

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

**OT 5320 Occupational Performance in Older Adults
SYLLABUS Spring 2023**

Instructor: **Name:** Grisel Contreras, OTD, MOT, OTR
Location: Room B-29 and Online meetings via Zoom
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Lecture: Mondays 9:00AM-11:50 AM

Office Hours: Mondays 1:00 PM to 2:30 PM

Course Description: Introduction to evaluation, assessment selection and implementation, and development of evidence-based interventions specific for older adults from a developmental perspective. At the end of this course, students will be able to complete the occupational therapy process and develop occupation-based interventions unique to healthy and at-risk older adults while considering their cultural, social, and physical contexts.

General and Specific Objectives: Based on the ACOTE 2018 standards

1. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations. (B.1.3)
2. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. (B.3.2)
3. 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 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. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B.4.1)
5. Select and apply fall risk assessment tools, considering client needs and cultural and contextual factors. (B.4.5)
6. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.20)

7. 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. (B.4.25)
8. Evaluate access to community resources and design community or primary care programs to support occupational performance for persons, groups, and populations. (A.4.27)

Clinical/Experiential Objectives (if any)

6. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.20)

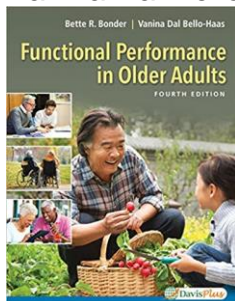
UTEP Edge Experiences:

- COMMUNITY ENGAGEMENT: Serve the community through structured academic learning opportunities.
- CREATIVE ACTIVITIES: Showcase your creative abilities through experiences that highlight your talents.
- STUDENT LEADERSHIP: Develop professional values by assuming leadership roles in your campus experiences.

UTEP Edge Advantages:

- COMMUNICATION: Reach mutual understanding through effective exchanges of information, ideas, and feelings.
- CONFIDENCE: Be self-assured by appreciating your talents, abilities, and qualities.
- CRITICAL THINKING: Analyze and evaluate issues to solve problems and develop informed opinions.
- 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 to benefit society and the public good.

Required Texts: Functional Performance in Older Adults, 4th Ed. Bette r. Bonder, Vanina Dal Bello-Hass, 2018.



Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system (LMS). When you connect to this course, locate it in the margin and click on the course. Please ensure your UTEP email account is operational and you have Web access. You may utilize any primary browsers, such as Explore, Google Chrome, Firefox, Safari, etc. Should you encounter technical difficulties, try switching to another browser.

Methods of Instruction:

- Students are required to have regular access to a computer and your UTEP email account. This course utilizes a student-centered approach to teaching via team-based learning (TBL) activities, with minimal use of lectures by faculty. The student should come prepared to class ready to participate in class discussions and collaborate with team members during the assigned class activities.
- **Reading Assignments:** Reading assignments will be assigned utilizing the latest peer-reviewed evidence on the weekly topic. Students are expected to come to class prepared, including but not limited to completing all assigned readings.
- **Lectures:** 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 future clinical practice.
- **Class discussions:** The instructor will facilitate discussions relevant to the weekly topic to promote clinical reasoning development. Particular emphasis will be directed toward basic concepts in occupational therapy practice. Students must contribute to every discussion and be prepared to answer questions. A team-based approach will be utilized for all class discussions.
- **Oral Communication:** Many aspects of the course will include oral instructions that are not provided in writing. Students are expected to listen, understand, and clarify verbal instructions. Oral communication is both in sending and receiving the instructions and students will have an opportunity to practice both aspects during this course.
- **Community Engagement Experiences:** Students will participate in a minimum of 4 hours of community learning experiences as indicated by the instructor. The students will complete a minimum of four hours of service-learning experiences with Dr. Rodriguez. The students will be graded based on their ability to complete a brief assessment (Katz) and the development of client-centered interventions. The students will volunteer at one Senior Game activity by the El Paso Parks and Recreation Centers. The student will complete a self-reflection on the activity.

Methods of Evaluation:

- **Team/Individual In-class Assignments:** Students will complete various short in-class assignments related to the materials covered in class. Most of the assignments will be designed to be completed in groups. 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. Students should arrive prepared for class to discuss, answer questions, and participate in all class lectures, meeting times and activities. 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.

