

HOWARD UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
OCCG 516 HUMAN PERFORMANCE AND MOVEMENT ANALYSIS
SPRING 2015

CRN: 14019 (2 CREDITS)
LOCATION: ONLINE AND RM 324, 377, 402
DAY AND TIME: TUESDAYS: 1:10-4

Prerequisites: Admissions to the Master's program. MDAN-170, OCCG 316 and OCCG 521.

Course Design: This course is a hybrid course- with lectures given online via blackboard and labs held on-site. All assignments are to be submit via blackboard, and all tests (excluding the practical) will be given online.

Note: This syllabus is pending to change by any time per instructor's discretion

CO-INSTRUCTORS

Jessica Alden, OTD, OT/L
Assistant Professor

Office Hours: By appointment (Tue 10-12 and Wed 1-4)
Tel # 202-806-7614, jessica.alden@howard.edu

Tiana Nguyen, OTD
Adjunct, Clinical Instructor
Office Hours: By appointment

Tel # 202-806-7614, tiana.nguyen@howard.edu

COURSE DESCRIPTION: Students learn to critically analyze human movement patterns during the use of activities from the biomechanical, developmental, cognitive, and psychosocial perspectives. Students exhibit the ability to analyze tasks and therapeutic media relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), such as crafts, games and other activities. Students also learn to apply the teaching/ learning process, occupational analysis, ICDH-2 classification, WHO and OT terminology under the Occupational Therapy Practice Framework to emphasize the health maintenance perspective of human occupation.

RELATIONSHIP TO HUOT CURRICULUM: This class builds upon the foundational knowledge gained in Anatomy and Kinesiology to perform Goniometric Measurement; preparing students for fieldwork placements and the Physical Disabilities course in the fall. Goniometric measurement also informs activity analysis, which the students will learn in the latter half of the term. Students will build upon the content they covered in OT Theories as they study activity analysis, and will apply and generalize this skill to their fieldwork settings and their coursework in physical disabilities, mental health, and pediatrics.

RELEVANCE TO HUOT MISSION: This class helps inform occupational therapy students' practice as they aim to reduce barriers preventing individual's from performing their chosen occupations. The course promotes students' ability to address the needs of persons living with disabilities and other social or economic disadvantages. The class empowers students to promote " the role of occupation in the solution to human and social problems in local, national, and international communities" through its coursework, immersive experiences, and assignments.

REQUIRED TEXTBOOKS and Resources

1. Clarkson, H. (2013). *Musculoskeletal Assessment: Joint Range of Motion and Manual Muscle Strength*, 3rd Edition: Philadelphia: Lippincott Williams & Wilkins. ISBN-13: 978-1609138165 (approx. \$77 new on Amazon, some used copies for as little as \$52, order this book as soon as possible as we begin using it early in the term)
2. Thomas, H. (2012). *Occupation-Based Activity Analysis*. Slack Incorporated. ISBN978-1-55642-946-0
3. AOTA, (2008). *Occupational Therapy Practice Framework: Domain and Process* (2nd ed.). *American Journal of Occupational Therapy*, 62,625-683. (available free here: <http://ajot.aotapress.net/content/62/6/625.full.pdf+html>) Print this out- it is essential for every OT practitioner to familiarize himself/herself with this
4. Goniometer: You will need a large goniometer (12" for lower body, medium goniometer (8") for upper body, and a finger goniometer)

COURSE GOALS

1. Students will demonstrate knowledge and understanding of the paradigm of occupation as it relates to occupational competence.
2. Students will exhibit the ability to analyze, grade and adapt various types of occupational therapy intervention from occupation-based, purposeful activity to techniques that support occupational performance.
3. Students will learn how to evaluate Range of Motion (ROM) and Strength (MMT) and apply during kinematic analysis of everyday occupations.
4. Students will apply the principles of the teaching/learning process as a means of presenting the task/ activity to the individual or group.
5. Students will apply the principles of group dynamics and process as means of presenting assignments to class.

COURSE OBJECTIVES

Upon course completion, the successful student will demonstrate the ability to:

Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.	
Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.	B.2.10.
Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes: The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. <ul style="list-style-type: none">• Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary,	B.4.4.

