OCC THER 722: ENABLING OCCUPATION 1: ADULT FOCUS

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 21:38:17 GMT

Viewing: OCC THER 722 : Enabling Occupation 1: Adult Focus

Last edit: Mon, 25 Nov 2019 21:38:16 GMT

Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Summer 2021 (1216)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

722

Is this course crosslisted?

No

Course Title

Enabling Occupation 1: Adult Focus

Transcript Title

Enable Occ 1: Adult Focus

Course Description

Introduce clinical assessment and therapeutic intervention strategies to promote occupational participation and health among adult clients with a focus on orthopedics and medical considerations. Application of skills learned in real-world settings.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate Program

Grading Basis

A/F

Component Type

Lecture and Laboratory sections are scheduled

Credits

4

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to provide an introduction into theory development in occupational therapy.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

4

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 722 Enabling Occupations 1: Adult Focus does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders) has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Describe the unique nature of adult occupations and the physical, mental, temporal and sociocultural factors that influence occupational participation for the person across settings.	Graduate
2	Assess clients' occupational performance and analyze results to create meaningful, measurable, occupation-based goals, evidence-based treatment strategies, and discharge plans.	Graduate
3	Demonstrate safe, relevant occupation-based treatment techniques and ability to grade or modify those techniques to accommodate changes in client functional performance as necessary to progress client toward goals.	Graduate
4	Demonstrate entry-level skill in oral and written communication necessary for effective occupational therapy practice in medical, educational or community-based settings.	Graduate
5	Develop resilience as a clinician and come to see oneself as a competent member of an interdisciplinary team supporting holistic wellness in the community.	Graduate

6	Utilize effective interpersonal communication to promote inclusivity of diverse perspectives and provision of culturally-relevant treatment	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OT 722 Enabling Occupations 1 (1).pdf

Key: 13261

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 722
Enabling Occupation 1: Adult Focus
Fall 1

4 Credits
Course is 4 credits and equals 180 hours of active learning. It requires 45 hours of face-to-face learning, and the rest outside of class (135). In this course students will engage in reading, lectures, learning activities, laboratory sessions, quizzes, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

How Credit Hours are Met:
This class meets for two 75-minute class periods plus a single laboratory or discussion session each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 3 hours out of the classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Canvas Course URL: https://canvas.wisc.edu/courses/xxxxxx?

Meeting Time and Location: TBD

Instructional Mode: Lecture & Activities/ Discussion/ Lab

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Sarah Pultorak, MS, OTR
Lecturer
608-361-8741
Sarah.pultorak@wisc.edu

Office hours/Chat hours: By Appointment
Office: Rm. 3170 Medical Sciences Center

The course instructor will be available in class and online to check messages and engage in discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining

course content or assignments), then direct communication is encouraged. *The instructor checks email between 7:30am and 6:00pm on weekdays.* Emails received after 6:00 pm will be answered the following day. Please allow 24 hours to receive a response.

OFFICIAL COURSE DESCRIPTION

Introduce clinical assessment and therapeutic intervention strategies to promote occupational participation and health among adult clients with a focus on orthopedics and medical considerations. Application of skills learned in real-world settings.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. Describe the unique nature of adult occupations and the physical, mental, temporal and sociocultural factors that influence occupational participation for the person across settings.
2. Assess clients' occupational performance and analyze results to create meaningful, measurable, occupation-based goals, evidence-based treatment strategies, and discharge plans.
3. Demonstrate safe, relevant occupation-based treatment techniques and ability to grade or modify those techniques to accommodate changes in client functional performance as necessary to progress client toward goals.
4. Demonstrate entry-level skill in oral and written communication necessary for effective occupational therapy practice in medical, educational or community-based settings.
5. Develop resilience as a clinician and come to see oneself as a competent member of an interdisciplinary team supporting holistic wellness in the community.
6. Utilize effective interpersonal communication to promote inclusivity of diverse perspectives and provision of culturally-relevant treatment.

