

# USC Mrs. T.H. Chan Division of Occupational Science and Occupational Therapy

Course	Description
<b>OT 560</b> <b><i>Contemporary Issues in School-Based Practice</i></b> (4 units)	This interactive seminar open to ALL students provides in-depth learning experiences to foster occupational therapy practice in schools for children with disabilities. Contemporary topics in early intervention, Response to Intervention (RtI <sup>2</sup> ), access to the general education curriculum, high school transition, technology, legal issues and advocacy will be included. Course content includes guest speakers, case studies, hands-on assessment experience, curriculum activity analysis, examination of scientific evidence and intervention strategies in school based practice.
<b>OT 561</b> <b><i>Occupational Therapy in Acute Care</i></b> (4 units)	This course is intended to provide introductory foundational knowledge in preparation for occupational therapy practice in an acute care setting. Students will review normal physiology of the major body systems and learn the pathophysiology of common conditions. Students will learn to identify therapy implications for patients in an acute care setting by using a top-down occupational approach coupled with the bottom-up systems based approach. Students will be exposed to a variety of diagnoses with a progression towards increasing complexity, and learn ways to modify intervention modalities or techniques (e.g. grading of session in consideration of medical stability, navigating limited environment) to maximize therapeutic benefit for patients with varying states of acute and critical illness. The requirements of this course include a didactic component and a clinical experience component. Students will be required to complete all clearances consistent with fieldwork requirements prior to beginning clinical experiences.
<b>OT 562</b> <b><i>Advance Practice in Hand Therapy and Physical Agent Modalities</i></b> (4 Units)	This course is for students interested in obtaining advanced practice certification in physical agent modalities (PAMs) for hand and UE conditions. This course helps students begin the process to apply for PAMs certification in the state of California. The student will gain knowledge about when or when not to use PAMs for various hand and UE conditions, how to assess effectiveness or ineffectiveness of PAMs, how to document use of PAMs and client response to PAMs, and how to safely apply PAMs on clients. The course will provide opportunities for students to apply PAMs on themselves and on clients, develop professional skills including self-reflection, clinical reasoning, documentation, written and verbal communication, analyzing evidence based practice, and individualized client centered treatments. Course <u>requires additional 28 hours of PAMs Practicum, outside of classroom; practicum sites are arranged by instructor.</u> <b>(Note: Students MUST take OT 573 either prior to or concurrently with this course. This course cannot be taken alone.)</b>
<b>OT 563</b> <b><i>Occupational Therapy in Primary Healthcare Environments</i></b> (2 units)	Observe and participate in primary healthcare environments including the USC Family Medicine clinics. Opportunity to work with Faculty to develop multidisciplinary service delivery models in primary healthcare and observe OT service delivery within these innovative models. Be part of an interdisciplinary team including MD, OT, Pharmacy, PT, Dentistry, and Social Work students and faculty to provide assessment and consultation/education at a local Independent and Assisted Living Facility. Teams will visit the site once over the course of the fall semester and twice during the spring semester.
<b>OT 564</b> <b><i>Sensory Integration Theory</i></b> (4 Units)	This course provides a comprehensive overview neurobehavioral principles of Sensory Integration Theory as they apply to occupational science and evidence based practice. Students will develop expertise in the interpretation of children's behaviors using specialized knowledge regarding sensory processing and praxis. The course fulfills the Course 1 Theoretical Foundations of Sensory Integration: From Theory to Identification requirements for the USC Chan Sensory Integration Continuing Education (CE) Certificate Program.

