



BAKER COLLEGE
STUDENT LEARNING OUTCOMES
OCC 6410 Personal & Environmental Adaptations
4 Semester 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.
 - a. Discuss home assessment and report.
 - b. Discuss case study applications on use of assistive technology; equipment; environmental modifications.
 - c. Recognize the 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 facilities, local, state, federal and reimbursement agencies.
 - a. Write a home assessment report.
 - b. Write an accessibility audit report.
 - c. Complete a letter of support/letter of medical necessity for assistive devices/technology.

3. Provide training in self-management, health management and maintenance, home management, and community and work integration.
 - a. Research recommended home adaptations and equipment to assist in self-management, and home management.
 - b. Develop a home management program consistent with the level of understanding of the consumer role and personal client factors in selecting and acceptance of personal and environmental adaptations and technology.
 - c. Discuss a follow-up plan for consumer use and review.

4. Evaluate processes or environments (e.g., home, work, school, community) applying ergonomic principles and principles of environmental modification.

- a. Adapt applications of work simplification, energy conservation, body mechanics principles to home evaluation recommendations.
 - b. Practice applications of work simplification, energy conservation, body mechanics to a variety of occupations and environments.
5. Promote appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.
 - a. Articulate home assessment recommendations.
 - b. Articulate Accessibility Audit recommendations.
6. Collaborate with intraprofessional colleagues in supplying assistive technology and environmental adaptations including: rehabilitation engineer, medical supplier, consultants, and contractors.
 - a. Discuss home assessment; report and demonstration.
 - b. Communicate community environmental accessibility audit; report and presentation.
 - c. Identify the 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.
7. Analyze federal and state legislation and regulations for their implications and effects on practice.
 - a. Discuss relevant legislation regarding architectural barriers and access for persons with disabilities.
 - b. Identify legislation and regulations related to employment.

Big Ideas and Essential Questions

Big Ideas

- Environmental Accessibility
- Assistive Technology
- Community Mobility
- Federal & State regulations
- Documentation

Essential Questions

1. How does a change in performance skills impact an individual's ability to engage in mobility within their environment and affect their psychological and social constructs?
2. Because an essential function of an occupational therapist is to advocate for accessibility, what changes would one expect to see occur in public environments?
3. What advancements in technology allow an individual with disabilities to optimize engagement in their environments?
4. What impact does legislation have on the ability for individuals with disabilities to obtain the most current assistive devices and technology?
5. How does an OT practitioner use documentation as a communication tool to effectively communicate the need and rationale for occupational therapy services to clients, caregivers, and members of the interprofessional team?

These SLOs are not approved for experiential credit.

Effective: Spring 2024