



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

OCC 4020 Program Planning/Intervention Strategies I
5 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
 - a. Demonstrate universal precautions.
 - b. Address the activity demands of occupational performance through demonstration of the environmental set-up throughout the occupational therapy process.
 - c. Demonstrate proper body mechanics and safe patient handling skills.
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 the use of occupation. Based on a case illustration or video:
 - a. Research client needs.
 - b. Identify cultural factors and discuss appropriate occupations based on contextual factors.
 - c. Articulate norms established in selected standardized assessments.
3. Perform the Occupational therapy treatment planning process as it relates to the assessment and analysis of occupational performance. This includes:
 - a. Use formal and informal screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.
 - b. Develop an occupational profile.
4. Conduct standardized and non-standardized assessments of areas of occupation, performance patterns and performance skills to determine need for occupational therapy intervention.
 - a. Assess and analyze bed mobility.
 - b. Assess balance control system and determine postural control.
 - c. Assess functional mobility.
 - d. Assess upper extremity function to include: joint structure and function; muscle strength and motor control; peripheral nerve and central nervous system involvement; and gross and fine coordination.

- e. Assess visual system to include peripheral fields and oculomotor system.
 - f. Assess visual perception.
 - g. Distinguish between the mechanisms of vision and visual perception.
 - h. Assess cognitive skills to include attention, memory and orientation, as well as executive functions.
 - i. Assess dysphagia and feeding skills.
5. Engage in the treatment planning process with the following conditions:
- Cerebral vascular accident
 - Degenerative diseases of the central nervous system
 - Traumatic brain injuries
 - Hand injuries
 - Burns
 - Spinal cord injury
 - Low back pain
 - Amputations and prosthetics
 - Amputations and prosthetics
 - Lower motor neuron dysfunction
- a. Select and provide a rationale for relevant assessments.
 - b. Discuss methods of assessment data collection.
6. Analyze the results of assessments and articulate the impact on occupational performance in the following areas:
- a. Basic Activities of daily living (feeding, hygiene, dressing, showering, functional mobility).
 - b. Instrumental Activities of daily living.
7. Interpret evaluation data in the formulation of short-term and long-term treatment goals and objectives.
- a. Develop a problem and strength list based on evaluation data.
 - b. Document short and long-term goals using correct documentation.
 - c. Develop measurable objectives for attainment of goals.
 - d. Communicate the correct method of measurement for each performance areas, skills and patterns in preparation to document (i.e. levels of independence, balance grades, etc.).
8. Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.
- a. Discuss role delineation based on AOTA Standards of Practice.
 - b. Outline importance and rational for supervision.
 - c. Discuss examples of collaborative work between the OT and OTA.
9. Communicate the involvement of the patient in the process of goal identification, treatment planning, and discharge planning.

- a. Explain the results of the evaluation to the patient.
 - b. Seek feedback from the patient concerning goal identification, treatment and discharge.
 - c. Articulate a rationale for decision making.
10. Analyze how the method of assessment/evaluation relates to the planning and outcomes of intervention for individuals with physical dysfunction.
- a. Determine a treatment plan based on a case study.
 - b. Outline problems, goals, objectives based on assessment results.
 - c. Determine intervention strategies for goal attainment.
 - d. Discuss expected progress and timeline for completion of treatment.
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These SLOs are not approved for experiential credit.

Effective: Summer 2018