

OT524

TRANSFORMATION THROUGH HUMAN OCCUPATION, PART B

SYLLABUS AND TOPICAL OUTLINE

FALL 2024

CREDIT HOURS: 3

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OFFICE HOURS: By appointment

CLASS DAY AND TIME:

Section A: 3-4:30 pm on Wednesday and 11-12:30 on Thursday

Section B: 9:15-10:45 am on Tuesday and 9:15-10:45 am on Thursday

CLASS FORMAT: This course is designed to utilize an experiential approach to learning. Students are required to attend all classes weekly. The content in part B of this course will be provided through self-directed learning, mock quizzes, lectures and discussions, and clinical case analysis.

COURSE DESCRIPTION:

This three-part course will integrate the foundational knowledge of human anatomy and conditions as well as application of this knowledge through activity analysis. This course examines the organization, development, and function of the nervous, musculoskeletal, cardiovascular, respiratory, immune and lymphatic systems of the human body as well as assessment techniques commonly performed by occupational therapists in clinical practice to measure the body's vital life functions. The course will also cover mental and physical health conditions that occupational therapists may encounter when working with clients across the life span. Additionally, this course will introduce students to the skill of activity analysis.

Frames of reference and models integrated into occupational therapy practice are utilized as an anchor for weekly course content. Activity analysis will be informed by the terminology and activity demands as presented in the Occupational Therapy Practice Framework, 4th Edition (AOTA, 2020).

Part B of this course will emphasize physical disability and mental health conditions and their impact on daily occupations. It is designed to build a common language and foundation for future coursework requiring occupational therapy assessment choices and intervention strategies for clients with mental and physical conditions. Human conditions will be examined in the context of their effects on human development and body structures and functions; etiology; epidemiology; prognosis; associated mental and physical deficits/disability; impact on occupational engagement; pharmacological and non-pharmacological interventions, and research. Conditions will be covered in isolation and in combination with comorbidities, and the impact one or more conditions have on human occupations will be discussed. Cultural comparisons will highlight how the treatment of mental health and physical conditions/ deficits/ disabilities are perceived within diverse cultures.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025:

“As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2025)

Our profession needs competent, knowledgeable practitioners who can consider various factors impacting their clients’ occupational performance and are comfortable using the available evidence to justify their clinical decision-making. This course will help you begin to do all that.

RELATIONSHIP TO CURRICULUM DESIGN:

The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of the profession of occupational therapy, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth.

The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university.

Part B of this course addresses the values of *justice*, *altruism*, and *open-mindedness*. It is part of the curricular stream of *Occupation - Performance Analysis and Interpretation*. This course relates to the overall curriculum design in that it prepares the students with a foundational knowledge of human conditions that may impact human behavior and occupational performance across the lifespan. It is also designed to facilitate a systems approach to occupational therapy process and is the basis for clinical decision-making that will be applied, integrated, and synthesized in future courses throughout the curriculum.

TEACHING AND LEARNING METHODS

The course utilizes a multimodal approach to teaching and learning including didactic lectures, large and small group active discussions, in-class experiential learning activities, and self-directed learning. Instruction may also include on-line synchronous and asynchronous experiences. All learning opportunities presented will be used to integrate and apply information to occupational therapy practice. This course will also introduce learning strategies used in Problem- and Team-Based Learning curriculum to foster students' independent and collaborative learning.

In part B of this course, class structure will include didactic presentations by faculty, large class discussions, and clinical case analyses in small groups. Mock quizzes will be introduced on most weeks, to help students better process their readings. These mock quizzes will be available and expected to be completed prior to the lecture where the correct answers will be discussed with the entire class. Mock quizzes will not count towards the total grade for the course but will rather provide students with an opportunity to prepare for the class discussions and the graded quizzes and exam.

Additionally, students will be placed in small groups during the semester. Student groups will engage in breaking down clinical cases as a means of understanding similarities and differences between conditions that affect the same body structures or belong to the same category of diagnoses. Analysis of occupational performance in clients affected by various conditions according to the Occupational Therapy Practice Framework (OTPF) will be introduced.

COURSE POLICIES: refer to Program Manual

STUDENT BUDGET FOR COURSE SUPPLIES: textbooks only

INDIVIDUAL AND GROUP WORK:

Students are responsible for independent reading of all content materials. Students will complete all exams independently during scheduled class time (refer to topical outline below for exam dates). Students are also required to work in groups to complete clinical cases analysis. Group work provides the students with opportunities to collaborate and share knowledge and resources while learning content material. This is a group assignment, and every student in the group will receive the same grade.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDANCE:

As per program policy, a 100 % attendance rate for all courses is required. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events, e.g., wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks

advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible. Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms. Please note that, while classes might take place online (using Zoom or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes.

