Carroll University
Master of Occupational Therapy Program
OTH 555 Clinical Conditions Affecting Occupational Performance
Summer 2016

Course Offering 3 Credit Hours

Prerequisites Admission to the MOT Program

Format Lecture
Class Day/Time W 7:00a-8:50a, TH 2:00p-3:00p
Class Location CGS 119, LL16

Faculty Dr. Robert Schellinger, MD
Office Hours TBD
Email rschelli@carrollu.edu

Course Description
This course will provide students with an overview of medical conditions commonly encountered in occupational therapy practice such as developmental, physical, musculoskeletal, psychological and neurological disorders, along with respective medical treatment guidelines. Emphasis on nutritional, physical, psychosocial, and holistic components of health and wellness. Diagnosis of clinical conditions and pharmacology will also be discussed.

Course Rationale
Familiarization with health conditions will help students recognize and understand the presentation and consequences of specific diagnoses, the progressive or non-progressive nature of disease and dysfunction, prognoses, and current evidence based treatment approaches. Foundational knowledge of disease and illness will support learning as students prepare to apply content to potential functional implications and functional capacity in various client populations. Knowledge gained in this course will guide the selection of assessment tools, treatment planning, and formulation of realistic client-centered goals.

Relationship to Curriculum Design
Formulation of an effective plan of care requires an in depth understanding of the diagnoses from which stems the disability, and the awareness that health and wellness is achieved through a mind-body-occupational performance balance. This course will be taught concurrently and in sync with OTH550 Evaluation and Assessment in Occupational Therapy, OTH560 Psychosocial Function and Groups Performance, and OTH565 Interventions in Physical Dysfunction as content in each course will be introduced in a complementary fashion. This method will enrich student’s critical thinking, connecting the clinical condition and disease process with assessment considerations, paving the way for appropriate therapeutic selection and intervention.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>ACOTE Standards</th>
<th>Instructional Methods/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| **1. Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual:** | B.2.6 | • Readings  
• Lecture  
• Videos  
• Class discussion  
• Active review session  
• Case studies | • Exams  
• Think-Pair-Share |
| **2. Perform assessment with appropriate tools on the basis of client needs, contextual factors, psychometric properties of tests and determine appropriateness for occupational therapy intervention or discuss process for referral to internal or external specialists:** | B.4.2, B.4.7, B.4.9, B.5.22 | • Readings  
• Lecture  
• Case studies  
• Class discussion  
• Group interaction  
• Assessment assignment | • Exams  
• Think-Pair-Share  
• Assignment rubric |
| **3. Provide training in all areas of occupation while emphasizing the importance of their interdependent balance in the pursuit of health and wellness for the client:** | B.2.4, B.5.5 | • Readings  
• Lecture  
• Case studies  
• Class discussion  
• Group interaction  
• Intervention plan assignment | • Exams  
• Think-Pair-Share  
• Assignment rubric |
| **4. Provide recommendations and training in techniques to enhance community mobility and access as well as issues related to driver rehabilitation:** | B.5.13 | • Readings  
• Lecture  
• Case studies  
• Class discussion  
• Role play | • Exams  
• Participation  
• Think-Pair-Share  
• Peer evaluation |
| **5. Describe and discuss professional responsibilities and issues when providing service on a contractual basis:** | B.9.9 | • Readings  
• Lecture  
• Case studies  
• Class discussion  
• Group interaction | • Exams  
• Participation  
• Think-Pair-Share |
| **6. Demonstrate ability to locate scholarly literature and other resources regarding a given diagnosis or condition as well as critique, and evaluate quality of information to help guide clinical intervention:** | B.6.6, B.8.2, B.8.3 | • Lecture  
• Internet exploration  
• Class discussion  
• Group interaction  
• Article review assignments  
• Case studies  
• Group project | • Exams  
• Article review assignment rubric  
• Group presentation |
| **7. Communicate effectively and work interprofessionally with all involved parties including clients:** | B.5.20, B.5.21 | • Readings  
• Lecture  
• Class discussion | • Exams  
• Participation |
ACOTE Standards Relating to Course Objectives

This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

- B.2.4 Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the client.
- B.2.6 Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
- B.4.2 Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.
- B.4.7 Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.
- B.4.9 Evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession.
- B.5.5 Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
- B.5.13 Provide recommendations and training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.
- B.5.20 Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
- B.5.21 Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing an intervention plan.
- B.5.22 Refer to specialists (both internal and external to the profession) for consultation and intervention.
• B.6.6 Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.
• B.8.2 Effectively locate, understand, critique, and evaluate information, including the quality of evidence.
• B.8.3 Use scholarly literature to make evidence-based decisions.
• B.9.7 Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, consultant, and entrepreneur.
• B.9.9 Describe and discuss professional responsibilities and issues when providing service on a contractual basis.

