OCC THER 723: ENABLING OCCUPATION 2: ADULT FOCUS

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 21:12:05 GMT

Viewing: OCC THER 723 : Enabling Occupation 2: Adult Focus

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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

723

Is this course crosslisted?

No

Course Title

Enabling Occupation 2: Adult Focus

Transcript Title

Enable Occ 2: Adult Focus

Course Description

Advance practice skills across the continuum of care among adult clients. Focus on clinical assessment, therapeutic intervention, and discharge planning to promote occupational participation and health. 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 723 Enabling Occupations 2: 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	Assess environmental and contextual factors for capacity to promote or restrict client participation, and advocate for relevant accessibility options	Graduate
4	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
5	Demonstrate entry-level skill in oral and written communication necessary for effective occupational therapy practice in medical, educational or community-based settings	Graduate
6	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

7	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 723EnablingOccupation 2.pdf

Key: 13260

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 723
Enabling Occupation 2: Adult Focus
Spring 1

4 Credits
Course is 4 credits and requires 45 hours of face-to-face learning with the rest (115 hours) completed outside of class. 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

Advance practice skills across the continuum of care among adult clients. Focus on clinical assessment, therapeutic intervention, and discharge planning to promote occupational participation and health. 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. Assess environmental and contextual factors for capacity to promote or restrict client participation, and advocate for relevant accessibility options
4. 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.
5. Demonstrate entry-level skill in oral and written communication necessary for effective occupational therapy practice in medical, educational or community-based settings.
6. Develop resilience as a clinician and come to see oneself as a competent member of an interdisciplinary team supporting holistic wellness in the community.
7. 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	Experiential Wheelchair Assignment	Module 2	C/I
Quiz	Neuro Assessment Skills Check	Module 4	10
Informal Writing	Stroke Survivors Support Group	Module 3	C/I
Formal Writing	ASIA Lab Write Up & SOAP Note	Module 5	20
Participation	Falls Screening IPE Event	Module 6	C/I
Formal Writing	Home Safety Assessment	Module 6	25
Exams	Midterm Lab Practical	Module 7	50
Exams	Midterm Written Exam	Module 7	100
Informal Writing	EHRgo TBI Assignment	Module 10	10
Participation	CBRF Environmental Assessment with PT	Module 12	30

Presentations	Client Education Video Assignment	Module 14	15
Participation	IPE with Nursing	Module 13	C/I
Exams	Final Lab Practical	Module 15	50
Exams	Final Written Exam	Module 16	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 TBI Case Assignment
(B.3.5, B.4.2, B.4.4, B.4.5, B.4.15)

The purpose of this assignment is to familiarize students with reviewing electronic medical records and assessing patients with TBI using the Glasgow Coma Scale and Ranchos Los Amigos Brain Injury Scale. Students will review the medical chart of a patient with a brain injury, assign appropriate scale values, and determine a plan of care.

Learning outcomes addressed in this assignment include:

- Describe the unique nature of adulthood occupations and the physical, mental, temporal and sociocultural factors that influence occupational participation for the person across settings
- Assess clients' occupational performance and analyze results to create culturally-relevant, meaningful occupation-based goals, evidence-based treatment strategies, and discharge plans to support independence within the context of family and society.
- Demonstrate entry-level skill in oral and written communication necessary for effective occupational therapy practice in medical, educational or community-based settings .

Experiential Wheelchair Assignment
(B.4.11, B.4.18)

The purpose of this assignment is to give the student a glimpse of life from wheelchair level. The student will sign up for a 24 hour time period to become a full-time wheelchair user. It is expected that the student will use the wheelchair for all of the student's "typical" daily activities. This includes activities of daily living such as transferring to bed, transportation around campus and bathroom use. The student will write a one to two page double spaced essay that reflects on this experience. The student should discuss issues related to architectural barriers, psychosocial influences, physical effort and any other thoughts related to this experience.

Learning outcomes addressed through this assignment include:

- Assess environmental and contextual factors for capacity to promote or restrict client participation, and advocate for relevant accessibility options
- Utilize effective interpersonal communication to promote inclusivity of diverse perspectives and provision of culturally-relevant treatment

- Develop resilience as a clinician and come to see oneself as a competent member of an interdisciplinary team supporting holistic wellness in the community.

Stroke Survivors Support Group
(B.3.5, B.3.6, B.4.10)

The purpose of this assignment is for students to interact with adults who have survived a CVA and assist in the planning and implementation of group therapeutic activities. The groups will take place at Meriter Hospital or UW hospital on varying dates. The students in the course will plan/attend one support group and write one reflection about their experiences.

