

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

**OT 6304 Conditions in Occupation
SYLLABUS Fall 2024**

Instructor: Grisel Contreras, OTR, OTD, MOT
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Office Hours: Wednesday and Thursday, 12:00 PM to 1:00 PM.
Please email the instructor to make an appointment.

Lecture: Thursdays from 9:00 AM to 11:50 AM

Room: RSC 101

Credit Hours: 3.0

Course Description: This course follows a developmental curriculum approach designed to prepare the students to learn relevant epidemiological information about the most common conditions experienced by people who would benefit from occupational therapy services to identify the impact of these conditions on their occupational performance. The student will learn about major health conditions impacting participation in activities of daily living (ADL) across the lifespan.

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

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

1. Demonstrate knowledge of the structure and function of the human body, including the biological and physical sciences, neuroscience, kinesiology, and biomechanics (ACOTE B.1.1.)
 - a. Describe the etiology, signs and symptoms, and relevant characteristics of major health conditions impacting humans across their life span.
 - b. Identify current medical diagnostic procedures utilized by healthcare professionals to complete a medical diagnosis.

2. Analyze and evaluate the effects of disease processes, including heritable diseases, genetic conditions, mental illness disability, trauma, and injury on occupational performance (ACOTE B.3.5.)
 - a. Recognize the disease course and prognosis of major health care conditions experienced by humans according to developmental level.
 - b. Identify the current medical and surgical management utilized to address signs and symptoms of specific health care conditions.

- c. Describe the impact of health care conditions on the occupational performance of patients across the lifespan.
3. Students will identify potential Doctoral Capstone Projects and Doctoral Capstone Experience examples that align with the development of in-depth knowledge of clinical practice skills, program and policy development, advocacy, and education.

Clinical/Experiential Objectives: N/A

UTEP Edge Experiences:

- FIRST-YEAR EXPERIENCE: Make the most of your first year through experiences uniquely designed to support your transition to UTEP
- 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
- CREATIVE ACTIVITIES: Showcase your creative abilities through experiences that highlight your talents
- RESEARCH SCHOLARLY ACTIVITIES: Team up with faculty to gain experience and make intellectual and creative contributions to your field
- STUDENT EMPLOYMENT: Work on campus to develop professional experience, earn money, and enhance your resume
- STUDENT LEADERSHIP: Develop professional values by assuming leadership roles in your campus experiences
- STUDY ABROAD/STUDY AWAY: Expand your horizon with international or domestic academic experiences
- INTERNSHIPS: Gain professional experiences through on and off-campus work or service opportunities related to your major and career goals
- CAPSTONE EXPERIENCE: Participation and completion of a guided capstone experience in an area of interest that aligns with the OT curriculum and focus areas

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
- ENTREPRENEURSHIP: Develop, organize, and manage ideas and opportunities turning them into new products, services, firms, or industries
- GLOBAL AWARENESS: Understand and appreciate people, cultures, and ideas from around the world that impact our community
- LEADERSHIP: Step up, think, and act critically and creatively to bring others together to accomplish a common task
- PROBLEM-SOLVING: Find solutions to difficult or complex issues

- **SOCIAL RESPONSIBILITY:** Act ethically and responsibly for the benefit of society and the public good
- **TEAMWORK:** Participate as an effective, efficient member of a group in order to meet a common goal

Curriculum Threads:

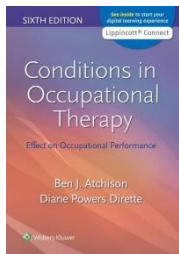
This course addresses the following curricular threads:

- Occupation-centered
- Evidence-based
- Culturally and Contextually Responsive

Areas of In-Depth Knowledge Development:

The UTEP OTD Program focuses on four areas of in-depth knowledge development: Clinical Practice Skills, Education, Advocacy, and Program Policy and Development. Students will choose one area to concentrate on with their OTD Capstone Experience and Project. OT 6304 targets the following areas: Education and Clinical Practice

Required Texts:



Atchison, B.J. & Drette, D.P. (2017). *Conditions in Occupational Therapy* (6th ed.). Philadelphia, PA: Wolters Kluwar.

Recommended Text:

Occupational Therapy Practice Framework: Domain and Process—Fourth Edition. (2020). *The American Journal of Occupational Therapy*, 74(Supplement_2), 7412410010p1-7412410010p87. <https://doi.org/10.5014/ajot.2020.74s2001>

Methods of Instruction:

- **Reading Assignments:** Students are expected to come to class prepared, including completing all assigned reading and reading each chapter for understanding.
- **Lectures:** The instructor and students will provide lectures on course materials relevant to all the learning objectives in an interactive way that allows for discussion. Lectures will focus on developing critical thinking and problem-solving skills required for future clinical practice.
- **Class discussions:** The students are expected to engage in class discussions actively. The discussions will emphasize basic concepts in occupational therapy practice and the impact of specific conditions on occupational performance. Students must contribute to every discussion and be prepared to answer questions.

- **Team-Based Learning:** Use of Readiness Assurance Process and 4S Application Activities to have students analyze complex situations, identify the 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.