<p>integumentary systems).</p> <ul style="list-style-type: none"> • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). • Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. 	
Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).	B.5.3.
Apply the principles of the teaching–learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and	B.5.19.
Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.	B.5.23.
Select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.	B.5.24.
Group Dynamics	

*The course objectives correspond with the ACOTE 2011 Standards.

INSTRUCTIONAL METHODS

This interactive course is designed to introduce students to the teaching/ learning process and encourage individual mastery in assessment and recording of joint range of motion/ goniometry; manual muscle testing; kinematic movement analysis and occupational/ activity analysis according to the Occupational Therapy Practice Framework: Domain and Process. This is a hybrid course, in which students attend class in the classroom and also participate in virtual education via Blackboard.

Students will be required to access information on Blackboard pertaining to competency rubrics, format for clinic observation and oral presentations, supplementary readings as well as discussion board posting relating to occupational performance in areas of occupation.

A variety of assessment methods are used (mastery quizzes, online tests, oral presentations, written assignments, and practical assessment) to promote student mastery of material and success.

Web based resources:

www.AOTA.org: American Occupational Therapy Association (AOTA)

www.who.org : World Health Organization (WHO)

Supplementary: Students will be provided with additional readings as assigned. Davis videos of ROM assessment posted to blackboard.

Weekly Schedule and Schedule of Assessments

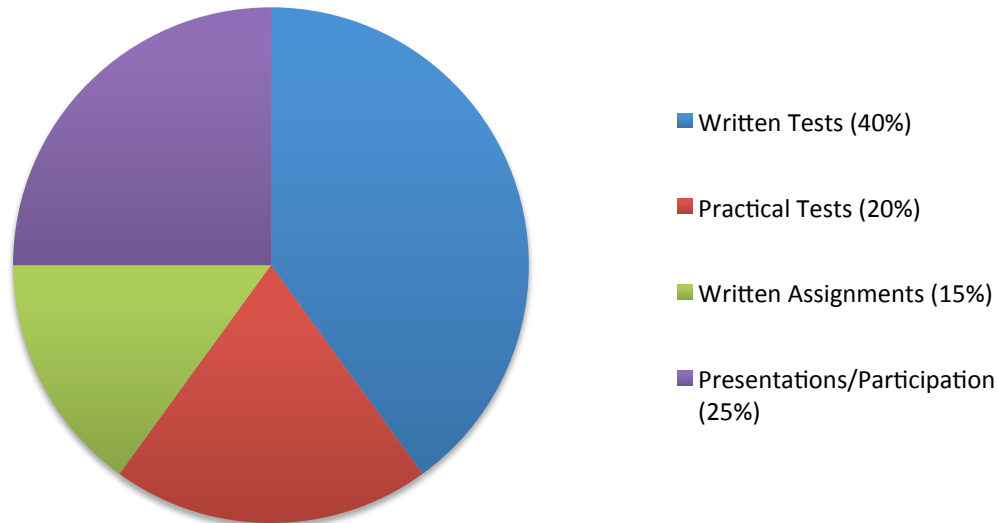
Week/Date	Topic	Preparation	Due by 11:59 on day before class or at day of class
Module 1: January 13, 2014 (In-class)	Syllabus OTPF Group Dynamics Roles in Groups Group Process All students attend 1:10-4	Purchase books and goniometer	No assignments or quizzes due
Module 2: January 20th	Teach-Learn Process		No assignments or quizzes due
Module 3: January 27	ROM screen, palpation Neck, Scapula A: 1:10-2:30 B: 2:40- 4:00	Bring goniometer(s) and Clarkson book Read: Clarkson: 1-23, 32-52, 416-424, 64-78, Review blackboard topic: Neck and Scapula, MMT assessment	
Module 5: February 3 Revised	Shoulder, Elbow, Forearm A: 1:10-2:30 B: 2:40- 4:00	Bring goniometer(s) and Clarkson book Read: Clarkson p79- 171 Review Blackboard topic: Shoulder, Elbow, Wrist, Forearm	C) Completed lab manual: neck, shoulder, ROM screen (p3-10)
Module 4: February 10 Revised		Written test: MMT scores, contraindications and precautions Competency: ROM screen	1:10- 1:45 A) Online/Written Exam 2:00- 4:00 B) ROM screen practical
Module 6 : February 17	Wrist, Hand, Fingers, Thumb A: 1:10-2:30 B: 2:40- 4:00	Bring goniometer(s) and Clarkson book Read: Clarkson: 181-249 Review Blackboard topic: Hand, fingers, thumb	C) Completed lab manual: shoulder, elbow, wrist (p11-23)
Module 7:	Hip, Knee	Bring goniometer(s) and Clarkson book	C) Completed lab manual: hand, hip and knee

