



Western Technical College

## 10514173 Activity Analysis and Applications

### Course Outcome Summary

#### Course Information

<b>Description</b>	Provides instruction in activity analysis with hands on experience in activities across the lifespan. Students apply the teaching / learning process and adhere to safety regulations.
<b>Career Cluster</b>	Health Science
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	2
<b>Total Hours</b>	72

#### Pre/Corequisites

Pre/Corequisite 10514171 Introduction to Occupational Therapy

#### Textbooks

*Occupational Therapy Practice Framework: Domain & Process*. 4th Edition. Copyright 2020. American Occupational Therapy Association, Inc. Publisher: American Occupational Therapy Association, Inc. **ISBN-13:** 978-1-5690-0361-9. Required.

*Occupation and Activity Analysis*. 3rd Edition. Copyright 2023. Thomas, Heather. Publisher: Slack Inc. **ISBN-13:** 978-1-63091-890-3. Required.

#### Success Abilities

1. Live Responsibly: Foster Accountability
2. Refine Professionalism: Improve Critical Thinking
3. Refine Professionalism: Practice Effective Communication

## Program Outcomes

1. Practice within the distinct role and responsibility of the occupational therapy assistant
2. Serve a diverse population in a variety of systems that are consistent with entry level practice
3. Apply occupational therapy principles and intervention tools to achieve expected outcomes

## Course Competencies

### 1. Demonstrate a variety of activities and occupations in their contexts

#### Assessment Strategies

- 1.1. in the laboratory classroom
- 1.2. with a client and or role-play partner
- 1.3. on a Competency Checklist
- 1.4. through focused activity analyses

#### Criteria

*Your performance will be successful when:*

- 1.1. you select the correct tools, equipment, instruments, materials and supplies
- 1.2. you perform all critical steps in the right order
- 1.3. you position yourself correctly
- 1.4. you wear personal protective equipment if appropriate to the activity
- 1.5. you follow safety procedures
- 1.6. you verbalize an explanation of the process as you perform it

#### Learning Objectives

- 1.a. Describe activity analysis and how it is used by practitioners.
- 1.b. Describe occupations as defined in the OT Practice Framework and their use in practice.
- 1.c. Observe occupations in daily activities including their connection to the relevant Occupations category in Practice Framework.
- 1.d. Distinguish between occupations, activities and tasks and their relevance in OT practice.
- 1.e. Perform common occupations and activities applicable to OT practice.
- 1.f. Appraise the motor/cognitive/social/emotional aspects and the significant therapeutic benefits of common occupations and activities.
- 1.g. List the supplies/equipment, quantity cost, and source to complete common occupations and activities.
- 1.h. List the typical steps, sequence and time frames for common occupations and activities.
- 1.i. List the typical precautions and contraindications of common occupations and activities.
- 1.j. Describe contexts and patterns as they are defined on the OT Practice Framework and how these influence participation in common occupations and activities.

### 2. Apply activity analysis to a variety of purposeful activities and occupations

#### Assessment Strategies

- 2.1. in the laboratory classroom or other environments
- 2.2. with each activity or occupation
- 2.3. in completion of Competency Checklists
- 2.4. during written and practical exams

#### Criteria

*Your performance will be successful when:*

- 2.1. you analyze each activity relative to areas of occupation, performance skills, performance patterns, activity demands, contexts, and client factors
- 2.2. you grade each activity relative to areas of occupation, performance skills, performance patterns, activity demands, contexts, and client factors
- 2.3. you adapt each activity relative to areas of occupation, performance skills, performance patterns, activity demands, contexts, and client factors
- 2.4. you document the activity analysis

#### Learning Objectives

- 2.a. Determine the most significant occupations, performance skills, performance patterns, activity demands, contexts and client factors relevant to common activities and occupations.
- 2.b. Describe the extent to which client factors and performance skills are challenged during common activities and occupations.
- 2.c. Distinguish the unique purpose and nature between grading and adapting activity.
- 2.d. Describe the concept of scaffolding and how this is used in OT practice.
- 2.e. Apply analysis of anatomical movements and common grasp/pinch patterns in determining activity demands and performance skills.
- 2.f. Use adaptations, gradations, and modifications of occupations, activities, self, environment and tools during activity performance.
- 2.g. Select adaptation strategies to accommodate client factors and activity demands for engagement in common activities and occupations.
- 2.h. Apply gradation strategies to common activities and occupations to increase or decrease the challenge to performance skills for therapeutic benefit.
- 2.i. Select modification strategies to accommodate performance patterns and contexts for engagement in common activities and occupations.
- 2.j. Utilize correct terminology from Practice Framework and professional written communication standards in reporting analyses results.