ASSIGNMENTS

Assignment Category	Assignments	Due Date	Points
Informal Writing	EHRgo Chart Review & Evaluation Activity	Module 2	10
Formal Writing	Client Musculoskeletal Screener SOAP Note	Module 5	20
Quizzes	Quiz: Osteoarthritis & Rheumatoid Arthritis	Module 5	15
Quizzes	Skills Check 1: MMT & UE Assessments	Module 5	10
Formal Writing	W/C Letter of Medical Necessity	Module 6	20
Exams	Midterm Practical Exam	Module 8	50
Exams	Midterm Written Exam	Module 8	100
Informal Writing	EHRgo Hip Replacement Case Study	Module 10	15
Discussion	In Class Discussions	ongoing	10
Informal Writing	Strengthening Program Assignment	Module 11	20
Discussion	PAMs Online Discussion	Module 12	10

Quizzes	Skills Check II: Ortho	Module12	10
Exams	Final Lab Practical	Module 15	50
Exams	Final Written Exam	Module16	100

Assignment Category	**Weight**
Informal Writing	10%
Formal Writing	15%
Discussions & Class Participation	10%
Community-Based Learning & Simulations	15%
Presentations	15%
Quizzes	5%
Lab Practical Exams	15%
Written Exams	15%
Total	100%

Assignments are weighted according to categories. You may also view this information, including what assignments fall under each category, by clicking on the Course Summary tab on the left side of the page.

Group Discussion –

Discussions will occur primarily face-to-face in the classroom, with periodic asynchronous scheduled discussions with peers and the course instructor.

See here for criteria for successful face to face discussion.

Online Discussions:

> Students are required to post at least one primary comment that represents his/her position and/or thoughts about the discussion question. This primary post should reflect thoughtful reflection on the discussion questions, incorporation of reading content or newly acquired knowledge and some level of synthesis.
>
> Students must also make 2 other comments/reactions/questions regarding the posts of colleagues that contribute to an interactive dialogue and discussion.
>
> The above represents the minimum amount of participation to earn the allotted points. You are encouraged to participate to a greater extent according to the complexity of the topic and your interest in your colleagues' thoughts.

Rubric for Online Discussions

Point Value	Grading Criteria

4	**Posts**—Submitted on time; communication is professional and uses appropriate references; integrates learning from course, is thought-provoking, invites further response, and introduces new content as applicable in addition to course content as needed to support opinions and ideas presented.
4	**Responses to Peers**—Responds to at least 2 postings with substantive, reflective content by the deadline. Shows respectful responsiveness to peers, introducing new ideas or perspectives that enhance overall learning.
2	**Further Discussion**—Continues interaction by responding peers' response posts in a timely, thoughtful, and scholarly manner.
Total: 10 points	

EHRgo Chart Review & Activities:

Client Evaluation Activity
Client with Total Hip Arthroplasty
Client with COPD: Building Strength & Activity Tolerance
(B.3.5, B.3.7, B.4.15, B.4.2, B.4.4, B.4.10)

The purpose of these assignments are to familiarize students with reviewing patients' electronic medical records, developing appropriate plans of care, and documenting results of simulated treatment sessions. Students will review electronic medical records for clients with varying diagnoses, answer prompts on an attached worksheet, role play the case scenario with a peer, and document the evaluation or treatment session in the client's chart. Students must conduct a thorough chart review to determine client safety precautions and appropriate therapeutic interventions based on clients' lab values, vitals, MD orders, etc.

