Western Technical College

10514174 Occupational Therapy Performance Skills

Course Outcome Summary

Course Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Emphasis on the development of skills related to assessment and intervention in the areas of sensory, motor, cognition and communication.</th>
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</thead>
<tbody>
<tr>
<td>Career</td>
<td>Health Science</td>
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<td>Cluster</td>
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<td>Instructional Level</td>
<td>Associate Degree Courses</td>
</tr>
<tr>
<td>Total Credits</td>
<td>4.00</td>
</tr>
<tr>
<td>Total Hours</td>
<td>108.00</td>
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Types of Instruction

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<tr>
<th>Instruction Type</th>
<th>Credits/Hours</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>2 CR / 36 HR</td>
</tr>
<tr>
<td>Lab</td>
<td>2 CR / 72 HR</td>
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Course History

Last Approval Date: 1/20/2016

Pre/Corequisites

- Prerequisite: 10514171 Introduction to Occupational Therapy
- Prerequisite: 10514172 Medical and Psychosocial Conditions
- Pre/Corequisite: 10514176 OT Theory and Practice
- Prerequisite: 10806177 General Anatomy and Physiology

Textbooks


Learner Supplies
Scrub uniform. Vendor: To be discussed in class. Required.

Core Abilities

1. **Apply mathematical concepts.**  
   Status  Active

2. **Demonstrate ability to think critically.**  
   Status  Active

3. **Demonstrate ability to value self and work ethically with others in a diverse population.**  
   Status  Active

4. **Transfer social and natural science theories into practical applications.**  
   Status  Active

Program Outcomes

1. **Practice within the distinct role and responsibility of the occupational therapy assistant**  
   Status  Active

   Summative Assessment Strategies  
   1.1. Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

   Criteria  
   1.1. Communicate the roles of the OTA to clients, families significant others and service providers  
   1.2. Produce clear and accurate documentation

2. **Value life-long learning and the need to keep current with best practice**  
   Status  Active

   Summative Assessment Strategies  
   2.1. Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

   Criteria  
   2.1. Make informed practice decisions based on published research and relevant and informational resources  
   2.2. Take responsibility for seeking out learning opportunities
3. Apply occupational therapy principles and intervention tools to achieve expected outcomes  
   Status Active

   Summative Assessment Strategies
   3.1. Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

   Criteria
   3.1. Gather relevant data regarding a client
   3.2. Administer assessments
   3.3. Assist with interpreting assessment
   3.4. Reports results of assessments
   3.5. Establish client centered and occupation based goals
   3.6. Plan interventions
   3.7. Select and sequence relevant interventions that promote the client's ability to engage in occupations
   3.8. Implement occupation-based interventions
   3.9. Perform activity analysis
   3.10. Modify the intervention plan based on client status

4. Demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession  
   Status Active

   Summative Assessment Strategies
   4.1. Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

   Criteria
   4.1. Adhere consistently to the AOTA code of ethics and site policies and procedures
   4.2. Adhere to safety regulations
   4.3. Interact with clients to facilitate the accomplishment of established goals
   4.4. Communicate verbally and nonverbally with clients, families, significant others, colleague, and service providers
   4.5. Demonstrate professional work behaviors including initiative, preparedness, dependability, and work site maintenance
   4.6. Demonstrate effective time management
   4.7. Demonstrate positive interpersonal skills
   4.8. Respond constructively to feedback

External Standards
Title 2011 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards
Version/Date 2011
Association Status Active
Sponsoring Organization Accreditation Council for Occupational Therapy Education (ACOTE®)

Description
ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT

Target Standards
B.1.1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics.

B.1.7. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.
B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.

B.4.2. Administer selected assessments using appropriate psychometric procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.

B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.

B.5.12. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

Course Competencies

1. **Differentiate oral/facial muscles**
   
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<tr>
<th>Domain</th>
<th>Cognitive</th>
<th>Level</th>
<th>Analysis</th>
<th>Status</th>
<th>Active</th>
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   **Linked External Standards**
   
   B.1.1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics.

