

# Common Course Outline

OCTA 227

Physical Dysfunction II

3 Semester Hours

## The Community College of Baltimore County

### Description

**OCTA 227 – 3 Credits - Physical Dysfunction II** prepares students in theory and application of occupational therapy treatment for patients with neurological deficits from trauma or disease.

Students will develop proficiency in treatment techniques specific to the neurological patient which may include splinting, physical agent modalities, positioning, adaptative equipment, low technology devices, cognitive re training, and driver's education/re training.

**3 credits: 2 lecture hours per week; 2 laboratory hours per week; 24 hours Level I fieldwork.**

Prerequisite: OCTA 226: Physical Dysfunction I (with a "C" or higher)

### Overall Course Objectives

Upon completion of this course the student will be able to:

1. list community resources available to patients with neurological deficits from trauma or disease;
2. identify the rehabilitation services for the neurologically impaired patient and the role/ function of occupational therapy;
3. discuss how neurological impairments can impact a person's occupations, taking into consideration the culture of the patient/client;
4. observe and report patient behavior specific to neurologically-impaired patients;
5. demonstrate appropriate reassessment and screening skills commonly used with the neurologically-impaired patient;
6. describe and demonstrate treatment techniques specific to the neurologically-impaired patient and an understanding of when these techniques need to be modified;
7. demonstrate clear understandable communication skills;
8. write a clear treatment plan;
9. employ safety and universal precautions during re assessment and treatment of neurologically-impaired patients;

10. demonstrate use of self as therapeutic agent during treatment process; and
11. discuss and role play process of client/family training to simulate direct therapy program.

## **Major Topics**

### I. Broad Aspects of Treatment of the patient with neurological deficits from trauma or disease

- A. Psychosocial Implications
- B. Performance Areas of Occupation
- C. Cultural Diversity
- D. Sexuality

### II. Diagnoses: Sensorimotor Applications

- A. Degenerative (Multiple Sclerosis, Parkinson)
- B. Traumatic Brain Injury
- C. Cerebral Vascular Accident
- D. Oncology-Brain tumors

### III. Screening and reassessment procedures

- A. Sensorimotor
  1. reflexes, tone, coordination
  2. sensation, perception, cognition, vision
- B. Biomechanical
  1. range of motion
  2. strength
  3. coordination
- C. Rehabilitative
  1. activities of daily living
  2. work
  3. leisure
- D. Standardized/Non Standardized tools
  1. Lowenstein Occupational Therapy Cognitive Assessment
  2. Motor Free Visual Perceptual Test
  3. Test of Visual Perceptual Skills
  4. Mini Mental
  5. FIM
  6. Perdue Minnesota Rate of Manipulation
  7. Rivermead Behavioral Memory
  8. Pinchometer
  9. Dynamometer
  10. Goniometry
  11. 9-Hole Peg Test

## VI. Treatment

### A. Sensorimotor

1. sensation and movement
2. stimulation/ inhibition: neuromuscular
3. cognitive re-training
4. perception, perceptual-motor

### B. Biomechanical

1. range of motion
2. strength and endurance (exercise programs)
3. coordination

### C. Rehabilitative

1. self maintenance: activities of daily living, home management, oral motor, driving
2. leisure
3. technology: splinting, low technology devices, equipment, physical agent modalities

## VII. Documentation

### A. oral reporting

### B. written reports – progress notes using the Subjective, Objective, Assessment, and Plan format

## **Course Requirements**

Grading/exams: Grading procedures will be determined by the individual faculty member and will include the following:

- I. Medical Terminology Quiz (2)
- II. Diagnostic Related Information
- III. Case Study (2)
- IV. Lab Quiz (2)
- V. Fieldwork Journal
- VI. Fieldwork Evaluation
- VII. Treatment Plan
- VIII. Midterm
- IX. Final
- X. Lab Assignments
- XI. Class Participation

A fieldwork form has been developed for use on Level I fieldwork. It is completed by the clinical supervisor at the Level I fieldwork site.

Writing: Rubrics have been developed for the case studies, Level I fieldwork, and treatment plans.

### **Other Course Information**

This course is required in the Occupational Therapy Assistant Program, which is offered by the School of Health Professions. This course is the second part of a two-part course.

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectations stated in the Common Course Outline.

(8) Date Revised: MM/DD/YY