Learning outcomes addressed include:

- Build empathy and demonstrate skill in providing psychosocial support among individuals with acquired neurological disabilities
- Implement evidence-based health promoting activities among clients who have survived stroke

Community-Based Rehab Facility Assessment Assignment
(B.4.18)

Students will collaborate with PT students to assess CBRFs in the local Madison community for appropriateness for someone with dementia or cognitive impairment. In small groups of OT/PT teams, students will visit and tour a local CBRF, evaluate facilitators and barriers to resident participation, and discuss their thoughts with students of other disciplines. Students will submit evidence of their discussion in response to specified prompts, including a reflection on interdisciplinary collaboration and knowledge exchange. Students will gain skills in environmental assessment as it relates to cognitive impairments and interdisciplinary competence.

Student learning outcomes addressed include:

- Assess environmental and contextual factors for capacity to promote or restrict client participation, and advocate for relevant accessibility options
- Utilize effective interpersonal communication to promote inclusivity of diverse perspectives and provision of culturally-relevant treatment
- Develop resilience as a clinician and come to see oneself as a competent member of an interdisciplinary team supporting holistic wellness in the community

Home Safety Assessment
(B.4.18)

Given a case study, students will measure their home environments to determine accessibility a client with a physical disability and mobility needs. Students will complete home safety checklist assessments and write a letter advocating for necessary modifications to promote independent living.

Learning outcomes addressed in this assignment include:

- Describe the unique nature of middle to late adulthood occupations and the physical, mental, temporal and sociocultural factors that influence occupational participation for the person across settings
- Assess environmental and contextual factors for capacity to promote or restrict client participation, and advocate for relevant accessibility options

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

ASIA Lab Write Up & SOAP Note
(B.3.6, B.4.2, B.4.4, B.4.5, B.4.9)

In groups, students will perform the ASIA assessment on a guest SCI survivor. Score the ASIA to determine the individual's level of injury, and write a SOAP note to document your evaluation. List recommended adaptive equipment for this person to support maximal independence in all areas of occupation.

Learning outcomes addressed include:

- Assess clients' occupational performance and analyze results to create culturally-relevant, meaningful occupation-based goals, evidence-based treatment strategies, and discharge plans to support independence within the context of family and society.
- 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.
- Demonstrate entry-level skill in oral and written communication necessary for effective occupational therapy practice in medical, educational or community-based settings.

Client Education Video Assignment:

The purpose of this assignment is to demonstrate knowledge of safe and effective therapeutic interventions and skill in educating patients in therapeutic techniques.

Learning outcomes addressed include:

- 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.
- Demonstrate entry-level skill in oral and written communication necessary for effective occupational therapy practice in medical, educational or community-based settings.

Students will create a 5-7 minute client education video on a topic listed below. Use a friend or classmate to role play being your client to fully illustrate the teaching process. In order to educate your client you may use: demonstration & return-demonstration, the "teach back" method (have your client teach you the technique after you've taught him/her) or a combination thereof. Be sure to explain ***how, why,*** **and** ***how often*** to perform the technique, and any other relevant information.

Create a 1 page handout for your "client" to take home and upload this document to Canvas along with your video. On the back of the handout, cite any sources used to create your educational video. While creativity is usually encouraged, for this assignment please educate in a way that is consistent with what you would do in a professional, clinical setting (i.e. you wouldn't show him / her a powerpoint).

Students will create an unlisted YouTube video and post a link to this video to the Discussion Board. Your post should also include an attached client handout. This will serve as a reference for the class for future encounters with clients who require education.

