



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**  
**OTA2210 Principles and Applications in Physical**  
**Dysfunction**  
**3 Semester Credit Hours**

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**Student Learning Outcomes and Enabling Objectives**

1. Analyze how different occupational therapy (OT) theories are practically applied to the OT Process for recovery from physical dysfunction.
  - a. Discuss how different OT theories contribute to OT interventions for upper motor neuron (UMN) injuries and/or health conditions.
  - b. Discuss how different OT theories contribute to OT interventions for lower motor neuron (LMN) injuries and/or health conditions.
  - c. Choose different OT assessment tools to measure physical dysfunction based upon OT theories.
  
2. Analyze the role of the Occupational Therapy Assistant (OTA) in each phase of the OT Process related to different health conditions.
  - a. Compare and contrast how the Evaluation phase differs for the UMN injury vs the LMN injury:
    - i. Demonstrate clinic readiness for common assessments, such as manual muscle screening and goniometry.
    - ii. Gather data.
    - iii. Complete an occupational profile.
  - b. Compare and contrast how the Intervention phase differs for the UMN injury vs the LMN injury:
    - i. Demonstrate safety of self and others.
    - ii. Plan a treatment session using clinical reasoning.
    - iii. Implement treatment to address client goals.
    - iv. Use activity analysis to grade, adapt, and/or modify an intervention.
    - v. Demonstrate professional behaviors.
    - vi. Recommend adaptive equipment.
    - vii. Provide patient education.
  - c. Compare and contrast how the Outcomes phase differs for the UMN injury vs. the LMN injury:

- i. Document an intervention.
  - ii. Communicate effectively with inter- and intra-professionals all intervention outcomes.
  - iii. Plan discharge and next level of care recommendations.
3. Create an evidence-based intervention plan that consists of preparatory activities, purposeful activities, and occupations.
  - a. Implement preparatory activities, such as neuromuscular reeducation techniques.
  - b. Demonstrate purposeful activities, such as application of adaptive equipment.
  - c. Perform an occupation-based intervention for physical dysfunction supported by OT theories.

## **Big Ideas and Essential Questions**

### **Big Ideas**

- OT Theories and Interventions for LMN injuries
- OT Theories and Interventions for UMN injuries
- OT Assessments based upon OT Theories
- Preparatory vs. Purposeful vs Occupation

### **Essential Questions**

1. How do different theories shape different OT interventions?
2. Why do some theories work better for some health conditions than others?
3. What is the relationship between assessments and intervention?

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These SLOs are not approved for experiential credit.

**Effective: Spring 2023**