



**NATIONAL BOARD FOR TECHNICAL EDUCATION**

**CURRICULUM AND COURSE SPECIFICATION FOR**

**NATIONAL DIPLOMA:**

**OCCUPATIONAL THERAPY ASSISTANT**

**August 2009**

*Produced by the National Board for Technical Education (NBTE)  
Plot B, Bida Road, P.M.B. 2239, Kaduna Nigeria.*

## **1.0 PROGRAMME NOMENCLATURE**

### **NATIONAL DIPLOMA: OCCUPATIONAL THERAPY ASSISTANT**

## **2.0 GOAL**

### **A The goals of the programme are to:**

- i) Provide the students with the knowledge, skills and abilities to be able to work as occupational therapy assistants under the supervision of a Registered Occupational Therapist.
- ii) Prepare safe and competent occupational therapy assistants who are able to work in primary, secondary and tertiary settings.
- iii) Make sure that students know the importance of occupation/activities for rehabilitation and recovery, and also for health, well-being and social participation.
- iv) Ensure students consistently provide safe, ethical and quality care when working with individuals, groups or communities.
- v) Make sure that students are proficient in teaching and engaging clients in a variety of activities as part of a programme prescribed by a Registered Occupational Therapist.
- vi) Ensure that students know the limits of their role and responsibilities; that they are able to work under direct and indirect supervision; and also to record and report information accurately to members of the health care team.

- vii) Give students the skills to manage their time, tasks and resources, and to assist with departmental administration, to maintain and control stock, and service equipment.
- viii) Provide students with the skills of continuing professional development to help maintain service standards.

## **OBJECTIVES OF THE PROGRAMME**

### **B The programme will enable the learner to:**

1. Demonstrate the ability to work under supervision, safely delivering aspects of the treatment programme prescribed and delegated by a Registered Occupational Therapist.
2. Explain the value of occupation/activities for rehabilitation and recovery, and also for health, well-being and social participation.
3. Understand and identify with occupational therapy values and philosophy.
4. State the scope of practice of occupational therapy in primary, secondary and tertiary health care settings in Nigeria.
5. Use the relevant skills and basic knowledge of occupational science, biological, behavioural and medical sciences that underpin safe practice and effective services.
6. Define commonly used English terminology of health, occupational therapy and occupational science.
7. Adopt a family and client-centred approach, demonstrating culturally sensitive and appropriate verbal/non-verbal communication with clients, their families and communities.
8. Apply the occupational therapy process when working with individuals, groups or communities.

9. Facilitate and teach a variety of occupations/activities; engaging clients in activities as part of a programme prescribed by a Registered Occupational Therapist.
10. Enable occupational performance by using activities to support client control, choice and independence – interdependence in life skills.
11. Educate clients and others in aspects of health awareness, disease prevention and health promotion.
12. Respect and abide by the code of professional ethics.
13. Demonstrate the attitudes and behaviour commensurate with being an occupational therapy assistant.
14. Work harmoniously as a member of the health care team supporting client and family-centred services; communicating effectively both verbally and in writing with other members of the team.

### **3.0 LEVEL OF PROGRAMME**

National Diploma Programme

### **4.0 DURATION**

The duration shall normally be two (2) academic sessions of four (4) semesters and a 6-8 week attachment/supervised work experience scheme at the end of year one. The programme is full-time.

The clinical attachment requires the student to demonstrate ethical behaviour, safety and competency in the activities used by an occupational therapy assistant. The clinical attachment will take place at the end of second semester in settings approved by the Medical Rehabilitation Therapists (Registration) Board under the supervision of a Registered Occupational Therapist. On the successful completion of the academic courses and the clinical attachment diplomates shall be referred to as occupational therapy assistants.

## 5.0 ENTRY REQUIREMENTS

Applicants with the following minimum qualifications may be considered for admission into the National Diploma programme: **Occupational Therapy Assistant.**

- i. Five credit level passes at SSCE/ WASC/ GCE 'O' LEVEL at not more than two (2) sittings. These must include:
  - A. Biology
  - B. Two (2) subjects chosen from Health Sciences, Psychology, Food & Nutrition, Chemistry or Physics.
  - C. One (1) subject chosen from Economics or Mathematics.
  - D. Passes in English Language is compulsory.
- ii. Prospective students must be interested in working with people with disabilities and in primary health care/community-based rehabilitation programmes.

## 6.0 STRUCTURE OF THE PROGRAMME

The National Diploma: Occupational Therapy Assistant is a terminal programme. The structure contains a) academic courses studied for two (2) years of four (4) semesters and b) a 6-8 week clinical posting/period of supervised work experience.

## 7.0 CURRICULUM

**A The curriculum of all ND programmes consists of five main components.** These are:

- i. General Studies / Education
- ii. Basic / Foundation Courses
- iii. Professional / Specialised Courses
- iv. Electives

v. Supervised Work Experience Scheme

**B Conditions for the award of the National Diploma: Occupational Therapy Assistant**

In order for a student to be awarded the National Diploma: Occupational Therapy Assistant the student must achieve a pass mark in each of the academic courses and the clinical attachment. A student who demonstrates a lack of safety in any of the courses or in the clinical attachment, will fail that section of the programme and must retake the whole of the course containing unsafe practice. Students who do not adhere to the code of professional, ethical conduct will normally be required to leave the programme.

**8.0 CERTIFICATION**

The certificate to be awarded and the programme title shall read:

**“NATIONAL DIPLOMA: OCCUPATIONAL THERAPY ASSISTANT”**

A transcript showing all the courses taken and grades obtained shall be issued on demand.

**9.0 ACCREDITATION**

The programme offered shall be accredited by the National Board for Technical Education (NBTE) in conjunction with the Medical Rehabilitation Therapists (Registration) Board of Nigeria (MRTB). Details about the process of accrediting a programme for the award of the National Diploma are available from the Executive Secretary Programmes Department, National Board for Technical Education, Plot ‘B’ Bida Road, P.M.B 2239, Kaduna, Nigeria.

**10.0 CONDITION FOR THE AWARD OF THE NATIONAL DIPLOMA CERTIFICATE**

Institution offering accredited programmes will award the National Diploma to candidates who successful complete the academic components and supervised work experience of the programme. This means that the course work, unseen examinations and the clinical attachment must be passed.

## **11.00 GUIDANCE NOTES**

### **CLINICAL POSTING/SUPERVISED WORK EXPERIENCE**

For the smooth operation of the clinical posting/supervised work experience programme the following guidelines shall apply:

#### **Clinical Posting as a Component of the Curriculum**

The 6-8 week clinical posting is important in determining whether the student is achieving the programme objectives and has the potential to work as an occupational therapy assistant. The clinical posting should be graded on a fail or pass basis only. Normally at the end of year 1, where a student has satisfied all academic requirements but failed the clinical posting, he/she may be allowed a further clinical attachment for 4 weeks in order to reach the required standard. This will be at his/her own expense. In exceptional circumstances, such as serious misconduct/breach of the professional, ethical code of conduct, a student may be asked to withdraw from the course after the first failure of the clinical posting.

#### **Stipend for Students on Supervised Work Experience**

The rate of stipend payable shall be determined from time to time by the Federal Government after due consultation with the Federal Ministry of Education, the Industrial Training fund and the NBTE.

#### **Responsibility for Placement of Students**

- (i) Institutions offering the ND Programme shall arrange to place the students in an occupational therapy service approved by the MRTB. At the end of the first semester of each year, six copies of the master list showing where each student will be placed shall be submitted to the Executive Secretary NBTE who shall, in turn, authenticate the list and forward it to be the Industrial Training Fund. A copy of the list will also be sent to the MRTB.

- (ii) The Placement Officer should discuss and agree with the service the following:
  - (a) A description of clinical experience with a statement of learning goals and objectives for the clinical posting.
  - (b) Identify a named supervisor from the institution and service for each student.
  - (c) Evaluation of the student's performance, knowledge, skills and attitudes during the clinical posting using a pass/fail grade. The final grade should be weighted more on the evaluation by the service-based supervisor.

### **Evaluation of Students during the CLINICAL POSTING**

In the evaluation of the student, cognizance should be taken of the following items:

- (i) Safety
- (ii) Knowledge
- (iii) Relationship with clients
- (iv) Technical skills
- (v) Respect for the health care team
- (vi) General attitude to, and aptitude for the work

### **Grading of the CLINICAL POSTING**

To ensure uniformity of grading, the institution shall ensure that the criteria for pass/fail agreed to by all Institutions is used by the services offering supervised work experience.

### **The Service-Based Supervisor**

The service-based supervisor should sign the log book during each visit. This will enable him/her to check and determine whether the learning goals and objectives are being achieved; and to address any problems regarding the specific assignments given to the student by their supervisor.

### **Frequency of Visits**

Institutions should ensure that students placed on attachment are visited at the beginning and end of their placement. .



**CURRICULUM TABLE FOR ND OCCUPATIONAL THERAPY ASSISTANT**

**FIRST SEMESTER**

**ND 1**

COURSE CODE	COURSE	THEORY HOURS	PRACTICAL HOURS	HOURS	CREDIT UNITS	TOTAL HOURS
OT111	Introduction to occupational therapy	2	3	5	5	75
OT112	Occupational science	2	2	4	4	60
OT113	Anatomy	2	4	6	6	90
OT114	Physiology 1	2	2	4	4	60
OT115	Psychology	1	2	3	3	45
GNS 102	Communication in English I	2	-	2	2	30
COM 001	Computer Applications I	-	3	3	3	45
GNS111	Citizenship Education I	2	-	2	2	30
TOTALS		13	16	29	29	435

**SECOND SEMESTER**

**ND 1**

COURSE CODE	COURSE TITLE	THEORY HOURS	PRACTICAL HOURS	TOTAL	CREDIT UNITS	TOTAL HOURS
OT121	Foundations I: occupational therapy process	1	2	3	3	45
OT122	Foundations II: activity analysis	1	2	3	4	45
OT123	Physiology II	2	2	4	4	60
OT124	Life course: psychological and sociological perspectives	1	2	3	3	45
OT125	Interventions with individuals	1	3	4	4	60
OT126	Introduction to health and disease	2	2	4	4	60
GNS202	Communication in English II	2	-	2	2	30
COM 002	Computer Applications II	-	3	3	3	45
GNS111	Citizenship Education II	2	-	2	2	30

TOTALS		12	16	28	28	420
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**THIRD SEMESTER ND II**

COURSE CODE	COURSE TITLE	THEORY HOURS	PRACTICAL HOURS	TOTAL	CREDIT UNITS	TOTAL HOURS
OT211	Foundations III: occupational therapy conceptual models	2	2	4	4	60
OT212	Introduction to mental health	3	3	6	6	90
OT213	Introduction to orthopaedics	2	2	4	4	60
OT214	Common medical and surgical conditions	2	2	4	4	60
OT215	Interventions with groups	2	4	6	6	90
BAM	Introduction to Entrepreneurship	2	1	3	3	45
TOTALS		13	14	27	27	405

**FOURTH SEMESTER ND II**

COURSE CODE	COURSE TITLE	THEORY HOURS	PRACTICAL HOURS	TOTAL HOURS	CREDIT UNITS	TOTAL HOURS
OT221	Introduction to primary health care	2	2	4	4	60
OT222	Interventions with communities	2	4	6	6	90
OT223	Policies, procedures and professional standards	2	2	4	4	60
OT224	Supervision and self management	2	2	4	4	60
OT225	Organisation and administration	1	2	3	3	45
OT226	Paediatrics: child and family health	2	2	4	4	60
BAM	Practice of Entrepreneurship	1	2	3	3	45

COURSE CODE	COURSE TITLE	THEORY HOURS	PRACTICAL HOURS	TOTAL HOURS	CREDIT UNITS	TOTAL HOURS
TOTALS		12	16	28	28	420

**YEAR I SEMESTER I**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Introduction to occupational therapy</b>		
<b>COURSE CODE: OT111</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 6</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 3hr/week</b>
<b>PRE-REQUISITE: 6</b>	<b>TOTAL HOURS PER WEEK: 5</b>	
<b>GOAL: To introduce the values, principles and practice of occupational therapy.</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Understand occupational therapy and how it evolved over time and vary in different countries.</li><li>2. Understand learning as an occupation and begin to reflect about the impact of teaching strategies on learning.</li><li>3. Understand the professional values and beliefs that underpin the practice of occupational therapy.</li><li>4. Understand the scope of practice in primary, secondary and tertiary settings.</li><li>5. Understand and abide by the professional Code of Ethics set nationally and internationally.</li><li>6. Understand the history of occupational therapy in Nigeria, Africa and internationally.</li><li>7. Understand that occupational therapists are members of health teams and explain the need for professional harmony to provide effective client-centred services.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Introduction to occupational therapy</b>				<b>CONTACT HOURS: 5hrs/week</b>		<b>Credit Units: 5</b>
<b>COURSE CODE: OT111</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Define occupational therapy, explain how definitions have evolved over time and vary in different countries.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	State the elements founds in definitions of occupational therapy  Define common constructs used in occupational therapy definitions	Describe how ‘doing’ or occupational performance is at the heart of occupational therapy.  Define activity, occupation, doing, occupational performance, therapy and roles.  Present and discuss the WFOT (2004) definition of occupational therapy.	Overhead projector and data projector.  WFOT (2004) <i>World Federation of Occupational Therapists Definition of Occupational Therapy.</i>	Define occupational therapy and express these definitions creatively.	Workshop: Explain the purpose of ice-breaker activities. Use creative activities to help students to get to know each other and to express their understanding of occupational therapy.  Introduce students to reflection by asking them to describe their responses to the ice-breaker activities.	Room with space for movement
<b>WEEK 2</b>	<i>General Objective: 1: Define occupational therapy, explain how definitions have evolved over time and vary in different countries.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Identify commonalities and differences in definitions of occupational therapy across the world.	Present definitions of occupational therapy from different countries.  Small group work: students compare and contrast definitions and present observations in a plenary session.	Overhead projector and data projector  WFOT (2003) <i>Definitions of Occupational Therapy.</i>	Prepare a contemporary definition of occupational therapy for Nigeria	Small group work: students to define occupational therapy and present the definition as a poster.  Plenary: guide students to reflect on the group process of working together on a common task.	Room/s suitable for break-away groups.  Flip chart, paper and pens

			Room/s suitable for break-away groups.			
<b>WEEK 3</b>	<i>General Objective 2: Understand learning as an occupation and begin to reflect about the impact of teaching strategies on learning.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Recognise that learning is an occupation	<p>Introduce learning as an occupation; and humans as a species searching for knowledge and understanding as part of their occupational character.</p> <p>Explain the difference between deep and surface learning.</p> <p>Discuss the value of activity for deep learning and for success in the student role.</p>	Overhead projector and data projector	Understand the cyclical nature of reflection, outlining the stages of preparation, experience and retrospective reflection.	<p>Tutorial: define reflection and introduce learning from experience using a cyclical process.</p> <p>Students to use the three stages to reflect upon their learning and student role.</p>	Overhead projector and data projector
<b>WEEK 4</b>	<i>General Objective 3: Understand the professional values and beliefs that underpin the practice of occupational therapy.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand professional philosophy as a system of shared values and beliefs.	Define philosophy, values and beliefs; explain their importance for professional identity; describe and discuss occupational therapy philosophy including holism, occupational nature of human beings; and a healthy balance of work, rest and play.	<p>Overhead projector and data projector</p> <p>Occupational Therapy text books</p>	Apply the core values and beliefs to the national context.	<p>Small group work: students to select a value/belief and explore the applicability to the Nigerian context and culture.</p> <p>Students present their deliberations at plenary session.</p>	<p>Room/s suitable for break-away groups.</p> <p>Flip chart, paper and pens</p>
<b>WEEK 5</b>	<i>General Objective 4: Understand the scope of practice in primary, secondary and tertiary settings.</i>					

	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define elements of scope of practice.	Introduce scope of practice in relation to professional philosophy.  Explain 1) domain of concern, 2) goals and desired outcomes, 3) population served and 4) legitimate tools.	Overhead projector and data projector	Understand how the elements of practice apply in a local occupational therapy service.	Facilitate a presentation by, and question and answer session with, a practicing occupational therapist about their service.	Practicing occupational therapist
<b>WEEK 6</b>	<i>General Objective 4: Understand the scope of practice in primary, secondary and tertiary settings.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the roles of occupational therapists in primary, secondary and tertiary settings.	Define and describe the characteristics of primary, secondary and tertiary services/care.  Define, describe and give examples of the potential roles played by occupational therapists including: advocate, assessor, counsellor, therapist, educator, researcher, manager and consultant.	Overhead projector and data projector	Investigate and match roles to primary, secondary and tertiary settings.	Small group work: students compile questions to 'interview' practising therapists about their roles.  Students 'interview' the therapists and then report their findings at a plenary session.  Guide students to reflect on interviews as a way of gathering information.	Room/s suitable for break-away groups.  Practicing occupational therapists working in primary, secondary and tertiary care.
<b>WEEK 7</b>	<i>General Objective 5: Understand and abide by the professional Code of Ethics set nationally and internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand ethical principles as one of the distinguishing	Define profession, professionalism and explain the differences between professions and other occupations.	Overhead projector and data projector	Apply ethical principles to occupational therapy practice.	Small group work: students identify ethical dilemmas associated with each of the ethical principles.	Room/s suitable for break-away groups.

	features of a profession.	Explain the ethical principles of non-maleficence, beneficence, respect/equality, autonomy, equity, impartiality, respect, competence and professional relationships.  Quiz to check understanding of definitions and ethical principles.			Guided discussion of ethical dilemmas at the plenary session.	Flip chart, paper and pens
<b>WEEK 8</b>	<i>General Objective 5: Understand and abide by the professional Code of Ethics set nationally and internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand how ethical principles guide occupational therapy practice throughout the world.	Explain that adherence to ethical principles is a mechanism for continuity and commonality for professions.  Illustrate with examples of occupational therapy Codes of Ethics from the World Federation (WFOT), America (AOTA) and the United Kingdom (COT).	Overhead projector and data projector  WFOT (2005) <i>Code of Ethics</i> .  AOTA (2005) <i>Code of Ethics</i> .  COT (2005) <i>Code of Ethics and Professional Behaviour</i> .	Understand the use of search strategies to find trustworthy information on the internet.	Tutorial: define search strategies and search terms.  Explain ways of judging the trustworthiness of internet sites.  Students to devise and use a search strategy to find Codes of Ethics from other countries.  Facilitate a discussion about the similarities and differences in the Code of Ethics found.	Library or computer room for access to the internet
<b>WEEK 9</b>	<i>General Objective 5: Understand and abide by the professional Code of Ethics set nationally and internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand how ethical principles	Explain the history and development of the Nigerian	Overhead projector and data projector	Understand how ethical	Use case studies provided by occupational therapists to	Practicing occupational



	guide occupational therapy practice in Nigeria	Occupational Therapy Code of Ethics.  Go through the Nigerian Codes of Ethics. Ask students to identify the ethical principles.  Facilitate a discussion about using the Codes of Ethics to inform practice in primary, secondary and tertiary settings.	Nigerian Occupational Therapy Code of Ethics  Medical Rehabilitation Therapist (Registration) Board Code of Ethics	principles guide occupational therapy practice in Nigeria	show how the Nigerian Codes of Ethics inform practice.	therapists working in primary, secondary and tertiary care.
<b>WEEK 10</b>	<i>General Objective 6: Understand the history of occupational therapy in Nigeria, Africa and internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the history of occupational therapy in Nigeria and Africa.	Describe the development of occupational therapy in Nigeria.  Compare and contrast the history and factors that influence development, with other African countries.	Overhead projector and data projector  Occupational Therapy Africa Group (OTAG) website	Understand the history from the perspective of a pioneer/s.	Students to compile questions about the history and future directions.  Invite a pioneer/s to tell their stories about the development of occupational therapy. Students use their questions to probe about the past and explore future possibilities.	Founders/pioneers of occupational therapy in Nigeria
<b>WEEK 11</b>	<i>General Objective 6: Understand the history of occupational therapy in Nigeria, Africa and internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the origins of	Describe the genesis of occupational therapy in America.	Overhead projector and data projector	Recognise the role of the	Devise a student self-study guide with questions about	Library or computer room for

	occupational therapy in America.	Outline the historical influence of medicine, developments over the 20 <sup>th</sup> century and contemporary focus on health and well-being.	Occupational therapy textbooks	World Federation of Occupational Therapists (WFOT) and Occupational Therapy Africa Group (OTAG).	the structure, functions and activities of WFOT and OTAG.  Students explore the WFOT and OTAG websites, completing the study guide.  Facilitate discussion about the advantages and disadvantages of belonging to an international community of occupational therapists.	access to the internet
<b>WEEK 12</b>	<i>General Objective 7: Understand that occupational therapists are members of health teams and explain the need for professional harmony to provide effective client-centred services.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the roles of different members of health care teams in primary, secondary and tertiary settings	Define team work and explain the importance of effective team work for quality health care.  Identify typical members of the health care teams in primary, secondary and tertiary care; and outline their respective roles/s and scope of practice	Overhead projector and data projector	Investigate the roles of different members of the health care.	Small group work: students to obtain information about the health care team members using documents, the internet, observation or interviews.  Facilitate plenary session to share findings about the role and remit of different professionals.	Room/s suitable for break-away groups.  Library or computer room for access to the internet  Visit to local health services
	<i>General Objective 7: Understand that occupational therapists are members of health teams and explain the need for professional harmony to provide effective client-centred services.</i>					
<b>WEEK 13</b>	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Describe the key features of client-centred and family-centred practice	<p>Introduce client-centred and family-centred practice, relating to professional Codes of Conduct.</p> <p>Describe the collaborative process of setting and realising goals, for both interventions and for services.</p> <p>Discuss situations where client autonomy and choice may be undermined.</p>	Overhead projector and data projector	Consider the similarities between client-centred practice and student-centred learning.	<p>Workshop: learning</p> <p>Explain the differences between teaching and learning. Introduce student-centred learning</p> <p>Students practice in pairs the skills of setting, negotiating and evaluating learning goals.</p> <p>Each student sets a learning goal based upon the course objectives; identifies resources and learning outcomes to be achieved by the final week.</p>	Room/s suitable for break-away groups.
<b>WEEK 14</b>	<i>General Objective 7: Understand that occupational therapists are members of health teams and explain the need for professional harmony to provide effective client-centred services.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the benefits and challenges of team working	<p>Discuss the benefits of harmonious relationships within the health team.</p> <p>Introduce challenges to effective team work including role conflict, role ambiguity and role overload.</p> <p>Ask students to identify strategies to overcome these challenges.</p>	Overhead projector and data projector	Gain an insight into the client's perspective on team work.	Invite a client/s having gained their informed consent, to tell their story and experiences of being a recipient of team working.	Client/s willing to share their experience of team work.

<b>WEEK 15</b>	<i>General Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		To be determined according to the needs of the cohort.  Recap and revise as necessary to ensure understanding.	Overhead projector and data projector	Reflect on learning from experience and the application of student-centred learning.	Students present the learning goals and outcomes agreed in week 13.  Facilitate a discussion about the experience of student-centred learning, relating to client-centred practice.	

#### ASSESSMENT

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>40%</b> Reflective account of experience of student-centred learning: setting and evaluating learning goals	<b>60%</b> Multiple choice examination about professional code of ethics	

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Occupational Science</b>		
<b>COURSE CODE: OT112</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To develop a basic understanding of the relationship between occupational therapy and occupational science.</b>		
<b>GENERAL OBJECTIVES:</b>		
<p><b>At the end of this course the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand occupational science and understand the symbiotic relationship between occupational therapy and occupational science.</li> <li>2. Outline the origins and development of occupational science.</li> <li>3. Identify the differences between individual and political dimensions of occupation.</li> <li>4. Understand the functions of occupations and the relationship between occupation, health and well-being.</li> <li>5. Understand the benefits and limitations of ‘work, rest and play’ as a taxonomy for classifying occupation.</li> <li>6. Outline the process and methods of narratives/story telling for understanding lived experience.</li> <li>7. Explore the meanings of self care, play, learning, work and leisure occupations from Nigerian perspectives.</li> </ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Occupational Science</b>				<b>CONTACT HOURS: 4 hrs/week</b>		<b>Credit Unit: 4</b>
<b>COURSE CODE: OT112</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Understand occupational science and understand the symbiotic relationship between occupational therapy and occupational science.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>Define occupational science</p> <p>State the differences between occupational therapy as an applied discipline and occupational science as a scientific discipline</p>	<p>Introduce occupational science as a basic interdisciplinary science dedicated to the understanding of human occupation and the concept of occupation.</p> <p>Explain the difference between applied and scientific disciplines/knowledge: occupational science as a knowledge base to draw upon to inform occupational therapy practice.</p>	<p>Overhead projector and data projector.</p>	<p>Locate and use international sources of information about occupational science.</p> <p>Identify and compare different definitions of occupational science</p>	<p>Workshop: occupational science.</p> <p>Provide the URLs for the Journal of Occupational Science and societies such as the International Society for Occupational Science.</p> <p>Small group work: students to search sites and collate definitions of occupational science (OS).</p> <p>Plenary session: identify the common/different constructs; and create a comprehensive definition of OS.</p>	<p>Access to on-line journals and the internet</p> <p>Room/s suitable for break-away groups.</p> <p>Flip chart, paper and pens</p>
<b>WEEK 2</b>	<i>General Objective 2: Outline the origins and development of occupational science.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>

	Describe the origins and recognise the contribution of the founders of occupational science.	Outline the emergence of this academic discipline at the University of Southern California.  Describe the role and strategies adopted by pioneers to promote OS, including Yerxa, Wilcocks Clarke, Zemke and Hocking.  Discuss the developments in the discipline, particularly the emergence of political dimensions and research.	Overhead projector and data projector.	Describe OS as an innovation.  Identify success factors for the adoption of innovation / change.	Tutorial: about occupational science (OS) as an innovation.  Students to read publications by the pioneers, identifying factors influencing the start and spread of occupational science.  Facilitate discussion and draw parallels with occupational therapy as an innovation in Nigeria.	Articles and books published in early 1990s
<b>WEEK 3</b>	<i>General Objective 3: Identify the differences between individual and political dimensions of occupation.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the four dimensions of occupation.  Recognise the key differences between individual and political dimensions of occupation.	Define and describe four individual dimensions of occupation: 1) occupational performance, behaviour and choice; 2) the meaning of occupation; 3) functions of occupation and 4) relationship between occupation and health.  Summarise political dimension of occupation including occupational imbalance, deprivation, alienation justice and apartheid.	Overhead projector and data projector.	State the differences between individual and political dimensions of occupation.	Devise a quiz to check understanding of definitions.  Facilitate discussion about the proliferation of occupational concepts and their applicability to the African context.	Quiz

<b>WEEK 4</b>	<i>General Objective 4: Understand the functions of occupations and the relationship between occupation, health and well-being.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the functions of occupations in daily life.	Brainstorm: students draw upon experience to identify the functions of occupations.  Explain the biological and socio-cultural functions of occupations.	Overhead projector and data projector.	State different definitions of health  Discuss the relationship between occupation and health	Define health – as the experience of well-being and the absence of disease.  Journal club: read and discuss a paper that a) asserts and b) investigates the causal relationship between occupation and health.	Example of a theoretical/discursive and a research paper about the causal connection between occupation and health.
<b>WEEK 5</b>	<i>General Objective 5: Understand the benefits and limitations of 'work, rest and play' as a taxonomy for classifying occupation.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	State the value and limitations of taxonomies for classifying occupation.  Understand roles as social constructs that influence behaviour and identity.	Introduce taxonomies as a way of categorising occupation: self care, play/leisure and productivity/work.  Relate taxonomies to social roles, behavioural expectations, status and identity. Explain methods for collecting information about activities and time use. Student task: to record pattern of occupations/activities using an agreed diary/checklist.	Overhead projector and data projector.  Time use diary or activity checklist	Monitor and describe patterns of activities.  Examine patterns in relation to age, sex, cultural background and life roles.	Independent study: students to record and report pattern of activities.  Collate and analyse findings in relation to demographic and socio-cultural factors. Facilitate discussion about the limitations of taxonomies and the importance of individual meaning.	Time use diary or activity checklist  Flip chart, paper and pens



<b>WEEK 6</b>	<i>General Objective 6: Outline the process and methods of narratives/story telling for understanding lived experience.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define narratives and story telling.	Introduce narratives/story telling as a way of understanding lived experience; motive; the meanings of occupations and occupational identity.	Overhead projector and data projector.	Identify the key features of narratives - story telling.	Journal club: select an article for students to identify the core features of story telling including structure, plots and sense making.	Article: an example of narrative approach
<b>WEEK 7</b>	<i>General Objective 6: Outline the process and methods of narratives/story telling for understanding lived experience.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the interview process as a way of eliciting stories, meaning and lived experiences.	Define interviews.  Highlight the importance of ethical principles/practice especially consent and confidentiality.  Explain the conversational process, rapport, the structure of interviews and open-ended questions.	Overhead projector and data projector.	Practice interview techniques to elicit story telling.	Workshop: narrative interviews.  Students to practice in trios asking and answering questions and giving feedback.	Rooms for break-away groups/
<b>WEEK 8</b>	<i>General Objective 6: Outline the process and methods of narratives/story telling for understanding lived experience.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline ways of recording interviews and analysing stories.	Describe methods of capturing conversations, secure storage of data and anonymous reporting to respect confidentiality.	Overhead projector and data projector.	Practice interview techniques and	Workshop: interview techniques.	Room/s suitable for break-away groups.

		Define thematic analysis and describe ways of identifying patterns, plots and characters.	Examples: interview checklists, tape and digital recording devices.	identifying themes	Students to practice asking and answering questions; recording information and analysing themes.	
<b>WEEK 9</b>	<i>General Objective 7: Explore the meanings of self care, play, learning, work and leisure occupations from Nigerian perspectives.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the importance of self care activities for survival and health.	Define self-care activities, activities of daily living and instrumental activities of daily living.  Relate self care activities to basic physical and survival functions.  Discuss the differences in self-activities between rural and urban peoples.	Overhead projector and data projector.	Understand the importance of self care activities for survival and health.	Students: interview someone/collect stories about their daily, weekly, seasonal routines in relation to self care activities.	Interview schedule with demographic details and open questions
<b>WEEK 10</b>	<i>General Objective 7: Explore the meanings of self care, play, learning, work and leisure occupations from Nigerian perspectives.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand play as childhood occupation.  Appreciate the importance of play for child development.	Define play, identify the characteristics, purpose and function of play.  Discuss play within the Nigerian context and cultures.	Overhead projector and data projector.	Understand play as childhood occupation.	Students: interview/collect descriptions from a child/family member about their play and ways of integrating playfulness into their daily activities.	Interview schedule with demographic details and open questions

<b>WEEK 11</b>	<i>General Objective 7: Explore the meanings of self care, play, learning, work and leisure occupations from Nigerian perspectives.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand learning/studying as an occupation for children and youth.	Introduce learning as a way of acquiring cognitive, social and specific skills including reading, writing and numeracy.	Overhead projector and data projector.	Understand learning/studying as an occupation for children and youth.	Students: interview a child/family member about the meaning of learning and school life.	Interview schedule with demographic details and open questions
<b>WEEK 12</b>	<i>General Objective 7: Explore the meanings of self care, play, learning, work and leisure occupations from Nigerian perspectives.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the importance of work and productivity for wellbeing.	Define paid/unpaid work and productivity. Introduce work in society. Outline theories about the intrinsic and extrinsic value/rewards of work.	Overhead projector and data projector.	Understand work and productivity for the perspective of adults	Students: interview a male/female about the meaning of paid/unpaid productive activities.	Interview schedule with demographic details and open questions
<b>WEEK 13</b>	<i>General Objective 7: Explore the meanings of self care, play, learning, work and leisure occupations from Nigerian perspectives.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand leisure as an occupation with benefits for health and wellbeing.	Define leisure and the characteristics of leisure activities.  Students brainstorm the range of indoor/outdoor, active/passive social/solitary leisure activities.	Overhead projector and data projector.	Understand leisure as an occupation and the benefits for	Students: interview a male/female student about their daily, weekly, monthly, annual patterns of leisure activities.	Interview schedule with demographic details and open questions

		Introduce the health benefits of flow and serious leisure; and leisure for restoring a balance of activities.		health and wellbeing.		
<b>WEEK 14</b>	<i>General Objective 7: Explore the meanings of self care, play, learning, work and leisure occupations from Nigerian perspectives.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Re-examine taxonomies to classify occupations in Nigeria	Organise a ‘conference’ to allow students to present their findings about occupations.  Guide students to reflect on their presentation skills, using self, peer and tutor feedback.	Overhead projector and data projector.	Re-examine taxonomies to classify occupations in Nigeria	Tutorial: identify emergent themes from the stories; comparing similarities and differences, considering demographics.  Discuss the applicability of taxonomies and constructs such as leisure in Nigeria.	Overhead projector and data projector.
<b>WEEK 15</b>	<i>General Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Opportunity to recap, confirm understanding of occupational science and debrief about the narrative interviews for gaining an insight into subjective experiences and meanings of occupation.	Overhead projector and data projector.		Review the inter-relationship between occupational science and occupational therapy.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>100%</b> Reflective account of narrative interview/story telling about play, learning, work or leisure		



<i>Subject: Anatomy I</i>	<i>Code : OT113</i>	<i>Total hours: 6 hours / week</i>
<i>Semester: First</i>	<i>Pre-requisite: None</i>	<i>Theoretical : 2 hours / week</i>
		<i>Practical : 4 hours / week</i>
<i>General aim: To develop an understanding of the anatomical structure of the human body and the ability to identify and palpate major anatomical structures. Emphasis in this course is on the upper and lower limbs</i>		

### General objectives

**On completion of this module students should be able to:**

<b>1</b>	Use with understanding the common terminology related to anatomy
<b>2</b>	Differentiate between different basic body structures through palpation
<b>3</b>	Describe the anatomical structure of: the lower limb and identify or palpate all major anatomical landmarks
<b>4</b>	Describe the anatomical structure of: the upper limb and identify or palpate all major anatomical landmarks

<i>Week 1</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 1: Use with understanding the common terminology related to anatomy.					
<i>Week2</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<p><i>Define the anatomical terms related to position and movement</i></p> <p><i>Name the major bones and muscles of the whole body</i></p>	<p><i>List and explain the anatomical terms related to position for the whole of human body</i></p> <p><i>List and explain the terminology of movement</i></p> <p><i>Introduce the names of the major bones and muscles in the body.</i></p>	<p><i>Overhead projector</i></p> <p><i>Data projector</i></p> <p><i>Skeletons</i></p>	<p><i>Apply the terms related to position and movement to a living human being</i></p> <p><i>Correctly use the terms that describe the different parts of bone and muscle</i></p>	<p><i>Students in small groups to practice demonstrating anatomical terms related to position and movement, using themselves and a skeleton</i></p> <p><i>Demonstrate how to recognize different parts of bone, (head neck, shaft etc)</i></p> <p><i>Use quiz and crossword etc to help Students become familiar with anatomical terminology</i></p>	<p><i>Plastic models of human body</i></p> <p><i>Wall charts of bones and muscles</i></p> <p><i>Skeletons</i></p> <p><i>Practical room with beds</i></p> <p><i>Crosswords and/or a quiz about anatomy</i></p>
	General objective 2: Differentiate between different basic body structures through palpation					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>



