

THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY,
Chennai – 32.

Regulations of the University

In exercise of the powers conferred by Section 44 of The Tamil Nadu Dr.M.G.R. Medical University, Chennai, Act 1987(Tamil Nadu Act 37 of 1987), the Standing Academic Board of the Tamil Nadu Dr. M.G.R Medical University, Chennai, hereby makes the following regulations:

1. SHORT TITLE AND COMMENCEMENT

These regulations shall be called “THE REGULATIONS FOR POST- GRADUATE DEGREE IN MASTER OF OCCUPATIONAL THERAPY COURSE (M.O.T) OF THE TAMIL NADU Dr. M.G.R MEDICAL UNIVERSITY, CHENNAI’.

They shall come into force from the academic year **2022-2023** session.

The regulation framed and syllabi are subject to modifications by the Standing Academic Board from time to time.

2. OVER ALL OBJECTIVES

The Master of Occupational Therapy course is intended to help prepare students for assumption of responsibility in positions of leadership in Occupational Therapy as:

- 1** Specialised practitioners
- 2** Researches
- 3** Teachers
- 4** Consultants
- 5** Supervisors
- 6** Administrators

3. ELIGIBILITY:

Candidates for admission to first year of the Master of Occupational Therapy Post- Graduate Degree course shall be required to have passed the Bachelor of Occupational Therapy Course of this University or any other University recognised as equivalent thereto by the authority of this University.

4. PHYSICAL FITNESS CERTIFICATE:

Every candidate before admission to the course shall submit to the Principal of the Institution a Certificate of Medical Fitness from an Authorised Medical Officer that the candidate is physically fit to undergo the academic course and does not suffer from any disability or contagious disease. Students with disability should produce the Disability Certificate issued by the duly constituted District Medical Board. Regulation & Syllabus for MOT 2014-12 15

5. ELIGIBILITY CERTIFICATE:

The candidate who has passed any qualifying examination as stated in Regulation No.3 above other than the Tamil Nadu Dr. MGR Medical University, Madurai Kamaraj University, University of Madras, Bharathiyar University, Bharathithasan University or any other University shall obtain an "Eligibility Certificate" from this University by remitting the prescribed fee along with the application form and required documents before seeking admission to anyone of the affiliated medical institutions. The application form is available in the University website (www.tnmmu.ac.in).

6. CUT-OFF DATES FOR ADMISSION TO EXAMINATIONS:

The Candidates admitted upto 31st May/31st October shall be registered to take up their First year examination after fulfillment of the regulations from 15th April/15th October *of the next year.

All kinds of admissions shall be completed on or before 31st May/31st October of the academic year. There shall not be any admissions after 31st May/31st October , even if seats are vacant.

*It was resolved XXXX111 S.A.B. Dated 19.12.2011.

7. ENROLMENT OF CANDIDATES:

The Candidates admitted provisionally shall apply to the University for Enrolment within 7 days from the date of admission in a prescribed form which shall be down loaded from the University web site (www.tnmmu.ac.in).

The following documents are to be submitted along with the application form:

1. The provisional admission card issued by the College/ Selection Committee.
2. Eligibility Certificate (candidates who have obtained B.O.T Degree from Other Universities)
3. Prescribed fee

8. REGISTRATION:

A Candidate admitted into Master of Occupational Therapy Post-Graduate Degree course in any one of the affiliated institutions of The Tamil Nadu Dr.M.G.R . Medical University, Chennai, shall submit the prescribed application form for registration duly filled along with prescribed fee and declaration in the format, as in Annexure to the Controller of Examinations of this University through the affiliated institution within 60 days from the cut-off date prescribed for Master of Occupational Therapy Post Graduate Degree course for admission.

9. DURATION OF THE COURSE AND COURSE OF STUDY:

- a. The period of certified study and training of the Master of Occupational Therapy Post- Graduate Degree course shall be Two Academic years.
- b. No exemption shall be given from this period of study and training for any other experience gained prior to the admission of the course.

10. COMMENCEMENT OF THE COURSE:

Academic Year for Master of Occupational Therapy Post-Graduate Degree Course shall commence from the 2nd May/1st October of the year of admission.

*It was resolved XXXX111 S.A.B. Dated 19.12.2011.

11. CURRICULUM:

The curriculum and Syllabi for the course shall be as prescribed in the syllabi attached with these regulation and are subject to modification by the Standing Academic Board from time to time.

12. MEDIUM OF INSTRUCTION:

English shall be the medium of instruction for all the objects of study for examinations of the Master of Occupational Therapy Degree course.

13. WORKING DAYS IN AN ACADEMIC YEAR:

From the academic year **2011-2012** onwards each academic year shall consist of not less than **270** working days.*

Total No. of days in a year 365 days		
No. of weekly off(Sundays)	- 52 days	
No. of Government Holidays	- 22 days	
No. of Holidays	- 21 days	
		95 days
Total No. of working days including examination period		270 days

Each academic year shall consist of not less than 270 working days.

14. ATTENDANCE REQUIRED FOR ADMISSION TO EXAMINATION:

- a. No candidate shall be permitted to appear in any one of the parts of Master of Occupational Therapy Post Graduate Degree Course Examinations, unless he/she has attended the course in all the subjects for the prescribed period in an affiliated Institution recognised by this University and has produced the necessary certificate of study, attendance, progress and satisfactory conduct from the Head of the Institution.
- b. A candidate is required to acquire minimum of **85%** of attendance in both theory and practical separately in each subject before admission to the examination.
- c. A candidate lacking in the prescribed attendance and progress in any one subject in theory and practical wherever necessary in the first appearance shall not be permitted for admission to the entire examination.

15. CONDONATION FOR LACK OF ATTENDANCE:

There shall be no condonation of lack of attendance.

16. INTERNAL ASSESSMENT:

- 1) The following procedure shall come into force for the M.O.T Degree course with effect from August 2006 examination onwards:
 - i) Theory
 - ii) Practical / Clinical
 - iii) Viva voce

The Internal Assessment of the candidate has to be assessed on the above points and a report has to be submitted by the Institution once in three months as detailed below

- i) First Internal Assessment - At the end of 3 months **(for every year)**
- ii) Second Internal Assessment - At the end of 6 months **(for every year)**
- iii) Third Internal Assessment - **Two** month prior to the University Examination **for every year)**

The average of the Theory, Practical / Oral should be added and aggregate must be taken and sent to the University as Internal Assessment Marks. In all the subjects obtaining minimum 50% of marks in Internal Assessment is mandatory to appear for the University Theory examinations.

17. COMMENCEMENT OF EXAMINATION:

April 15th / October 15th *

*It was resolved XXXX111 S.A.B. Dated 19.12.2011.

Theory examinations will not be held on Saturdays and Sundays. If the date of commencement of the examination falls on public holiday, the next working day will be the date of commencement of examinations.

