

RARITAN VALLEY COMMUNITY COLLEGE ACADEMIC COURSE OUTLINE

OTAH 251 – ADULT/GERIATRIC PHYSICAL REHAB FIELDWORK I

I. Basic Course Information

A. Course Number and Title: OTAH 251 - Adult/Geriatric Physical Rehab Fieldwork I

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2024

D. Effective Term: Fall 2025

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 1

G. Weekly Contact Hours: Field Experience. Total of minimum of 45 hours required.

H. Prerequisites: COMM 110 – Interpersonal Communication
 EXSC 201 – Kinesiology
 SOCI 101- Introduction to Sociology
 OTAH 200 – Psychosocial OTA
 OTAH 221 – Psychosocial Fieldwork I

Co-requisites: OTAH 250 – Adult/Geriatric Physical Rehab OTA
 OTAH 252 – Adult/Geriatric Physical Rehab Clinical Conditions
 for the OTA
 OTAH 270 – OTA Management and Ethics

I. Laboratory Fees: None

II. Catalog Description:

Prerequisites: COMM 110 – Interpersonal Communication
 EXSC 201 – Kinesiology
 SOCI 101- Introduction to Sociology
 OTAH 200 – Psychosocial OTA
 OTAH 221 – Psychosocial Fieldwork I

Co-requisites: OTAH 250 – Adult/Geriatric Physical Rehab OTA
 OTAH 252 – Adult/Geriatric Physical Rehab Clinical Conditions
 for the OTA

OTAH 270 – OTA Management and Ethics

Level I Fieldwork in Adult/Geriatric Physical Rehabilitation is the third among the primary clinical experiences as the student progresses through the lifespan curriculum. The students will have the opportunity to observe and interact with the adult population under the supervision of an OTA or OT clinician. The focus of this fieldwork experience allows the student to develop their clinical skills by understanding how physical dysfunctions as well as psychosocial factors impact an individual's occupational performance and participation. The student will have the opportunity to gather information regarding the client's personal and medical history to realize the importance in developing an occupational profile in determining client centered activities that are meaningful and occupationally based. This clinical experience will also provide the student the ability to experience how rehabilitation as a business and the different styles and areas in management contribute to the daily operations of the rehabilitation working environment. This clinical opportunity will allow students to exercise their professional communication and interpersonal skills through their interactions with clients, supervisors and other members of the rehabilitation team. Specific assignments and objectives will be given to the students to serve as a guide during this clinical experience.

III. Statement of Course Need:

- A. The focus of this fieldwork experience allows the student to develop their clinical skills by understanding how physical dysfunctions as well as psychosocial factors impact an individual's occupational performance and participation. The student will be able to relate what was learned and discussed in adult/geriatric physical rehab with lab during class and apply these concepts to enhance their development of clinical judgment and critical thinking. The students will have the opportunity to observe and interact with the adult population to develop their clinical skills and to exercise their professional communication and interpersonal skills through their interactions with clients, supervisors and other members of the rehabilitation team.. This clinical experience will also provide the student the ability to experience how rehabilitation as a business and the different styles and areas in management contribute to the daily operations of the rehabilitation working environment.
- B. There is no lab in this course.
- C. This course is not designed for transfer.

IV. Place of Course in College Curriculum:

- A. Free Elective
- B. This course meets a program requirement for the AAS in Occupational Therapy Assistant.

V. Outline of Course Content

- A. Introduction and orientation to the staff, facility tour, and clinical instructor (CI).

- B. Review of expectations and facility supervisor's plans for clinical experience.
- C. Observations of clinical activities at the sites.
- D. Completion of selected documentation activities.
- E. Completion of selected interactional activities.
- F. Completion of assignments designated by fieldwork supervisor.
- G. Completion of assignments designated by course faculty per due dates (See below)
- H. Closure with facilities' clients and supervisors.