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are expected to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

PROFESSIONAL BEHAVIORS: refer to Program Manual

ACCESS AND ACCOMMODATIONS: see below

THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning (CTL) offers the following services free of charge to all SHU students: 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours led by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology, and genetics; writing support through the Writing Center and online writing lab (OWL). The University encourages all students to proactively seek academic support. The CTL is located on West Campus in suite W-223B. Students can schedule tutoring appointments on the tutoring portal. For more information, please contact Lisa Henderson, Coordinator of Learning Support Services, at hendersonl3@sacredheart.edu, or visit our learning support services webpage.

ACADEMIC ACCOMMODATIONS AND THE OFFICE OF STUDENT ACCESSIBILITY

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility. Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, radziunask@sacredheart.edu, or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, scinicariello@sacredheart.edu.

OUR COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU MSOT program know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the You Belong at SHU web page

<https://www.sacredheart.edu/sacred-heart-life/you-belong-at-shu/> If you have any ideas about ways to enhance your success, please reach out to your faculty or the Program Director. If you feel that you have been mistreated in any way, you are encouraged to submit a Bias Incident Report or contact diversityandinclusion@sacredheart.edu

REQUIRED TEXTS

American Occupational Therapy Association. (2020). *Occupational Therapy Practice Framework: Domain and Process*, 4th Ed. AOTA Press.

Bonder, BR. (2022). *Psychopathology and Function*. (6th ed.). Routledge.

Nussbaum, A.M. *The Pocket Guide to the DSM-5 Diagnostic Exam*. (1st ed). American Psychiatric Association Publishing.

Pendleton, H.M. and Schultz-Krohn, W. (2017). *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction*, (8th ed.). Mosby.

Smith-Gabai, H. (2017). *Occupational Therapy in Acute Care*, (2nd ed.). AOTA Press.

Wietlisbach, C. M. (2019). *Cooper's Fundamentals of Hand Therapy: Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity*. (3rd ed.). Mosby. ISBN-10 :0323524796; ISBN-13 : 978-0323524797

SHARED TEXT WITH ANATOMY

Short, N., Vilensky, J., & Suarez-Quian, C. (2022). *Functional Anatomy for Occupational Therapy*. Books of Discovery. ISBN: 978-0-9987850-1-1

OPTIONAL

Thomas, H. (2022). *Occupational and Activity Analysis*, 3rd Ed. Slack, Inc. ISBN 10:1630918903 ISBN 13:9781630918903.

PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the [ACOTE standards](#).

The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. Table 1 shows ACOTE standards that are addressed in this course. Table 2 shows the connection between the learning objectives of part B of this course, the program objectives they are linked to, and how we plan to meet and measure these learning objectives.

Table 1- ACOTE Standards

Anatomy	Human Conditions	Activity Analysis
B.1.1	B.1.1	B.3.2
B.3.7	B.1.2	B.3.3
B.4.5	B.1.3	B.3.6
B.4.18	B.3.2	B.4.2
	B.3.4	B.4.3
	B.3.5	B.4.18
		B.4.21
		B.4.10
		B.6.6

Table 2- Learning Objectives of Part B of the Course

Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How will the Learning Objective be measured?
Compare and contrast the effects conditions and their comorbidities have on	Demonstrate the knowledge and skills required of an entry level occupational therapist,	B.1.1. Demonstrate knowledge of the structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics; human development throughout the	In-class/online lectures and discussion; small group clinical cases analysis and discussion; mock quizzes	Mock quizzes Small group clinical cases analysis/OTPF application assignment Exams

Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How will the Learning Objective be measured?
normal human development	including critical thinking and clinical reasoning	<p>lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology, concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</p> <p>B.1.2 Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.</p> <p>B.1.3 Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.</p>		
Articulate the impact conditions, comorbidities and the resulting disabilities have on occupational performance across the	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and	<p>B.3.2. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.</p> <p>B.3.4. Apply and analyze scientific evidence to explain the importance of balancing areas of occupation; the role of</p>	In-class/online lectures and discussion; small group clinical cases analysis and discussion; mock quizzes	<p>Mock quizzes</p> <p>Small group clinical cases analysis/OTPF application assignment</p> <p>Exams</p>

Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How will the Learning Objective be measured?
human lifespan	clinical reasoning	occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. B.3.5. Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.		