   **Assessment Strategies**
   
   1. by performing a demonstration
   2. by identifying specific muscles from graphics
   3. in a written, oral or graphic assessment

   **Criteria**
   
   *Your performance will be successful when:*
   
   1. you identify impairment related to a specific muscle
   2. you identify location of a specific muscle and boney landmarks
   3. you identify function of a specific muscle
   4. you palpate the specific muscle and boney landmark

2. **Differentiate upper extremity muscles**
   
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   **Assessment Strategies**
   
   1. by performing a demonstration
   2. by identifying specific muscles from graphics
   3. written, oral or graphic assessment

   **Criteria**
   
   *Your performance will be successful when:*
   
   1. you identify impairment relate to a specific muscle
   2. you identify location of a specific muscle and boney landmarks
   3. you identify function of a specific muscle
   4. you palpate the specific muscle and boney landmark

3. **Differentiate muscles for posture and mobility**
   
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   **Linked External Standards**
B.1.1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics.

Assessment Strategies
3.1. demonstrate muscle or boney palpation
3.2. by identifying specific muscles from graphics
3.3. through a written, oral or graphic assessment

Criteria
Your performance will be successful when:
3.1. you identify impairment relate to a specific muscle and boney landmarks
3.2. you identify location of a specific muscle
3.3. you identify function of a specific muscle
3.4. you palpate the specific muscle and boney landmark

4. Apply general anatomical terminology to the human body

Domain Cognitive Level Application Status Active

Linked External Standards
B.1.1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics.

Assessment Strategies
4.1. through a written, oral or graphic assessment

Criteria
Your performance will be successful when:
4.1. you identify anatomical directional terms
4.2. you identify planes of motion
4.3. you use terminology in relation to the human body

Learning Objectives
4.a. planes
4.b. anatomical language
4.c. review of skeletal
4.d. ROM
4.e. directional terms
4.f. abbreviations

5. Perform range of motion

Domain Psychomotor Level Practice Status Active

Linked External Standards
B.1.7. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.
B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.
B.4.2. Administer selected assessments using appropriate psychometric procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.

Assessment Strategies
5.1. by completing a range of motion assessment
5.2. in the laboratory

Criteria
Your performance will be successful when:
5.1. you perform joint range of motion
5.2. you demonstrate knowledge of range of motion norms
5.3. you perform passive, active assistive, active range of motion
5.4. you position yourself and client
5.5. you perform all critical steps in the right order
5.6. you select, place and read the goniometer
5.7. you verbalize an explanation of the process as you perform it
5.8. you accurately document

6. **Perform manual muscle testing**
   
   **Domain** Psychomotor  **Level** Practice  **Status** Active
   
   **Linked External Standards**
   B.1.7. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.
   B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.
   B.4.2. Administer selected assessments using appropriate psychometric procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
   B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.
   
   **Assessment Strategies**
   6.1. by completing a manual muscle testing assessment
   6.2. in the laboratory
   
   **Criteria**
   Your performance will be successful when:
   6.1. you position yourself and client
   6.2. you perform all critical steps in the right order
   6.3. you verbalize an explanation of the process as you perform it
   6.4. you apply palpation of muscles to manual muscle testing techniques
   6.5. you accurately document muscle strength according to muscle grades

7. **Demonstrate safe body mechanics**
   
   **Domain** Psychomotor  **Level** Practice  **Status** Active
   
   **Linked External Standards**
   B.5.12. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.
   
   **Assessment Strategies**
   7.1. by demonstrating safe body mechanics for activities such as: bed positioning, transfers, and lifting,
   7.2. in the laboratory
   
   **Criteria**
   Your performance will be successful when:
   7.1. you position yourself relative to the client when performing treatment interventions
   7.2. you apply the principles of correct body mechanics
   7.3. you teach a client to utilize correct body mechanics

8. **Perform assessments related to visual motor and visual perceptual function**
   
   **Domain** Psychomotor  **Level** Practice  **Status** Active
   
   **Linked External Standards**
B.1.7. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.

B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.

B.4.2. Administer selected assessments using appropriate psychometric procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.

B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.

Assessment Strategies
8.1. by completing visual motor testing
8.2. by completing visual perceptual testing
8.3. through a case study in the laboratory

Criteria
Your performance will be successful when:
8.1. you position yourself and client
8.2. you perform all critical steps in the right order
8.3. you verbalize an explanation of the process as you perform it
8.4. you accurately document
8.5. you summarize the assessment results

9. Perform assessments related to cognitive function
Domain  Psychomotor  Level  Practice  Status  Active

Linked External Standards
B.1.7. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.

B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.

B.4.2. Administer selected assessments using appropriate psychometric procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.

B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.