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**	Textbooks: • E-articles (posted in Canvas): • Discussion Prep: • Review Syllabus (online)	• Review syllabus • Background Knowledge Probe: Neurological disorders & terms	• No Lab
Module 2: **Neuroassessment** **(B.3.5, B.4.4, B.4.5)** • Administer standardized and non-standardized neurological assessments to determine functional deficits • Select appropriate interventions to support independence among clients with stroke • Distinguish between unilateral neglect and visual field cut	Day 1: Textbooks: • Pedretti: • Ch. 19: Evaluation of Motor Control (Sections 1-3) • Ch. 23: Sensation (Sections 1-4) • Ch 25: Perceptual Dysfunction (Sections 2-4) Day 2: Text: Pedretti Ch. 33: p. 809-820 Articles: Neistadt, M. E. (1990). A critical analysis of occupational therapy approaches for perceptual deficits in adults with brain injury. *American Journal of Occupational Therapy*, *44*(4), 299-304.	Day 1: • Neuroassessment lecture • Fishbowl Client neuro eval and documentation practice Day 2: • Cerebrovascular Accident (CVA)/Stroke application activities • Neglect vs. Visual Field Cut	euroassessment Lab: • Sensation (Moberg, Semmes-Weinstein) • Perception • Vision (Basic) • Proprioception • Coordination • Cognition Goal Writing Review Assign
Module 3: **Evidence-Based Occupational Therapy Interventions for Stroke** **(B.3.6, B.4.5, B.4.12, B.4.10)** • Analyze and evaluate the evidence to determine best practices for occupation-based therapeutic intervention among individuals with stroke • Demonstrate clinical reasoning skills to determine scenarios that require upper extremity slings or othoses • Build empathy and demonstrate skill in providing psychosocial support among	Day 1: Textbooks: • Pedretti Ch. 33 p 820-840 • Pedretti Ch. 31 E-articles (posted in Canvas): • Imam, B., & Jarus, T. (2014). Virtual reality rehabilitation from social cognitive and motor learning theoretical perspectives in stroke population. *Rehabilitation research and practice*, *2014*. • Lannin, N. A., & Ada, L. (2011). Neurorehabilitation splinting: theory and principles of clinical use. *NeuroRehabilitation*, *28*(1), 21-28.	Day 1: • Groups assigned different interventions (Sensorimotor, CIMT, Mirror Therapy, Vitrual Reality) - Debate/discuss evidence • When to Sling/Splint? Problem solving activity Day 2: • Motor Learning Theory • Stroke Impact Scale & psychosocial concerns	• 1-handed ADL techniques • Sensorimotor approaches (NDT, PNF) & examining evidence • CIMT • Mirror Therapy

individuals with acquired neurological disabilities • Educate patients regarding 1-handed ADL techniques, including use of adaptive equipment as needed	Discussion Prep: • Evidence-based Stroke Toolkit (Handout) Review • Gillen, G. (2015). What is the evidence for the effectiveness of interventions to improve occupational performance after stroke?. *American Journal of Occupational Therapy*, *69*(1), 6901170010p1-6901170010p3. Day 2: Text: Pedretti Ch. 32- Motor Learning Theory E-articles: • Muratori, L. M., Lamberg, E. M., Quinn, L., & Duff, S. V. (2013). Applying principles of motor learning and control to upper extremity rehabilitation. *Journal of Hand Therapy*, *26*(2), 94-103. • Eriksson, G., Aasnes, M., Tistad, M., Guidetti, S., & von Koch, L. (2012). Occupational gaps in everyday life one year after stroke and the association with life satisfaction and impact of stroke. *Topics in stroke rehabilitation*, *19*(3), 244-255. • Cheng, H. Y., Chair, S. Y., & Chau, J. P. C. (2014). The effectiveness of psychosocial interventions for stroke family caregivers and stroke survivors: a systematic review and meta-analysis. *Patient education and counseling*, *95*(1), 30-44.		
Module 4: **Assessment of Muscle Tone, Assistive Technology, and Mechanical Lifts (B.3.5, B.4.4, B.4.5, B.4.13)** • Summarize the purpose and methods for transferring patients using mechanical lifts	Day 1: Textbooks: • Pedretti p. 449-455 E-articles (posted in Canvas): • AOTA PERFORM Eval Template Day 2: • Pedretti Ch. 36	Day 1: • Central WI Center Lecture & Lab: Assessment of Tone & Spasticity, Lift Lab, Assistive Tech Day 2:	Lab: Central WI Center

