Syllabus

OTA 170 – Assistive Technology: Across the Lifespan

OTA 170 – D01
Spring 2016

Class Times:

Lecture: T: 8:00 a.m. – 9:00 a.m.
Lab: T: 9:15 a.m. – 11:15 a.m.
Classroom: AHB 203 and AHB 202

Instructor: Ms. Kinesics Purnell, B.S., COTA/L
Fieldwork Coordinator and Instructor
The Occupational Therapy Assistant Program

Office: AHB 307 D
Phone: 410-572-8771
Email: kpurnell@worwic.edu

Office Hours:
Mon: 10 a.m. - 11 a.m.
T & Th: 12 p.m. - 2 p.m.
Other times by appointment

Texts
St. Louis, MO: Elsevier, Inc.

Course Description
This course focuses on therapy techniques and the equipment that occupational therapy assistants can use with individuals to foster participation and health through occupations across the lifespan, from the pediatric through the geriatric years. Topics include currently-available assistive technology in the field, a review of extensive adaptive equipment, various techniques for the treatment of dysfunction across the lifespan and resources available to maintain knowledge and skills utilizing assistive technology and adaptive equipment. Laboratory and lecture are used to develop student proficiency with available technology and equipment. Hours: 13 lecture and 26 laboratory. Prerequisites: OTA 101, OTA 120, OTA 140, PSY 251 and PSY 252 or permission of the department head. Corequisites: OTA 150, OTA 160 and OTA 180. Course fee: $40. Laboratory fee: $25. Usually offered in the spring.
Course Objectives 170 Assistive Technology

Upon completion of the course the student will:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and demonstrate an understanding of the history of assistive technology and development of adaptive equipment. (GEO 1, 3, 5, 7) (B.1.8., B.5.23., B.1.6.)</td>
<td>A. Discuss the history of technology and assistive devices. B. Explain current uses for adaptive equipment in different client populations. C. Describe Occupational Therapy’s role in the development of technology. D. Define how assistive technology gives purpose to an individual’s life. E. Identify equipment &amp; technology in terms of occupational therapy. F. Explain the perception of using technology in environmental and sociocultural situations.</td>
<td>1. Examinations 2. Test 3. Group Discussion 4. Assignments</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of technology for well-being through documentation. (GEO 1, 2, 3, 5, 7) (B.1.8., B.9.10.)</td>
<td>A. Discuss the differences between electronic documentation, distance communication, virtual environments, and telehealth technology. B. Discuss how technology supports performance, participation, and health across the lifespan. C. Demonstrate use of equipment in documentation. D. Explain ways to resolve ethical conflicts.</td>
<td>1. Examinations 2. Test 3. Group Discussion 4. Assignments</td>
</tr>
<tr>
<td>3. Describe the importance for client population to use adaptive equipment during meals. (GEO 1, 2, 3, 5, 7) (B.2.0., B.5.14.)</td>
<td>A. Define and describe the importance of proper nutrition for various client populations. B. Describe and discuss the evolution of adaptive equipment. C. Describe and discuss the current issues concerning technology. D. Explain assistive devices for feeding utilized during meals.</td>
<td>1. Examinations 2. Test 3. Group Discussion 4. Assignments 5. Case Reviews</td>
</tr>
<tr>
<td>4. Describe the uses for assistive technology for the non-disabled population including the use of durable medical equipment. (GEO 1, 2, 3, 5, 6, 7) (B.2.10.)</td>
<td>A. Define technology commonly used by non-disabled people. B. Explain sensory loss technology. C. Explain the importance of using equipment to decrease burden of care on family. D. Demonstrate proper safety techniques for using equipment in bathroom. E. Explain items used in bathroom for increased client safety and increased independence.</td>
<td>1. Examinations 2. Test 3. Group Discussion 4. Assignments</td>
</tr>
<tr>
<td>5. Discuss ways to adapt the environment to include equipment, ambulation aids, and proper positioning for areas of occupation and performance patterns. (GEO 1, 2, 3, 5, 7) (B.5.10., B.5.9., B.5.12.)</td>
<td>A. Define proper positioning for various occupations. B. Describe equipment used for proper positioning throughout the day. C. List and describe the specific items used for positioning. D. Describe and explain environmental modifications in the office, home, and transportation. E. Discuss mobility devices for the home environment. F. Compare equipment used for community &amp; home environments.</td>
<td>1. Examinations 2. Test 3. Group Discussion 4. Assignments 5. Case Reviews 6. Participation in Lab Activities</td>
</tr>
<tr>
<td>6. Demonstrate the proper utilization of dressing equipment in various client populations and describe the rationale for the selection of adaptive equipment according to the client’s medical needs. (GEO 1, 2, 3, 5, 6, 7)</td>
<td>A. Identify and demonstrate items utilized for upper and lower body dressing equipment. B. Demonstrate multiple positions for client populations during dressing tasks. C. Identify client weaknesses or limitations prior to selection of equipment. D. Explain the process for selection of equipment for client population.</td>
<td>1. Examinations 2. Test 3. Group Discussion 4. Assignments 5. Participation in Lab activities</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Assessment Goals</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| (B.2.10., B.5.24.) | A. Discuss task analysis for occupations utilizing adaptive equipment including grading and modifying for client needs.  
B. Explain the effects of assistive technology during task analysis. | 1. Examinations  
2. Test  
3. Group Discussion  
4. Assignments  
5. Case Review |
| 7. Explain how task analysis affects selection of adaptive equipment and assistive technology.  
(GEO 1, 2, 3, 5, 6, 7)  
(B.2.7.) | | |
| 8. Explain the use of orthotics for clients across the lifespan.  
(GEO 1, 2, 3, 5, 6, 7)  
(B.5.11.) | A. Demonstrate fabrication, application, fitting, and training for orthotic device with assistance.  
B. Discuss proper fit and splint schedule for clients.  
C. Discuss various client populations which would benefit from utilizing orthotics. | 1. Examinations  
2. Test  
3. Group Discussion  
4. Assignments  
5. Participation in Lab Activities |

