, & Suarez-Quian, C. A. (2021). *Functional Anatomy for Occupational Therapy*. Boulder, CO: Books of Discovery. ISBN: 978-0-9987850-1-1

### Optional:

Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2017). *Pedretti's Occupational Therapy: Practice skills for physical dysfunction*. (8<sup>th</sup> ed.). St. Louis, MO: Mosby Elsevier. ISBN: 978-032339278

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept.

12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid.

### **State-Mandated Course Drop Policy**

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

## **Cheating and Plagerism**

1. "Cheating" includes, but is not limited to:
  - Copying from another student's test paper,
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
4. All written work that is submitted will be subject to review by plagiarism software.

**Use of AI:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as

this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**For this course:** AI is not permitted in this course at all. a. Example 1: I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values. b. Example 2: To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. c. Example 3: The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT). This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903-565-5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903-656-5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903-566-7254)

### **Texas Pregnancy and Parenting Student Laws**

For UT Tyler to comply with Texas Laws SB 412, SB 459, and SB 597/HB 1361, faculty need to be aware that pregnant and parenting students have a suite of supports available to them. Part of

the support for pregnant students includes excused absences. Students must opt into these resources. They do this by contacting the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and completing the Pregnant and Parenting Self-Reporting Form. Faculty with students who have opted into these resources will receive a Maxient email from the Parenting Student Liaison (Ashton Maisel) with the appropriate and required accommodations. Accommodations for pregnant and parenting students mirror the SAR accommodations process, and these accommodations are required. Faculty should only provide the accommodations documented by the Parenting Student liaison. If a student shares that this suite of supports is needed, the faculty member should refer the student to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu).

### **ACOTE Standards**

#### **Assessment Measures**

1. Assignment
2. Lab Test
3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment

ACOTE 2018 Standard		Syllabus Objective Number	Assessment Measure Number
B.1.1.	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>● The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li> <li>● Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>● Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	1,2,5	1,3
B.3.7.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and	4	1,7



	monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.		
B.4.5.	<p>Select and apply assessment tools, considering client needs, and cultural and contextual factors.</p> <p>Administer selected standardized and non-standardized assessments using appropriate procedures and protocols.</p> <p>Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).</p>	3	1,2,7
B.4.8.	Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.	3	1,7
B.4.13	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	4	1,7
B.4.29.	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>	3	1,2,7