



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**OCC 2220 Therapeutic Use of Occupations**  
**5 Semester Hours**

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**Student Learning Outcomes & Enabling Objectives**

1. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.
  - a. Discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice.
2. Explain the meaning and dynamics of occupation and activity including the interaction of areas of occupation, performance skills, context(s) and environments, and client factors.
3. Interpret the uniqueness and value of occupational therapy to a variety of audiences focusing on the relationship of occupation to health and wellness.
4. Illustrate and understanding of the AOTA Code of Ethics and AOTA Standards of Practice.
5. Compare and contrast the role of the occupational therapist and occupational therapy assistant.
  - a. Discuss the screening and evaluation process.
  - b. Articulate the importance of and rationale for supervision.
  - c. Discuss the importance of collaborative work between the occupational therapist and the occupational therapy assistant.
6. Discuss strategies to assist consumers in gaining access to occupational therapy services.
  - a. Develop a resource list.
7. Demonstrate task analysis in the areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.
  - a. Identify and define terms describing life activities from each of the following categories:
    - i. basic activities of daily living
    - ii. instrumental activities of daily living
    - iii. play, leisure
    - iv. rest

- v. social participation
    - vi. education
  - b. Participate in occupations of:
    - i. basic activities of daily living
    - ii. instrumental activities of daily living
    - iii. play, leisure
    - iv. rest
    - v. social participation
    - vi. education
  - c. Analyze a variety of tasks and occupations to include:
    - i. description of objects used
    - ii. physical and environmental requirements
    - iii. social demands and interactions
    - iv. sequence of the steps involved and the time to complete
    - v. skills required
    - vi. precautions and contraindications
    - vii. acceptable criteria for completion
- 8. Apply teaching and learning techniques in the instruction/education of a variety of occupations to meet the needs of the client, family, care giver, public, or other health provider.
- 9. Understand the physiological dimensions of performance by:
  - a. Identifying the five components of health related physical fitness.
  - b. Describe the clinical implications of varying levels of physical fitness in the measurement of performance.
  - c. Relate the effects of inactivity, aging, and fatigue to performance.
- 10. Understand the sensory dimensions of performance by:
  - a. Explaining the importance of sensation in the performance of life tasks.
  - b. Identifying basic neurological mechanisms that support sensory processing.
  - c. Communicating the critical relationship between sensory processing and motor performance.
- 11. Understand the dimensions of neuromotor performance by:
  - a. Identifying the components and properties necessary for movement and action.
  - b. Summarize the factors that influence the quality and quantity of neuromotor performance.
  - c. Review the principles underlying effective therapy for neuromotor dysfunction.
- 12. Understand the cognitive dimensions of performance by:
  - a. Articulating how cognition influences the performance of life tasks.
  - b. Identifying fundamental components of cognition and deficits related to each.
- 13. Understand the psychosocial dimensions of performance by:
  - a. Organizing basic concepts of psychological function through logical questions about individual behavior.

- b. Identifying internal and external factors of motivation.
14. Teach an activity to another person by applying the principles of the teaching-learning process to address the needs of the client, family, significant others, colleagues, other health providers, and the public.
- a. Demonstrate educational methods.
  - b. Design experiences using client-centered occupations.
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These SLOs are not approved for experiential credit.

**Effective: Summer 2018**