18. SUBJECTS OF STUDY

I YEAR

Part –I

Common to all Branches:

- Paper I- Research Methodology
- Paper II- Education, Technology and Management in Occupational Therapy Education and Practice.
- Paper III- General Occupational Therapy.

II YEAR
Part – II
Common to all Branches

- 1.** Clinical Speciality Paper I
- 2.** Clinical speciality Paper II
- 3.** Dissertation

19. a. Theory Examination pattern

	Marks per Paper	Time
Two Essay question each 20 Marks	40 Marks	3 hrs
Ten short Notes-each 6 Marks	60 Marks	
TOTAL	100 Marks	3.00 hrs

19. B. PRACTICAL EXAMINATION PATTERN
I year (OT General Paper)

Long case - Detailed OT evaluation, goal setting and Management
Short case - To diagnose the patient with investigations
Spottings - to identify, various scales for evaluation, OT equipments, orthotics prosthesis

II Year

Clinical specialty Paper – I

Long case - For Discussion of differential diagnosis and conclusion of provisional diagnosis

Short case - Evaluation of performance components (higher cortical evaluation, voluntary control, sensory, balance, soft neurological signs etc...)

Clinical specialty Paper – II

**2 short cases - Evaluation of Occupational performance area
(ADL, Hand function, vocational, Home making evaluation)**

**Spottings- to identify, various standardized scales for evaluation,
OT equipments, orthotics prosthesis (Relevant to their specialty)**

20. DISSERTATION & EVALUATION OF DISSERTATION:

- a.** The topic of the dissertation should be submitted at the end of six months. The candidate should also inform the name of the Guide for the dissertation to the University while submitting the dissertation topic.
- b.** If any changes in the dissertation topic, the same has to be informed before the end of the first year course.
- c.** The dissertation should be submitted three months in advance duly signed by the Professor of that branch and the same has to be forwarded to the Controller of Examination through the Dean or Principal of the College three month prior to the Examination.
- d.** If the dissertation is not approved or rejected by the majority of the examiners, the results shall be withheld till the resubmitted dissertation is approved. (XXVIII S.A.B. dated 22.12.2004)
- e.** If the candidate fails in the Written/Practical Examination, but his / her dissertations approved, the approval of the dissertation shall be carried over to the subsequent examinations.
- f.** For Dissertation Marks 200, Viva-voce on Dissertation Marks 50 and IA/Presentation 50 – Minimum mark to pass 150.

21. MARKS QUALIFYING FOR A PASS:

50% of marks in the University Theory examination. 50% of marks in the University Practical examination 50% of marks in aggregate in Theory, Practical I.A & Oral taken together.

22. REVALUATION / RETOTALLING OF ANSWER PAPER:

There shall be no revaluation of the answer papers of failed candidates in any Post- Graduate examination. However, the failed candidate shall apply for retotalling.

23. NUMBER OF APPEARANCE (S):

A Candidate registered for Two years Master of Occupational Therapy Post-Graduate Degree course must qualify in the Examinations within four years of the date of his/her admission.

24. DURATION FOR COMPLETION OF THE COURSE OF STUDY:

The duration for the completion of the course shall be fixed as double the time of the course and the students have to pass within the said period otherwise they have to get fresh admission.

25. AWARD OF DISTINCTION AND UNIVERSITY RANKS:

Distinction will be awarded to successful candidates who secure 75% marks or more as a course aggregate in all the subjects without any failure.

The names of first Ten University rank holders at the end of the course without any failure will be published in the Tamil Nadu Govt. Gazette. The details also will be published in the University website.

26. RE-ADMISSION AFTER BREAK OF STUDY:

As per the University Common Regulations for readmission after break of study for all Courses. (As approved by the Standing Academic Board in its XXVI meeting held on 16.12.03).

27. MIGRATION / TRANSFER OF CANDIDATES:

Request for Migration / Transfer of candidates during the course of study from one affiliated college to another affiliated college of this University or from another University shall not be granted under any circumstances.

28. VACATION:

No Vacation for Post Graduate Degree Courses of this University.

29. AWARD OF MEDALS AND PRIZES:

The University shall award at its Convocation Medals and Prizes to outstanding candidates as and when instituted by the donors as per the schedule prescribed for the award.

30. AUTHORITY TO ISSUE TRANSCRIPT:

The Controller of Examinations shall be the Authority for issuing Transcript of marks after remitting the prescribed fee of Rs. 1000/- (Rupees One Thousand only) or the fee as may be prescribed from time to time.

31. SCHEME OF EXAMINATIONS YEAR

ONE (Part – I):

S. No	Subject	Internal Assessment (IA)		Theory		Practical		Viva	
		Max	Min	Max	Min	Max	Min	Max	Min
1	Research Methodology	50	25	100	50	-	-	-	-
2..	Education, Teaching Technology and Management in Occupational Therapy Education & Practice	50	25	100	50	-	-	-	-
3.	General Paper* (Occupational Therapy)	50	25	100	50	100	50	50	25

Includes Practical's for examination and should include clinical placement for Psychiatry, Physical Medicine and Rehabilitations (OR Medicine and Surgery), Community based Rehabilitation, Neurology, Orthopaedic and II and (including Burns and Plastic Surgery), Paediatrics and Cardio Respiratory.

YEAR TWO (Part – II)

Subject	Internal Assessment (IA)		Theory		Practical		Viva	
	Max	Min	Max	Min	Max	Min	Max	Min
Clinical Speciality Paper – I	50	25	100	50	100	50	50	25
Clinical Speciality Paper – II	50	25	100	50	100	50	50	25

* Clinical placements can begin from Year One.

- Branch: I - Adv. O.T in Rehabilitation Medicine
- Branch: II - Adv. O.T in Mental Health
- Branch: III - Adv. O.T in Paediatrics
- Branch: IV - Adv. O.T in Neurology
- Branch: V - Adv. O.T in Hand Rehabilitation
- Branch: VI - Adv. O.T in Gerontology
- Branch: VII - Adv. O.T in Orthopaedics
- Branch: VIII - Adv. O.T in Community based Rehabilitation.

Dissertation	200
Oral on Dissertation	50
IA/Presentation	50
Total	300
Passing Minimum	150

*It was resolved XXXX111 S.A.B. Dated 19.12.2011.