General Education Objectives (GEO) may be found in the college’s catalog and website.  
Course Objective (CO) see syllabus.  
ACOTE standards listed under GEO’s of CO in syllabus.
Course Requirements and Expectations
(GEO 8) (CO 1 – 10)

For successful completion of the course, students are expected to:

- Complete the course with a minimum grade of 75%.
- Complete required examinations and tests.
- Attend class at the stated times listed for class.
- Actively participate in discussions and practice activities during class.
- Actively participate in all assignments and practice activities.
- Complete an electronic research/writing assignment.
- Use APA format ONLY for all research/writing assignments.
- Complete homework assignments as directed in class, must be either typed or handwritten neatly and legibly.
- Abide by the attendance policy of the course.
- Abide by the make-up examination policy of the course.

Academic Honesty Policy
(GEO 8)

Academic integrity is expected of all students. Cheating and plagiarism are violations of academic integrity. All papers and presentations must be the student's own work. Any student who has violated the academic honesty policy by exhibiting any of the following types of behavior during or in the preparation/performance of any project, report, test, or exam will receive a zero “0” for the assignment, and the student conduct violation will be referred to the Student-Faculty Disciplinary Committee. Cheating will not be tolerated in the Occupational Therapy Assistant Program. Students found cheating will be dismissed from the Occupational Therapy Assistant Program. Documented evidence of the offense will be kept in the General Education Department office and/or the Occupational Therapy Assistant Program office.

1. Cheating is defined as the act of obtaining information or data improperly or by dishonest or deceitful means. This includes the intentional use of unauthorized materials, information, or study aids in any academic exercise. This also includes helping or attempting to help another student to cheat or submit the same paper for two different classes without the explicit authorization/approval of both instructors. Each instructor will be available for consultation regarding any confusion a student may have before submitting an assignment.