<b>Week 3</b>	<p><i>Describe the basic body structures and their purposes</i></p>	<p><i>Introduce basic body structures and systems</i></p> <ul style="list-style-type: none"> <li>• <i>Bone</i></li> <li>• <i>Muscle</i></li> <li>• <i>Joints</i></li> <li>• <i>Hair</i></li> <li>• <i>Skin</i></li> <li>• <i>Nerves</i></li> <li>• <i>Blood vessels</i></li> </ul> <p><i>Give basic facts on the structure of each and explain how they differ from each other. Explain the purposes of each structure</i></p> <p><i>Introduce palpation and surface anatomy techniques. Explain the term anatomical landmark and give examples</i></p>	<p><i>Overhead projector</i></p> <p><i>Data projector</i></p> <p><i>Skeletons</i></p> <p><i>Anatomical wall charts</i></p>	<p><i>Demonstrate examples of basic body structures on the living person</i></p> <p><i>Show basic skill in palpation and surface anatomy</i></p>	<p><i>Show on plastic models and living human beings, examples of different body structures (tendons, ligaments, bone, muscle etc)</i></p> <p><i>Explain techniques and purpose of surface anatomy, demonstrate the skills of palpation</i></p> <p><i>Students to practice palpating different body structures on each other</i></p> <p><i>Each student to give feedback on what palpations feels like</i></p>	<p><i>Plastic models of human body</i></p> <p><i>Wall charts of bones and muscles</i></p> <p><i>Skeletons</i></p> <p><i>Practical room with beds</i></p>	
	<b>General objective 3 : Describe the anatomical structure of the lower limb and identify or palpate all major anatomical landmarks</b>						
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Resources</i>

<b>Week 4</b>	<i>Describe the anatomy of the hip</i>	<i>Introduce the anatomy of the:</i> <ul style="list-style-type: none"> <li>• <i>Bones (acetabular region of the hip bone and proximal femur)</i></li> <li>• <i>Hip joint</i></li> <li>• <i>Muscles</i></li> <li>• <i>Nerves</i></li> <li>• <i>Vessels</i></li> </ul>	<i>Overhead projector</i>  <i>Data projector</i>  <i>Skeletons</i>	<i>Demonstrate skills in identifying structures of hip</i>  <i>Demonstrate skill in surface marking of hip and thigh regions</i>  <i>Demonstrate the actions of the muscles</i>  <i>Demonstrate all the movements of the hip joint</i>	<i>Demonstrate skills in identifying structures of hip on a plastic model or a human being</i>  <i>Demonstrate important features seen on x-rays</i>  <i>Demonstrate surface marking of this region. Students to practice on each other</i>	<i>Plastic models of human body</i>  <i>Wall charts of bones and muscles</i>  <i>Skeletons</i>  <i>Practical room with beds</i>  <i>x-ray screen</i>  <i>x- rays films</i>
	General objective 3 : Describe the anatomical structure of the lower limb and identify or palpate all major anatomical landmarks					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
<b>Week 5</b>	<i>Describe the anatomy of the thigh</i>	<i>Introduce the anatomy of the:</i> <ul style="list-style-type: none"> <li>• <i>femur</i></li> <li>• <i>Muscles of the thigh</i></li> <li>• <i>Nerves</i></li> <li>• <i>Vessels</i></li> </ul>	<i>Overhead projector</i>  <i>Data projector</i>  <i>Skeletons</i>	<i>Demonstrate skills in identifying structures of the thigh</i>  <i>Demonstrate skill in surface marking of muscles in the thigh</i>  <i>Demonstrate the actions of the muscles</i>	<i>Demonstrate skills in identifying structures the thigh on a plastic model or a human being</i>  <i>Demonstrate important features seen on x-rays</i>  <i>Demonstrate surface marking of this region. Students to practice on each other</i>	<i>Plastic models of human body</i>  <i>Wall charts of bones and muscles</i>  <i>Skeletons</i>  <i>Practical room with beds</i>  <i>x-ray screen</i>  <i>x- rays films</i>
	General objective 3 : Describe the anatomical structure of the lower limb and identify or palpate all major anatomical landmarks					

	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
<i>Week 6</i>	<i>Describe the anatomy of the knee</i>	<p><i>Introduce the anatomy of the:</i></p> <ul style="list-style-type: none"> <li><i>Distal femur and proximal tibia</i></li> <li><i>Knee joint</i></li> </ul> <p><i>Revise the:</i></p> <ul style="list-style-type: none"> <li><i>Muscles</i></li> <li><i>Nerves</i></li> <li><i>Vessels</i></li> </ul>	<p><i>Overhead projector</i></p> <p><i>Data projector</i></p> <p><i>Skeletons</i></p>	<p><i>Demonstrate skills in identifying structures of knee</i></p> <p><i>Demonstrate skill in surface marking of the knee</i></p> <p><i>Demonstrate the actions of the muscles</i></p> <p><i>Demonstrate all the movements of the knee</i></p>	<p><i>Demonstrate skills in identifying structures of knee on plastic model or a human being</i></p> <p><i>Demonstrate important features seen on x-rays</i></p> <p><i>Demonstrate surface marking of this region. Students to practice on each other</i></p> <p><i>Students to practice how to demonstrate joint movement and muscle action</i></p>	<p><i>Plastic models of human body</i></p> <p><i>Wall charts of bones and muscles</i></p> <p><i>Skeletons</i></p> <p><i>Practical room with beds</i></p> <p><i>x-ray screen</i></p> <p><i>x- rays films</i></p>
	<i>General objective 3 : Describe the anatomical structure of the lower limb and identify or palpate all major anatomical landmarks</i>					
<i>Week</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>



<b>Week 9</b>	<i>Describe the anatomy of ankle</i>	<i>Introduce the anatomy of the:</i> <ul style="list-style-type: none"> <li>• <i>Bones of the ankle</i></li> <li>• <i>Ankle joint</i></li> <li>• <i>Tendons crossing the ankle joint</i></li> <li>• <i>Nerves</i></li> <li>• <i>Vessels</i></li> </ul>	<i>Overhead projector</i>  <i>Data projector</i>  <i>Skeletons</i>	<i>Demonstrate skills in identifying structures of ankle</i>  <i>Demonstrate skill in surface marking of the ankle</i>  <i>Demonstrate the actions of the muscles</i>  <i>Demonstrate all the movements of the ankle joint</i>	<i>Demonstrate skills in identifying structures of ankle on a plastic model and a human being</i>  <i>Demonstrate important features seen on x-rays</i>  <i>Demonstrate surface marking of this region. Students to practice on each other</i>  <i>Students to practice how to demonstrate joint movement and muscle action</i>	<i>Plastic models of human body</i>  <i>Wall charts of bones and muscles</i>  <i>Skeletons</i>  <i>Practical room with beds</i>  <i>x-ray screen</i>  <i>x- rays films</i>	
	<b>General objective 3 : Describe the anatomical structure of the lower limb and identify or palpate all major anatomical landmarks</b>						
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Resources</i>

<b>Week 10</b>	<i>Describe the anatomy of the foot</i>	<i>Introduce the anatomy of the:</i> <ul style="list-style-type: none"> <li>• <i>Bones of the foot</i></li> <li>• <i>Joints of the foot</i></li> <li>• <i>Intrinsic muscles</i></li> <li>• <i>Major nerves</i></li> <li>• <i>Major vessels</i></li> </ul>	<i>Overhead projector</i>  <i>Data projector</i>  <i>Skeletons</i>	<i>Demonstrate skills in identifying structures of the foot</i>  <i>Demonstrate skill in surface marking of the foot</i>  <i>Demonstrate the actions of the muscles</i>  <i>Demonstrate all the movements of the joints of the foot</i>	<i>Demonstrate skills in identifying structures of foot on plastic model and human beings</i>  <i>Demonstrate important features seen on x-rays</i>  <i>Demonstrate surface marking of this region. Students to practice on each other</i>  <i>Students to practice how to demonstrate joint movement and muscle action</i>	<i>Plastic models of human body</i>  <i>Wall charts of bones and muscles</i>  <i>Skeletons</i>  <i>Practical room with beds</i>  <i>x-ray screen</i>  <i>x- rays films</i>
	<b>General objective 4 : Describe the anatomical structure of the upper limb and identify or palpate all major anatomical landmarks</b>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

<i>Week 11</i>	<i>Describe the anatomy of shoulder girdle</i>	<i>Introduce the anatomy</i>	<i>Overhead projector</i>	<i>Data projector</i>	<i>Skeletons</i>	<i>Demonstrate skills in identifying structures of shoulder girdle region</i>	<i>Demonstrate skill in surface marking of the shoulder girdle</i>	<i>Demonstrate the actions of the muscles</i>	<i>Demonstrate all the movements of the joints of the shoulder girdle</i>	<i>Demonstrate skills in identifying structures of shoulder girdle region on a plastic model and human being</i>	<i>Demonstrate important features seen on x-rays</i>	<i>Demonstrate surface marking of this region. Students to practice on each other</i>	<i>Students to practice how to demonstrate joint movement and muscle action</i>	<i>Plastic models of human body</i>	<i>Wall charts of bones and muscles</i>	<i>Skeletons</i>	<i>Practical room with beds</i>	<i>x-ray screen</i>	<i>x- rays films</i>
<i>Week 12</i>	<i>General objective 4 : Describe the anatomical structure of the upper limb and identify or palpate all major anatomical landmarks</i>																		
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>													

<i>Week 13</i>	<i>Describe the anatomy of shoulder joint</i>	<i>Introduce the anatomy of the:</i> <ul style="list-style-type: none"> <li>• <i>Bones (glenoid cavity of scapula, and proximal humerus)</i></li> <li>• <i>Shoulder joint</i></li> <li>• <i>Muscles</i></li> <li>• <i>Nerves</i></li> <li>• <i>Vessels</i></li> </ul>	<i>Overhead projector</i> <i>Data projector</i> <i>Skeletons</i>	<i>Demonstrate skills in identifying structures of shoulder joint</i>  <i>Demonstrate skill in surface marking of the shoulder joint</i>  <i>Demonstrate the actions of the muscles</i>  <i>Demonstrate shoulder joint movement</i>	<i>Demonstrate skills in identifying structures of shoulder girdle region on plastic model of human being</i>  <i>Demonstrate important features seen on x-rays</i>  <i>Students to identify different structures on x-rays</i>  <i>Demonstrate surface marking of this region. Students to practice on each other</i>  <i>Students to practice how to demonstrate joint movement and muscle action</i>	<i>Plastic models of human body</i>  <i>Wall charts of bones and muscles</i>  <i>Skeletons</i>  <i>Practical room with beds</i>  <i>x-ray screen</i>  <i>x- rays films</i>	
	<i>General objective 4 : Describe the anatomical structure of the upper limb and identify or palpate all major anatomical landmarks</i>						
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	



<b>Week 14</b>	<i>Describe the anatomy of the arm</i>	<i>Introduce the anatomy of the:</i> <ul style="list-style-type: none"> <li>• <i>Bones (humerus, and proximal radius and ulna)</i></li> <li>• <i>Elbow joint</i></li> <li>• <i>Muscles controlling the elbow joint</i></li> <li>• <i>Nerves</i></li> <li>• <i>Vessels</i></li> </ul>	<i>Overhead projector</i>  <i>Data projector</i>  <i>Skeletons</i>	<i>Demonstrate skills in identifying structures of arm</i>  <i>Demonstrate skill in surface marking of the arm and forearm region</i>  <i>Demonstrate the actions of the muscles</i>  <i>Demonstrate elbow joint movement</i>	<i>Demonstrate how to identifying structures of arm on plastic models and humans</i>  <i>Demonstrate important features seen on x-rays</i>  <i>Demonstrate surface marking of this region.</i>  <i>Students to practice these skills on each</i>  <i>Students to practice how to demonstrate joint movement and muscle action</i>	<i>Plastic models of human body</i>  <i>Wall charts of bones and muscles</i>  <i>Skeletons</i>  <i>Practical room with beds</i>  <i>x-ray screen</i>  <i>x- rays films</i>	
	<b>General objective 4 : Describe the anatomical structure of the upper limb and identify or palpate all major anatomical landmarks</b>						
		<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<p><i>Describe the anatomy of the forearm</i></p>	<p><i>Introduce the anatomy of the:</i></p> <ul style="list-style-type: none"> <li>• <i>Radius and ulna</i></li> <li>• <i>Superior &amp; Inferior radioulnar joints</i></li> <li>• <i>Muscles of the forearm</i></li> <li>• <i>Nerves in this area</i></li> <li>• <i>Vessels</i></li> </ul>	<p><i>Overhead projector</i></p> <p><i>Data projector</i></p> <p><i>Skeletons</i></p>	<p><i>Demonstrate skills in identifying structures forearm region</i></p> <p><i>Demonstrate skill in surface marking of the arm and forearm region</i></p> <p><i>Demonstrate the actions of the muscles</i></p> <p><i>Demonstrate joint movement</i></p>	<p><i>Demonstrate skills in identifying structures of arm and forearm regions on plastic model of human being</i></p> <p><i>Demonstrate important features seen on x-rays</i></p> <p><i>Demonstrate surface marking of this region. Students to practice on each other</i></p> <p><i>Students to practice how to demonstrate joint movement and muscle action</i></p>	<p><i>Plastic models of human body</i></p> <p><i>Wall charts of bones and muscles</i></p> <p><i>Skeletons</i></p> <p><i>Practical room with beds</i></p> <p><i>x-ray screen</i></p> <p><i>x- rays films</i></p>
	<p>General objective 4 : Describe the anatomical structure of the upper limb and identify or palpate all major anatomical landmarks</p>					
	<p><i>Specific learning outcomes</i></p>	<p><i>Teacher activities</i></p>	<p><i>Resources</i></p>	<p><i>Specific learning outcomes</i></p>	<p><i>Teacher activities</i></p>	<p><i>Resources</i></p>

	<p><i>Describe the gross anatomy of the wrist, including carpal area</i></p>	<p><i>Introduce the anatomy of the:</i></p> <ul style="list-style-type: none"> <li>• <i>Bones constituting the wrist</i></li> <li>• <i>Joints of the wrist and carpal area</i></li> <li>• <i>Tendons crossing this area</i></li> <li>• <i>Nerves in this area</i></li> <li>• <i>Major arteries</i></li> </ul>	<p><i>Overhead projector</i></p> <p><i>Data projector</i></p> <p><i>Skeletons of upper limb</i></p>	<p><i>Demonstrate skills in identifying structures of wrist (bones, joints and tendons)</i></p> <p><i>Be able to skilfully surface marking the major structures of the wrist and carpal region</i></p> <p><i>Demonstrate joint movement</i></p>	<p><i>Demonstrate how to identify structures of wrist on plastic model and human model.</i></p> <p><i>Use x-rays or scans to demonstrate important features.</i></p> <p><i>Demonstrate surface marking of wrist region. Students to practice on each other</i></p> <p><i>Students to practice how to demonstrate joint movement</i></p>	<p><i>Plastic models of hand</i></p> <p><i>Wall charts of bones and muscles</i></p> <p><i>Skeletons</i></p> <p><i>Practical room with beds</i></p> <p><i>x-ray screen</i></p> <p><i>x- rays films or scans of wrist region</i></p>	
	<p>General objective 4: Describe the anatomical structure of the upper limb and identify or palpate all major anatomical landmarks</p>						
	<p><i>Specific learning outcomes</i></p>	<p><i>Teacher activities</i></p>	<p><i>Resources</i></p>	<p><i>Specific learning outcomes</i></p>	<p><i>Teacher activities</i></p>	<p><i>Resources</i></p>	

	<i>Describe the gross anatomy of the hand</i>	<i>Introduce the anatomy of the:</i> <ul style="list-style-type: none"> <li>• <i>Bones of the hand</i></li> <li>• <i>Joints of the hand</i></li> <li>• <i>Intrinsic muscles</i></li> <li>• <i>Nerves</i></li> <li>• <i>Vessels</i></li> </ul>	<i>Overhead projector</i>  <i>Data projector</i>  <i>Hand skeletons</i>	<i>Demonstrate skills in identifying structures of hand (bones, joints and muscles)</i>  <i>Be able to skilfully surface marking the major structures of the hand</i>  <i>Demonstrate the actions of the muscles</i>  <i>Demonstrate joint movement</i>	<i>Demonstrate how to identify structures of hand on plastic model of human being and human model.</i>  <i>Use x-rays or scans to demonstrate important features.</i>  <i>Demonstrate surface marking of hand. Students to practice on each other</i>  <i>Students to practice how to demonstrate joint movement and muscle action</i>	<i>Plastic models of human hand</i>  <i>Wall charts of bones and muscles</i>  <i>Skeletons</i>  <i>Practical room with beds</i>  <i>x-ray screen</i>  <i>x- rays films or scans of hands</i>
<i>Week 15</i>	<i>General objective 4 : Describe the anatomical structure of the upper limb and identify or palpate all major anatomical landmarks</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<i>Review the anatomy of the upper and lower limb</i>	<i>Review the important aspects of anatomy in this area. Emphasise the structures important for an assistant to know</i>  <i>Divide students into small groups that will test each other on knowledge of bone, muscle and joints</i>	<i>Overhead projector</i>  <i>Data projector</i>  <i>Skeletons</i>  <i>Anatomy books</i>	<i>Demonstrate the major surface anatomy points for the upper and lower limbs</i>  <i>Be able to relate theoretical anatomy to practical anatomy</i>  <i>Be able to surface mark relevant deep structures with reasonable accuracy</i>  <i>Demonstrate joint and muscle action</i>	<i>Divide students into pairs. Each pair to practice palpation of the regions of the upper and lower limbs. Teacher to observe and correct.</i>  <i>Pairs of students to demonstrate their ability to surface mark deep structures. Teacher to observe and correct.</i>  <i>Quiz on the anatomy of this area</i>  <i>Students to practice how to demonstrate joint movement and muscle action</i>	<i>Skeleton</i>  <i>Practical room with beds</i>  <i>Wall charts of bones and muscles</i>
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**ANATOMY I**

<b>ASSESSMENT CRITERIA</b>			
<b>COURSE WORK</b>	<b>COURSE TEST</b>	<b>PRACTICAL</b> 70 %	<b>OTHER( examination )</b> 30 %

*Examination- Either short essay questions or multiple choice questions*

*Practical Examination – students to demonstrate the ability to surface mark and palpate major structures- area of the body tested to be selected at random.*

<i>Subject: Physiology I</i>	<i>Code : OT114</i>	<i>Total hours: 4 hours / week</i>
<i>Semester: First</i>	<i>Pre-requisite: - None</i>	<i>Theoretical : 2 hours / week</i>
		<i>Practical : 2 hours / week</i>
<i>General aim: To develop theoretical and practical knowledge of human physiology as it is related to occupational therapy.</i>		

### **General objectives**

**On completion of this module students should be able to:**

<b>1</b>	Describe the basic cellular structure and function of body tissues.
<b>2</b>	Describe the structure and function of the cardio vascular system and relate to occupational therapy.
<b>3</b>	Describe the structure and function of the respiratory system and relate to occupational therapy.
<b>4</b>	Explain the physiology of muscle and exercise and relate it to occupational therapy.

<b>Week 1</b>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 1: Describe the basic cellular structure and function of body tissues.					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the structure and function of the tissues</i>	<i>Introduction to the cellular structure and function of:</i>  <i>Epithelium</i> <i>Glands</i> <i>Connective tissue</i>  <i>Give examples and relate this knowledge to occupational therapy.</i>	<i>Overhead projector</i>  <i>Data projector</i>	<i>Describe the role of the tissues in human function</i>	<i>Small group tutorials to explain and discuss further details of the tissue.</i>  <i>Relate the tissues to human function</i>  <i>Students to identify structures on models and wall charts</i>  <i>Quiz about structure</i>	<i>Anatomical and physiological models</i>  <i>Physiology text books</i>
<b>Week 2</b>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 1: Describe the basic cellular structure and function of body tissues.					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<i>Describe the structure and function of the tissues</i>	<i>Introduction to the cellular structure and function of:</i>  <i>Muscle</i> <i>Blood</i> <i>Nerves</i>  <i>Give examples and relate this knowledge to occupational therapy.</i>	<i>Overhead projector – Data projector</i>	<i>Describe the role of the tissues in human function</i>	<i>Small group tutorials to explain and discuss further details of the tissue.</i>  <i>Relate the tissues to human function</i>  <i>Students to identify structures on models and wall charts</i>  <i>Quiz about structure</i>	<i>Anatomical and physiological models</i>  <i>Physiology text books</i>
	<i>Theoretical</i>			<i>Practical</i>		
<i>Week 3</i>	<i>General objective 2 : Describe the structure and function of the cardio vascular system and relate to occupational therapy</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the structure of the heart</i>	<i>Introductory lectures on:</i>  <i>The structure of the heart , endocardium, myocardium, pericardium</i>  <i>Valves of heart</i>  <i>Conduction system</i>	<i>Overhead projector – Data projector</i>	<i>Describe function of the heart</i>  <i>Recognise normal heart sounds</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>  <i>Use of stethoscope to listen to heart sounds</i>	<i>Plastic model of the heart</i>  <i>Skeleton</i>  <i>Stethoscopes</i>
<i>Week 4</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 2 : Describe the structure and function of the cardio vascular system and relate to occupational therapy.</i>					



	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<b>Describe the structure of the circulatory system</b>	<b>Introductory lectures on:</b>  <b>Coronary circulation</b>  <b>The structure of the arteries, arterioles veins capillaries</b>	<b>Overhead projector</b>  <b>Data Projector</b>	<b>Describe function of the vessels</b>	<b>Tutorials to explain the importance of these structures and to relate their structure to function</b>  <b>Demonstrate the pathways of major arteries and veins</b>  <b>Students to trace path of arteries and veins on each other.</b>	<b>Plastic model of the heart</b>  <b>Diagrams of the circulatory system</b>  <b>Skeleton</b>  <b>Stethoscopes</b>
	<i>Theoretical</i>			<i>Practical</i>		
	General objective 2 : Describe the structure and function of the cardio vascular system and relate to occupational therapy.					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
<b>Week 5</b>	<b>Describe the function of the heart</b>	<b>Introductory lectures on:</b>  <b>The cardiac cycle, electrical activity of the heart &amp; ECG.</b>	<b>Overhead projector</b>  <b>Data projector</b>	<b>Explain the importance of understanding heart function for occupational therapy.</b>  <b>Recognize a normal ECG trace</b>	<b>Tutorials to explain the importance of these structures and to relate their structure to function</b>  <b>Explain normal ECG traces</b>  <b>- Quiz on structure and function of the heart</b>	<b>Normal ECG traces</b>
<b>Week 5</b>	<i>Theoretical</i>			<i>Practical</i>		

	General objective 2 : Describe the structure and function of the cardio vascular system and relate to occupational therapy.					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Explain the mechanisms and control of blood flow and blood pressure</i>	<i>Introductory lectures on:</i>  <i>Blood flow,</i>  <i>Blood pressure</i>	<i>Overhead projector</i>  <i>Data projector</i>	<i>Explain the importance of understanding vascular function for occupational therapy.</i>  <i>Take the major pulses</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>  <i>Teach how to take all the major pulses</i>  <i>Quiz on structure and function of the vascular system</i>	<i>Sphygmomanometers</i>
<i>Week 7</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 2 : Describe the structure and function of the cardio vascular system and relate to occupational therapy.					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
<i>Describe the structure of blood and its function</i>  <i>Explain haemostasis</i>	<i>Introductory lectures on:</i>  <i>Blood and its functions</i>  <i>Haemostasis</i>	<i>Overhead projector</i>  <i>Data projector</i>	<i>Explain the function of blood</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Physiology text books</i>	
<i>Week 8</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 2 : Describe the structure and function of the cardio vascular system and relate to occupational therapy.					

	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the formation of lymph and its function</i>	<i>Introductory lectures on:  Lymph formation and function</i>	<i>Overhead projector  Data projector</i>	<i>Explain the function of lymph</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Physiology text books</i>
	<i>Theoretical</i>			<i>Practical</i>		
	General objective 3 : Describe the structure and function of the respiratory system and relate to occupational therapy.					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
<i>Week 9</i>	<i>Describe the general arrangement and structure of the component parts of the respiratory system</i>	<i>Introductory lectures on the arrangement of the:  Upper respiratory tract  Trachea</i>	<i>Overhead projector  Data projector</i>	<i>Explain why a knowledge of the structure of the upper respiratory tract is important.</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function  Ask Students to draw diagrams of the arrangement of the thoracic contents</i>	<i>Plastic models of the lungs  Pictures of the lungs  Physiology text books</i>
	<i>Theoretical</i>			<i>Practical</i>		
<i>Week 10</i>	General objective 3 : Describe the structure and function of the respiratory system and relate to occupational therapy.					

	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the arrangement and structure of the component parts of the lower respiratory system</i>	<i>Introductory lectures on the arrangement of the: Lungs including - Bronchi, bronchioles - alveoli - pleura  Pulmonary circulation</i>	<i>Overhead projector  Data projector</i>	<i>Explain why a knowledge of the structure of the lower respiratory system is important.</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Plastic models of the lungs  Pictures of the lungs  Physiology text books</i>
<i>Week 11</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 3 : Describe the structure and function of the respiratory system and relate to occupational therapy.</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe lung function, including the mechanics of respiration</i>	<i>Introductory lectures on the: Mechanics of breathing  Gas Exchange in lungs  Diffusion of oxygen and carbon dioxide</i>	<i>Overhead projector  Data projector</i>	<i>Relate the function of the lung to human movement and occupational therapy.</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Plastic models of the lungs.  Physiology text books</i>
<i>Week 12</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 3 : Describe the structure and function of the respiratory system and relate to occupational therapy.</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<i>Describe the transport of gasses in the body</i>	<i>Oxygen and carbon dioxide transport</i>	<i>Overhead projector</i>	<i>Describe the importance of good gas transport to exercise and function</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Plastic models of the lungs.</i>
	<i>Describe the regulation of respiration</i>	<i>Regulation of respiration</i>	<i>Data projector</i>			<i>Physiology text books</i>
<i>Week 13</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 4 : Explain the physiology of muscle and exercise and relate it to occupational therapy.</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the structure of muscle</i>  <i>Explain the process of muscle metabolism</i>	<i>Introductory lecture on the structure of muscle</i>  <i>Muscle fibre types (Type I, II etc)</i>  <i>Muscle metabolism</i>	<i>Overhead projector</i> <i>Data projector</i>	<i>Relate the physiology of muscle fibre type to physical activity.</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function and occupational therapy.</i>	<i>Physiology text books</i>
<i>Week 14</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 4 : Explain the physiology of muscle and exercise and relate it to occupational therapy.</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the process of muscle contraction</i>	<i>Lecture on :</i>  <i>- Neuromuscular junction</i>  <i>- Muscle contraction</i>	<i>Overhead projector</i> <i>Data projector</i>	<i>Explain the relationship between the physiology of muscle contraction, therapeutic exercise and activity.</i>	<i>Tutorials to explain the:</i>  <i>- detail of muscle contraction and relate it to therapeutic exercise and physical activity.</i>	<i>Physiology text books</i>
<i>Week 15</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 4 : Explain the physiology of muscle and exercise and relate it to occupational therapy.</i>					

	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Explain reflexes and their role in controlling movement</i>	<i>Lecture on : Reflexes, muscle spindles, golgi tendon organ</i>	<i>Overhead projector Data projector</i>	<i>Explain the reflexes in therapeutic practice</i>	<i>Tutorials to explain the: the influence of reflexes on human movement</i>	<i>Physiology text books</i>

## MODULE: PHYSIOLOGY I

ASSESSMENT CRITERIA			
COURSE WORK	COURSE TEST	PRACTICAL	OTHER( examination ) 100 %

*Short essay questions or MCQ on the subjects taught*

**YEAR I SEMESTER I**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Introduction to psychology</b>		
<b>COURSE CODE: OT115</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 3</b>	<b>THEORETICAL: 1 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 3</b>	
<b>GOAL: To recognise the relevance of psychological theories, approaches and methods to occupational therapy.</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Define psychology and describe the difference between formal and informal psychology.</li><li>2. Understand the diversity of the scientific and applied disciplines within psychology.</li><li>3. Outline the key features of some areas of psychology including cognitive psychology, social psychology, health psychology and positive psychology.</li><li>4. Describe major theoretical approaches to psychology including the behaviourist, psychodynamic, humanistic, cognitive, social constructionist and evolutionary approaches.</li><li>5. Summarise theories of motivation and explain the relevance of intrinsic and extrinsic motivation to occupational therapy.</li><li>6. Define learning and apply the principles of behaviourist and cognitive approaches when learning and teaching.</li><li>7. Describe psychological perspectives on change and coping mechanisms.</li><li>8. Understand the debate about the influence of nature and nurture on human behaviour.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: Psychology				CONTACT HOURS: 3 hrs/week		Credit Units: 3
COURSE CODE: OT115						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Define psychology and describe the difference between formal and informal psychology.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explore perceptions and misperceptions about psychology as a scientific discipline.</p> <p>Describe the major features of science and outline the scientific method.</p>	<p>Define psychology and explain the differences between formal and informal psychology.</p> <p>Small group work: students to explore their perceptions of influences upon human behaviour, experience and cognitive processes.</p> <p>Plenary: discuss perceptions. Introduce formal psychology as a science; and describe the scientific method.</p>	<p>Overhead projector and data projector.</p> <p>Psychology text books</p>	<p>Recognise the scientific method in articles that are relevant to occupational therapy.</p> <p>Explain some of the challenges to scientific principles and methods.</p>	<p>Select articles that illustrate the scientific method and that are relevant to occupational therapy.</p> <p>Small group work: students to identify aspects such as theory construction, hypothesis testing and empirical methods.</p> <p>Plenary: discuss concepts that challenge the scientific study of human behaviour such as biases, objectivity and representativeness.</p>	<p>Articles that illustrate the scientific method</p> <p>Room/s suitable for break-away groups.</p> <p>Flip chart, paper and pens</p>

<b>WEEK 2</b>	<i>General Objective 2: Understand the diversity of the scientific and applied disciplines within psychology.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource



	<p>Describe the differences between scientific and applied psychology.</p> <p>Define the major fields in scientific and applied psychology.</p>	<p>Explain the differences between scientific and applied psychology.</p> <p>Define and present the key features of cognitive, social, health and positive psychology.</p> <p>Introduce applied psychology in the context of multi-disciplinary teamwork; include clinical, educational and occupational psychology.</p>	<p>Overhead projector and data projector.</p>	<p>Discuss the diversity of psychology and occupational therapy.</p> <p>Explain the need to draw upon psychological knowledge when working with people.</p>	<p>Tutorial: Recap the major areas of scientific and applied psychology.</p> <p>Discuss the diversity of psychology and relate to the breadth of occupational therapy. Draw parallels between applied psychology and occupational therapy; and occupational science and scientific psychology.</p> <p>Emphasize the relevance of psychology.</p>	
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<b>WEEK 3</b>	<i>General Objective 3: Outline the key features of some areas of psychology including developmental psychology, cognitive psychology, social psychology, health psychology and positive psychology.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Outline the scope of cognitive psychology.</p> <p>Appreciate the relevance of cognitive psychology.</p>	<p>Introduce cognitive psychology.</p> <p>Select one or two topics, relevant to occupational therapy, such as attention, perception, problem-solving or reasoning, to illustrate the breadth and depth of cognitive psychology.</p>	<p>Overhead projector and data projector.</p> <p>Psychology text books</p>	<p>Explain the scope and relevance of health psychology.</p> <p>Identify further sources of information</p>	<p>Tutorial: introduce health psychology.</p> <p>Students to read an introductory chapter or article about health psychology. Review the reference list as a source of further information.</p> <p>Plenary: discuss how health psychology can help</p>	<p>Psychology text books</p>

				about health psychology.	understanding of health and illness behaviour.	
<b>WEEK 4</b>	<i>General Objective 3: Outline the key features of some areas of psychology including cognitive psychology, social psychology, health psychology and positive psychology.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the scope of social psychology.  Appreciate the relevance of social psychology.	Introduce social psychology.  Select one or two topics, relevant to occupational therapy, such as inter-personal relationships, attribution, social perception, prejudice or pro-social behaviour to illustrate the breadth and depth of social psychology.	Overhead projector and data projector.  Psychology text books	Explain the scope and relevance of positive psychology.  Identify further sources of information about positive psychology.	Tutorial: introduce positive psychology.  Students to read an introductory chapter or article about positive psychology. Review the reference list as a source of further information for continued learning.  Plenary: discuss the relevance of positive psychology for understanding well-being.	Psychology text books
<b>WEEK 5</b>	<i>General Objective 4: Describe major theoretical approaches to psychology including the behaviourist, psychodynamic, humanistic, cognitive, social constructionist and evolutionary approaches.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define the behaviourist approach.  Describe the core features of behaviourism.	Introduce the different theoretical approaches to psychology.  Outline the behaviourist approach such as the basic principles and assumptions; and theoretical and practical contributions.	Overhead projector and data projector.  Psychology text books.	Outline the influence of the behavioural approach on occupational therapy.	Select articles/chapters about behaviourism and occupational therapy for students to read and summarise.	Selected literature to show the behaviourist approach in occupational therapy.

