

**The University of Texas at El Paso  
College of Health Sciences  
Occupational Therapy Program**

**OT 6432 Orthopedic Evaluation and Intervention in Occupational Therapy  
SYLLABUS Fall 2023**

**Instructor:** Name: Cecilia Fierro  
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**Office Hours:** Tuesdays 12:00pm-2:00pm or by appointment

**Lecture:** Wednesday 9:00-11:50am Room B-30

**Lab A:** Wednesday 1:00-3:50pm Room B-30

**Lab B:** Wednesday 4:00-6:50pm Room B-30

**Course Description:** Integration of foundational knowledge, theoretical constructs, occupation-based evaluation, and intervention principles for clients-families-caregivers, with orthopedic conditions to facilitate occupational role performance at home and in the community.

**4 Credit Hours**

**6 Total Contact Hours**

**3 Lab Hours**

**3 Lecture Hours**

**0 Other Hours**

**General and Specific Objectives:** *Based on the ACOTE 2018 standards*

1. Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice. (ACOTE: B.1.4)
2. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation- based interventions to address client factors, performance patterns, and performance skills. (ACOTE: B.4.2)
3. 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). (ACOTE: B.4.5)

4. Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team. (ACOTE: B.4.8)
5. 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. (ACOTE: B.4.10)
6. Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices. (ACOTE: B.4.12)
7. Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions. (ACOTE: B.4.17)
8. Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. (ACOTE: B.4.19)
9. Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches:
  - 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. (ACOTE: B.4.20)
10. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. (ACOTE: B.4.25)
11. 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. (ACOTE: B.4.28)
12. Utilize the Spanish language to communicate simple phrases and/or instruction to the client, caregiver, family, significant others, or communities at the level of the audience and to understand the appropriate time to refer to interpreter when appropriate.
13. Demonstrate sound judgment in regard to 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 also includes the ability to assess and monitor vital signs to ensure that the client is stable for intervention. (ACOTE: B.3.7)
14. Utilized clinical reasoning to facilitate occupation-based interventions that address client factors. This includes interventions focused on promotion, compensation, adaptation, and prevention. (ACOTE: B.4.3)
15. Evaluate occupational profile by analyzing and selecting standardized and non-standardized assessment tools to determine need for OT interventions. Interpret

evaluation findings to develop occupation-based intervention plans and strategies that are client-centered, culturally relevant, and based on current and available evidence. (ACOTE: B.4.4)

16. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. (ACOTE: B.4.6)
17. Identify occupational needs through effective communication with patients and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (ACOTE: B.4.23)
18. Demonstrate knowledge of CPT codes, ICD codes, G Codes and documentation effectively communicates the need and rationale for occupational therapy services. (ACOTE: B.4.29)
19. Students will identify potential Doctoral Capstone Project and Doctoral Capstone Experience examples that align with a continued development of in-depth knowledge of practice skills, research skills, administration, leadership, program and policy development, advocacy, education and/or theory as related to adults with orthopedic conditions.

### **Clinical/Experiential Objectives (if any)**

### **UTEP Edge Experiences:**

- LEARNING COMMUNITIES: Build friendships, gain academic support, and connect ideas across linked classes by joining a learning community
- COMMUNITY ENGAGEMENT: Serve the community through structured academic learning opportunities

### **UTEP Edge Advantages:**

- COMMUNICATION: Reach mutual understanding through effective exchanges of information, ideas, and feelings
- CONFIDENCE: Be self-assured through appreciated your own talents, abilities, and qualities
- CRITICAL THINKING: Analyze and evaluate issues in order to solve problems and develop informed opinions
- PROBLEM SOLVING: Find solutions to difficult or complex issues
- TEAMWORK: Participate as an effective, efficient member of a group in order to meet a common goal

### **Required Texts:**

Dirette, D.P. & Gutman, S. (2020) *Occupational Therapy for Physical Dysfunction* (8<sup>th</sup> ed.) Philadelphia: Lippincott Williams & Wilkins.

Coppard, Brenda M.; Lohman, Helene. (2008) *Introduction to Splinting: A Clinical Reasoning and Problem-Solving Approach*. 3rd Edition. Mosby.

Konin, J. G., Lebsack, D., Valier, A. S., & Isear, J. A. (2016). *Special tests for orthopedic examination*. Thorofare, NJ: SLACK Incorporated.