• Safely perform functional transfer assists for patients at varying levels of independence using mechanical lifts or hands-on techniques • Assess clients with neurological deficits using standardized and non-standardized assessments and interpret results to determine functional outcome • Explore various assistive technologies used to maximize participation among clients with disabilities •	Lab Prep: • The ASIA E-Learning Center Online Module: https://asia-spinalinjury.org/learning/	• Spinal Cord Injury Assessment: The ASIA Lecture & Practice activities	
Module 5: **Assessment & Occupation-Based Intervention for individuals with SCI (B.3.5, B.3.6, B.4.2, B.4.9)** • Perform the ASIA standardized assessment to determine level of spinal cord injury • Interpret results of standardized assessment tools to identify functional outcomes • Select appropriate adaptive equipment tools to maximize participation among individuals with neurological diagnoses • Educate clients regarding safe and hygenic bowel and bladder management strategies given varying levels of spinal cord injury	Day 1: Textbooks: • Pedretti Ch. 10 Adaptive Equipment: Day 2: Textbook: Pedretti Ch. 36 E-Articles: • Pedretti Ch. 12: Sexual Health & Physical Dysfunction Film: Take a Look at this Heart	Day1: • SCI Levels of Injury Lecture & Sorting Grid Activity Day 2: • Adaptive Equipment for SCI • Bowel & Bladder Management	• ASIA Administration Lab & SOAP Note Assignment
Module 6: **Demyelinating Disorders & Disorders of the Motor Unit; Falls Prevention; Sexual Health with Disability (B.3.5, B.3.6, B.3.7, B.4.4, B.4.5, B.4.11, B.4.13, B.4.9, B.4.10)** • Identify adaptive strategies and equipment to support sexual health and	Textbooks: • Pedretti Ch 35 sec 1 p. 871-878, sec 4 p. 889-893, sec 5 p. 893-898 E-articles (posted in Canvas):	Day 1: • Parkinson's Disease • Falls Prevention & Home Safety Day 2: • Demyelinating Disorders: MS, ALS, GB	• Driving Rehab & Mobility: A&J Mobility

participation among clients with physical disabilities. • Perform standardized and non-standardized balance assessments and interpret results as they relate to functional outcomes • Select appropriate interventions for clients with demyelinating disorders and disorders of the motor unit • Recall falls prevention risk factors and strategies to promote safety and independence	• Leland, N. E., Elliott, S. J., O'Malley, L., & Murphy, S. L. (2012). Occupational therapy in fall prevention: Current evidence and future directions. *American Journal of Occupational Therapy*, *66*(2), 149-160. <u>Lab Prep:</u> Pedretti: • CH 11 Section 3: Transportation, Community Mobility, and Driving Assessment p. 257-283 <u>E-articles (posted in Canvas)</u>: • Korner-Bitensky, N., Menon, A., von Zweck, C., & Van Benthem, K. (2010). Occupational therapists' capacity-building needs related to older driver screening, assessment, and intervention: A Canadawide survey. *American Journal of Occupational Therapy*, *64*(2), 316-324. • Golisz, K. (2014). Occupational therapy interventions to improve driving performance in older adults: A systematic review. *American journal of occupational therapy*, *68*(6), 662-669.	• Energy Conservation Strategies Review	
Module 7: **dterm Exams**		Written Exam: W Lab Practical Exams: M, T, Th	
Module 8: **Spring Break**			
Module 9: **Fieldwork**			
Module 10: **Functional Cognition Assessment & Intervention; Enabling Occupation among clients with Traumatic Brain Injury**	<u>Day 1:</u> <u>Textbooks</u>: • Pedretti CH 10: Occupational Therapy's Role in Identifying Functional Cognitive Changes in	Day 1: • Exam Review • Fieldwork Debrief • Areas of Cognition & Functional Assessment	• Functional Cognition Lab: • Med Management • EFPT • Kettle Test

(B.3.5, B.3.6, B.5.2, B.4.4, B.4.5, B.4.9, B.4.18) • Administer various functional cognition assessments and interpret results as they relate to occupational performance • Select and administer appropriate therapeutic cognitive interventions to promote occupational performance • Identify strategies for maximizing independence among individuals with brain injury through management of symptoms including motor, sensory, behavioral, cognitive, and psychosocial • Administer cognitive assessments to older adults in the community and implement motivational interviewing strategies to prevent falls	the Acute Care Setting (p. 165-170) (scanned pdf) • Pedretti Ch. 26 E-articles (posted in Canvas): • AOTA (n.d.) Role of Occupational Therapy in Assessing Functional Cognition. Retrieved from: https://www.aota.org/Advocacy-Policy/Federal-Reg-Affairs/Medicare/Guidance/role-OT-assessing-functional-cognition.aspx Day 2: Textbook: Pedretti: • Ch 34 Traumatic Brain Injury p. 841-868 Community Lab Prep: • Online lecture - Falls prevention & motivational interviewing review	ay 2: • Intro to Traumatic Brain Injury • Rancho Los Amigos & Glasgow Coma Scales Case Studies • Sensory Stim Program	Community Lab: • "No More Spring Breaks" Interprofessional Community Falls Prevention event at Oakwood Village
Module 11: **TBI cont; Environmental Factors & Community Mobility** **(B.4.3, B.4.10, B.4.18, B.4.14)** • Select therapeutic occupation-based interventions for clients with traumatic brain injury • Evaluate and assess environmental factors and their impact on occupational performance • Perform a home safety evaluation for a client with a disability and recommend home modifications to support independence • Explore adaptive driving and community mobility options for individuals with disabilities	Day 1: Pedretti: Articles: 1. Wheeler, S., Acord-Vira, A., Arbesman, M., & Lieberman, D. (2017). Occupational therapy interventions for adults with traumatic brain injury. *American journal of occupational therapy*, *71*(3), 7103395010p1-7103395010p3. 2. Powell, 2016. Effectiveness of Occupation- and Activity-Based Interventions to Improve Everyday Activities and Social Participation for People With Traumatic Brain Injury: A Systematic Review Day 2:	Day 1: • Traumatic Brain Injury Lecture 2 (guests) Day 2: • Environmental Factors & Accessibility (Online) • Home safety environmental assessment assignment	• TBI Lab with guests from Brain Injury Alliance WI

