

NDTA BASIC ADULT COURSE

KEY TO COURSE CONTENT

Topic: Atypical Patterns of Movement

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <p>1. Identify the influence of atypical patterns of movement on:</p> <ul style="list-style-type: none"> • Postural alignment • Transitional movements • Mobility • Shoulder girdle/upper extremity function • Pelvic/hip/lower extremity function • Rib cage and respiratory function • Head/neck function • Oral motor function <p>2. Identify and explain body system impairments that lead to atypical movement patterns affecting functional performance.</p>	<p>Coordinator Instructor PT Instructor OT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Typical and atypical patterns of movement observed during assessment and treatment of adults with stroke or CNS pathology. • The influence of atypical patterns of movement on the whole body or on specific parts of the body such as head/neck, trunk, rib cage, spine, shoulder girdle/UE, LE and on components of motor control including weight bearing, weight shifting, and transitional movements. • The relationship between atypical patterns of movement and functional abilities and limitations. • The impact of impairments and atypical patterns of movement on structural integrity, pain and areas of occupation. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Demonstrations with adults • Written patient problem solving assignments • Movement labs 	<ul style="list-style-type: none"> • Discussion • Participation in labs, client treatment, problem solving labs • NDTA Exam • Quizzes • Instructor(s) observation and feedback • Written and/or verbal feedback

NDTA BASIC ADULT COURSE KEY TO COURSE CONTENT

Topic: Family Training and Home Management

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the importance of actively involving client/family/caregiver in the therapeutic program. 2. Verbalize guidelines of HIPPA and understand that, only with approval from the client, can the OT: <ol style="list-style-type: none"> a. Communicate clearly with family/caregivers the assessment and treatment plan of the client b. Develop short-term and long-term goals with family/caregiver input. c. Develop with the client and family/caregiver a home management program that carries over therapy goals into the home. 	<p>Coordinator Instructor OT Instructor PT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • The development of family/client training and home management programs that address issues and goals of family, caregiver, and client. • Evaluation of the effectiveness of treatment through application of treatment principles to client's daily activities. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adults • Demonstration with adults • Completion and submission of assignments for adult clients in practicum sessions 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA exam • Instructional observation and feedback • Written and/or verbal feedback on practicum assignment

NDTA BASIC ADULT COURSE KEY TO COURSE CONTENT

Related specifics: Enablement Model

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<ol style="list-style-type: none"> 1. Demonstrate understanding of individual components of the clinical assessment of the adult with stroke or CNS pathology. 2. Apply the NDT Enablement Model to the clinical assessment process. 3. Apply the NDT Enablement model to goal writing. 4. Apply the NDT Enablement Model to planning treatment for adult clients with stroke or CNS pathology. 5. Apply the NDT Enablement model to the development of performance skills and areas of occupation. 	<p>Coordinator Instructor PT Instructor OT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Application of the Enablement Model to identify and prioritize impairments, posture and movement, and activity limitations to select functional goals appropriate for the adult client. • Analysis of various treatment strategies in relation to adult impairments and activity limitations. • Application of treatment strategies appropriate to trunk, shoulder girdle, head/neck, upper extremity, lower extremity, respiratory, oral/facial musculature, sensory awareness, cognitive and perceptual systems for optimal function. • Application of treatment strategies appropriate to respective discipline to achieve targeted functional outcomes. • Evaluation of the effectiveness of treatment strategies employed within practicum situation. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Practicums with adults • Demonstrations with adults • Problem solving sessions • Multi-disciplinary group discussions regarding adults in demonstrations and practicums • Written assignments that include impairments, functional goals, and treatment strategies for clients from practicums 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA exam • Completion and submission of assessments for assigned adult clients in practicum sessions • Instructional observation and feedback during labs and during periodic performance evaluations • Written and/or verbal feedback on practicum assignments

NDTA BASIC ADULT COURSE KEY TO COURSE CONTENT

Topic: Evaluation/Assessment and Treatment of the Adult with Stroke or CNS pathology

