

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5270 – Occupation, Conditions, and Interventions III**  
**Spring 2026**

Instructor: Jared Zimmerman, OTD, OTR, CLT

Email: [jzimmerman@uttyler.edu](mailto:jzimmerman@uttyler.edu)

Office Hours: during on-campus weekends

Phone: 701-640-2783

\*Prefer e-mail appointment requests for on-campus or phone appointments.

**Course Description:** Application of client-centered outcomes in intervention planning for middle to older adult practice, including neurological, musculoskeletal, general medical, and acquired conditions. Application of clinical reasoning skills as part of the intervention process, as appropriate for the client population and setting

Focus on frames of reference and models of practice.

Credits: 2

**Course Objectives:**

1. Identify middle and older adult occupations.
2. Demonstrate task analysis, therapeutic use of self, and ethical principles to deliver interventions.
3. Recognize underlying components of middle and older adult occupations and how to grade/adapt occupations to facilitate participation and engagement.
4. Develop evidence-based interventions based on assessment results and client needs.
5. Articulate client outcomes measures in middle- or older adult populations.
6. Identify frames of reference, service models, referrals, reimbursement, and regulations in middle to older adult populations.
7. Plan intervention processes for a variety of cases, including roles of OTR and COTA within desired treatment plans using the OTPF.
8. Apply foundational knowledge, previous professional experiences, and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures that reflect ethical practice.

**Connection to the MOT Curriculum**

**Essential Knowledge and Professional Skills**

This is the third of three courses focusing on essential knowledge and professional skills in interventions and outcomes across the lifespan. This course focuses on interventions, outcomes, and communication of conditions and abilities in the middle and older adult populations. Within the middle and older adult population, the student will employ previous knowledge of middle and older adult practice and refine clinical reasoning skillsets in interventions and client outcomes. The focus is on applying evaluation results to intervention planning and implementation within a variety of contexts and conditions.

## **Learning Activities Required for Course Credit**

Individual intervention planning based on assessment reports

Group intervention planning based on client needs and assessment reports/context

Integration of supportive evidence in the intervention plan

Competencies demonstrated: transfers, adaptive equipment for ADLs/IADLS Exam

## **Grading**

|                |     |
|----------------|-----|
| Quizzes        | 25% |
| Exams          | 25% |
| Lab Assignment | 50% |

## **Grading Policies**

Written assignments are graded on content, style, clarity, conciseness, and comprehensiveness. Written assignments are expected to reflect the guidelines in the 7th edition of the Publication Manual of the American Psychological Association (APA). Some of the required assignments in this course may be checked for plagiarism using Turnitin or other plagiarism software.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending software.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted prior to the arrangement with the instructor and may still be subject to penalty. Late submission of work will result in a 10% deduction in the assignment grade for each day (24 hours) late and will not be accepted after day 3.

## **Grading Scale**

A = 90-100% of total points

B = 80-89.99% of total points

C = 70-79.99% of total points

D = 60-69.99% of total points

F = less than 60% of total points

**Date of Final Exam:** pending

**Date to withdraw without penalty:** refer to the current university policy

**Attendance Policy:** Since on-campus meetings are limited to scheduled weekends, no opportunity exists for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In the event of an excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining information missed.

**Textbooks:**

Bonder, B. R., Pickens, N., & Dal Bello-Haas, V. (2024). *Functional Performance in Older Adults* (5<sup>th</sup> ed.). ISBN-13: 978-1-7196-4790-8

## UNIVERSITY POLICIES

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Student's Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Campus Carry**

We respect the rights and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, or any property owned by UT Tyler. This applies to all members of the university community, including students, faculty, staff, university affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a grade replacement contract with the Enrollment Services Center (ADM 230) on or before the census date of the semester in which the course will be repeated. Grade replacement contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's census date can be found on the contract itself, on the academic calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a grade replacement contract will result in both the original and repeated grades being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each grade replacement contract. The Census Date is the deadline for many forms and enrollment actions, of which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, and approvals for taking courses such as Audit, Pass/Fail, or Credit/No Credit

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census date.)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

1. “Cheating” includes, but is not limited to
  - Copying from another student’s test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test.
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution, or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
4. All written work that is submitted will be subject to review by plagiarism software.
5. I expect all work submitted by students for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

#### **Information regarding support for Pregnant and Parenting Students**

At UT Tyler, the Division of Student Success provides resources, support, and accommodations when appropriate, to parenting students and pregnant students.

What is a parenting student? What resources and support are available to parenting students?

A parenting student is an enrolled student who is a parent or legal guardian to a child under 18 years of age. Parenting students are eligible for early class registration and may also take a leave of absence if necessary.

What classifies as pregnancy, and what resources, support, and accommodations are available?