Methods of Evaluation

- **IRAT and TRAT Tests:** Students will complete a total of ten individual readiness assurance tests (IRAT) and ten team readiness assurance tests (TRAT) related to the assigned topics.
- **Application Activities:** Students will actively participate in team activities based on the topic covered during class. The team activities are designed to enhance the application of newly learned materials and develop clinical reasoning skills.
- **Reflection Papers/Discussion Board:** These will be based on assigned readings, class discussions related to the topic, videos, and/or case studies. The reflection papers or discussion boards are designed to promote clinical reasoning skills and assist in identifying a doctoral capstone project.
- **Exams (4):** Students will take one exam at the end of each learning module for a total of four exams. The exams will assess acquired knowledge about major health conditions, identify the impact on occupational performance, and select evidence-based occupational therapy intervention.
- **Participation/Professional Behaviors:** The students are expected to attend all programmed course portions. 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 discussions, community outings, and class/laboratory experiences in this course will be noted by instructors during each session. Any student not engaged in the class, completing other activities unrelated 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. If a student lacks participation during the semester, the instructor may deduct up to 10% of the final grade.

<u>Course Grading:</u>		<u>Letter Grade Equivalents:</u>
I-RAT	10%	A = 90-100%
T-RAT	5%	B = 80-89%
Application Activities	10%	C = 70-79%
Exam 1	15%	F = Below 69%
Exam 2	15%	
Exam 3	15%	
Exam 4	15%	
Reflection Papers	15%	
Total	<u>100</u>	

Professional Behaviors:

- 1) **Punctuality and Attendance:** Students are expected to arrive promptly (5-10 minutes before the beginning of class) and to attend every class.
 - a. **Tardiness** without prior approval from the instructor will result in **1 point** off the computed final grade percentage per incident up to **5%** of the 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** from 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) **Disruptive Behavior:** Behaviors that 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 distracting students from learning, entering and exiting during instruction, and incoming messages on electronic devices.
- 5) **Electronic Devices:** Cell phones and any other electronic device should be turned off during class
- 6) **Computer** use will need prior approval by the instructor.
- 7) **Clinical observations:** students should wear polo or button-up shirts, pants, closed-toe, and non-skid shoes. Refer to the student handbook for more information on the dress code.

Academic Integrity: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission of credit of any work or materials that are attributed in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts." Regents Rules and Regulations, Part One, Chapter VI, Section 3.22. Since scholastic dishonesty is hard for the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

From the UTEP Dean of Student Affairs

(<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>). It is an official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an

examination for another person, or any act designed to give an unfair advantage to a student or the attempt to commit such acts. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test.
2. Possession and/or use during a test of materials that are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes".
3. Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters, but which will be used again either in whole or in part without permission of the instructor, or accessing a test bank without instructor permission.
4. Collaborating with or seeking aid from another student for an assignment without authority.
5. Substituting for another person, or permitting another person to substitute for oneself, to take a test.
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting and pasting and photocopying from online and other material.

Collusion means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

Drop Policy

Should you elect to drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F " for the course.

Accommodations Policy

The University of Texas at El Paso is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the

Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship to the University. Students requesting accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

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 or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

Student Resources

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still

need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

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College of Health Sciences: Occupational Therapy Program

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SYLLABUS Fall 2024**

Student responsibilities:

1. Regular class attendance and participation. Understand **Punctuality and Attendance** policies.
2. Study information presented in all learning activities.
3. Prior approval from the instructor for any expected 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 to 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 up to **10% 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 a polo or button-up shirt.

Disclaimer: Due to the content of this course, there will be physical contact with other classmates and instructors 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: _____

OT 6304 Conditions in Occupation					
Tentative course schedule Fall 2024-Thursdays 9 AM to 11:50 AM					
Note: The instructor reserves the right to modify the calendar if necessary					
W	Date	Lecture Topic	Readings	Assignments	Objectives
1	08-29-24	Intro Syllabus Review Thinking like an OT	Chapter 1 Thinking like an OT	Why do you want to be an OT? Online	
2	9-5-24	Autism SPD	Chapter 3 & 7	i-RAT-1 t-RAT Application Activity	B.1.1 B.3.5
3	09-12-24	Cerebral Palsy Intellectual Disability	Chapter 2 & 4	i-RAT-2 t-RAT Application Activity	B.1.1 B.3.5
4	09-19-24	ADHD Muscular Dystrophy <i>Review</i>	Chapter 5 & 6	i-RAT-3 t-RAT Application Activity	B.1.1 B.3.5
5	9- 26-24	EXAM I		EBP Article Reflection I	
6	10-03-24	CVA	Chapter 18 & 20	i-RAT-4	B.1.1

		Acquired Brain Injury		t-RAT Application Activity	B.3.5
7	10-10-24	Progressive Degenerative Disorders Spinal Cord Injury	Chapter 22 & 24	i-RAT-5 t-RAT Application Activity	B.1.1 B.3.5
8	10-17-24	Orthopedics Arthritis Musculoskeletal Pain	Chapters 23, 25, and 26	i-RAT-6 t-RAT Application Activity	B.1.1 B.3.5
9	10-24-24	EXAM II		EBP Article Reflection II	
10	10-31-24	Cardiopulmonary disorders Obesity	Chapter 19 & 30	i-RAT-7 t-RAT Application Activity	B.1.1 B.3.5
11	11-7-24	Cancer Diabetes Low Vision	Chapters 28, 29 & 31	i-RAT-8 t-RAT Application Activity	B.1.1 B.3.5
12	11-14-24	EXAM III		EBP Article Reflection III	
13	11-21-23	Mood Disorders	Chapters 9 & 10	i-RAT-9	B.1.1

		Schizophrenia Spectrum		t-RAT Application Activity	B.3.5
14	11-28-24	Happy Thanksgiving! No class			
15	12-05-24	Anxiety Disorders Obsessive-Compulsive Disorders <i>Review</i>	Chapter 2 11 & 13	Application Activity EBP Article Reflection IV	B.1.1 B.3.5
16	12-12-24	EXAM IV			