						Plenary: students to present findings and discuss the influence of behaviourism on occupational therapy in Nigeria.
<b>WEEK 6</b>	<i>General Objective 4: Describe major theoretical approaches to psychology including the behaviourist, psychodynamic, humanistic, cognitive, social constructionist and evolutionary approaches.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define the psychodynamic approach.  Describe major theoretical aspects of the psychodynamic approach.	Outline the psychodynamic approach such as the basic principles and assumptions; and the major theoretical and practical contributions.  Explain defence mechanisms and invite students to reflect upon their applicability to the local context.	Overhead projector and data projector.  Psychology text books.	Outline the influence of the psychodynamic approaches on occupational therapy.	Select articles/chapters about psychodynamic approaches and occupational therapy for students to read and summarise.  Plenary: students to present findings and discuss the influence of psychodynamic approaches on occupational therapy in Nigeria.	Selected literature to show psychodynamic approaches in occupational therapy.
<b>WEEK 7</b>	<i>General Objective 4: Describe major theoretical approaches to psychology including the behaviourist, psychodynamic, humanistic, cognitive, social constructionist and evolutionary approaches.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define the humanistic approach.  Describe major theoretical aspects of the	Outline the humanistic approach such as the basic principles and assumptions; and the major theoretical and practical contributions.	Overhead projector and data projector.  Psychology text books.	Outline the influence of the humanistic approach on occupational therapy.	Students to read and summarise selected articles/chapters about the humanistic approach and occupational therapy.	Selected literature to show humanistic approaches in occupational therapy.

	humanistic approach.					Plenary: to present findings and discuss the influence of the humanistic approach on occupational therapy in Nigeria.	
<b>WEEK 8</b>	<i>General Objective 4: Describe major theoretical approaches to psychology including the behaviourist, psychodynamic, humanistic, cognitive, social constructionist and evolutionary approaches.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
	Define the cognitive approach.  Describe the major theoretical and practical aspects of the cognitive approach.	Outline the cognitive approach such as the basic principles and assumptions; and the major theoretical and practical contributions, especially cognitive behaviour therapy.  Use activities/examples to illustrate cognitive processes.	Overhead projector and data projector.  Psychology text books.	Define the evolutionary approach.  Describe the major aspects of, and discuss the relevance of the evolutionary approach.	Tutorial: explain the evolutionary approach such as the basic principles and assumptions.  Small group work: students to discuss the relevance of evolutionary psychology.	Psychology text books.	
<b>WEEK 9</b>	<i>General Objective 4: Describe major theoretical approaches to psychology including the behaviourist, psychodynamic, humanistic, cognitive, social constructionist and evolutionary approaches.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
	Define the social constructionist approach.	Outline the social constructionist approach such as the basic principles and assumptions; and the theoretical contributions.	Overhead projector and data projector.  Psychology text books.	Discuss the relevance of trans and cross cultural issues for psychology	Tutorial: introduce trans-cultural and cross-cultural psychology.  Small group work: students to consider the applicability of	Room/s suitable for break-away groups.  Flip chart, paper and pens	

				and occupational therapy.	all the psychological approaches to the local cultural context.  Plenary discussion.	
<b>WEEK 10</b>	<i>General Objective 5: Summarise theories of motivation and explain the relevance of intrinsic and extrinsic motivation to occupational therapy.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline theories of motivation relevant to occupational therapy.  Recognise the difficulty of defining motivation and understanding the causes of human behaviour.	Introduce motivation as pivotal to understanding human behaviour.  Describe different theories of motivation such as social, cognitive and competence motives.  Invite students to share observations and experiences about motivation.  Discuss the complexity of motivation.	Overhead projector and data projector.  Psychology text books.	Explain motivation within the framework of different psychological approaches.	Tutorial: invite students to identify intrinsic and extrinsic influences of their motivation.  Small group work: student to consider and investigate how different theoretical – psychological approaches explain motivation.  Plenary: compare experiential - informal and theoretical understanding of motivation.	Psychology text books.
<b>WEEK 11</b>	<i>General Objective 6: Define learning and apply the principles of behaviourist and cognitive approaches when learning and teaching.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define learning and skills acquisition.	Define learning, performance, change, teaching and skills acquisition.	Overhead projector and data projector.	Locate, precise and present key	Workshop: learning.  Each student to investigate a specific aspect of learning	Library and access to the internet.

	Outline behaviourist and cognitive approaches to learning.	Describe behaviourist and cognitive approaches to learning.	Psychology text books.	facts about learning.	and prepare a short presentation.  Student presentations	Psychology text books and on-line resources
<b>WEEK 12</b>	<i>General Objective 6: Define learning and apply the principles of behaviourist and cognitive approaches when learning and teaching.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline theories of attention and memory.  Explain the role of attention and memory in learning.	Define attention, memory and forgetting.  Outline selective and divided attention.  Describe the memory processes of registration, storage and retrieval. Summarise theories of forgetting.  Use activities/examples to illustrate memory, attention and forgetting.	Overhead projector and data projector.  Psychology text books.	Practice using techniques such as reinforcement, shaping and chaining.	Workshop: teaching a new skill  Select a simple skill for peer teaching/learning.  Students to work in trios: alternating the teacher he student a new skill), the student and observer role; with the observer giving feedback about the application of teaching techniques.	Skill for teaching task.  Room/s suitable for break-away groups.  Flip chart, paper and pens
<b>WEEK 13</b>	<i>General Objective 7: Describe psychological perspectives on change and coping mechanisms.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline different approaches to change and coping.	Define and describe approaches to change such as life events, adaptation, transitions, control/self-efficacy and coping mechanisms.	Overhead projector and data projector.	Recognise the importance of change and adaptation for	Question and answer session with a practitioner about change.	Occupational therapy practitioner

				occupational therapy.	Students to prepare questions linked to psychological perspectives on change.	
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<b>WEEK 14</b>	<i>General Objective 8: Understand the debate about the influence of nature and nurture on human behaviour.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the influence of nature and nurture on humans.	Facilitate a debate about the influence of, and interaction between, hereditary and the environment on human behaviour.	Overhead projector and data projector.  Psychology text books.	Examine an aspect of hereditary or the environment.	Small group work: students to investigate a topic of choice about nature and/or nurture.  Plenary: introduce occupational therapy models about the person-environment-occupation. Discuss findings about nature and nurture in relation to this model.	Room/s suitable for break-away groups.  Flip chart, paper and pens
<b>WEEK 15</b>	<i>General Objective: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap and revise psychological theories, approaches and methods.  To be determined according to the needs of the cohort.			Encourage reflection about working in small groups on learning tasks. Consider purpose, roles and processes within the group.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>100%</b> <b>Essay: select a psychological approach, outline influence of this approach according to the literature and consider applicability to Nigerian context and culture.</b>		



**YEAR I SEMESTER 2**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Foundations 1: Occupational therapy process</b>		
<b>COURSE CODE: OT121</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 3</b>	<b>THEORETICAL: 1 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 3</b>	
<b>GOAL:</b> To understand and being to apply the occupational therapy process to client-related problems.		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Understand the occupational therapy process as a framework for structuring occupational therapy practice; and how the process can be modified in service-based learning and community-based rehabilitation.</li><li>2. Describe the 11 steps of the occupational therapy process as part of client-centred practice.</li><li>3. Apply the occupational therapy process to address client-related problems in primary, secondary and tertiary health care settings, explaining environmental, socio-economic, cultural and human factors that influence the process.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Foundations 1: occupational therapy process</b>				<b>CONTACT HOURS: 3 hrs/week</b>		<b>Credit Units: 3</b>
<b>COURSE CODE: OT121</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Understand the occupational therapy process as a framework for structuring occupational therapy practice; and how the process can be modified in service-based learning and community based rehabilitation.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>Define the occupational therapy process.</p> <p>Outline the 11 steps in the occupational therapy process.</p>	<p>Introduce the occupational therapy process as a collaborative, problem-solving process.</p> <p>Explain the 11 steps of the process as part of client-centred practice.</p> <p>Use a case study to illustrate the occupational therapy process.</p>	<p>Overhead projector and data projector.</p> <p>Creek (2003) <i>Occupational therapy defined as a complex intervention</i>. COT.</p> <p>Occupational therapy textbooks.</p>	<p>Consider the applicability of the occupational therapy process when working with communities.</p> <p>Identify key differences in relationships and modifications to the problem solving process.</p>	<p>Tutorial: introduce service based learning and the process of working with, and through communities, on social issues.</p> <p>Discuss the differences in the OT process when working with individuals and communities. For example, the purpose and power relationships; and the process of problem identification, exploration of options, action planning for sustainability and measuring impact.</p>	Occupational therapy textbook about service-based learning
<b>WEEK 2</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Describe referral routes or the reason for contact as the first step of the	Explain referral and describe common referral/self-referral routes.	Overhead projector and data projector.	Understand referral as the start of the	Tutorial: recap scope of practice in different sectors. Small group work: students to design a referral form for use	Rooms for break-away groups.

	occupational therapy process.	Discuss appropriate and inappropriate referrals and follow-up action with the referrer.	Examples of referral forms and letters.	occupational therapy process.	in primary, secondary and tertiary care.  Plenary session: discuss vital information for appropriate referrals.	Flip chart, paper and pens
<b>WEEK 3</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Identify information sources and details gathered at the second step of the process	Introduce information gathering as the second of the 11 steps.  Describe relevant information, including past medical history, risk factors, family/social situation and occupational history, activities and roles.  Identify sources of information including the client, their family, medical notes and other members of the health care team.	Overhead projector and data projector.	Describe the advantages and limitations of different information sources.	Tutorial: Recap narrative interviews and relate to history taking and understanding presenting problems.  Discuss the advantages and disadvantages of gathering information in different ways from different sources.	
<b>WEEK 4</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the importance of assessment within the occupational therapy process.	Define assessment and explain the purpose in relation to treatment planning and outcome evaluation.  Describe initial assessment as a screening mechanism.	Overhead projector and data projector.  Examples of standard and	Understand the properties of a reliable and valid assessment.	Tutorials: Review examples of standard and standardised assessments of occupational performance.	Examples of standard and standardised assessments

	Describe the differences between initial and detailed assessment.	Introduce standardised and standard assessments; explain validity, reliability and acceptability; and detailed assessments as a baseline for interventions and outcome measurement.	standardised assessments		Quiz to check understanding of the psychometric properties of standardised assessments.	
<b>WEEK 5</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe problem formulation as the fourth step of the occupational therapy process.	<p>Explain problem formulation as the process of interpreting the information gathered.</p> <p>Discuss different ways of formulating problems, goals or needs.</p>	<p>Overhead projector and data projector.</p> <p>Case study examples.</p>	Explain how to express problems, treatment goals and needs.	<p>Devise case studies for the students to practice applying the occupational therapy process.</p> <p>Each student to practice formulating the desired treatment/intervention outcomes as problems, needs and goals.</p> <p>Plenary: students to present problem formulation.</p>	Case studies
<b>WEEK 6</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain goal setting and agreeing priorities as the	Introduce goal setting as part of client, family or community-centred practice.	Overhead projector and data projector.	Practice negotiating and writing	Use case studies for role plays.	Case studies

	fifth step in the occupational therapy process.	<p>Explain the process of negotiating priorities and immediate / longer term goals.</p> <p>Discuss the importance of SMART goals (specific, measurable, achievable, realistic and time limited) for measuring goal achievement.</p>	Case study examples.	SMART goals.	<p>Students to work in trios, to practice negotiating goals, with an observer to give feedback on the interaction.</p> <p>Each student to practice writing SMART goals.</p> <p>Plenary: to reflect on role plays and compare SMART goals.</p>	Room/s suitable for break-away groups.
<b>WEEK 7</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the components of action planning, the sixth step in the occupational therapy process.	<p>Define action planning and introduce the components of treatment goals, methods and conceptual frameworks.</p> <p>Introduce client, therapist and contextual factors that influence action/treatment planning.</p>	Overhead projector and data projector.	Outline common treatment methods and conceptual frameworks.	Case studies, presented by practising therapists, which illustrate treatment goals and methods using common conceptual frameworks (eg rehabilitative and cognitive).	Occupational therapist/s
<b>WEEK 8</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand action, treatment or intervention as the seventh step in the	<p>Explain occupational therapy as a partnership with client engagement in 'doing'/activity.</p> <p>Illustrate the different levels of interventions: developing skills,</p>	<p>Overhead projector and data projector.</p> <p>Examples of different treatment/intervention levels.</p>	Practice identifying different levels of interventions	<p>Use case studies to focus on individual interventions.</p> <p>Each student to suggest individual interventions and identify level of intervention.</p>	Case studies

	occupational therapy process.	carrying out tasks, engaging in activities, performing occupations, and participating in life situations.		used with individuals.	Plenary: compare and discuss interventions using criteria such as feasibility and appropriateness.	
<b>WEEK 9</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe on-going assessment and revisions to interventions as the eighth step in the occupational therapy process.	<p>Introduce on-going assessment and treatment modification; explain the purposes in relation to monitoring change and measuring progress.</p> <p>Explain the differences between regular record keeping for monitoring purposes and reporting progress/outcomes to the health care team.</p> <p>Examples: students to identify on-going assessment and modification to treatment plans.</p>	<p>Overhead projector and data projector.</p> <p>Anonymous examples of records and reports.</p>	Outline the pros and cons of client-held, uni-professional and inter-professional client/patient records.	<p>Journal club: introduce different forms of record keeping with notes held by clients; uni-professional notes and inter-professional patient records.</p> <p>Students to develop a search strategy to locate articles about record keeping.</p> <p>Plenary: discuss the advantages, disadvantages and applicability to the local health and welfare systems.</p>	Library and/or access to the internet
<b>WEEK 10</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain outcome measurement as the ninth step in	Define outcomes and outcome measurement.	Overhead projector and data projector.	Understand that outcomes may or may not be	Tutorial: explain outcomes at the level of skills, tasks, activities, occupations and participating in life situations.	

	the occupational therapy process.	Describe objective and subjective methods of measuring client outcomes.  Explain the purpose of comparing outcomes with baseline assessment to measure change, improvement or deterioration.	Examples: subjective and objective outcome measures	achieved as predicted.	Discuss client, therapist and contextual factors which may influence planned/unplanned outcomes.	
<b>WEEK 11</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the end of the intervention – discharge as the penultimate step in the occupational therapy process.	Introduce discharge and explain that discharge planning starts at the beginning of the occupational therapy process.  Describe closing relationships; follow-up support; and discharge reports.	Overhead projector and data projector.	Outline the purpose, structure and format of discharge summaries.	Use case studies to practice preparing a discharge summary.  Each student to write a discharge summary.  Plenary: self, peer and tutor feedback on the discharge summaries.  Discuss how discharge reports can be used for different purposes.	Case studies
<b>WEEK 12</b>	<i>General Objective 2: Describe the 11 steps of the occupational therapy process as part of client-centred practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Explain the need to evaluate interventions continuously to improve services and to complete the occupational therapy process.	Introduce evaluation and quality assurance as an individual and service responsibility.  Describe mechanisms including client feedback, audit, peer review and self-appraisal.	Overhead projector and data projector	Describe common ways of evaluating occupational therapy.	Recap the scientific method.  Journal club: select papers to illustrate evaluations of occupational therapy.  Small group work: students to critique the evaluations.  Plenary: discuss the papers using criteria such as bias, objectivity and representativeness.	Articles reporting evaluation findings
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<b>WEEK 13</b>	<i>General Objective 3: Apply the occupational therapy process to address client-related problems in primary, secondary and tertiary health care settings, explaining environmental, socio-economic, cultural and human factors that influence the process..</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	To review the whole occupational therapy process in a primary health care setting.	Invite an occupational therapist present a case study describing the whole OT process with a client in a primary care setting.	Occupational therapist practising in a primary health care setting	To apply the occupational therapy process	Tutorial: review the primary care case study in detail, considering alternative actions; discuss environmental, socio-economical, cultural and human factors.	Case study

<b>WEEK 14</b>	<i>General Objective 3: Apply the occupational therapy process to address client-related problems in primary, secondary and tertiary health care settings, explaining environmental, socio-economic, cultural and human factors that influence the process..</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	To review the whole occupational therapy process in a secondary or tertiary health care setting.	Invite an occupational therapist present a case study describing the whole OT process with a client in a secondary or tertiary setting.	Therapist practising in a secondary or tertiary health care setting	To apply the occupational therapy process	Tutorial: review the secondary/tertiary case study in detail, considering alternative actions; discuss environmental, socio-economical, cultural and human factors.	Case study

<b>WEEK 15</b>	<i>General Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		To check understanding of each of the 11 steps and the occupational therapy process as whole.		Describe variations in terminology and steps in the occupational therapy process.	Small group work: students revisit descriptions of the occupational therapy/ treatment planning process.  Plenary: discuss the most appropriate terminology and steps for the local context.	OT text books

#### ASSESSMENT

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
		<b>100%</b> <b>Case study: Documentation such as a discharge summary (example and justification)</b>

**YEAR I SEMESTER 2**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Foundations II: Activity analysis</b>		
<b>COURSE CODE: OT122</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 3</b>	<b>THEORETICAL: 1 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 3</b>	
<b>GOAL: To understand the importance of activity analysis as a core occupational therapy tool</b>		

**GENERAL OBJECTIVES:****At the end of this course the learner should be able to:**

1. Explain that activity analysis is a unique tool used by occupational therapists
2. Understand the differences between task analysis and activity analysis.
3. Use task and activity analysis to demonstrate the demands of self care, play/leisure and productive/work activities.
4. Describe generic and specific approaches to activity analysis; identifying the physical, sensory, psychological, cognitive and inter-personal characteristics of activities.
5. Outline how to use activity selection, analysis, grading and adaptation within the occupational therapy process.
6. Recognise the relevance of theories of teaching, coaching and skills acquisition to activity analysis.

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Foundations II: activity analysis</b>				<b>CONTACT HOURS: 3 hrs/week</b>		<b>Credit Units: 3</b>
<b>COURSE CODE: OT122</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Explain that activity analysis is a unique tool used by occupational therapists.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the history of the therapeutic use of activities in	Explain that the therapeutic use of activities is a distinctive feature of occupational therapy.	Overhead projector and data projector.	Define and understand the	Small group work: students read chapters about activity	OT text books

	occupational therapy.	Summarise the history of using activities from the Arts and Crafts Movement in America; through functional performance and medical rehabilitation; mind-body unity; to contemporary healthy lifestyles and wellness programmes.		characteristics of activity analysis.	analysis and collate definitions.  Plenary session: compare and contrast definitions and descriptions of activity analysis.	Rooms for break-away groups.  Flip chart, paper and pens
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<b>WEEK 2</b>	<i>General Objective 2: Understand the differences between task analysis and activity analysis.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define and describe task analysis.	Introduce task and activity analysis as part of the action planning stage of the occupational therapy process.  Define and describe task analysis as the sequence of tasks that comprise an activity. Give an example of task analysis.	Overhead projector and data projector.  Example to analyse the task sequence of an activity.	Practice task analysis.  Explain the purposes of task analysis.	Workshop: task analysis  Select an activity for students to practice task analysis.  Discuss purposes of task analysis in relation to teaching, activity selection, grading and adaptation.	Example activity to analyse the component task sequence.

<b>WEEK 3</b>	<i>General Objective 2: Understand the differences between task analysis and activity analysis.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	<p>Define activity analysis.</p> <p>Describe the generic approach to activity analysis.</p>	<p>Define activity analysis as identifying the inherent characteristics and skills required to perform an activity.</p> <p>Present the generic approach to activity analysis and introduce the cognitive, physical, psychological, sensory and social components.</p> <p>Give an example of activity analysis.</p>	<p>Overhead projector and data projector.</p> <p>Example activity to identify the component skills.</p>	<p>Practice activity analysis using a generic approach.</p>	<p>Workshop: activity analysis</p> <p>Select an activity for students to practice generic activity analysis.</p> <p>Plenary: self, peer and tutor feedback on the activity analysis.</p>	<p>Example activity to analyse.</p> <p>Format/form for generic activity analysis.</p> <p>Rooms for break-away groups.</p> <p>Flip chart, paper and pens</p>
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<b>WEEK 4</b> <i>General Objective 3: Use task and activity analysis to demonstrate the demands of self care, play/leisure and productive/work activities.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>State the physical, sensory and perceptual characteristics of activity.</p>	<p>Explain the physical characteristics necessary for performance including co-ordination, dexterity, endurance and prehension patterns. Describe tactile, visual, auditory, gustatory and olfactory properties of activities.</p> <p>Define and explain perceptual characteristics including proprioception, stereognosis, figure-ground and motor planning.</p>	<p>Overhead projector and data projector.</p> <p>Example activity</p>	<p>Apply task and activity analysis to a self care activity.</p>	<p>Workshop: self care activity analysis</p> <p>Small group work: students to select and analyse a self care activity.</p> <p>Plenary session: students present and discuss analyses taking into consideration person-occupation-environment influences.</p>	<p>Self care facilities</p>

<b>WEEK 5</b> <i>General Objective 3: Use task and activity analysis to demonstrate the demands of self care, play/leisure and productive/work activities.</i>
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	State the cognitive and psychological characteristics of activity.	Describe cognitive demands of activity including memory, concentration, orientation, problem-solving and learning.  Discuss psychological characteristics of the process and product of activity; including self-concept, insight and reality testing.	Overhead projector and data projector.  Example activity	Apply task and activity analysis to a play/leisure activity.	Workshop: play/leisure activity analysis  Small group work: students to select and analyse a play/leisure activity.  Plenary session: students present and discuss analyses taking into consideration person-occupation-environment influences.	Facilities for play/leisure

<b>WEEK 6</b>	<i>General Objective 3: Use task and activity analysis to demonstrate the demands of self care, play/leisure and productive/work activities.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	State social and inter-personal characteristics of activity.	Examine the degree of social interaction that activity may require or produce; including verbal, non-verbal, group, dyadic and individual dimensions.	Overhead projector and data projector.  Example activity	Apply task and activity analysis to a productive/work activity.	Workshop: work/productive activity analysis  Small group work: students to select and analyse a work/productive / constructive activity.  Plenary session: students present and discuss analyses taking into consideration	Facilities of work/productive activity.

					person-occupation-environment influences.	
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<b>WEEK 7</b> <i>General Objective 4: Describe generic and specific approaches to activity analysis; identifying the physical, sensory, psychological, cognitive and inter-personal characteristics of activities.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe approaches to activity analysis using a biomechanical conceptual framework.	<p>Introduce specific approaches to activity analysis; recap appropriate psychological approaches such as the psychodynamic approach.</p> <p>Recap biomechanics.</p> <p>Provide an example of activity analysis based upon biomechanical conceptual framework.</p>	<p>Overhead projector and data projector.</p> <p>Example activity analysis.</p>	<p>Practice activity analyses using a biomechanical framework.</p> <p>Reflect on process of giving feedback to help learning.</p>	<p>Select an activity for students to practice activity analysis from a biomechanical framework.</p> <p>Plenary: self, peer and tutor feedback on the activity analysis.</p> <p>Encourage students to reflect on the process of giving and taking feedback. Relate to learning theories.</p>	<p>Example activity to analyse.</p> <p>Format/form for specific activity analysis.</p>

<b>WEEK 8</b> <i>General Objective 4: Describe generic and specific approaches to activity analysis; identifying the physical, sensory, psychological, cognitive and inter-personal characteristics of activities.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe activity analysis derived from a psychodynamic	<p>Recap the psychodynamic approach.</p> <p>Provide an example of activity analysis based upon a</p>	<p>Overhead projector and data projector.</p> <p>Example activity analysis.</p>	<p>Practice activity analyses using a</p>	<p>Select an activity for students to practice activity analysis from a psychodynamic framework.</p>	<p>Example activity to analyse.</p>

	conceptual framework.	psychodynamic conceptual framework.		psychodynamic framework.	Plenary session: feedback and discussion of the differences between generic and specific activity analyses.	Format/form for specific activity analysis.
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<b>WEEK 9</b>	<i>General Objective 5: Outline how to use activity selection, analysis, grading and adaptation within the occupational therapy process.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand how activity selection, grading and adaptation is used within medical rehabilitation.	Facilitate a case study presentation by a practising therapist. To describe the application of activity analysis, selection, grading and adaptation within medical rehabilitation.	Practicing occupational therapist	Investigate the principles and process of selecting, grading and adapting activities.	Introduce activity selection, grading and adaption as part of the occupational therapy process.  Small group work: use OT textbooks to compile information about selecting, grading and adapting activities.	Occupational therapy text books  Rooms for break-away groups.

<b>WEEK 10</b>	<i>General Objective 5: Outline how to use activity selection, analysis, grading and adaptation within the occupational therapy process.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand how activity analysis is used within mental health.	Facilitate a case study presentation by a practising therapist; describe the application of activity analysis, selection, grading and adaptation within mental health.	Practicing occupational therapist	Explain the principles and process of selecting, grading and	Plenary session: students report findings about selecting, grading and adapting activities.	Occupational therapy text books



				adapting activities.	Discuss principles in relation to client engagement; precautions and risks; on-going assessment and review.	
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<b>WEEK 11</b>	<i>General Objective 6: Recognise the relevance of theories of teaching, coaching and skills acquisition to activity analysis.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain theoretical perspectives on teaching, learning and coaching.	Reinforce relevance of theories of teaching, learning and coaching.  Revise key points such as intrinsic and extrinsic motivation, task analysis, practice, feedback, reinforcement and observation.	Overhead projector and data projector.	Practice teaching a familiar activity to another student and evaluate the teaching/learning process.	Peer teaching: students prepare instructions, resources and demonstration to teach a familiar activity to another student.  Teach activity and complete an evaluation.	Space and materials for teaching activity.  Evaluation form to be completed by teacher and learner.

<b>WEEK 12</b>	<i>General Objective 6: Recognise the relevance of theories of teaching, coaching and skills acquisition to activity analysis.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Evaluate the peer teaching of a familiar activity.	Facilitate de-briefing from the teaching/learning exercise.  Relate to relevant theories.	Flip chart, paper and pens.	Practice teaching a new activity to another student and evaluate the teaching/learning process.	Peer teaching: students prepare instructions, resources and demonstration to teach a new/unfamiliar activity to another student.	Space and materials for teaching activity.  Evaluation form to be completed

		Identify the lessons learned and improvements to be incorporated into the next peer teaching.			Teach activity and complete an evaluation.	by teacher and learner.
<b>WEEK 13</b>	<i>General Objective 6: Recognise the relevance of theories of teaching, coaching and skills acquisition to activity analysis.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Evaluate the peer teaching of a new activity.	Facilitate de-briefing from the peer teaching.  Discuss differences in teaching a familiar and unfamiliar activity.	Flip chart, paper and pens.	Outline the Dreyfus Model of Skills Acquisition.	Tutorial: introduce the Dreyfus Model of Skill Acquisition.  Encourage students to reflect on the progression from novice, advance beginner, to being competent, proficient and an expert in activity analysis and peer teaching.	Library and/or access to the internet

<b>WEEK 14</b>	<i>General Objective 6: Recognise the relevance of theories of teaching, coaching and skills acquisition to activity analysis.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the four stages of competence of skill development.	Discussion: the relevance and applicability of the Model of Skills Acquisition and the four stage of competence.  Small group work: students to identify their stage in relation to activity analysis and peer teaching:		Understand the connections between theory and practice in relation to teaching and	Tutorial: Discuss other theoretical perspectives on skill development.  Reinforce the connection between theory and practice to enhance the therapeutic use of activities.	

		unconscious incompetence, conscious incompetence, conscious competence or unconscious competence.		activity analysis.		
<b>WEEK 15</b>	<i>General Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap task and activity analysis; check understanding as part of the occupational therapy process.	Overhead projector and data projector.		Revision: reinforce the importance of theory and practical skills for effective practice.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
100% Structured report of a task and activity analysis		

<i>Subject: Physiology II</i>	<i>Code : OT123</i>	<i>Total hours: 4 hours / week</i>
<i>Semester: Second</i>	<i>Pre-requisite: -</i>	<i>Theoretical : 2 hours / week</i>
		<i>Practical : 2 hours / week</i>
<i>General aim: To develop theoretical and practical knowledge of the physiology of the nervous system.</i>		

### **General objectives**

#### **On completion of this module students should be able to:**

- |   |  |
|---|--|
| 1 | Describe the structure and function of the central nervous system                                |
| 2 | Describe the structure and function of the autonomic system                                      |
| 3 | Describe the structure and function of the spinal cord and peripheral nervous system             |
| 4 | Explain the transmission of a nerve impulse  |
| 5 | Describe the structure and function of the abdominal and pelvic organs and the endocrine, system |
| 6 | Describe in broad terms the structure and function of the special senses                         |

<b>Week 1</b>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 1: Describe the structure and function of the central nervous system					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<b>Describe the position and structure of the major parts of the brain</b>	<b>Introductory lectures on the structure of the brain:</b>  <b>- Cerebrum</b>  <b>- Midbrain</b>  <b>- Cerebellum</b>	<b>Overhead projector – Data Projector</b>	<b>To explain the structure and arrangement of the brain</b>	<b>Tutorials to develop an understanding of the structure and arrangement of the brain</b>  <b>Students to study the structure of the brain in small groups, using plastic models of the brain for assistance.</b>	<b>Plastic models of the brain</b>  <b>Pictures of the brain</b>
<b>Week 2</b>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 1: Describe the structure and function of the central nervous system					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<i>Describe the position and structure of the major parts of the brain</i>	<i>Introductory lectures on the structure of the brain:</i>  - <i>Medulla</i>  - <i>Pons</i>  - <i>Thalamus</i>	<i>Overhead projector – Data Projector</i>	<i>To explain the structure and arrangement of the brain</i>	<i>Tutorials to develop an understanding of the structure and arrangement of the brain</i>  <i>Students to study the structure of the brain in small groups, using plastic models of the brain for assistance.</i>	<i>Plastic models of the brain</i>  <i>Pictures of the brain</i>
<i>Week 3</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 1: Describe the structure and function of the central nervous system</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the function of the cerebellum, mid brain and cerebrum</i>	<i>Introductory lectures on the function of the</i>  - <i>Cerebrum</i>  - <i>Midbrain</i>  - <i>Cerebellum</i>	<i>Overhead projector – Data Projector</i>	<i>Explain the role of the cerebellum, mid brain and cerebrum in human function</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Plastic models of the brain</i>  <i>Pictures of the brain</i>
<i>Week 4</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 1: Describe the structure and function of the central nervous system</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<i>Describe the function of the medulla, pons and thalamus</i>	<i>Introductory lectures on the function of the</i>  <i>- - Medulla</i>  <i>- Pons</i>  <i>- Thalamus</i>	<i>Overhead projector – Data Projector</i>	<i>Explain the role of the medulla, pons and thalamus in human movement</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Plastic models of the brain</i>  <i>Pictures of the brain</i>
<i>Week 5</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 1: Describe the structure and function of the central nervous system</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the function of the motor and sensory pathways</i>	<i>Introductory lectures on the function of the</i>  <i>Motor and sensory pathways</i>	<i>Overhead projector</i>  <i>Data Projector</i>	<i>Explain the role of the motor and sensory pathways in the control of human movement</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Plastic models of the brain</i>  <i>Pictures of the brain</i>
<i>Week 6</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 2: Describe the structure and function of the autonomic nervous system</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<i>Explain the roles of the parasympathetic and sympathetic systems</i>	<i>Introductory lectures on the function of the  Autonomic nervous system</i>	<i>Overhead projector  Data Projector</i>	<i>Relate the function of the autonomic nervous system to human movement</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function</i>	<i>Plastic models of the brain  Pictures of the brain</i>
<i>Week 7</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 3: Describe the structure and function of the spinal cord and peripheral nervous system					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the structure and function of the spine  Describe the structure of the spinal cord</i>	<i>Introductory lectures to explain the function of the spine.  Describe the anatomy of thoracic spine, lumbar and sacral spine  Explain the structure of  Spinal cord  Spinal nerves</i>	<i>Overhead projector Data Projector  Skeleton  Articulated spine</i>	<i>Explain the function of the spine, the spinal cord, spinal nerves  Relate the function of these structures to occupational therapy.</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function, movement and posture</i>	<i>Skeleton  Articulated spine  Plastic models of the spinal cord and peripheral nerves  Pictures of the spinal cord and peripheral nerves</i>
<i>Week 8</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 3: Describe the structure and function of the spinal cord and peripheral nervous system					



	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the structure of the peripheral nerves</i>	<i>Introductory lectures to explain the structure of peripheral nerves</i>	<i>Overhead projector Data Projector</i>	<i>Explain the function of the peripheral nerves  Relate the function of these structures to occupational therapy.</i>	<i>Tutorials to explain the importance of these structures and to relate their structure to function  Describe the course of the major nerves.  Students to practice marking the trace of nerves on their own bodies.</i>	<i>Plastic models of the spinal cord and peripheral nerves  Pictures of the spinal cord and peripheral nerves</i>
<i>Week 9</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 4: Explain the transmission of a nerve impulse</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
<i>Describe the conduction of a nerve impulse</i>	<i>Lectures on :  Nerve transmission  Electrophysiology of neurons  Synapses</i>	<i>Overhead projector – Data Projector</i>	<i>Explain why a knowledge of nerve conduction is important.</i>	<i>Tutorials to give more detail on nerve function and to relate this to occupational therapy.</i>	<i>Physiology text books</i>	
<i>Week 10</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 4: Explain the transmission of a nerve impulse</i>					

	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<i>Describe the role of an action potential and a neuromuscular unit</i>	<i>Lectures on :  Action potential  Neuro muscular unit</i>	<i>Overhead projector  Data Projector</i>	<i>Explain why a knowledge of action potential and neuromuscular unit are important to occupational therapy.</i>	<i>Tutorials to give more detail on nerve function and to relate this to occupational therapy.</i>	<i>Physiology text books</i>
<i>Week 12</i>	<i>Theoretical</i>			<i>Practical</i>		
	<i>General objective 5 : Describe the structure and function of the abdominal and pelvic organs and the endocrine, system</i>					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<p><i>Describe the digestive system and its function</i></p> <p><i>Describe the structure of the renal system</i></p> <p><i>Explain the control and function of the renal system</i></p>	<p><i>Introductory lecture covering the structure and function of the digestive system</i></p> <p><i>Digestion, absorption, gastric and intestinal motility,</i></p> <p><i>Structure and function of the Renal system</i></p> <p><i>Urine formation</i></p> <p><i>Renal control of blood pressure &amp; water balance.</i></p> <p><i>Homeostasis</i></p>	<p><i>Overhead projector</i></p> <p><i>Data Projector</i></p>	<p><i>Discuss the importance of the digestive system on normal human life</i></p> <p><i>Discuss the importance of the renal system in homeostasis</i></p>	<p><i>Tutorials to explain the importance of these structures</i></p>	<p><i>Physiology text books</i></p> <p><i>Plastic models of digestive and renal systems</i></p> <p><i>Pictures of the digestive and renal systems</i></p>
<i>Week 13</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 5 : Describe the structure and function of the abdominal and pelvic organs and the endocrine, system					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<p><i>Describe the endocrine system</i></p> <p><i>Explain the production and function of the hormones</i></p>	<p><i>Lecture introducing : the Endocrine system</i></p> <p><i>Production and control of hormones,</i></p> <p><i>Hypothalamus,</i></p> <p><i>pituitary</i></p> <p><i>Adrenal glands,</i></p> <p><i>thyroid gland,</i></p> <p><i>pancreas,</i></p>	<p><i>Overhead projector</i></p> <p><i>Data Projector</i></p>	<p><i>Relate the endocrine system to human function</i></p>	<p><i>- Tutorials to explain the importance of these structures and to relate their structure to function</i></p>	<p><i>Physiology text books</i></p> <p><i>Pictures of the endocrine glands</i></p>
<i>Week 14</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 5 : Describe the structure and function of the abdominal and pelvic organs and the endocrine, system					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>

	<p><i>Describe the structure of the reproductive system</i></p> <p><i>Explain the function of the reproductive system</i></p>	<p><i>Reproductive system</i></p> <p><i>Anatomy and structure</i></p> <p><i>Reproductive hormones</i></p>	<p><i>Overhead projector</i></p> <p><i>Data- projector</i></p>	<p><i>Explain the function of the reproductive system</i></p> <p><i>Discuss the importance of the reproductive system.</i></p>	<p><i>Tutorials to explain the importance of these structures and to relate their structure to function</i></p>	<p><i>Physiology text books</i></p> <p><i>Plastic models of reproductive system</i></p> <p><i>Pictures of the reproductive system</i></p>
<i>Week 15</i>	<i>Theoretical</i>			<i>Practical</i>		
	General objective 6: Describe in broad terms the structure and function of the special senses					
	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>	<i>Specific learning outcomes</i>	<i>Teacher activities</i>	<i>Resources</i>
	<p><i>Describe the structure and function of:</i></p> <p><i>The eye</i></p> <p><i>The ear</i></p> <p><i>The nose</i></p> <p><i>The tongue</i></p>	<p><i>Lecture giving a very brief overview of the structure of the main special senses</i></p>	<p><i>Overhead projector</i></p> <p><i>Data- projector</i></p>	<p><i>Identify on model or diagram the component parts of the organs of special sense</i></p> <p><i>List the functions of these organs</i></p>	<p><i>Tutorials using models to deepen understanding of the special senses</i></p> <p><i>Quiz on function of special senses</i></p>	<p><i>Plastic models of nose, ear, tongue and eye</i></p>

## MODULE: PHYSIOLOGY II

ASSESSMENT CRITERIA			
COURSE WORK	COURSE TEST	PRACTICAL	OTHER( examination ) 100 %

*Short essay questions or MCQ on the subjects taught*

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Life course: psychological and sociological perspectives</b>		
<b>COURSE CODE: OT124</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 3</b>	<b>THEORETICAL: 1 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 3</b>	
<b>GOAL: To understand the complexity of transitions throughout the life span, appreciating the relevance for occupational therapy.</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"> <li>1. Recognise how psychological and sociological knowledge contribute to understanding humans as occupational beings throughout the life course.</li> <li>2. Define developmental psychology, explaining the biological, cognitive, social and emotional changes that occur in people over time.</li> <li>3. Appreciate the significance of social structures, social differentiation and determinants of the life course.</li> <li>4. Outline major areas of childhood development including attachment and social relationships, cognitive development, language acquisition and self-concept.</li> <li>5. Describe the multiple transitions associated with adolescence, including physical and psychological changes, and adjustments in social roles.</li> <li>6. Understand the life changes that occurring during adulthood, including marriage, parenthood and work.</li> <li>7. Explain the aging process, the social perceptions of old age, dying and bereavement.</li> </ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Life course: psychological and sociological perspectives</b>				<b>CONTACT HOURS: 3 hrs/week</b>		<b>Credit Units: 3</b>
<b>COURSE CODE: OT124</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Recognise how psychological and sociological knowledge contribute to understanding humans as occupational beings throughout the life course.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Explain the difference between life cycle and life course approaches to human development.	<p>Introduce psychological and sociological perspectives on the life course; recap the nature and nurture debate.</p> <p>Present an overview of the life cycle and life course approaches, placing predictable, biological, 'stages' within a socio-cultural context.</p> <p>Highlight differences between theories deriving from 'traditional' and 'late-modernity' societies.</p>	Overhead projector and data projector.	Explore personal experience and local knowledge about life stages and events across the life span.	<p>Workshop: discuss perceptions of the life events across the life span, from birth to death.</p> <p>Use an ice-breaker/creative activity to get students to reflect upon their life course so far.</p> <p>Plenary discussion: share and compare experiences about roles, changes, transitions and rites of passage.</p>	Room with space for movement and/or facilities for creative activities.

