

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

Course	Description
OT 560 <i>Contemporary Issues in School-Based Practice</i> (4 units)	This course prepares occupational therapy students to assume dynamic roles and responsibilities in school-based occupational therapy practice. Students will learn the clinical and leadership skills necessary to provide comprehensive evaluations, implement evidence-based interventions, and engage in advocacy for clients ages 2 - 22 in the school context. The course includes key topics related to school-based practice, including the IEP process and goal development, team collaboration, early intervention and secondary transition, education policy and programming, general education and alternative curricula, and a focus on commonly used assessments and evidence-based interventions. Students will have the opportunity to collaborate with school-based OT's, engage with case studies, hands-on assessment practice, curriculum activity analysis, and develop creative intervention activities and programs for the school context.
OT 562 <i>Advance Practice in Hand Therapy and Physical Agent Modalities</i> (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 intervention. Course <u>requires additional 28 hours of PAMs Practicum, outside of classroom; practicum sites are arranged by instructor.</u> (Note: Students MUST take OT 573 either prior to or concurrently with this course. OT 573 is a pre-/co-requisite for OT 562.)
OT 563 <i>Occupational Therapy in Primary Healthcare Environments</i> (2 units)	This course will examine the emerging role of occupational therapy in primary care as the profession continues to expand into this new frontier. This will include understanding the need occupational therapy can address in primary care, and understanding how occupational therapy in this area can provide more comprehensive and effective services for clients. Students will learn how to address a variety of common concerns for clients in primary care, including weight, diabetes, pain, mental health and more. Practical approaches such as brief interventions will be explored.
OT 564 <i>Sensory Integration Theory</i> (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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<p>OT 565 Sensory Integration Intervention (4 units)</p>	<p>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.</p> <p>(Note: Students MUST have taken OT 564 or USC CE Course 1 or take OT 564 concurrently with this course. OT 564 is a pre-/co-requisite for OT 565.)</p>
<p>OT 566 Healthcare Communication with Spanish-Speaking Clients (2 units)</p>	<p>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.</p> <p>Note: No experience in Spanish is required; the course is taught at a beginner/low-intermediate level.</p>
<p>OT 567 Contemporary Issues in Occupational Therapy in Early Intervention (4 units)</p>	<p>This course content primarily covers contemporary issues in occupational therapy for children from birth to three years old with disabilities and their families. Some content about early childhood is also discussed. This course will address the necessary skills needed to navigate a variety of pediatric settings including the home and community. A special focus of the course will be on ways to better adapt evaluations and intervention skills required to work in culturally, linguistically, and economically diverse settings. The course will provide in depth focus on common interventions, best practices, infant and early childhood mental health, and how to better partner with families and caregivers. Course delivery and content include didactic lectures, in-class discussions, guest speakers, self-reflection activities, and case studies.</p>
<p>OT 568 Sensory Processing and Sensory Integration: Special Topics (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.</p> <p>(Note: Students MUST have taken OT 564 or USC CE Course 1, or take OT 564 concurrently with this course, AND must take OT 565 concurrently with this course. OT 564 and OT 565 are pre-/co-requisites for OT 568.)</p>
<p>OT 571 Assistive Technology (4 units)</p>	<p>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 manual and powered mobility, driving, computer access controls, augmentative and alternative communication, home access, environmental control, telehealth, mobile health, gaming, adaptive sports, and virtual reality technology to enable and enhance participation in meaningful occupations by individuals with a variety of disabilities across the life span.</p>

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OT 572 Ergonomics (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.
OT 573 Hand Rehabilitation (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' 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.
OT 574 Enhancing Motor Control for Occupation (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 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), Neuro-IFRAH® and other motor control theories, and application of these approaches to occupation-based intervention.</p> <p>Notes: In addition to scheduled class meetings, students will participate weekly in an intervention sessions, to include clinical observation of individuals with upper motor neuron lesions and provision of treatment (one section of the course is taught at California Rehabilitation Institute). Weekly Intervention session times vary by site.</p> <p>STUDENTS ATTENDING THE SECTION IN CALIFORNIA REHABILITATION INSTITUTE 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; proof of COVID-19 vaccination, and all California Rehabilitation Institute human resources documents (please obtain information from your course instructor).</p>
OT 575 Dysphagia Across the Lifespan: Pediatrics Through Geriatrics (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>Note: This is a 6-week course that will take place during the first half of the semester.</p>
OT 577 Seminar in Occupational Therapy (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</p>