Pendleton, H.M. & Schulz-Krohn, W. (2018). *Pedretti's occupational therapy practice skills for physical dysfunction* (8<sup>th</sup> ed.) St. Louis: Mosby Elsevier.

Wietlisbach, Christine M. (2020) *Cooper's Fundamentals of Hand Therapy Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity*. 3rd Edition. Mosby.

### **Methods of Instruction:**

- **Reading Assignments:** It is expected that students come to class prepared including but not limited to completing all assignment reading. Student are expected to read each chapter for understanding.
- **Lectures:** both the instructor and students will provide lectures on course materials relevant to all the learning objectives in an interactive way to allow for discussion. Lectures will focus on developing critical thinking and problem-solving skills required for clinical practice.
- **Class discussions:** During class time as facilitated by the instructor(s), there will be special emphasis directed towards assessment and intervention in the practice of occupational therapy in orthopedic conditions. Students will be expected to contribute to every discussion and be prepared to answer questions.
- **Team Based Learning:** Use of Readiness Assurance Process and 4S Application Activities to have student teams analyze complex situations, identify a best course of action, and declare and defend their decision in a way that fosters inter-team discourse and examination of each other's problem-solving approaches.
- **Simulated Hospital Day:** Students will participate in a simulated hospital event with nursing, physical therapy, pharmacy, and social work students. Students will identify occupational needs through effective communication with patients and members of the interprofessional team.

### **Methods of Evaluation:**

- **Blackboard Modules:** As related to the assignment descriptions.
- **Daily Participation:** This is a key part of this course and students are expected to attend all programmed portions of the course. Students are encouraged to communicate with the instructor *before* class time if any issue arises that may interfere with their ability to participate or require them to step out of the class

during unscheduled breaks. Active participation in all daily discussion, community outings, and class/laboratory experiences in this course will be noted by instructors during each session. Students deemed to be disinterested, unengaged, or otherwise occupied, will not receive participation points at the discretion of the instructor with no recourse on the part of the student. Students should arrive prepared for class to discuss, answer questions, and participate in all class lectures, meeting times and activities. Students should make every effort to use the bathroom during scheduled breaks offered approximately once per hour during instruction. If a student leaves the class at other times, it is their responsibility to communicate to the instructor ahead of time of an issue that may prevent them from sitting in class for approximately 60 minutes. Any student who is not engaged in the class, completing other activities not related to the course or the assigned activity, or completing assignments such as studying for another course will be asked to leave the class. Absence, tardiness, and participation points can all be affected by each incident.

- **Individual Presentation:** Each Presentation has a corresponding scoring rubric related to the course objectives and will be utilized to score presentation and content areas required for the assignment.
- **Quizzes:** As noted on the syllabus related to readings and class discussions
- **Comprehensive Final Exam**
- **Oral Communication:** Students will be expected to speak in a professional manner as well as listen for and ascertain important verbal instructions from the instructor. Oral communication will be evaluated on a regular basis during the course by the instructor first by purposely providing information without written instructions on formal assignments, class participation, and other activities. Students speaking skills will be evaluated during presentations, as well as interactions with the instructor and classmates.
- **Non-verbal Communication:** Students will be evaluated by the instructor during each class and outside class activities for non-verbal communication. At the discretion of the instructor, student will be provided individual feedback with point deductions on participation as they occur.
- **Written Communication:** Student is expected to complete all written assignments and will receive individual feedback on writing skills. It is each student's responsibility to review all feedback on all assignments and contact the instructor for needed clarification.
- **Practical Exams:** Students will demonstrate their ability to identify, locate, and palpate body structures via practicum experience.
- **Service Learning and Simulated Hospital Day:** Students will be required to attend and participate in which they will be assessed on their use of

communication, therapeutic use of self, and practical application of occupational therapy intervention.

<b>Course Grading:</b>	<b>Letter Grade Equivalents:</b>
Exam 1 written – 10%	A = 90 - 100
Exam 1 practicum – 5%	B = 80 - 89
Exam 2 written – 10%	F = < 79
Exam 2 practicum – 5%	
Simulated Hospital Day – 10%	
Quizzes – 10%	
Attendance/Class participation (lecture and lab – 10%)	
Assignments – 20%	
Service Learning - 10%	
IPE -- 10%	
Total = 100%	

**Participation:** Participation will be based on professional behaviors reflected below, participation in lab, and participation in problem-based learning activities.