Assessment Strategies
9.1. by completing a cognitive assessment
9.2. in the laboratory
9.3. using a case study

Criteria
Your performance will be successful when:
9.1. you perform all critical steps in the right order
9.2. you verbalize an explanation of the process as you perform it
9.3. you accurately document
9.4. you summarize the assessment results

10. Perform assessments related to motor function
Domain  Psychomotor  Level  Practice  Status  Active

Linked External Standards
B.1.7. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice.

B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.

B.4.2. Administer selected assessments using appropriate psychometric procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.

Assessment Strategies
10.1. by completing motor function screening and assessment - grip, pinch and coordination
10.2. by completing a balance assessment
10.3. by completing a trunk control assessment

Criteria
Your performance will be successful when:
10.1. you apply preventive and safety techniques relative to selected assessment and activity
10.2. you position yourself and client
10.3. you perform all critical steps in the right order
10.4. you verbalize an explanation of the process as you perform it
10.5. you accurately document
10.6. you compare results to normative data
10.7. you summarize the assessment results

11. Perform assessments related to sensory function

<table>
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<tr>
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B.4.2. Administer selected assessments using appropriate psychometric procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.

Assessment Strategies
11.1. by completing sensory testing
11.2. in the laboratory
11.3. through a case study

Criteria
Your performance will be successful when:
11.1. you apply preventive and safety techniques relative to selected assessment and activity
11.2. you position yourself and client
11.3. you perform all critical steps in the right order
11.4. you verbalize an explanation of the process as you perform it
11.5. you accurately document
11.6. you summarize the assessment results

*Required College Syllabus Guidelines*

**Western's Academic Dishonesty Statement**
Academic dishonesty includes, but is not limited to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student’s confidential academic records without authorization; disclosing confidential academic information without authorization; and turning in the same work to more than one class without informing the instructors involved. Student Expectations: Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found in violation of academic dishonesty will be subject to disciplinary action as per the guidelines of the Western Student Code of Conduct.

**Western’s Student Withdrawal Policy**
Students are encouraged to contact their program adviser when withdrawing from a program. The student must drop a program or courses in which the student has chosen not to continue. In addition, students may wish to:

1. Communicate with their instructor(s) and respective division offices (if withdrawing from a program or from college).
2. Contact a college counselor to consider alternative options.

If a student does process an official drop from classes:
1. The permanent record will reflect a withdrawal grade (W)*.
2. The student may or may not be eligible for future financial aid.
3. The student may receive a refund of fees paid (if within the stipulated allowable time-frame).

Any reduction in fees paid will be refunded to the appropriate funding institution, as mandated by federal guidelines, or to the student. If fees have not been paid in full, a credit will be posted to the student’s account.

If a student does not process an official withdrawal:
1. The permanent record will reflect a failing grade (F).
2. The student may or may not be eligible for future financial aid.

Copy and paste this url into the address of your internet browser http://www.westerntc.edu/student_handbook/StudentPlanner.pdf.

**Western's Attendance Non-Emergent Excused Absence Policy**

Students are expected to attend all classes. Faculty will not drop a student for non-attendance, but may assign a failing grade. However, the College reserves the right to drop a student for attendance related issues at any time during the semester, if it is felt to be in the best interest of the student or the College.

Western considers certain class absences to be officially excused without jeopardizing student academic standing. Students shall be excused from classes for: mandatory religious observations, military service, jury duty, and participation in College sponsored events. Students shall not be penalized for excused absences and shall be allowed to make up missed quizzes or tests. Copy and paste this url into your internet browser http://www.westerntc.edu/student_handbook/StudentPlanner.pdf.

**Western's ADA Statement**

It is the policy of Western Technical College to provide reasonable accommodations (when requested) for qualified individuals with disabilities. When a student wishes to request an accommodation, it is necessary for that individual to use the Student Accommodation Request Form, which may be obtained from the Counseling Staff or Instructional Support Specialist located in the Welcome Center, 400 7th Street North, La Crosse, WI 54601. Copy and paste this url into the address of your internet browser http://www.westerntc.edu/student_handbook/StudentPlanner.pdf.

**Western’s Tobacco-Free Policy**

Western's Tobacco-Free Policy prohibits use of all tobacco products on College premises or in College vehicles. Only exclusion is private vehicles. Copy and paste this url into the address of your internet browser http://www.westerntc.edu/student_handbook/StudentPlanner.pdf.