- **IRAT and TRAT Tests:** Student will complete individual readiness assurance tests (IRAT) followed by team readiness assurance tests (TRAT) related to the assigned topics. It is the student's responsibility to contact the instructor prior an excused absence to discuss the possibility of rescheduling IRATs. If a student misses a T-RAT the student will receive a zero for the missed team quiz. It is up to the discretion of the instructor to allow for rescheduling a quiz or exam.
- **Individual Worksheets Matrices (IWM):** These will be based on assigned readings, videos, and articles relevant to the topics to be covered in class. Must be submitted on *due date to acquire full credit*. Student will receive individual feedback on writing skills and content. It is each student's responsibility to review all feedback on all assignments and contact the instructor for needed clarification.
- **OT Process Presentation:** In this assignment, you will complete the OT Process on an older adult 60(+) years old from the community. The OT process assignment will include an occupational profile, OT assessment selection, and implementation, OT evaluation report, development of an intervention plan, and conducting one educational session while considering cultural and contextual factors of the client and their family and/or caregivers. A minimum of four evidence-based articles must be included for developing interventions and selecting the assessments. Due to the COVID-19 pandemic, all or portions of this assignment *may be* completed using telehealth or other distance methods.
- **Reflection Paper:** The student will write a 2–3-page reflection paper describing the student's personal experience about the challenges and positive outcomes encountered during the OT Process presentation. A rubric will be provided.
- **Community Engagement** will be evaluated based on completing minimal hours required and related assignments. Students must complete a brief screening and make recommendations for adaptive equipment and/or environmental modifications. Students will *complete a brief report /assignment* to receive full credit for the community engagement experience.
- **Safety:** will be evaluated during all classroom, simulated, and community experiences.
- **Professional Behavior/ Netiquette/:** Active participation in all daily discussions, 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 instructor's discretion, with no recourse on the part of the student. Students

should try to use the bathroom during scheduled breaks offered approximately once per hour during instruction. Refer below for more details on professional behaviors expected in the classroom.

If online classes are scheduled, students will be expected to have their cameras on during class. Please be ready to participate, have your microphone off when not speaking, dress appropriately, and be aware of your surroundings. Students must stay seated and stay present. No food is allowed during active class time. Use break time to eat and hydrate. Students will be expected to speak professionally and listen for and ascertain important instructions from the instructor. Students' speaking skills will be evaluated during presentations and interactions with the instructor and classmates.

Course Grading:		Letter Grade Equivalents:
Assignments	10%	A = 90-100 B = 80-89 C = 70-79 F = 0-69
i-RATs	15%	
t-RATs	10%	
Individual Worksheet Matrices	10%	
OT Process Presentation	20%	
OT Process Drafts (3)	5%	
Reflection Paper	10%	
Professional Behavior and Participation	10%	
Community Engagement Experiences	10%	
Total	100%	

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 the instructor will result in **1 point** off the computed final grade percentage per incident up to **10%** 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** 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 used for educational purposes only, including class content or accessing the course materials. Students must not access social media or engage in conversations via cell phone while attending class.
- 6) **Dress Code:** Students must wear polo or button-up shirts, pants, and closed-toe, non-skid shoes. Refer to the student handbook for details.

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 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 hard 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, any act designed to give 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 which 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 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 one's self, to take a test; and
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 on-line 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

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/>

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.

OT 5320 Occupational Performance in Older Adults

Tentative Course Calendar

Spring 2023–Mondays from 9 am to 11:50 pm.

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

Date	Lecture/Lab Topics:	Readings	Assignments Due	Obj
Week 1	Martin Luther King, Jr Day, NO CLASSES!!			
Week 2 1/23/23	Introduction to the course	Radomsky Ch 32: Preventing Occupational Dysfunction Secondary to Aging	-Syllabus review -Course Overview -Team member assignment -Discuss Case Study Presentation.	
Week 3 1/30/23	Social Determinants for the Aging person	Bonder Ch 4: Aging around the world Bonder Ch. 6: Culture Ethics, and Elder Abuse	**Assignment Due by Sundays 9 PM 1. Matrix Ch.4 2. Matrix Ch.6 Reading Quiz 1 Elder In-class Case Study Part 2: -Work on occupational profile for selected case study **Work on Individual Case Study: Develop Detailed Past Medical History	1,3
Week 4 2/6/23	Social Determinants for the Aging person	Bonder Ch 1: Growing old in today's world. WS Ch 67: Providing OT for the Older Adult	**Assignment Due by Sundays 9 PM 3. Matrix Ch.1 4. Matrix Ch.67 Reading Quiz 2 Elder In-class Case Study Part 1 Analyze Social Determinants for Class Case Study. **Work on Individual Case Study Analyze Social Determinants for Individual Case Study.	1,3

<p>Week 5 2/13/23</p>	<p>Evaluation, Planning, & Care Coordination</p>	<p>Bonder 27: Evaluation of Functional Performance</p> <p>WS 49: Evaluation, Intervention, and Outcomes for Occupations</p>	<p>**Assignment Due by Sundays 9 PM 5. Matrix Ch.27</p> <p>Reading Quiz 3</p> <p>Elder In-class Case Study Part 3 <i>-List problem areas</i></p> <p>**Work on Individual Case Study: List Problem Areas</p>	<p>2,3,4</p>
<p>Week 6 2/20/23</p>	<p>Evaluation, Planning, & Care Coordination</p>	<p>Bonder Ch. 12 Cognitive and Emotional Functions: Health Impairment</p> <p>Bonder Ch.7: Cognitive Function</p>	<p>**Assignment Due by Sundays 9 PM 6. Matrix Ch.12 7. Matrix Ch. 7</p> <p>Reading Quiz 4</p> <p>Elder In-class Case Study Part 4 <i>-Select appropriate evaluation tools.</i></p> <p>OT PROCESS PART 1 Draft Due.</p> <p>Work on Individual Case Study: Select Appropriate Evaluation Tools</p>	<p>2,3,4</p>
<p>Week 7 2/27/23</p>	<p>Evaluation, Planning, & Care Coordination</p>	<p>Bonder Ch. 14 Sensory Function, Skin, and Pain: Health Conditions</p> <p>Bonder Ch. 15 Neuromuscular and Movement Function: Health</p>	<p>**Assignment Due by Sundays at 9 PM 8. Matrix Ch. 14 9. Matrix Ch.15</p> <p>Reading Quiz 5</p> <p>Elder In-class Case Study Part 5 <i>-Select Appropriate Evaluation Tools</i></p>	<p>2,3,4</p>