<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. List and define the categories that compose the World Health Organization's ICF Model used in examination and evaluation. 2. Discuss the components of the ICF Model and its relationship to the NDT Enablement Model. 3. Compile pertinent information from data collection including environmental and personal contextual factors, relevant medical history, general level of function as related by client/family/care giver, and a summary of client and family goals. 4. Identify and prioritize a client's functional abilities and functional activity limitations by identifying participation restrictions. 5. Observe, describe, and prioritize effective and ineffective posture and movement strategies underlying a client's ability and functional activity limitations. 	<p>Coordinator Instructor OT Instructor PT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Application of the World Health Organization's ICF (International Classification of Function) Model and the NDT Enablement Model to the assessment and treatment of the adult clients. • Direct use of these Models for a thorough evaluation and development of an effective plan of care. • Relationship among of system impairments, posture and movement difficulties, functional abilities and limitations, and participation abilities and limitations relative to client goals. • Analysis and facilitation of alignment over base of support, weight shifting, and transitional movements to promote function. • Relationship between postural and motor control and analysis of their contribution to the acquisition of skills that assist the adult client regain the ability to participate in ADL, IADL, work, leisure, and occupation. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adult clients. • Demonstrations with adult clients. • Problem solving sessions • Therapists will collaborate in labs with other disciplines (PT, SLP) participating in the NDT course. 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA exam • Completion and submission of assessments for assigned clients in practicum sessions • Instructional observation and feedback during labs and during periodic performance evaluations • Written and/or verbal feedback on practicum assignment
---	--	--	--	---

<p>6. Identify, describe, and prioritize single system impairments of the neuromotor, musculoskeletal, cognitive, perceptual, sensory, respiratory, cardiovascular, emotional, integumentary, and gastrointestinal systems that affect functional skills.</p> <p>7. Analyze postural alignment and movements in the sagittal, frontal, and transverse planes.</p> <p>8. Analyze postural alignment in supine, sitting, kneeling, half-kneeling, quadruped, and standing.</p> <p>9. Analyze and facilitate individuals through various transitional movements including lying to sit, quadruped to sit, side-sit to sit, sit to stand, and getting up from the floor.</p> <p>10. Analyze the alignment of the head, neck, shoulder girdle, rib cage, pelvis, upper extremities, and lower extremities in the adult client.</p> <p>11. Facilitate movement through the shoulder girdle and upper extremities and stimulate trunk co-activation, scapular stabilization, upper arm, forearm, wrist, and hand function.</p> <p>12. Facilitate movement through the trunk and lower extremities, and stimulate abdominal activity, hip, knee, and ankle motor control.</p>		<ul style="list-style-type: none"> • Analysis of the influence of typical and atypical movements of the body (upper body, lower body, trunk, head/neck) on occupational performance. • Facilitation of normal movement from different parts of the body. • Assessment of potential interactions between trunk control and movement patterns in the upper and lower extremity and assessment of cognitive, sensory, perceptual, and visual motor impairments. • Observation of contextual factors that may affect functional participation in daily living skills, and, if necessary, modify such factors applying NDT principles. • Learning how to prioritize adult client's needs and how to develop a comprehensive treatment plan in collaboration with other disciplines. • Addressing aspects of assessment and treatment of the trunk, head/neck, upper and lower extremity, cognitive, perceptual, and visual motor function in labs. • Supporting the acquisition of a broad base of knowledge to expand the therapists' primary professional focus through labs composed of a variety of disciplines, as able if 		
---	--	---	--	--

<p>13. Facilitate rib cage mobility, upper chest wall expansion, respiratory function, and active postural stability/alignment in preparation for functional activities.</p> <p>14. Demonstrate effective treatment strategies to improve aspects of shoulder girdle and upper extremity alignment/function.</p> <p>15. Demonstrate effective treatment strategies to improve aspects of distal upper extremity function.</p> <p>16. Discuss a client's potential for development of secondary impairments based on assessment and identification of primary impairments and contextual factors</p> <p>17. Discuss the interaction of alignment, posture, movement, and function, and the potential for change in each area in regard to adult clients with stroke or CNS pathology.</p> <p>18. Discuss and summarize evaluation results with the adult client, family, and caregiver as appropriate.</p> <p>19. Develop a plan of care that demonstrates a logical sequence and progression of activities that addresses posture and movement impairments, participation restrictions, and functional limitations for improved functional outcomes.</p> <p>20. Plan treatment strategies that</p>		<p>represented in the NDT course.</p>		
--	--	---------------------------------------	--	--