Table 3 Description of Assignments and Grading in Part B of the Course

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
Mock Quizzes	Mock quizzes will be available to students prior to class, and we will discuss them in class. These quizzes are meant to support students' comprehension of the learning materials and will not count toward the total grade for the course.	N/A
Case Analysis	Students will analyze clinical cases in small groups of six or seven before the quizzes are administered. Students will use their course materials, online resources and the OTPF to diagnose the clients portrayed in the clinical cases and predict the impact of clients' conditions on their occupational performance. This is a group assignment, and every student in the group will receive the same grade.	Each case analysis assignment is worth 5% of the final grade for a total of 15%.
Exams 1, 2, and 3	Students will take three multiple-choice, true-false, and matching questions exams throughout the semester and before taking the final exam. These exams will not be cumulative and will correspond to each section of content covered in class and the textbooks. This is an individual assignment.	Each one of these exams is worth 20% of the final grade for a total of 60%.

Final Exam	Final exam will contain multiple-choice, true/false, and matching questions and will be cumulative. This is an individual assignment.	The final exam is worth 25% of the total grade.
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TOPICAL OUTLINE

WEEK OF	TOPICS	READINGS	WEEKLY ACTIVITIES
Week 1 (August 26th-30 th)	Introduction Week Intro to Mental Health and Physical Disability – conditions and how they impact function; lab values, diagnostic tests and pharmacology for physical disability conditions.	Mental Health Readings: Chapters 1 & 2, and pages 487-492, 517-519 in Bonder’s textbook Physical Disability Readings: Pedretti: Start p.85 Attitudes Towards Disability and continue through p.94 Capabilities Approach. Smith-Gabai: Diagnostic tests pp.137-147. Understand the different types of lab values pp.149-168. Pharmacology pp.175-177. *Mark these Smith-Gabai chapters for future use.	In-person lectures and large class discussions in the assigned classrooms

<p>Week 2 (September 2nd – 6th)</p>	<p>Frame of Reference (FOR): Lifespan/Developmental Mental Health Content: Neurodevelopmental Conditions (Autism Spectrum, Intellectual Disability, Learning, Communication, and Tic Disorders, Developmental Coordination Disorder, AD(H)D, Fetal Alcohol Syndrome) Physical Disability Content: Prematurity, NAS (neonatal abstinence syndrome), Down Syndrome, Prader Willi, Fragile X, Cystic Fibrosis</p>	<p>Mental Health Readings: Chapter 3 and pages 512-514 in Bonder’s textbook</p> <p>Physical Disability Readings: Documents and Videos posted on BB for week 2.</p>	<p>In-person lectures and large class discussions in the assigned classrooms</p>
<p>Week 3 (September 9th-13th) Dr. Halperin will teach both classes.</p>	<p>FOR: Applied Behavioral Mental Health Content: Disruptive Impulse Control and Conduct Disorders Elimination Disorders Feeding and Eating Disorders Somatic Disorders</p>	<p>Mental Health Readings: Chapters 11, 12, 13, and 17</p>	<p>In-person lectures and large class discussions in the assigned classrooms</p>
<p>Week 4 (September 16th-20th) Dr. Downs will teach both classes.</p>	<p>FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT Physical Disability Content: <u>Asynchronous class</u> Ortho: Fractures, surgical repair (ORIF), hip/knee/shoulder joint replacements, OA/RA, Stenosis, Ankylosis, CMC Arthritis, Juvenile Idiopathic Arthritis (JRA), Arthrogryposis.</p>	<p>Physical Disability Readings: Pedretti: Arthritis Pain p.724; RA, OA, hand deformities pp.994-1006 (stop at goal setting); Shoulder and Wrist pp.1027-1032 (stop at vibration). Smith and Gabai: Joint Replacements,</p>	<p>Tuesday/Wednesday: asynchronous classes! Thursday: in-person lecture and large class discussion in the assigned classroom</p>