		Conditions.	**Work on Individual Case Study: <i>Conduct selected testing materials specific to target problem areas.</i> <i>-Analyze clinical observations.</i>	
Week 8 3/6/23	Fall Risk Assessment and Intervention strategies	Bonder Ch 11 Neuromuscular and Movement Function: Coordination, Balance, and Gait. Bonder Ch. 16 Neuromuscular and Movement Function: Falls	**Assignment Due by Sundays 9 PM 10. Matrix Ch. 11 11. Matrix Ch. 16 Reading Quiz 6 Elder In-class Case Study: <i>-Determine Fall Risk status</i> <i>-Safety concerns</i> Elder Case Study Part 6 <i>-Perform Fall Risk Assessment</i>	3,4,5
*****SPRING BREAK!!!!!!! (3/13-3/17)				
Week 10 3/20/23	Evaluation, Planning, & Care Coordination	Bonder Ch.13: Cardiopulmonary and Cardiovascular Function: Health Conditions Bonder Ch. 8: Cardiopulmonary and Cardiovascular Function	**Assignment Due by Sundays at 9 PM 12. Matrix Ch. 13 13. Matrix Ch. 8 Elder In-class Case Study: <i>-Assess cardiopulmonary function.</i> <i>-Safety concerns</i> Elder Case Study Part 6 <i>-Perform Fall Risk Assessment</i> Reading Quiz 7	2, 3,4
Week 11 3/27/23	Application and clinical reasoning related to occupational profile	Bonder Ch 5 Meaningful Occupation in	**Assignment Due by Tuesdays 9 PM 14. Matrix Ch. 5	3,4,6

	components	Later Life	<p>Reading Quiz 8</p> <p>OT Process PART 2 Draft Due</p> <p>Discuss EBP Article related to meaningful occupation for the older adult.</p> <p>In-class Assignment: -Article's Key Points -Summary</p>	
Week 12 4/3/23	Application and clinical reasoning related to occupational profile components	Bonder Ch. 18 Self Care Bonder Ch. 19 Leisure	<p>*Assignment Due by Sundays 9 PM 15. Matrix Ch. 18 16. Matrix Ch. 19</p> <p>Elder In-class Case Study part 7 -Assess self-care status and leisure activities of client. -Develop interventions to address problem areas.</p> <p>**Work on Individual Case Study: Self-care, leisure, and intervention</p>	3,4,6
Week 13 4/10/23	Application and clinical reasoning related to occupational profile components	Bonder Ch. 22 Driving Bonder Ch. 20 Work and Retirement	<p>**Assignment Due by Sundays 9 PM 17. Matrix Ch. 22 18. Matrix Ch. 20</p> <p>Elder In-class Case Study Part 8 -Evaluate client's ability to drive. -How meaningful is driving to your client? -Determine best course of action regarding to driving.</p> <p>**Work on Individual Case</p>	3,4,6

			Study: Driving ability, how meaningful is to your client, and possible intervention.	
Week 14 4/17/23	Interprofessional Team Dynamics	Bonder Ch. 29 Community- Based Services Bonder Ch. 30 Primary Care	**Assignment Due by Sundays 9 PM 19. Matrix Ch. 29 20. Matrix Ch. 30 Reading Quiz 9 Elder In-class Case Study Part 9 -Work vs retirement -What community-based services can your client benefit from? **Work on Individual Case Study: Same as above OT Process Part 3 Due: Assessment and Interventions	3,4,7
Week 15 4/24/23	Interprofessional Team Dynamics	Bonder Ch. 31 Home Health Care Bonder Ch. 32 Rehabilitation	**Assignment Due by Sundays 9 PM 21. Matrix Ch. 31 22. Matrix Ch. 32 Reading Quiz 10 Elder In-class Case Study Part 10 -Could your client benefit from intervention by another discipline? -Determine continuum of care based on your client's present level of performance.	3,4,7
Week 16 5/1/22	Community and Primary Care	Bonder Ch. 33 Long Term Care	Case Study Presentations	3,4, 8

	Final Reflection Paper Due	<i>Bonder Ch. 34 End of Life, Palliative Care, and Hospice</i>		
Final's Week 5/8/22	Community and Primary Care	Bonder Ch. 35 The Future of Aging Bonder Ch. 21 Environment, Products, and Technology	Case Study Presentations	3,4,8

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SYLLABUS Spring 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. It is up to the discretion of the instructor to allow for rescheduling a quiz or exam.
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 5% 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: _____