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<b>OT 565</b> <b>Sensory Integration Intervention</b> (4 units)	This course is a companion course to the OT 564 Sensory Integration Theory. This course provides the student with clinical reasoning strategies for evaluating and implementing intervention using a sensory integration frame of reference. Participants will learn about a variety of assessment tools available to measure sensory integration dysfunction. Additionally this course prepares participants to provide intervention using a sensory integration frame of reference. Strategies for intervention planning and clinical reasoning informed by sensory integration principles are discussed in depth. This course fulfills CE Course 2 and 3 requirements for USC Chan Sensory Integration Continuing Education (CE) Certificate Program. <b>(Note: Students MUST take OT 564 concurrently with this course. This course cannot be taken alone.)</b>
<b>OT 566</b> <b>Healthcare Communication with Spanish-Speaking Clients</b> (2 units)	This course is designed to increase students' ability and confidence in communicating with Spanish-speaking clients. Students will develop communicative proficiency and accuracy in the use of the Spanish language in a therapeutic context. The course will provide an introduction to the Spanish Language and adaptive communication strategies, and review the ethics involved in communication across linguistic differences. Classes will include a variety of learning activities including didactic lecture, in-class review, as well as listening, reading, and conversational exercises. A significant part of each lecture will be designed to support practice of the Spanish language. <b>Note: No experience in Spanish is required; the course is taught at a beginner/low-intermediate level.</b>
<b>OT 567</b> <b>Contemporary Issues in Occupational Therapy in Early Intervention</b> (4 units)	This course content covers contemporary issues in the occupational therapy intervention for children from birth to three years with disabilities and their families. Content will address intervention within a variety of settings including the home and community. A special focus of the course will be on evaluation and intervention skills required to work in culturally, linguistically, and economically diverse settings. The course will provide in depth focus on specific diagnoses, common interventions, and working with families. Topics include infant mental health, autism spectrum disorders, neuromotor impairments, prematurity and associated complications. While background content will be offered via readings and didactic lecture, ample course time allocation will be for discussions of the materials and sample cases.
<b>OT 571</b> <b>Assistive Technology</b> (4 units)	This course explores theoretical and practical principles of assessment, selection, funding acquisition, training, and follow-up in the use of everyday, adaptive, and assistive technologies such as powered mobility, computer access controls, augmentative and alternative communication, environmental control, telehealth, mobile health, gaming, and virtual reality technology to enable and enhance participation in meaningful occupations by individuals with a variety of disabilities across the life span.
<b>OT 572</b> <b>Ergonomics</b> (4 Units)	Ergonomics focuses on the interaction between the worker, work tasks, and work environment. Students will learn how this relationship can be used to prevent work-related musculoskeletal disorders and improve occupational performance. The class will include practical application of this knowledge to both office and industrial settings.
<b>OT 573</b> <b>Hand Rehabilitation</b> (4 units)	This course will explore client-centered and occupation-based evaluation and treatment for individuals with common hand disorders. Through lecture, lab, small group work, and class discussions, this course will emphasize functional anatomy of the hand and will promote sound clinical reasoning skills based on consideration of key anatomical principles and patients'

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<b>OT 573 Continued</b>	occupation goals. Topics will include clinical examination, wound healing, scar management, physical agent modalities, splinting, peripheral nerve injury, arthritis, tendon injury, and other hand conditions.
<b>OT 574</b> <b><i>Enhancing Motor Control for Occupation</i></b> (4 Units)	<p>This course will provide the student with an in depth understanding of principles and methods for remediation of movement impairments following upper motor neuron lesions. Through mini-lecture, laboratory experiences, seminar discussions, assigned readings, journal article reviews, and patient intervention students will learn about theories and concepts of motor control, motor learning, and their application to enhancing functional movement for individuals with upper motor neuron lesions. This will include review of basic anatomy and biomechanics of the upper extremity, typical movement problems of adults with hemiplegia, and their interference with performance in occupation. With supervision and instructor feedback, students will practice movement analysis skills and assessment, handling skills based upon the Neurodevelopmental Treatment Approach (NDT) and Neuro-IFRAH®, and application of these approaches to occupation-based intervention.</p> <p><b>Notes: In addition to scheduled class meetings, students will participate weekly in a two-hour, an intervention session, to include clinical observation of individuals with upper motor neuron lesions and provision of treatment.</b></p> <p><b>STUDENTS MUST BE ABLE TO PROVIDE THE FOLLOWING AT THE START OF CLASS: Updated health compliance from Student Health; CPR certification from the American Heart Association ONLY; HIPAA Certification; annual blood-borne pathogen training; and all RLANRC human resources documents (please obtain information from your course instructor).</b></p>
<b>OT 575</b> <b><i>Dysphagia Across the Lifespan: Pediatrics Through Geriatrics</i></b> (2 Units)	<p>This course is intended for students who want to gain a better understanding of dysphagia through the lifespan and how it fits into OT Standards of Practice. This course will cover the oral, pharyngeal, and esophageal structures and functions as they relate to normal and dysfunctional swallowing as well as assessment and treatment strategies for patients and caregivers by utilizing a combination of didactic, case study, and hands on techniques. Completion of the course will fulfill 24 of the recommended 45 hours of continuing education coursework needed for the dysphagia specialized certification for California.</p> <p><b>Note: This is a 6-week course that will take place during the first half of the semester.</b></p>
<b>OT 577</b> <b><i>Seminar in Occupational Therapy</i></b> (2 Units)	<p>This course stresses application of course content to specific clinical problems and helps synthesize the past two years of coursework. The course encourages students to integrate theoretical knowledge and practical skills in order to critically investigate what would be considered “best practice” for a large selection of diverse case scenarios. This high level of clinical reasoning skills is crucial for students as they prepare for the NBCOT exam and for their future careers as occupational therapists.</p> <p><b>Note: This is a 6-week course that will take place during the second half of the semester.</b></p>