<p>challenge the client by including opportunities for motor learning, carryover/education, and active participation in appropriate functional skills.</p>				
<p>23. Develop a plan of care with appropriate treatment session, short-term, and long-term goals for functional outcomes for the client.</p>				

NDTA BASIC ADULT COURSE
KEY TO COURSE CONTENT

Topic: Introduction to NDT History

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. List key facts regarding the Bobaths' personal/professional lives and development of the Bobath approach. 2. Identify client populations for which the Bobaths developed the NDT/Bobath approach. 3. Identify principles of NDT treatment developed by Berta Bobath. 4. Identify 7 theoretical assumptions developed by Berta Bobath. 5. Describe evolution of the NDT approach in the US. 	<p>Coordinator Instructor (Primary Instructor) OT Instructor PT instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Historical perspective that contributes to the foundation of the understanding of NDT/Bobath as a treatment approach for adults with stroke or CNS pathology. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental text material • Video 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA Exam • Quizzes

NDTA BASIC ADULT COURSE

KEY TO COURSE CONTENT

Topic: Lower body as it relates to OT

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify key structures and musculature of the pelvic girdle, hips, lower extremities, and feet. 2. Explain the importance of the activation of the pelvis/hips/lower extremities for postural alignment, weight bearing, transitional movements, and locomotion/gait during functional activities. 3. Discuss and analyze the impact of normal and abnormal components of movement and of compensatory strategies on general movement of the body, postural alignment and control, and on functional activities. 4. Gather pertinent information, both during assessment and treatment that relates to the musculoskeletal and neuromotor systems, postural control, postural alignment, cognition, perception, strength, and endurance. 	<p>Coordinator Instructor and PT Instructor (Primary Instructors)</p> <p>SLP Instructor and OT Instructor (Help to relate lower body information to other functional areas)</p>	<ul style="list-style-type: none"> • Relationship of the structures and musculature of the lower body and how they relate to trunk, upper extremities, head, and neck. • Analysis of typical and atypical movement patterns of the pelvis/hip/lower extremities and of their influence on posture, movement patterns, and function in the trunk, upper extremity, head, and neck. • Application of facilitation strategies to address movement impairments. • Analysis of the inter relationship between lower body movement impairments and upper extremity function. • Positioning, equipment selection, and assessment of environmental factors based on assessment of alignment and movement patterns. 	<ul style="list-style-type: none"> • Lecture • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adults • Demonstrations with adults • Problem solving sessions • Multi-disciplinary group discussions regarding adults in demonstrations and practicum • Movement/facilitation labs 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA exam • Instructional observation and feedback during labs • Written and/or verbal feedback on written assignments

**NDTA BASIC ADULT COURSE
KEY TO COURSE CONTENT**

Topic: Related Specifics (lower body)

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>5. Analyze movement sequences focusing on:</p> <ul style="list-style-type: none"> • the inter relationship between the trunk, and the upper and lower extremities; • the relationship between postural control and function; • changes in posture, movement and function as a result of the characteristics of surfaces (mobile or stable, soft or hard); • the differences between typical and atypical movement. <p>6. Discuss the principles of positioning as they relate to adaptive equipment for functional mobility.</p>		<ul style="list-style-type: none"> • Lower extremity positioning devices, such as AFO's, and durable medical equipment and their potential effect on functional outcomes and performance skills. 		

