

LBCC Occupational Therapy Assistant Program  
OTA 124 Physical Health Theory & Practice  
Course Syllabus & Schedule  
Spring Term 2022

*Updated 3/30/22*

**Day/Time:** Tuesdays & Thursdays, 1:00pm to 2:50pm  
*Midterm Day: Thursday, April 28<sup>th</sup>, 9:00-4:00*  
*Finals Day: Tuesday, June 7<sup>th</sup>, 9:00-4:00*

**Location:** Online  
Zoom Class Link: <https://linnbenton.zoom.us/j/93950525504>

**CRN:** 41789

**Instructor:**

- Name: Mashelle Painter, MEd, COTA/L, CLA
- Office Hours: Wednesdays 1:00-2:00pm
- Office Location: HOC 215 or online via Zoom
- Phone Number: (541) 918-8834
- Virtual Office: After scheduling an appointment, please log into Moodle to access link  
<https://linnbenton.zoom.us/j/2929641181>
- Email Address: [paintem@linnbenton.edu](mailto:paintem@linnbenton.edu)
- Fax Number: (541) 712-7007

**Resource(s):**

- Required:
  1. Mahle, A. J. & Ward, A. L. (2019). *Adult Physical Conditions: Intervention Strategies for Occupational Therapy Assistants*, F. A. Davis.
- Recommended:
  1. Morreale, M.J. (2017). *The OTA's Guide to Documentation: Writing SOAP Notes* (4th ed). Slack, Inc..
  2. Jacobs, K. & Simon, L. (2014). *Quick Reference Dictionary for Occupational Therapy*, 6th Ed. Slack, Inc.

**Course Prerequisite(s):** Admission into OTA Program

**Course Description:** Explores physical health conditions and the occupational performance challenges commonly associated with these conditions. Students learn theory and practice skills for performing assessments and providing interventions (preparatory, purposeful, and occupation-based) for occupational therapy clients with physical health challenges. Safety, documentation, and physical health promotion are addressed.

**ACOTE Standards:** This course meets the following 2018 ACOTE Standards: B.4.27

**Course Learning Outcomes:**

1. Gather and record data to contribute to the evaluation of clients with physical health challenges.
2. Generate and propose ideas in contribution to the development of the intervention plan and intervention strategies for clients with physical health challenges.
3. Implement select interventions for clients with physical health challenges in a manner that is safe, effective, and ethical.
4. Educate clients with physical health challenges and their caregivers to facilitate the development of skills in areas of occupation, and to promote physical health and wellness.
5. Monitor and assess the response of clients with physical health challenges to intervention.

**Learning Activities:** Completing reading and writing assignments. Listening to lectures. Participating in group discussions and activities.

**Assessment Tasks:** Achieving passing grades on written examinations and on oral and/or written assignments.

**Grading Criteria:**

· Weekly Case Studies (7 @ 5% each)	35%
· Poster & Presentation	15%
· Midterm examination	20%
· Final examination	30%

**Grading Scale:**

· A =	90% to 100%
· B =	80% to 89%
· C =	75% to 79%
· Fail =	< 75%

## Course Schedule

WEEK	DATE	TOPIC	READING	ASSIGNMENT
1	3/29/2022	Review of Syllabus Foundations of Physical Rehabilitation, Process, and Practice	Syllabus Ch 1 & 2	Week 1 Case Studies <b>Due by 5:00pm Monday, 4/4/22</b> <b>Wednesday, 4/6/22</b>
	3/31/2022	Health Promotion	Ch 4	
2	4/5/2022	Teaching and Learning; Occupational Profile	Ch 5 & 6	Week 2 Case Studies <b>Due by 5:00pm Monday, 4/11/22</b>
	4/7/2022	Movement, Motor Control, Sensation, Wounds, and Pain Guest Speaker: Michael Falcon	Ch 8	
3	4/12/2022	Vision/Visual Perception and Cognition	Ch 10 & 11	Week 3 Case Studies <b>Due by 5:00pm Monday, 4/18/22</b>
	4/14/2022	Orthopedic Considerations: Spine, Pelvis, Hip, Knee, and Arthritis	Ch 20 & 21	
4	4/19/2022	Orthopedic Conditions: Shoulder	Ch 22 & 23	Week 4 Case Studies <b>Due by 5:00pm Monday, 4/25/22</b>
	4/21/2022	Chronic Disease Mgmt Guest Speaker: TBA	Ch 25	
5	4/26/2022	Assessments Hand Management	Ch 18 & 19 (For lab on 4/28)	Start Poster Presentation Assignment
	4/28/2022	<b>MIDTERM EXAMS 9:00am – 10:00am</b> (Ch 1-2, 4-6, 8, 10-11, 20-23, 25)		
6	5/3/2022	Cardiopulmonary Conditions and Treatment	Ch 26	Week 6 Case Studies

				<b>Due by 5:00pm Monday, 5/9/22</b>
	5/5/2022	Motor Unit and Myopathic Diseases	Ch 31	
7	5/10/2022	Degenerative Disease of the CNS	Ch 32	Week 7 Case Studies <b>Due by 5:00pm Monday, 5/16/22</b>
	5/12/2022	Cerebrovascular Accident	Ch 33	
8	5/17/2022	Traumatic Brain Injury Guest Speaker TBA	Ch 34	Week 8 Case Studies <b>Due by 5:00pm Monday, 5/23/22</b>
	5/19/2022	Spinal Cord Injury Guest Speaker: Adriane Klaus	Ch 35	
9	5/24/2022	Self-Feeding, Swallowing, and Communication	Ch 12	Poster Presentation Due by 5:00pm <b>Friday, 5/27/22</b>
	5/26/2021	Assistive Technology and Home Management	Ch 14	
10	5/31/2022	Poster Presentations		
	6/2/2022	Poster Presentations Final Exam Review		
11	6/7/2022	<b>FINAL EXAM DAY 9:00am – 4:00pm (cumulative)</b>		