2. Plagiarism is defined as the copying or imitating the language, ideas, or thoughts of another author and presenting them as one’s original work or the copying of another’s words in any medium without giving credit in a footnote in the proper format (such as MLA or APA documentation format). In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

   - Any words quoted directly from a source must be in quotation marks and cited.
   - Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
   - Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
Sharing information present on a test or exam are examples of academic dishonesty and will result in a grade of “F” for the course and immediate dismissal from the Occupational Therapy Assistant Program.

**Emergency Information**

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all of these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system. Class information will also be provided via “Remind”, contact TBA in class.

**Attendance**

(GEO 8) (CO 1 – 10)

Students are expected to attend all class sessions. Students will not be allowed to make up activities or group work missed due to an unexcused absence. Students are expected to arrive on time for class and stay until the end of class. It is the student’s responsibility to acquire the information reviewed and ask questions to the course instructor. The student is encouraged to ask questions to the course instructor regarding content missed. Students absent from class will not be permitted to make-up missed tests, examinations or graded assignments administered during the scheduled class session unless the instructor is given prior notification of the absence. If a student is unable to attend a class, it is expected that the instructor is given prior notice of the absence. Prior notice of an absence should be given by a direct phone call to the instructor.

Students are expected to act and perform in a respectful and professional manner at all times, including while in class, lab, and clinic internships. Students should contact the instructor by phone if absent, an email or text message will not be accepted. Repeated episodes of in-class disruption will be considered a valid reason for dismissal from the class session. Pager and cell phones must be placed in silent mode during the class sessions. *Talking on cell phones or sending texts messages during class is prohibited.*

**Blackboard and Class Communication**

(GEO 7, 8)

Blackboard is being used as a supplementary site in all OTA courses. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Computers that meet these requirements are available on campus in AHB 108, MTC 200, AAB 217, HH 100, GH 204 and WDC 305.
Please follow these directions to access course syllabi and any other materials posted for this course:

**Login Information:**

1. From the Wor-Wic home page, point to “Quick Links” (top-right) and click the “Blackboard Login” link.
2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password). Don’t know your user ID or password? Contact Student Services.

**Blackboard Components:**

1. Posted course syllabus.
2. Instructor Announcements for the class will be listed under Announcements.
3. Messages from the course instructor will be located under the messages section of Blackboard.
4. When completed the following may be posted: presentations, assignment information, and grades.

**Blackboard Integrity**  
*(GEO 8)*

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of college resources as described in the college catalog.

Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals.
- Sharing of account passwords with friends, family members, or any unauthorized individuals.

Violators are subject to college disciplinary procedures.

**OTA Tutoring**

Depending on availability, tutoring sessions may be scheduled individually or in group sessions, upon request by students or as determined necessary by the instructor.

**Writing / Research Assignment and Presentation**  
*(GEO 1, 2, 3, 5, 7, 8)  (CO 2, 3, 4, 5, 6, 7, 8, 9, 10)*

The Writing/Research assignments includes two parts. The first part is a research paper. The second part is creating an assistive device to support the research and intervention.

Each student will prepare a brief written research report and presentation on a topic related to Assistive Technology and the Therapeutic Intervention Process for to Occupational Therapy.
In addition, each student shall create an assistive device, tool, or piece of equipment that is determined from research and describe ways to grade and modify for the client for a therapeutic intervention.

Specific rubrics for the writing assignment and presentation will be provided.

**Due Date:** Monday, April 4, 2016, by 11:00 p.m. by electronic submission.

NO late writing assignments will be accepted. Failure to submit the writing assignment by April 4, 2016, by 11:00 p.m. EST, will earn a grade of “0” for the paper.

