University of Florida
College of Public Health & Health Professions Syllabus
OTH 5115 Therapeutic Skills: Occupation (2 credits)
Fall, 2016
Delivery Format: On-Campus
Course website: http://lss.at.ufl.edu

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Teaching Assistant: **Ms. Mary Jeghers, MOT** Office: #2169 mjeghers@ufl.edu **Office hours**:	**Mr. Paul Arthur, MOT, OTR/L** Office: 2170 parthur@phhp.ufl.edu
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Prerequisites: OTH 6539, OTH 5002 and OTH 5770
Co-requisite: OTH 6636, OTH 6642 and OTH 5812

PURPOSE AND OUTCOME

Course Overview: Therapeutic Skills is designed to provide hands-on opportunity to apply material learned in OTH 6636 and OTH 6642. This course will put into practice the student's competency to first detect the need for occupational therapy intervention and next to select and apply the clinical and non-clinical approaches necessary to facilitate a client's occupational performance within his/her context. In order to prepare the student to evaluate and treat adult and elderly clients with differing conditions, emphasis will be placed on the development of problem-solving abilities and actual hands-on practice. Maintenance and prevention interventions will be included. The student will have the opportunity to further his/her knowledge and understanding of activity in relation to the performance of independent living through exposure to lectures, readings, evidence-based practice activities, video recordings, lab practices, and a service learning project.

Course Objectives and Corresponding ACOTE Standard

The student will be able to:

1. Demonstrate an understanding of the use of technology to support performance, participation, health, and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. (B.1.8)
2. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. (B.1.6)
3. Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health, and well-being. (B.2.3)
4. Explain the role of occupation in the promotion of health and prevention of disease and disability for the individual, family, and society. (B.2.5)
5. Use 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. (B.2.8)

6. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g. cultural, personal temporal, virtual) and environment. (B.2.9)

7. Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. (B.2.10)

8. Evaluate client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, rest, sleep, leisure, and social participation. (B.4.4)

9. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. (B.5.2)

10. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods). (B.5.3)

11. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration. (B.5.5)

12. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills and sensory functions. (B.5.6)

13. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B.5.7)

14. Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments. (B.5.27)

15. Evaluate and adapt processes or environments (e.g., home, work, school, community) applying ergonomic principles and principles of environmental modification. (B.5.9)

16. Articulate principles of and be able to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. (B.5.10)

17. Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics. (B.5.11)

18. Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. (B.5.12)

19. Develop and promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client. (B.5.17)

20. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. (B.5.18)

21. Apply the principles of the teaching–learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public. (B.5.19)

22. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (B.5.20)

23. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances. (B.5.23)

24. Select and teach compensatory strategies, such as use of technology and adaptations to the environment that support performance, participation, and well-being. (B.5.24)

25. Organize, collect and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes. (B.5.30)

26. Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision. (B.7.5)

Instructional Methods: During this course students will have the opportunity to:

- Practice differing methods of screening and evaluating daily living skills and natural environments and contexts.
- Describe and apply principles of using daily living skills as a therapeutic modality, as well as types and purposes of adaptive equipment utilized in daily living skills training.
- Demonstrate skills and techniques for daily living activities with persons with occupational performance problems, e.g., positioning, transfers and body mechanics, mobility, dressing, grooming, hygiene, health management, and homemaking.
- Analyze common clinical and occupational performance problems associated with a variety of disabling conditions and critique criteria used to determine the need for occupational therapy intervention for various client situations.
- Experience the problems inherent in performing activities of daily living with a disability, and demonstrate the ability to clinically reason strategies to deal with a variety of client situations.
- Examine physical, cognitive, psychosocial emotional, and environmental/ contextual factors that may affect a person's ability to perform independent living skills.
- Describe and perform, in a simulated setting, a variety of OT treatment methods to enhance safety, wellness, and performance in ADLs, IADLs, work, play, and leisure that are used with clients with occupational performance problems, including the incorporation of environmental modifications and assistive technology principles.
- Critically appraise and appropriately apply evidence from the literature related to the topical content of this course.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: See the Fall Master Calendar for greater detail of daily activities and class preparation.

