The University of Texas at Tyler
Master of Occupational Therapy Program
OCTH 5355 – Occupation, Conditions, & Interventions in Occupational Therapy III
Fall 2024

Instructor: Heidi Cage, OTR, MOT, CBIS   Email: hcage@uttyler.edu
Office: Building A 602   Office Hours: TBA* during on campus weekends
Office Phone:

*prefer e-mail appointment request for on campus meetings or virtual appointments

Course Description: Application of client centered outcomes in intervention planning for young adult practice including neurological, musculoskeletal, general medical and acquired conditions. Application of clinical reasoning skills as part of the intervention process as appropriate for the client population and setting. Focus on frames of reference and models of practice.

Credits: 3

Required Textbooks:

Atchison, B. J. & Dirette, D. K. (2016). *Conditions in occupational therapy: Effect on occupational performance. (5th Ed)*. Bethesda, MD. AOTA Press. ISBN 978-1496332219

Pendleton, H. M., & Schultz-Kroh, W. (Eds.). (2017). *Pedretti's occupational therapy: Practice skills for physical dysfunction.* (8th Ed.). St. Louis, MO: Mosby Elsevier. ISBN 978-0323339278

Schell, B. A., & Gillen, G. (Eds.) (2023). *Willard and Spackman's occupational therapy* (14th ed). Philadelphia, PA.: LWW. ISBN 9781975106584

Sit, W., & Neville, M. (2019). *Handbook of occupational therapy for adults with physical disabilities.* Slack. ISBN-13 978-1630914424

Smith-Gabai, H., & Holm, S.E. (2017) *Occupational therapy in acute care.* Bethesda: AOTA. ISBN-978-1-56900-393-0

2018 standards Course Objectives:

1. Identify specific conditions, illnesses and injuries that occur in young adults, and their effect upon occupational performance.
2. Demonstrate task analysis, therapeutic use of self and ethical principles to recommend and provide interventions and procedures for young adults.
3. Identify young adult occupations, recognizing underlying components and how they might be graded or adapted to facilitate participation and engagement.
4. Demonstrate clinical reasoning to select and deliver occupation and evidence-based interventions for young adults, to address client factors, performance patterns, and performance skills.
5. Develop a discharge plan for a variety of cases which includes the following: evidence of collaboration with client and interprofessional team; consideration of needs of client, family, and caregivers; available resources; and discharge environment.
6. Identify frames of reference, service models, referrals, reimbursement and regulations in young adult populations.
7. Plan intervention process for a variety of cases, including roles of OTR & COTA within desired treatment plan using the OTPF.
8. Document occupational therapy services, communicating need and rationale for occupational therapy services, and ensuring accountability of service provision, meeting standards for reimbursement, and adhering to requirements of relevant agencies.
9. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of client in various contexts and cultures reflecting ethical practice.
10. Monitor and reassess the need for continued or modified occupational therapy intervention.

Connection to the MOT Curriculum

Essential knowledge and Professional Skills
This is the second of three courses focusing on essential knowledge and professional skills in interventions and outcomes across the lifespan. This course focuses on interventions and outcomes and communication of conditions and abilities in the young adult population. Within the young adult population, the student will employ previous knowledge towards young adult practice and refining clinical reasoning skill sets in interventions and client outcomes. Focus is on applying evaluation results to intervention planning and implementation within a variety of contexts and conditions.

Learning Activities Required for Course Credit
Individual intervention planning based on assessment reports
Group intervention planning based on client needs and assessment reports/context
Integration of supportive evidence in intervention plan

Competencies demonstrated: transfers, adaptive equipment for ADLs/IADLS Exam

Grading

Assignments & Quizzes	25%
Exams	25%
Lab Assignments & Participation	25%
Final Exam	25%
Total	100%

Specific Content Areas:

Handling techniques – transfers
ADLs/IADLs training/compensatory strategies
Intervention planning related to evaluation results
Practice Contexts
Frames of reference/theories
Referral systems
Documentation
Communication with team and family

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) 7th edition. Some of the required assignments in this course may be checked for plagiarism using Turnitin or other plagiarism software.

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

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

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

Date of Final Exam: TBD; **Date to withdraw without penalty:** TBA

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 the event of excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining missed information.

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/campushttp://www.uttyler.edu/about/campus-carry/index.phpcarry/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.

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 (Sept. 12th) 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

1. "Cheating" includes, but is not limited to:
   - Copying form 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.

UT Tyler Resources for Students
- UT Tyler Writing Center (903-565-5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903-656-5964), 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 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.

AI Use:

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 (see below) 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.

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 • The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. • Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. • Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.	1,3	1,2,3,5,7
B.2.1.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	1,3,4,6	1,3,5,6,8
B.3.5.	Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	1	1,3,6
B.4.2.	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	2,4,7,	1,2,5,6
B.4.3.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	2,3,4,7	1,2,3,5,6

| B.4.9. | Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. | 2,3,4,7 | 1,3,5,6 |

B.4.10	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.	2,3,4,7	1-8
B.4.12.	Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices.	1,4,7	1,2,3,7
B.4.14.	Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access.	1,2,3,4,7	1,2,3,7
B.4.21.	Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	4,7	1,3,5
B.4.22	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.	10	1,6,8
B.4.26.	Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient-and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	5,10	1,6,8
B.4.28.	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	5,10	1,3,5
B.4.29.	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	6,8	1,4,5,6

	requirements that affect consumers and the practice of occupational therapy.		
	Documentation must effectively communicate the need and rationale for occupational therapy services.		