



BAKER COLLEGE

STUDENT LEARNING OUTCOMES

OTA 2350 Geriatric Patient Care
3 Semester Credit Hours

Student Learning Outcomes and Enabling Objectives

1. Analyze areas of occupation and choose appropriate intervention approaches.
 - a. Identify challenges of the aging process and functional impact.
 - b. Apply knowledge of physical, psychosocial, and psychiatric conditions specific to the geriatric population for choosing intervention approaches.
 - c. Interpret social determinants influencing occupational performance and roles of the aging population.
 - d. Examine the aging process related to aging in place, chronic conditions, and cognitive function.
 - e. Recognize the impact of sensory changes and impairment on occupation in the geriatric population.
2. Develop OT intervention strategies focused on safety, wellness, and health promotion.
 - a. Recommend strategies to advance aging in place.
 - b. Demonstrate clinical reasoning using evidence-based data gathering to assist in intervention planning.
 - c. Apply a group intervention for geriatric clients related to wellness and health promotion while performing occupation.
 - d. Demonstrate instructional methods for individuals with sensory and cognitive impairment.
 - e. Identify signs and symptoms of elder abuse and neglect and the role of OT practitioners.
3. Critique current policy related to OT service provision and access for older adults.
 - a. Analyze topics in federal and state healthcare policy and its relation to access to OT services for the elderly population.
 - b. Identify federal healthcare benefits and issues with reimbursement.
 - c. Assess documentation strategies related to compliance with both governmental and private payers for OT services.
4. Investigate intervention methods and strategies used in mobility, public transportation, and driver safety and rehabilitation for older adults.
 - a. Identify assistive devices used for mobility in the home and community.
 - b. Investigate modes of transportation accessible in the community, including recommendations for improvement.
 - c. Appraise benefits and challenges of driver safety and rehabilitation programs.

5. Integrate the OT Process with theory and models of practice while demonstrating the unique role of the OTA in relation to the OT/OTA supervision process for geriatric clients.
 - a. Identify OTA roles when gathering data during the Occupational Profile stage of the OT Process.
 - b. Articulate rationale for chosen evaluation and screening processes.
 - c. Analyze models of practice as related to planning, selecting, implementing, grading and activity analysis, and modification of intervention plans unique to older adult intervention.
6. Evaluate professional behaviors regarding cultural competency, appreciation of diverse populations of geriatric cohorts, and therapeutic use of self.
 - a. Differentiate cultural considerations specific to the needs of geriatric population cohorts.
 - b. Compare and contrast needs for diverse populations of older adults in a variety of ethnic groups.
 - c. Explain advocacy opportunities for disparate populations of geriatric cohorts.
 - d. Identify strategies for integrating therapeutic use of self in interprofessional communication situations.

Big Ideas and Essential Questions

Big Ideas

- Conditions
 - Physical
 - Psychosocial
 - Psychiatric
- Wellness and Health Promotion
- Laws and Public Policy
- OT Process and Intervention
- Culture and Context
- Theory and Models of Practice

Essential Questions

1. How do cultures experience the aging process differently?
2. Why do psychosocial elements of aging vary from generation to generation?
3. Why do OT professionals need to understand mental illness in the context of older adults?
4. Why should OT professionals consider differences between wellness and chronic conditions?
5. Why does the sociopolitical environment impact opportunities for advocacy?
6. How is mobility throughout the lifespan significant?

These SLOs are not approved for experiential credit.

Effective: Spring 2023