The report you prepare must:

1. Have a cover page listing the course number, your name, and the due date.
2. Be a minimum of 3 full pages and no more than 5 full pages in length – this does not include the cover page and references page.
3. Have one inch margins, be double spaced, and be typed using 12 point fonts. Arial or Times New Roman fonts should be used.
4. The paper should be properly referenced following APA format. A copy of Citing Sources: APA Style is available in the resources centers. For further information and/or assistance on APA format, please visit any of the writing resource centers on campus, including AHB 108. References, in-text citations, and the paper must be in APA format: An abstract page IS NOT required.
5. The paper must have at least three (3) references. References must come from the recent occupational therapy textbooks, peer-reviewed journals, and up-to-date occupational therapy publications (No older than 2009). At least one reference must come from the American Journal of Occupational Therapy or OT Advance. Wikipedia may not be used as a cited reference source. References MUST be in APA format.
6. Electronic submission is required. Your assignment must be in the file format of a Microsoft Word or Adobe PDF document.
7. The instructor will review and make suggestions for the paper, for any student who is interested, with the following rules:
   a. The writing/research paper submitted for review MUST be in final draft format.
   b. APA formatting must be followed for all components of the paper.
   c. The final draft of the paper must be complete as per the expectations identified in the syllabus and the grading rubric.
   d. A review of the paper, prior to final submission, will be conducted one time only with suggestions for improvement provided at that time.

**Examination / Test Policy**  
(GEO 1, 2, 3, 5, 6, 7, 8) (CO 1 – 10)

It is expected that students complete all examinations and tests. This course has a comprehensive Midterm and Final Examination. Tests will be scheduled in class. Examinations and tests are based on the objectives for the course. Material for the exams and tests is derived from the course texts, assignments, lab activities, and class
discussions. **Please keep in mind that material assigned from the texts may not be covered during lecture. The student is responsible for reading the text and knowing the assigned material regardless if it is discussed during the lectures.** Exams and tests may be in the form of true/false, multiple choice, short answer, case studies or scenarios, essay questions, and demonstration of skills. Assignments will be identified during class.

A **comprehensive Midterm and Final Examination** (exam/s) will be given. These exams will evaluate ALL material covered in the **Pediatrics Occupations** course. The comprehensive Midterm and Final examinations will be administered as written exams and will be timed. No additional time will be awarded to complete the exam if a student arrives late.

**Students are expected to be present on examination and test days.** It is understood that emergencies, illness, or other situations may arise that cause a student to miss an exam/test. At the discretion of the instructor, a student may be permitted to take a make-up exam/test. The instructor may require the student to submit documentation verifying the circumstances that caused the student to miss an exam or test. If the instructor authorizes a make-up exam/test, the student will be provided with a time frame during which the make-up exam/test must be taken. If the student fails to take the make-up exam/test by the established deadline, he or she will receive the grade of zero for the exam/test and will not be granted the opportunity to retest. **No exceptions.** Make-up exams/tests will follow the same examination/test policy as previously stated. Missed quizzes cannot be made up. Notification, by phone, of an absence must be received by the instructor prior to the date of the exam/test being missed.

Students are expected to attend classes at the listed time of class, arriving prior to the start of class. If a student is unable to attend a class, it is expected that the instructor receive notification of the student’s absence **prior to the start of the class** by telephone. The student is responsible for obtaining all information covered during a missed class.

Unless authorized by the instructor, students are not permitted to use electronic devices during testing (i.e. calculators, recording devices, cell phones, pagers, etc.). If the student is observed using an unauthorized device during testing, he or she will have their test or exam collected and the student will be dismissed from the examination site. The student will receive a score of zero “0” for the exam or test. **No exceptions.**

Examinations and tests administered during the course may not be taken from the classroom. After examinations and tests are graded, students will be given an opportunity to briefly review their examination or test. After review, the student must return all testing instruments to the instructor. You may view your exam/test file by arrangement with the instructor. When reviewing your exam/test file, no electronic or recording devices, cell phones, paper, or writing utensils are permitted. No note taking is permitted when reviewing tests and exams.
Course Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Assignments, Lab Activities, and Participation</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Writing/Research Assignment and Presentation</td>
<td>20% of grade</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>25% of grade</td>
</tr>
<tr>
<td>Comprehensive Final Examination</td>
<td>25% of grade</td>
</tr>
</tbody>
</table>