February 24	A: 1:10-2:30 B: 2:40- 4:00	Read: Clarkson 261- 339 Review Blackboard topic: Hip and Knee	(p 24-37)
Module 8: February 24	Problem Based Learning	ROM/MMT: Hand, fingers, hip, knee	Completed lab manual due
March 3: COMPETENCIES	Competencies	E) COMPETENCIES- WEAR OT CLINIC UNIFORM, BRING GONIOMETER AND BLANK COPY OF PRACTICAL RECORD FORM. ALL STUDENTS MUST SCORE 80% ON PRACTICAL TO PASS THIS COURSE. STUDENTS HAVE 3 CHANCES TO PASS THE PRACTICAL, BUT IT IS THE FIRST GRADE THAT IS RECORDED	
March 10:	Disability Luncheon	Department Disability Luncheon at 12	D) Test 1: Comprehensive ROM/MMT (online on site at HU) from 1:10-2:10 Reflection assignments in lab after lunch
Note to students: You should have approximately 55% of your cumulative course grade by spring break. If you have any concerns about your cumulative grade, now is a good time to approach your professor!			
Spring Break: March 8-16			
Module 9 : March 24	Activity Analysis, Sequencing and Timing, Objects, Space, and Social Demands	Read: Thomas p1-58	F) Quiz 5 (due by 11:59pm March 24) G) Luncheon Assignment Due March 23 by 11:59
Module 10: March 31	Objects, Space, Social Demands; Required Body Functions, Required Body Structures	Read: Thomas p149-124	F) Quiz 6 (due by 11:59pm March 30)

Module 11 : April 7 (in-person session- Luncheon 12-3)	Required Actions/Performance Skills, Occupation-Based Activity Analysis, The Client: The Key to Conducting an Occupation-Based Activity Analysis	Read: Thomas p124-158	F) Quiz 7 (due by 11:59pm April 7)
Module 12: April 14 (in-class: all students 1:10-4:10)	Grading and Adapting Activities Intervention Checklist	Read: Thomas 159-166 Bring drafts of your case study presentation in hard copy format	F) Quiz 8 (due by 11:59pm April 14)
Week 13: April 21 (in-class)	Case study presentations: All students attend class 1:10-4		H) Case Study Presentations: See timeline for schedule
Final Exam	Test 3: Online (tentative)		I) Test will be held at HU

Grade Determination (10 components)

Cumulative Grade Assessment



- A) Test: ROM precautions/contraindications and MMT scores written exam (5%) – online in class
- B) Test: ROM screen practical (5 %)
- C) Weekly lab book (x4) 5% (to be turned in at start of class): This is pass/fail
- D) Test : ROM and MMT Comprehensive Exam: 15% (this is not a mastery test, and your score will be recorded after 1st attempt) Test will be online at LSHSL
- E) Test 4: ROM and MMT Competency 15% (Feb 25 and Mar 4: you have 3 attempts to score 80% on this exam, but only your 1st attempt score will be recorded. All students must pass this exam with 80% or better) *see rubric*
- F) Weekly content quizzes (x4) 5% (due weekly, day of class by 11:59pm- All are mastery quizzes, you need to score 100%)
- G) Luncheon Assignment: Group Process, Group Roles, and Empathy Paper 10% *see rubric*
- H) Case Study and Task Analysis: Case study presentation 15% *see rubric*
- I) Test 3: 15% (online- will be held at LSHSL computer lab)
- J) Professionalism 10% *see rubric*