**RECOMMENDED CLOCK HOURS OF INSTRUCTION FOR EACH
SUBJECT**

Sl.No	Subject	Theory Hours	Clinical / Practical Hours
1st YEAR			
1.	Research methodology	100	150
2.	Education, Teaching Technology and Management in Occupational Therapy education and Practice	200	100
3.	Teaching Practice	-	100
4.	General Paper (Occupational Therapy)	80	1340
5.	Seminar / case presentation / Journal	-	150
6.	Dissertation	-	100
2nd YEAR			
1.	Clinical specialty Paper - I	100	800
2.	Clinical specialty Paper – II	100	800
3.	Seminar / case presentation / Journal Review	-	150
4.	Dissertation	-	370

MOT SYLLABUS
I YEAR
PART - I
PAPER – I RESEARCH METHODOLOGY & BIOSTATISTICS
COMMON TO ALL BRANCHES
THEORY – 100 Hrs; PRACTICAL – 150 Hrs

Overall Objectives:

1. The student will be able to apply the basic concepts of statistics and principles of scientific enquiry in planning and evaluating the results in Occupational Therapy (OT) practice.
2. Participate in and or conduct descriptive, exploratory and survey studies in OT
3. Evaluate and apply the findings of research in related fields of OT practice.

Part A- Research Methodology, Biostatistics and Ethics (Theory)

a. Research Methodology

Unit 1: Introduction to Research

- a. Meaning and objectives of research
- b. Significance of research
- c. Research in Occupational Therapy
- d. Steps of Research Process

Unit 2: Defining the Research Problem

- a. Identify the problem.
- b. Statement of research problem
- c. Formulate hypothesis

Unit 3: Literature review and search methods

1. Evolution of research in Occupational Therapy
2. Critique of OT studies – Historical studies
3. Review the instruments and tools used.

4. Review studies pertaining to Occupational Therapy education, Occupational Therapy administration and Occupational Therapy Practice.

Unit 4: Research designs and hierarchy of evidence

- a. Basic Principles & Methods of Research Design
- b. Qualitative research designs: Focus Groups, Grounded Theory, Case Study Research, Ethnography, and Phenomenology
- c. Quantitative research designs: Observational and experimental studies
- d. Observational - case studies, case series, Case-control studies, cross-sectional studies, cohort studies
- e. Experimental – quasi-experimental and True Experimental Research Designs

Unit 5: Sampling methods

- a. Population and samples
- b. Sampling methods
- c. Probability and non-probability sampling
- d. Sample Calculation
- e. Sampling distribution

Unit 6: Data collection & Tools

- a. Introduction to Data Collection
- b. Quantitative - Questionnaires, Surveys, Documents, and records
- c. Qualitative - Interviews, Focus groups, Observations, and Oral histories
- d. Standardized & Non-standardized scales.
- e. Psychometric Values of Tools: Reliability, Validity and Criteria of assessing – measuring the tools.
- f. Developing the Instrument (Delphi Technique).

Unit 7: Manuscript & Publication

- a. Process of Manuscript writing
- b. Procedure to submit research paper for publication in Indexed journals
- c. ICJME guidelines for authors.

Unit 8: Reference Management

- a. Referencing styles & guidelines (APA, Vancouver, etc.,)
- b. Reference software (Zotero, Mendeley, EndNote etc.,)

b. Biostatistics

Unit 9 Data Analysis & Results

- a. Analysis of Qualitative data
- b. Uses of statistical methods - Measurement, measurement scales, variable and their measurement, and symbolizing data and operations.
- c. Describe methods of presenting statistical data – Learn methods of tabulations; calculation of central tendency and dispersion; linear regression and correlation, presentation of data in diagrammatic and graphic form.
- d. Calculate averages, variation, linear correlation, and regression.
- e. Calculate confidence intervals and simple tests of significance. Using normal X and X^2 distribution.
- f. Compute commonly used vital and health statistics and estimate population using arithmetic progression methods.
- g. Learn vital and health statistics including – point and interval estimation for proportion mean; hypothesis testing, sample tests of significance; inferential techniques, normal curve, Chi square.
- h. Role of Computer in Data Analysis
- I. Learn to use Statistical softwares (SPSS)

III. Ethics

Unit 10.

- a. Institutional review board (IRB)
- b. Institutional Ethics committee (IEC)

Unit 11: Report Writing & Ethics

Use of standard reporting guidelines for each design:

- a. Randomized Control Trials – CONSORT
- b. Observational studies - STROBE
- c. Diagnostic/prognostic studies - STARD
- d. Systematic reviews - PRISMA
- e. Qualitative research - COREQ
- f. Case Reports - CARE

Unit 12: Publication ethics

- a. Plagiarism
- b. Falsification
- c. Fabrication
- d. Multiple submission
- e. Redundant publications
- f. Authorship disputes

Unit 13: Research Registration

- a. Clinical Trial Registry - India (CTRI)
- b. Cochrane Central Register of Controlled Trials – CENTRAL
- c. Systematic reviews – PROSPERO and Cochrane

PART B- Practical (Application of research process)

- a. Identifying the problem
- b. Reviewing literature
- c. Setting research questions, objectives, and hypotheses
- d. Choosing the study design
- e. Deciding on the sample design
- f. Collecting data
- g. Processing and analysing data
- h. Writing the report

UNIT 1 Conducting the study – implementing the data gathering plan,
implementing the data analysis plan.

UNIT 2 Preparing the research report – writing the report – documenting findings –
presentation of study for discussion.

UNIT 3: Demonstrate an understanding of the process of locating and securing
grants and how grants can serve as a fiscal resource for scholarly activities
**(Four copies of the dissertation shall be submitted three months, before final
examination)**

I YEAR M.O.T. SYLLABUS

PAPER – II: COMMON TO ALL BRANCHES

EDUCATION, TEACHING TECHNOLOGY AND MANAGEMENT IN OCCUPATIONAL THERAPY EDUCATION AND PRACTICE

Methods of instructions: Lectures, Seminars

Theory – 200 hours

Practical – 100 hours

INSTRUCTION HOURS – GENERAL SUBJECTS

Education and Teaching technology

100 hours

Management in OT Education & Practice

100 hours

SECTION – A

EDUCATION AND TEACHING TECHNOLOGY

OVER ALL OBJECTIVES:

To help students assume teaching and leadership positions in Occupational Therapy education programme.