**NDTA BASIC ADULT COURSE
KEY TO COURSE CONTENT**

Topic: Neurophysiology

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the Neuronal Group Selection Theory as it relates to NDT. 2. Describe the current contribution of the Dynamic Systems Theory as it relates to NDT. 3. Provide discipline specific examples of the feed forward and feedback mechanisms underlying postural control used in functional contexts. 4. Define terms of motor control and motor learning. 5. Provide examples of treatment strategies that would advance both motor learning and motor control as it relates to occupation. 	<p>Coordinator Instructor OT Instructor PT Instructor SLP Instructor Visiting Instructor</p>	<ul style="list-style-type: none"> • Application of the current knowledge of Neurophysiology to NDT, including Neuronal Group Selection and Dynamic Systems theories. • Application of motor learning and motor control to assessment, development, and sequencing of treatment strategies. 	<ul style="list-style-type: none"> • Lectures • Discussion • Written assignments • Video/slides • Problem solving labs 	<ul style="list-style-type: none"> • Discussion • Participation • Written and or verbal feedback on assignments • NDTA exam

NDTA BASIC ADULT COURSE KEY TO COURSE CONTENT

Related specifics: Oral motor and respiratory content as it relates to OT

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify major anatomical structures related to oral, pharyngeal and respiratory mechanism 2. Demonstrate an understanding of the physiology of typical oral motor, feeding, and functions of respiration and phonation. 3. Demonstrate an understanding of the impact of typical and atypical alignment upon oral motor function, feeding, respiration, and phonation. 4. Discuss biomechanical implications of atypical alignment and movement on the oral motor, phonation and respiratory mechanisms. 5. Discuss and define typical versus atypical movement 	<p>SLP Instructor (Primary Instructor) Coordinator Instructor OT Instructor PT Instructor</p>	<ul style="list-style-type: none"> • Review of the anatomy and physiology of oral motor structures, feeding, and systems of phonation and respiration to understand functional limitations related to these areas. • The impact of alignment upon oral motor structures, feeding, phonation, and respiratory functions. • Identification and analysis of atypical components of oral movement and the impact on oral motor function, feeding, and respiration/ phonation. • The process of prioritizing impairments leading to activity limitations in adult clients with stroke or CNS pathology (i.e. inability to take nutrition by mouth). • Application of oral motor and respiratory/phonation treatment strategies based on knowledge of postural mechanisms, 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adult clients • Demonstrations with adults clients • Problem solving sessions • Multi-disciplinary group discussions regarding adult clients in demonstrations and practicum 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA exam • Instructional observation and feedback during labs and during periodic performance evaluations • Written and/or verbal feedback on practicum assignment

<p>patterns within oral motor, phonation, and respiratory systems.</p> <p>6. Based on observation, describe atypical oral motor, phonation, and respiratory patterns in adult clients with stroke or CNS pathology.</p>		<p>biomechanics, alignment, and motor learning.</p>		
---	--	---	--	--

NDTA BASIC ADULT COURSE KEY TO COURSE CONTENT

Topic: Postural Control

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe neuromotor factors influencing postural control and movement relative to function (e.g. base of support, initiation and direction of movement, sustaining, grading and terminating movement, point of stability vs. supporting surface, and the relationship between stable and mobile body segments through the movement sequence). 2. Provide discipline specific examples of the feed forward and feedback mechanisms underlying postural control used in functional contexts. 3. Describe reasons for typical variations in synergistic movements (e.g. base of support, change in base of stability, muscle sequencing, weight shift). 4. Describe reasons for 	<p>Coordinator Instructor PT Instructor (Primary Instructors) OT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • The importance of postural stability and dynamic alignment for all movement, including movement sequences necessary for performance skills and areas of occupation. • Variations in typical postural control synergies in clients with CNS pathology. • Typical vs. atypical postural control and movement during assessment and treatment of adult clients. • Biomechanical and kinematic factors impacting postural control, alignment, and movement, and their impact on functional abilities. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adults • Demonstrations with adults • Problem solving sessions 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA Exam • Quizzes • Instructor(s) observation • Written and/or verbal feedback

<p>variations within a movement strategy (e.g. different transitional movements).</p> <p>5. Identify and define biomechanical and kinematic factors influencing postural control and movement (typical vs. atypical):</p> <ul style="list-style-type: none">• postural alignment• base of support/ support surface/center of gravity• musculoskeletal integrity• responses to weight shifts• stability/mobility• interlimb coordination• development of postural control• pain <p>6. Assess variations in postural alignment, range of motion, flexibility, and weight shifting in adults with stroke during static postures and movement.</p>				
---	--	--	--	--