Week	Topic(s)
1	Functional bed mobility and sit to stand, intro to transfer safety
2	Positioning for safety and function
3	Assistive technology, assistive devices, equipment and safety
4	Wheelchairs and seating
5	Home assessment and modifications, telehealth
6	CVA & TBI transfers
7	SCI transfers and mobility
8	ADL assessment and intervention, FIM
9	IADL assessment and intervention
10	UE joint replacement and slings, LE ortho
11	Ergonomics and mechanical lifts, Auto transfers
13	Teaching transfers and transfer competency
16	Community Health Project, AT Presentation/skills review

* Required journal articles and preparatory activities will be posted on e-learning in the corresponding weekly or topic folder on course website.

Course Materials and Technology

Required Text:

Radomski, M.V. & Trombly-Latham, C.A. (Eds.). (2013). *Occupational Therapy for Physical Dysfunction- 7th ed.* Philadelphia, PA: Lippincott Williams & Wilkins.

Course website: http://lss.at.ufl.edu

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu

- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Assignments: see course website for detailed description of assignments and exam study guides.

Requirement	Points
ADL Assignment	5
Home Assessment Assignment	10
Community Health Group Project	15
Transfers Competency	25
Assistive Technology Project & Presentation	15
Skills Exam	20
Labs Notebook and Participation Points	10
Total =	100

Pass/Fail Competency Grades: Students must demonstrate competency (i.e., pass all elements in the competency assessment) in order to pass the designated course below. Students failing to demonstrate competency will be provided feedback on what to study, practice, and/or rewrite in order to successfully pass the competency assessment. Students will be given three attempts to pass a competency assessment.

Lab Notebook Grades: Students must attain a passing grade for each lab notebook submission. Failing submissions will be returned to the student. Upon receipt, the student is responsible for improving the notebook within a specified timeframe, which is determined by the grading faculty member, until the notebook receives the passing grade. Students who miss a lab must attach a copy of the approved Excused Absence Petition Form to the completed lab sheet.

Issue with a Grade: If students have issues with a grade, they must submit their concerns in writing to the grading faculty member with documentation to support their position prior to meeting with the faculty member.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy: Attendance to all exams is <u>mandatory</u>. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. Make-ups for exams will only be approved prior to the time of the test conditional upon the submission of a completed and APPROVED *Excused Absence Petition* form (Appendix H of the MOT Student Handbook). Students missing an exam without notification as described above will be given a grade of 0% on that exam.

Assignment Policy: All assignments are **due at the beginning of class time on** the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction if accepted.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the *Publication Manual of the American Psychological Association.* This reference manual should be used to clarify writing format and style.

<u>All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.</u>

Policy Related to Make up Work: All assignments are due at the beginning of class time on the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction if accepted.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the *Publication Manual of the American Psychological Association.* This reference manual should be used to clarify writing format and style. All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

<u>Please note</u>: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance: Attendance to all exams and class activities <u>is mandatory</u>. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. It is the responsibility of the student who must be late or absent to a class activity to notify the instructor <u>prior</u> to the scheduled time in order to schedule makeup activities. Some experiences <u>cannot</u> be made up.

Absences will only be approved **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation, etc.) only. Make-ups will only be approved prior to the class time and are conditional upon the submission of a completed and APPROVED *Excused Absence Petition* form (Appendix H of the MOT Student Handbook). See the *MOT Student Handbook* for a detailed discussion of the program attendance policies.

A student who must be absent must **notify Ms. Sorgius at esorgius@ufl.edu AND the topic faculty (as listed on the course calendar) AND Dr. Foss jfoss@phhp.ufl.edu** via email prior to the anticipated absence.

For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Professional Behavior is expected at all times, and can be defined as:
1. Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
2. Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
3. Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
4. Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
5. Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
6. Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
7. Professional attire in lectures and labs when there are guests, in all clinics and site visits.
    1) Clean long khaki or black pants that remain fitted when moving and bending.
    2) Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
    3) Clean, closed toe shoes with adequate base of support.
    4) Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
8. Lecture notes and/or Power Point slides are provided solely <u>at the discretion</u> of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
9. Laptops/Tablets: Laptops may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason. Topic instructors may further limit or prohibit the use of laptop used during presentations.

Communication Guidelines: Please your Gatorlink account for all e-mail correspondence with faculty. Faculty are available during posted office hours or by appointment. See the 1st page of the syllabus or the *MOT Student Manual* for contact information.

Academic Integrity: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge.

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied.

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary

action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center
(352) 264-6789
http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.