BEHAVIOURAL OBJECTIVES:

After undergoing the course students should be able to:

- Define and explain the concept of educational technology, the major educational theories and illustrate their applications in curriculum development and teaching
- Explain concepts and principles of curriculum development, teaching- learning process and evaluation.
- Describe and explain principles of guidance and counseling and the responsibility of the school for providing a suitable environment for learning
- Design a curriculum for a basic Occupational Therapy courses

UNIT-I EDUCATIONAL TECHNOLOGY AND PHILOSOPHY OF EDUCATION:

- Meaning and concept of educational technology, Technology of education and Technology in education.
- Education and philosophy, philosophical concepts of Idealism, pragmatism, Naturalism, Existentialism, progressivism and reconstructionism
- Philosophies of education in India – Contributions of Swami Vivekananda, Rabindranath Tagore and Mahatma Gandhi to Indian Philosophies
- Globalization and current trends and issues in education

UNIT II PSYCHOLOGY OF TEACHING – LEARNING PROCESS:

- Concepts of teaching and learning
- Psychology of education-theories of learning – and their significance
- Pavlov's classical conditioning
- Thorndike theory of learning – Laws of learning
- Skinner's Theory of Operant conditioning
- Gestalt Theory of learning, Hull's need reduction theory
- Dynamics of Behaviour
- Motivational process of learning
- Perception and Individual difference
- Intelligence and personality

UNIT – III CURRICULUM DEVELOPMENT:

- Definition, curriculum and syllabus
- Curriculum determinants, process and steps in curriculum development
- Curriculum models
- Formation of philosophy, objective selection and organization of learning experiences
- Master plan of courses – Master rotation plan - Individual rotation plan
- Course plan – unit plan – lesson plan
- Hospital and community areas for clinical assignments

UNIT –IV CURRICULUM EVALUATION:

- Process of curriculum change, role of students faculty administrations statutory
- bodies and other stake holders.
- Current trends in curriculum planning
- Faculty development programmes, Development of personnel in Occupational Therapy services.
- Input-process-output evaluation.

UNIT – V TEACHING AND LEARNING PROCESS

- Concepts of teaching and learning- Relationship between teaching and learning
- Educational aims and objectives – domains-writing of educational objectives
- Competency Based Education (CBE)
- Problem based learning (PBL)
- Instructional media and methods-selection and use of media in education – print and non-print media
- Developing learning resource material using different media
- Instruction aids-types-uses-preparation-utilization
- Teacher's role in managing instructional aids – projected and non-projected aids
- Multimedia, video-teleconferencing

UNIT VI INSTRUCTIONAL STRATEGIES:

(A brief account of strategies and their merits and demerits)

- Lecture
- Discussion
- Demonstration
- Simulation
- Laboratory methods

- Seminar – panel discussion, symposium and workshop
- Problem based learning (PBL)
- Project work
- Role play
- Clinical teaching methods
- Self-directed learning (SDL)
- Programmed instruction
- Microteaching
- Computer assisted instruction(CAI)- Computer assisted learning (CAL)

UNIT – VII MEASUREMENTS AND EVALUATION IN EDUCATION:

- Concept of evaluation- Types of evaluation – formative, summative, diagnostic placement
- Internal assessment and external examination – advantages and disadvantages
- Criterion and norm-referenced evaluation
- Standardized and non-standardized test
- Desirable qualities of tests – objectivity, validity, reliability, usability
- Construction of tests - Blueprint
- Essay-Short answer questions and multiple choice questions
- Item analysis – cumulative evaluation

UNIT – VIII TECHNIQUES OF ASSESSMENT OF NON-COGNITIVE DOMAINS:

- Tests of intelligence, aptitude, attitude and personality
- Sociometry anecdotal record, Rating scales, Check list and Socio – economic status scale
- Question bank preparation
- Validation, administering a test, scoring, grading versus marks, scoring essay test
- Credit System and online testing

UNIT IX GUIDANCE AND COUNSELING:

- Philosophy, concept, principles and need
- Difference between guidance and counseling services
- Types of guidance and counseling services – Diagnostic and remedial
- Techniques of counseling – Interview and case study
- Characteristics of Counsellor problems in counseling
- Professional preparation and training for counselling

UNIT – X CLINICAL EDUCATION

- Levels and purposes
- Roles and responsibilities
- Transition from students to professional
- Field work – interview
- Field work – evaluation
- Supervisory relationship
- Methods of clinical education.

Part – B Practicals:

- 1) Prepare a philosophy, overall and behavioural objectives for a basic Occupational Therapy programme.
- 2) Design a curriculum for a basic Occupational Therapy Programme
- 3) Plan a unit of instruction for a course in a selected speciality in Occupational Therapy.
- 4) Prepare 5 lesson plans and conduct 5 supervised classes.
- 5) Construct one written objectives type test for a lesson you have taken.
- 6) Prepare a plan for evaluating O.T. Students.

SECTION B

Management in Occupational Therapy Education And Practice

PART A: Management in Occupational Therapy

Course Objectives:

At the end of the course the student is able to –

1. Describe philosophies, concepts, theories, principles, and current trends related to management process.
2. Analyse the components of management.
3. Assess the behavior of an individual in leadership position and identify leadership styles.
4. Describe organizational patterns, theory and structure.
5. Explain methods and principles of decision making
6. Describe the environmental variables affecting management
7. Appreciate and apply the changing process
8. Analyse the legal issues in management.
9. Prepare budget for an organization.
10. Recognise the importance of creating and innovation in management.

Course Content:

- UNIT 1 Philosophies, theories and principles of management.
Review basic components planning; organizing; staffing; directing;
co-ordination; budgets; skill of a manager, definitions of
management.
- UNIT 2 Concepts of management.
Current trends in management
Human resource development.
Developmental cycle.
What do we want to influence? Determining maturing.
Time and development cycle.
Changing maturity through behavior modification.
Building effective leadership.
Increasing effectiveness.
Constructive discipline.

- UNIT 3 Organisational patterns
 Nature and purpose
 Organisational structure
 Organisational theory
 Job analysis – job descriptions
 Authority and power
 Recruitment and selection.
- UNIT 4 Leadership and supervisor
 The art of leadership
 Qualities of a leader
 Leadership as an influence process
 Theories of leadership
 The knack of giving instructions
 How and when to discipline
 Supervising older workers
 Supervising office workers
 Group dynamics
 Human relations and the individual and work groups
 Attitudes and morale
 Public relations
 Managing conflict, change & stress
 Planning work schedule
 Improving work methods
 Maintaining equipment and facilities
- UNIT 5 Decision making
 Types of decisions
 Process of decision making
 Programmed and non-programmed decision
 Personal qualities for effective decision making
 Judging effectiveness of decision
 Group decisions
 Conflict management

UNIT 6	Environment and environment variables Theories Motivation hygiene theory Theory X and Theory Y Transactional analysis Ego states, a healthy personality Life position, transaction between people Strokes, psychological game analysis Hawthorn studies Increasing international competence
UNIT 7	Motivation Theory of motivation Motivated and non motivated behavior in organizations. Drives, needs and motives Job satisfaction Motivation research Determinants of jobs satisfaction, performance & organizational effectiveness Work commitment.
UNIT 8	Effective communication Principles Interpersonal & group Reinforcement & feed backs Communication strategies Effective conference Direction giving conference Patient centered conference Reporting conference
UNIT 9	Planning and Implementing change Diagnosis of problem and need for change Planning and implementation of change Organizational developments Impact of change on total system

- UNIT 10 Legal and ethical aspects in practice, regulating mechanism, quality assurance.
- UNIT 11 Fiscal management
 Cost accounting
 Budgeting
 Material management
- UNIT 12 Creativity in management
- UNIT 13 Managing stress and work
- UNIT 14 Performance evaluation
 Purpose in performance evaluation
 Problems in performance evaluation
 Self appraisals
 Peer review.