VI. Course Learning Outcomes

A. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems presented to occupational therapy assistants by clients. (GE)*
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems presented to occupational therapy assistants by clients. (GE)*
3. Use basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry in field-based study. (GE- 3)
4. Identify, locate, evaluate, and use information obtained through field-based study effectively and responsibly to increase understanding of the role of the occupational therapy assistant. (GE-IL) *
5. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate occupational therapy interventional approaches, strategies and techniques in writing for the purpose and audience. (GE-1)
6. Appreciate and demonstrate knowledge and understanding of anatomy, physiology of structure and function of the human body including biomechanics through the ability of prescribing appropriate therapeutic activities that target the necessary muscle group for strengthening, postural alignment and promoting appropriate body mechanics and movement. **(2018-B.1.1)**
7. Demonstrate knowledge and understanding of the psychosocial aspect of human development throughout the lifespan and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices of both normal and abnormal psychological conditions in contemporary society through the ability of

prescribing age appropriate, developmentally applicable, and culturally suitable activities. **(2018-B.1.2)**

8. Understand and use sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice by recognizing potential hazards within the treatment environment and other areas where therapy may be conducted. **(2018-B.3.7)**
9. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of evidence-based, occupation-based, client-centered, culturally relevant intervention plans and strategies reflective of current occupational therapy practice. **(2018- B.4.4)**
10. Demonstrate an understanding of providing direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. **(2018-B.4.10)**
11. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. **(2018-B.4.9)**
12. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. **(2018-B.4.1)**
13. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. **(2018-B.4.9)**
14. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. **(2018-B.4.23)**
15. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **(2018-B.4.3)**
16. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. **(2018-B.4.18)**

*embedded critical thinking

C. Assessment Instructions

1. Demonstrations
2. Essays & papers
3. Journals
4. Presentations
5. Discussion

6. Case studies
7. Class participation
8. Online Forums
9. Assigned readings
10. Observational opportunities

VII. Grade Determinants

- A. Essays and Papers
- B. Case Studies and simulated activities
- C. Return Demonstrations
- D. Class Participation
- E. Presentations
- F. Online Forums

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. Lecture/discussion
- B. Small group work
- C. Guest speakers
- D. Student oral presentations
- E. Simulation/repetition
- F. Student collaboration
- G. Independent study
- H. Case studies
- I. Audiovisual (DVD's), You Tube)
- J. Online Forum assignments
- K. Assigned readings
- L. Observational opportunities

VIII. Texts and Materials

- A. Required textbooks

American Occupational Therapy Association. (2020). Occupational therapy practice framework; Domain and process (4th ed.)

Boyt Schell, B. A., Gillen, G., & Scaffa, M. E. (2018). Willard & Spackman's Occupational Therapy (12th ed.). Baltimore, MD: Lippincott, Williams & Wilkins
ISBN-13: 978-1975106584 ISBN-10: 197510658X

Early, M. B. (2022). Physical Dysfunction Practice Skills for the Occupational Therapy Assistant (4th ed.). St. Louis, MO: Elsevier, Mosby ISBN: 978-0-323-53084-2
Hall, C. A. (2013). Occupational Therapy Tool Kit (7th ed.). www.ottoolkit.com
ISBN-13: 978-1948726009 ISBN-10: 1948726009

Morreale, M. J. & Borcharding, S. (2013). The OTA's Guide to Documentation, Writing SOAP Notes (4th edition). Thorofare, NJ: Slack Incorporated ISBN-13: 978-1630912963

Morreale, M. J. (2021). Developing Clinical Competence: A Workbook for the OTA (Second ed.). Slack Incorporated

B. Supplemental textbooks

Gillen, G. (2009). Cognitive and Perceptual Rehabilitation. St. Louis, MO: Elsevier, Mosby ISBN: 978-0-323-04621-3

Radomski, M. V. & Trombly – Latham, C. A. (2014). Occupational Therapy for Physical Dysfunction (7th ed.). Baltimore, MD: Lippincott, Williams & Wilkins
ISBN-13: 978-1451127461 ISBN-10: 1451127464

Thomas, H. (2015). Activity Analysis (2nd ed.). Thorofare, NJ: Slack Incorporated
ISBN-13: 978-1617119675 ISBN-10: 1617119679

*Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

- A. Library
- B. Computer/computer lab

X. Check One: ☐ Honors Course ☐ Honors Options ☒ N/A