



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

OTA 2210 OTA Principles and Applications of Physical
Dysfunction

3 Semester Hours

Student Learning Outcomes and Enabling Objectives

SLO 1. Appraise models of practice and frames of reference that are used to treat physical dysfunction (B.1.7., B.2.6., B.2.11., B.3.1., B.3.2.).

- a. Compare various occupational therapy frames of reference for the development of treatment interventions to address the effects of injury, disability, trauma, genetic conditions and hereditary diseases to the occupational performance of the individual.
- b. Examine the importance of using statistics, tests, and measurements for the purpose of delivering evidence based practice in treatment of physical dysfunction.

SLO 2. Investigate the process of client centered treatment plan development in collaboration with the occupational therapist and other professionals. (B.3.1., B.3.2., B.4.1., B.5.1., B.5.2, B.5.3., B.5.5., B.5.6., B.5.20, B.5.25. , B.5.28., B.8.3.).

- a. Relate the purpose of screening and evaluation tools used in measuring physical dysfunction and the role delineation of occupational therapy practitioners in that process.
- b. Distinguish between appropriate therapeutic use of occupation-based activity, purposeful activity, and preparatory methods across the continuum of care to support occupational performance.
- c. Select appropriate occupational therapy interventions for specific physical disabilities based on current evidence.

SLO 3. Construct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, rest, sleep, leisure, and social participation (B.1.5., B.5.2., B.5.12., B.5.13., B.5.14)

- a. Organize patient education and training to enhance mobility, including physical transfers, wheelchair management, and community mobility (e.g. community access and public transportation) and participate in addressing issues related to driving.
- b. Experiment with clinical techniques to enable feeding and eating performance and train others in precautions and techniques while considering client and contextual factors.
- c. Evaluate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.

SLO 4. Develop strategies for use of assistive technologies (e.g. electronic aids to daily living, seating and positioning systems) to enhance occupational performance and foster participation and well-being. (B.1.8., B.5.1., B.5.3., B.5.10., B.5.15., B.5.23., B.5.24.).

- a. Analyze the grading and adaptation of the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.
- b. Contrast compensatory strategies such as use of technology and adaptation to the environment that support performance, participation, and well-being.

SLO 5. Investigate the fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and training in the use of prosthetic devices (B.4.4., B.5.11.).

- a. Differentiate the impact of physical dysfunction deficits upon client factors, performance skills, and performance patterns that impact occupational performance.

SLO 6. Create documentation of occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies (B.4.10, B.5.29., B.5.31., B.7.4).

- a. Differentiate the roles of the treatment team members in the physical dysfunction setting.
- b. Examine the role of the occupational therapy assistant in discharge planning by reviewing the needs of the client and available resources

Required Elements

RE 1: Online Weekly Posts.

RE 2: Midterm & Final Exam

These SLOs are not approved for experiential credit.

SLOs developed/revised by: OTA Program Directors

Effective: Fall 2017