PART – B O.T EDUCATION AND PRACTICE

Course Objectives:

1. Apply concepts and management principles in administration of an Occupational Therapy Programme.
2. Examine the current trends in Occupational Therapy education.
3. Role of an Occupational Therapy leader in an academic setting.
4. Determining staffing requirement according to prescribed standards of WFOT and University.
5. Apply sound management principles in relation to the welfare of the students faculty.
6. Report on current literature related to O.T Education Programme.

COURSE CONTENT:

- | | |
|--------|--|
| UNIT 1 | Role of a leader of an educational programme
Role of an OT as a manager in Occupational Therapy department |
| UNIT 2 | Administration of the curriculum
Administrative responsibilities for development of the curriculum
Planning clinical rotation
Evaluation of the education programme
Administrative responsibilities within the OT department |
| UNIT 3 | Students management
Recruitment and selection of students
Student personnel services
Student associations
Guidance and counseling programme
Hostel management. |
| UNIT 4 | Faculty
Recruitment and selection of required number of faculty
Promoting faculty competence
Faculty welfare. |

- UNIT 5** Budget
Preparing a budget for an O.T College
- UNIT 6** Physical facilities
Minimum requirements for schools / colleges
Class room and clinical facility
Library facility
Office management – Reports & records.
- UNIT 7** Professional Practice
- Resources & systems
 - Human resources
 - Financial resources
 - Information resources
 - Self Management
 - Effective Practice
 - Managing change

PAPER – III: COMMON TO ALL BRANCHES
GENERAL PAPER (OCCUPATIONAL THERAPY)

Course Hours: Theory: 80 Hrs
Practical: 1340 Hrs

Course Description:

This course will help the students to review basic concepts, process and skills of occupational therapy and identify developing aspects of the profession.

Course Objectives:

The objective of this course is that after the student will be able to expand their understanding of the purpose and potential of O.T and recent trends in O.T management.

Course Content:

Section – A

UNIT 1 The science of Occupation
Definition of the science
Subsystems of occupation

UNIT 2 **Theories & Models of practice in Occupational Therapy**
Theories of Occupational Therapy
Conceptual Framework of Occupational Therapy
Models of Occupational Therapy
Ecological model
Canadian Model of Occupational Performance

Frame of Occupational Therapy

Behavioural Frame of reference (FOR)
Biomechanical FOR
Cognitive disability FOR
Cognitive Orientation to Daily Occupational Performance (CO-OP)
Approach
Developmental FOR

Neurodevelopmental FOR:

- Rood's
- Motor relearning programme
- Proprioceptive Neuromuscular Facilitation
- Neuro Developmental Therapy

Sensory integrative FOR

Models of Human Occupation FOR

Rehabilitation FOR

Psychodynamic FOR

Spatiotemporal adaptation FOR

Occupational adaptation – integrative

Affolters technique

Task oriented approaches

Cognitive Behavioural FOR

The Perceive, Recall, Plan & Perform (PRPP) System of Task Analysis

UNIT 3 Introduction Internal Classification of Functioning
Disability and Health (ICF)
Introduction to Occupational Therapy Practice
Framework (OTPF)

UNIT 4 Awareness Generation & Training

Providing Awareness & Training about various conditions, Prevention, Causes, Clinical features, Health maintenance, Available facilities, Safety, Self-care, Self-maintenance, and Self-Independency to Beneficiary, Parents, Caregivers, Community level workers and General population.

Influence of family on therapy: Caring for the care giver, Education, and Training of the caregiver/parents to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety.

Introduction about UNICEF Guidelines for Training of Trainers.

World Health Organization (WHO) Manual Wheelchair Guidelines.

UNIT 5: Computer application & Technology in Occupational Therapy

Orientation about MS Office, Google Form, Google Documents and Google Drive.

Use of technology in Occupational Therapy:

Adaptations to the environment

Biofeedback

Functional Electrical Stimulation

Environmental controls

Assistive Technology: HAAT and HETI Model

UNIT 6: Developing aspects of the Profession

Evidence based practice,

Client centered practice

Hospice care

Occupational Therapy in Sports

Forensic Occupational Therapy

Industrial Rehabilitation and Ergonomics with relation to industrial rehabilitation and environmental adaptation.

Introduction to Accessibility, Accessibility measurements, Universal Design

Vocational Training & Rehabilitation: Assessment, Skill Training Programs, Government Policies

UNIT 7: Skills for Practice

Reasoning and reflection in clinical analysis and application

Gathering and analyzing information

Planning and problem solving

identifying suitable solutions

Evaluation of outcome

UNIT 8: Community Based Rehabilitation

Theory and framework of Community Based Rehabilitation

Health Models, Health Promotion & Prevention

Introduction to Community Based Rehabilitation: Components, Principles, Sustainable Program, Program Analysis, Multisectoral Collaboration.

UNIT 9: Therapeutic Agent and Modalities

Superficial Thermal Agents: Hydrotherapy/Whirlpool, Cryotherapy, Fluidotherapy, Hot packs, Paraffin, Water, Infrared, and other Heating and Cooling technologies.

Deep Thermal Agents: Therapeutic ultra-sound, Phonophoresis, Short wave diathermy.

Electro-therapeutic agents: Biofeedback, Neuro-muscular electrical stimulation (NMES), Functional Electrical Stimulation (FES), Transcutaneous Electrical Nerve Stimulation (TENS)

Mechanical devices: Continuous Passive Movements

Section – B

UNIT 1 Knowledge of Medical, Surgical, Paediatrics, Psychiatric and Cardiac conditions relevant to Occupational Therapy.

UNIT 2 Applied Anatomy and Applied Physiology, Pathophysiology of the above-mentioned conditions.
Basic outline of the investigative procedures as relevant to Occupational Therapy Practice.
Basic knowledge of the pharmacological agents used in the treatment of the above-mentioned conditions, especially management of Pain, Spasticity, Cognition, Behavior Modification etc.,

UNIT 3: Occupational Therapy management * of the above conditions

UNIT4: Planning the ongoing process of OT services
Modify the intervention based on frequent monitoring and reassessment of the effect of occupational therapy services.

Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the progress of clients.

Refer to specialists (both internal and external to the profession) for consultation and intervention.

Plan for discharge, based on the client's status, available resources, recommendations for environmental adaptations, suggesting home program.

Evaluate practice outcomes and report evaluation results, developing a summary of outcomes and planning to terminate occupational therapy services.

Document OT services in written, oral, and non-verbal communication with the client, family, significant others, colleagues, health providers, and the public in a professionally accepted manner including need for OT

UNIT 5 Context of Service Delivery

Address the various contexts of health care as they relate to OT practice and how they influence occupational therapy practice.