Pregnancy and related conditions include childbirth, miscarriage, false pregnancy, termination of pregnancy, temporary disability resulting from pregnancy, and recovery from pregnancy. Examples of accommodations for pregnant students include a leave of absence, excused absences, classroom breaks, seating changes, or other medically necessary adjustments.

If you are a pregnant or parenting student or are aware of a pregnant or parenting student, please complete the Self-Reporting Form.

Students who believe they have experienced discrimination, harassment, sexual harassment/sex-based misconduct, and/or related retaliation are encouraged to contact the Title IX office or file a complaint. Questions and concerns may also be sent to Blake Bumbard, Title IX Coordinator, at [bbumbard@uttyler.edu](mailto:bbumbard@uttyler.edu) or by phone at 903-565-5760.

Questions about the resources and supports available to pregnant and parenting students may be directed to Ashton Maisel, the Parenting Student Liaison, at [amaisel@uttyler.edu](mailto:amaisel@uttyler.edu).

With the passage of Texas Laws SB 412, SB 459, and SB 597/HB 1361, pregnant and parenting students have a suite of supports available to them. Part of the support for pregnant students includes excused absences. Students must opt into these resources. You can contact the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and complete the Pregnant and Parenting Self-Reporting Form.

## UT Tyler Resources for Students

- UT Tyler Writing Center (903-565-5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903-656-5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903-566-7254)

## ACOTE Standards

### Assessment Measures

1. Assignment
2. Lab Test
3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment

| ACOTE 2023 Standard |  | Syllabus Objective Number | Assessment Measure Number |
|---------------------|--|---------------------------|---------------------------|
| B.1.1               | Demonstrate knowledge of: Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.  | 1,3                       | 1,3                       |
| B.3.18              | Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"><li>• Electronic documentation systems</li><li>• Virtual environments</li><li>• Telehealth technology</li></ul>  | 4,7                       | 1                         |
| B.4.3               | Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and durable medical equipment coding (e.g., HCPCS) and documentation requirements (e.g., equipment | 6                         | 1,3                       |

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|        | <p>justifications) that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>  |       |       |
| B.3.2  | <p>Demonstrate professional reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions that:</p> <ul style="list-style-type: none"> <li>• Address client factors, performance patterns, and performance skills.</li> <li>• Focus on creation, promotion,</li> </ul>   | 4,7,8 | 1,3   |
| B.3.6  | Recommend and provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations.  | 4,7,8 | 3     |
| B.3.8  | Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. | 4,7,8 | 1     |
| B.3.11 | Evaluate the needs of persons, groups, or populations to design programs that enhance community mobility, and determine alternative means of transportation in community settings, including driver rehabilitation and other community access options.  | 4,7,8 | 1,5   |
| B.3.20 | Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, or populations.  | 2,4   | 1,3,5 |
| B.3.10 | Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the intraprofessional and interprofessional teams by reviewing the needs of the client, caregiver, family, and  | 5     | 1     |

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|  | significant others; available resources; and discharge environment. |  |  |
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OCTH 5270 (Occupational Conditions and Interventions III)

| Module/Friday or Saturday | Content   | Readings   | Assignments  |
|---------------------------|---|--|--|
| Campus #1 1/17/2026       |   |  |  |
| Module #1:                | <p><b>THEORIES</b><br/> An introduction to middle and older adulthood, as we consider occupations, theories of aging, and current social issues related to aging.</p> <p>-Case study: early-onset dementia from alcohol</p> <p>-Jamboard for OT in elderly/Everyday Poll in context</p> | <p><b>B-Chapters</b><br/> 1-6</p> <p><b>P-Chapter</b> 46</p> <p><b>W/S-</b> Chapter 64</p>                       | <p>Friday on the next campus is due for assignments and quizzes:</p> <ul style="list-style-type: none"> <li>- (Assignment 1.1) Theory and (Assignment 1.2) Aging quiz reflection 2 written assignments</li> <li>- Quiz #1 (B Chapter 1-6) opens Monday and closes Friday with 2 attempts.</li> </ul> |
| Campus #2: 2/21/2026      |   |  |  |
| Module #2:                | <p><b>AGING PROCESS</b><br/> The physiological changes are inherent in the aging process.</p>   | <p><b>B-Chapters</b><br/> 7-13</p> <p><b>QR-</b>Hearing pg. 209-212</p> <p><b>WS-</b> chapter 22, 24, and 25</p> | <p>(Assignment 2.1) NIH Healthy Aging and (Assignment 2.2) interview project 2 assignments</p> <p>- Quiz #2 (B Chapter 7-13) opens Monday and closes Friday with 2 attempts.</p> <p>-The week of next campus week on Tuesday at 8 pm, online ProctU midterm exam (mod 1-2 content)</p>               |
| Campus # 3: 3/21/2026     |   |  |  |

