

Master of Science in Occupational Therapy**Spring 2025****January 13 - May 11****OCC6027** Neurologic Adult - Older Adult Conditions, Assessments, and Interventions (3 credit units)**OCC6027L** Neurologic Adult - Older Adult Conditions, Assessments, and Interventions Lab (2 credit units)**Number of Units: 5**

Course meeting days/times:**Tuesday/Thursday**

Lecture: 9:00 - 10:15 am / Lab: 10:45 am - 12:45 pm

Meeting Location: Balboa Campus

Lecture / Lab: Room 181 (Movement Lab) and 184 (Orthotic lab)

Final Exam: May 1, 2025 at 9:00 am / Level III Skills Check: May 8, 2025

Instructor Information:**Professor Heather Distelrath (Professor "D"), MS, OTR/L**Email: hdistelrath@pointloma.edu

Work Phone: 619.849.2310

Office Location/Hours: Virtual via Zoom by appointment

PLNU MISSION**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

MSOT PROGRAM MISSION

The mission of the PLNU Occupational Therapy program is to produce competent and professional graduates who provide evidenced-based and occupation-focused interventions that serve others as an expression of faith.

COURSE DESCRIPTION

OCC6027:The focus of this course is on common central nervous system (CNS) conditions influencing adults and older adults, degenerative and acquired CNS disorders. Course content includes an analysis and assessment of how motoric, cognitive, and perceptual dysfunction impact occupational engagement. Students will learn assessments and interventions which are occupation and evidence based. Documentation principles which meet insurance requirements will be emphasized.

Prerequisite(s): Successful completion of ANA 6009.

OCC6027 Lab:

In this course, students will apply knowledge from OCC 6027 through experiential hands-on practice in administration of assessments and treatment which are occupation-based for clients with neurological conditions. Students will perform initial evaluations and create documentation and treatment plans based on insurance requirements and evidence. Students will be required to engage in a client simulation and demonstrate competency in the occupational therapy process.

RELATIONSHIP OF THE COURSE TO CURRICULUM DESIGN

This course is the fourth in a 4-part series on preparing students to work with adults and older adults who have neurologic conditions. These courses are taken concurrently with the following courses: Orthopedic Adult/Older Adult Conditions, Assessments, and Interventions (lecture and lab); Management in Occupational Therapy, Case-Based Learning Seminar-5, and Professionalism Seminar-2. This course supports the curricular threads of occupation, interdisciplinary, and community service. The application of knowledge gained in these courses prepares students to succeed in working with clients and populations who have neurologic and age-related changes.

PROGRAM LEARNING OUTCOMES

This course contributes to the acquisition of skills and knowledge necessary for the achievement of the following program-learning outcomes:

1. Use critical reasoning to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.
 2. Develop and utilize a therapeutic use of self during client interactions, which supports the client's engagement in occupational therapy, and achievement of the clients' goals.
 3. Provide services within a client-centered and occupation-based framework, with consideration of contextual factors, which influence a person, groups' and/or populations' ability to engage in meaningful occupational tasks and roles.
 4. Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.
 5. Exhibit the ability to document, manage, and evaluate outcomes of services provided.
 6. Embrace diversity, equity, and inclusion in clinical practice through the delivery of high-quality, accessible, and culturally responsive care within a technological and global environment.
 7. Advance the awareness and ability to work collaboratively with interdisciplinary team members to enhance the provision of client-centered, quality occupational therapy services.
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COURSE LEARNING OUTCOMES

The course learning outcomes are the ACOTE Standards and students will be using concepts and skills that will be introduced and/or be expected to master:

1. Evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety

- of practice contexts and environments. (B.2.1)
2. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (B.3.5)
 3. Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention (B.3.7).
 4. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3)
 5. Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence (B.4.4)
 6. Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context) (B.4.5).
 7. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed (B.4.6).
 8. Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team (B.4.8)
 9. Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9).
 10. Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods, and tasks (including therapeutic exercise), education and training, and advocacy (B.4.10).
 11. Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being (B.4.11)
 12. Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices (B.4.13).
 13. Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access (B.4.14).
 14. Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors (B.4.16).
 15. Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience (B.4.21).
 16. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness (B.4.23).
 17. Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies (B.4.26).
 18. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services (B.4.29).
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REQUIRED TEXTS