Identify opportunities in emerging practice areas. Models of service delivery, and their potential effect on the practice of occupational therapy.

Appreciate the influence of international occupational therapy contributions to e

Seminar / Case presentation /Journal Review/ Visit to Vocational Rehabilitation center – 1 week

Includes practical's for examination and should include clinical placements for Psychiatry,

Physical Medicine and Rehabilitations (OR Medicine and Surgery), Community based Rehabilitation, Neurology, Orthopaedic and Hand (including Burns and Plastic surgery), Paediatrics and Cardio Respiratory.

Reference:

- Frames of Reference for Pediatric Occupational Therapy, Paula Kramer
- Occupational Therapy for Physical Dysfunction by C.A. Trombly
- Occupational Therapy and Physical Dysfunction Principles Skills and Practice by Ann Turner, Margaret Foster, Sybil. E Johnson
- OT manager by Karen Jacobs
- Conceptual foundations in occupational therapy by Gary kielhofner
- Driving Rehabilitation & community Rehabilitation by Joseph. M
- Model of Human Occupation by Gary keilhoffner
- Sensory integration by Jean Ayres

- Quick Reference to Occupational Therapy by reed
- Clinical Reasoning in Occupational Therapy by rebacca dunton
- Textbook Of Rehabilitation by S Sunder
- Physical Rehabilitation by Susan B O'Sullivan
- Physical Agents Theory and Practice, Barbara J. Behrens.

BRANCH – II
ADVANCED OCCUPATIONAL THERAPY IN MENTAL HEALTH
PAPER – I

Course hours Theory : 100 Hrs

Clinical Teaching & Practical: 800 Hrs

Course Description:

This course covers the classification of Mental disorders & describes various clinical syndromes, Differential Diagnosis, medical management and Occupational Therapy approaches used.

Course Objectives:

The course assists the student in

Classifying Psychiatric disorders

Describing clinical Psychiatric syndrome in adults, adolescents & children

Demonstrate knowledge and skill in Occupational therapy in Psychiatric syndrome

Course Content:

- UNIT 1 Assessment of Psychiatric patient
- UNIT 2 Criteria classification and definition of Psychiatric disorders
- UNIT 3 Psychopathology of Psychiatric disorders
- UNIT 4 Symptoms of mental illness.
 - Disturbance of consciousness
 - Disturbance of reasoning and judgment
 - Disturbance of memory
 - Disturbance of thought and perception
 - Disturbance of vision
 - Disturbance of motor behavior
 - Disturbance of speech
 - Disturbance of affect

UNIT 5 Description of the various clinical syndromes including Epidemiology, Etiology, clinical features, course, treatment, prognosis and Occupational Therapy approaches in the following syndromes:

Section – A: Psychiatric disorders in Adults:

- a. Neuro Psychiatric aspects of CVA, Tumor, Head Trauma, Multiple sclerosis, headache, demyelinating disorders, infectious disorders endocrine disorders and Epilepsy.
- b. Dementia, Delirium, amnesic and other cognitive disorders due to a general medical condition
- c. Alcohol dependence syndrome
- d. Substance – Related disorder
- e. Schizophrenia : Etiology, epidemiology, course, Clinical features-
Cognitive deficits according to MATRICS team.

Negative symptoms according to MATRICS team

The MATRICS Cognitive Consensus Battery- MCCB for cognitive symptoms

Brief Negative Symptom Scale- BNSS for negative symptoms

PORT guidelines-Schizophrenia PORT Psychosocial Treatment Recommendations.

MotiVation and Enhancement training (MOVE) for negative symptoms in schizophrenia.

Neurocognitive and Educational Approach to (Cognitive) Remediation (NEAR).

- f. Affective disorders: Etiology, epidemiology, course, Clinical features, Interpersonal and social rhythm therapy (IPSRT)

g. Other Psychotic disorders-

- Schizo-affective disorders
- Delusional disorder
- Postpartum psychiatric syndrome

h. Anxiety disorder-

- Panic disorder and agoraphobia
- Specific phobia & social phobia
- Obsessive- Compulsive disorders, stress disorder.
- Post traumatic stress disorder
- Generalized anxiety disorder

i. Somatoform disorder

j. Factitious disorder

k. Dissociative disorder

l. Normal human sexuality, sexual and gender identity disorder

m. Eating disorder

n. Sleep disorder

o. Impulse-control disorder

p. Personality disorder

q. Forensic psychiatry

r. Writer's cramp

s. HIV associated Psychiatric problems

t. Suicide prevention and management

Section –B: Child Psychiatry

- Intellectual Disability.
- Specific Learning disability
- Pervasive developmental disorder
- Disruptive behaviour disorder
- Tic disorder
- Elimination disorder
- Mood disorder and suicide
- Schizophrenia with childhood onset

- Child abuse
- Children's reaction to illness, surgery and hospitalization
- Antisocial behavior
- Eating disorder, sleeping disorder, habit disorders
- Psychiatric aspects of HIV in childhood
- Identity problem and border line disorder
- Other disorders of infancy & childhood
- Separation anxiety disorder
- Selective mutism
- Reactive attachment disorder
- Stereotyped movement disorder
- Delinquency
- Substance abuse
- Sensory processing disorders

Section – C: Geriatric Psychiatry

- Psychiatric disorders of late life
- Alzheimer's disease
- Multi – infarct dementia
- Pick's disease
- Mood disorders
- Schizophrenia
- Anxiety
- Personality disorders
- Drug and Alcohol abuse.

UNIT 6 . Psychopharmacology

UNIT 7. Standardized scales and tools to be used for learning and Spotters - any three in each of the following.

Child Psychiatry Assessments:

Child behaviour checklist/youth self-report, Strengths and Difficulties questionnaire (SDQ), Behavior and Symptom Identification Scale 32 (BASIS-32), Brief Psychiatric Rating Scale – Children (BPRS-C), Pediatric Symptom Checklist, ADD-H Comprehensive teacher's Rating Scale (ACTeRS), JAMIPRS- Impulsivity Rating Scale, Childhood Autism Rating Scale, 2nd Edition (CARS2), Psychoeducational Profile, Third Edition (PEP-3), The Carolina Curriculum for Infants & Toddlers with Special Needs (CCITSN), The Carolina Curriculum for Preschoolers with Special Needs (CCPSN), Vineland Social Maturity Scale (VSMS), Vineland Adaptive Behavior Scale (VABS).

