

The University of Texas at Tyler
Master of Occupational Therapy Program
OCTH 5325 – Occupations, Conditions, & Interventions in Occupational Therapy I
Spring 2024

Instructor: Traci Taylor, OTD, OTR

Email: tracitaylor@uttyler.edu

Office: A605

Office Hours: TBA during on-campus weekends

Phone: 903-566-6273 (rarely accessed, email is best)

*prefer e-mail appointment request for on campus, zoom or phone appointments.

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

Credits: 3

2018 Standards Course Objectives

1. Identify specific conditions, illnesses and injuries that occur in children and adolescents, 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 children and adolescents.
3. Identify child and adolescent 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 children and adolescents, 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 child and adolescent 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.
11. Identify and evaluate federal and state systems and structures that create laws and regulations, and their implications and effects on occupational therapy practice with children and adolescents.
12. Demonstrate, evaluate, and plan care coordination, case management, and transition services for mid-to-older adults, as well as referral to specialists or community agencies

Connection to the MOT Curriculum

Essential Knowledge and Professional Skills

This first of three courses focusing on essential knowledge and professional skill in interventions and outcomes across the lifespan, this course focuses on interventions and outcomes and communication of conditions and abilities in the pediatric population. Within the pediatric population, the student will employ previous knowledge regarding pediatric 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 in NDT, handling, reflexes, Sensory Integration, vision screening, feeding tasks

Exams

Grading

Assignments	30%
Quizzes and Skill Competency Checks	20%
Exams	20%
Case Study Presentation	20%
Professional Behaviors and Lab Participation	10%
Total	100%

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. ***Per department expectations, graduate level assignments must include at least two scholarly references unless otherwise specified.*** Assignments in this course may be checked for plagiarism using Unicheck or other plagiarism software.

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

Lab Participation: In 50% of face-to-face sessions a pop quiz, skills check-off, or clinical reasoning assessment will be administered for a grade. The points will be applied to Professional Behaviors and Participation.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted prior arrangement with the instructor and may still be subject to penalty. Late submission of work will result in a 10% deduction in assignment grade for each day (24 hours) late with a maximum of 3 days allowed to submit assignments beyond the due date. All assignments must 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: n/a

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

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

Mulligan, S. (2014). *Occupational therapy evaluation for children: A pocket guide* (2nd ed.) Philadelphia, PA: LWW.
ISBN-13: 978-1451176179.

O'Brien, Jane Clifford & Kuhaneck, H. (2019). *Case-Smith's occupational therapy for children and adolescents* (8th ed.). St. Louis, MO: Mosby Elsevier.
ISBN- 978-0323512633.

Schell, B. A. B., Gillen, G., & Scaffa, M. E. (Eds.) (2019). *Willard and Spackman's occupational therapy* (13th ed). Philadelphia, PA.: LWW.
ISBN: 978-1975106584

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.

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 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.

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)

ACOTE Standards

Assessment Measures

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

ACOTE 2018 Standard		Syllabus Objective Number	Assessment Measure Number
B.1.1.	Demonstrate knowledge of: <ul style="list-style-type: none"> • 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	1-8
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, 5, 6, 8
B.2.2.	Explain the process of theory development and its importance to occupational therapy.	6	1, 3
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.3.6.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	2	1, 3, 8
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, 3, 8
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, 7, 8
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, 7
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.	2,3,4,7	1-3, 5, 7

	This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.		
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, 3, 5
B.4.16.	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	1,2,3,7	1, 2, 3, 7
B.4.18.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	2,3,4,7	1, 2-3, 5
B.4.19.	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter-and intraprofessional colleagues.	6	1-8
B.4.21.	Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> • 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	1-8
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, 3, 5
B.4.23.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	5,10	1, 3
B.4.26.	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	5,10,12	1
B.4.28.	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of	5,10	1, 3, 5, 8

	the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.		
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>	6,8	1, 3
B.5.4.	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice.	11	1, 3