Learning outcomes addressed in this assignment include:

- Interpret assessment results to create measurable, achievable, functional client long-term and short-term treatment goals.
- Document occupational therapy services using appropriate grammar and accurate healthcare-specific language

Seating and Positioning Letter of Medical Necessity

(B.3.6, B.4.4, B.4.11, B.4.13, B.4.2, B.4.29)

The purpose of this assignment is to identify seating and positioning systems that maximize function and develop professional written communication skills by communicating the needs of a client to an insurance company in a formal document, a Letter of Medical Necessity. Students will examine a case study, select appropriate seating and positioning options, and write a formal letter of medical necessity to third party payers advocating for reimbursement. Learning outcomes assessed include:

- Identify relevant assessment tools and perform a client-centered evaluation to assess underlying skill areas
- Interpret assessment results to create measurable, achievable, functional client long-term and short-term treatment goals.
- Document occupational therapy services using appropriate grammar and accurate healthcare-specific language
- Demonstrate professional interpersonal skills, communication, and behaviors

Client Musculoskeletal Screener Point of Service Documentation

(B.3.5, B.3.6, B.4.1, B.4.2, B.4.4, B.4.5, B.4.10)

The purpose of this assignment is for occupational therapy students to gain experience evaluating clients with arthritis and completing electronic documentation at the point of service. Students will

evaluate a client with arthritis, obtain a brief occupational profile, administer the Rapid Musculoskeletal Screener assessment, and obtain goniometric measurements for any joints observed to have less than normal ROM. Students will make recommendations for the client regarding joint protection strategies. Finally students will document the session in SOAP note format.

Learning outcomes addressed in this assignment include:

- Perform safe, relevant occupation-based treatment techniques while demonstrating the ability to grade or modify those techniques to accommodate changes in client functional performance as necessary to progress client toward goals
- Perform evidence-based, occupation-based interventions to promote functional independence
- Document occupational therapy services using appropriate grammar and accurate healthcare-specific language

Strengthening Program
(B.3.6, B.4.2, B.4.10)

The purpose of this assignment is to practice creating therapeutic upper extremity exercise programs for individuals with varying degrees of strength deficits. Students will Identify anatomical structures and functions, create a home exercise program for varying degrees of strength, and select functional activities that promote strength.

Learning outcomes addressed in this assignment include:

- Perform safe, relevant occupation-based treatment techniques while demonstrating the ability to grade or modify those techniques to accommodate changes in client functional performance as necessary to progress client toward goals
- Perform evidence-based, occupation-based interventions to promote functional independence
- Identify resources to solve problems and obtain information

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. Assignments turned in late will not receive full credit. For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. Assignments will NOT be accepted more than one week late.

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

GRADING

Course grading is based on the successful completion of all assignments and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	A
90-93.99	AB
84-89.99	B
80-83.99	BC
70-79.99	C
60-69.99	D
<60	F

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Pendleton, H. M., Schultz-Krohn, W. (2018). *Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction (8thed.).* Philadelphia: Mosby Elsevier.
  Available ***free online*** in e-book format here.

Required Software

- EHRgo.com Online Subscription:

  Please create your EHR Go account by going to: https://ehrgo.com. Select **Subscribe** in the upper, right corner and enter the following OT Student Program Key:
  - **S94N46**
  - Follow the on-screen instructions to create your account and apply your subscription. Refer to this guide for more information.

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat

- Microsoft Word, Excel

OTHER COURSE INFORMATION

- This course may involve intermittent alterations in schedule to accommodate for community experiences, guest instructors, and interprofessional education opportunities. Students will be notified of scheduling changes as soon as possible in order to plan accordingly.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

MENTAL HEALTH & SELF CARE

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The University of Wisconsin is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via https://www.uhs.wisc.edu/mental-health/.