	<p><u>In-person class:</u> Muscular/Tendon: Cumulative Trauma/Repetitive Strain injuries: Shoulder: impingement, rotator cuff injuries, thoracic outlet syndrome (TOS). Elbow: Medial/lateral epicondylitis, Wrist/Elbow ligament instability. Hand: Trigger finger, Boutonniere/swan neck deformity.</p>	<p>rotator cuff repair pp.449-460. Short et al.: Postural Compromise injuries (TOS): pp. 174-175; Elbow pp. 192-194 and pp. 207-209. Flexor Tendon Injuries of hand: p.1041 Coopers: Tendon injuries pp. 312-319; Elbow fractures pp.205-206; Wrist Fractures pp.254-264; Carpal instability pp. 274-275; Mid-Carpal Instability p.285; Hand Fractures pp. 294-290. TOS pp.176-177 Information for Juvenile Idiopathic Arthritis (JRA), Arthrogyrosis, in PPP and BB.</p>	
<p>Week 5 (September 23rd- 27th)</p>	<p style="text-align: center;">Case Study Analysis & Exam 1!</p> <p style="text-align: center;">Mental health case analysis and exam will take place on Tuesday/Wednesday. Physical disability case analysis and exam will take place on Thursday.</p>		

<p>Week 6 (September 30th-October 4th) Dr. Halperin will teach both classes.</p>	<p>FOR: Cognitive Behavioral Mental Health Content: Anxiety Disorders Obsessive-Compulsive and Related Disorders Trauma-Related and Stressor Disorders Depressive Disorders Bipolar and Related Disorders</p>	<p>Mental Health Readings: Chapters 5, 6, 7, 8 and 9, and pages 496-507</p>	<p>In-person lectures and large class discussions in the assigned classrooms</p>
<p>Week 7 (October 7th-11th) Dr. Halperin will teach both classes.</p>	<p>FOR: Psychodynamic Mental Health Content: Substance-Related and Addictive Disorders Personality and Dissociative Disorders</p>	<p>Mental Health Readings: Chapters 10, 18, and 20, and pages 514-517 in Bonder's textbook</p>	<p>In-person lectures and large class discussions in the assigned classrooms</p>
<p>Week 8 (October 14th - 18th) Dr. Downs will teach both classes.</p>	<p>FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT (continued) Physical Disability Content: <u>Asynchronous class:</u> Burns, Wounds, Infection, Amputations, Phantom limb, Fibromyalgia, CRPS, Pain Management <u>In-person class:</u> Peripheral Compression Nerve Injuries Including: Carpal TS, Cubital TS, Brachial plexus injuries. Peripheral Neuropathies.</p>	<p>Physical Disability Readings: Pedretti: Amputation: UE pp.1149-1153; LE pp.1174-1175. Burns pp.1112-1125 Pressure Injury and stages p.956 Infection control: p.137. Table 9.1 Pain pp.723-728 Axillary, Brachial Plexus, and Long Thoracic Nerve pp.982-985 Nerve dysfunction in UE: pp.1030-1032</p>	<p>Tuesday/Wednesday: asynchronous classes! Thursday: in-person lecture and large class discussion in the assigned classroom</p>

		<p>(stop at vibration); pp.1036-1039;</p> <p>CRPS: p.1049.</p> <p>Smith-Gabai: Nerve testing: p.139 Peripheral nerve injuries table 18.21 pp.342-344 (UE)</p> <p>Cooper's: Nerve Compression injuries of UE: pp: 220-245;</p> <p>Fibromyalgia on PPP and BB</p>	
<p>Week 9 (October 21st – 25th) Dr. Downs will teach both classes.</p>	<p>Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc.) Physical Disability Content: <u>Asynchronous class:</u> SCI, Clinical Syndromes, Spinal Stenosis, Spina-bifida, Incontinence. <u>In-person class:</u> Spinal and Peripheral nerve diseases: Guillain Barre syndrome (GBS), Transverse Myelitis (TM), Amyotrophic Lateral Sclerosis (ALS), Myasthenia Gravis (MG), Muscular dystrophy (MD), Spinal Muscular Atrophy (SMA).</p>	<p>Physical Disability Readings:</p> <p>Pedretti SCI pp.952-958; Spinal hypertonia & clonus p.473; GBS pp.979-982; MG & MD pp.986-988; ALS pp. 913-917.</p> <p>Smith-Gabai Clinical Syndromes & TM pp. 331-332; Spine vertebrae and discs pp.445-447; Spinal shock p.332; *SCI tables 18.17 & 18.8 pp.333-337 for your reference.</p> <p>Short et al. Spinal Nerves pp. 40-41. SMA in PPP</p>	<p>Tuesday/Wednesday: asynchronous classes! Thursday: in-person lecture and large class discussion in the assigned classroom</p>