**Professional Behaviors:**

- 1) **Punctuality and Attendance:** Students are expected to arrive promptly (5-10 minutes prior to beginning of class) and to attend every class.
  - a. **Tardiness** without prior approval from instructor will result in **1 point** off the computed final grade percentage per incident up to **5%** of final grade. A text message, voice message, or email to the instructor can be left for approval.
  - b. **Any excused/unexcused** absence will result in an automatic deduction of **5%** in the final grade calculation for the course as determined by the instructor. You are expected to make up missed work and get information and materials missed from your classmates and the instructor.
  
- 2) **Time Management:** Late assignments will be deducted **10 points** off the grade, per day they are late. If assignments are due at the beginning of class and turned in after class has begun, **5 points will be deducted.**
  
- 3) **Acceptance of and participation in giving and receiving constructive criticism:** Students will be responsible for assessing fellow students' performance and modifying performance based on feedback.
  
- 4) **Attendance and participation in service learning:** Total expected time is a minimum of 9 hours.
  
- 5) **Disruptive Behavior:** Behaviors which detract from students learning will not be tolerated. These behaviors include but are not limited to: talking during class when an instructor or other student has the floor, attire that distracts from students learning, entering and exiting during instruction, and incoming messages on electronic devices.
  
- 6) **Electronic Devices:** Cell phones and any other electronic device should be turned off during class
  
- 7) **Computer** use will need prior approval by the instructor.

- 8) **Clinical observations:** it is recommended students wear polo or button up shirts, pants and closed-toe, non-skid shoes.

**From the UTEP Dean of Student Affairs** (<https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html> )

### **Academic Integrity and Scholastic Dishonesty**

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at El Paso. More specifically, students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Handbook of Operating Procedures.

### **Academic Integrity**

“Academic Integrity is a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Specifically these values are defined as follows:

- **Honesty:** advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
- **Trust:** fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- **Fairness:** establishes clear standards, practices, and procedures and expects fairness in the interaction of students, faculty, and administrators.
- **Respect:** recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.
- **Responsibility:** upholds personal responsibility and depends upon action in the face of wrongdoing.
  - As stated in The Center for Academic Integrity handbook, “The Fundamental Values of Academic Integrity,” p. 4. Des Plaines, Illinois.

### **Scholastic Dishonesty**

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.

- **Cheating**
  - Copying from the test paper of another student
  - Communicating with another student during a test
  - Giving or seeking aid from another student during a test

- Possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc.)
- Substituting for another person to take a test
- Falsifying research data, reports, academic work offered for credit
- **Plagiarism**
  - Using someone's work in your assignments without the proper citations
  - Submitting the same paper or assignment from a different course, without direct permission of instructors
- **Collusion**
  - Unauthorized collaboration with another person in preparing academic assignments

### **Use of Artificial Intelligence**

The use of artificial intelligence (AI) is not permitted in this course except where explicitly included as part of a course assignment. Any other use of AI of any kind in the completion of assignments, quizzes, exams, participation, or any course work is prohibited and will be considered plagiarism and treated as such under University policy.

*Self-plagiarism* is reusing work that you have previously published or submitted for another course. Self-plagiarism is not permitted in this course. Using portions of papers that you have previously written or previously submitted may not be used without prior approval from the instructor.

### **Americans with Disabilities Act:**

If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at [cass@utep.edu](mailto:cass@utep.edu) or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>