Grading Criteria: Final letter grades will be awarded according to the following scale:

A (Excellent)	90 % and above
B (Good)	80 to 89 %
C (Fair)	70 to 79%
D (Poor)	60 to 69%
F (Failure)	below 60 %

Please Note: Students must achieve 80% or higher on Goniometric and MMT competencies and final occupational analysis to pass this course. Students must re-take competency until given a passing grade of 80% (maximum three times allowed). Any student not achieving 80% must repeat this course the following fall semester. Students' initial grade on skill competencies will be recorded not the re-take grade. There will be no "rounding of scores" in this course. In example, if someone receives a cumulative grade of 89.77, it will not be rounded up, and that person will receive a "B" as their final course grade.

Course Policies:

***Written Work:** Writing is an essential tool for thinking and communicating in virtually every profession. In this course it is expected that you will produce written work that meets spelling and grammar expectations of graduate and professional level written work. If you have difficulty with written work, please seek assistance from Writing Across the Curriculum (WAC), their website is: <http://cetla.howard.edu/wac/>*

***Online Instruction/Technology:** All students in this course are required to be proficient in the use of basic computer technology and to have Access to blackboard. This course has many resources and some quizzes posted to blackboard. Students should make sure they are famili.*

***Cell Phone Policy :** Cell phones must be in silent/vibrate mode during class time and during site visits. Cell phones are prohibited during testing and receiving/making phone calls, and using social internet on the phone during class time is not permitted. Inappropriate use of the cell phone may result in dismissal from that class session and will impact your professionalism grade.*

Computer Policy

The use of internet is prohibited during class/presentations without permission from the professor. This would include but is not limited to accessing Email, Facebook, Youtube, Twitter, Instagram, Skype, Myspace, etc. during class time. **Inappropriate use of the internet or computer/IPad during class is considered disruptive and could result in dismissal from the class session.** This behavior will also be reflected in the professional behavior percentage of your grade.

Audio and Video recording. If a student is interested in audio or video recording a class session, please speak with the course instructor prior to class.

Blackboard Postings

Assignments should be posted on Blackboard no later than 11:59pm on the due date. Students should use the discussion board to post reading assignment responses. The digital drop box will be used to submit assignments unless otherwise specified. If for some reason the digital drop box is not operative or Blackboard is down, students will be expected to email a copy of the assignment to the instructor on time to meet the deadline. In order for the assignment to be considered to be submit on time, the student must:

1. email blackboard support, clearly identifying their difficulty and cc instructor prior to the due date for the assignment
2. email the instructor the completed assignment and screenshot with the failure message and time shown clearly as attachments before the due date

Class Participation

As noted above, participation is essential to your success in this course. Prompt and regular attendance in addition to class participation is required. Over 50% of the content information on competencies, assignments, and the final examination is directly related to classroom experience. Class participation will be reflected in your professionalism/class participating grade. Class participation should indicate:

1. Evidence of independent thinking
2. Evidence of intellectual curiosity
3. Evidence of intellectual flexibility
4. Evidence of insight and sensitivity to others
5. Evidence of good problem solving

There is a rubric for class discussion participation in this syllabus.

Laboratory Attire

Lab attire will be required for all goniometric and MMT sessions. This attire consists of sleeveless tops, shorts or exercise tights, bare feet. All bony prominences must be readily available to palpate, mark, and measure on fellow students. Students not dressed in appropriate attire and without necessary tools of clipboard and goniometer will be asked to leave the classroom area.

Professional Attire

All students are required to purchase a short, fitted lab coat and name badge before visiting OT clinics.

Professional uniform attire (not scrubs) will be required for:

1. All OT clinic visits
2. During formal classroom presentations (i.e. ROM screen assessment, ROM/MMT assessment, case study presentations)

*Professional uniform attire is white shirt and blue pants. Jeans, high heeled shoes, hoop earrings or sneakers are not acceptable. Students who are not dressed properly, may not be allowed to participate in clinical/community experiences, and will receive a deficiency grade up to 5%. Note: Wednesday is professional attire day. All students are expected to adhere to this departmental policy.