|                      |   |   |   |
|----------------------|---|---|---|
| Module #3:           | <p>UML</p> <p>Degenerative diseases of the central nervous system include ALS, MS, Alzheimer's disease, Huntington's disease, and Parkinson's disease.</p>  | <p><b>B-Chapters</b><br/>14-20</p> <p><b>P</b>-chapter 35</p> <p><b>QR</b>- ALS pg. 301-306; HD pg 329-334; MS pg. 334-339; PD pg. 340-347; Alz pg 779-784; dementia pg. 814-822</p> <p><b>AD</b>-chapters 11 &amp; 22</p> <p><b>SG</b>-chapters 18 &amp; 28</p> <p><b>WS</b>- chapter 47</p> |   |
| Module #4:           | <p>LMN</p> <p>Disorders of the motor unit include peripheral neuropathy, Guillain-Barré syndrome, polio and post-polio, peripheral nerve injury, and myasthenia gravis. The on-campus lab activities will focus on peripheral nerves.</p> | <p><b>P</b>-chapter 37</p> <p><b>QR</b>- dizziness (pg. 277-283); falls (pg. 921-927).</p> <p><b>SG-Chapter</b> 26 has been <b>changed to Chapter 18</b></p> <p><b>WS</b>-chapter 54</p>  | <p>- Quiz #3 (B Chapter 14-20) opens Monday and closes Friday with 2 attempts.</p>              |
| Campus #4: 4/18/2026 |   |   |   |
| Module #5:           | <p>CVA</p> <p>Conditions and interventions related to the cardiovascular and pulmonary systems.</p>   | <p><b>B-Chapters</b><br/>21-29</p> <p><b>P</b>-chapters 23, 25, 26, 27, 33 &amp; 44</p>   | <p>(Assignment 5.1) Barb's (Assignment 5.2), Kim's and (Assignment 5.3) Geri's 3 case study</p> |

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|------------|--|--|--|
|            |  | <p><b>QR</b>-COPD pg. 395-398; Cardiac pg. 399-404; Agnosia pg. 151-158; Visual Deficits in CVA pg. 283; Visual-Perception Deficits pg. 289-298; CVA pg. 323-328 &amp; 801-807, 365-373, 378-392; Apraxia pg. 785-794; Executive dysfunction pg. 822-833; unilateral neglect pg. 841-851</p> <p><b>AD</b>-chapters 17 &amp; 18</p> <p><b>SG</b>-chapters 15, 16, 17, 30, 37</p> <p><b>WS</b>- chapter 55</p> | assignments  |
| Module #6: | MEDICAL Orthopedic conditions related to the lower extremity include falls, hip fractures, LE joint replacement, and low back pain, as well as upper extremity trauma and fractures. | <p><b>P</b>-chapters 28 &amp; 38</p> <p><b>QR</b>-arthritis p. 668-684; diabetes p. 691-695; lupus p. 710-716; chronic pain</p>  | (Assignment 6.1) Zoe, and (Assignment 6.2) Birdie May's 2 case study assignments - Quiz #4 (B Chapter 21-29) opens Monday and closes Friday with 2 |

|                   |   |   |  |
|-------------------|---|---|--|
|                   |   | <p>pg. 203-208;<br/>macular<br/>degeneration<br/>pg. 147-151;<br/>hand &amp; wrist<br/>conditions part<br/>V;<br/>fibromyalgia<br/>pg. 641-644;<br/>CRPS pg.<br/>203-208<br/><b>AD</b>-chapters<br/>19 &amp; 23<br/><b>SG</b>-chapters<br/>22, &amp; 23</p> | <p>attempts.<br/>-Friday 8 pm, online<br/>final exam<br/>on-campus week (3-6<br/>mod content only)</p> |
| Zoom #5: 5/2/2026 |   |   |  |
| Module #7:        | <p><b>SURGICAL AND MISCELLANEOUS</b><br/>Fall and mobility: We will also consider the functional implications of immobility and bed rest on older adults.</p> | <p><b>P</b>-chapters 40,41<br/><b>QR</b>-back pain pg. 164-169;<br/>hip fx pg. 575-579;<br/>pressure ulcers pg. 762-766;<br/><b>AD</b>-chapter 25<br/><b>SG</b>-chapter 35</p>  |  |

\*\*\*The schedule is subject to change per administrative decision.

### Textbooks

P-Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction, 7<sup>th</sup> edition

B- Functional Performance in Older Adults, 5<sup>th</sup> Edition

QR- Quick Reference to Occupational Therapy, 3<sup>rd</sup> edition

AD-Conditions in Occupational Therapy, 5<sup>th</sup> edition

SG- Occupational Therapy in Acute Care, 2<sup>nd</sup> edition

WS- Willard & Spackman's Occupational Therapy, 12<sup>th</sup> edition