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	In Class Activities	Lab Activities
Module 1: **Course Introduction, Conducting Client Interview** **(B.4.4)** • Demonstrate familiarity with course organization, activities, and major assignments • Build classroom community • Recall a list of interview questions to ask patients during evaluation in order to obtain necessary information for designing a plan of care	Textbooks: • E-articles (posted in Canvas): • Discussion Prep: • Syllabus scavenger hunt	• Review syllabus • Conducting the initial interview	• No Lab
Module 2: **Client-Centered Interview: the COPM** **(B.4.4, B.4.5, B.4.15)** • Explain the purpose and process of administering the Canadian Occupational Performance Measure (COPM) • Demonstrate professional communication and interviewing skills • Develop client-centered goals and plans of care based on assessment scores • Locate pertinent information in a patient's electronic medical record (EMR)	Textbooks: • E-articles (posted in Canvas): • Carswell, A., McColl, M. A., Baptiste, S., Law, M., Polatajko, H., & Pollock, N. (2004). The Canadian Occupational Performance Measure: a research and clinical literature review. *Canadian journal of occupational therapy*, *71*(4), 210-222. • Richard, L. F., & Knis-Matthews, L. (2010). Are we really client-centered? Using the Canadian Occupational Performance Measure to see how the client's goals connect with the goals of the occupational therapist. *Occupational Therapy in Mental Health*, *26*(1), 51-66. • AOTA PERFORM Eval Template (p. 1-7) Discussion Prep: • Online COPM Learning Module	Day 1 (Online): • The COPM online learning module Day 2: • COPM Lecture & Activities	• COPM Mock Interview Role Play Lab & Assignment
Module 3: **Assessment of the Upper Extremity and ADL Performance**	Textbooks: • Pedretti Ch. 10: Activities of Daily Living	Day 1: • Abbreviated ROM/MMT Assessment	• Jigsaw: MMT/Goniometry Review of the (TA?)

(B.3.5, B.4.4, B.4.5) • Demonstrate proficiency in performing and scoring manual muscle test (MMT) and goniometric range of motion (ROM) assessments of the upper extremity • Gain familiarity with standardized upper extremity and ADL assessments • Critically evaluate standardized assessment tools to determine reliability and validity • Score assessments and interpret results as they relate to function and occupational performance	E-articles (posted in Canvas): • AOTA PERFORM pg. 8-12; 13-24 • Hollak, N., Soer, R., Van Der Woude, L. H., & Reneman, M. F. (2014). Towards a comprehensive functional capacity evaluation for hand function. *Applied ergonomics*, *45*(3), 686-692. • Wang, Y. C., Bohannon, R. W., Kapellusch, J., Garg, A., & Gershon, R. C. (2015). Dexterity as measured with the 9-Hole Peg Test (9-HPT) across the age span. *Journal of Hand Therapy*, *28*(1), 53-60. • Kontson, K., Marcus, I., Myklebust, B., & Civillico, E. (2017). Targeted box and blocks test: Normative data and comparison to standard tests. *PloS one*, *12*(5), e0177965. Day 2 E-articles (Canvas) • Handout: AM-PAC Inpatient Daily Activity Short Form.pdf • Handout: AM-PAC Daily Activity Manual.pdf • Jette, D. U., Stilphen, M., Ranganathan, V. K., Passek, S. D., Frost, F. S., & Jette, A. M. (2014). Validity of the AM-PAC "6-Clicks" inpatient daily activity and basic mobility short forms. *Physical therapy*, *94*(3), 379-391.	• Intro UE Assessments: Grip, pinch, edema measurements, 9 hole peg, box & blocks Day 2: • Review quiz: validity and reliability of assessments • Observing Occupational Performance • The AM-PAC	• Grip, Pinch, Edema, 9 Hole Peg, Box & Blocks
Module 4: **Client Evaluation and Creating Plans of Care** **(B.3.5, B.3.6, B.4.2, B.4.5)** • Observe ADL performance and identify dysfunctional factors and/or patterns warranting intervention	Day 1: Textbooks: • Sames CH 15: "Goal Writing" p. 137-152 E-Articles (Canvas)	Day 1 (Online): • Determining Levels of Assist; the FIM • Identifying Areas of Deficit • Intro to Goal Writing	• Functional Transfers Lab