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<p><b>OT 578</b>  <b><i>Therapeutic Communication for the Healthcare Practitioner</i></b>            (4 units)</p>	<p>This course will explore the principles and practice of a variety of therapeutic communication skills to include motivational interviewing, mindfulness, and cognitive behavioral therapy. Much of health care today involves helping patients/clients manage conditions whose outcomes can be greatly influenced by lifestyle or behavior change. There are several approaches evidence suggests help in this process. Motivational interviewing (MI) is an effective method to overcoming the ambivalence that keeps many people from making desired changes in their lives. Mindfulness not only helps the practitioner in his or her daily life but is also a method of therapeutic communication to help clients establish and meet therapeutic goals. Cognitive behavioral therapy is an approach that offers the client behavioral skills or cognitive coping strategies. This course will review the conceptual and research background supporting these approaches but the majority of the experience will be learning and practicing the interventions and therapeutic skills. Present and past exposure to patients/clients will be useful to expand your learning opportunities but not necessary in order to benefit from the course experience. A seminar/workshop method will involve lecture, discussion, real-playing, and review and analysis of recorded materials.</p>
<p><b>OT 579</b>  <b><i>Occupation-Based Adult Neurorehabilitation</i></b>            (4 units)</p>	<p>This course is designed to provide students with a general overview of occupational therapy evaluation and intervention in adult neurorehabilitation across the continuum of care. This course will explore ways in which neurological impairments interfere with engagement in occupation. Students will learn to integrate the motor, visual, cognitive, emotion, and language systems in neurorehabilitation. Students will be introduced to the analysis of movement in functional activities, with particular emphasis on movement of the trunk and upper extremity. Students will also have an opportunity to explore preparatory/adjunctive methods and assistive devices. This course emphasizes evidence-based interventions with hands-on application.</p>
<p><b>OT 583</b>  <b><i>Lifestyle Redesign</i></b>            (4 units)</p>	<p>Students learn how to create and implement Lifestyle Redesign interventions across populations and settings. Prevention and management of the most prevalent chronic health issues impacted by lifestyle are emphasized such as obesity, diabetes, chronic pain, behavioral health comorbidities and more. Practicum experience includes exploring the Lifestyle Redesign approach personally, with other students, and through clinical observation.</p>
<p><b>OT 599</b>  <b><i>Special Topics in Sensory Integration</i></b>            (4 units)</p>	<p>This course provides the participant with advanced information on a variety of special topics about the application of sensory integration theory in context. The topics to be covered include Sensory Integration in school-based settings, Sensory Integration and early intervention, Sensory Integration for children with Autism Spectrum Disorders, and Intervention with sensory-based feeding and eating challenges. This course fulfills the Special Topics requirements for USC Chan Sensory Integration Continuing Education (CE) Certificate Program.  <b>(Note: Students MUST take OT 564 and OT 565 concurrently with this course. This course cannot be taken alone.)</b></p>
<p><b>OT 599</b>  <b><i>Special Topics: Bridging Northern and Southern Global Perspectives on Occupation and Justice</i></b>            (1 unit)</p>	<p>This course provides an opportunity for students to engage in international exploration of critically-informed occupational science concepts. The course focuses on the intersection of occupation and justice and the ways in which knowledge about those topics is contextually situated. Learning activities will include in-class discussions, reflective journal entries, and synchronous (real-time) and asynchronous (flexible time) activities with occupational therapy students at the University of Cape Town, South Africa. Note: The schedule for synchronous class sessions varies: students will be expected to be available on</p>

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OT 599 Continued	Thursdays from 7-8:30am as well as one Monday (Jan. 28 <sup>th</sup> from 9:30-10:30pm) to facilitate the partnership with the University of Cape Town.