## OT 6432 Orthopedic Evaluation and Intervention in Occupational Therapy

Tentative Course Calendar

Fall – 2023- Wednesdays

**Note:** The instructor reserves the right to modify the class calendar if necessary.

**Service Learning Dates: Sept, 29, Oct. 6, Oct. 13, Oct. 27, Nov. 17**

**\*\*\* Requires documentation of TB test Results\*\*\* Must be compliant to attend and receive credit.**

<b>Date</b>	<b>Lecture/Lab Topics:</b>	<b>Readings</b>	<b>Assignments Due</b>	<b>Obj</b>
<b>Week 1 Aug. 30</b>	UE and Hand fundamentals Functional Anatomy <ul style="list-style-type: none"> <li>Evaluate client factors, performance patterns, and performance skills</li> </ul>	Coppard Ch. 4 Wietlisbach Ch. 1, 3	Review anatomy <b>Develop Spanish Took Kit</b>	2, 12
<b>Week 2 Sept. 6</b>	Evaluation and Assessment <ul style="list-style-type: none"> <li>Evaluate client factors, performance patterns, and performance skills</li> <li>Review reimbursement</li> </ul>	Wietlisbach Ch. 4,5,6,8 Pendleton Ch. 10, 21, 22 Dirette Ch. 12, 13	<b>Develop Assessment Tool Kit</b>	1,2, 3, 12, 15, 18
<b>Sept. 8</b>	<b>Simulated Hospital Day</b>	Patient Profiles Evaluation Form	Evaluation Form Intervention Strategies Reflection	3, 4, 5, 8, 11, 13, 15, 16, 17, 18, 19
<b>Week 3 Sept. 13</b>	Orthotic Intro (Service Learning: 3D Print finger splint) PAM	Wietlisbach Ch. 7,9 Coppard Ch.3, 5, 6 Pendleton Ch. 29, 30 Dirette Ch. 22, 23	Skills checklist <b>Quiz 1</b> <b>3D Print Workshop</b> <b>10:30-12:00</b>	6, 7, 13
<b>Week 4 Sept. 20</b>	Wound Care Burns <ul style="list-style-type: none"> <li>Assessment- Pain, RoM, sensation</li> <li>Intervention Strategies</li> </ul>	Wietlisbach 17, 30 Dirette Ch. 48 Pendleton Ch. 10, 29, 42	Case Study <b>Develop Intervention Tool Kit</b>	1, 2, 3, 5, 7, 11,12, 14, 15
<b>Saturday Sept. 23, 2023</b>	<b>Transfer Training for Nursing Students</b>	Pendleton Ch. 7 pages 92-99; Ch. 11 pages 247-255 Dirette Ch. 4	Reflection on training	9, 13

<b>Week 5 Sept. 27</b>	Amputation <ul style="list-style-type: none"> <li>Assessment- Pain, sensation</li> <li>Intervention Strategies</li> </ul>	Coppard Ch. 18 Dirette Ch. 24, 44 Pendleton Ch. 10, 29, 43	<b>Quiz 2</b> Case Study	1, 2, 3, 5, 6, 7, 12, 14, 15
<b>Week 6 Oct. 4</b>	Arthritis and Fibromyalgia <ul style="list-style-type: none"> <li>Assessment-RoM; NPS</li> <li>Intervention Strategies</li> </ul>	Wietlisbach Ch. 29 Dirette Ch. 24, 42 Pendleton Ch. 10, 29, 38	Case Study Simucase: Shawn	1, 2,3, 5, 6, 7,12, 14
<b>Week 7 Oct. 11</b>	<b>EXAM AND PRACTICUM</b>	<b>EXAM AND PRACTICUM</b>	<b>EXAM AND PRACTICUM</b>	1, 2, 3, 5, 6, 7, 11, 14, 15, 16
<b>Week 8 Oct. 18</b>	Shoulder and Elbow Conditions <ul style="list-style-type: none"> <li>Differential diagnosis</li> <li>Assessment – ROM; MMT; Pain; DASH</li> <li>Intervention Strategies</li> </ul>	Wietlisbach Ch 18, 19 Dirette Ch. 24, 41 Konin Section 3, 4 Pendleton Ch. 10, 29, 39, 40 section 3	Case Study <b>Simucase: Jeff</b> <b>Quiz 3</b>	1, 2, 3, 4, 5, 7, 10, 14, 15
<b>October 20, 2023</b>	<b>IPE</b>	<b>IPE</b>	<b>Reflection on IPE Evaluation and Intervention Plan</b>	4, 5, 8, 9, 10, 11,12, 15, 16, 17, 19
<b>Week 9 Oct. 25</b>	Wrist Conditions <ul style="list-style-type: none"> <li>Assessment- RoM, sensation; edema; grip;pinch; pain</li> <li>Intervention Strategies</li> </ul>	Coppard Ch. 7 Wietlisbach Ch 21, 22 Konin Section 5 Pendleton Ch. 10, 29, 39 Dirette Ch. 24, 43	Case Study <b>Simucase: Lyubov</b>	1, 2, 3, 5, 6, 7, 12, 14, 15
<b>Week 10 Nov. 1</b>	Hand Conditions <ul style="list-style-type: none"> <li>Assessment-Two point;Semmes Weinstein; MHQ; RoM, grip/pinch; Peg test; Moberg</li> <li>Intervention Strategies</li> </ul>	Coppard Ch. 8, 9 Wietlisbach 20, 23, 25, 34 Konin Section 5 Pendelton Ch. 10, 29, 39 Dirette Ch. 24, 43	Case Study <b>Quiz 4</b>	1, 2, 3, 6, 7, 12, 14, 15
<b>Week 11 Nov. 8</b>	Tendon and Nerve Issues <ul style="list-style-type: none"> <li>Assessment- Pain, edema, sensation, RoM</li> </ul>	Coppard Ch. 12, 13 Wietlisbach 24, 26, 27, 28, Pendelton Ch. 10, 29, 39	Case Study	1, 2, 3, 5, 6, 12, 14, 15