Lateness

In all fairness to every student, a late work policy has been developed. Late work will not be accepted. Any work received after 11:59pm receives a grade of zero. Work that is more than a day late will receive an automatic zero.

Extra Credit

There will be no extra credit in this class.

Incomplete Grades and Withdrawals

A grade of Incomplete (I) is given only if an emergency prevents a student from completing the final exam. Such an emergency must be documented by the Chairperson or advisor. If you wish to withdraw from the course, please see your instructor before the Registrar's deadline.

Missed Exams or Class work

There will be no **make-up** class work. However, if you miss a quiz, posting or examination because of an illness, you ***must*** submit a document from your physician regarding the nature of your illness and date seen. You will not be able to take the examination until the MD note is given to the course Instructor. Missed quizzes or BB posting will not receive a grade unless there is proof of a documented illness. In case of a family emergency, please refer to the department student handbook.

Academic Integrity

*Perceived acts of academic cheating or plagiarism will be submitted to the College for action as outlined in the College's "Admission, Retention, and Graduation Policies" handbook, as well as those published in the H-Book and the Student Reference Manual and Directory of Classes.

OTHER COURSE-SPECIFIC INFORMATION

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy students who need accommodations because of a disability should contact Dr. Barbara Williams, Dean for Special Student Services (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss accommodations for your disability with me during the first week of class.

Details of Assignments and Assessments (This is tentative and may be altered at instructor's discretion)

A. ROM/MMT written test (February 3) : ROM and MMT precautions and contraindications MMT scores, both numeric and written (from page 40 in text)

B. ROM SCREEN COMPETENCY TIMETABLE: FEBRUARY 3- Students to enter room one at a time and perform screen for instructor, taking on the role of clinician

<i>TIME</i>	<i>(RM 402)</i>	<i>Dr. Alden (RM 405)</i>	<i>Dr. Nyugen (RM 404)</i>
<i>2</i>	<i>Armstrong</i>	<i>Ezechuckwu</i>	<i>Wasuge</i>
<i>2:05</i>	<i>McCleave</i>	<i>Rozenman</i>	<i>Harper</i>
<i>2:10</i>	<i>Bland</i>	<i>Ferguson</i>	<i>Heath</i>
<i>2:15</i>	<i>Mitchell</i>	<i>Sterling</i>	<i>Watkins</i>
<i>2:20</i>	<i>Bryant</i>	<i>Feurer</i>	<i>Holly</i>
<i>2:25</i>	<i>Mullen</i>	<i>Thomas</i>	<i>Williams</i>
<i>2:30</i>	<i>Cornelius</i>	<i>Francis</i>	<i>James</i>
<i>2:35</i>	<i>Patterson</i>	<i>Turner</i>	<i>Wright</i>
<i>2:40</i>	<i>Dupree</i>	<i>George</i>	<i>Jones</i>
<i>2:45</i>	<i>Porter</i>	<i>Vorotinov</i>	<i>Mathews</i>
<i>2:50</i>	<i>Essman</i>	<i>Goodenough</i>	<i>Rodriguez</i>

B) ROM Screen Competency: Lab Practical Rubric (February 3)

Motions performed for all joints	/30
Motions performed in correct sequence	/15
Student models motions clearly	/20
Student gives client friendly descriptions of motions	/20
Student correctly assesses MMT	/20

C) Weekly lab manual: This must be completed entirely each week and turned in at the start of class. This will be graded pass/fail and returned to students for lab each week

D) ROM/MMT Written Exam: This is given online at LSHSL and reviews all ROM/MMT content from lab, lab manual, and text. A sample pre-test will be given to help students prepare for the test.