OT 500 CLINICAL PROBLEMS	
Course	Description
<p><b>OT 500</b> <b>Community Mental Health Practice</b> (4 units)</p> <p>Faculty Mentor Erin McIntyre, OTD, OTR/L</p>	<p>This course is designed to give students additional practice experience in a community-based mental health setting servicing persons with varying conditions and situations. There are multiple sites available that have been developed as part of our mental health fieldwork options. Each of these sites have expressed interest in hosting students to address particular needs that they have identified in consultation with Dr. McIntyre. Dr. McIntyre will serve as the faculty mentor for these sites, and can be contacted directly for more information about the options available. Students will be expected to at the site a minimum of 8 hours per week, with an additional 1 hour per-week group debrief with Dr. McIntyre. <b>Note: Interview required.</b></p> <p><b>Available site(s) and focus of student experience:</b></p> <ul style="list-style-type: none"> <li>--St. Joseph's Center—Provide occupational therapy consultation to Peer Specialists (Venice, CA)</li> <li>--People's Concern/OPCC &amp; Lamp Community United (Compton, CA)</li> <li>--Taller San Jose Hope Builders—serves at risk youth in area employment and mental health needs (Santa Ana, CA)</li> <li>--JWCH Center for Community Health Enhanced Services Program (ESP)—Homeless Medical Respite Care (Los Angeles, CA)</li> </ul>
<p><b>OT 500</b> <b>Arts and Mental Health Promotion</b> (4 units)</p> <p>Preceptor Sharon Vincuilla, OTR/L OTD Resident Painted Brain</p>	<p>Students in this course will actively engage in a program that helps adults aged 18 to 65 years to develop the life skills that allow for independence and healthy interdependence with others. Students will work in two modalities within this program: employment support and group arts projects. Students will work directly with one or two adults in developing and implementing a plan to increase occupational engagement and support occupational balance between activities of productivity, leisure, sleep, and self-care. The goal is to provide individual assessment and intervention to facilitate community integration and social participation through engagement with the arts, such that the clients may realize their full potential as positively contributing members of society. Students will also co-lead one to two field-based art groups with young adults who are homeless, former foster youth, or who experience mental illness. Goals here are participation, sharing, communication skills, and seeking support from others. This experience is a collaboration of the USC Chan Division of OS/OT and Painted Brain, a community based organization that creates lasting community--based solutions to mental health challenges and the impact of social injustice through arts, advocacy, and enterprise. <b>Note: Interview required.</b></p>
<p><b>OT 500</b> <b>Activity Health for Adults Labeled with Mental Illness</b> (4 units)</p>	<p>Students in this course will actively engage in implementation of interventions in community-based settings to address the activity health needs of adults with serious mental illness. The groups will be structure around the Action Over Inertia© workbook, which addresses the public health issues of occupational balance, engagement and time-use patterns that research has shown to be affected in people labeled with serious mental illness. Action Over Inertia© groups facilitate assessment of participant's readiness for change, development of skills in activity self-analysis, attainment of knowledge regarding the health</p>

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<p>Preceptor Sharon Vincuilla, OTR/L OTD Resident Painted Brain</p>	<p>benefits of occupational engagement, and development and implementation of goals for engagement. This experience is a collaboration of the USC Chan Division of OS/OT and Painted Brain, a community-based organization that creates lasting community-based solutions to mental health challenges and the impact of social injustice through arts, advocacy, and enterprise. <b>Note: Interview required.</b></p>
<p><b>OT 500</b> <b><i>Family-Centered Care in a Residential Mental Health Setting</i></b> <b>(4 units)</b> Preceptor Rebecca Heymann, OTD, OTR/L OT Clinical Team Leader Prototypes</p>	<p>Students in this course will develop and implement a workshop series targeted for women in the Community Prisoner Mother Program and the residential substance abuse treatment program at Prototypes, a community-based mental health organization. Students will develop a workshop series as part of the Maternal Infant Health program, targeted for pregnant women, and women with children ages 0-5. Topics will be determined by the student(s) alongside program staff, and may include self-regulation, understanding the needs of young children, supporting play, and sleep hygiene. Students will spend time in a multidisciplinary setting, and will gain skills in communication, program development, leadership, and group facilitation. <b>Note: Interview required. Enrollment limited to 2 students. Students will provide services at the residential facility in Pomona and will spend time at the Pasadena outpatient site as well. Car required.</b></p>
<p><b>OT 500</b> <b><i>Optimal Living with Multiple Sclerosis</i></b> <b>(2 or 4 Units)</b>  Preceptor Rebecca Cunningham, OTD, OTR/L USC OT Faculty Practice</p>	<p>Students learn how to work with people who have Multiple Sclerosis (MS) using a Lifestyle Redesign<sup>®</sup> intervention. Students gain experience developing and running a group module, as well as working individually with one to two participants from the community (recruited by the National MS Society) over the course of the semester. Students also collaborate with their Physical Therapy (PT) student counterparts, and have the opportunity to co-treat with PT twice in the semester. Students gain practice with Lifestyle Redesign<sup>®</sup> documentation (evaluation, daily note, discharge), implementation of outcome measures, intervention planning, and intervention delivery, as well receiving education from participants about the MS lived experience. <b>Note: Interview required. Class runs for 14 weeks, with the group starting on the 2<sup>nd</sup> or 3<sup>rd</sup> week of classes. Hour per week commitment is the same for a 2 and 4 unit section; fewer assignments are assigned for a 2 unit section.</b></p>
<p><b>OT 500</b> <b><i>Community Engagement for Individuals with Autism</i></b> <b>(2 or 4 units)</b>  Preceptor Emily Ochi, OTD, OTR/L</p>	<p>This course, developed as a part of the USC Chan Division Autism Initiative, is designed to teach students about facilitation and support for the engagement and social participation of individuals impacted by autism spectrum disorder (ASD). Students will actively engage with a group of community members with ASD by facilitating participation and science learning through a series of field trips to a local science museum. Students will gain practice in community-based programming, leading group activities, and working with this unique population. Housed under the Sensory Integration, Engagement and Family Life Research Core, the Autism Initiative encompasses research, education, and service provision efforts to meet the needs of individuals and families affect by ASD. Through this initiative, the USC Chan Division of Occupational Science and Occupational Therapy is committed to fostering efficacious solutions to real world, urgent, daily dilemmas and challenges by unifying the very best of the academic community and the expertise of the ASD community. <b>Note: Interview Required. First part of the course will involve planning the curriculum for program. Second part of the course will involve implementing the program at an off-campus site.</b></p>