• Based on a patient's evaluation results, write client-centered SMART goals to maximize client function • Safely perform functional transfer assists for patients at varying levels of independence (bed to chair, chair to bathtub, chair to shower) using mechanical lifts or hands-on techniques.	• Cournan, M. (2011). Use of the functional independence measure for outcomes measurement in acute inpatient rehabilitation. *Rehabilitation Nursing*, *36*(3), 111-117. Day 2: Text: • Sames: Ch. 2, 5, 13 E-articles (posted in Canvas): • Clark, G. F., & Youngstrom, M. J. (2013). Guidelines for documentation of occupational therapy. *The American Journal of Occupational Therapy*, *67*(6), S32.	Day 2: • Fish Bowl: Role play client eval & in class documentation activity	
Module 5: **Rheumatic Diseases & Occupational Therapy Intervention** **(B.3.5, B.3.6, B.4.4, B.4.9)** • Distinguish between OA and RA signs & symptoms • Identify appropriate interventions to promote independence in clients with OA vs. RA • Recall joint protection strategies	Textbooks: • Pedretti CH 38: Arthritis p. 945-969 E-articles (posted in Canvas): • Beasley, J. (2012). Osteoarthritis and Rheumatoid Arthritis: Conservative therapeutic management. *Journal of Hand Therapy*, *25*(2), 163-172. doi:10.1016/j.jht.2011.11.001 • Kjeken, I. (2011). Occupational therapy-based and evidence-supported recommendations for assessment and exercises in hand osteoarthritis. *Scandinavian journal of occupational therapy*, *18*(4), 265-281.	Day1 (Online): • OA vs. RA quiz • OA vs. RA Lecture • Joint Protection Strategies Activity Day 2: • MMT/Goniometry Skills Check	• Rapid Musculoskeletal Screener Client Assessment • Joint Protection Strategies & AE for OA/RA
Module 6: **Seating & Positioning;** **OT and Burns Rehabilitation** **(B.3.5, B.3.6, B.3.7, B.4.11, B.4.13, B.4.15, B.4.10)**	Day 1:: Textbooks: • Pedretti p. 231-247 Articles (Canvas): • Six Tips for Writing a Letter of Medical Necessity (2015). Retrieved from:	Day 1: • Wheelchair Seating & Positioning (guest lecture) Day 2:	• W/C Measurements & Mobility Lab • Letter of Medical Necessity Assignment

• Measure patients for a wheelchair or least restrictive mobility device to maximize function and health. • Explore various seating and positioning options to promote client independence and participation • Construct a formal letter of necessity justifying reimbursement for medical equipment for a client with specific mobility needs • Identify safety precautions and best practices for a client with burns • Design a home exercise program for a client with severe burns	https://www.rifton.com/adaptive-mobility-blog/blog-posts/2015/may/how-write-letter-medical-necessity-tips Day 2: • Online Lecture (prep for class): OT & Burns Rehab Lecture Textbook: • Pedretti CH 42: Burns and Burn Rehabilitation p. 1048-1080	• In class activity: Burns Case Study & HEP Protocol	
Module 7: **cupation and Intervention for Clients with mphedema; Health Promotion & Management Chronic Conditions** **3.5, B.3.6, B.4.2, B.4.10, B.4.9)** • Identify characteristics of various stages of lymphedema • Perform girth measurements and fit clients for compression garments to promote function • Compare and contrast characteristics of various chronic conditions and their impacts on areas of occupation • Gain familiarity with strategies for health education and promoting habit change • Identify strategies for stress management and personal wellness and apply strategies to client scenarios	Day 1: E-articles (posted in Canvas): • American Cancer Society: What is lymphedema? • Shier, B. (2012). The occupational therapist's role in lymphedema self-management. *occupational therapy now*, *14*(3), 19-21. • Hunter, E. G., Gibson, R. W., Arbesman, M., & D'Amico, M. (2017). Systematic review of occupational therapy and adult cancer rehabilitation: Part 1. Impact of physical activity and symptom management interventions. *American Journal of Occupational Therapy*, *71*(2), 7102100030p1-7102100030p11. Day 2: • Pedretti Ch. 5	Day 1: Lymphedema - guests Day 2: • Self-Management of Chronic Conditions – Diabetes, etc. • Health literacy and promoting health	*All attend lab day 1: Lymphedema
Module 8: **Midterm Exam** • Select assessments and therapeutic intervention to promote participation among clients with various clinical conditions		• Midterm Exam (W) • Lab Practical Exams (M, T, Th)	