E) ROM/MMT COMPETENCY: Students will enter assessment room with their partner and choose a “craft stick” with a joint and motion to be assessed. The student has 10 minutes to perform ROM/MMT score and write down results

E) ROM AND MMT COMPETENCY TIMETABLE: *MARCH 3 NOTE: YOU WILL NOT PERFORM THE SCREEN AT THIS COMPETENCY*

<i>TIME</i>		<i>Dr. Alden</i>	<i>Dr. Nyugen</i>
<i>1:10-1:40</i>	<i>Armstrong, Mc Cleave</i>	<i>Ezechuckwu, Rozenman</i>	<i>Dupree, Wasuge</i>
<i>1:40-2:10</i>	<i>Bland, Mitchell</i>	<i>Ferguson, Mathews</i>	<i>Heath, Watkins</i>
<i>2:10-2:40</i>	<i>Bryant, Mullen</i>	<i>Feurer, Sterling</i>	<i>Holly, Williams</i>
<i>2:40-3:10</i>	<i>Cornelius, Patterson</i>	<i>Francis, Thomas,</i>	<i>James, Wright</i>
<i>3:10-3:40</i>	<i>Harper, Porter</i>	<i>George, Turner</i>	<i>Jones, (volunteer from 3:10 slot)</i>
<i>3:40-4:10</i>	<i>Essman, Rodriguez</i>	<i>Goodenough, Vorotinov</i>	
<i>4:10-4:40</i>			
<i>4:40-5:10</i>			

E) ROM/MMT COMPETENCY RUBRIC: MARCH 3

ROM

Action	Grade
Properly positioned client	/5
Demonstrates safety and spotting techniques consistently	/5
Provides appropriate stabilization	/10
Places goniometer axis properly	/10
Keeps stationary arm in correct position	/10
Moves moving arm correctly	/10
Correctly reads goniometer reading	/5
Correctly writes ROM score	/5

MMT

Action	Grade
Properly positioned client	/5
Demonstrates safety and spotting techniques consistently	/5

Provides appropriate stabilization	/10
Provides resistance appropriately	/10
Gives accurate MMT score	/10

F) Weekly Content Mastery Quizzes: Weekly content quizzes are drawn from text and must be completed successfully before attending lecture.

G) Luncheon Assignment- March 3

Task

1. Students are assigned to specific groups in which the end result will be to provide a meal to feed 50 individuals (students and faculty of the Department of Occupational Therapy Tuesday April 1th, 2014. Written portion due April 8rd, 2014. Each student will have the opportunity to eat in the dark.
2. Written analysis will be completed from perspective of a person self-feeding with blindness. Each group will turn in one written analysis (Assignment due 4/7/14) that is focused on their experience eating the meal without use of vision
3. The budget is **(\$50.00)** which you will receive from the instructor. The class may choose to increase the budget by each donating a few dollars.

4. As a class you will decide on a menu and advertise to students and faculty about the luncheon (E-vite/flyers etc). Do NOT provide the menu as it will be part of the “mystery” of the lunch. Have a sign reserving the back lab where the kitchen is located for serving, cooking and eating. The menu should include a variety of food and drinks to “test” the diners! The menu is to be submitted to the instructor by 3/20/14 and the invitations launched!
5. Serving time is 12:30pm (seating A) and 1:30pm (seating B)

Group assignments: (Whilst performing the group tasks, you will also perform the task with the role of a disability.

Shopping Group (purchase all supplies and decorations by 3/27/14)

Armstrong (eat at seating A) (wheelchair user)
Bland (eat at seating A) (wheelchair user)
Bryant (eat at seating A) (wheelchair user)
Cornelius (eat at seating A) (walker user)
Dupree (eat at seating A) (wheelchair user)
Essman (eat at seating A) (walker user)

Decoration/Set-up Group (Room to be set-up by 12:15 on April 1st: Make sure to have some appropriate music to listen to before the meal, space tables and chairs properly and organize system for giving people blindfolds and greeting them at the door)

Goodenough (eat at seating B- Hostess at seating A) (walker user)
George (eat at seating A- Host at seating B) (walker user)
Francis (eat at seating B) (congenital amputee, left above elbow amputation)
Fuerer (eat at seating A)
Ferguson (eating at seating B)

Cooking Group (Submit menu to Dr. Alden by 3/20/14- arrive at 11:30am to begin cooking on April 1st)

Ezechuckwu (eat at seating B) (Rheumatoid Arthritis)

Harper (eat at seating B) (Anorexia)

Jones (eat at seating B) (Insulin Dependent Diabetes)