**Diversity Statement:**

The LBCC community is enriched by diversity. Each individual has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

**Services to Students with Disabilities Statement:**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodation through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the

[CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

**Philosophy on Attendance and Participation:**

See Occupational Therapy Assistant Student Manual

**Policy on Late Assignments and Missed Examinations:**

See Occupational Therapy Assistant Student Manual

**Policy on Academic Integrity:**

See Occupational Therapy Assistant Student Manual

**This syllabus is subject to change.**

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**General Course Expectations**

**Course Questions:** General questions pertaining to the course should be posted in *The Virtual Office* forum in Moodle, in case there are other students with the same question. This allows the instructor to answer the question one time for everyone instead of multiple times. If you have a personal question or one that does not pertain to the course, please contact the instructor via email for the timeliest response as **email is the instructor's preferred method of communication**. Please allow 24-48 hrs. for the instructor to respond to email, particularly on weekends.

**Preparation:** Regular on-time attendance and reliable technology are also essential components for successful engagement and participation. Assigned reading for the week should be completed prior to Tuesday's class in order to allow us to actively engage with the material during class. Please ensure that you have the required technology in place and in good working order at the beginning of each term, per the OTA bulletin. Frequently tardiness or absence due to chronic technology issues could negatively impact your overall grade in this course.

**Attendance:** Students will be required to record their attendance in the Chat box in Zoom upon logging in to class. This will timestamp your attendance for the instructor.

**Cell phones:** Cell phones must be turned off, silenced or set to "vibrate" during lecture. If there is an emergency and you need to take a call, please excuse yourself from class so as to not distract your classmates.

**Food in class and lab:** Please refrain from eating **during lecture and lab** (this applies to both traditional and DE students). Beverages are permitted in class and **water only** is permitted inside the lab.

**Policy on Constructive Discourse:** In this class there may be times when you disagree with opinions being expressed. It is important that you respond to these opinions in an appropriate, respectful, and professional manner. Healthy disagreement and discussion are a central component of this class and are encouraged, but must be done so on a professional and constructive basis.

**Weekly Case Studies:** Weekly case studies are submitted electronically via the corresponding assignment link in Moodle on or before the due date listed in the syllabus, ***unless otherwise noted***. Please read the following instructor expectations for assignments:

- Name, course number and course name, and term in the ***upper left hand corner*** of the document (template provided). Assignments without a name will be subject to an automatic point deduction of **10%**.
- Files saved and named according to the following example: Student Lastname\_Firstname\_Nameofassignment\_W21 (i.e. Painter\_Mashelle\_Assignment1\_S22)
- MS Word (97 or higher) is the format of written assignments. Assignments submitted in all other formats (PDF, Google Docs, JPEG, OpenOffice, RTF, WordPad, Pages, etc.) will receive an automatic point deduction of **10%**.
- The required font size for all written assignments is 12pt. Calibri or Arial with 1" margins and double-spaced (unless otherwise noted).
- Assignment revisions may be resubmitted if completed **BEFORE** the due date. Late assignments will not be accepted per the OTA Student Manual.

**Review Questions:** Each chapter has review questions at the end. After reading each assigned chapter, complete the review questions to check your understanding of the material. You will likely see many of these exact questions on the midterm and final exam.

**Quizzes/Exams:** Our goal is to help shape you and prepare you for the profession. While quizzes and exams help prepare you for the knowledge you need, seeking out information and problem-solving helps prepare you for the clinical reasoning skills that you need to be successful. One way that I can help you develop these skills is to coach you in the various ways you can learn the information. That is why, before I meet with students regarding individual questions from quizzes or exams, I ask that you employ the following strategies first:

- When reviewing the quiz, note the questions that you answered incorrectly and then see if you can locate the correct answer in the readings
- If you still cannot locate the answer, ask if a classmate would be willing to discuss the question(s) with you

## **OR**

- Ask your study group if you can review the quiz together. Have a discussion about how your classmates arrived at the correct answer.

There is incredible richness and value in taking the time to have these conversations to augment your learning. As Instructor, I am not the only source of information. If (after you have gone back through the reading and met with a classmate or your study group) you still cannot find the answer, please contact me

to set up an appointment and I will be happy to meet with you. Also, please know that I am human and subject to error. On those occasions that there is a mistake on the quiz or exam, I am committed to make it right so that it is equitable for everyone.

**NEW! Grammarly Online Tool:** This term (and in subsequent terms moving forward) I will be using



Grammarly to assist with grading your written work. This will allow me to focus on the content of your writing without also having to check for plagiarism, spelling, grammar, punctuation, etc. I believe this will allow for more timely feedback on your assignments.

Also, if you install Grammarly on your computer (either the free version or the paid version), you can run a check on your own paper prior to submitting and hopefully catch some of those errors before I do. I believe this tool will be more reliable than using the Turnitin feature in Moodle.

**Zoom Video Conferencing:** Use of the chat window in Zoom is to be used for recording attendance or reporting a technical issue to the instructor. Students should plan to stay on camera during class, unless otherwise instructed.