	<ul style="list-style-type: none"> <li>Intervention Strategies</li> </ul>	Dirette Ch. 24, 43		
<b>Week 12</b> <b>Nov. 15</b>	Duputren's and Ganglion Issues <ul style="list-style-type: none"> <li>Assessment- Pain</li> <li>Intervention Strategies</li> </ul>	Pendleton Ch. 10, 29, 39 Wietlisbach 32, 33 Dirette Ch. 24, 43	<b>Case Study Quiz 5</b>	1, 2, 3, 5, 6, 7, 12, 14, 15
<b>Week 13</b> <b>Nov. 22</b>	Stiff Hand, CRPS, CTS <ul style="list-style-type: none"> <li>Assessment- Minn Rate of Manipulation; pain; grip/pinch; sensation</li> <li>Intervention Strategies</li> </ul>	Wietlisbach 35, 37 Dirette Ch. 24, 43 Pendleton Ch. 10, 29, 39	<b>Online lecture Simucase: Connie</b>	1, 2, 3, 5, 6, 7
<b>Week 14</b> <b>Nov. 29</b>	Hip and Knee Conditions <ul style="list-style-type: none"> <li>Assessment- COPM, CARE</li> <li>Intervention Strategies</li> </ul>	Coppard Ch. 17 Konin Section 9, 10 Dirette Ch 42 Pendleton Ch. 10, 29, 40 Section 1, 2	<b>Case Study</b>	1, 2, 3, 5, 12, 14, 15
<b>Week 15</b> <b>Dec. 6</b>	<b>Exam 2 and Practicum</b>			1, 2, 3, 5, 6, 7, 11, 14, 15, 16
<b>Finals Week</b>				

The University of Texas at El Paso  
College of Health Sciences: Occupational Therapy Program  
**OT 6432 Orthopedic Evaluation and Intervention in Occupational Therapy**  
**SYLLABUS**  
**Fall 2023**

Student responsibilities:

1. Regular class attendance and participation. Understand **Punctuality and Attendance** policies.
2. All information presented in all learning activities.
3. Prior approval from instructor for any excused absence.
4. Completion of all reading materials before attending class.
5. All assignments are due as indicated on the course outline. Late assignments will be deducted **10 points** off the grade, per day they are late. If assignments are due at the beginning of class and turned in after class has begun, **5 points will be deducted.**
6. If a student is unable to take a scheduled exam or quiz, s/he is responsible for notifying the instructor before the examination. Another student informing the instructor of an absence is not acceptable.
7. Professional preparation of entry-level clinicians requires students master the skill of active participation with team members; therefore, students are expected to participate in classroom and lab activities and discussions. Lack of consistent participation will result in a non-negotiable deduction of 2% off the final class grade.
8. For all clinical observations, it is recommended you wear pants (twill or chinos), closed-toe, non-skid shoes, and polo or button-up shirts.

**Disclaimer: Due to the content of this course, there will be physical contact with other classmates and instructors in order to fully comprehend and correctly perform specific evaluation and intervention techniques. By reading and signing this statement, you agree to fully participate and accept the necessity for physical contact by instructors, guest speakers, and other classmates for professional and educational purposes.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_