Grading Scale

- A: 93 – 100 Excellent
- B: 84 – 92 Good
- C: 75 – 83 Average
- D: 66 – 74 Poor
- F: 0 – 65 Failing

A FINAL GRADE BELOW A 75% RESULTS IN COURSE FAILURE AND DISMISSAL FROM THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM. GRADES ARE ROUNDED BY STANDARD MATH ROUNDED. ANY GRADES .5 AND HIGHER WILL BE ROUNDED UP, AND GRADES BELOW .5 WILL BE ROUNDED DOWN.

Services for Students with Disabilities

Wor-Wic provides reasonable accommodations for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2899. For more information, see Wor-Wic’s Services for Students with Disabilities web page.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301)652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.
## OTA 170 – Assistive Technology: Across the Lifespan

### SPRING 2016 – TENTATIVE SCHEDULE:
The instructor reserves the right to modify the schedule. Additional reading assignments may be required.

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Text Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assistive Devices &amp; Adaptive Equipment</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/19/16</td>
<td></td>
<td>Cook &amp; Polgar</td>
</tr>
<tr>
<td>Week 2</td>
<td>Technologies that assist people who have disabilities</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1/26/16</td>
<td></td>
<td>Cook &amp; Polgar</td>
</tr>
<tr>
<td>Week 3</td>
<td>Test #1 Activity, Human &amp; Context…</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>2/2/16</td>
<td></td>
<td>Cook &amp; Polgar</td>
</tr>
<tr>
<td>Week 4</td>
<td>Ethical Issues</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>2/9/16</td>
<td></td>
<td>Cook &amp; Polgar</td>
</tr>
<tr>
<td>Week 5</td>
<td>Vision and Hearing</td>
<td>Chapter 13-14</td>
</tr>
<tr>
<td>2/16/16</td>
<td></td>
<td>Cook &amp; Polgar</td>
</tr>
<tr>
<td>Week 6</td>
<td>REVIEW</td>
<td>Chapter 1-4,13,14</td>
</tr>
<tr>
<td>2/23/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>MIDTERM EXAM</td>
<td>Chapters 1-4, 13,14</td>
</tr>
<tr>
<td>3/1/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Accessing Mainstream Information and Communication Technologies</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>3/15/16</td>
<td></td>
<td>Cook &amp; Polgar</td>
</tr>
</tbody>
</table>
OTA 170 – Tentative Schedule Continued:

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Text Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9 3/22/16</td>
<td>Enabling Function and Participation with Seating Technologies</td>
<td>Chapter 9 Cook &amp; Polgar</td>
</tr>
<tr>
<td>Week 10 3/29/16</td>
<td><strong>Test #2</strong>&lt;br&gt;Technologies that Enable Mobility Review</td>
<td>Chapter 10 Cook &amp; Polgar</td>
</tr>
<tr>
<td>Week 11 4/5/16</td>
<td><strong>Writing Assignment Due</strong>&lt;br&gt;Monday, April 4, 2016, 11:00 p.m. EST&lt;br&gt;Presentation</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>Week 12 4/12/16</td>
<td>Presentation and Discussion of Research Projects</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>Week 13 4/19/16</td>
<td><strong>REVIEW</strong></td>
<td>Cook &amp; Polgar Chapter 1-5 &amp; 8-10</td>
</tr>
<tr>
<td>Week 14 4/26/16</td>
<td><strong>Comprehensive Final Examination</strong></td>
<td>Cook &amp; Polar Chapters 1-5, 8-10, 13, 14 All Other Assigned Reading Materials</td>
</tr>
</tbody>
</table>