<b>WEEK 2</b>	<i>General Objective 2: Define developmental psychology, explaining the biological, cognitive, social and emotional changes that occur in people over time.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Recognise the breadth and depth of	<p>Recap developmental psychology.</p> <p>Outline the major areas of interest and the methods used to study</p>	Overhead projector and data projector.	Investigate a specific aspect and compare theory/research	Journal club: select literature about development.	Selected chapters or articles about developmental psychology



	developmental psychology.	development. Select one topic to illustrate theoretical approaches and recent research.		with local knowledge.	Each student to summarise a chapter or article about some aspect of development.  Plenary: present summaries and discuss applicability to local context.	
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<b>WEEK 3</b> <i>General Objective 3: Appreciate the significance of social structures, social differentiation and determinants of the life course.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the influence of gender, age, ethnicity and class on life chances.	Define social structures, social differentiation and determinants that influence life chances and the life course.  Discuss social categories such as gender, age, ethnicity and class.	Overhead projector and data projector.	Discuss the impact of inequalities on occupational therapy.	Tutorial: review demographic data such as health, access to education and income across social categories in Nigeria.  Discuss the implications of inequalities on occupational therapy practice and service provision.	Demographic data

<b>WEEK 4</b> <i>General Objective 4: Outline major areas of childhood development including attachment and social relationships, cognitive development, language acquisition and self-concept.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the importance of attachment for	Introduce early experience and social development. Define sociability, attachment and parental	Overhead projector and data projector.	Compare literature and experiences of family	Small group work: investigate the family as a social institution, patterns of child-raising, motherhood	Sociology and psychology text books.

	later social relationships.	deprivation. Summarise relevant theories and research. Highlight the importance of attachment for long-term social relationships.		structures, child raising, motherhood and fatherhood.	and fatherhood as portrayed in text books  Plenary: discuss findings and compare with experience in relation to gender, roles and responsibilities.	
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<b>WEEK 5</b>	<i>General Objective 4: Outline major areas of childhood development including attachment and social relationships, cognitive development, language acquisition and self-concept.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the main theories of cognitive development.	Define cognitive development and summarise major theoretical approaches, such as those proposed by Piaget, Vygotsky and Bruner.	Overhead projector and data projector.	Examine the connections between theories of cognitive development, teaching and learning.	Tutorial: recap theories of teaching and learning.  Relate theories of cognitive development to the learning process. Reflect on ways to improve own learning and teaching strategies.	

<b>WEEK 6</b>	<i>General Objective 4: Outline major areas of childhood development including attachment and social relationships, cognitive development, language acquisition and self-concept.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the stages of language development.	Introduce language, maturation and the need for exposure to language. Outline the stages of language development	Overhead projector and data projector.	Practice literature search skills to investigate	Tutorial: to revise child development.	Psychology text books.

		Discuss the relationship between language, thought and culture.		a specific topic about child development.	Small group work: students to prepare a search strategy and investigate the literature about some aspect of child development.  Prepare a brief presentation about the topic and it's relevance to occupational therapy.	Access to the library and/or electronic books and journals.
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<b>WEEK 7</b>	<i>General Objective 4: Outline major areas of childhood development including attachment and social relationships, cognitive development, language acquisition and self-concept.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the components of self-concept and the development of self-concept.	Introduce self-concept; define self-image, self-esteem and ideal self.  Outline theories of self, influences on the development of self-concept and developmental changes in the self-concept.	Overhead projector and data projector.	Present findings about child development and discuss relevance to occupational therapy.	Workshop: child development  Students to give their presentations about specific aspects of child development.  Plenary: reflect on learning process (search skills, deep and surface learning).	Overhead projector and data projector.

<b>WEEK 8</b>	<i>General Objective 5: Describe the multiple transitions associated with adolescence, including physical and psychological changes, and adjustments in social roles.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define puberty and outline the bodily and neurological changes associated with adolescence.	Outline the demographics of youth in Nigeria  Define adolescence, puberty and plasticity. Describe changes in the body and brain associated with adolescence.	Overhead projector and data projector.	Explore cross-cultural understandings of adolescence.	Tutorial: define rites of passage. Use literature and experience to explore cross-cultural understandings of the passage into adulthood.  Invite students to reflect on their experience of adolescence.	Access to the library and/or electronic books and journals.

<b>WEEK 9</b>	<i>General Objective 5: Describe the multiple transitions associated with adolescence, including physical and psychological changes, and adjustments in social roles.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the psychological and social transitions between childhood and adulthood.	Outline theories of adolescence.  Compare theories that present adolescence as ‘storm and stress’ with empirical studies of brain structure and function.  Discuss changes in identity, self-image, relationships (heterosexual, parental, peers and friendships) and roles.	Overhead projector and data projector.	Consider media portrayals of young people in the context of multiple transitions.	Tutorial: discuss media portrayals of youth and contemporary youth subcultures. Consider in relation to theories of adolescence.	Psychology text books.  Media portrayals of youth

<b>WEEK 10</b>	<i>General Objective 6: Understand the life changes that occurring during adulthood, including marriage, parenthood and work.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define adulthood and outline theories associated with this period of life.	<p>Introduce adulthood and describe stage theories of adult development, such as Erikson and Levinson et al.</p> <p>Compare stage theories with life-events approaches with the transitions and milestones of adulthood.</p>	Overhead projector and data projector.	Explore the different meanings and experiences of men and women during adulthood.	<p>Journal club: locate chapters/journals that describe the roles and occupations of men and women during adulthood.</p> <p>Plenary: report the findings, discuss in relation to gender stereotypes, inequalities and changing roles in urban/rural communities.</p>	Access to library and internet with electronic journals and books.

<b>WEEK 11</b>	<i>General Objective 6: Understand the life changes that occurring during adulthood, including marriage, parenthood and work.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe psychological and sociological perspectives on marriage and parenting.	<p>Describe critical life events and relationships during adulthood; including marriage, marriage patterns, parenthood and marital breakdown.</p> <p>Outline research about the stressors of adulthood. Discuss the applicability of the research to the local socio-cultural context.</p>	Overhead projector and data projector.	Discuss the significance of the family in the life course.	<p>Tutorial: define kinship, nuclear and extended families. Discuss the family as a major social institution.</p> <p>Small group work: students to investigate the family life cycle and the division of labour within the family.</p>	Access to library and internet with electronic journals and books.

					Plenary: present findings and discuss contemporary changes in families.	
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<b>WEEK 12</b>	<i>General Objective 6: Understand the life changes that occurring during adulthood, including marriage, parenthood and work.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Examine the relationship between work, status and identity.	Review definitions of work, unemployment and boredom.  Outline theories for work.  Discuss the meanings of paid work; the relationship between identity, status, well-being and life chances.	Overhead projector and data projector.	Define retirement and discuss the relevance of this transition.	Tutorial: recap adulthood and introduce retirement.  Describe theories and meanings of retirement; and discuss their applicability to the Nigerian context.	

<b>WEEK 13</b>	<i>General Objective 7: Explain the aging process, the social perceptions of old age, dying and bereavement.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the ageing process.	Define ageing, old age and ageism.  Describe the ageing process, particularly the cognitive, social and physical changes. Highlight the importance of activity for health ageing.	Overhead projector and data projector.	Outline theories of aging and discuss their application in occupational therapy.	Small group work: students to investigate theories of aging such as activity theory, psychosocial and socio-emotional selectivity theory.	Access to library and internet with electronic journals and books.

		Outline the demographics of the aging population in Nigeria and discuss the transferability of theories and research studies to the local context.			Plenary: present findings and apply to occupational therapy.	
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<b>WEEK 14</b>	<i>General Objective 7: Explain the aging process, the social perceptions of old age, dying and bereavement.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Demonstrate sensitivity to meanings of loss and expressions of grief.	<p>Introduce the concepts of loss, grief, bereavement and mourning.</p> <p>Describe the components of grief.</p> <p>Discuss cultural, ethnic and religious differences in the meaning of death and rites of mourning.</p>	Overhead projector and data projector.	Recognise the social and self perceptions of old age.	<p>Tutorial: discuss social perceptions of old age, roles and gender differences.</p> <p>Introduce the ‘biographical approach’ and recap narrative interviews. Explain narratives from reminiscences, oral history and the sociological life history.</p> <p>Practical: students to interview an ‘older relative’ to elicit their stories of ageing.</p>	Media portrayals of older people

<b>WEEK 15</b>	<i>General Objective: All</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		To recap and revise the complexity of transitions along the life span in different socio-cultural contexts.		Describe the self-perceptions of ageing.	<p>Workshop: stories of ageing</p> <p>Each student to present the key plots/characters from the narratives about ageing.</p> <p>Plenary: to synthesize the stories in relation to self and social perceptions of ageing.</p>	Overhead projector and data projector.



<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Interventions with individuals</b>		
<b>COURSE CODE: OT125</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 1 hr/week</b>	<b>PRACTICAL: 3 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To become proficient at promoting independence and facilitating occupational therapy interventions with individuals.</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"> <li>1. Explain the importance of enabling occupation for an individual's health, well-being and recovery.</li> <li>2. Use a variety of activities with individuals, as prescribed by a qualified occupational therapist, in a safe and effective way.</li> <li>3. Define therapeutic use of self and understand ways of facilitating engagement including unconditional positive regard and active listening.</li> <li>4. Appreciate the importance of life skills (activities of daily living/instrumental activities of daily living) in rehabilitation and habilitation.</li> <li>5. Apply problem-solving skills and appropriate strategies to reduce activity restrictions experienced by clients, demonstrating ingenuity when making assistive devices to promote independence.</li> <li>6. Be proficient at teaching work and productive skills, such as advanced paper technology (APT) and encouraging participation in activities as part of the occupational therapy treatment programme.</li> <li>7. Be efficient in teaching the tasks of self-maintenance (activities of daily living and instrumental activities of daily living) including homemaking, childcare, community skills and mobility.</li> </ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE TITLE: Interventions with individuals</b>	<b>CONTACT HOURS: 4 hrs/week</b>	<b>Credit Units: 4</b>
<b>COURSE CODE: OT125</b>		

COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Know the importance of enabling occupation for an individual's health, well-being and recovery.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explain that occupations are the purpose, process and product of occupational therapy.</p> <p>Describe specific concepts such as flow.</p>	<p>Recap occupational therapy philosophy about the value of activity/doing/occupation.</p> <p>Discuss occupation as the purpose, process and product of occupational therapy.</p> <p>Explain specific concepts such as flow.</p>	<p>OT textbooks</p> <p>Overhead projector and data projector.</p>	<p>Examine occupational science literature about activity.</p>	<p>Select occupational science articles/chapters about specific activities and concepts such as flow.</p> <p>Journal club: students to read and review literature, producing a brief presentation that summarises the article.</p> <p>Plenary: Discuss the themes arising from the literature and their applicability to the local context.</p>	<p>Occupational science journal and textbooks</p>

<b>WEEK 2</b>	<i>General Objective 2: Use a variety of activities with individuals, as prescribed by a qualified occupational therapist, in a safe and effective way.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Describe the variety of therapeutic activities used with individuals in primary, secondary and tertiary care.</p>	<p>Describe the range of activities used with individuals in primary, secondary and tertiary care in Nigeria.</p> <p>Define risk management.</p> <p>Introduce and explain precautions and contraindications when using</p>	<p>Overhead projector and data projector.</p>	<p>Outline the principles of risk management.</p> <p>Explain the role of supervision in supporting</p>	<p>Tutorial: introduce supervision, delegation, ethics and risk management.</p> <p>Small group work: students to identify risk management strategies, such as the OT</p>	

	Know the importance of precautions for assuring patient safety.	activities in the context of risk management and patient safety.		safe, effective practice.	process and supervision, to support safe practice.  Plenary discussion about accountability and ethical practice.	
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<b>WEEK 3</b>	<i>General Objective 3: Define therapeutic use of self and understand ways of facilitating engagement including unconditional positive regard, verbal and non-verbal communication and active listening.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the importance of therapeutic use of self.  Describe the qualities of a client-centred relationship.	Introduce therapeutic use of self and conscious use of self as fundamental to working with individuals.  Outline client-centred therapy and the attitudes of unconditional positive regard, congruence and empathetic understanding.	Overhead projector and data projector.	Explore self-awareness.  Demonstrate showing unconditional positive regard.  Identify the connections between client-centred therapy and the humanistic approach.	Workshop: therapeutic use of self  Use ice-breaker/creative activities to explore self awareness, use of self and ways of showing unconditional positive regard.  Plenary session: students to reflect on creative activities; discuss connections between Rogerian client-centred therapy and the humanistic approach in occupational therapy.	Room with space for movement

<b>WEEK 4</b>	<i>General Objective 3: Define therapeutic use of self and understand ways of facilitating engagement including unconditional positive regard and active listening.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the types and functions of verbal and non-verbal communication	<p>Define communication, explaining the subtle implicit, non-verbal and paralinguistic channels for transmitting and receiving information.</p> <p>Describe the different forms of non-verbal communication; and the functions of non-verbal communication.</p> <p>Discuss the relationship between verbal and non-verbal communication.</p>	Overhead projector and data projector.	<p>Recognise the interaction between verbal and non-verbal communication.</p> <p>Define and apply listening skills in dyadic interactions.</p> <p>Identify local customs and rituals about communication.</p>	<p>Communication workshop</p> <p>Use ice-breaker activities – games to illustrate non-verbal communication such as eye contact, gesture and personal space.</p> <p>Introduce listening skills including paraphrasing, summarising, silence, open and closed questions.</p> <p>Students practice listening in trios, with an observer giving feedback.</p> <p>Plenary: discuss local communication styles/conventions and rituals.</p>	Room with space for movement and/or facilities for creative activities.

<b>WEEK 5</b>	<i>General Objective 4: Appreciate the importance of life skills (activities of daily living/instrumental activities of daily living) in rehabilitation and habilitation.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	<p>Define activities of daily living (ADL) and instrumental activities of daily living (IADL).</p> <p>Describe the range of tasks covered by ADL and IADL.</p>	<p>Introduce activities of daily living (ADL) and instrumental ADLs as core to rehabilitation, habilitation and recovery.</p> <p>Invite students to identify the component tasks including self care, transfers and mobility, child care, homemaking and community living.</p> <p>Compare tasks with those included on common ADL and IADL assessment forms.</p>	<p>Overhead projector and data projector.</p> <p>Occupational therapy (OT) textbooks</p> <p>Examples of ADL and IADL assessment forms</p>	<p>Explain the principles of using ADL and IADL.</p> <p>Identify problems that restrict activities of daily living.</p> <p>Outline practical ways of overcoming activity restrictions.</p>	<p>Present the principles of ADL and IADL including aims, functional assessment, treatment planning and evaluation.</p> <p>Small group work: students to identify physical, sensory, cognitive and emotional problems that may restrict everyday tasks of living.</p> <p>Describe common, practical solutions including assistive devices, alternative methods, adaptations, energy conservation and personal assistants.</p>	<p>Examples or pictures of assistive devices and adaptations.</p> <p>OT textbooks</p>
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<b>WEEK 6</b>	<i>General Objective 5: Apply problem-solving skills and appropriate strategies to reduce activity restrictions experienced by clients, demonstrating ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the personal and social significance of self-care activities.	Discuss the scope and significance of self-care activities. Consider socio-cultural expectations about self-care across the life span.	Overhead projector and data projector.	Practice solving self-care problems.	Workshop: self-care activities Use case studies with difficulties eating/drinking, toileting, personal hygiene, bathing, menstruation and dressing.	Case studies Rooms with facilities to practice activities of daily living.

		Emphasize privacy, dignity and safety.			Small group work: students to devise solutions, including making assistive devices.	Light workshop to make assistive devices.
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<b>WEEK 7</b>	<i>General Objective 5: Apply problem-solving skills and appropriate strategies to reduce activity restrictions experienced by clients, demonstrating ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Apply theories of teaching and skills acquisition to learning/re-learning self-care skills.	Recap theories of teaching and learning.  Present skills acquisition, describing teaching techniques (task analysis, chaining, reinforcement, simulation, transfer of learning and problem-solving) and the influence of the learning environment (cognitive overload and distractors).	Overhead projector and data projector.  OT and psychology textbooks.	Practice solving self-care problems.  Prepare teaching materials – instructions.	Workshop: self-care activities  Students continue to work on solutions for self-care problem; and prepare teaching material/ instructions for use.	Rooms with facilities for activities of daily living.  Light workshop to make assistive devices.

<b>WEEK 8</b>	<i>General Objective 5: Apply problem-solving skills and appropriate strategies to reduce activity restrictions experienced by clients, demonstrating ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Apply theories of motivation to	Revise theories of motivation.	Overhead projector and data projector.	Practice evaluating	Workshop: self-care activities	

	teaching and learning.  Appreciate the importance of choice and control.	Discuss the differences between occupational performance and exercising choice/control through personal assistance/assistants.  Consider barriers and/or facilitators of motivation and learning.	Psychology textbooks  Independent living websites about personal assistants.	solutions to self-care problems and teaching material.	Plenary: agree criteria for judging the self-care solutions and teaching material.  Students to present their solutions. Discuss aspects such as affordability, acceptability and appropriateness.	
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<b>WEEK 9</b>	<i>General Objective 6: Be proficient at teaching work and productive skills, such as advanced paper technology (APT) and encouraging participation in activities as part of the occupational therapy treatment programme.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define advanced paper-based technology (APT).  Outline the principles of safe construction when using APT.	Introduce the principles and practice of advanced paper-based technology (APT).  Identify simple assistive devices needed by the OT service that the students could construct.	Practitioner with experience of using advanced paper technology	Practice independent and assisted transfers	Workshop: transfers  Introduce transfer techniques, emphasizing safety.  Demonstrate independent and assisted transfers from the floor, chair, bed, wheelchair and toilet.  Students to practice transfer techniques and giving instructions.	Rooms with space and facilities (chairs, beds, wheelchairs) to practice transfers.

<b>WEEK 10</b>	<i>General Objective 6: Be proficient at teaching work and productive skills, such as advanced paper management technology (APT) and encouraging participation in activities as part of the occupational therapy treatment programme.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Complete a generic activity analysis of paper-based technology.	Recap task and activity analysis.  Small group work: students to prepare a generic activity analysis of paper-based technology.  Plenary: students to present activity analysis.	Overhead projector and data projector.	Describe equipment to assist lifting and transfers.  Use APT to make an assistive device.	Workshop: advanced paper-based technology  Introduce lifting devices, hoists and transfer boards.  Each student to make an assistive device eg transfer board or other device needed by the service.	Pictures of hoists and transfer boards: OT text books.  Light workshop to make assistive device using paper-based technology

<b>WEEK 11</b>	<i>General Objective 6: Be proficient at teaching work and productive skills, such as advanced paper management technology (APT) and encouraging participation in activities as part of the occupational therapy treatment programme.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore the potential of APT as a work activity and productive skill.	Discuss the therapeutic potential of APT as a work activity/productive skill in primary, secondary and tertiary care settings. Consider the organisational – logistical requirements of using APT with individuals and groups.	Overhead projector and data projector.	Use APT to make an assistive device. Create an information leaflet for the user of the assistive device.	Workshop: advanced paper-based technology  Continue making the assistive device using APT.  Students to prepare a leaflet about the assistive device, containing written/pictorial instructions for the care and safe use of the device.	Light workshop to make assistive device using paper-based technology and information leaflets.



<b>WEEK 12</b>	<i>General Objective 7: Be efficient in teaching the tasks of self-maintenance (activities of daily living and instrumental activities of daily living) including homemaking, childcare, community skills and mobility.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the personal and social significance of instrumental activities of daily living.	Discuss the scope and significance of homecare, childcare and community activities.  Consider socio-cultural and gender expectations associated with domestic and childcare tasks and roles.	Overhead projector and data projector.	Make an assistive device using APT and create an information leaflet.	Workshop: advanced paper-based technology.  Students complete and present their assistive devices with information leaflet, to the service.	Practitioner with experience of using advanced paper technology

<b>WEEK 13</b>	<i>General Objective 7: Be efficient in teaching the tasks of self-maintenance (activities of daily living and instrumental activities of daily living) including homemaking, childcare, community skills and mobility.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain work simplification and energy conservation.	Introduce the principles of work simplification and energy conservation, including planning, prioritisation, rest and delegation.	Overhead projector and data projector.	Practice solving problems of instrumental activities of daily living.	Workshop: instrumental activities of daily living  Use case studies about difficulties with domestic tasks, caring for children of different ages and community living.  Small group work: students to devise solutions using assistive devices, alternative methods, adaptations, energy	Rooms with facilities for home care and child care activities.

					conservation and personal assistants.  Plenary: students to present solutions; discuss core principles of problem-solving and client-centred practice.	
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<b>WEEK 14</b>	<i>General Objective 7: Be efficient in teaching the tasks of self-maintenance (activities of daily living and instrumental activities of daily living) including homemaking, childcare, community skills and mobility.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Discuss the advantages and disadvantages of walking aids and wheelchairs.	Introduce indoor and outdoor mobility as vital for occupational performance and social participation.  Describe common walking aids, wheelchairs and other mobility devices.  Discuss architectural and attitudinal barriers to mobility and how equipment may limit and/or facilitate everyday living.	Examples of walking aids and wheelchairs	Practice measuring and using common walking aids indoors and outdoors.  Explore the physiological and psychological impact of walking aids.	Workshop: indoor and outdoor mobility  Demonstrate how to measure and use common walking aids.  Students to practice using the walking aids indoors and outdoors.  Plenary discussion about the impact of walking aids on normal gait, energy expenditure and attitudes.	Walking aids

<b>WEEK 15</b>	<i>General Objectives: All</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap and revise activities of daily living and instrumental activities of daily living.		Practice using and pushing wheelchairs, indoors and outdoors.  Know how to clean and maintain walking aids and wheelchairs.	Workshop: indoor and outdoor mobility  Demonstrate how to use and push wheelchairs.  Students to practice using the wheelchair indoors and outdoors; and also being the helper for a wheelchair user.  Demonstrate how to dismantle, assemble, clean and maintain wheelchairs and walking aids.	Wheelchair users

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>50%</b> <b>Assistive device produced using paper-based technology and information leaflet</b>		<b>50%</b> <b>Teaching skills: demonstrating assistive devices, alternative methods or energy conservation</b>

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Introduction to health and disease</b>		
<b>COURSE CODE: OT126</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To understand the meanings and impact of health and disease from different perspectives.</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"> <li>1. Define health and disease drawing upon different perspectives including medical, sociological and traditional healing.</li> <li>2. Know the categories of disease, predisposing causes of disease and disease terminology.</li> <li>3. Understand the importance of mind-body interactions.</li> <li>4. Describe local information resources and the triggers that lead patients to seek health care.</li> <li>5. Explain health and illness behaviour, understanding the importance of health beliefs and how these may influence responses to treatment.</li> <li>6. Define the medical model and compare it with the folk or traditional healer model.</li> <li>7. Describe the elements of the health care systems including disease prevention, health promotion, differential diagnosis, acute and chronic disease management, rehabilitation and palliative care.</li> <li>8. Outline the medical process and describe the aetiology, signs and symptoms, investigations, treatment, course and prognosis for a common medical, surgical and psychiatric condition.</li> <li>9. Act as a knowledge mediator/broker explaining common diagnostic procedures and treatments to clients, their families and members of the community.</li> </ol>		

**PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)**

COURSE TITLE: Introduction to health and disease				CONTACT HOURS: 4 hrs/week		Credit Units: 4	
COURSE CODE: OT126							
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>			
<b>WEEK 1</b>	<i>General Objective 1: Define health and disease drawing upon different perspectives including medical, sociological and traditional healing.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
	Define health, illness and disease.  Describe the medical, social, biopsychosocial and cultural models of health.	Differentiate between health, illness and disease.  Introduce different definitions of health including the medical model, the social model, the biopsychosocial and the cultural model of health.  Discuss the World Health Organisation definition of health.	Overhead projector (OHP) and data projector.	Consider the advantages and disadvantages of the different models of health.  Discuss the applicability of different models to the Nigerian health system.	Small groups: students to select a model of health and for each one, prepare an OHP/flip chart giving their opinion on the advantages and disadvantages of using that model.  Plenary session: discuss the appropriateness of each model to Nigeria; and the relevance of each model to occupational therapy.	Library or computer room with access to the internet  Flip chart, paper and pens or OHP sheet and pens.	

<b>WEEK 2</b>	<i>General Objective 2: Know the categories of disease, predisposing causes of disease and disease terminology.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
	Compare Western medicine and traditional healing  Discuss factors that influence the	Introduce the folk or traditional healer model.  Small group work: students to share their experience of traditional and Western medicine; to compare and contrast practices.	Overhead projector and data projector.	Describe the categories of disease and apply disease terminology.	Tutorial: explain categories of disease; describe predisposing causes; and the terminology associated with severity and duration.  Quiz: to test knowledge and appropriate use of terminology.		

	use of these approaches.	Discuss the economic, cultural and geographical factors that influence access and use; identify the limitations of both approaches.				
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<b>WEEK 3</b> <i>General Objective 3: Understand the importance of mind-body interactions.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the interaction between the mind/thought and the body  Describe placebo effects	Introduce the concept of the mind body link/interaction and holism.  Provide information on placebo including the characteristics, types of placebo, how they work, psychological effects, physical effects and overall effectiveness.  Discuss placebos in relation to disease and the medical model; and illness and traditional/folk models.	Overhead projector and data projector.	Explain the importance of knowing about mind/body interactions in occupational therapy.	Small group work: students investigate how holism and the mind-body link is portrayed in occupational therapy textbooks.  Plenary: students present their findings and discuss the relevance of the mind-body link for occupational therapy practice.	Occupational therapy (OT) text books

<b>WEEK 4</b> <i>General Objective 4: Describe the triggers that lead patients to seek health care and local information resources.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the factors that lead patients to seek health care	Introduce the triggers for seeking help.  Invite students to brainstorm individual, family, socio-cultural,	Overhead projector and data projector.	Discuss the trustworthiness of the sources of information that patients	Small group work: students locate and appraise local sources of information about health and specific diseases.	

	economic and other factors such as the media.  Discuss factors in relation to evidence from health statistics and subjective interpretations of illness.		use to gain knowledge about health and disease.	Plenary session: students present findings about sources, information types, reliability and credibility of information available.	
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<b>WEEK 5</b>	<i>General Objective 5: Explain health and illness behaviour, understanding the importance of health beliefs and how these may influence responses to treatment.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe health and illness behaviours.  Understand the importance of health beliefs.	Introduce the concepts of health and illness behaviours and health beliefs.  Describe the sick role; reaction to illness; psychological benefits from being ill; recovery; and health beliefs.  Use case examples to illustrate health and illness behaviours.	Overhead projector and data projector.  Case examples	Examine the notion of the sick role and the patient career.  Explain the difference between descriptive literature and empirical studies.	Define the sick role and the patient career.  Explain the difference between theoretical / descriptive studies and research / empirical papers.  Select an example of each type of paper about the sick role and the patient career.  Students to read the papers and discuss the differences between theoretical and research studies.	Library
<b>WEEK 6</b>	<i>Objective 5: Explain health and illness behaviour, understanding the importance of health beliefs and how these may influence responses to treatment.</i>					

	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain how patients' narratives can give valuable insight into their lived experience.	Recap narrative interviews and biographies to gain insight into lived experience.  Describe patients' narratives as a way of story-telling and eliciting reflections on health, illness and disease.  Invite a client/patient to 'tell the story of their illness and treatment.'	Overhead projector and data projector.  Expert patient/client	Compare understandings gained from the literature and patient narrative.	Tutorial: Compare and contrast the insights gained from the literature and patient narrative; discuss the implications for understanding health, illness and disease.	

<b>WEEK 7</b>	<i>General Objective 6: Define the medical model and compare it with the folk or traditional healer model.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the characteristics of the biomedical model in relation to diseases of the mind and body.	Define the biomedical/medical model.  Invite a medical practitioner to describe the characteristics of the medical model and 2) outline the medical reasoning processes.	Overhead projector and data projector.  Medical practitioner	Compare medical and folk models and practices in relation to disease.	Tutorials: discuss interpretations of health and disease, differences in scientific reasoning and practice, and the outcomes of treatment, between medical practitioners and traditional healers.	



<b>WEEK 8</b>	<i>General Objective 7: Describe the elements of health care systems including disease prevention, health promotion, differential diagnosis, acute and chronic disease management, rehabilitation and palliative care.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the structure of health care systems.	Describe the health care system and services in primary, secondary and tertiary care in Nigeria.  Outline common aspects, such as diagnosis; and specialities, such as psychiatry and palliative care.	Overhead projector and data projector.	Understand the range of health and welfare services available.	Small group work: students investigate public, private and NGO services and specialities available in Nigeria.  Plenary session: feedback and comparison of health and welfare services at local, state and federal levels.	

<b>WEEK 9</b>	<i>General objective 8: Outline the medical process and describe the aetiology, signs and symptoms, investigations, treatment, course and prognosis for a common medical, surgical and psychiatric disease.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the medical process of care for a common medical condition.	Describe the medical approach to disease and the process of care.  Illustrate with an example for a common medical condition, describing the aetiology, signs and symptoms, investigations, treatments, course and prognosis.	Overhead projector and data projector.	Examine the process of care from a lay perspective.	Independent study: each student to investigate the process of care from public/lay perspective by asking friend/family member to describe their understanding of the common medical condition.  Plenary: compare and discuss medical and lay perspectives on the medical condition.	