Required Texts


Recommended Reference Manual

Course Assessment
Grading for this course will be based on a total possible accumulation of 1000 points, with letter grades applied to a percentage of this total as follows:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>93-100 %</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9%</td>
<td>A/B</td>
</tr>
<tr>
<td>83-89.9%</td>
<td>B</td>
</tr>
<tr>
<td>80-82.9%</td>
<td>B/C</td>
</tr>
<tr>
<td>70-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Progress will be evaluated through the following means:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Term</td>
<td>200</td>
<td>1-3</td>
<td>B.2.4, B.2.6, B.4.2, B.4.7, B.4.9, B.5.5, B.5.22</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>1-8</td>
<td>B.2.4, B.2.6, B.4.2, B.4.7, B.4.9, B.5.5, B.5.13, B.5.20, B.5.21</td>
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</table>
Participation: Students are expected to take an active role in class discussions including verbal exchange of information gathered from assigned readings and other sources.

**Participation: Think-Pair-Share:** Short learning activity performed during class consisting of initial individual thinking time to address a given problem or scenario for about 5-10 minutes, followed by an exchange of ideas and expansion of concepts with a classmate for about 10 more minutes, and finally sharing of the combined effort outcome with the rest of the class for 2-3 minutes. Students will be assessed on quality of participation and discussion content and be provided with verbal feedback.

Assigned topics:
- Varied roles of the occupational therapist as practitioner, educator, researcher, consultant, and entrepreneur and how they complement each other in delivery of occupational therapy care.
- Professional responsibilities and issues when providing service on a contractual basis.
- Training in techniques to enhance community mobility and access as well as issues related to driver rehabilitation.
- Training in all areas of occupation while emphasizing the importance of interdependent occupational balance in the pursuit of health and wellness for the client.
- Assessment with appropriate tools on the basis of client needs, contextual factors, and psychometric properties of tests.
- Determination of appropriateness for occupational therapy intervention and discussion regarding process for referral to internal or external specialists.
- Effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.

**Assignments: Additional details will be uploaded to eLearning**

**Inter-professional Experience Report:** Students of the occupational therapy program will join physician assistant students. In teams of 2, students will explore each other’s intervention, compare and contrast the uniqueness of their respective intervention. They will develop and orchestrate the execution of an individualized plan of care including recommendation to other internal or external services as well
as other resources. Students will be asked to document the plan of care in 1-2 pages including selected interventions and recommendations.

**Group Project/Presentation:** In groups of four, students will prepare a case study based on a field trip to the Healing Place Farm. The field trip will be on a designated Saturday during the course with the case study to be turned in the week prior to final exams.

**Exams:** Include multiple choice questions, short essay questions as well as case studies to encourage integration of concepts introduced during the course and to strengthen the relationship between theory and practice.

**Student Writing Guidelines**
The MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded. It is strongly recommended that students purchase the *Publication Manual of the American Psychological Association, 6th Edition.* Thus, all work submitted in written or presentation form (including references), must be APA style and format.