NDTA BASIC ADULT COURSE

KEY TO COURSE CONTENT

Topic: Practicum with Adults with Stroke or CNS Pathology

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the integration of course content into practicum assignments. 2. List major concepts of neurophysiology relevant to adults with stroke or CNS pathology. 3. Demonstrate handling and facilitation skills based on NDT principles. 4. Identify compensatory patterns used by adult clients performing functional tasks during a treatment sessions. 5. Demonstrate therapeutic handling and facilitation strategies for the upper extremity of adults with stroke or CNS pathology. 6. Demonstrate handling strategies for the support of functional retraining. 7. Demonstrate treatment strategies to prevent, decrease, and correct atypical patterns of 	<p>Coordinator Instructor PT Instructor OT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Application of theory regarding biomechanical, neuromotor, and musculo-skeletal factors that influence posture and movement of the adult with stroke or CNS pathology. • Application of Neuronal Group Selection Theory and Dynamic Systems Theory for the understanding of multiple system involvement that impacts function in clients with stroke or CNS pathology • The integration of course content into practicum sessions including the areas of occupation: <ul style="list-style-type: none"> • ADL • IADL • Education • Work • Leisure • Family Participation • Social Participation 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adults • Demonstrations with adults • Problem solving sessions 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA exam • Instructional observation and feedback • Written and/or verbal feedback on practicum assignment

<p>movement.</p> <p>8. Prioritize and adapt treatment according to functional needs of the adult with stroke or CNS pathology.</p> <p>9. Analyze and facilitate movements to address multiple systems.</p> <p>10. Develop short term and long-term goals based on assessments of the adult client.</p> <p>11. Discuss client, family, and/or caregiver training and home management.</p> <p>12. Discuss teamwork.</p> <p>13. Summarize PT, OT, SLP content of NDT course.</p>				
---	--	--	--	--

**NDTA BASIC ADULT COURSE
KEY TO COURSE CONTENT**

Topic: Teamwork

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify discipline specific areas of emphasis (Occupational Therapy, Physical Therapy, and Speech/Language Pathology) in the treatment of adult clients with stroke or CNS pathophysiology. 2. Discuss interaction of disciplines in the treatment of the adult clients with stroke or CNS Pathology. 3. Participate in co-treatment /multi-disciplinary treatment activities for achieving optimal functional outcomes for adults with stroke or CNS pathology. 	<p>Coordinator Instructor PT Instructor OT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Occupational therapy specific roles/ responsibilities and collaboration with other disciplines in the treatment of the adult with stroke or CNS pathology. • Differentiation of discipline specific assessment and treatment based on the interdisciplinary understanding of the clients' impairments. • Collaboration with other disciplines to support optimal functional outcomes for clients. • Application of strategies appropriate to respective discipline to achieve targeted functional outcomes. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adult clients • Demonstrations with adult clients • Paper patient problem solving sessions • Multi-disciplinary group discussions regarding team collaboration with adult clients in demonstrations and practicum 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA Exam (pre- and post-test) • Written and/or verbal feedback • Quizzes

**NDTA BASIC ADULT COURSE
KEY TO COURSE CONTENT**

Topic: Intro to NDT/Terminology

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define components of NDT relative to: <ul style="list-style-type: none"> • client population • muscle tone • acquisition of typical/atypical movement patterns • team approach • Family/Caregiver involvement. 2. Identify, define, and correctly apply terminology relative to NDT (e.g. stability, mobility, center of mass, base of support, alignment, key points of control, facilitation, inhibition, co-contraction, tone, shirring,, retraction, protraction). 	<p>Coordinator Instructor PT Instructor OT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Explanation and use of the terminology relative to NDT biomechanics, body movement principles, and characteristics of the musculoskeletal system to applicable to discipline specific assessment and treatment plans. 	<ul style="list-style-type: none"> • Lectures • Discussion • Supplemental written/visual materials • Movement labs • Videos 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA Exam • Written and/or verbal feedback on assignments • Quizzes