• Locate pertinent information in a client's electronic health record • Based on a client's chart, plan and conduct an evaluation or treatment session with a classmate role playing the client • Demonstrate therapeutic use of self, safety, and appropriate intervention techniques			
Module 9: **Fieldwork Clinical Rotations**		• Students at Fieldwork	
Module 10: **Occupational Therapy Evaluation and Intervention for Clients with Orthopedic Conditions of the Hip, Knee, and Spine (B.3.5, B.3.6, B.3.7, B.4.2, B.4.4, B.4.5, B.4.13, B.4.15, B.4.10)** • Memorize post-operative orthopedic precautions for the spine and lower extremity and instruct patients to safely incorporate them during I/ADLs • Demonstrate ability to don/doff spinal orthoses • Demonstrate professional oral and written communication skills	Pedretti: • CH 40 Orthopedic Condition: Hip Fractures and Hip, Knee, and shoulder replacements p. 1004-1021 Canvas Handouts: • Posterior Hip Precautions • Anterior Hip Precautions • ADL equipment (check mark indicates necessary equipment after THA) • Back protection for Daily Activities • LE Dressing with Spine Precautions • Discharge Rec after Cervical Spine Surgery	Day 1: • Hip & Knee Replacements, Spine Surgery: lecture and embedded quizzes • Discharge Scenarios Day 2: • Exam Review • Fieldwork Debrief • Background Knowledge Probe: Frames of Reference/Intervention Approaches	• ADLs and mobility with Hip/Spine precautions EHRgo role play lab • Spinal orthoses: TLSO, CTLSO, LSO, abdominal binders
Module 11: **Assessment and Occupation-Based Intervention for Upper Extremity Conditions (B.3.5, B.3.6, B.4.2, B.4.4, B.4.5, B.4.17, B.4.10)** • Distinguish between dysfunctional and functional shoulder and elbow ROM, strength, sensation, and movement quality	Day 1: Textbooks: • Pedretti: 1021-1027 TSA Articles: • Marik, T. L., & Roll, S. C. (2017). Effectiveness of occupational therapy interventions for musculoskeletal shoulder conditions: a systematic review. *American Journal of*	Day 1: • Shoulder anatomy quiz • Shoulder Lecture • Group activity: stages of rehab after Total Shoulder Arthroplasty or Rotator Cuff repair Day 2:	• Sling don/doffing • ADLs after Shoulder Replacement • Kinesiotaping • UE Activity Analysis

• Select appropriate assessments to obtain necessary information and interpret results to develop client-centered goals • Demonstrate don/doffing of slings post shoulder replacement and educate patients regarding safe ADL performance while maintaining post-op precautions • Identify and argue for evidence-based treatment strategies based on the literature	*Occupational Therapy*, *71*(1), 7101180020p1-7101180020p11. • Rebecca, L. (2011). Occupational therapy interventions for shoulder conditions: a systematic review. *American Journal of Occupational Therapy*, *65*(1), 16-23. <u>Discussion Prep:</u> <u>Day 2:</u> <u>Articles:</u> -UWHC Upper Extremity Fact Sheet -Roll, S. C., & Hardison, M. E. (2017). Effectiveness of occupational therapy interventions for adults with musculoskeletal conditions of the forearm, wrist, and hand: A systematic review. *American Journal of Occupational Therapy*, *71*(1), 7101180010p1-7101180010p12. -Online Lecture: Physical Agent Modalities Part 1	• OT Assessment & Intervention Elbow & Forearm • Sensory Assessments: Semmes-Weinstein, 2 point discrimination, Moberg pickup • "Are PAMs EBP?" online discussion	
Module 12: **sessment & Occupation Based Intervention for ist & Hand Conditions** **3.5, B.3.6, B.4.2, B.4.12, B.4.17, B.4.10)** • Distinguish between dysfunctional and functional wrist and hand ROM, strength, sensation, and movement quality • Select appropriate assessments to obtain necessary information and interpret results to develop client-centered goals • Choose the appropriate, least-restrictive orthosis given a case scenario • Fabricate 1-2 upper extremity orthoses	<u>Textbooks</u>: • Pedretti p. 972-1003 • Pedretti Ch 30 (Orthoses) <u>E-articles (posted in Canvas)</u>: • Polson, K., Reid, D., McNair, P. J., & Larmer, P. (2010). Responsiveness, minimal importance difference and minimal detectable change scores of the shortened disability arm shoulder hand (QuickDASH) questionnaire. *Manual therapy*, *15*(4), 404-407. <u>Discussion Prep:</u> • Online lecture: Physical Agent Modalities Part 2 • Students are to consult the evidence and find 2 articles	Day 1: • OT Assessment & Intervention for the Wrist & Hand • QuickDASH, Functional Reach Assessment Administration & Scoring Day 2: • Skills Check: ADLs with Hip & Spine Precautions	*All attend day 1: orthoses (splinting)

