I. GENERAL INFORMATION

Course Title: Processes in Occupational Therapy
Course Codification: OCTH1120
Credits: Three (3)
Academic Term: 2016-30
Instructor: Prof. Vilmary Albertorio Vélez OTL
Office Hours: After or Before Classes
Office Phone: (787) 284-1912 ext. 3325 y 3326
Email: valberto@ponce.inter.edu, patria623@gmail.com

II. DESCRIPTION

Discuss the processes of adaptation to the environment for the individual with special needs and process inherent in the execution of an occupational therapy assistant. Evaluation of the importance of the promotion and restoration of the physical and mental health. Use of the strategies to conserve energy, protection to articulate and the correct use of the corporal mechanics. Begins the student in the development of interview skills and practices with evaluation formats and of documentation. Requirements: OCTH 1000, 1031, 1040, 1050 and 1060.

III. OBJECTIVES

At the end of the course, the student should:

1) Examine the occupational therapy process as presented in the Occupational Therapy Practice Framework as well as the roles of the Occupational Therapy Assistant and the Occupational Therapist in all its components.
2) Relate previously acquired knowledge about the occupational therapy domain with the process in occupational therapy and the client’s adaptation, needs identifying theories and frames of reference relevant for practice.

3) Explain theories that underlie the practice of occupational therapy.

4) Analyze the components of the Occupational Therapy process: assessment, intervention and outcomes.

5) Determine, in each of the occupational Therapy process components, the roles and responsibilities expected from an occupational therapy assistant.

6) Apply clinical reasoning skills pertaining to the components of the process, in different learning activities presented in the course.

7) Discuss interview techniques and other evaluation formats used for documenting the client’s occupational profile and other intervention needs in collaboration with the supervisor.

8) Describe different types of assessment and client’s data collection and their importance for documentation, reimbursement and outcomes evidence.

9) Recognize the importance of the psychometric characteristics of tests and other assessments, emphasizing the use of norms and standard scores.

10) Compare and utilize appropriate styles in documenting interventions, progress, and results to ensure quality of service.

11) Explain intervention as a supervision / collaboration role with the occupational therapist and the importance of treatment objectives, therapeutic media selection, implementation, clients follow up / re-evaluation and outcomes.

12) Examine the different categories and types of therapeutic interventions used in occupational therapy.

13) Recognize, client’s needs for other specialists referrals, the need for termination of therapy services, and the required modification of intervention to both client and significant others.

14) Facilitate discharge planning according to client’s needs (community, human and physical resources) including recommendations for environmental adaptations.
15) Apply, throughout the process, correct body mechanics to protect the wellness and security of patients and caregivers.

16) Manage the use of universal precautions to prevent infection.

17) Provide client and family education on strategies to facilitate movement and how to conserve energy.

18) Identify occupational therapy strategies to promote the profession and the health among customers, families and others.

19) From an ethical perspective, identify ways to resolve various personal and organizational ethical conflicts.

20) Demonstrate the ability to conduct a review of literature as part of a research protocol.

21) Recognize the skills needed to follow a research protocol including data accuracy and confidentiality and the importance of applying research and evidence, as related to the different components of the process.

22) Recognize some influences of social, economic, political, geographic, or demographic factors on the practice of occupational therapy.

23) Identify various contextual aspects that impact management and delivery of occupational therapy services.

IV. CONTENT OUTLINE/ TIME DISTRIBUTION  45 HOURS OR 15 WEEKS

A. Introduction to the process for the provision of occupational therapy services

(15 hrs.)

1. Review of the domain in Occupational Therapy
2. Framework Process Organization
3. Evaluation Process (Top-Down approach)
4. Occupational Profile
5. Analysis of Occupational Performance
6. Intervention Process
7. Intervention Plan
8. Intervention Implementation
9. Intervention Review
10. Outcome Process
   a. Write outcomes and goals
   b. Interpretation and evaluation of outcomes
   c. Collaborative process between client-practitioner
11. Professional behavior

B. Assessment tools and screening: Roles and functions for the occupational therapy assistant
(9hrs.)
1. Role and responsibilities of the occupational therapy assistant
2. Supervision process
3. Overview of the evaluation procedure
4. Key elements of referral documentation
5. Statement of the Occupational Therapy referral
6. Screening
   a. Data gathering to determine need for evaluation and intervention
7. Ethical considerations underlying the evaluation process
8. Sample of Evaluations standardized and non-standardized
9. Uses in different scenarios
10. Concepts of Norm, Means, Average, Percentile, Standard Score and Scale Score
11. Clinical Reasoning during the evaluation process