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## OT 590 DIRECTED RESEARCH

Course	Description
<p><b>OT 590</b>  <b>Rancho Los Amigos</b>  <b>National Rehabilitation</b>  <b>Center: Canadian</b>  <b>Occupational Performance</b>  <b>Measure (COPM)</b>                      (2-4 Units)                      Instructor  <i>Michelle Berro, MA, OTR/L</i></p> 	<p>This course provides opportunities in clinical research and clinical practice at our world renowned rehabilitation facility. In the research component of the course students will become involved in an Occupational Therapy department-wide outcomes study. The Canadian Occupational Performance Measure (COPM) is a tool used by occupational therapists at Rancho to measure patient outcomes across a variety of diagnostic groups. Students will be involved in COPM data review, data entry, and data analysis. They will have the opportunity to reflect on the outcome data and the implications for practice at Rancho. In addition, students will be invited to discuss research findings through informal discussions and formal presentations to OT staff. The clinical component of the course will focus on students observing and interfacing with OT staff engaging in occupation-based practice and impairment-based interventions with patients across diagnostic areas in inpatient and outpatient treatment settings. A student-centered approach is utilized in establishing course objectives and an educational plan for both the research and clinical components of this course. There is flexibility in scheduling the hours at Rancho according to the best days and times for students (8 hrs. /wk. for 4 units; 4 hrs. /wk. for 2 units).</p> <p><b>Notes: Interview required. Enrollment limited to 3 students. 4 units = 8-10 hours/week; 2 units = 4-6 hours/week.</b></p>
<p><b>OT 590</b>  <b>Rancho Los Amigos</b>  <b>National Rehabilitation</b>  <b>Center: OT Drive</b>  <b>Rehabilitation and</b>  <b>Training Program</b>                      (2-4 Units)                      Instructor  <i>Stephanie Hayes-Jackson,</i>  <i>MS, OTR/L, CDRS</i></p> 	<p>This course provides the opportunity for the student to be involved with the exciting and growing field of Driver Rehabilitation. Independent driving and community mobility is essential for clients to engage in their valued occupation-based activities. Rancho's Driving Program, established in 1957, offers OT Clinical Driving Evaluations use of a driving simulator (virtual reality) to assess and practice pre-driving skills, and on-the-road training using our program's modified van and car. The students will have an opportunity to experience first-hand the critical role of occupational therapy in Driver Rehabilitation. They will be involved with evidence-based research to identify best practices including the standardized assessments and training methods that are most effective. Students will assist program staff in assessing patient experience and program effectiveness through the collection and analysis of outcome data. A student-centered approach will include establishing course objectives and an educational plan for both the research and clinical components of the experience. The student will have the opportunity to observe a variety of patients with diagnoses that may include but not be limited to brain injury, stroke, spinal cord injury, amputations, arthritis, cerebral palsy, spina bifida, well elderly, and medically at-risk elderly. There is flexibility with the hours at Rancho according to the best days and times for the student (8 hours per week for 4 units; 4 hours per week for 2 units)</p> <p><b>Notes: Interview required. Enrollment limited to 2 students. 4 units = 8-10 hours/week; 2 units = 4-6 hours/week.</b></p>