	regarding effectiveness of PAMs for musculoskeletal conditions		
Module 13: An Evidence-Based, Biopsychosocial Approach to Chronic Pain Treatment; **Prosthetic Rehab & Participation** **(B.3.5, B.4.2, B.4.17, B.4.10, B.4.9, B.4.12)** • Summarize the neurophysiological processes underlying chronic pain • Employ a biopsychosocial approach to chronic pain while educating patients • List safety precautions when working with individuals with UE or LE amputations • Summarize techniques for maximizing client independence with I/ADLs after UE or LE amputations • Distinguish between different types of terminal devices and recall methods for operation • Demonstrate therapeutic strategies to address and support clients' psychosocial adjustment to disability • Administer safe and therapeutic physical agent modalities to prepare for occupation-based treatment to rehabilitate various upper extremity injuries	Day 1: Canvas Materials: • Stracks (2014). Mindbody medicine lecture. Retrieved from: https://fccdl.in/fxilfjzqT5 • Moseley, G. L. (2007). Reconceptualising pain according to modern pain science. *Physical therapy reviews*, *12*(3), 169-178. Day 2 & 3: • Pedretti: CH 43 Amputations and Prosthetics p. 1083-1113	Day 1 (Online): • Chronic pain & current evidence: biopsychosocial approach lecture • Online synchronous Discussion Day 2: • Prosthetic Rehab (guest lecturers): OT and Prosthetist from UW Hospital	Physical Agent Modalities Lab
Module 14: **Medical Considerations in Rehab: Cardiac, Respiratory, and Line Management** **(B.3.6, B.3.7, B.4.2, B.4.13, B.4.10)** • Locate pertinent information in a patient's electronic medical record (EMR) • Demonstrate safe patient handling, adherence to precautions, and effective line management during patient mobility	Textbook: Pedretti CH 44: Cardiac and Pulmonary Disease p. 1117-1132 Videos: 1. https://www.youtube.com/watch?v=YL56XdEPX2U 2. https://www.youtube.com/watch?v=_2spE9NuIdQ Handout: 3. UW Health Facts For You: Equipment you may see in the ICU	Day 1: • Cardiac Conditions Lecture • Preventative Cardiology Day 2: • Respiratory Conditions Lecture • Energy Conservation Strategies • EHRgo Building Activity Tolerance in class activity	• Monitoring vitals: Blood Pressure, Heart rate, Pulse oximetry, respiratory rate, temperature • Sternal & abdominal precautions + ADL • Line management during mobility

• Recall activity precautions based on various lab parameters • Monitor vitals, identify normal ranges, and respond to abnormal ranges appropriately to promote patient safety based on values	Prep: • Medical Considerations in Rehab Lecture (online) • Lab Parameters and precautions online quiz	
Module 15: **Lab Practical Exams**		
Module 16: **Final Written Exam**		