<b>WEEK 10</b>	<i>General objective 8: Outline the aetiology, signs and symptoms, investigations, treatment, course and prognosis for a common medical, surgical and psychiatric disease.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the process of care for a common surgical condition.	<p>Introduce the process of care</p> <p>Illustrate with an example for a common surgical condition, describing the aetiology, signs and symptoms, investigations, treatments, course and prognosis.</p>	Overhead projector and data projector.	Examine the process of care from a lay/public perspective.	<p>Independent study: each student to investigate the process of care from public/lay perspective by asking friend/family member to describe their understanding of the common surgical condition.</p> <p>Plenary: compare and discuss medical and lay perspectives on the surgery.</p>	

<b>WEEK 11</b>	<i>General objective 8: Outline the aetiology, signs and symptoms, investigations, differential diagnosis, treatment, course and prognosis for a common medical, surgical and psychiatric disease.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the process of care for a common psychiatric condition.	<p>Introduce the process of care</p> <p>Illustrate with an example for a common psychiatric condition, describing the aetiology, signs and symptoms, investigations, treatments, course and prognosis.</p>	Overhead projector and data projector.	Examine the process of care from a lay/public perspective.	Independent study: each student to investigate the process of care from public/lay perspective by asking friend/family member to describe their understanding of the common psychiatric condition.	Patient or member of the public

						Plenary: compare and discuss differences in public understanding and psychiatric conditions.	
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<b>WEEK 12</b>	<i>General Objective 9: Act as a mediator/translator, explaining common diagnostic procedures and medical, surgical and psychiatric treatments to clients, their families and members of the community.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the common diagnostic procedures used in medicine, surgery and psychiatry.	Introduce the most common diagnostic procedures and investigations.  Describe and explain the purpose of common investigations such as haematology, imaging, bacteriology and immunology.	Overhead projector and data projector.  Examples of investigations.	Define knowledge transfer and exchange.  Explain the role of knowledge brokers/mediators.	Prepare a self-study guide about knowledge transfer /exchange.  Students to complete study guide and investigate role of health professionals as knowledge broker/mediators using literature and personal contacts.	Self-study guide

<b>WEEK 13</b>	<i>General Objective 9: Act as a mediator/translator, explaining common diagnostic procedures and medical, surgical and psychiatric treatments to clients, their families and members of the community.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the common treatments used	Introduce the main treatments for medical, surgical and orthopaedic conditions.	Overhead projector and data projector.	Examine the role of health professionals as mediators	Plenary session: students to present findings, comparing theoretical perspectives on knowledge brokerage with	Library or computer room with access to the internet and

	for medical and surgical diseases.	Describe and use examples to illustrate pharmaceutical, surgical, nursing and allied health/rehabilitative interventions.		and knowledge brokers	examples in the literature and local experience.	electronic journals/books.
<b>WEEK 14</b>	<i>General Objective 9: Act as a mediator/translator, explaining common diagnostic procedures and medical, surgical and psychiatric treatments to clients, their families and members of the community. .</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the common treatments for mental illness and learning disabilities.	Introduce the main treatments for mental illness and mental handicap.  Describe and use examples to illustrate pharmaceutical, surgical, nursing, habilitative and rehabilitative interventions.	Overhead projector and data projector.	Understand the role of occupational therapy personnel as knowledge brokers	Question and answer session with occupational therapist/s about their current/future views on the knowledge brokering role with individuals, families and communities.	Occupational therapy practitioner

<b>WEEK 15</b>	<i>General Objective. All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap understanding of health, disease and illness from different theoretical and experiential perspectives.			Revise and check understanding.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
	<b>100%</b>	

	<b>MCQ to test understanding of terminology, common diagnostic and treatment modalities</b>	
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**YEAR 2 SEMESTER 1**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Foundation III: occupational therapy conceptual models</b>		
<b>COURSE CODE: OT211</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To develop an understanding of conceptual / theoretical frameworks that guide occupational therapy practice.</b>		

**GENERAL OBJECTIVES:**

**At the end of this course the learner should be able to:**

1. Define theories, paradigms, approaches, frames for reference and models of practice; and explain the purpose of theoretical knowledge/conceptual frameworks as a guide for occupational therapy practice.
2. Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, cognitive, psychodynamic, human development, psycho-educational and other relevant approaches.
3. Know specific, occupational therapy models such as the Person-Environment-Performance framework, the Model of Human Occupation, the Canadian Occupational Performance Model and the Kawa Model.
4. Discuss the applicability of conceptual models developed in the West or Asia to the African context.

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: <b>Introduction to occupational therapy conceptual frameworks</b>				CONTACT HOURS: 4 hrs/week		Credit Units: 4
COURSE CODE: <b>OT211</b>						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Define theories, paradigms, approaches, frames for reference and models of practice; and explain the purpose of theoretical knowledge/conceptual frameworks as a guide for occupational therapy practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

<p>Understand the relationship between theory and practice.</p> <p>Use the terminology associated with conceptual frameworks.</p>	<p>Recap the concepts of knowledge, science/scientific disciplines, technology and professions/professionalisation.</p> <p>Explain the relationship between occupational therapy theory and practice; clinical reasoning, assessment and interventions.</p> <p>Define theory, model, frame of reference, paradigm and model.</p> <p>Give examples of common conceptual frameworks linked to different client groups or settings.</p> <p>Discuss the fit/misfit between conceptual frameworks and philosophical assumptions about occupation/occupational therapy.</p>	<p>Overhead projector and data projector.</p> <p>Occupational therapy (OT) textbooks</p>	<p>Consider the nature of scientific and lay knowledge about occupation.</p>	<p>Tutorial: to review how occupational therapists use theories, drawing upon a variety of scientific disciplines; and tailored to the work setting, client problems, and therapist knowledge, skills and preferences.</p> <p>Independent study: students to recap knowledge about occupation derived from the biological and behavioural sciences; and from occupational science.</p>	<p>Occupational therapy (OT) textbooks</p>
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<b>WEEK 2</b>	<i>General Objective 2: Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, psychodynamic, human development, cognitive, psycho-educational and other relevant approaches.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the key features of the rehabilitative approach.	Define the rehabilitative or compensatory approach.	Overhead projector and data projector.	Use the rehabilitative approach to solve a	Introduce occupational therapist with case studies.	Practitioner with case studies of client problems with self-care,

		<p>Describe the assumptions about occupational performance that underpin this approach, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.</p> <p>Discuss the concepts of dependence, independence and interdependence.</p>	<p>Examples of assistive devices - aids to independent living.</p>	<p>performance problem experienced by a client.</p>	<p>Small group work on a case study: students to use rehabilitative approach to solve a client-related problem with occupational performance.</p> <p>Plenary: students present their solutions; compare with the solutions used by the practitioner and discuss the reasons for the differences.</p> <p>Discuss the applicability of the rehabilitative approach in the Nigerian health care system and cultural context.</p>	<p>mobility, work and leisure activities.</p>
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<b>WEEK 3</b>	<i>General Objective 2: Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, psychodynamic, human development, cognitive, psycho-educational and other relevant approaches.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the key features of the biomechanical approach.	<p>Define the biomechanical approach and recap principles of biomechanics and kinesiology.</p> <p>Describe the assumptions that underpin this approach, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client</p>	Overhead projector and data projector.	Understand how the biomechanical approach is used to remediate the components of occupational performance.	<p>Introduce occupational therapist with case studies of applying the biomechanical approach.</p> <p>Case studies to show different assessment techniques, interventions and outcome measures.</p>	Practitioner with case studies.



		group, goals of interventions, and techniques for assessment and intervention.	Goniometers, tape measures.		Discussion about the effectiveness and appropriateness of the biomechanical approach as used by occupational therapists and other medical rehabilitation therapists.	
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<b>WEEK 4</b>	<i>General Objective 2: Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, psychodynamic, human development, cognitive, psycho-educational and other relevant approaches.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the different neuro-developmental approaches.	<p>Introduce the neuro-developmental approaches. Recap developmental principles.</p> <p>Outline the most commonly used approaches such as Bobath, Proprioceptive Neuromuscular Facilitation and the Rood Approach.</p> <p>Describe the assumptions that underpin this approach, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.</p>	Overhead projector and data projector.	Recognise the key differences between the common neuro-developmental approaches.	<p>Small group work: each group to select and investigate a different neuro-developmental approach.</p> <p>Plenary: present findings from descriptive /theoretical / empirical studies.</p> <p>Discussion about the effectiveness, current use and role of neuro-developmental approaches in occupational therapy.</p>	<p>Library and access to the internet for electronic journals.</p> <p>OT text books</p>

<b>WEEK 5</b> <i>General Objective 2: Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, psychodynamic, human development, cognitive, psycho-educational and other relevant approaches.</i>						
Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
Outline the core features of the psychodynamic approach.	Recap the psychodynamic approach and defence mechanisms.  Describe the assumptions about occupational performance that underpin this approach, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.	Overhead projector and data projector.	Discuss recent articles describing the use of the psychodynamic approach in occupational therapy.	Journal club: each student to locate recent articles or conference presentations describing and/or evaluating the psychodynamic approach.  Plenary: students to describe their findings and discuss the applicability of this approach in the local context.	Library or computer room with access to the electronic journals and conferences.	

<b>WEEK 6</b> <i>General Objective 2: Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, psychodynamic, human development, cognitive, psycho-educational and other relevant approaches.</i>						
Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
Outline the key features of the human development approach.	Recap stage theories of development.  Explain the human development approach as proposed by Anne Cronin Mosey and Lela A Llorens, for example.	Overhead projector and data projector.	Discuss articles describing the use of the human development approach in occupational therapy.	Journal club: students to locate recent articles or conference presentations describing and/or evaluating the human development approach with children and/or adults.	Library or computer room with access to the electronic journals and conferences.	

		Describe the assumptions about occupational performance and the developmental approach, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.			Plenary: students to describe their findings and discuss the applicability of this approach.	
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<b>WEEK 7</b> <i>General Objective 2: Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, psychodynamic, human development, cognitive, psycho-educational and other relevant approaches.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the core features of the cognitive behavioural approach (CBT).  Recognise the research underpinning CBT.	Introduce the problem-focused perspective of cognitive behavioural therapy (CBT).  Describe the interaction of thoughts, behaviours, emotion, physiological responses and the environment.  Explain the assumptions about change, the client group, goals of interventions, and techniques for assessment and intervention.  Summarise research about the effectiveness of CBT.	Overhead projector and data projector.	Explore debates about CBT and occupational therapy.	Tutorial: select literature that reflects the debate about the appropriateness of occupational therapists' use of CBT as a form of psychotherapy in practice.  Consider how a cognitive approach can be used in occupational therapy in Nigeria.	Selected occupational therapy papers and / or chapters.

<b>WEEK 8</b>	<i>General Objective 2: Describe the key features of the rehabilitative, biomechanical, neurodevelopmental, psychodynamic, human development, cognitive, psycho-educational and other relevant approaches.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Outline the key features of psych-educational approach.</p> <p>Consider the effectiveness of this approach in supporting behavioural change.</p>	<p>Introduce the psycho-educational approach, describing its use with individuals and families.</p> <p>Describe the central components as combining therapeutic factors, with information giving and therapeutic support to engage in behavioral change.</p> <p>Present descriptive and/or empirical studies about the effectiveness of this approach.</p>	Overhead projector and data projector.	Explore using the psycho-educational approach in occupational therapy.	Invite an occupational therapist with experience of the psycho-educational approach to present case studies and discuss the advantages and disadvantages of this approach.	Occupational therapist

<b>WEEK 9</b>	<i>General Objective 3: Know specific, occupational therapy conceptual models, such as the person-environment-performance framework, the Model of Human Occupation, the Canadian Occupational Performance Model and the Kawa Model.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the key features of the Person-Environment-Performance	<p>Introduce conceptual theories underpinned by occupation and occupational performance.</p> <p>Recap the Person-Environment-Performance (Christiansen &amp;</p>	Overhead projector and data projector.	Explore the intrinsic and extrinsic enablers of occupational	Tutorial: introduce to the intrinsic and environmental facilitators and barriers to occupational performance and participation.	Rooms for break-away groups.

	conceptual framework.	Baum 1991) as an umbrella conceptual framework.  Describe the assumptions about occupational performance, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.		performance and participation in Nigeria.	Small group work: students to investigate local facilitators and barriers.  Plenary session: to discuss how the person-environment-performance framework can inform interventions designed to enable performance and participation.	
<b>WEEK 10</b>	<i>General Objective 3: Know specific, occupational therapy conceptual models, such as the person-environment-performance framework, the Model of Human Occupation, the Canadian Occupational Performance Model and the Kawa Model.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the core features of the Model of Human Occupation (MOHO).	Introduce the Model of Human Occupation (Kielhofner et al).  Outline the evolution and current thinking about this conceptual model.  Describe the assumptions about occupational performance, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.	Overhead projector and data projector.	Explore specific aspects of the Model of Human Occupation.	Tutorial: select recent papers about the Model of Human Occupation.  Students to summarise papers (practice descriptions, validation of assessment measures or interventions, for example). Plenary: discuss transferability of measures, interventions and outcomes to the local context.	Selected papers about the Model of Human Occupation.

<b>WEEK 11</b>	<i>General Objective 3: Know specific, occupational therapy conceptual models, such as the person-environment-performance framework, the Model of Human Occupation, the Canadian Occupational Performance Model and the Kawa Model.</i>					
Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
Outline the key features of the Canadian Occupational Performance Model (COPM).	<p>Introduce the Canadian Occupational Performance Model (Law et al) and outline the evolution and current thinking about this conceptual model.</p> <p>Describe the assumptions about occupational performance, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.</p>	Overhead projector and data projector.	Explore specific aspects of the COPM	<p>Journal club: students to locate and review a recent paper about the COPM, either descriptive or empirical.</p> <p>Plenary session: to summarise findings about practice descriptions, validation of assessment measures or interventions.</p> <p>Discuss transferability of measures, interventions and outcomes to the local context.</p>	Library or computer room with access to the electronic journals and conferences.	

<b>WEEK 12</b>	<i>General Objective 3: Know specific, occupational therapy conceptual models, such as the person-environment-performance framework, the Model of Human Occupation, the Canadian Occupational Performance Model and the Kawa Model.</i>					
Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource	
Outline the core features of the Kawa Model.	<p>Introduce the Kawa Model as a one of the first non-Western models of occupational therapy.</p> <p>Describe the assumptions about occupational performance, the knowledge base, how function and</p>	Overhead projector and data projector.	Discuss the emergence and adoption of the Kawa Model.	<p>Small group work: students to investigate the spread and adoption of the Kawa Model.</p> <p>Plenary session: discuss the preponderance of Western, biomedical, individualist</p>	Library or computer room with access to the electronic journals and conferences.	

		dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.			conceptual models in occupational therapy.	
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<b>WEEK 13</b>	<i>General Objective 3: Know specific, occupational therapy conceptual models, such as the person-environment-performance framework, the Model of Human Occupation, the Canadian Occupational Performance Model and the Kawa Model.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the key features of a new, emerging conceptual model.	Introduce the new, emerging model.  Describe the assumptions about occupational performance, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.	Overhead projector and data projector.	Understand the differences and similarities between the new and existing conceptual models.	Small group work: investigate the new model.  Plenary session: discuss the differences/similarities and advantages/disadvantages with existing conceptual models.	Library or computer room with access to the electronic journals and conferences.

<b>WEEK 14</b>	<i>General Objective 4: Discuss the applicability of conceptual models developed in the West or Asia to the African context.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Consider the applicability of conceptual	Organise a debate amongst proponents and opponents of	Opponents and proponents of specific occupational	To create a conceptual model	Students to create a conceptual model,	

	frameworks developed in North America and Japan to the African context.	occupational therapy conceptual / theoretical frameworks.  Students to introduce their Nigerian/African model into the debate.	therapy conceptual models	appropriate for Nigeria and/or Africa.	articulating the key features of a Nigerian/African model.  Include assumptions about occupational performance, the knowledge base, how function and dysfunction are conceptualised, how change occurs, the client group, goals of interventions, and techniques for assessment and intervention.	
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<b>WEEK 15</b>	<i>General Objective. All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap and review the purpose, terminology, variation/similarity in conceptual models underpinning occupational therapy practice.			Consider the applicability of Western conceptual models to the Nigerian context and culture.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>100%</b> Report of the debate about conceptual models (week 14)		



**YEAR 2 SEMESTER I**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Introduction to mental health</b>		
<b>COURSE CODE: OT212</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 6</b>	<b>THEORETICAL: 3 hr/week</b>	<b>PRACTICAL: 3 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 6</b>	
<b>GOAL:</b> To understand how psychiatric disorders can disrupt occupational performance and social participation.		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Explain the concepts of mental health and mental illness.</li><li>2. Discuss ways of promoting mental health and well being and preventing mental illness.</li><li>3. Appreciate the importance of use of self for establishing, maintaining and closing therapeutic relationships.</li><li>4. Outline the aetiology, presenting problems, biological, social and psychological interventions used in the treatment of common psychiatric disorders.</li><li>5. Be familiar with some specific occupational therapy interventions intended to support recovery and promote mental health.</li><li>6. Offer an insight into the perspective of users of psychiatric services and respect their rights as equal citizens.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: Introduction to mental health				CONTACT HOURS: 6 hrs/week		Credit Units: 6
COURSE CODE: <b>OT212</b>						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Explain the concepts of mental health and mental illness.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explain the differences between mental health and mental illness.</p> <p>Understand the continuum of psychological functioning.</p> <p>Know common ways of classifying psychiatric disorders.</p>	<p>Define mental health, mental illness and psychiatric disorders.</p> <p>Explain the continuum of psychological functioning in areas of emotion, perception, thinking and memory.</p> <p>Outline the classification of psychiatric disorders such as DSM-IV and ICD-10. Describe how psychiatric disorders are classified in Nigeria.</p>	<p>Overhead projector and data projector.</p>	<p>Explore common, local misconceptions about mental illness and psychiatric services.</p>	<p>Small group work: students to identify misconceptions about the causes and treatment of mental illness; psychiatric hospitals and staff.</p> <p>Plenary: share experience, consider any differences connected to faith, rural/urban dwellers and communities in Nigeria.</p> <p>Recap advocacy and knowledge brokering as ways to counter misconceptions.</p>	<p>Break-away rooms for small group work.</p>

<b>WEEK 2</b>	<i>General Objective 2: Discuss ways of promoting mental health and well being and preventing mental illness.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Define health promotion and</p>	<p>Introduce health promotion and disease prevention.</p>	<p>Overhead projector and data projector.</p>	<p>Understand ways of promoting</p>	<p>Tutorial: explore ways of promoting mental health at an</p>	

	<p>disease prevention.</p> <p>Examine the factors that influence the mental health of individuals and communities.</p> <p>Explain risk and protective factors; and influences across the life course.</p>	<p>Describe the biological, psychological and sociological / environmental factors that influence the mental health of individuals and communities.</p> <p>Explain the influence of critical transition points and unanticipated life events.</p> <p>Discuss the protective and risk factors (individual, family, life experiences and community) which influence stress and adversity.</p>		<p>mental health at an individual, community and policy level.</p> <p>Apply evidence about health promotion – preventative factors to policies about mental health.</p>	<p>individual, community and policy level.</p> <p>Consider processes for promoting mental health: risk, chain reaction, self-esteem and self-efficacy, and opportunities for change.</p> <p>Introduce the National Mental Health Policy for Nigeria. Explain factors in primary, secondary and tertiary prevention.</p> <p>Discuss evidence about levels, factors and processes in connection with Federal, State and local policies.</p>	
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<b>WEEK 3</b>	<i>General Objective 2: Discuss ways of promoting mental health and well being and preventing mental illness.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Gain insight into current mental health promotion practice.	Invite an occupational therapist/mental health practitioner to describe their work in health promotion and disease prevention.	Occupational therapist/mental health practitioner	Investigate health promotion in occupational therapy.	Journal club: students to locate, read and summarise literature about mental health promotion in occupational therapy.	Access to the library and internet for electronic journals

						Plenary: students to share findings and discuss applicability to local context.	
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<b>WEEK 4</b>	<i>General Objective 3: Appreciate the importance of use of self for establishing, maintaining and closing therapeutic relationships.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explain the multi-factorial aetiology of psychiatric disorders.</p> <p>Understand the difference between predisposing, precipitating and perpetuating factors.</p>	<p>Outline the prevalence of psychiatric disorders in Nigeria.</p> <p>Describe the causes of psychiatric disorders including biological (genetic, brain structure and function), psychological and behavioural (stress, trauma, personality, behaviour), social and environmental (isolation and stressors).</p> <p>Explain predisposing, precipitating and perpetuating factors in the causation of psychiatric disorders.</p>	Overhead projector and data projector.	<p>Appreciate the importance of therapeutic use of self for rapport.</p> <p>Practice active listening and communication skills.</p>	<p>Workshop: therapeutic use of self.</p> <p>Recap therapeutic use of self.</p> <p>Discuss ways of establishing, maintaining and closing a therapeutic relationship.</p> <p>Students to work in trios (one as an observer to give feedback) and practice active listening and communication skills.</p>	Space for break-away groups.

<b>WEEK 5</b>	<i>General Objective 4: Outline the aetiology, presenting problems, biological, social and psychological interventions used in the treatment of common psychiatric disorders.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain common diagnostic tools.	Describe diagnostic tools including the psychiatric interview and	Overhead projector and data projector.	Know the clinical use	Workshop: drug therapy	

	<p>Know the treatments used for psychiatric disorders.</p> <p>Recognise the complications of drug therapy and electro convulsive therapy (ECT)</p>	<p>examination of mental state. Use case studies to illustrate the diagnostic process and tools.</p> <p>Explain common interventions including biological treatments (pharmacological and electro convulsive therapy), nursing, psychological treatments, rehabilitation and social welfare interventions.</p> <p>Identify the indications, contraindications and complications of pharmacological and electro convulsive therapy.</p>	<p>Case studies to show diagnosis</p>	<p>and side effects of the main psychotropic drugs.</p> <p>Consider the role of occupational therapy personnel in monitoring and reporting the effects of biological treatments.</p>	<p>Consider the action, main groups, clinical use and side effects of antipsychotic, antidepressant, mood-stabilising and anti-anxiety drugs.</p> <p>Quiz to test knowledge.</p> <p>Discuss role of occupational therapy personnel in compliance, reporting effect and monitoring side effect.</p>	
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<b>WEEK 6</b>	<i>General Objective 4: Outline the aetiology, presenting problems, biological, social and psychological interventions used in the treatment of common psychiatric disorders.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>Understand schizophrenia as a psychotic disorder.</p> <p>Know the aetiology, symptoms, treatment, course</p>	<p>Introduce schizophrenia; define acute and chronic schizophrenia.</p> <p>Explain the prevalence, aetiology, diagnosis, presenting problems, management, treatment and prognosis.</p> <p>Use case studies to illustrate the impact of acute and chronic</p>	<p>Overhead projector and data projector.</p> <p>Case studies</p>	<p>Explore the perspective of a person/s with schizophrenia.</p>	<p>Invite a user of psychiatric services/a person with schizophrenia to tell the story of their illness and offer suggestions for service improvements.</p>	<p>Person with schizophrenia</p>

	and prognosis of schizophrenia.	schizophrenia on a person, their family and the community.				
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<b>WEEK 7</b>	<i>General Objective 4: Outline the aetiology, presenting problems, biological, social and psychological interventions used in the treatment of common psychiatric disorders.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand depression and bipolar disorder as mood disorders.</p> <p>Know the aetiology, symptoms, treatment, course and prognosis of mood disorders.</p>	<p>Introduce mood disorders. Define unipolar and bipolar disorders and dysthymia.</p> <p>Explain the prevalence, aetiology, diagnosis, presenting problems, management, treatment and prognosis of depression and bipolar disorder.</p> <p>Use case studies to illustrate the impact of mood disorders on the person, their family and the community.</p>	<p>Overhead projector and data projector.</p> <p>Case studies</p>	<p>Explore the personal and professional implications of working with people who self-harm and are a suicide risk.</p>	<p>Workshop: self-harm and suicide</p> <p>Introduce the personal and professional challenges of working with people who are a threat to themselves.</p> <p>Small group work: students to identify ways of working, including risk assessment, teamwork, supervision, communication, observation and precautions with activities.</p>	

<b>WEEK 8</b>	<i>General Objective 4: Outline the aetiology, presenting problems, biological, social and psychological interventions used in the treatment of common psychiatric disorders.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand stress related disorders.</p>	<p>Introduce stress related disorders including adjustment disorder,</p>	<p>Overhead projector and data projector.</p>	<p>Investigate the principles,</p>	<p>Journal club: students to locate empirical and</p>	<p>Library and access to the</p>

	<p>Know the aetiology, symptoms, treatment, course and prognosis of stress related disorders.</p>	<p>post-traumatic stress disorder, anxiety disorders, phobic anxiety, generalised anxiety disorder and obsessive compulsive disorder.</p> <p>Explain the prevalence, aetiology, diagnosis, presenting problems, management, treatment and prognosis of stress related disorders.</p> <p>Use case studies to illustrate the impact of stress related disorders on the person, their family and the community.</p>	<p>Case studies</p>	<p>practice and effectiveness of anxiety management.</p>	<p>theoretical articles about anxiety management. Plenary: students to present their findings from the literature about the principles, practice and effectiveness of anxiety management.</p>	<p>internet for electronic journals.</p>
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<b>WEEK 9</b>	<i>General Objective 5: Be familiar with some specific occupational therapy interventions intended to support recovery and promote mental health.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand alcohol misuse and dependence.</p> <p>Know the aetiology, symptoms, complications, treatment, course and prognosis of alcohol misuse and dependence.</p>	<p>Define alcohol misuse and dependence.</p> <p>Explain the prevalence, aetiology, diagnosis, presenting problems, management, treatment and complications of chronic alcohol misuse.</p> <p>Use case studies to illustrate the impact of alcohol misuse on the</p>	<p>Overhead projector and data projector.</p> <p>Case studies</p>	<p>Practice giving instructions for relaxation techniques.</p>	<p>Workshop: relaxation</p> <p>Recap the physiology of relaxation.</p> <p>Introduce relaxation techniques. Demonstrate commonly used techniques.</p> <p>Students to practice giving relaxation instructions to individuals and in groups.</p>	<p>Space and facilities to practice relaxation techniques.</p>

		person, their family and the community.				
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<b>WEEK 10</b>	<i>General Objective 5: Be familiar with some specific occupational therapy interventions intended to support recovery and promote mental health.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand substance misuse disorder.  Know the diagnosis, symptoms, complications, treatment and prognosis of substance misuse.	Introduce dependence on, or misuse of, illegal and prescribed drugs.  Explain the prevalence, diagnosis, presenting problems, management, treatment and complications of substance misuse.  Use case studies to illustrate the impact of drug dependence on the person, their family and the community.	Overhead projector and data projector.  Case studies	Explore the perspective of a person with substance dependence.	Invite a user of psychiatric services/a person who has misused drugs to tell the story of their illness and offer suggestions for service improvements.	Person with substance dependence / misuse.

<b>WEEK 11</b>	<i>General Objective 5: Be familiar with some specific occupational therapy interventions intended to support recovery and promote mental health.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand dementia and organic disorders.	Introduce dementia and organic disorders; differentiate from delirium. Include Alzheimer's disease.	Overhead projector and data projector.	Explain the value of reminiscence.	Workshop: reminiscence  Introduce reminiscence as way of preserving identity.	Break-away rooms for small group work.



	Know the differential diagnosis, symptoms, treatment, course and prognosis of dementia.	<p>Explain the prevalence, diagnosis, presenting problems, management, treatment, course and prognosis of dementia.</p> <p>Use case studies to illustrate the impact of dementia on the person, their family and the community.</p>	Case studies	Practice planning a reminiscence activity.	<p>Explain the use of reminiscence activities with individuals and groups.</p> <p>Small group work: students to plan a reminiscence activity, using specific media or developing a life story book, for example.</p>	
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<b>WEEK 12</b>	<i>General Objective 5: Be familiar with some specific occupational therapy interventions intended to support recovery and promote mental health.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand epilepsy as an organic disorder.</p> <p>Know the differential diagnosis, symptoms, complications treatment, course and prognosis of epilepsy.</p>	<p>Introduce the psychiatric symptoms of epilepsy.</p> <p>Explain the prevalence, diagnosis, causes, presenting problems, complications, management, treatment, course and prognosis of epilepsy. Describe the different types of epileptic seizures.</p> <p>Use case studies to illustrate the impact of epilepsy on the person, their family and the community.</p>	<p>Overhead projector and data projector.</p> <p>Case studies</p>	<p>Practice first aid.</p> <p>Demonstrate the ability to deal with epileptic seizures.</p>	<p>Workshop: first aid</p> <p>Recap the principles of first aid.</p> <p>Explain and demonstrate how to recognise and manage the different kinds of seizures, including status epilepticus.</p> <p>Students to practice the recovery position, identifying and managing epileptic seizures.</p>	First aid box

<b>WEEK 13</b>	<i>General Objective 5: Be familiar with some specific occupational therapy interventions intended to support recovery and promote mental health.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore occupational therapy within a multi-disciplinary psychiatric team.	Facilitate a presentation by, and question and answer session with an occupational therapist.  Invite the occupational therapist/s to describe their work in mental illness and mental health; including working as a member of the multi-disciplinary health and welfare team.	Occupational therapist.	Consider the scope and diversity of occupational therapy in mental health.	Small group work: students to review the scope of occupational therapy; drawing upon knowledge of interventions with individuals, and role in relation to disease prevention, health promotion, treatment, rehabilitation, recovery and maintenance.	Break-away rooms for small group work.

<b>WEEK 14</b>	<i>General Objective 6: Offer an insight into the perspective of users of psychiatric services and respect their rights as equal citizens.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand HIV AIDs as an organic disorder.  Know the diagnosis, symptoms, complications, treatment, course and prognosis of HIV AIDs.	Introduce the psychiatric symptoms of HIV AIDs, including dementia, delirium, anxiety, depression and substance abuse.  Explain the prevalence, diagnosis, presenting problems, complications, safety factors /infection control, treatment, course and prognosis of HIV AIDs.	Overhead projector and data projector.  Case studies	Explore the perspective of a person with HIV AIDs.	Invite a user of psychiatric services/a person with HIV AIDs to tell the story of their illness and offer suggestions for service improvements.	Person with HIV AIDs.

		Use case studies to illustrate the impact of HIV AIDs on the person, their family and the community.				
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<b>WEEK 15</b>	<i>General Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap common psychiatric disorders.			Review mental health and mental illness.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>50% plan for reminiscence group</b>	<b>50% multiple choice questions about psychiatric disorders</b>	

**YEAR 2 SEMESTER I**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Introduction to orthopaedics</b>		
<b>COURSE CODE: OT213</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To understand how orthopaedic conditions can restrict everyday activities and social participation.</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Describe the scope of orthopaedics and appreciate the functional problems and activity restrictions associated with orthopaedic conditions.</li><li>2. Outline common fractures and dislocations; explain the causes and types of fractures, outlining the healing process, treatments and possible complications.</li><li>3. Know the principles and practice of orthotics; and be proficient at making static splints.</li><li>4. Explain common injuries to the upper limb and hand; recognising the significance of the hand for function and communication.</li><li>5. Describe the difference between degenerative joint disease and inflammatory arthropathies.</li><li>6. Understand the implications of childhood orthopaedic problems for deformity, disability and life chances.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: Introduction to orthopaedics				CONTACT HOURS: 4 hrs/week		Credit Units: 4
COURSE CODE: OT213						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Describe the scope of orthopaedics and appreciate the functional problems and activity restrictions associated with orthopaedic conditions.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the scope of orthopaedic problems.  Know the prevalence of orthopaedic problems and health care services available.	Recap the structure and function of bones, joints and the musculoskeletal system.  Introduce the different types of orthopaedic problems including arthritic disease, congenital problems, trauma, fracture, dislocation & subluxation, sprain & strain.  Explain the prevalence of orthopaedic problems. Outline the health care services available at primary, secondary and tertiary levels.	Overhead projector and data projector.  Skeleton  Pictures and/or X-rays/images of common problems	Know the terminology of the International Classification of Health (ICF).  Identify the functional problems associated with orthopaedic conditions and trauma.	Tutorial: introduce the terminology of the International Classification of Health (ICF)  Small group work: students to hypothesize functional problems and activity limitations; relating to the ICF.	Break-out rooms for small group work.
<b>WEEK 2</b>	<i>General Objective 1: Describe the scope of orthopaedics and appreciate the functional problems and activity restrictions associated with orthopaedic conditions.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Recognise road traffic accidents as a major cause	Present data about road traffic accidents.	Overhead projector and data projector.	Understand the classification of fractures and	Tutorial: recap types of fracture and injuries to soft	Pictures and/or X-rays of different types of fractures

	of traumatic injuries.  Outline the classification of fractures and types of soft tissue injuries.	Define trauma, including the violence of the impact.  Explain the classification of fractures (simple/compound, open/closed, shape) and soft tissue injuries (joints, ligaments, blood vessels, muscles, nerves and skin).	Pictures and/or X-rays/images of common problems	different types of soft tissue injuries.	tissue associated with trauma.  Quiz to test knowledge.	and soft tissue injuries
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<b>WEEK 3</b>	<i>General Objective 2: Outline common fractures and dislocations; explain the causes and types of fractures, outlining the healing process, treatments and possible complications.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the healing process for bones and soft tissues.	Recap the structure and function of soft tissues.  Explain the healing of bone, articular cartilage, skin, nerves and muscles.	Overhead projector and data projector.  Pictures and/or X-rays/images of injuries and healing process.	Explain the complications of fractures and soft tissue injuries.	Tutorial: outline the immediate, early and late complications of trauma.  Focus on complications most relevant to occupational performance such as muscle weakness, atrophy, joint stiffness, contractures and deformity.	