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	<p>reasoning skills is crucial for students as they prepare for the NBCOT exam and for their future careers as occupational therapists.</p> <p>Note: This is a 6-week course that will take place during the second half of the semester.</p>
<p>OT 578 <i>Therapeutic Communication for the Healthcare Practitioner</i> (4 units)</p>	<p>This course will explore the principles and practice of motivational interviewing and introduce mindfulness and cognitive-behavioral therapy. Motivational interviewing (MI) is an effective method to overcome the ambivalence that keeps many people from making desired changes in their lives. Mindfulness helps the practitioner in their daily life and is a therapeutic communication method 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 most of the experience will be learning and practicing the interventions and therapeutic skills. Present and past exposure to patients/clients will be helpful to expand your learning opportunities but not necessary to benefit from the course experience. A seminar/workshop method will involve lecture, discussion, real-play, and recorded materials review and analysis.</p>
<p>OT 579 <i>Occupation-Based Adult Neurorehabilitation</i> (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>OT 583 <i>Current Applications of Lifestyle Redesign</i> (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 intervention design and delivery using the Lifestyle Redesign approach personally and with other students.</p>
<p>OT 599 <i>Anti-Racism, Anti-Oppression and JEDI in Occupational Therapy</i> (2 units)</p>	<p>This course explores historical and current issues of racism and oppression in the United States, while focusing on ways to reduce these forms of discrimination in order to become a more conscientious JEDI practitioner. This course will prepare students to become culturally-relevant practitioners with increased awareness in serving minoritized populations and advocating for health equity. Content will address ways to dismantle unconscious bias, center the voices of 'others,' uncover privilege, and disclose ways to move beyond allyship. The course will provide students with the opportunity to learn how to be action-oriented, authentic leaders who utilize their role to be transformative in breaking down systemic barriers in occupational therapy, in overall healthcare, and in the communities served by occupational therapy practitioners.</p>

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<p>OT 599 <i>Function, Participation, and Health of Infants and Families in the NICU</i> (4 Units)</p>	<p>Occupational science supports the study of health and well-being from the standpoint of everyday living, advancing knowledge shared with the biological sciences, public health, medicine, health services, rehabilitation science, and other professions. But, how does occupational science apply to the smallest infants who start their lives in the NICU? This course acquaints students in key concepts that neonatal therapists must know to integrate occupational therapy strategies with high-risk infants and their families. National experts in neonatal therapy will guide students through content, while unifying content across other major universities engaging in similar coursework.</p>
<p>OT 699 <i>Building Innovative Technologies that Promote Health and Occupational Engagement</i> (2 units)</p>	<p>This course aims to equip students with the ability to harness technology to create innovative solutions to healthcare challenges encountered in their local, national and international communities. The course includes a high-level overview of different technologies and how they can be used to meet different needs, along with hands-on exercises for students to begin to learn how each technology works and what each technology requires. Specifically, students will gain knowledge and skills in the basics of innovation, including software development (e.g., introduction to basic computer programming, game engines, and app development), hardware development (e.g., basic arduinos, 3D printing and prototyping), user interface/experience design (UI/UX), and business practices (e.g., intellectual property, business development). The class will culminate in use of these skills in a 'hackathon'-style final complete with prototype development and project pitches.</p>

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OT 500 CLINICAL PROBLEMS

Course	Description
OT 500 Department of Health Services Housing for Health Division (2 or 4 units)	<p>Students in this course will actively engage in program development activities to help design and shape the new occupational therapy program at the Department of Health Services Housing for Health Division, particularly within the interim housing, permanent supportive housing, and enriched residential services settings. Students may participate in any of the following activities: literature reviews on population needs, best practices, assessments, and outcome measures; drafting logic models, program description, and evaluation plans; shadow select stakeholder meetings and field-based clinical team to inform program design. There is flexibility in scheduling and remote work. Site supervisor will be Stephanie Moon, OTD, OTR/L, Occupational Therapy Supervisor I, Housing for Health Division.</p> <p>Notes: Interview required. 4 units = 8-10 hours/week, 2 units = 4-6 hours/week.</p>

OT 590 DIRECTED RESEARCH

Course	Description
OT 590 Rancho Los Amigos National Rehabilitation Center: Canadian Occupational Performance Measure (COPM) (2-4 Units) Instructor <i>Michele Berro, MA, OTR/L</i> 	<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>Notes: Interview required. Enrollment limited to 3 students. 4 units = 8-10 hours/week; 2 units = 4-6 hours/week.</p>
OT 590 Rancho Los Amigos National Rehabilitation Center: OT Driver Rehabilitation and Training Program (2-4 Units) Instructor	<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</p>

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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)

Notes: Interview required. Enrollment limited to 2 students. 4 units = 8-10 hours/week; 2 units = 4-6 hours/week.