Heath (eat at seating B) (COPD)

Holly (eat at seating B) (Multiple Sclerosis)

James (eat at seating B) (Wheelchair user)

Serving Group: Must wear all black clothing (You will assist the host and hostess to seat guests once they have their blindfolds on, and will also serve food and clear plates)

Rodriguez (RUE above elbow amputation) (serve A, eat at seating B)

Vorotinov (*Obsessive compulsive disorder*) (serve A, eat at seating B)

Porter (RLE TKR, WBAT) (serve A, eat at seating B)

Turner **Rheumatoid Arthritis (bilateral hands)* (serve A, eat at seating B)

Patterson (left sided neglect s/p CVA) (serve A, eat at seating B)

Thomas (T6 SCI) (serve B, eat at seating A)

Mullen (back deformity- kyphosis) (serve B, eat at seating A)

Sterling (Asperger's Syndrome: auditory sensitive) (serve B, eat at seating A)

Mitchell (ADHD)(serve B, eat at seating A)

Mathews (serve B, eat at seating A)

Clean –Up Group

Mc Cleave (eat at seating A) (wheelchair user)

Rozenman (eat at seating A) (wheelchair user)

Watkins (eat at seating A) (walker user)

Williams (eat at seating A) (COPD, oxygen dependent)

Wright (eat at seating A) (Left sided hemiparesis)

G) Social Participation Luncheon Rubric for Written Paper (to be focused on experience of self-feeding with blindness):

Criteria	Points it is worth
Describe medical condition and its functional implications (use citation) (Blindness)	5
Describe selected activity and describe the performance components (cite) of the activity (eating a meal) using terms from OTPF (create a chart)	10
Describe kinematic analysis of activity performance (what muscles, ROM, and strength are needed to perform motions for activity)	10
Demonstrate knowledge of strategies to grade environment or task; including at least one compensatory strategy (create a table with 5 ways to grade down task and 5 ways to grade up task) ,5 technological adaptations that could be used , and 5 ways environment could be changed (use a 4 column chart)	20
Apply principles of teaching learning process using educational methods. Choose at least 3 teaching/learning methods (cite) and give specific examples of how you would apply them if you were educating someone with blindness in self-feeding	10
Demonstrate that intervention is client centered	5
Demonstrate insight into the challenges and pleasures of self-feeding without vision, demonstrates insight into how this experience will affect his/her own clinical performance	10

H) Case Study Presentations: April 21

TIME	STUDENTS	Case Study
1:10-1:40	Armstrong, Ezechuckwu, Harper, Bland	<i>Spade is an 8 year old boy attending a public school. He has difficulty setting out the right supplies for each subject as the teacher transitions between subjects in schools. He often takes out the wrong book or is missing items. (Analyze how to facilitate improved transition and preparation between school subjects)</i>
1:40-2:10	Ferguson, Heath, Bryant, Feurer, Holly	<i>Eleanor is a 90 year old woman living at home on her own. Recently, she has found it tiring to stand up and do her laundry in the basement. Typically, she would take a load down and put it in the washer, go upstairs, and then return to the basement twice more to put the clothes in the dryer and to fold and carry them</i>