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

- Dirette, D. & Gutman, S. (2020). *Occupational therapy for physical dysfunction*_(8th ed.). Lippincott (LWW). ISBN-13: 978-1975110550

RECOMMENDED STUDY RESOURCES

- Auriemma, D., Roseus, Y., Hutchinson, C., & Pagpatam, V. (Eds.) (2023). *Case studies for contemporary occupational therapy practice: Guided critical thinking for students*. AOTA Press. ISBN: 978-1569006320.
- [Simucase](#)

ASSESSMENT

Assessment methods include the following:

- Weekly quizzes
- Midterm and final examinations
- Documentation assignments
- Case studies
- Skill checks (level 2 and level 3)
- Client simulations

GRADING

Grading will be based on the PLNU grading scale below. Grades will be rounded down from .1-.4; and rounded up from .5 to .9.

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Assignment Distribution by Percentage

Assignments	Percentage
Weekly quizzes	15%
Assignments	25%
Midterm Exam	15%
Level 2 Skill Checks	10%
Level 3 Skill Check	15%
Final Exam	20%
Total	100%

GRADE INTERVENTION PLAN

Scoring below a letter grade of B- (79.5%) in a Level II and Level III Clinical Competency/Skill check will be rated as not showing evidence of necessary competency.

AND

Scoring below a letter grade of a C (73%) in any didactic course is not considered to be a passing grade.

All students must develop a remediation plan if their grades do not meet the expected threshold. A remediation plan is a cooperative effort between the student, the course instructor, and the faculty advisor to establish specific learning activities with a plan to ensure competency and successful progression in the program.

Potential consequences of the above may include any of the following:

- Need to repeat a Level II or Level III clinical competency/skill check.
- Inability to take the next course in a sequence for which this course is a prerequisite.
- Academic warning.
- Academic probation.
- Need to join the next cohort of students.

Refer to the OT Student Handbook, found on the MSOT Program website for more information.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In OCC 6027 and OCC 6027 Lab, all the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include traumatic events and/or conditions which impact adults and older adults. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the occupational therapy profession, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In OCC 6027 and OCC 6027 Lab, we will cover a variety of topics, some of which you may find triggering. These topics include spinal cord injury and progressive neurologic conditions which impact adults and older adults. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the profession of occupational therapy, and I will support you throughout your learning in this course.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the designated due date and time of day, typically 11:59 pm. Each day an assignment is late, your grade will be reduced by 10%. Incompletes will only be assigned in extremely

unusual circumstances.

PLNU SPIRITUAL CARE - Balboa Campus:

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an onsite chaplain, Rev. Kevin Portillo, who is available during class break times across the week. If you have questions, a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu.

In addition, there is a quiet space for meditation located in the chapel on the second floor.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[APA Style: How to Cite ChatGPT](#)

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including APA, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

Refer to [Academic Policies](#) for additional details.

PLNU COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - A. Synchronous Courses: At least one class meeting takes place at a designated time.
 - B. Asynchronous Courses: All class meetings are asynchronous.
 2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, two classes for a 16-week course and 1 class for a quad course, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for a class should contact the instructor prior to the anticipated absence for approval to miss the class. Acceptable absences include illness, family emergencies, family deaths, and/or a significant life event impacting ability to attend class. Students are to develop a plan with the course faculty to complete the required coursework and/or complete alternative assignments assigned. Acceptance of late work and/or absences which do not meet the "acceptable criteria" is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

SYNCHRONOUS ATTENDANCE / PARTICIPATION DEFINITION

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:

- **Zoom Writers Workshops** offered each quad on a variety of helpful topics.
- **One-to-one appointments** with the Writing Coach
- **Microlearning YouTube Video Library** for helpful tips anytime
- **[Research Help Guide](#)** to help you start your research.
- The physical office is located on the third floor of the **[Mission Valley Regional Center](#)** off the student lounge.
- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)** and take time now to explore!
- **[Grammarly](#)**: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **[Tutoring](#)**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu** 742;..

ASSIGNMENTS AT-A-GLANCE

The course summary below lists these course assignments. See Canvas for specific details about assignments and due dates.