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<b>WEEK 4</b>	<i>General Objective 2: Outline common fractures and dislocations; explain the causes and types of fractures, outlining the healing process, treatments and possible complications.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand the principles of fracture management.</p> <p>Describe the roles of the medical rehabilitation team.</p>	<p>Introduce fracture management including reduction, immobilisation and rehabilitation.</p> <p>Describe methods of immobilisation including traction, external splints/braces, external fixation and internal fixation.</p> <p>Explain the roles of the multi-disciplinary team in treatment and rehabilitation.</p> <p>Discuss the complications of immobility.</p>	<p>Overhead projector and data projector.</p> <p>Pictures of different types of traction, immobilisation and fixation.</p>	<p>Practice measurement and explaining the meaning of the findings.</p>	<p>Workshop: measurement</p> <p>Recap the structure and function of joints and the terminology of range of motion.</p> <p>Demonstrate measuring active and passive range of movement; muscle strength and bulk.</p> <p>Students to practice on each other, include explaining the procedure and significance of the findings.</p>	<p>Goniometers and tape measures.</p>

<b>WEEK 5</b>	<i>General Objective 3: Know the principles and practice of orthotics; and be proficient at making static splints.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explain the clinical features, treatment and complications of common lower limb fractures.</p>	<p>Describe the most common lower limb fractures.</p> <p>Explain the clinical features, types of fracture, treatment and complications.</p>	<p>Overhead projector and data projector.</p> <p>Pictures and/or X-rays/images of lower limb fractures</p>	<p>Define orthotics and explain the difference between static and dynamic splints.</p>	<p>Introduce orthotics as a specific intervention in medical rehabilitation.</p> <p>Explain the purposes of static and dynamic splints.</p>	<p>Examples or pictures of passive/static and lively/dynamic splints.</p>

				<p>Appreciate the importance of biomechanics when constructing splints.</p> <p>Know limits of knowledge and the need for supervision.</p>	<p>Describe the role of the OT assistant working under supervision.</p> <p>Recap the biomechanical approach and apply biomechanics to the design, construction, fitting and evaluation of static splints.</p> <p>Demonstrate commonly used materials, equipment and tools used to design and construct splints.</p>	<p>Occupational Therapy (OT) textbooks</p> <p>Facilities, tools, equipment and materials to make splints</p>
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<b>WEEK 6</b> <i>General Objective 3: Know the principles and practice of orthotics; and be proficient at making static splints.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explain the clinical features, treatment and complications of common upper limb fractures.</p>	<p>Describe the most common upper limb fractures.</p> <p>Explain the clinical features, types of fracture, treatment and complications.</p>	<p>Overhead projector and data projector.</p> <p>Pictures and/or X-rays/images of upper limb fractures</p>	<p>Understand the properties of POP.</p> <p>Know the safety factors when designing, constructing, fitting and reviewing POPs.</p>	<p>Splinting workshop: Introduce Plaster of Paris (POP).</p> <p>Explain the properties of POP, preparing the patient cutting and moulding.</p> <p>Emphasize safety factors in design, fitting and review. Students to begin to practice making a splint using POP.</p>	<p>Facilities, tools, equipment and materials to make POP splints</p>



<b>WEEK 7</b>	<i>General Objective 3: Know the principles and practice of orthotics; and be proficient at making static splints.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the different types of joint injury, their causes and treatment.	<p>Introduce the different types of joint injury: subluxation, dislocation and fracture dislocation.</p> <p>Recap the process of soft tissue and joint structure healing</p> <p>Describe the general medical and surgical approaches to treatment and rehabilitation.</p>	<p>Overhead projector and data projector.</p> <p>Pictures and/or X-rays/images of joint injuries</p>	<p>Develop knowledge and gain competence in handling POP.</p> <p>Outline the properties of a range of splinting materials.</p>	<p>Splinting workshop: POP</p> <p>Students practice making a splint using POP.</p> <p>Introduce other materials such as high, medium and low temperature thermoplastics; and commercially available splints.</p>	<p>Facilities, tools equipment and materials to make POP orthoses.</p> <p>OT textbooks</p>

<b>WEEK 8</b>	<i>General Objective 4: Explain common injuries to the upper limb and hand; recognising the significance of the hand for function and communication.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Outline common injuries to the upper limb.</p> <p>Explain injuries to nerves.</p> <p>Understand the implications of brachial plexus lesions.</p>	<p>Describe common injuries to the upper limb such as Erb's palsy and brachial plexus lesions following motor bike accidents. Outline the implications of preganglionic and postganglionic lesions.</p> <p>Explain neuropraxia, axonotmesis and neurotmesis.</p>	<p>Overhead projector and data projector.</p>	<p>Practice making a pattern and constructing a static orthosis with another commonly used material.</p>	<p>Splinting workshop: other material (eg jericán).</p> <p>Introduce the properties of the material, preparing, cutting and moulding. Explain the principles of pattern construction, emphasizing optimum functional position,</p>	<p>Facilities, tools, equipment and materials to make splints.</p>

		Discuss the functional implications of brachial plexus lesions.			anatomical knowledge and pressure points.  Students to make a pattern for a specific static splint; and make the splint.	
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<b>WEEK 9</b>	<i>General Objective 4: Explain common injuries to the upper limb and hand; recognising the significance of the hand for function and communication.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline common nerve injuries to the upper limb.  Appreciate the significance of the hand for function and communication	Explain causes of neurological abnormalities in the upper limb.  Describe the sensory and motor disturbances associated with injuries of the ulnar, median and radial nerves.  Discuss the functions of the hand in grip/release, communication and emotional expression.	Overhead projector and data projector.  Objects to demonstrate different grip/release patterns.	Practice splint making.  Explore the patient perspective and ways of enhancing dignity and comfort.	Splinting workshop:  Practice making a pattern, constructing and fitting a common static splint.  Students to reflect on splinting process from the patient perspective. Discuss communication and working methods to ensure dignity, privacy and comfort.	Facilities, tools, equipment and materials to make splints.

<b>WEEK 10</b>	<i>General Objective 5: Describe the difference between degenerative joint disease and inflammatory arthropathies.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the differences	Describe common joint diseases.	Overhead projector and data projector.	Practice splint making.	Splinting workshop:	Facilities, tools, equipment and

	between degenerative and inflammatory joint diseases.	<p>Explain the differences between inflammatory arthropathies (eg rheumatoid arthritis) and degenerative diseases (eg osteoarthritis).</p> <p>Outline the pathophysiology, clinical presentation, medical and surgical treatments, nursing and rehabilitation.</p>	Pictures and/or X-rays/images of joint disease.	Appreciate the importance of instructions for compliance.	<p>Practice making a pattern, constructing and fitting a common splint.</p> <p>Explain the care and maintenance orthoses made from different materials.</p> <p>Discuss instructions for use to encourage safe and correct use.</p>	materials to make splints
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<b>WEEK 11</b>	<i>General Objective 5: Describe the difference between degenerative joint disease and inflammatory arthropathies.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the impact of joint disease on performance and participation.	Invite someone with rheumatoid arthritis (RA) and osteoarthritis (OA) to describe their experience of joint disease.	People with RA and OA	<p>Practice splint making and preparing instructions for use.</p> <p>Explain the purposes of record keeping and follow-up.</p>	<p>Splinting workshop:</p> <p>Practice making a pattern, constructing, fitting and preparing instructions to use a specific static orthosis.</p> <p>Discuss ways of making records about orthoses and follow-up to monitor progress. Emphasize the need to measure the outcomes of interventions.</p>	Facilities, tools, equipment and materials to make splints.

<b>WEEK</b>	<i>General Objective 6: Understand the implications of childhood orthopaedic problems for deformity, disability and life chances.</i>
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe common orthopaedic problems in children	Explain the incidence of childhood orthopaedic problems.  Outline common congenital deformities in children. Describe the presentation and treatments.	Overhead projector and data projector.  Pictures and/or X-rays/images of congenital deformities.	Recognise the variability of milestones of physical development.	Tutorial: revise the milestones of physical development. Discuss variability of developmental stages.	Film/pictures of child development.

<b>WEEK 13</b>	<i>General Objective 6: Understand the implications of childhood orthopaedic problems for deformity, disability and life chances.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the impact of deformity on identity and life chances.	Invite a person with a congenital deformity, such as club foot or infantile scoliosis, to 'tell their story', to describe the impact of the deformity/disability on their life.	Person with a congenital deformity.	Examine the impact of deformity on identity and social participation.	Journal club: each student to select a specific topic to investigate. For example, about deformity, stigma, prejudice or disability rights.	Access to library and the internet for electronic journals.

<b>WEEK 14</b>	<i>General Objective 6: Understand the implications of childhood orthopaedic problems for deformity, disability and life chances.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the impact of	Facilitate a 'conference' where the students to present the findings	Overhead projector and data projector.	Revise knowledge	Tutorial: recap knowledge brokering and advocacy;	

	disability and/or deformity on identity and social participation.	from the literature about deformity, disability and social participation.		brokering and advocacy as roles for occupational therapy staff.	discuss how these principles can be applied to people with orthopaedic conditions.	
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<b>WEEK 15</b>	<i>General Objective: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Check understanding of common orthopaedic conditions.			Revise the impact of common orthopaedic conditions on occupational performance and social participation.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
	<b>50%</b> Multiple choice examination about orthopaedic conditions	<b>50%</b> Construction, fitting and teaching the use a static orthosis

**YEAR 2 SEMESTER I**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Common medical and surgical conditions</b>		
<b>COURSE CODE: OT214</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To develop understanding of the causes, consequences and rehabilitation of common medical and surgical conditions</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Appreciate the significance of infectious disease for mortality and morbidity in Nigeria.</li><li>2. Describe common infectious diseases, understanding risks and the importance of prevention.</li><li>3. Outline the range and nature of cardiovascular diseases, summarizing medical, surgical, nursing and rehabilitative interventions.</li><li>4. Understand the causes and treatment principles, including rehabilitation, of people with lower and upper limb amputations.</li><li>5. Explain why burns are of major medical and surgical concern; and discuss the implications of scarring and disfigurement for rehabilitation.</li><li>6. Describe common neurological diseases, understanding the presenting problems and impact on function and everyday life.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: Common medical and surgical conditions				CONTACT HOURS: 4 hrs/week		Credit Units: 4
COURSE CODE: OT214						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Appreciate the significance of infectious disease for mortality and morbidity in Nigeria.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the pattern of common infectious diseases in Nigeria.	Introduce infectious disease. Outline patterns of mortality and morbidity due to infection disease in Nigeria.  Illustrate common diseases; for example, prevalent but preventable infections of children (eg poliomyelitis); chronic disabling infections (eg tuberculosis); epidemic diseases (eg malaria) and infections liable to focal outbreaks (eg yellow fever).	Overhead projector and data projector.  WHO statistics and reports.	Explore the challenges of working with people with chronic infectious diseases.	Workshop: infectious diseases  Use action techniques to explore personal reactions and professional implications of working with people, their families and communities with chronic, infectious diseases.	Space for action techniques

<b>WEEK 2</b>	<i>General Objective 2: Describe common infectious diseases, understanding risks and the importance of prevention.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the agents that cause infections in man.	Describe the four agents causing infection (prions, viruses, bacteria and eukaryotes). Give examples of common infectious diseases for each agent.	Overhead projector and data projector.  Medicine textbooks.	Identify measures for preventing and	Small group work: students to investigate the environmental and personal measures for preventing and controlling infection,	Library and access to the internet.

	<p>Explain the source and spread of infection.</p> <p>Describe ways of preventing and managing infections.</p>	<p>Explain the human, animal and environmental reservoirs of infection. Describe the endogenous and exogenous spread of infection.</p> <p>Describe ways of preventing and managing infections, especially immunization.</p>		controlling infections.	<p>including insecticide-treated bednets and immunization.</p> <p>Plenary session: students to share and discuss findings.</p>	
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<b>WEEK 3</b> <i>General Objective 2: Describe common infectious diseases, understanding risks and the importance of prevention.</i>						
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the physical, neurological and psychosocial implications HIV/AIDS.	<p>Recap the anatomy and physiology of the immune system.</p> <p>Describe acquired immunodeficiency syndrome (AIDS), including epidemiology, aetiology, pathophysiology, treatment regimes and management of medical and psychiatric sequelae of HIV/AIDS.</p> <p>Emphasize risk factors and measures to prevent HIV transmission.</p>	Overhead projector and data projector.	Reflect on guidelines for working with HIV/AIDS patients.	<p>Tutorial: Read and reflect on guidelines for students about working with HIV/AIDS patients.</p> <p>Discuss implications for occupational therapy practice in Nigeria.</p>	HPCSA (2004) guidelines

<b>WEEK 4</b>	<i>General Objective 3: Outline the range and nature of cardiovascular diseases, summarizing medical, surgical, nursing and rehabilitative interventions.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Describe the manifestations of cardiovascular diseases.</p> <p>Explain the presenting problems and treatment of angina, heart failure and cardiac arrhythmia.</p>	<p>Introduce non-communicable diseases such as coronary heart disease and hypertension.</p> <p>Explain the major symptoms and signs of cardiovascular disorders, relating them to the normal function of the system.</p> <p>Discuss the classification of cardiovascular disorders.</p> <p>Define angina, heart failure and cardiac arrhythmia; describe the clinical features, complications and medical and surgical treatment.</p>	Overhead projector and data projector.	Describe the measurement of blood pressure and the risks of hypertension.	<p>Small group work: students to investigate hypertension: including the measurement of blood pressure and antihypertensive therapy to reduce coronary heart disease, stroke and heart failure.</p> <p>Plenary: to report and discuss findings.</p>	Library and access to the internet.

<b>WEEK 5</b>	<i>General Objective 3: Outline the range and nature of cardiovascular diseases, summarizing medical, surgical, nursing and rehabilitative interventions.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define and describe the clinical features of myocardial infarction	<p>Define myocardial infarction; explain the clinical features and possible complications.</p> <p>Explain the causes, pathology, clinical features and prognosis of</p>	Overhead projector and data projector.	Understand rehabilitation techniques used with patients with myocardial infarction in	Invite a medical rehabilitation practitioner to discuss the graded mobilization and rehabilitation programmes for patients with a myocardial infarction.	Medical rehabilitation practitioner

	List the causes and signs and symptoms of cardiac viral disease and cardiac myopathy	cardiac viral disease and cardiac myopathy.  Describe medical, surgical and rehabilitative interventions.		different stages of treatment.		
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<b>WEEK 6</b>	<i>General Objective 3: Outline the range and nature of cardiovascular diseases, summarizing medical, surgical, nursing and rehabilitative interventions.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the clinical features and complications of peripheral vascular diseases	Introduce common peripheral vascular diseases including thrombosis, embolism, venous ulcers and diabetes.  Discuss the clinical features, medical treatment and complications such as oedema, bed sores, intermittent claudication and avascular necrosis.	Overhead projector and data projector.	Practice applying energy conservation techniques to activity limitations of heart failure.	Recap energy conservation techniques.  Case studies: students energy conservation to the activity restrictions associated with heart failure (breathlessness, fatigue and poor effort tolerance).  Plenary: discuss energy conservation plans.	Case study

<b>WEEK 7</b>	<i>General Objective 4: Understand the causes and treatment principles, including rehabilitation, of people with lower and upper limb amputations.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	<p>Define amputation.</p> <p>Outline the causes and consequences of amputation of the lower limb.</p>	<p>Introduce amputation.</p> <p>Explain the causes of lower limb amputation; outline the pathology that leads to amputation, and the different types of operation. Relate the surgery to anatomy. List the common complications.</p>	<p>Overhead projector and data projector.</p>	<p>Understand the impact of lower limb amputation on performance and social participation.</p>	<p>Tutorial: recap activities of daily living and instrumental activities of daily living.</p> <p>Small group work: students use case studies to identify and suggest practical solutions to initial and longer term problems of mobility, performance and participation.</p>	<p>Case studies</p>
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<b>WEEK 8</b>	<i>General Objective 4: Understand the causes and treatment principles, including rehabilitation, of people with lower and upper limb amputations.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand the recovery process from lower limb amputation.</p> <p>Describe the psychological implications of loss, activity restrictions and and pain.</p>	<p>Describe the stages of recovery from amputation including pre-operative, surgery, pre-prosthetic and prosthetic. Describe common prostheses.</p> <p>Outline the rehabilitative focus at each stage and the contribution of different members of the medical rehabilitation team.</p> <p>Discuss the psychological implications of loss, phantom limb, pain, reduced mobility and activity limitations.</p>	<p>Overhead projector and data projector.</p> <p>Prostheses.</p>	<p>Demonstrate the ability to teach safe and appropriate transfers, use of walking aids and wheelchairs.</p>	<p>Workshop: mobility</p> <p>Recap and practice transfers, using walking and mobility aids for unilateral and bilateral amputees.</p>	<p>Transfer and walking aids; wheelchairs</p>

<b>WEEK 9</b>	<i>General Objective 4: Understand the causes and treatment principles, including rehabilitation, of people with lower and upper limb amputations.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the causes and consequences of amputation of the upper limb.	Explain the causes of upper limb amputation; outline the pathology that leads to amputation, and the different types of operation. Relate the surgery to anatomy. List the common complications.	Overhead projector and data projector.	Practice problem solving and make an assistive device to help independence in daily living.	Workshop: assistive devices.  Case study upper limb amputations: use problem solving and practical skills to make an assistive device for a personal activity in daily living.	Workshop, tools, equipment and materials to make an assistive device.  Case studies

<b>WEEK 10</b>	<i>General Objective 4: Understand the causes and treatment principles, including rehabilitation, of people with lower and upper limb amputations.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore user and professional perspectives on prosthetics.	Invite a prosthetist and/or a user to describe common appliances and living with (or without) an artificial limb.  Discuss upper limb prostheses and compare with the functions of the upper limb.	Prosthetist and/or upper limb amputee.	Make and evaluate an assistive device.	Workshop: assistive devices.  Finish making assistive device for person with upper limb amputation. Each student to reflect upon their problem solving / reasoning and assistive devices.	Workshop, tools, equipment and materials to make an assistive device.

<b>WEEK 11</b>	<i>General Objective 5: Explain why burns are of major medical and surgical concern; and discuss the implications of scarring and disfigurement for rehabilitation.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the anatomy and mechanical properties of the skin. Outline the classification, treatment and complications of burns.	Introduce accidents, burns and oil explosions.  Review the anatomy of the skin and its mechanical properties Discuss the classification and emergency treatment of burns; skin grafting; and complications such as infections, contractures and disfigurement.	Overhead projector and data projector  Pictures – examples of burns and scarring.		Small group work: students to explore information about disfigurement on self-image and social participation.  Plenary: students to share resources and information about living with disfigurement.	Access to the library and internet  <a href="http://www.changingfaces.org.uk">www.changingfaces.org.uk</a>

<b>WEEK 12</b>	<i>General Objective 5: Explain why burns are of major medical and surgical concern; and discuss the implications of scarring and disfigurement for rehabilitation.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the bio-psycho-social approach to burns rehabilitation.	Introduce burns rehabilitation. If possible, invite members of a burns team to describe their roles in bio-psycho-social rehabilitation.  Describe specific interventions such as positioning, splinting, pressure garments, mobilisation, nutrition and self image.	Members of a burns rehabilitation team.	Practice making a static splint.	Workshop: static orthosis  Recap the principles of splint making.  Practice making a simple, positioning splint to maintain range of movement – prevent deformity.	Facility, tool, equipment and materials for splint making.

<b>WEEK 13</b>	<i>General Objective 6: Describe common neurological diseases, understanding the presenting problems and impact on function and everyday life.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Appreciate the complexity of neurological diseases.</p> <p>Explain the classification of common neurological diseases.</p>	<p>Explain the complexity of neurological diseases.</p> <p>Recap neuro-anatomy and neurophysiology.</p> <p>Discuss the classification of neurological disease, such as congenital, inflammatory, degenerative, infections and cerebrovascular; Give examples of each neurological disorder.</p>	Overhead projector and data projector	Apply the occupational therapy process when working with people with neurological diseases.	Invite a practitioner to present case studies of the occupational therapy process with people with neurological diseases.	Occupational therapist

<b>WEEK 14</b>	<i>General Objective 6: Describe common neurological diseases, understanding the presenting problems and impact on function and everyday life.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the presenting problems and treatment of a common neurological disease.	Select a common neurological disease and describe the differential diagnosis, pathophysiology, clinical features, treatment, course and prognosis.	Overhead projector and data projector	Gain an insight into living with a neurological disease.	If possible, invite a person with a common neurological disease to tell the story of the disease and its impact on their life.	Person with a neurological disease.

<b>WEEK 15</b>	<i>General Objective: All</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap and revise common medical and surgical conditions.			Recap and revise rehabilitative approaches to common medical and surgical conditions.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>50%</b> <b>Essay about applying the bio-psycho-social approach to a common medical or surgical condition</b>		

**YEAR 2 SEMESTER 1**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Interventions with groups</b>		
<b>COURSE CODE: OT215</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 6</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 4 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 6</b>	
<b>GOAL: To become proficient at enabling engagement in occupational therapy interventions with groups</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Recognise the network of family, community and institutional groups in society and the need for social participation.</li><li>2. Outline the characteristics of groups, knowing some occupational therapy theories of group work; and applying the occupational therapy process when implementing a programme prescribed by a qualified occupational therapist.</li><li>3. Understand the principles and practice of group interventions; and be proficient at doing and teaching a range of self maintenance, work/productive, leisure/creative and physical activities in groups.</li><li>4. Demonstrate the observation and facilitation skills necessary to encourage individual engagement and participation in activities in a group setting; and be able to contribute to specific groups, always being mindful of safety and working efficiently.</li></ol>		



<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: <b>Interventions with groups</b>				CONTACT HOURS: 6 hrs/week		Credit Units:6
COURSE CODE: <b>OT215</b>						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Recognise the network of family, community and institutional groups in society and the need for social participation.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Define and outline the purpose of social networks, social support systems and social climates.</p> <p>Appreciate the importance of the social environment.</p>	<p>Introduce the matrix of primary (family/neighbourhood) and secondary (institutional) groups that connect society.</p> <p>Describe the social environment; define social networks and social support; explain informal and formal support systems; and discuss social climates and social expectations.</p> <p>Students to compare and contrast theoretical perspectives with their experience of the social environment.</p>	<p>Overhead projector and data projector</p>	<p>Explain the importance of personal activities of daily living.</p> <p>Learn barbing hair and hair weaving.</p>	<p>Recap personal activities of daily living</p> <p>Introduce barbing hair and hair weaving as self-maintenance, work and leisure activities.</p> <p>Demonstrate barbing hair and weaving.</p> <p>Students to learn and practice these skills.</p>	<p>Hair saloon</p> <p>Equipment, materials and tools for barbing hair and hair weaving.</p>

<b>WEEK 2</b>	<i>General Objective 2: Outline the characteristics of groups, knowing some occupational therapy theories of group work; and applying the occupational therapy process when implementing a programme prescribed by a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Outline theoretical perspectives on group dynamics and the group process.	<p>Explain the characteristics of groups.</p> <p>Define group dynamics, the group process, group norms and roles, including leadership. Outline theories of group development.</p> <p>Use ice-breaker activities to illustrate aspects such as task and socio-emotional roles.</p>	Overhead projector and data projector	Apply activity analysis to barbing hair and hair weaving.	<p>Recap activity analysis</p> <p>Student to practice barbing hair and hair weaving.</p> <p>Students to explain barbing hair and/or hair weaving using a generic or specialist activity analysis.</p>	<p>Hair saloon</p> <p>Equipment, materials and tools for barbing hair and hair weaving.</p>
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<b>WEEK 3</b>	<i>General Objective 2: Outline the characteristics of groups, knowing some occupational therapy theories of group work; and applying the occupational therapy process when implementing a programme prescribed by a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe sociograms as way of representing social relationships within a group.	<p>Introduce sociograms as a graphic representation of social interactions / relationships between individuals and within groups.</p> <p>Use sociograms to explore students' social environment.</p> <p>Plenary discussion of direct and indirect linkages across the network of groups.</p> <p>Use sociograms to explore roles and relationships within the cohort.</p>	<p>Overhead projector and data projector</p> <p>Example of a sociogram</p> <p>Flip chart, paper and pens</p>	<p>Define work / productive / constructive activities.</p> <p>Learn most relevant work occupations such as leather work, basket making, tailoring, gardening or carpentry.</p>	<p>Recap occupational science taxonomies of activities and the meanings of activities for individuals.</p> <p>Introduce work / constructive / productive activities done in groups. Emphasize using equipment, tools and materials correctly and safely.</p> <p>Students to select a simple project to understand properties of materials and use of tools.</p>	<p>Light and heavy workshop; and garden.</p> <p>Facilities, tools, equipment and materials for work occupations.</p> <p>Simple projects</p>

		Plenary discussion about sociograms as an assessment tool/recording device.				
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<b>WEEK 4</b>	<i>General Objective 2: Outline the characteristics of groups, knowing some occupational therapy theories of group work; and applying the occupational therapy process when implementing a programme prescribed by a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore occupational therapy theories about group interventions.	<p>Introduce occupational therapy theories about group work.</p> <p>Summarise relevant theories such as Anne Cronin Mosey's developmental approach to group interaction skills and Cole's seven steps to therapeutic group facilitation.</p> <p>Discuss the relevance/applicability of theories developed in North America to the local setting.</p>	Overhead projector and data projector	<p>Describe a 'just right challenge.'</p> <p>Demonstrate safe, appropriate use of equipment, tools and materials.</p>	<p>Introduce a 'just right challenge' for success; discuss in relation to experience of skills acquisition.</p> <p>Students to work on work/productive / constructive project.</p>	<p>Light and heavy workshop; and garden.</p> <p>Facilities, tools, equipment and materials for work occupations.</p>

<b>WEEK 5</b>	<i>General Objective 2: Outline the characteristics of groups, knowing some occupational therapy theories of group work; and applying the occupational therapy process when implementing a programme prescribed by a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Recognise the roles of occupational	Recap the occupational therapy process.	Overhead projector and data projector	Recognise experiential – informal	Recap theories of teaching, learning and skills acquisition. Introduce	Light and heavy workshop; and garden.

	<p>therapists and assistants in group activities.</p> <p>Identify group activities commonly used in primary, secondary and tertiary settings.</p>	<p>Consider the leadership and support roles of occupational therapists and assistants in relation to the assessment, delivery and evaluation of group activities.</p> <p>Describe the range of group activities used in occupational therapy in primary, secondary and tertiary health care setting.</p>		<p>learning through doing an activity.</p>	<p>informal – experiential learning.</p> <p>Students to complete project.</p> <p>Students discuss experiential learning on the work project.</p>	<p>Facilities, tools, equipment and materials for work occupations.</p>
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<b>WEEK 6</b>	<i>General Objective 3: Understand the principles and practice of group interventions; and be proficient at doing and teaching a range of self maintenance, work/productive, leisure/creative and physical activities in groups.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand that groups can fulfil assessment and intervention purposes.</p>	<p>Outline the purpose of groups and how groups can be used for assessment and intervention.</p> <p>Small group work: students to consider the personal and organisational skills needed to lead, co-lead and facilitate group interventions.</p> <p>Plenary: discuss observation and facilitation skills in assessment and intervention groups.</p>	<p>Overhead projector and data projector</p>	<p>Explain the value of creative activities.</p> <p>Learn some common creative activities such as tie &amp; dye, knitting, and arts &amp; crafts</p>	<p>Define creativity; introduce the creative process and the value of creative activities.</p> <p>Describe creative activities done in groups.</p> <p>Students to learn commonly used creative activities such as tie &amp; dye, knitting, arts &amp; crafts.</p>	<p>Light workshop with facilities, materials and tools for creative activities.</p>

<b>WEEK 7</b>	<i>General Objective 3: Understand the principles and practice of group interventions; and be proficient at doing and teaching a range of self maintenance, work/productive, leisure/creative and physical activities in groups.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the purpose and components of a written group protocol.	<p>Introduce designing group interventions. Emphasize the importance of careful planning and a written group protocol as a guide.</p> <p>Outline the components of group protocol including: needs assessment, member selection, group goals, theoretical - conceptual frameworks, logistics, session outlines, supplies and costs, and outcome criteria.</p>	Overhead projector and data projector	Apply ‘a just right challenge’ to creative activities.	<p>Review a ‘just right challenge’ in relation to creative activities.</p> <p>Students to continue to learn creative activities.</p>	Light workshop with facilities, materials and tools for creative activities.

<b>WEEK 8</b>	<i>General Objective 3: Understand the principles and practice of group interventions; and be proficient at doing and teaching a range of self maintenance, work/productive, leisure/creative and physical activities in groups.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Demonstrate the ability to produce a written protocol for a specific group.	<p>Small group work: students to write a protocol for a self-maintenance, creative and work group.</p> <p>Plenary: student to present group protocols.</p>	Overhead projector and data projector	Practice and gain proficiency in creative activities.	<p>Explore observation and facilitation skills.</p> <p>Students to complete creative activities.</p> <p>Students to practice and reflect on facilitation and observation in the creative activities group.</p>	Light workshop with facilities, materials and tools for creative activities.

		Discuss aspects of client-centred groups such as flexibility, safety and programme planning for a healthy balance of activities.				
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<b>WEEK 9</b>	<i>General Objective 3: Understand the principles and practice of group interventions; and be proficient at doing and teaching a range of self maintenance, work/productive, leisure/creative and physical activities in groups.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Review literature about the use of new technology as a group intervention.	<p>Introduce using new technology as an individual or group intervention.</p> <p>Journal club: select articles about using computers, photography or video, for example. Students to summarise papers and discuss key points in the literature.</p> <p>Recap activities/occupation as the purpose, process and product of occupational therapy.</p>	<p>Overhead projector and data projector</p> <p>Articles that describe the use of new technology as a group intervention.</p>	Select and prepare an activity to teach a group of students.	<p>Students to select an activity, if possible using new technology to teach to the other students.</p> <p>Prepare group protocol and materials to teach/facilitate the activity.</p>	Access to technology

<b>WEEK 10</b>	<i>General Objective 3: Understand the principles and practice of group interventions; and be proficient at doing and teaching a range of self maintenance, work/productive, leisure/creative and physical activities in groups.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Consider theories, assumptions and	Recap occupational therapy theories of group interventions and	Overhead projector and data projector	Teach and facilitate a group activity.	Facilitate a group, teaching a new activity to fellow students.	Access to technology

	research about the health benefits of activity.	the assumptions about the therapeutic value of activities.  Discuss research about activities for health and well-being, such as Aked et al (2008) five benefits: connecting, being active, taking notice, keep learning and giving.			Self, peer and tutor feedback on the group activity.	
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<b>WEEK 11</b>	<i>General Objective 4: Demonstrate the observation and facilitation skills necessary to encourage individual engagement and participation in activities in a group setting; and be able to contribute to specific groups, always being mindful of safety and working efficiently.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the physiological mechanisms and psychosocial benefits of physical activity.	Explain the terminology of physical activity including exercise, lifestyle activity, physical activity and moderate intensity physical activities.  Recap physiology of exercise.  Summarise research about the health benefits of physical activity.	Overhead projector and data projector	Describe the range of physical activities used with individuals and groups.	Invite a practitioner to describe the physical activities used with individuals and groups, such as keep fit, indoor and outdoor games, sport and walking. Workshop for students to participate in different physical activities.	Sports / games equipment for physical activities.

<b>WEEK 12</b>	<i>General Objective 4: Demonstrate the observation and facilitation skills necessary to encourage individual engagement and participation in activities in a group setting; and be able to contribute to specific groups, always being mindful of safety and working efficiently.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Explore specific groups from the perspective of clients and practitioners.	Introduce and define specific activity and verbal groups. For example music, problem solving, preparation for discharge, anxiety management, or social skills groups.  Invite an occupational therapist, and if possible a client, to describe specific groups.	Overhead projector and data projector  Occupational therapist and/or client	Prepare a physical activities group.	Small group work: students to plan and prepare a physical activities group.	Sports / games equipment for physical activities.
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<b>WEEK 13</b>	<i>General Objective 4: Demonstrate the observation and facilitation skills necessary to encourage individual engagement and participation in activities in a group setting; and be able to contribute to specific groups, always being mindful of safety and working efficiently.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore the roles of qualified and support staff in specific groups.	Invite a practitioner, and if possible an auxiliary/OT assistant, to describe their respective roles and responsibilities in specific groups.	Overhead projector and data projector  Practitioner and OT assistant	Practice preparing, leading and evaluating a physical activities group.	Students to lead physical activity groups.  Plenary: self, peer and tutor feedback on the planning, delivery and evaluation of the physical activity groups.	Sports / games equipment for physical activities.

<b>WEEK 14</b>	<i>General Objective 4: Demonstrate the observation and facilitation skills necessary to encourage individual engagement and participation in activities in a group setting; and be able to contribute to specific groups, always being mindful of safety and working efficiently.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource



	Recognise the importance of partnership working with local facilities to promote social inclusion.	Introduce community partnerships: working with local providers of education, sport, work and creative activities to promote recovery and social inclusion.  Discuss ways of using community facilities within an occupational therapy programme.	Overhead projector and data projector	Identify local resources for physical, work and creative activities.	Small group work: students to investigate and prepare a directory of local resources.	Library/media and/or visits to local facilities/resources.
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<b>WEEK 15</b>	<i>General Objective: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap planning and facilitating a variety of activity groups.  Revise the connections between activity – performance and social participation.			Present directory of local resources.  Discuss in relation to the accessibility (environmental and attitudinal), participation, social inclusion and occupational performance.	

### ASSESSMENT

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
		<b>100%</b> <b>Teaching/facilitation of group activity</b>



**YEAR 2 SEMESTER 2**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Introduction to primary health care</b>		
<b>COURSE CODE: OT221</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL:</b> To introduce the principles and practice of primary health care, disease prevention and health promotion		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"> <li>1. Outline the history, principles and practices of primary health care both internationally and nationally.</li> <li>2. Appreciate the complexity of health, disease prevention and health promotion, recognizing the social determinants of health.</li> <li>3. Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</li> <li>4. Work in partnerships with communities and other organisations to achieve the objectives of primary care.</li> <li>5. Outline occupational therapy specific aspects of health promotion, appreciating the importance of healthy lifestyles and being alert to risks to prevent accidents in the home, workplace and environment.</li> </ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Introduction to primary health care</b>				<b>CONTACT HOURS: 4 hrs/week</b>		<b>Credit Units: 4</b>
<b>COURSE CODE: OT221</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Outline the history, principles and practices of primary health care both internationally and nationally.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>Define primary health care.</p> <p>Discuss the implications of the different meanings of primary for service provision.</p>	<p>Introduce primary health care.</p> <p>Describe the meanings of primary including first contact with the health system; the first level within a hierarchical structure; first causes linked to social determinants of health; and integrated with the health care system.</p> <p>Group work: students to discuss the implications of the different meanings and relate to their experience of primary health care in Nigeria.</p>	<p>Overhead projector and data projector.</p>	<p>Investigate local primary health care services.</p>	<p>Small group work: students to investigate primary health care in the locality (Local Authority/State).</p>	

<b>WEEK 2</b>	<i>General Objective 1: Outline the history, principles and practices of primary health care both internationally and nationally.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>Outline the history of, and current</p>	<p>Present the history of primary care, reviewing the Alma-Ata Declaration and more recent</p>	<p>Primary Health Care: Now More Than Ever (WHO 2008)</p>	<p>Review the meanings and services</p>	<p>Journal club: select empirical and descriptive papers about primary health care in Nigeria</p>	<p>Empirical and descriptive papers</p>

	international perspectives, on primary health care.	reports from the World Health Organisation (WHO). Relate to the goal of ‘health for all’ and other international initiatives such as the UN Millennium Goals.		provided by local primary health care.	(eg Adeyemo 2005) for the students to read and review.	about primary care in Nigeria.
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<b>WEEK 3</b>	<i>General Objective 2: Appreciate the complexity of health, disease prevention and health promotion, recognizing the social determinants of health.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the importance of the social determinants of health.	Define the social determinants of health.  Explain the structural drivers that operate nationally and globally, and influence poor and unequal conditions in which people are born, grow, live, work and age.  Discuss social determinants in relation to the burden of disease and premature death; drawing upon relevant statistics.	Overhead projector and data projector.  WHO website for information and statistics.	Discuss the social determinants of health.	Tutorial: students to compare literature, own experience and investigations about primary care services.  Discuss in the context of the social determinants of health.	