Adult Psychiatry Assessments

Hamilton Rating Scale for Depression (HAM-D or HRSD), Beck Depression Inventory (BDI), Inventory of Depressive Symptomatology, Geriatric Depression Scale (GDS), Beck Anxiety Inventory, Hamilton Rating Scale for Anxiety, Yale-Brown Obsessive Compulsive Scale (YBOCS), Short PTSD Rating Interview (SPRINT), Panic Disorder Severity Scale, Alcohol Use Disorders Identification Test (AUDIT), Leeds Dependence Questionnaire (LDQ), Clinical Institute Withdrawal Assessment for Alcohol-Revised (CIWA-Ar), Advanced Warning of Relapse (AWARE), Fagerstrom test for nicotine dependence (FTND), Wisconsin smoking withdrawal, Iowa Personality Disorder Screen (IPDS), Inventory of Interpersonal Problems – Personality Disorders – 25 (IIP-PD-25), Five Factor Model Rating Form (FFMRF), Sixteen Personality Factor Questionnaire (16PF), Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children, Binet Kamat Test of Intelligence (BKT), The Woodcock-Johnson Tests of Cognitive Abilities, Seguin Form Board Test (SFBT).

UNIT 8. Legal aspects in Psychiatry

Seminar / Case presentation / Journal Review

BRANCH – II
ADVANCED OCCUPATIONAL THERAPY IN MENTAL HEALTH
PAPER – II

Course hours: Theory: 100 Hrs

Clinical Teaching & Practical: 800 Hrs

COURSE DESCRIPTION:

This course provides a theoretical background for Occupational Therapy Practice in Mental Health. It also includes the frames of reference for Occupational Therapy Management; Occupational Therapy Process, Media and context of Occupational Therapy Practice.

COURSE OBJECTIVE:

The course helps the students to be able to -

- Review theory of Psychological process
- Differentiate and understand role of Occupational Therapy and Psychological Interventions in promoting the mental health of individuals.
- Understand psychological principles and process that affect therapist's variables in therapeutic effectiveness
- Understand psychological principles and process that affect the response of Children, adolescents and adults to therapy administered by Occupational Therapist.
- Context & Media in Mental Health
- Have an in depth knowledge of frame of reference in Psychiatric Occupational Therapy

- Understand preventive measures in Psychiatry
- Identify futuristic trends in Occupational Therapy Practice.

COURSE CONTENT:

- UNIT 1 - Role of OT and other therapy fields in Mental Health field. Role of Psychiatrist
Role of Clinical Psychologist
Role of Special Educator
Role of Rehabilitation Psychologist
Role of Social Worker.
- UNIT 2 - The Normal Developmental Process from infancy to old age:
Developmental Stages. - Factors promote healthy Development and Developmental Problems - Theories and Models of Developmental Problems - Various professionals contributing for handling Developmental Problems - Uses and Criticisms of various Developmental Therapies.
- UNIT 3- Ability testing & intelligence : Nature and Development of Intelligence - Theories of Intelligence - Factors contributing for development of Intelligence - Tests used by Psychologists - Tests used by Occupational Therapists - Factors and conditions that support stimulation of Intelligence in normal special and gifted children.
- UNIT 04- Motivation : Motivational states in individuals - Motivation for wellbeing - Personality and Motivation - Motivation and task completion - Motivation and therapeutic involvement of patients - Personal and environmental factors affecting motivation Development - Active and passive resistance tendencies -

motivational assessment by Psychologists - managing motivation of patients and family members.

- UNIT 5 - Emotions : Healthy Emotional Maturity - Sources of Emotional conflicts - Emotional Problems in children - Emotional Problems in adolescents - Emotional problems in adults Emotional reactions of patients to tasks and adjustment - Emotional problems and burn out of therapists - managing Emotional problems of self and others -Nature and factors of Emotional well being.
- UNIT 6 - Personality : Theories of Personality - Personality and Behaviour - Interaction of Personality in response of patients - Therapist Personality - Models of Personality Disorders - How Psychologists assess Personality - Precautions in Personality assessment - Understanding Personality reports - Importance of Pre-morbid Personality - personality influence on Therapeutic planning and outcomes.
- UNIT 07- Learning : Theories of Learning - Factors contributing for learning- Psychological factors of learning Problems - Psychologist role in Learning Problems - Special Educator role in Learning Problems - Neurologist role in Learning Problems - Psychiatrist Role in Learning Problems - Occupational Therapist role in Learning Problems.
- UNIT 08- Thinking : Cognitive models - Cognitive processes - Moderating role of Cognitive factors - Nature and Development of Pathology based on thought processes - Role of thinking in Mental Health

and Mental Hygiene - Factors that impair effective thinking - Factors that promote effective thinking - Cognitive assessment by Psychologists - Dealing with disorders of thinking.

UNIT 09 - Memory : Types of Memory - Factors of Memory Development - Problems in Memory Development - Disorders of memory - Memory and thinking - Memory and Emotions - Tests of memory by Psychologists & Occupational Therapists.

UNIT 10- Perception and awareness : Perception, Attention, Awareness Process-Altered consciousness - Psychological principles of perception, attention, consciousness - Perception and Personality - Perception and Emotions - Perception and adjustment - Perception for mental health and mental hygiene - Nature and development of pathology in Perception - perceptual disorders and management - Role of Psychiatrist, Psychologist and Occupational Therapist.

UNIT 11 - Conflict, adjustment & mental Health.

UNIT 12 - Social Psychology : Basic elements in Social Psychology - Family as a Social unit - Work place social psychology - Social and Cultural influence in Infancy, Early childhood and Late Childhood - Social and Cultural influence in Adolescents, Adulthood and Old Age - Social influence on everyday behaviour - Social influence on patients' behaviours and their family members - Social factors in adaptive and maladaptive behaviours - Social factors in therapeutic atmosphere.

- UNIT 13- Cognitive Psychology : Basics of Cognitive Psychology - Difference between Cognitive theory and Cognitive FOR - Cognitive theory Principles of Behaviour - Cognitive theory Principles of normalcy and abnormal state - Cognitive theory Principles in daily activities - Difference between Psychological approach and OT approach in applying Cognitive theory.
- UNIT 14- Humanistic Psychology : Basics of Humanistic Psychology - Humanistic Psychology FOR - Humanistic Psychology of Normalcy and abnormal state - Difference between Psychological Approach and OT approach in applying Humanistic principles.
- UNIT 15- Neuro-psychology: Lobes function and dysfunction, Neuropeptide Biology & Regulation, Monoamine Neurotransmitter.
- UNIT 16. Family involvement in Psychiatric Occupational Therapy.
- UNIT 17. Patient – therapist relationship. Therapeutic communication, Techniques of therapeutic communication, Communication with individuals and in groups, Therapeutic attitudes.
- UNIT 18. Conscious use of self definition, Components parts, Common issues & responses.
- UNIT 19. Interactional skills and Occupational Therapy
- UNIT 20. Counselling skills in Occupational Therapy
- UNIT 21. History of Occupational Therapy in Mental Health
- UNIT 22. The Philosophical and theoretical basis of Occupational Therapy in Mental Health.