**Tentative Course Schedule. Subject to Change**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/31-6/1</td>
<td>CVA and TIA</td>
<td>Ch. 14 Frazier</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 2, 13, 14 Falvo</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 22 Chabner</td>
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<tr>
<td>2</td>
<td>6/7-6/8</td>
<td>Degenerative Diseases of the CNS,</td>
<td>Ch. 3, 13 Frazier</td>
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<tr>
<td></td>
<td></td>
<td>Multiple Sclerosis</td>
<td>Ch. 3, 8, 9 Falvo</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 10 Chabner</td>
</tr>
<tr>
<td>3</td>
<td>6/14-6/15</td>
<td>Psychiatric Disorders</td>
<td>Ch. 9, 10 Falvo</td>
</tr>
<tr>
<td>4</td>
<td>6/21-6/22</td>
<td>Vison and Hearing Conditions</td>
<td>Ch. 13 Frazier</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 5 Falvo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 10 Chabner</td>
</tr>
<tr>
<td>5</td>
<td>6/15-16</td>
<td>Brain Injury, SCI</td>
<td>Ch. 13 Frazier</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 4, 7 Falvo</td>
</tr>
<tr>
<td>6</td>
<td>6/22-23</td>
<td>Clinical Conditions: Vision and Hearing</td>
<td>Ch. 5 Frazier</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 16, 17 Falvo</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 17 Chabner</td>
</tr>
<tr>
<td>7</td>
<td>6/28-6/29</td>
<td>Musculoskeletal Conditions</td>
<td>Ch. 7 Frazier</td>
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<tr>
<td></td>
<td></td>
<td>Chronic Pain</td>
<td>Ch. 24, 27 Falvo</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 15 Chabner</td>
</tr>
<tr>
<td>8</td>
<td>7/5</td>
<td>Amputations</td>
<td>Ch. 26 Falvo</td>
</tr>
<tr>
<td>8</td>
<td>7/6</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7/12-7/13</td>
<td>Traumatic Injuries,</td>
<td>Ch. 6, 15 Frazier</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ch. 32 Falvo</td>
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Academic Progression and Proficiency
Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade.
The minimum passing score for practical examinations and skill checks is 80%. If a student does not pass the exam in the initial attempt, remediation occurs and reassessment is performed to ensure competence. The recorded grade from the initial examination remains unchanged. The maximum number of attempts varies between courses/faculty and depends on examination content and faculty judgment. Failure to meet this standard results in a failing grade in the course and an inability to progress in the program.
In addition, students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook on the University website at https://my.carrollu.edu/ICS/Departments/Student_Affairs/
Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course.
Some examples of violations will be discussed on the first day of class. These will include:
(1) Plagiarism
- Must use OWN words
- If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
- A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

(2) Failure to return or removal of an exam
(3) Submitting work completed by another individual
- A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.

(4) Discussing quiz/exam questions with students who have not yet taken the quiz/exam.
(5) Any other forms of cheating

Core Professional Behaviors
We insist on student development of ethical and professional behaviors expected of practitioners according to standards, values, and attitudes of the occupational therapy profession. As a reminder, an expectation for MOT program graduation is the demonstration of appropriate behaviors consistent with professional standards as mentioned, as well as Carroll University and MOT Program policies.

1. PERSONAL RESPONSIBILITY
- Student is punctual
- Student completes assignments and tasks on time
- Student attends all lecture and laboratory sessions

2. PERSONAL HONESTY & INTEGRITY
- Student is honest in word and actions and is accurate in reporting all information
- Student maintains positive learning environment
- Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
- Student gives full attention to lecturer, does not talk in class, treats others with dignity
- Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)

4. TEACHABILITY/ADAPTABILITY
- Student takes responsibility for own actions and understands consequences of inappropriate actions
- Student behavior is appropriate during times of high stress

5. COMMUNICATION
- Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
- Student refrains from spreading rumors regarding instructors and course assessments
• Student follows appropriate procedures for discussion of course issues and concerns
  ➢ 1st → Student contacts their lecture or laboratory instructor
  ➢ 2nd → Student communicates concerns to course coordinator (should the need arise, the coordinator will direct the student to the Departmental Chair)

6. RELATIONSHIP WITH PEERS
• Student participates in class and small group discussions
• Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).

7. PERSONAL APPEARANCE
• Student dresses appropriately for presentations and palpation

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)
*At the discretion of the Instructor:
  ➢ A deduction in course points (i.e., -10 pts for cell phone use)
  ➢ Removal from class
  ➢ Tardiness of required assignments, -2% per day late
  ➢ Multiple offenses may result in a full letter grade deduction

Disability/Illness:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss the specific needs. Please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations for students with documented disabilities.

If you are ill and unable to attend a class, it is your responsibility to notify faculty in a timely fashion. In order to make up an assignment you must document that illness.

Extended illness may make it impossible for you to complete the class requirements.

Courtesy:
Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students. Therefore, please do the following:

1. Turn off your cell phone, beeper, or anything else that might make noise.
2. Do not converse while the teacher or a fellow student is speaking in class.
3. You are expected to arrive on time. If, because of some problem, you are forced to come in late, do come in. However, do so quietly and do not walk in front of the instructor while s/he is lecturing. There is no excuse for chronic lateness. Those who are routinely late will be invited to withdraw from the class and have points deducted from their class participation grade. If you have an emergency, please let me know.
4. Computer use policy: If you use a computer, it must be used ONLY for taking notes UNLESS specifically given permission otherwise. If you use a computer for any other purpose, you will permanently lose computer use privileges in the classroom.
Statement of the Right to Modify Course Content
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).