		<i>upstairs. She does not have anyone who can do her laundry for her (Analyze how to facilitate improved safety and independence with laundry)</i>
<i>2:10-2:40</i>	<i>Cornelius, Francis, James, Dupree</i>	<i>Zoe has been labeled as a “ messy eater” at school. She is happy 7 year old girl, and has lots of friends she sits with and plays with at lunch. However, her teacher and mother note that she spills a lot of food on her shirt, and is not using her utensils properly to prepare her food to chew it (Analyze how to improve Zoe’s quality of self-feeding)</i>
<i>2:40-3:10</i>	<i>George, Jones, Essman, Goodenough, Mc Cleave</i>	<i>Elsa is a 22 year old woman living with depression. She has recently dropped out of university, and is living at home with her mother. She has a history of eating disorders, and her only interest is cooking, but she often does not leave her room (Analyze how to engage Elsa in meaningful occupations.)</i>
<i>3:10-3:40</i>	<i>Rozenman, Wasuge, Mitchell, Stash,</i>	<i>Sylvester is a 67 year old man who has just retired from his job at WMATA, and underwent a hip replacement surgery. He is still under hip precautions, and is walking short distances with a walker. He likes to take his meals in front of the TV at home, but is having difficulty preparing and moving his meals from the kitchen to the living room now that he is using a walker. He has a very small kitchen, and clutter in his living room. (Analyze how to facilitate his safety and independence preparing a meal and walking in to the living room)</i>
<i>3:40-4:10</i>	<i>Mullen, Sterling, Williams, Patterson</i>	<i>Zach is a 7 year old with a Diagnosis of Autism. His parents would like to take him to Church with them, but he starts screaming every week when they try to bring him. (Analyze how to facilitate Zach attending Church with his family)</i>
<i>4:10-4:40</i>	<i>Thomas, (D), Wright, Porter, Turner</i>	<i>Manuel is a 40 year old man with paraplegia. He would like to return to driving his car to work so that he will not need to rely on his wife to get them there each morning. (Analyze how to facilitate Manuel getting to work safely and independently each morning)</i>
<i>4:40-5:10</i>	<i>Mathews, Rodriguez, Vorotinov, Watkins</i>	<i>Heema is a 15 year old girl attending a public school. She has recently completed a treatment program for anorexia, and is transitioning back to school. She becomes very nervous at lunch time and is uncomfortable eating in front of her peers. (Analyze how to promote Heema’s comfort and independence eating lunch with her peers at school)</i>

H) *Case Study Presentation Directions:*

1. Each group will have 30 minutes to present their case studies in a poster presentation format.
2. The poster should display a photographic sequence of the steps of the activity.
3. Each group was assigned a specific case-study with an area to analyze.

Example: Analyze how to **facilitate safety during a tub transfer (only to the tub)**.

4. Each Case Study has an OT problem to solve Example : **how to facilitate safety during a tub transfer (only to the tub)**.
5. The photographic sequence of steps will illustrate the problem being solved

Example: Mark is a 51 y.o male who underwent a total hip replacement on his LLE and is unsure on safety in the area of tub transfers. He has a tub shower with no grab bars and uses a RW (rolling walker for functional mobility). Analyze **how to facilitate safety during a tub transfer (only to the tub)**. Display 10 pictures demonstrating a safe tub transfer. Label each step (STEP 1: Approach the tub bench using the RW)

6. Title your Presentation:

Using PowerPoint Slides on the posterboard, include your case study and the use of either tables or bullet points to address the following:

Identify the performance area, Identify 2 contexts, 2 Performance Patterns, 2 Activity Demands

Identify the Client factors: 5 main body functions and their accompanying 5 main body structures of the activity.

Identify 5 ways to grade up task and 5 ways to grade down task.

Identify 6 interventions to address performance deficits and the type of intervention used.

Identify 3 types of technology that could be used to perform the task

Provide references using APA format (At least 2 peer reviewed journals, and 1 textbook to be cited)

Resources: Refer to Thomas text, OTPF, Tegrity and Handout on Types of Interventions, also research types of OT interventions.

Be prepared to be asked questions based on your presentation to facilitate critical thinking.

- I) *Final Exam: Final exam to be given online at LSHSL during exam week. The exam will cover all material involved with activity analysis and the OTPF, a study guide is provided on blackboard.*

J) CLASS PARTICIPATION RUBRIC:

95-100	90-95	85-90	80-85	75-80	74 and below
Actively supports, engages and listens to peers (ongoing)	Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives full prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, attendance and therefore level of participation, are both inconsistent	Rarely prepared Rarely participates	Never prepared
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Misses more than two classes	Never participates
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (ongoing)		Comments are generally vague or drawn from outside of the assigned material	Demonstrates a noticeable lack of interest in the material (on going)
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Demonstrates a noticeable lack of interest (on occasion)	Group dynamic and level of discussion are significantly harmed by the student's presence
Student is consistently on time	Student consistently on time	Student usually on time	Student is late to class more than once	Group dynamic and level of discussion are harmed by the student's presence	
				Student late to class more than once	

