



BAKER COLLEGE
STUDENT LEARNING OUTCOMES
OCC 5710 Adult Practice in Occupational Therapy
4 Semester Credit Hours

Student Learning Outcomes and Enabling Objectives

1. Adhere to safety regulations for self and others 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. Perform the occupational therapy treatment planning process as it relates to the assessment and analysis of occupational therapy performance.
 - a. Use formal and informal screening and assessment tools to determine the need for occupational therapy intervention.
 - b. Identify cultural factors and discuss appropriate occupations based on contextual factors to develop occupational profile.
 - c. Based on review of individual needs, select tools to include but not limited to screening assessments:
 - i. Skilled observations
 - ii. occupational histories
 - iii. consultation with other professionals
 - iv. interviews with individuals, family, significant others, and community.

3. Conduct standardized and non-standardized assessments of areas of occupation, performance patterns, and performance skills to establish need for occupational therapy intervention.
 - a. Demonstrate assessment and analysis of functional mobility.
 - b. Assess balance control system and determine postural control
 - c. Assess upper extremity function including joint structure and function, muscle function, peripheral and central nervous system sensation, and coordination of the systems to determine use in occupations.

- d. Assess visual systems to include vision and perception of visual input.
 - e. Assess cognitive skills to include attention, memory & orientation, as well as, executive functions and connect to role of safety and resuming occupational roles.
 - f. Assess the need for dysphagia assessment and feeding skills.
4. Engage in the treatment planning process for individuals with challenges related to disease, trauma or conditions related to biomechanical principles and motor control issues.
- a. Explain rationale for relevant assessments which are supported by evidence.
 - b. Discuss methods of assessment data collection.
 - c. Examine scientific evidence, theories, models of practice, and frames of reference to guide and inform interventions.
5. Analyze the results of data collection following the assessment process.
- a. Articulate the impact on occupational performance:
 - i. Basic activities of daily living skills
 - ii. Instrumental activities of daily living skills
6. Interpret evaluation data in preparation to formulate short term and long-term goals and objectives for treatment.
- a. Recommend a strengths and challenges list based on evaluative results.
 - b. Evaluate scientific evidence, theories, models of practice, and frames of reference to guide and inform interventions.
 - c. Communicate the correct measurements for each performance area, skills and patterns in preparation for documentation that meets federal, state, local and professional requirements.
7. Compare and contrast the role of the occupational therapist and occupational therapy assistant in the occupational therapy process along with the importance of supervisory relationship and collaboration of occupational therapists with the healthcare team.
- a. Discuss AOTA standards of practice and role delineation of OTR and COTA.
 - b. Discuss the importance of collaboration of the occupational therapists with members of the healthcare team for advocacy to individuals receiving services.
8. Communicate the importance of inclusion of the individual and support system's collaboration in the treatment planning process which includes culturally relevant and contextual factors involved.
- a. Educate the results of the OT planning process to individuals and support systems.

- b. Seek feedback from individuals and support systems concerning goal identification, treatment and discharge.
- c. Articulate rationale for decision-making process and critical thinking.

Big Ideas and Essential Questions

Big Ideas

- Occupational Therapy Process
- Safety
- Standardized and non-standardized assessments
- Data collection
- Treatment goals and objectives
- Interprofessional and Intraprofessional collaboration
- Clinical Reasoning

Essential Questions

1. Why does an occupational therapist require assessment skills to obtain data to determine the strengths and weaknesses of an individual whose occupational performance areas have been disrupted by disease or trauma?
2. How does an occupational therapist choose the need for a standardized or non-standardized assessment strategy when assessing areas of occupation, performance patterns and performance skills to determine the need for occupational therapy intervention?
3. How does the environment, activity demands, and context of the performance areas impact the implementation of safety throughout occupational therapy interventions?
4. How does an occupational therapist prioritize the assessment strategies based on the settings the therapist is implementing the OT process?
5. How does the occupational therapist incorporate the COTA in the OT process?
6. Advocacy for the individual is critical to the success of the implementation of the OT process therefore, how does communication involving the OT professional and the healthcare team including the individual and caregivers benefit the overall care of the individual?
7. How does exposure to clinical reasoning skills utilized during the OT process assist the therapist in developing culturally relevant and identifying situational variables related to the individual's context, performance areas, performance skills pertaining to the individual's occupations?

These SLOs are not approved for experiential credit.

Effective: Spring 2024