NDTA BASIC ADULT COURSE

KEY TO COURSE CONTENT

Topic: Classification of Different Types of Stroke

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe different types of stroke. 2. Identify characteristics of different types of stroke and CNS pathology. 3. Identify impairments, and functional limitations related to different diagnoses of stroke or CNS pathology. 	<p>Coordinator Instructor PT Instructor OT Instructor SLP Instructor</p>	<ul style="list-style-type: none"> • Classification of different types of stroke. • Identification of neuro-motor, musculoskeletal, and functional limitations in the assessment and treatment of adults with stroke or CNS pathology. 	<ul style="list-style-type: none"> • Lectures • Discussions • Supplemental written/visual materials • Practicum with adult clients • Demonstrations with adult clients • Problem solving sessions 	<ul style="list-style-type: none"> • Discussions • Participation • NDTA Exam • Written and/or verbal feedback on written assignments • Quizzes • Instructor(s) observation and feedback

NDTA BASIC ADULT COURSE

KEY TO COURSE CONTENT

Topic: Upper Body/Upper Extremity

Learning outcome(s) that pertain to occupational therapists	Instructional Personnel	Description of occupational therapy content	Activities or Instructional Strategies	Method of Assessment
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of and use of a task analysis model to analyze functional skills in terms of their motor and sensory components. 2. Demonstrate knowledge of and use a task analysis model to develop strategies for preparation and practice of skills for specific functional tasks. 3. Discuss normal components of movement for functional tasks. 4. Discuss abnormal patterns of movement as they impact functional skills. 5. Identify key structures, muscles, and joints of the shoulder girdle complex, arm, and hand and discuss their relationship to the head/neck, rib cage/trunk and pelvis/hips. 6. Discuss impairments that affect upper extremity and hand function (e.g., neck hyperextension, shoulder girdle elevation, scapular downward 	<p>OT Instructor (Primary Instructors) SLP Instructor, PT Instructor and Coordinator Instructor (Help to relate upper body information to other functional areas)</p>	<ul style="list-style-type: none"> • Application of principles of the task analysis model for the analysis of occupational performance skills. • Application and integration of information regarding object use, sensory and cognitive processing, sensory awareness, motor control, shoulder girdle/upper extremity function on activities of daily living and instrumental activities of daily living. • Application and integration of information regarding the impact of the pelvis, spine, and trunk on the shoulder girdle and upper extremities during functional activities. • Relate the impact of impairments in the upper extremity and hand on areas of occupation. 	<ul style="list-style-type: none"> • Lecture • Discussion • Supplemental written/visual materials • Videos/slides • Practicum with adults • Demonstrations with adults • Problem solving sessions • Multi-disciplinary group discussions regarding adults in demonstrations and practicum • Movement/facilitation labs 	<ul style="list-style-type: none"> • Discussion • Participation • NDTA exam • Instructional observation and feedback during labs • Feedback on written assignments

<p>rotation, atypical scapulohumeral rhythm, humeral internal rotation and abduction, elbow flexion, restrictions in forearm rotation, wrist and hand structure and joints).</p> <p>7. Determine appropriate treatment strategies to address specific functional treatment goals.</p> <p>8. Discuss the impact of multi-system impairments and psychosocial issues on postural control, movement, and function in adults with stroke or CNS pathology (Examples of multi-system impairments and psychosocial issues include: sensory, cognitive, communication, perceptual, and visual systems, motor planning, impulsivity, psychological issues, depression).</p> <p>9. Discuss praxis and its relationship to motor control.</p> <p>10. Discuss the application and adaption of handling strategies and how the environment impacts the performance of functional outcomes.</p> <p>11. Discuss the impact of cognition on neuromuscular re-education of the upper extremity and functional tasks.</p> <p>12. Discuss influences of pelvic/LE mobility, the spine, and the trunk on the upper extremity, including</p>				
--	--	--	--	--

<p>weight bearing and weight shifting on the upper extremities.</p> <p>13. Identify adjuncts to therapy that an OT may use in different treatment settings including splinting, casting, taping, NMES, TES, and adaptive equipment.</p>				
---	--	--	--	--