C. Interview process and confidentiality
(6hrs.)
1. Definition and purpose of an interview
2. Types of interview
3. Structure of an interview
4. Interview micro-skills
5. Occupational Therapy interviews
6. Skilled observation

D. Types of therapeutic interventions
(3hrs.)
1. Occupations and activities
2. Preparatory Methods and tasks
3. Education and Training
4. Advocacy
5. Group Interventions

E. Characteristics of the therapeutic environment
(1.5 hrs.)
1. Types of Context
2. Protection techniques
3. Safety measures and universal precautions
4. Safety recommendations
5. Infection control
6. Incidents and emergencies

F. Role of education in promoting and maintaining health
(1.5 hrs.)
1. Education to clients
2. Education to caregivers or significant others
3. The importance of Research and Evidence Base Practice for the profession

G. Types of documentation (6hrs.)
   1. Purposes of documentation
   2. Types of clinical documentation
   3. Elements of clinical documentation
   4. Organizing and planning documentation
   5. Documentation writing tips

H. Intervention Plan Modifications and discharge plan (3hrs.)
   1. Planning discharge
   2. Revaluation process
   3. Recommendations to clients or significant others

V. ACTIVITIES

This is a list of teaching strategies suggested for the course: The Professor will be able to use several of these strategies:

<table>
<thead>
<tr>
<th>Lecture</th>
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<tbody>
<tr>
<td>Documentation</td>
</tr>
<tr>
<td>Case scenarios, studies and discussions</td>
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<tr>
<td>Analysis of documents</td>
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<tr>
<td>Analysis of hypothetical cases</td>
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<tr>
<td>Simulations and imaginary experiences</td>
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This is a list of strategies of "Assessment" and Total Quality suggested for the course. The teacher can use one or more of these strategies:

<table>
<thead>
<tr>
<th>Assignments</th>
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<tbody>
<tr>
<td>Multiple selection and other objective tests</td>
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<td>Portfolios</td>
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<tr>
<td>Project</td>
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<tr>
<td>Assessment of instructional modules</td>
</tr>
<tr>
<td>Ethics Code Analysis and cases discussion</td>
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<td>Reports documenting demonstrations</td>
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VI. EVALUATION
You must include the value assigned to each evaluation criterion to determine the final grade in the course.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Criteria Value</th>
<th>% of the final grade per criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pruebas cortas (5)</td>
<td>5x20=100</td>
<td>25%</td>
</tr>
<tr>
<td>Examen 1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Examen 2</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Portafolio</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Asignaciones</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Examen final</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>100%</td>
</tr>
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VII. SPECIAL NOTES

1. SPECIAL NEEDS OR SUPPORT SERVICE
All students who require special assistance or auxiliary services should request them at the beginning of the course, or as soon as they acquire knowledge of that needing through the corresponding register found at the Office of University Integration Services located at the Dean Office.

2. HONESTY, FRAUD AND PLAGIARISM
"The lack of honesty, fraud and plagiarism by a student constitute a major violation as stated in the General Student Regulations in force, and may result in sanctions that can vary from a written reprimand to suspension or expulsion from the university".

3. USE OF ELECTRONIC DEVICES
All electronic devices, including cellular phones that can potentially interrupt the educational and learning process or alter the atmosphere resulting in academic excellence, shall be deactivated. Urgent situations will be addressed, as appropriate. It bans the operation of electronic devices that provide access, stored or send data during evaluations or reviews.

VIII. EDUCATIONAL RESOURCES

Text Book:
IX. BIBLIOGRAPHY


LEARNING RESOURCES

Basic audiovisual equipment and regular classroom. Students will use computer facilities to complete all written assignments.

ELECTRONIC RESOURCES

http://www.emedicine.com

http://www.webmd.com

Medline Plus: http://www.medlineplus.gov/

www.sammonnsprestons.com

Virtual Library (Center of Access to the Information) http://www.ponce.inter.edu

CINAHL (OVID) Advance for Occupational Therapists Practitioners

PROFESSIONAL JOURNALS
AOTA, (2010-2012) *OT Practice*.