	• Pedretti: CH 11 Section 1 review: Functional Ambulation p. 232-237 E-Articles: • Hammel, J., Magasi, S., Heinemann, A., Gray, D. B., Stark, S., Kisala, P., ... & Hahn, E. A. (2015). Environmental barriers and supports to everyday participation: a qualitative insider perspective from people with disabilities. *Archives of physical medicine and rehabilitation*, *96*(4), 578-588. • Ginsberg, Maggie (2015). *How do people with disabilities experience Madison?* Madison magazine. Retrieved from: https://www.channel3000.com/madison-magazine/home-and-lifestyle/how-do-people-with-disabilities-experience-madison/156431920		
Module 12: **Compensatory Strategies; Focus on Low Vision and Dementia** **(B.3.5, B.3.6, B.4.2, B.4.9, B.4.11, B.4.15)** • Administer visual assessments and select appropriate compensatory strategies to promote independence among individuals with low vision • Understand the disease process of cognitive impairments such as dementia and Alzheimer's Disease • Assess local Community-Based Rehab Facilities for promotion of function among individuals with cognitive impairments	Day 1: Pedretti: • CH 24 Evaluation and Treatment of Visual Deficits Following Brain Injury p. 594-627 Day 2: E-articles (posted in Canvas): • Pedretti CH 4: Cognitive Rehabilitation: Evidence Based Interventions (p. 51-58) (scanned pdf) • Pedretti: CH 35 Section 2: Alzheimer's Disease p. 878-885	Day 1: • Low Vision Assessment review • Low Vision Lecture and EHRgo Case Day 2: -Dr. Chin, Alzheimer's Disease Activity: -Community-Based Rehab Facility environmental assessment with PTs	• Low Vision & Cognition Lab: Intervention strategies
Module 13: **Interprofessional Clinical Simulation with Nursing Students** **(B.3.5, B.3.6, B.3.7, B.4.5, B.4.13, B.4.10, B.4.28)**		Day 1: No lecture: IPE Activity Day 2: No lecture: IPE Activity	8:00-12:00 IPE Lab with Nursing Students

• Demonstrate interprofessional teamwork and clinical reasoning skills • Problem solve case scenarios with nursing students to design and implement plans of care for clients with complex medical needs			
Module 14: **Mindfulness and Complementary Treatment; Oncology** **(B.3.5, B.3.6, B.4.2, B.4.5, B.4.10)** • Explain how mindfulness and Tai Chi promote health and engagement in occupations • Recall best practices for working with individuals with cancer diagnoses • Select appropriate psychosocial interventions for clients with cancer diagnoses	Day 1: E-Articles: • Taylor, 2012: Effectiveness of Tai Chi as a Community-Based Falls Prevention Intervention: A Randomized Controlled Trial • Hardison, 2016: Mindfulness Interventions in Physical Rehabilitation: A Scoping Review Day 2: Pedretti: • CH 45 Cancer and Oncology Rehabilitation p. 1134-1141	Day 1: • Mindfulness & Tai Chi Lecture (guests from VA) Day 2: • Oncology & OT Intervention Lecture & Activities	*All attend Day 1 for Tai Chi Lab
Module 15: **Lab Practical Exams**			
Module 16: **Final Written Exam** **(B.4.9, B.4.14, B.4.18, B.4.28, B.4.16)**			