



BAKER COLLEGE
STUDENT LEARNING OUTCOMES
OCC4350 Personal and Environmental Adaptations
4 Credit Hours

Student Learning Outcomes and Enabling Objectives

1. Evaluate client(s)' occupational performance as it relates to the need for assistive technology, or equipment or adaptive/accessible physical and social environments. (B. 4.5, 4.11)
 - a. Discuss home assessment and report.
 - b. Develop accessibility audit and report.
 - c. Discuss case study applications on use of assistive technology; equipment; environmental modifications.
 - d. Demonstrate an appreciation for social & cultural influences which may impact a person's acceptance of personal or environmental adaptations as part of the treatment process.
2. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need for occupational therapy services. (B. 4.6, B. 4.29)
 - a. Write a home assessment report.
 - b. Write an accessibility audit report. (B. 4.18)
 - c. Develop a letter of support/ letter of medical necessity for assistive device/technology. (B. 4.23, B. 4.29)
3. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
 - a. Research recommended home adaptations and equipment to assist in self-care, self-management, and home management.
 - b. Demonstrate an appreciation of consumer role and personal client factors in selecting and acceptance of personal and environmental adaptations and technology. (B. 4.15)
 - c. Discuss a follow up plan for consumer use and review.
 - d. Present educational session on use of variety of assistive devices and technology. (B. 4.15)

4. Evaluate processes or environments (e.g., home, work, school, community) applying ergonomic principles and principles of environmental modification. (B. 4.18)
 - a. Adapt applications of work simplification, energy conservation, body mechanics principles to home evaluation recommendations.
 - b. Practice applications of work simplification, energy conservation and body mechanics to variety of occupations and environments.
5. Evaluate techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation. (B. 4. 14)
 - a. Articulate accessibility audit and recommendations.
 - b. Discuss case applications on community access.
 - c. Research driver assessment, services for adaptive driving and technology available to support driving. (B. 4.14)
6. Promote appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client. (B. 4.27)
 - a. Articulate home assessment recommendations.
 - b. Articulate accessibility audit recommendations.
7. Apply the principles of the teaching–learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public, that support performance, participation, and well-being. (B. 4.21)
 - a. Develop educational session on home modifications.
 - b. Prepare educational materials to communicate results of community accessibility audit report.
 - c. Design educational materials to explain use of assistive technology/devices or services.
 - d. Participate in discussions on clients perceptions of performance in personal activities of daily living.
 - e. Teach work principles to support health and safety in work and employment. (B. 4.21)
8. Collaborate with intraprofessional colleagues in supplying assistive technology and environmental adaptations including: Rehabilitation engineer, medical supplier, consultants, and contractors. (B. 4. 19)
 - a. Discuss home assessment; report and demonstration.
 - b. Communicate community environmental accessibility audit; report and presentation.
 - c. Research and identify the role of role of other professions in supplying assistive technology and environmental adaptations.
 - d. Explain the role of the consumer in choosing adaptations and technology to enhance function.

- e. Explain augmentative communication and the role played for enhancing a person's independence.
9. Adapt the environment, tools, materials and occupations, to reflect the changing needs of the client, the sociocultural context, and technological advances. (B. 4.18)
 - a. Grade occupations to meet needs of client.
 - b. Match technology (to the client) to reflect the changing needs of the client. (B. 4.18)
 10. Teach compensatory strategies, such as use of technology and adaptations to the environment that support performance, participation, and well-being.
 - a. Discuss case application in use of environmental adaptations and assistive technology in a variety of occupations.
 - b. Demonstrate techniques to support safety and health in employment & work related occupations.
 11. Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and home environment. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations. (B. 4.28)
 - a. Recognize timing and scope of home assessment in client's plan for discharge.
 12. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. (B. 4.29)
 - a. Articulate of a variety of insurance and reimbursement options for assistive technology and environmental adaptations.
 - b. Develop a letter of support or letter of medical necessity to appropriate funders.
 13. Analyze federal and state legislation and regulations for their implications and effects on practice. (B. 5.1)
 - a. Discuss of relevant legislation regarding architectural barriers and access for persons with disabilities.
 - b. Articulate understanding of legislation and regulations related to employment. (B. 5.1)
 14. Articulate importance of the history and philosophical base of the profession of occupational therapy. (B. 3.1)
 - a. Recognize key events and people that influences the development and growth of occupational therapy in home and community environments; work and assistive technology services.
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Big Ideas and Essential Questions

Big Ideas

- Accessibility
- Assistive Technology
- Community Mobility

Essential Questions

1. Because occupational therapists advocate for accessibility, what changes would you expect to see in public environments?
2. What advancements in technology still need to be developed to assist individuals with disabilities?
3. How do barriers in community mobility impact psychological and social constructs for individuals with disabilities.

These SLOs are not approved for experiential credit.

Effective: Fall 2020