<b>WEEK 4</b>	<i>Objective 3: Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	<p>Explain the components of primary health care in Nigeria.</p> <p>Describe the community assessment tool.</p>	<p>Introduce the policy about primary health care in Nigeria.</p> <p>Describe the 12 components of primary health care and community assessment tool.</p>	<p>Overhead projector and data projector.</p>	<p>Define knowledge transfer and exchange.</p> <p>Explain the differences between knowledge brokers and opinion leaders.</p>	<p>Introduce knowledge transfer / exchange and opinion leaders. Recap knowledge brokering and the role of health care personnel as knowledge brokers.</p>	
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<b>WEEK 5</b>	<i>Objective 3: Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>Outline the common services offered in primary health care.</p>	<p>Describe the promotive, preventative, curative and rehabilitation services offered in primary health care.</p> <p>For example, education and health promotion advice; maternal and child health; family planning; immunization; disease prevention, clean water and sanitation; nutrition; HIV testing; treatment of common diseases and injuries; and provision of essential drugs.</p>	<p>Overhead projector and data projector.</p>	<p>Identify learning needs about the components of primary health care.</p>	<p>Workshop: components of primary care</p> <p>Explain programme of student-led presentations about components of primary care.</p> <p>Students to identify learning needs and prepare an action plan to help them be knowledge brokers, or work with / through local opinions.</p>	

<b>WEEK 6</b>	<i>Objective 3: Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Gain insight into the working practices of a primary care service.	Invite a primary health care practitioner/s to describe the structure, services and staffing of their primary care facility.	Primary health care practitioner/s	Investigate health promotion and the treatment of minor injuries.	Facilitate student-led session about health promotion and treatment of minor injuries.	Library and access to the internet

<b>WEEK 7</b>	<i>Objective 3: Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand health promotion messages related to maternal and child health.	<p>Introduce maternal and family health.</p> <p>Outline influences on health before birth; for example maternal under-nutrition and low birth weight on risk factors for cardiovascular disease and diabetes in later life.</p> <p>Explain the role of skilled birth attendant to reduce maternal mortality and as an indicator of equitable primary health care.</p>	Overhead projector and data projector.	Investigate maternal and child health, and family planning.	Facilitate student-led session about maternal and child health, and family planning.	Library and access to the internet

<b>WEEK 8</b>	<i>Objective 3: Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand key health promotion messages related to nutrition.	<p>Introduce nutritional factors in disease.</p> <p>Recap functional anatomy and physiology of nutrition. Explain the energy balance; energy yielding nutrients and micronutrients.</p> <p>Discuss dietary recommendations.</p>	Overhead projector and data projector.	Investigate nutrition and water /sanitation.	Facilitate student-led session about nutrition and water / sanitation.	Library and access to the internet

<b>WEEK 9</b>	<i>Objective 3: Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the pattern of common infectious diseases in Nigeria.	<p>Recap infectious disease.</p> <p>Outline patterns of infection in Nigeria, illustrating with common diseases.</p> <p>Consider prevalent but preventable infections of children (eg poliomyelitis); chronic disabling infections (eg tuberculosis); epidemic diseases (eg malaria) and infections liable to</p>	Overhead projector and data projector.	Investigate endemic diseases in primary health care,	Facilitate student-led session about endemic diseases including HIV AIDS.	Library and access to the internet



		focal outbreaks (eg yellow fever).				
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<b>WEEK 10</b>	<i>Objective 3: Know the components of primary health care in Nigeria, the community assessment tool and use opportunities to give health promotion messages.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the source and spread of infection.  Understand key disease prevention messages related to infectious disease.	Recap the sources and spread of infection.  Describe ways of preventing and managing infections, especially immunization.	Overhead projector and data projector.	Investigate immunization and the supply of essential drugs in primary care.	Facilitate student-led session about immunization and supply of essential drugs.	Library and access to the internet

<b>WEEK 11</b>	<i>General Objective 4: Work in partnerships with communities and other organisations to achieve the objectives of primary care.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the network of international, federal, state and local organisations that contribute to primary health care.	Organise a panel session with representatives for governmental and non-governmental organisations that contribute to primary health care.  Students to prepare questions for the panel.	Invite representatives from primary care organisations	Investigate dental health and primary eye care.	Facilitate student-led session about dental health and primary eye care.	Library and access to the internet

<b>WEEK 12</b>	<i>General Objective 5: Outline occupational therapy specific aspects of health promotion, appreciating the importance of healthy lifestyles and being alert to risks to prevent accidents in the home, workplace and environment.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe specific occupational therapy health promotion interventions.	<p>Introduce occupational therapy health promotion interventions.</p> <p>Review examples of specific interventions for example, about fall prevention, joint protection, return to work, smoking cessation and safety in the workplace.</p> <p>Discuss the relevance of such interventions in the local context.</p>	Overhead projector and data projector.	Investigate care of aged and handicapped people in primary health care.	Facilitate student-led session about care of aged and handicapped people in primary care.	Library and access to the internet

<b>WEEK 13</b>	<i>General Objective 5: Outline occupational therapy specific aspects of health promotion, appreciating the importance of healthy lifestyles and being alert to risks to prevent accidents in the home, workplace and environment.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline occupational therapy research about healthy lifestyles and well-being.	<p>Recap the relationship between occupation and health.</p> <p>Use research studies, such as Lifestyle Matters in the United Kingdom and Lifestyle Redesign in the USA, to illustrate programmes.</p>	Overhead projector and data projector.	Investigate mental health in primary health care.	Facilitate student-led session about mental health in primary health care.	Library and access to the internet

		Discuss the applicability of lifestyle programmes to the local context.				
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<b>WEEK 14</b>	<i>General Objective 5: Outline occupational therapy specific aspects of health promotion, appreciating the importance of healthy lifestyles and being alert to risks to prevent accidents in the home, workplace and environment.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Discuss accident prevention and ways of enhancing safety.	Introduce accident prevention.  Identify potential hazards in the home, workplace and environment, such as road traffic accidents.  Consider strategies for reducing risks and enhancing safety.	Overhead projector and data projector.	Explore process and outcome of self-directed learning about primary care.	Tutorial: self, peer and tutor reflections on the student-led sessions.  Relate to future role in health promotion as a knowledge broker, working with other organisations and local opinion leaders.	

<b>WEEK 15</b>	<i>General Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Relate lessons from research to future opportunities for primary health care.	Recap the meanings and levels of primary health care.  Discuss lessons for the future drawing upon international research and national experience. For example, accountable leadership and consistent national	Overhead projector and data projector.  The Lancet 13 September 2008.		Recap and revise any aspect of primary health care.	

		policies; comprehensive health care systems; community and family empowerment; district level focus; and equity.				
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**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
	<b>100%</b> <b>Multiple choice questions about the components of primary health care</b>	

**YEAR 2 SEMESTER 2**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Interventions with communities</b>		
<b>COURSE CODE: OT222</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 6</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 4 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 6</b>	
<b>GOAL:</b> To become proficient at using occupational therapy interventions in the community		
<p><b>GENERAL OBJECTIVES:</b></p> <p><b>At the end of this course the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Use a client-centered and family-centered approach when working with people as part of community-based activity programmes to help reintegration and resumption of life roles and responsibilities.</li> <li>2. Appreciate the importance of respecting cultural norms and beliefs, while countering stigmatization of disabled people, regardless of impairment.</li> <li>3. Know about traditional medicine/practice and appreciate the positive and negative impact upon clients and their families.</li> <li>4. Understand the history, principles and practice of community-based rehabilitation; describing the roles and responsibilities of members of the community-based rehabilitation team.</li> <li>5. Teach clients to use assistive devices to support their independent living and community participation; and know about home adaptations to make appropriate referrals to a qualified occupational therapist.</li> </ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Interventions with communities</b>				<b>CONTACT HOURS: 6 hrs/week</b>		<b>CREDIT UNITS: 6</b>
<b>COURSE CODE: OT222</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Use a client-centered and family-centered approach when working with people as part of community-based activity programmes to help reintegration and resumption of life roles and responsibilities.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Understand the importance of collaborative relationships with clients/families.  Examine the differences between client/family centred practice at an individual and organisational level.	Explain working at the level of individual/family; the local community and the wider population.  Define client-centred and family-centred practice as a partnership, with negotiation to promote autonomy, choice and control. Relate to Codes of Ethics.  Describe client/family-centred practice at the level of interventions and service planning, delivery and evaluation.	Overhead projector and data projector.  WFOT (2005) Code of Ethics	Explain the roles and tasks associated with instrumental activities of daily living (IADL).	Recap principles of instrumental activities of daily living and roles across the life span.  Revise practical solutions to activity restrictions including assistive devices, adaptations, personal assistants, special seating, walking aids and wheelchairs.	

<b>WEEK 2</b>	<i>General Objective 1: Use a client-centered and family-centered approach when working with people as part of community-based activity programmes to help reintegration and resumption of life roles and responsibilities.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Respect the diversity of families and their	Recap families as a pivotal part of the social environment. Revise different family structures, dynamics and roles.	Overhead projector and data projector.	Practice solving problems with home maker role and tasks.	Workshop: home maker role /domestic tasks / community living.	Rooms with facilities for domestic activities

	role as primary care givers.	<p>Invite an occupational therapist to share their experience of working with families.</p> <p>Consider how the values, beliefs and culture of the family can impact upon the health care services offered/accepted.</p>	Practitioner with experience of working with families.		<p>Use case studies with difficulties shopping, meal preparation, cooking, cleaning, laundry, sewing and mending, budgeting and handling money.</p> <p>Small group work: students to devise solutions, including making assistive devices.</p>	<p>Workshop with equipment, tools and materials to make assistive devices.</p> <p>Case studies</p>
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<b>WEEK 3</b>	<i>General Objective 2: Appreciate the importance of respecting cultural norms and beliefs, while countering stigmatization of disabled people, regardless of impairment.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Demonstrate sensitivity to the experience of families coping with the loss and stigma of disability / illness.</p> <p>Outline strategies that may assist family care-giving.</p>	<p>Present research about families' reactions to the illness/disability of a family member.</p> <p>Explore topics such as stress and role strain, depression and anxiety, loss and stigma.</p> <p>Consider individual and situational factors that may help coping, for example problem-solving and attitudes of the community.</p>	Overhead projector and data projector.	<p>Demonstrate adaptability in problem solving.</p> <p>Prepare teaching materials – instructions.</p>	<p>Workshop: home maker role /domestic tasks / community living.</p> <p>Students continue to work on solutions for community living.</p> <p>Prepare teaching material/ instructions for use.</p>	<p>Rooms with facilities for domestic activities</p> <p>Workshop with equipment, tools and materials to make assistive devices.</p>

<b>WEEK 4</b>	<i>General Objective 2: Appreciate the importance of respecting cultural norms and beliefs, while countering stigmatization of disabled people, regardless of impairment.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the influence of local health beliefs and the potential hazards of traditional medicine.	<p>Discuss local health beliefs about the causes and consequences of illness and disability; and outline the practices of traditional medicine.</p> <p>Journal club: select articles about traditional medicine in Nigeria from trustworthy internet resource such as POPLINE.</p> <p>Plenary discussion: compare and contrast personal experience with research literature.</p>	<p>Overhead projector and data projector.</p> <p><a href="http://db.jhucpp.org/ics-wpd/popweb/aboutpl.html">http://db.jhucpp.org/ics-wpd/popweb/aboutpl.html</a></p> <p>Articles about traditional medicine.</p>	Practice evaluating solutions to homecare and community living problems.	<p>Workshop: home maker role /domestic tasks / community living.</p> <p>Agree criteria for judging the homecare / community living solutions; demonstration of use and teaching material.</p> <p>Students to present their solutions. Discus aspects such as affordability, acceptability and appropriateness.</p>	Workshop with equipment, tools and materials to make assistive devices.

<b>WEEK 5</b>	<i>General Objective 3: Know about traditional medicine/practice and appreciate the positive and negative impact upon clients and their families.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Define prejudice, discrimination and stereotypes.</p> <p>Explain ways of challenging</p>	<p>Recap stereotypes, discrimination and prejudices.</p> <p>Present social psychology theories about reducing prejudice and discrimination, including the</p>	Overhead projector and data projector.	Practice solving problems with parenting roles and	<p>Workshop: parenting roles and caring for children</p> <p>Use case studies with difficulties with parenting</p>	Rooms with facilities for domestic activities



	negative attitudes about disability drawing upon relevant theories.	contact hypothesis and the pursuit of common goals.  Role-play ways of challenging negative attitudes toward disability and illness.		childcare tasks.	role and caring for children of different ages.  Small group work: students to devise solutions, including making assistive devices.	Workshop with equipment, tools and materials to make assistive devices.  Case studies
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<b>WEEK 6</b>	<i>General Objective 4: Understand the history, principles and practice of community-based rehabilitation; describing the roles and responsibilities of members of the community-based rehabilitation team.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the history and components of community-based rehabilitation.	Introduce community-based rehabilitation (CBR). Use the WFOT (2004) Position Statement to show the core aspects of CBR.  Explain the history of CBR, the connections with primary health care and community development.  Describe the components of CBR, community partnerships and development.	Overhead projector and data projector.  WFOT (2004) Position Statement	Demonstrate adaptability in problem solving.  Prepare teaching materials – instructions.	Workshop: parenting roles and caring for children  Students continue to work on solutions for parenting role and childcare tasks.  Prepare teaching material/ instructions for use.	Rooms with facilities for domestic activities  Workshop with equipment, tools and materials to make assistive devices.

<b>WEEK 7</b>	<i>General Objective 4: Understand the history, principles and practice of community-based rehabilitation; describing the roles and responsibilities of members of the community-based rehabilitation team.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the international resources available to support community-based rehabilitation.	<p>Explain the role of the World Health Organisation as a driver of community-based rehabilitation</p> <p>Students to investigate World Health Organisation website for information about CBT.</p> <p>Plenary session: discuss the resources, different models of CBR and current perspectives on CBR found.</p>	<p>Overhead projector and data projector.</p> <p>WHO website <a href="http://who.int/disabilities/cbr/en/">who.int/disabilities/cbr/en/</a></p>	Practice evaluating solutions to parenting – childcare problems.	<p>Workshop: parenting roles and caring for children</p> <p>Agree criteria for judging the parenting/childcare solutions; demonstration and teaching material.</p> <p>Students to present their solutions. Discuss aspects such as affordability, acceptability and appropriateness.</p>	

<b>WEEK 8</b>	<i>General Objective 4: Understand the history, principles and practice of community-based rehabilitation; describing the roles and responsibilities of members of the community-based rehabilitation team.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore community-based rehabilitation in Nigeria.	<p>Introduce community-based rehabilitation in Nigeria.</p> <p>Invite members of a CBR team to describe their work and roles.</p> <p>Question and answer session: students to prepare questions for the team.</p>	Members of a community-based rehabilitation team.	<p>Understand the role of posture and seating in occupational performance.</p> <p>Practice using paper-based technology</p>	<p>Seating workshop.</p> <p>Explain the importance of stability, balance and postural control for performance.</p> <p>Recap the musculoskeletal system and kinesiology.</p>	<p>Pictures / catalogues / examples of special seating</p> <p>Facilities, materials, tools and equipment for</p>

				(APT) to make a solution for a seating problem.	Demonstrate common chairs and special seating.  Recap advanced paper-based technology. Students to make a seating device, such as a corner chair, using paper-based technology, for a specific purpose/person.	paper-based technology.
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<b>WEEK 9</b>	<i>General Objective 4: Understand the history, principles and practice of community-based rehabilitation; describing the roles and responsibilities of members of the community-based rehabilitation team.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Examine the contribution of occupational therapy to community-based rehabilitation.	Invite a practitioner/s with experience of community-based rehabilitation to describe their roles. If possible, include members of the community to offer their perspective as equal partners in CBR.	Occupational therapist/s with experience of community-based rehabilitation.	Make a seating solution using APT.	Workshop: advanced paper-based technology.  Students complete seating solution.  Plenary: discuss APT for making assistive devices and special seating.	Facilities, materials, tools and equipment for paper-based technology.

<b>WEEK 10</b>	<i>General Objective 4: Understand the history, principles and practice of community-based rehabilitation; describing the roles and responsibilities of members of the community-based rehabilitation team.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Examine the contribution of occupational therapy to community-based rehabilitation.	Journal club: students to read chapters/articles about occupational therapy and community-based rehabilitation.  Plenary: discuss literature, roles and challenges, such as community participation, power, cultural compatibility, poverty and sustainability.	Occupational therapy (OT) textbooks	Understand the physical and environmental barriers to community participation.	Recap mobility and the importance of accessibility for social participation.  Introduce disability access audits.  Small group work: students devise a schedule to do an audit of the physical and environmental barriers to using a local community facility.	
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<b>WEEK 11</b>	<i>General Objective 5: Teach clients to use assistive devices to support their independent living and community participation; and know about home adaptations to make appropriate referrals to a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define and reflect on the implications of occupational apartheid and occupational justice.	Introduce critical, political perspectives on community-based occupational therapy, especially when working with marginalised people.  Define and describe the concepts of occupational apartheid and occupational justice.  Invite students to reflect on the relevance and implications of these concepts.	OT textbooks	Practice doing a disability access audit on local community facility.	Small group work: students complete access audit of community facility.  Students identify simple, practical solutions to reduce physical barriers for people with sensory and mobility impairments.	

<b>WEEK 12</b>	<i>General Objective 5: Teach clients to use assistive devices to support their independent living and community participation; and know about home adaptations to make appropriate referrals to a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Reflect on occupational therapy case studies of working with marginalised people.	Journal club: students to read chapters/articles about working with marginalised people.  Invite students to reflect on the case studies about enabling meaningful occupation.  Discuss in relation to occupational therapy/science and practice in Nigeria.	OT textbooks	Identify ways of reducing physical access barriers for people with sensory and mobility impairments.	Students present findings of access audits and present possible solutions.  Discuss findings in relation to the social model of disability.  Introduce the concept of universal design and social inclusion.	Overhead projector and data projector.

<b>WEEK 13</b>	<i>General Objective 5: Teach clients to use assistive devices to support their independent living and community participation; and know about home adaptations to make appropriate referrals to a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the medical and social models of disability. Appreciate the connection between inclusive design	Recap the medical and social models of disability in relation to instrumental activities of daily living.  Discuss charitable/welfare perceptions of disability in Nigeria	Overhead projector and data projector.  Scoping Study: Disability Issues in Nigeria (2008)	Define housing adaptations.  Describe minor and major housing adaptations.	Introduce home assessment and housing adaptations.  Describe simple measures and major structural alterations.	Pictures – examples of housing adaptations

	and social inclusion.	and how this may hinder social inclusion and the human rights.  Consider inclusive design as a way of overcoming architectural barriers to social participation.			Students to use access audit skills to assess their home and identify possible adaptations.	
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<b>WEEK 14</b>	<i>General Objective 5: Teach clients to use assistive devices to support their independent living and community participation; and know about home adaptations to make appropriate referrals to a qualified occupational therapist.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Gain insight into the home assessments from the perspective of staff, clients and their families.	Invite a practitioner/s, with experience of housing adaptations and/or inclusive design; and if possible, a client to share their experience and stories of home assessments and adaptations.	Occupational therapist/s and, if possible, with a client to talk about housing adaptations.	Practice doing a home assessment and suggesting adaptations.	Plenary: students to present their home assessment and recommended adaptations.  Discuss whether the adaptations meet assessed needs; and when to refer housing problems to an occupational therapist.	

<b>WEEK 15</b>	<i>General Objective: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap the different perspectives on community-based interventions			Review the range of practical and communication skills needed when working in, and with communities.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>100% Assistive device and instructions</b>		

**YEAR 2 SEMESTER 2**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Organisational policies , procedures and professional standards</b>		
<b>COURSE CODE: OT223</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To know the requirement to comply with organisational policies, procedures and professional standards.</b>		

**GENERAL OBJECTIVES:**

**At the end of this course the learner should be able to:**

1. Explain the purpose of policies and procedures as a way of formalising quality standards and operational procedures within an organisation.
2. Respect and adhere to professional standards of practice as benchmarks for ethical, effective occupational therapy. Such standards may take the form of clinical practice guidelines, care pathways or protocols that are set locally, nationally or internationally.
3. Apply the Code of Professional Conduct when working with individuals, teams or communities. This means respecting confidentiality, privacy and dignity; obtaining informed consent; maintaining professional relationships with colleagues, clients and others; and promoting equality and diversity.
4. Understand the need for lifelong learning and continuing professional development, for self and others, as a way of keeping up-to-date with best practice.
5. Appreciate the importance of organisational policies and procedures as a way of safeguarding consistent, equitable service provision for all.
6. Comply with all legislative requirements especially those related to health and safety, moving and handling, security and risk.
7. Demonstrate high standards of reporting and record keeping, always protecting confidential and sensitive information.

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: <b>Organisational policies , procedures and professional standards</b>				CONTACT HOURS: 4 hrs/week		Credit Units: 4
COURSE CODE: <b>OT223</b>						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1 Explain the purpose of policies and procedures as a way of formalising quality standards and operational procedures within an organisation. :</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource



	<p>Explain formalisation as an element of a bureaucratic organisation.</p> <p>Describe different organisational structures and apply understanding to federal, state and local services.</p>	<p>Introduce formalisation as a strength of a bureaucratic organisation.</p> <p>Describe the characteristics of different forms of organisations.</p> <p>Discuss the local organisational forms in health, welfare, education and other relevant sectors.</p>	<p>Overhead projector (OHP) and data projector.</p>	<p>Review examples of written documents that formalise clinical care and administrative tasks.</p> <p>Discuss formalisation in relation to autonomy and accountability.</p>	<p>Tutorial: Define the terms for written rules to promote consistency used in Nigeria and the occupational therapy literature.</p> <p>Staff and students to bring in documents that formalise clinical care and administrative tasks.</p> <p>Compare the status (mandatory or advisory), format and structure of these 'rules' that guide practice and services.</p> <p>Discuss standards in relation to autonomy, accountability and the scope of practice of OT assistant.</p>	<p>Examples of procedures, protocols, standards.</p>
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<b>WEEK 2</b>	<i>General Objective 2: Respect and adhere to professional standards of practice as benchmarks for ethical, effective occupational therapy. Such standards may take the form of clinical practice guidelines, care pathways or protocols that are set locally, nationally or internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the quality assurance cycle.	Introduce the quality assurance cycle of setting standards, implementation, audit and review.		Practice appraising a clinical practice	Independent study: each student to locate an example of an occupational therapy clinical practice standard	Library/computer room with access to the internet.

	Understand the process of developing, using and auditing occupational therapy standards of practice.	Outline the process of developing, using and auditing standards of practice as part of the quality assurance system.  Highlight the need to use quality criteria such as AGREE, when developing standards/guidelines.	Overhead projector (OHP) and data projector.  AGREE website	standard using an accepted quality criteria.	and/or article about a clinical practice guideline, care pathway or protocol.  Appraise using a recognised quality criteria such as AGREE.  Prepare a presentation to summarise findings.	.
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<b>WEEK 3</b>	<i>General Objective 2: Respect and adhere to professional standards of practice as benchmarks for ethical, effective occupational therapy. Such standards may take the form of clinical practice guidelines, care pathways or protocols that are set locally, nationally or internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Prepare presentation about OT practice standards and communicate findings in professional manner.	Chair 'conference' with presentations followed by a question and answer session.  Each student to present their appraisal of an occupational therapy standard for clinical practice.  Plenary: self, peer and staff feedback about communication skills used during the presentation and when asking/answering questions.	Overhead projector (OHP) and data projector.  Self, peer and staff evaluation of the presentation.	Examine the range, quality and relevance of the local, national and international clinical practice standards.	Tutorial: review the patterns across the standards in terms of scope (uni or multi-professional) and coverage of specialities, services and interventions.  Discuss the quality and relevance of national and international clinical practice standards to the local context.	

<b>WEEK 4</b>	<i>General Objective 2: Respect and adhere to professional standards of practice as benchmarks for ethical, effective occupational therapy. Such standards may take the form of clinical practice guidelines, care pathways or protocols that are set locally, nationally or internationally.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore local experience of developing, using and auditing an occupational therapy practice standard.	<p>Explain the quality assurance cycle.</p> <p>Facilitate a presentation by, and question and answer session with, a practitioner who has lead the development, implementation and audit of a clinical practice standard.</p>	<p>Overhead projector (OHP) and data projector.</p> <p>Practitioner who has authored, instigated or lead a clinical practice standard.</p>	Discuss the role of OT assistants in the quality assurance process.	<p>Tutorial: recap the quality assurance cycle.</p> <p>Discuss the role of OT assistant in support this process, linked to direct and indirect supervision.</p>	

<b>WEEK 5</b>	<i>General Objective 3: Apply the Code of Professional Conduct when working with individuals, teams or communities. This means respecting confidentiality, privacy and dignity; obtaining informed consent; maintaining professional relationships with colleagues, clients and others; and promoting equality and diversity.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the importance of adhering to Codes of Conduct set by professions and employers.	<p>Recap professionalism, professional behaviour and professional conduct.</p> <p>Describe and give examples of code of ethical behaviour set by professions and employers.</p> <p>Define misconduct and discuss the consequences in terms of disciplinary action and registration.</p>	<p>Overhead projector (OHP) and data projector.</p> <p>Examples of Codes of Conduct and procedures/policies for dealing with misconduct.</p>	Examine confidentiality.	<p>Small group work: students to investigate confidentiality, confidences and disclosure.</p> <p>Students to prepare scenarios to role play ethical dilemmas associated with confidentiality.</p> <p>Plenary sessions: students to present role plays and lead</p>	Rooms/space for small group work and to practice role playing.

					discussion about disclosure and confidentiality.	
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<b>WEEK 6</b>	<i>General Objective 3: Apply the Code of Professional Conduct when working with individuals, teams or communities. This means respecting confidentiality, privacy and dignity; obtaining informed consent; maintaining professional relationships with colleagues, clients and others; and promoting equality and diversity.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explore privacy and dignity from the perspective of the client.</p> <p>Identify ways of maintaining dignity and privacy in institutional care settings and close-knit communities.</p>	<p>Describe dignity and privacy as a right of clients and a duty for staff.</p> <p>Introduce a client/their family to explain the meanings of dignity and privacy; and to tell their stories.</p> <p>Discuss ways of maintaining / enhancing dignity and privacy in primary, secondary and tertiary health care settings.</p>	<p>Client/family who have consented to share their experiences.</p>	<p>Understand the need to gain client consent / agreement to participate in occupational therapy.</p>	<p>Introduce consent as vital for client/family/community centred practice</p> <p>Small group work: students to investigate literature about mental capacity, informed consent, consent to assessment and treatment; and for keeping and sharing patient information.</p> <p>Plenary: to report and discuss findings.</p>	<p>Library/computer room with access to the internet.</p>

<b>WEEK 7</b>	<i>General Objective 3: Apply the Code of Professional Conduct when working with individuals, teams or communities. This means respecting confidentiality, privacy and dignity; obtaining informed consent; maintaining professional relationships with colleagues, clients and others; and promoting equality and diversity.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Understand ways of supporting harmonious relationships for collaborative team work.	Recap the roles, status, power and functions of multi-disciplinary teams with the client at the centre.  Describe research about the characteristics of effective teams and teamwork.  Discuss how evidence about teamwork can be translated into occupational therapy practice.	Overhead projector (OHP) and data projector.	Describe internal and external threats to teamwork and discuss how these can be overcome.	Journal club: students to explore literature about internal and external threats to teamwork such as 'turf' disputes and conflict about resources.  Plenary: discuss ways in which threats can be resolved through formal and informal mechanisms including supervision and negotiation.	Library/computer room with access to the internet.
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<b>WEEK 8</b>	<i>General Objective 3: Apply the Code of Professional Conduct when working with individuals, teams or communities. This means respecting confidentiality, privacy and dignity; obtaining informed consent; maintaining professional relationships with colleagues, clients and others; and promoting equality and diversity.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define terms used when working in a trans-cultural context.  Appreciate the importance of promoting equality and diversity to challenge discrimination.	Define culture, subculture, ethnicity, discrimination, stereotypes, prejudice and others associated with trans-cultural working.  Outline Nigerian demographics to illustrate the rich diversity of the population. Discuss socio-economic inequalities and the impact of poverty on health.	Overhead projector (OHP) and data projector.  WFOT guidelines about cultural awareness and competence.	Explore self-awareness and understanding of ethnic and cultural differences.	Worksop: introduce cultural awareness and competency.  Use self-awareness exercises to explore personal values, perceptions and attitudes towards cultural, ethnic and religious differences.  Debrief the learning and reflections from the self-awareness exercises.	Space for action techniques / self-awareness activities.

<b>WEEK 9</b>	<i>General Objective 3: Apply the Code of Professional Conduct when working with individuals, teams or communities. This means respecting confidentiality, privacy and dignity; obtaining informed consent; maintaining professional relationships with colleagues, clients and others; and promoting equality and diversity.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Apply cultural awareness to the occupational therapy process.	Recap the 11-stage occupational therapy process.  Small group work: students to identify cultural, race, religious and ethnic factors that may influence communication and action at each stage of the OT process.  Plenary: to present and discuss findings.	Overhead projector (OHP) and data projector.	Identify and discuss current issues about professional, ethical conduct	Tutorial: to recap the implications of professional, ethical conduct for OT assistants. To identify and reflect upon topical issues.	

<b>WEEK 10</b>	<i>General Objective 4: Understand the need for lifelong learning and continuing professional development, for self and others, as a way of keeping up-to-date with best practice.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the contribution of life-long learning and continued professional development for	Define life-long learning and continuing professional development (CPD).  Discuss the knowledge explosion; the need to keep up-to-date; and	Overhead projector (OHP) and data projector.	Outline the differences between formal and informal learning.	Small group work: students to discuss preferences for formal or informal learning; to identify learning needs as an OT assistant and to collect information about	Library/computer room with access to the internet.

	safe, competent practice.  Examine policies for life-long learning.	formal and informal learning to maintain competence.  Review strategies/policies for life-long learning produced by the World Federation and national associations (eg COT 2002, 2004) and compare with Codes of Ethics (WFOT 2005)	College of Occupational Therapists (2002, 2004)  WFOT (2005) <i>Code of Ethics</i> .	Identify needs for CPD and locate appropriate learning resources.	opportunities for continuing professional development.  Plenary: to compile learning resources and consider future plans. Discuss the contribution of OT technicians in supporting the informal learning of others, including students.	
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<b>WEEK 11</b>	<i>General Objective 5: Appreciate the importance of organisational policies and procedures as a way of safeguarding consistent, equitable service provision for all.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Explain the difference in status between professional, organisational standards and legal requirements.  Understand the importance of a health, safety and security in the workplace.	Explain the differences between policies set by organisations, standards set by the profession and those required by law.  Discuss the reasons for, and importance of, compliance with standards to protect self and others.  Consider health, safety and security in the workplace including working environments, practices and equipment.	Overhead projector (OHP) and data projector.  Examples of health and safety policies, security procedures and risk management policies.	Apply the risk management process to OT environments, equipment and practices.	Small group work: students to identify risks associated with occupational therapy environments, equipment or practices; and devise a risk management strategy.  Plenary: to share and discuss feasibility of, and challenges to risk management in different sectors and specialities.	Break-away rooms for small group work.

	Define risk management.	Introduce risk management as the process of systematically assessing and managing risks.				
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<b>WEEK 12</b>	<i>General Objective 6: Comply with all legislative requirements especially those related to health and safety, moving and handling, security and risk.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Know the importance of safe moving and handling.</p> <p>Explain the dangers of incorrect lifting and handling techniques.</p> <p>Outline the theory underpinning correct moving and handling techniques.</p>	<p>Introduce safe lifting and handling, and include empathy and communication skills.</p> <p>Discuss the effect of lifting weights on the spine.</p> <p>Explain the dangers of lifting and moving patients and equipment.</p> <p>Describe correct lifting techniques.</p> <p>Discuss correct ways of moving patients using hoists, sliding boards etc.</p>	<p>Overhead projector (OHP) and data projector.</p> <p>Examples of moving and handling policies or procedures.</p>	<p>Demonstrate the ability to use lifts, hoists and sliding boards.</p> <p>Demonstrate correct lifting and handling techniques.</p>	<p>Moving and handling workshop</p> <p>Demonstrate the correct use of hoists and sliding boards. Students to practice using the equipment demonstrating appropriate communication skills.</p> <p>Demonstrate the correct lifting and handling techniques, including helping patients to stand or get up from the floor.</p> <p>Students to practice correct lifting, handling and moving techniques.</p>	<p>Space to practice floor transfers</p> <p>Hoists and lifts</p> <p>Sliding boards</p>

<b>WEEK 13</b>	<i>General Objective 7: Demonstrate high standards of reporting and record keeping, always protecting confidential and sensitive information.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Recognise the key role of record keeping for communication.</p> <p>Know the requirements regarding confidentiality, storage and disposal of records.</p> <p>State the essential features of written and verbal records and reports.</p>	<p>Highlight the importance of well organised, clear and accessible records for communication, planning, continuity and audits.</p> <p>Refer to any legal requirements or policies regarding confidentiality, storage and disposal of records; also records as evidence of care in cases of legal action.</p> <p>Describe uni-professional and multi-professional records; and client-held records.</p> <p>Highlight essentials for all records (dated and signed, legible, factual, contemporaneous and consent).</p>	<p>Overhead projector (OHP) and data projector.</p> <p>Examples of policies and procedures about confidentiality and disclosure.</p>	<p>Apply the essential features of written records.</p> <p>Practice preparing written reports and records.</p>	<p>Writing workshop</p> <p>Use examples to illustrate different types of written records and reports likely to be produced by OT assistants.</p> <p>Students to use case studies to practice preparing records and reports.</p> <p>Peer and tutor feedback on the records and reports.</p>	<p>Examples of anonymous administrative and patient records/reports.</p> <p>Case studies.</p>

<b>WEEK 14</b>	<i>General Objective 7: Demonstrate high standards of reporting and record keeping, always protecting confidential and sensitive information.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Appreciate the importance of professional communication.</p>	<p>Introduce oral reports; recap verbal/non-verbal communication; barriers to communication; listening skills and assertiveness.</p>		<p>Practice giving formal and informal verbal reports;</p>	<p>Reporting workshop</p> <p>Discuss the types of formal and informal oral reports</p>	

	Recognise the risks of breaches of confidentiality, especially in informal settings.	Consider reporting in a professional way including: tailored to the audience and context, clarity of purpose and message, opinions supported by evidence/reasons, logical structure, appropriate language and terminology, and conciseness.  Give examples and discuss the risks/consequences of breaching confidentiality and disclosure.		and answering questions in professional manner.	likely to be given by OT assistants.  Students to use case studies to prepare and present verbal reports; and to answer questions.  Peer and tutor feedback on their professional presentation.	
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<b>WEEK 15</b>	<i>General Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap the importance of complying with organisational policies, procedures and professional standards.			Revision and support to improve report writing skills.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
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<b>50%</b> <b>Case study: report writing</b>		<b>50%</b> <b>Tasks combining risk assessment with safe moving and handling</b>
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**YEAR 2 SEMESTER 2**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Supervision and self-management</b>		
<b>COURSE CODE: OT224</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To recognise the need for supervision for safe, professional practice and self-management for quality services.</b>		
<b>GENERAL OBJECTIVES:</b>		
<p><b>At the end of this course the learner should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Know the scope and parameters of practice of an occupational therapy assistant in primary, secondary and tertiary health care.</li> <li>2. Understand the imperative to work ethically, effectively and efficiently to comply with the Code of Professional Ethics.</li> <li>3. Recognise limits of knowledge and skills, using reflection, supervision and referral to maintain the quality of service provision.</li> <li>4. Use clinical and professional supervision to reflect upon own performance, to tackle problems and to maintain own well-being</li> <li>5. Understand delegated responsibility and accountability when working with, and through others, including members of the multi-disciplinary health care team, community leaders and the extended family.</li> <li>6. Apply the knowledge and skills of self-management when working under direct and indirect supervision.</li> <li>7. Know the principles of accident prevention, basic first aid and demonstrate the ability to deal with common medical emergencies.</li> </ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: Supervision and self-management				CONTACT HOURS: 4 hrs/week		Credit Units: 4
COURSE CODE: <b>OT224</b>						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Know the scope and parameters of practice of an occupational therapy assistant in primary, secondary and tertiary health care.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the work environments in which an OT assistant may, and may not, work.  Compare the different work environments and organisations.	Introduce and compare different work environments in primary, secondary and tertiary care; including public, private and non-governmental organisations.  Emphasise that not all environments will have qualified staff to provide direct or indirect supervise and that it would be inappropriate for the OT assistant to work there.	Overhead projector (OHP) and data projector.	Compare the role of OT assistants in different work environments.  Identify areas it will not be possible to work due to lack of indirect supervision.	Tutorial: introduce job descriptions and person specifications as part of the recruitment/application process.  Use examples to compare and contrast the roles of OT assistants in different organisations and work environments.	Job description and person specifications

<b>WEEK 2</b>	<i>General Objective 2: Understand the imperative to work ethically, effectively and efficiently to comply with the Code of Professional Ethics.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand scope of practice.  Outline the stages and skills of negotiation.	Define scope of practice.  Facilitate discussion in relation to the Code of Professional Ethics; limits of knowledge and skills; and accountability and responsibility in terms of supervised practice.	Overhead projector (OHP) and data projector.  Code of Professional Ethics	Practice problem solving and negotiating skills in scenarios that challenge	Tutorial: introduce scenarios and set the ground rules for the role play.  Small group work: groups of three students role play the scenario, with students	Scenarios that challenge the scope of practice.  Break-away rooms for small group working.