### **3. Adhere to safety regulations with activity and occupation**

#### **Assessment Strategies**

- 3.1. throughout the course
- 3.2. in an oral, written or graphic assessment
- 3.3. during a presentation

#### **Criteria**

*Your performance will be successful when:*

- 3.1. you apply standard safety precautions for self and others
- 3.2. you demonstrate safe use of equipment
- 3.3. you recognize and report safety hazards
- 3.4. you follow universal precautions

#### **Learning Objectives**

- 3.a. Follow universal precautions consistently in learning environment.
- 3.b. Follow product labels, including instructions, warnings and precautions.
- 3.c. Apply OSHA guidelines for MSDS and labeling to performance of activities and product storage.
- 3.d. Utilize required or recommended Personal Protection Equipment as indicated.
- 3.e. Plan space/material needs, set-up and clean-up to ensure a safe environment.
- 3.f. Utilize tools, equipment and products as intended and after fully instructed on correct use.
- 3.g. Implement proper body mechanics, positioning guidelines and work pace.
- 3.h. Identify strategies to prevent injury or repetitive strain and maintain client precautions/contraindications during activity participation.
- 3.i. Apply information on precautions/contraindications and safety practices when teaching activities or occupations.

### **4. Apply the teaching learning process across the lifespan**

#### **Assessment Strategies**

- 4.1. by creating a teaching plan
- 4.2. by implementing the plan
- 4.3. in written and practical exams
- 4.4. through presentation

#### **Criteria**

*Your performance will be successful when:*

- 4.1. plan is customized to the audience
- 4.2. plan includes specific outcome data
- 4.3. plan includes appropriate adaptations
- 4.4. plan integrates the Practice Framework

#### **Learning Objectives**

- 4.a. Determine the concepts and features of successful adult learning.
- 4.b. Apply the principles of Mosey's Teaching-Learning Process to client education and training in common activities and occupations.
- 4.c. Identify relevant teaching methods and techniques utilized in the OT process to support optimal engagement in occupation.
- 4.d. Prepare a teaching plan that includes therapeutic outcomes, activity demands and appropriate teaching methods and techniques.
- 4.e. Implement relevant teaching methods and techniques when teaching a common activity or occupation.
- 4.f. Customize teaching methods and techniques based on learner needs when teaching a common activity or occupation.
- 4.g. Use effective verbal and non-verbal communication to support effective teaching.
- 4.h. Demonstrate professional demeanor and preparation for the teaching role.
- 4.i. Examine own professional behaviors that impact effective teaching and learning.

## **5. Select appropriate activities as related to intervention goals and client needs**

### **Assessment Strategies**

- 5.1. by selecting activities for client given a case or scenario
- 5.2. in written and practical exams

### **Criteria**

*Your performance will be successful when:*

- 5.1. you analyze the needs of the client
- 5.2. you choose an appropriate activity
- 5.3. you articulate a rationale for choosing the activity
- 5.4. you modify the activity as appropriate
- 5.5. you modify the equipment and environment needed for the activity as appropriate

### **Learning Objectives**

- 5.a. Identify the eight primary outcomes as described in Practice Framework and how these support the OT intervention process.
- 5.b. Apply the five intervention approaches as described in Practice Framework to support client goals.
- 5.c. Apply the five types of intervention as described in Practice Framework to support client goals.
- 5.d. Analyze choices of activity, grading, adaptation and modification to support outcomes.
- 5.e. Prioritize specific strategies and outcomes to meet client needs for optimal occupational performance.
- 5.f. Explain clinical reasoning for selection of indicated and contraindicated activity choices.