Curricular Threads, ACOTE® Standards, Learning Methods, and Assessment of Student Learning

Course Learning Objectives: At the conclusion of this course, students will be able to:	Course Curricular Thread (s)	ACOTE Standard Measurement of Learning	HOW? Student Learning Activities	DEMONSTRATE: Assessment of Student Learning
Evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments	Occupation Community	B.2.1	PPT lectures Videos Client demonstrations Course readings Case studies	Assignment: Investigating Efficacy of Remediating Intervention Techniques
Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Occupation	B.3.5	PPT lectures Videos Client demonstrations Course readings Case studies	

Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Occupation	B.3.7	Simulations Lab experiential learning. Course readings PPT lectures.	Level II and Level III skill checks.
Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Occupation	B.4.3	PPT lectures Videos Client demonstrations Course readings Case studies	Case study assignments
Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence	Occupation	B.4.4	PPT lectures Videos Client demonstrations Course readings Case studies	Case study assignments
Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).	Occupation	B.4.5	Video and written case studies. Lab practice of assessments. Simulations applying use of assessment tools. PPT lectures.	Written examinations Skill Checks Answers to case studies.

Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.	Occupation	B.4.6	<p>Video and written case studies.</p> <p>Simulations of assessments.</p> <p>Lab experiential learning.</p> <p>Assigned readings.</p> <p>PPT lectures.</p>	<p>Skill Checks</p> <p>Answers to case studies.</p>
Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team	Occupation Interdisciplinary	B.4.8	<p>PPT lectures</p> <p>Videos</p> <p>Client demonstrations</p> <p>Course readings</p> <p>Case studies</p>	Level III Skill Check
Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Occupation	B.4.9	<p>Video and written case studies.</p> <p>Assigned readings.</p> <p>PPT lectures.</p> <p>Lab experiential learning.</p> <p>Written treatment plans.</p>	<p>Written examinations</p> <p>Answers to case studies.</p> <p>Written treatment plan assignments.</p> <p>Skill check (level 3).</p>
Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods, and tasks (including therapeutic exercise), education and training, and advocacy.	Occupation, community	B.4.10	<p>Course readings.</p> <p>PPT lectures.</p> <p>Lab experiential learning.</p> <p>Simulations.</p> <p>Written and video case studies.</p>	<p>Case study assignment answers.</p> <p>Simulation feedback.</p> <p>Level II and III skill checks.</p> <p>Written examinations.</p>

Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being	Occupation	B.4.11	PPT lectures Videos Client demonstrations Course readings Case studies	Spinal Cord Injury Case Study
Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Occupation	B.4.13	Course readings. PPT lectures. Lab experiential learning. Written and video case studies.	Case study assignment answers. Simulation feedback. Level II and III skill check.
Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access.	Occupation, community	B.4.14	Course readings. PPT lectures. Written and video case studies.	Written assignments. Quiz and written examinations.
Demonstrate knowledge of the use of technology in practice, which must include: • Electronic documentation systems • Virtual environments • Telehealth technology.	Occupation	B.4.15	Use of electronic health records to document. Conduct a telehealth session with a simulated client.	Written documentation assignments. Feedback on telehealth treatment sessions.
Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	Occupation	B.4.16	Course readings. PPT lectures. Video case studies. Lab experiential learning.	Written quiz and exam questions. Assignment answers.
Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons,	Occupation	B.4.21	Course readings. Designing and implementing	Written feedback of education provided during simulations and video assignment of

groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.			home education programs. Video assignment of client education. PPT lectures.	provision of client education.
Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Occupation, community	B.4.23	Course readings. PPT lectures. IPE experience with other CHS programs. Lab experiential learning.	IPE assignment.
Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	Occupation, community, interdisciplinary.	B.4.26	Course readings. PPT lecture. Simulations.	Written quizzes and exams. Documentation assignments.
Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	Occupation, community, interdisciplinary.	B.4.28	Course readings. PPT lecture. IPE experience. Video/written case studies.	Documentation assignment. IPE feedback assignment. Case study assignment.
Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	Occupation	B.4.29	Course readings. Written and video case studies. Documentation of written and/or video case studies.	Documentation assignments.