<p>Week 10 (October 28th- November 1st)</p>	<p>Case Study Analysis and Exam 2!</p> <p>Mental health case analysis and exam will take place on Tuesday/Wednesday. Physical disability case analysis and exam will take place on Thursday.</p>		
<p>Week 11 (November 4th-8th)</p>	<p>FOR: Sensory Mental Health Content: Schizophrenia Spectrum Disorders</p> <p>Physical Disability Content: Visual Disorders, Vestibular Disorders, Concussion including Post Concussive Syndrome (PCS) and Chronic Traumatic Encephalopathy (CTE)</p>	<p>Mental Health Readings: Chapter 4 and pages 492-496 in Bonder's textbook</p> <p>Physical Disability Readings: Smith-Gabai: PCS. P.322; vision pp. 364-365; vestibular pp.539-545.</p> <p>Pedretti: Concussion; CTE p.879 Vision: p.605-608; 613-616, & 618-625; Low Vision: 221-222</p> <p>Short et al. Cranial Nerves p.39</p>	<p>In-person lectures and large class discussions in the assigned classrooms</p>
<p>Week 12 (November 11th- 15th) Dr. Downs will teach both classes.</p>	<p>FOR: Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc. (continued) Physical Disability Content:</p> <p><u>Asynchronous class:</u> Cardiopulmonary, MI, HTN, COPD, Other Cardiac and Pulmonary disorders</p> <p><u>In-person class:</u></p>	<p>Physical Disability Readings:</p> <p>Smith-Gabai Cardiac and Pulmonary pp.223-243, 253- 260, & 269-285; Endocrine pp.393-403; Infectious Disease & Auto-immune pp. 472-483; Cancer pp.489-498 (familiarize with</p>	<p>Tuesday/Wednesday: asynchronous classes!</p> <p>Thursday: in-person lectures and large class discussions in the assigned classrooms</p>

	<p>Immune, endocrine, genitourinary, oncology, end of life.</p>	<p>types of cancer, metastasis, tumors, stages, and therapies)</p> <p>Pedretti Cancer and End of Life pp.1206-1213.</p> <p>Cooper's Chemo Neuropathy pp.495-496</p>	
<p>Week 13 (November 18th-22nd)</p>	<p>Toglia's Dynamic Interactional Approach & Allen's Cognitive Disability Model</p> <p>Mental Health Content: Neuro-Cognitive Disorders</p> <p>Physical Disability Content: Coma and Levels of Consciousness, CVA and ABI, Seizures, Upper Motor Neurons vs Lower Motor Neurons.</p>	<p>Mental Health Readings: Chapter 19 and pages 510-511 in Bonder's textbook</p> <p>Physical Disability Readings:</p> <p>Smith-Gabai CVA, TBI, COMA pp. 309-320; Coma and Cognitive Scales pp.381-386 Tables 18.B. & 18.C; Types of Seizures pp.322-328, 229 Table 18.5.</p> <p>Pedretti CVA areas of brain and Arteries pp.844-849; UMN vs LMN: pp.467; Communication and Cognitive-Perceptual pp. 860-862; Muscle Tone pp. 469-473; Postural Mechanism pp. 476-478; Primitive reflexes p. 478; Motor Learning pp. 830-831.</p>	<p>In-person lectures and large class discussions in the assigned classrooms</p>

		Domains related to cognition and Dynamic Interaction Model pp.663-665	
Week 14 (November 25th-29th)	<p>Mental Health Content: Sleep, Wake and Breathing-Related Sleep Disorders Sexual Dysfunctions and Paraphilic Disorders Gender Dysphoria</p> <p>Physical Disability Content: Parkinson’s Disease (PD), Multiple Sclerosis (MS), Huntington’s, Extrapiramidal disorders, Normal Pressure Hydrocephalus (NPH), Essential Tremor (ET); Cerebral Palsy (CP)</p>	<p>Mental Health Readings: Chapters 14, 15, 16 and pages 507-510 in Bonder’s textbook</p> <p>Physical Disability Readings: Pedretti Huntington’s, MS, PD p. 927-941; Extrapiramidal movement disorders pp.480-481</p> <p>Smith-Gabai PD, NPH, ET pp. 322-328, Table 18.14</p> <p>Cerebral Palsy continent listed on BB and PPP</p>	Asynchronous online classes Tuesday, Wednesday, and Thursday!
Week 15 (December 2nd-6th)	Case Study Analysis and Exam 3!		
	<p>Mental health case analysis and exam will take place on Tuesday/Wednesday.</p> <p>Physical disability case analysis and exam will take place on Thursday.</p>		
Week 16 (December 9th-13th)	Final Exam (Thursday)!		