		Discuss organisational 'politics,' status and negotiation skills.	Video/CD to illustrate negotiating skills	scope of practice.	alternating roles as the assistant, opponent (client, health care professional, chief) and observer giving feedback on the interaction.  Plenary: discuss learning from the role plays.	
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<b>WEEK 3</b>	<i>General Objective 3: Recognise limits of own knowledge and skills, using reflection, supervision and referral to maintain the quality of service provision.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain the limits of their scope of practice.  Describe personal and organisational strategies for remaining within scope of practice.	Discuss challenges to scope of practice from self or others.  Describe personal and organisational strategies for dealing with challenges. These could include self-awareness and reflective practice; clinical and professional supervision; and documentation and referral as part of the occupational therapy process.	Overhead projector (OHP) and data projector.	Understand that self-awareness and reflection are central to safe, competent practice.	Introduce the reflective log as a mechanism for self-appraisals and life-long learning.  Revise role theory and the stressors/strains associated with role transitions.  Small group work: students to negotiate and set SMART learning objectives for this course as a way of managing the transition in role from student to OT technician.	Reflective log

<b>WEEK 4</b>	<i>General Objective 4: Use clinical and professional supervision to reflect upon own performance, to tackle problems and to maintain own well-being.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Define clinical and professional supervision.</p> <p>Describe the differences between direct and indirect supervision.</p>	<p>Introduce clinical and professional supervision as ways of supporting safe practice, continued learning and the well-being.</p> <p>Define and explain the differences between professional and clinical supervision.</p> <p>Consider the differences between direct, immediate supervision and supervision given at a distance or indirectly.</p>	<p>Overhead projector (OHP) and data projector.</p> <p>WHO (2006) <i>The World Health Report 2006 - Working together for health.</i></p>	<p>Outline the structure and function of supervision contracts.</p> <p>Consider the benefits and risks of direct and indirect supervision.</p>	<p>Tutorial: describe the purpose, format and limitations of supervisory contracts.</p> <p>Small group work: students to draw up a supervisory contract for direct and indirect/distance supervision.</p> <p>Plenary: discuss the benefits and risks of direct and indirect supervision and how these can be mediated.</p>	<p>Examples of contracts for direct and indirect supervision.</p> <p>Break-away rooms for small group work.</p>

<b>WEEK 5</b>	<i>General Objective 5: Understand delegated responsibility and accountability when working with, and through others, including members of the multi-disciplinary health care team, community leaders and the extended family.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Understand delegated responsibility and accountability in relation to the OT assistant role.</p>	<p>Introduce delegated responsibility and accountability in the context of the Code of Ethics and professionalism.</p> <p>Explain lines of accountability in different settings and organisations; illustrate with examples of organisational structures.</p>	<p>Overhead projector (OHP) and data projector.</p> <p>Examples of organisational charts – structures</p>	<p>Discuss professional autonomy and accountability.</p>	<p>Small group work: students to explore personal and theoretical meanings of autonomy and accountability.</p> <p>Plenary: to present the findings/interpretations and discuss the relevance to the OT assistant role.</p>	<p>Library and/or computer room with access to the internet for electronic journals</p>

<b>WEEK 6</b>	<i>General Objective 5: Understand delegated responsibility and accountability when working with, and through others, including members of the multi-disciplinary health care team, community leaders and the extended family.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Examine delegation in relation to teamwork in primary, secondary and tertiary care.	Recap multi-disciplinary teamwork including the roles of team members in primary, secondary and tertiary care.  Give examples and discuss appropriate and inappropriate delegation to an OT assistant, taking into account the work environment.	Overhead projector (OHP) and data projector.	Explore working collaboratively with families and communities.	Introduce the task of writing a brief commentary about a specific article for the journal club.  Journal club: students to locate, review articles about working with and through family and community members, and write a synopsis of the article.	Library and/or computer room with access to the internet for electronic journals

<b>WEEK 7</b>	<i>General Objective 5: Understand delegated responsibility and accountability when working with, and through others, including members of the multi-disciplinary health care team, community leaders and the extended family.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Recognise the role and value of family, friends and the community as the informal network of care.	Distinguish between formal/paid and informal/unpaid carers.  Invite a practitioner to share experience of working with, and through the extended family and community leaders.	Practitioner with experience of working with, and through informal carers.	Discuss cultural and sub-cultural influences on notions of formal and informal carers.	Tutorial: consider the relevance of formal and informal carers in a community/collective culture.  Compare the findings from the journal club and the	



	Define formal and informal carers.				practitioner experience of collaborative working. Speculate about reasons for any differences.	
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<b>WEEK 8</b>	<i>General Objective 6: Apply the knowledge and skills of self-management when working under direct and indirect supervision.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the importance of managing time, resources and workload.	<p>Introduce self-management as a professional responsibility and for efficient service provision.</p> <p>Outline ways of managing time, organising resources (equipment, materials, space and personnel) and workload (client and service related duties).</p>	Overhead projector (OHP) and data projector.	Practice self management by identifying priorities and setting SMART objectives.	<p>In-tray exercise to practice identifying clinical and administrative priorities.</p> <p>Each student to do the in-tray exercise and set SMART objectives for managing the workload.</p> <p>Plenary: compare priorities and discuss self-management strategies.</p>	In-tray exercise

<b>WEEK 9</b>	<i>General Objective 6: Apply the knowledge and skills of self-management when working under direct and indirect supervision.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain ways of managing urgent, important and routine clinical and	Differentiate between, and give examples of urgent, important and routine clinical and administrative tasks.	Overhead projector (OHP) and data projector.	Discuss the influence of internal and external	Introduce prioritisation, job satisfaction and work performance.	

	administrative tasks.	Review strategies for setting, monitoring and achieving goals and priorities including supervision, work schedules, diary management and reminders.		factors on priorities.  Recognise the role of supervision in self-management.	Small group work: students to identify internal/personal and external/situational factors that influence work priorities, job performance and satisfaction.  Plenary: Discuss clinical/professional supervision as a strategy for coping with conflicting expectations and priorities.	
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<b>WEEK 10</b>	<i>General Objective 6: Apply the knowledge and skills of self-management when working under direct and indirect supervision.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Recognise the causes and consequences of stress and burnout.	Define occupation/work-linked stressors and burnout.  Recap the psycho physiological response to stress and how stress affects health and well-being.  Discuss intrinsic sources of stress in healthcare, such as dealing with clients' pain, anxiety and death.	Overhead projector (OHP) and data projector.	Understand coping mechanisms.  Recognise how supervision can support well-being at work.	Journal club: students to investigate coping mechanisms.  Plenary: students report findings; and discuss how supervision can help commitment and over commitment through objectivity, logical analysis and tolerance of ambiguity.	Library and/or computer room with access to the internet for electronic journals

<b>WEEK 11</b>	<i>General Objective 7: Know basic first aid and demonstrate the ability to deal with common medical emergencies.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Explain the essentials of first aid.</p> <p>Know how to use the components of a first aid box/kit.</p>	<p>Define first aid as providing initial assistance to someone who is injured or suddenly taken ill.</p> <p>Describe the essentials of assessing the situation, protecting self and others, giving emergency aid and getting help.</p> <p>Demonstrate components of the first aid box. Students to practice the use of components of first aid box/kit</p> <p>Discuss role of OT assistant in maintaining the first aid box/kit.</p>	<p>Overhead projector (OHP) and data projector.</p> <p>First Aid Manual and first aid box/kit.</p>	<p>Discuss the differences between first aid and emergency response teams in primary, secondary and tertiary settings.</p>	<p>Tutorial: discuss the first aid/emergency response facilities in different work settings.</p> <p>Describe common injuries that might be occur in a health care environment, for example fractures, lacerations and bleeding, dislocations, cardiac arrest, stroke, sprains and strains.</p> <p>Emphasize knowing when and where to call for help.</p>	<p>Examples of first aid/emergency procedures in secondary and tertiary settings.</p>

<b>WEEK 12</b>	<i>General Objective 7: Know basic first aid and demonstrate the ability to deal with common medical emergencies.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Recognise common medical emergencies and know the action to take.</p>	<p>Describe common emergencies likely to be encountered in different settings, such as cardiac arrest, status epilepticus and diabetic comma.</p>	<p>Overhead projector (OHP) and data projector.</p>	<p>Undertake CPR and practice the recovery position.</p>	<p>Explain Cardio Pulmonary Resuscitation (CPR) with children and adults.</p>	<p>Floor space to practice the recovery position.</p>

					Students to practice on a resuscitation model and to practice placing each other in the recovery position.	Resuscitation models
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<b>WEEK 13</b>	<i>General Objective 7: Know basic first aid and demonstrate the ability to deal with common medical emergencies.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the principles of accident prevention.	Explain principles of prevention and treatment of accidents at home, work and on the road.  Discuss purpose of, and ways of improvising equipments such as dressings, slings and splints, in an emergency.	Examples of first aid equipment	Carry out basic first aid for simple injuries.	Practice treating common injuries effectively and safely, such as cuts, wounds, bleeding and foreign bodies.	First aid box/kit

<b>WEEK 14</b>	<i>General Objective 7: Know basic first aid and demonstrate the ability to deal with common medical emergencies.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Carry out basic first aid for simple injuries.	Practice treating common injuries such as sprains and fractures.	Overhead projector (OHP) and data projector.  First aid box/kit	Carry out basic first aid for simple injuries.	Practice treating common injuries such as fainting, choking, burns, bites and stings.	First aid box/kit

<b>WEEK</b>	<i>General Objective: All</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap and revise the breadth of self-management in relation to time, resources, workload, well being, accident prevention and first aid.			Tutorial: feedback on SMART learning objectives set in week 3. Discuss reflection for managing role transitions and continued professional development.	

**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
		<b>100%</b> <b>First aid/medical emergencies</b>

## YEAR 2 SEMESTER 2

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Organisation and Administration</b>		
<b>COURSE CODE: OT225</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 3</b>	<b>THEORETICAL: 1 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 3</b>	
<b>GOAL: To be proficient in the organisational and administrative procedures required to support service delivery</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Apply the principles of accountability, probity and good governance to the administration of occupational therapy services.</li><li>2. Understand the role of the occupational therapy assistant in supporting service delivery in primary, secondary and tertiary health care settings.</li><li>3. Maintain efficient mechanisms for ordering, receiving, storing and controlling stock used within the occupational therapy service.</li><li>4. Administer effective, secure systems for handling money, such as petty cash or goods bought, sold and received.</li><li>5. Contribute to the co-ordination and collection of accurate, aggregated patient records for bio-statistical, audit and other related purposes.</li><li>6. Administer staff record systems for induction, attendance, absence and continued professional development as required by the employing organisation.</li><li>7. Support team working, contributing to formal and informal lines of communication such as coordinating meetings and message taking.</li><li>8. Maintain, service and clean equipment commonly used within the occupational therapy service.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
<b>COURSE TITLE: Organisation and Administration</b>				<b>CONTACT HOURS: 3 hrs/week</b>		<b>Credit Units: 3</b>
<b>COURSE CODE: OT225</b>						
<b>COURSE SPECIFICATIONS: Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General objective 1: Apply the principles of accountability, probity and good governance to the administration of occupational therapy services.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Understand the meanings of accountability, probity and governance  Explain the organising and co-ordinating role of the OT assistant.	Define and explain the importance of accountability, probity and good governance in organisations.  Outline the need for organisation, co-ordination and management of staff and resources to support the delivery of direct patient care.  Explore the administrative role of the OT assistant in relation to probity and governance; supervision and accountability; and the Code of Professional Conduct.	Overhead projector and data projector.	Identify the administrative roles and responsibilities of an OT assistant.  Discuss the influence of the organisational setting on administrative roles.	Tutorial: recap the different work environments in primary, secondary and tertiary health care.  Use examples of job descriptions to identify the core administrative roles and responsibilities of an OT assistant.  Consider possible differences in roles related to the purpose, size and location of the organisation.	Examples of job descriptions

<b>WEEK 2</b>	<i>General Objective 2: Understand the role of the occupational therapy assistant in supporting service delivery in primary, secondary and tertiary health care settings.</i>					
	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objectives</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	Recognise the day-to-day	Facilitate a presentation about 'a working day' by a practitioner, a	Practitioner, manager or OT assistant	Define and describe	Tutorial: compare and contrast descriptions of	Library or computer room

	realities of administration.	assistant or manager to illustrate the realities of administrative roles and responsibilities.		organisational climate and organisational culture.	administration. Introduce the concepts of organisational culture and climate as possible explanations for differences.  Small group work: students to investigate organisational climate and culture.  Present findings and discuss applicability at a plenary session.	for access to the internet and electronic books - journals.
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<b>WEEK 3</b>	<i>General Objective 3: Maintain efficient mechanism for ordering, receiving, storing and controlling stock used within the occupational therapy service.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe stock management as a core business procedure.  Explain the stages of stock management.	Introduce the maintenance of stock as central to business management of resources.  Outline the administrative tasks of ordering materials and equipment, receiving, selling and loaning goods, storage and stock control.  Use examples of documentation to illustrate the process	Overhead projector and data projector.  Example documentation eg order forms, invoices and annual stock take records.	Identify key points for the efficient management and maintenance of stock.	Stock management workshop  Small group work: students to devise a check list of key points and reasons for each stage of stock management. For example, affordability and bulk buying, checking goods received, safe storage, and stock-cards for monitoring.	



						Plenary: to combine and produce a comprehensive resource about stock control.	
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<b>WEEK 4</b>	<i>General Objective 3: Maintain efficient mechanism for ordering, receiving, storing and controlling stock used within the occupational therapy service.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the annual stock take of materials and equipment.	Introduce the purpose and process of an annual stock take of equipment and materials. Review manual and electronic stock take systems.  Describe the co-ordinating role of the OT assistant. Discuss ways of handling discrepancies in stock.	Overhead projector and data projector.  Examples of manual and electronic stock systems.	Apply stock management to a specific scenario.	Small group work: students to work on a scenario about improving the efficiency and probity of stock control systems in primary, secondary and tertiary health care settings.	Scenario about stock management

<b>WEEK 5</b>	<i>General Objective 4: Administer effective, secure systems for handling money, such as petty cash or goods bought, sold and received.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Define budgeting and describe systems for handling petty cash.	Explain budgeting as part of planning and managing resources.  Highlight the need for good governance when processing orders or handling petty cash.	Overhead projector and data projector.  Examples of petty cash systems.	Demonstrate knowledge of petty cash systems and how to reconcile accounts.	Petty cash workshop:  Students to devise criteria, documentation and an authorisation system for petty cash.	Petty cash book and receipts

		Define petty cash and describe petty cash systems.			To practice reconciling receipts with other documentation.	
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<b>WEEK 6</b>	<i>General Objective 5: Contribute to the co-ordination and collection of accurate, aggregated patient records for bio-statistical, audit and other related purposes.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the differences between personal patient records and aggregated data used for organisational purposes.	<p>Emphasize the confidential nature of all client/patient and staff information.</p> <p>Explain the differences between personal records/notes and anonymous aggregated information for bio-statistical, audit or other organisational purposes.</p> <p>Reinforce the need for accurate information/figures to help monitor the quality and outcomes of occupational therapy.</p>	Overhead projector and data projector.	Explain the requirement to comply with all policies about the confidentiality and security of patient - client information.	<p>Tutorial: identify the ways in which OT assistants may contribute to patient information including: record keeping, filing, attendance - patient registers and collating figures.</p> <p>Use examples and discuss the need to adhere to regulations or organisational policies about assuring confidentiality, sharing information and secure storage/transport of patient identifiable data.</p>	<p>Examples of job descriptions.</p> <p>Policies about confidentiality, disclosure, data sharing and security.</p>

<b>WEEK 7</b>	<i>General Objective 5: Contribute to the co-ordination and collection of accurate, aggregated patient records for bio-statistical, audit and other related purposes.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Explain the need for accurate, aggregated information to inform service planning and review.	Facilitate a presentation by and/or question and answer session with, a head of department to talk about the importance of accurate, aggregated data for service review, planning and audit.	Overhead projector and data projector.  Practitioner – manager	Discuss the role of the OT assistant in capturing, collating and presenting aggregated data.	Journal club: select articles reporting an audit of occupational therapy  Students to read and consider the role of the OT assistant in capturing, storing and presenting aggregated data.  Discuss how manual and electronic tools can assist these processes.	Article about audit of occupational therapy.
<b>WEEK 8</b>	<i>General Objective 6: Administer staff record systems for induction, attendance, absence and continued professional development as required by the employing organisation.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the importance of systems to support human resource management.	Define and introduce personnel – human resource management.  Explain operational systems including recruitment, induction, staff training, performance appraisal and exit interviews.	Overhead projector and data projector.	Describe the role of the OT assistant in developing, maintaining and reviewing operational human resource systems.	Small group work: student to review examples of personnel operational policies and systems.  Plenary: to discuss how the OT assistant could develop, manage, and review systems such as induction packs, filing systems and maintain logs of staff training.	Examples of personnel/human resource policies.
<b>WEEK 9</b>	<i>General Objective 6: Administer staff record systems for induction, attendance, absence and continued professional development as required by the employing organisation.</i>					

	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline to role of human resource – personnel staff in supporting the productivity and well being of health care staff and services.	Invite a personnel – human resource specialist to describe their role in relation to individual workers and organisational development.	Overhead projector and data projector.  Personnel/Human Resource officer	Define and describe the process of performance appraisal.  Apply the process of setting and negotiating performance goals and learning objectives.	Performance appraisal workshop:  Introduce annual appraisal as part of the organisational and personal development systems. Outline the process of identifying and negotiating work objectives and learning targets.  Each student to practice writing SMART performance objectives and learning goals for the rest of the programme.  Students in trios to role play an appraisal interview, rotating the roles of appraiser, appraisor and observer giving feedback.  Plenary: to reflect on learning from appraisal role plays.	Examples of performance appraisals policies and forms.  Break-away rooms of small group work.

<b>WEEK 10</b>	<i>General Objective 7: Support team working, contributing to formal and informal lines of communication such as coordinating meetings and message taking.</i>
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline formal and informal lines of communication.	<p>Recap the purpose of team working and types of verbal and written communication.</p> <p>Describe formal and informal lines of communication between team members, with client/their families, and managers.</p> <p>Outline different types of business communication such as letters, reports, memos and emails.</p>	Overhead projector and data projector.	Demonstrate the ability to communicate administrative information in a concise, clear way.	<p>Communication workshop: Introduce the structure, purposes, content and length of business communication.</p> <p>Students to practice taking messages, record keeping, and writing administrative letters, memos and emails.</p> <p>Plenary: to collate principles and examples of good practice in business communication.</p>	

<b>WEEK 11</b>	<i>General Objective 7: Support team working, contributing to formal and informal lines of communication such as coordinating meetings and message taking.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the functions, structure and procedures of committees and meetings.	<p>Introduce the functions of, and differences between committees and formal/informal meetings.</p> <p>Outline the roles of members such as the chair and secretary; and procedures, for example setting the agenda and minute taking.</p>	Overhead projector and data projector.	Review the role and responsibilities of a meeting secretary.	<p>Tutorial: to discuss the role of the OT assistant as a secretary at formal and informal meetings.</p> <p>Students: to explore good practice in relation to the secretary role, including</p>	Library or computer room for access to the internet and electronic journals.

					preparation, note taking and follow-up action.  Plenary: to discuss findings and collate in a resource file.	
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<b>WEEK 12</b>	<i>General Objective 7: Support team working, contributing to formal and informal lines of communication such as coordinating meetings and message taking.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the complexity of communication and co-ordination across organisational boundaries.	Discuss factors that facilitate and hinder communication and co-ordination between primary, secondary and tertiary health care.  Consider ways in which the OT assistant can assist clients, families or communities negotiate organisational boundaries and barriers.	Overhead projector and data projector.	Demonstrate the ability to organise and participate in a formal meeting.	Meeting workshop:  Student to organise a formal meeting, agreeing roles and procedures; then to conduct the meeting and prepare action notes.  Plenary: debrief about the learning from the meeting role play.	Meeting room

<b>WEEK 13</b>	<i>General Objective 8: Maintain, service and clean equipment commonly used within the occupational therapy service.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Know the range of administrative and treatment	Identify the administrative and treatment equipment commonly used in occupational therapy services.		Know how to clean and maintain administrative	Arrange a visit to an occupational therapy department to view	Visit to occupational therapy department.

	equipment in common use.	Explain the functions and costs of the different equipment.		and treatment equipment used in one setting.	equipment, and arrangements for cleaning and maintenance.	
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<b>WEEK 14</b>	<i>General Objective 8: Maintain, service and clean equipment commonly used within the occupational therapy service.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Understand the service and cleaning requirements for commonly used equipment.	Outline the requirements for service, repair, maintenance and cleaning of the most commonly used equipment.  Describe systems for recording and tracking services, repairs and wastage/depreciation.  Reinforce other factors such as health and safety requirements, recycling and sustainability.	Overhead projector and data projector.  Examples of equipment	Compile instructions for cleaning and servicing equipment, noting respecting health and safety requirements.	Students to compile a set of instructions for servicing and cleaning commonly used equipment.	

<b>WEEK 15</b>	<i>General Objective: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		To recap and revise any aspect of the OT assistant's role in relation to organisation and administration.			Tutorial: to discuss technological advances in	

					service/department administration.	
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**ASSESSMENT**

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>100%</b> <b>Portfolio of good practice about administration and organisation</b>		



**YEAR 2 SEMESTER 2**

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>		
<b>COURSE: Paediatrics: child and family health</b>		
<b>COURSE CODE: OT226</b>		
<b>COST CODE: 413</b>		
<b>CREDIT UNITS: 4</b>	<b>THEORETICAL: 2 hr/week</b>	<b>PRACTICAL: 2 hr/week</b>
<b>PRE-REQUISITE:</b>	<b>TOTAL HOURS PER WEEK: 4</b>	
<b>GOAL: To develop sufficient knowledge and skills to contribute to occupational therapy programmes for children and their families.</b>		
<b>GENERAL OBJECTIVES:</b>		
<b>At the end of this course the learner should be able to:</b>		
<ol style="list-style-type: none"><li>1. Appreciate the importance of a family-centred approach when working with children and young people.</li><li>2. Apply a developmental perspective, understanding how the milestones, tasks and transitions of childhood and adolescence may be delayed or restricted.</li><li>3. Recognise the value of play and playfulness, as part of the natural process of development and as a specific therapeutic media.</li><li>4. Understand common neurological and musculoskeletal disorders; and demonstrate ingenuity when making assistive devices to promote independence.</li><li>5. Understand learning disability and the common mental health problems in children and young people; and apply the occupational therapy process, demonstrating creativity when working with families on the development of daily living, play and school skills.</li></ol>		

<b>PROGRAMME: OCCUPATIONAL THERAPY ASSISTANT (ND)</b>						
COURSE TITLE: <b>Paediatrics: child and family health</b>				CONTACT HOURS: 4 hrs/week		Credit Units: 4
COURSE CODE: <b>OT226</b>						
COURSE SPECIFICATIONS: <b>Theoretical Content</b>				<b>Practical Content</b>		
<b>WEEK 1</b>	<i>General Objective 1: Appreciate the importance of a family-centred approach when working with children and young people.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the need to understand families, family roles and dynamics when working with children.	Recap the family drawing upon sociological and psychological perspectives.  Discuss the differences between client, family and community-centred approaches.	Overhead projector and data projector.	Explore families within society, recognising the influence of poverty and deprivation on children's health.	Tutorial: Review the social determinants of health.  Reflect on the impact on families of the mortality rate of the under fives.	

<b>WEEK 2</b>	<i>General Objective 1: Appreciate the importance of a family-centred approach when working with children and young people.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explore the implications for the family of the birth of a disabled child.	Consider the birth of a child with a congenital disability.  Discuss 'breaking bad news' family adaptations to care giving, resilience, ways of coping and community reactions.	Overhead projector and data projector.	Gain insight into the experience of parents and families about the birth of disabled child.	Invite parents and/or family members to share their experiences about the birth of a child with a disability.  Identify helpful/unhelpful responses of the community and professionals.	Parents / family of child with a disability.

<b>WEEK 3</b>	<i>General Objective 2: Apply a developmental perspective, understanding how the milestones, tasks and transitions of childhood and adolescence may be delayed or restricted.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the development of the brain and developmental reflexes.	Recap the developmental approach.  Briefly discuss foetal development Introduce the concept of developmental reflexes discussing the main reflexes and explaining their importance.  Explain the major aspects of infant brain development including critical periods and plasticity.	Overhead projector and data projector.	Apply developmental milestones to performance and participation skills.	Small group work: students to identify milestones in physical, cognitive, language and social development.  Plenary session: students to present the key milestones.  Apply milestones to the roles and tasks, occupational performance and social participation of children.	Library and access to the internet.  Psychology and OT text books

<b>WEEK 4</b>	<i>General Objective 3: Recognise the value of play and playfulness, as part of the natural process of development and as a specific therapeutic media.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Appreciate the relevance of play for development and the importance of playfulness.	Recap play as the primary activity/occupation of children.  Use toys to illustrate how play fosters the development of physical, cognitive, emotional and social well-being.	Overhead projector and data projector.  Toys	Investigate literature about play therapy.	Journal club: students to locate, read and summarise an article/chapter about play therapy with children with physical and psychological problems.	Access to the library and internet for electronic journals

<b>WEEK 5</b>	<i>General Objective 4: Understand common neurological and musculoskeletal disorders; and demonstrate ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe the causes and types of cerebral palsy.  Outline the clinical features and treatments.	Introduce cerebral palsy (CP). Discuss classification of the causes of CP before birth, during birth and after birth  Describe the types and clinical features of cerebral palsy.  Outline medical, surgical and rehabilitative approaches.	Overhead projector and data projector.	Tailor the occupational therapy process to child/family-centred care.	Tutorial: recap the occupational therapy process.  Consider the different approach when working with children/families at each of the 11 stages of the occupational therapy process.	

<b>WEEK 6</b>	<i>General Objective 4: Understand common neurological and musculoskeletal disorders; and demonstrate ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe common brachial plexus palsies.  Outline the clinical features and treatments.	Recap the brachial plexus.  Present examples of brachial plexus palsies including Erb's palsy and Klumpke's paralysis.  Discuss causes, clinical features, different medical, surgical and rehabilitative approaches to brachial plexus palsies.	Overhead projector and data projector.	Understand the reasons for positioning and the use of positioning devices.  Explain prone, sidelying, sitting and	Workshop: positioning for optimum function.  Explain the principles of prone, sidelying, sitting and standing.  Demonstrate equipment such as special seats, wedges and standing frames.	Examples of positioning devices such as special seating, wedges and standing frames.

				standing positions.	Recap advanced-paper technology. Students to make a positioning device for a specific child.	Facilities, materials and tools for advanced paper technology.
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<b>WEEK 7</b>	<i>General Objective 4: Understand common neurological and musculoskeletal disorders; and demonstrate ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe spina bifida and hydrocephalus.  Outline the classification, clinical features and treatments of spina bifida and hydrocephalus.	Recap the central nervous system.  Describe the classification, clinical features and clinical approaches to spina bifida.  Outline and discuss causes of hydrocephalus. Explain the mechanism of CSF production, flow and absorption. Discuss clinical features, medical and surgical treatment of hydrocephalus.	Overhead projector and data projector.	Practice using advanced paper technology to make a positioning device.	Students to complete making a positioning device. Discuss ways of decorating the positioning device and giving instructions for use.	Facilities, equipment, materials and tools for advanced paper technology.

<b>WEEK 8</b>	<i>General Objective 4: Understand common neurological and musculoskeletal disorders; and demonstrate ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	Describe congenital hip dislocation.  Outline the clinical features, complications and treatments.	Introduce common musculoskeletal disorders.  Describe the clinical features of congenital hip dislocation. List and discuss complications of congenital hip dislocation  Explain clinical approaches to congenital hip dislocation.	Overhead projector and data projector.  Radiographs and pictures.	Investigate mobility and walking aids for children and young children.	Small group work: students to investigate mobility including walking aids, wheelchairs and other equipment for children and young people.	
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<b>WEEK 9</b>	<i>General Objective 4: Understand common neurological and musculoskeletal disorders; and demonstrate ingenuity when making assistive devices to promote independence.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Describe congenital foot deformities.	Discuss the classification of congenital foot deformities including Talipes equino varus, Pes planus and Pes cavus  Describe the clinical feature, clinical approaches and the prognosis of common congenital foot deformities	Overhead projector and data projector.  Radiographs and pictures.	Appreciate the importance of equipment for mobility, play and social participation.	Invite a wheelchair specialist – an occupational therapist and/or physiotherapist to present case studies about indoor and outdoor mobility equipment for children.	Wheelchair specialist

<b>WEEK 10</b>	<i>General Objective 5: Understand learning disability and the common mental health problems in children and young people; and apply the occupational therapy process, demonstrating creativity when working with families on the development of daily living, play and school skills.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource

	<p>Define learning disability.</p> <p>Understand the causal factors and the implications for development.</p>	<p>Introduce learning disability.</p> <p>Explain the genetic, environmental and unknown causes of learning disability.</p> <p>Use an example, such as Down's syndrome to describe the consequences for social, cognitive and motor development.</p>	Overhead projector and data projector.	Practice problem solving and devising a practical solution to a problem with activities of daily living.	<p>Worksop: case studies of problems with activities of daily living.</p> <p>Students to devise practical solutions including assistive devices, alternative methods, and adaptations.</p>	<p>Case studies</p> <p>Facilities, materials and tools to make assistive device.</p>
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<b>WEEK 11</b>	<i>General Objective 5: Understand learning disability and the common mental health problems in children and young people; and apply the occupational therapy process, demonstrating creativity when working with families on the development of daily living, play and school skills.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	<p>Recognise child and adolescent mental health problems.</p> <p>Describe the causes, presenting problems and treatments of common psychiatric disorders.</p>	<p>Introduce the child and adolescent mental health problems.</p> <p>Describe the causes, presenting problems and treatments of common psychiatric disorders; such as substance misuse, anxiety and depression.</p>	Overhead projector and data projector.	Practice evaluating a practical solution to a problem with activities of daily living.	<p>Worksop: case studies of problems with activities of daily living for children.</p> <p>Students complete practical solutions.</p> <p>Plenary session: peer evaluation of effectiveness and appropriateness of solutions for the child and their family.</p>	Facilities, materials and tools to make assistive device.

<b>WEEK 12</b>	<i>General Objective 5: Understand learning disability and the common mental health problems in children and young people; and apply the occupational therapy process, demonstrating creativity when working with families on the development of daily living, play and school skills.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Consider the implications of HIV AIDs on families.	Recap acquired immoderacy syndrome (AIDS),  Discuss the implications of HIV AIDs on children, immediate and extended families.	Overhead projector and data projector.	Gain insight into occupational therapy with families with HIV AIDs.	Invite an occupational therapist to describe working with families with HIV AIDs.	Occupational therapist with experience of working with families with HIV AIDs.

<b>WEEK 13</b>	<i>General Objective 5: Understand learning disability and the common mental health problems in children and young people; and apply the occupational therapy process, demonstrating creativity when working with families on the development of daily living, play and school skills.</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Outline the educational provision for children and young people with disabilities.	Invite a policy maker/teacher to talk about the educational provision (mainstream and special education) for children with disabilities.	Overhead projector and data projector.  Policy maker/teacher	Investigate literature about pre-requisite school skills.	Journal club: select occupational therapy articles about school skills, such as handwriting.  Students to review articles and explore working in schools in Nigeria.	Access to the library and internet for electronic journals

<b>WEEK 14</b>	<i>General Objective 4: Apply the occupational therapy process, demonstrating creativity when working with families on the development of daily living, play and school skills.</i>					
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	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
	Explain roles of multi-disciplinary team in the child and family services.	Organise a question and answer session with an occupational therapist.  Invite practitioner to describe the roles of the multi-disciplinary team, including the OT assistant.	Occupational therapist	Discuss purpose of supervision and support when working with families.	Tutorial: discuss role of the OT assistant. Consider the personal and professional challenges of working with children and families.  Discuss supervision as a supportive strategy for continued learning and quality services.	

<b>WEEK 15</b>	<i>Objectives: All</i>					
	Specific Learning Objectives	Teacher Activities	Learning Resource	Specific Learning Objectives	Teacher Activities	Learning Resource
		Recap and review common paediatric disorders.			Recap and review occupational therapy with children and families.	

### ASSESSMENT

<b>COURSE WORK</b>	<b>EXAMINATION</b>	<b>PRACTICAL</b>
<b>100% Construction and evaluation of assistive device</b>		



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