UNIT 23. The Occupational Therapy process Models of Practice
Assessment, Treatment Planning & Implementation.

UNIT 24. The context of Occupational Therapy

- Residential Setting
- Day service
- Sheltered workshop
- Half –way home
- Community

UNIT 25. The Occupational Therapy media

UNIT 26. Frames of reference (FOR)

- Acquisitional FOR
- Cognitive disability FOR
- Developmental FOR
- Model of Human Occupation
- Psychodynamic FOR
- Sensory Integration FOR
- Behavioural frame of reference
- Cognitive behavioural FOR

UNIT 27. Methods of evaluation

- History taking
- Interview
- Behaviour observation
- Task history
- Functional assessment
- Questionnaires
- Self report
- Performance based test

Standardized & Non Standardized tests : WHODAS 2.0- for disability assessment

- ICF Checklist- for overall functional assessment
- IDEAS- for disability certification
- Montreal Cognitive Assessment - for cognitive assessment
- Vocational potential assessment tool - for prevocational/ vocational skills
- Vellore Assessment of Social Performance- for social skills assessment
- Vellore Inventory of Life Skills- for BADL/ IADL assessment
- Vellore Occupational Therapy Evaluation Scale- general OT assessment
- Non Verbal social skills rating scale for mentally Ill.
- Global Assessment of Functioning (GAF)
- Interest checklist
- Canadian Occupational Performance Measure (COPM)

- Comprehensive Occupational Therapy Evaluation Scale (COTE Scale)
- Leisure Satisfaction Scale
- Projective technique - expressive media used in OT

UNIT 28 Preventive aspects of Psychiatry

UNIT 29 Futuristic trends.

Seminar / Case presentation / Journal Review

Mini Projects:

1. 10 case histories from in patients and out patients
 - 4 - In patients
 - 4 - Out patients
 - 2 – Chronic cases
2. Two therapeutic case studies

In this describe therapy model and hypothesis specific to each case.

Differentiate the symptoms and factors to be dealt by Psychiatrist, Psychologist, Social worker and Occupational Therapists.

REFERENCES :

- Clifford T, Morgan, Richard A. King, John. R. Weisz, John Schopler (1996), Introduction to Psychology. 7th ed. McGraw Hill International Edition; New Delhi.

- Bem, S. and De Jong, H. L. (2006). Theoretical issues in psychology: An Introduction. London: Sage.
- Baron, R.A., Byrne, D. (2005). Social psychology, 10th Edn. New Delhi: Prentice Hall of India.
- Hjelle, L.A. and Ziegler, D.J. (2002). Personality theories: Basic assumptions, research, and applications, 3rd Edition. New Delhi: McGraw-Hill.
- Murphy, K.R., & Davidshofer, C.O. (1998). Psychological testing: Principles and Applications. 4th Edition. New Jersey: Prentice Hall International.
- Sternberg, R. J. (1996). Cognitive psychology. New York: Harcourt Brace College Publishers.
- Capuzzi, D. & Gross, R. D. (2008). Counselling and Psychotherapy: Theories and Interventions. California : Sage publications.
- Occupational Therapy and Mental Health edited by Jennifer Creek , Lesley Lougher
- Frames of Reference in Psychosocial Occupational Therapy by Mary Ann Bruce, Barbara Borg
- Occupational Therapy in short Term Psychiatry by Moya Willson
- Occupational therapy in Long Term Psychiatry by Moya Willson
- Willard & Spackman's Occupational Therapy
- Mental Health Concepts and Techniques for the Occupational Therapy Assistant by Mary Beth Early

BRANCH – III
ADVANCED OCCUPATIONAL THERAPY IN PAEDIATRICS
PAPER – I

Course Hours: Theory: 100 hrs
Practical: 800 hrs

Course Content:

- UNIT 1** Principles of human development and maturation
- UNIT 2** Developmental theories including
 - Psychosexual theory of Freud
 - Ego psychology of Erikson
 - Cognitive theory of Piaget
 - Kohlberg's stages of moral development.
 - Maslow's humanistic psychology
 - Gessels' developmental schedule
 - Hanghurst – developmental tasks
 - Skinner's theory of radical behaviorism
 - Rogers' self-theory
 - Learning theories
- UNIT 3** Genetics
 - Review of cellular mitosis and meiosis
 - Chromosomes – sex determination
 - Chromosomal aberration
 - Patterns of inheritance
 - Molecular genetics and protein synthesis
 - Heredity and environment
 - Medical genetics
- UNIT 4** Embryology
 - Development of a foetus
 - Development of various systems
 - Stressing on neuromuscular and hand development

UNIT 5 Developmental Stages

The development process from birth to adolescence including: Fine Motor and Gross Motor, Adaptive, Language, Personal, Social, Cognitive-Perceptual, Play and Self-care.

UNIT 6 Current trends in developmental theory

Hemispheric specialization

Sociology

Interactionism

Cognition and learning

UNIT 7 Diagnostic problems in Paediatrics

Prenatal problems – birth defects and their causes, the detection and monitoring of high-risk pregnancies, foetal diagnostic and intervention procedures, implication for Occupational Therapy.

UNIT 8 Review medical aspects of the following conditions

Cerebral palsy

Muscular dystrophy

Spina-bifida

Meningomyelocele

Still's disease

Lung infections

Cardiac conditions

Orthopaedic problems

Arthrogryposis

Metabolic bone disease

Genetic skeletal dysplasia

Intellectual Disability

Nutritional disorder

High risk infant

- UNIT 9** Paediatric health care services in India
Health promotion and well-baby clinics
Acute episodic care
Habilitation and Rehabilitation
Community based care
Preventive Paediatrics
Screening tests and procedures
Immunization and Nutritions
- UNIT 10** Role of the family in Paediatric Management
- UNIT 11** Major theoretical approaches to Paediatric Management
Neuro-physiological approaches
Reilly-an explanation of play
Llorens – facilitation growth and development
Guilfoyle & Brady – spatiotemporal adaption
Ayres – sensory integration
Behaviour modification approach
Biomechanical approach
Activities therapy – including activity analysis for paediatric condition.
- Visual perception
 - Acquisition frames of reference
 - Motor Control
 - Motor Learning
- UNIT 12** Play
Theories
Using play as media
Importance of Play
Play as Occupation
- UNIT 13** Developing trends in treatment of Occupational Therapy in Pediatrics.

Seminar/Case Presentation/ Journal Review

BRANCH – III
ADVANCED OCCUPATIONAL THERAPY IN
PAEDIATRICS PAPTER – II

Course hours: Theory: 100 Hrs

Practical: 800 Hrs

Theory and Practical

Course Description:

This course deals with methods of assessment and screening, evaluating components of function in children and Occupational Therapy Intervention in specialized areas of practice.

Course Objectives:

The students are able to learn:

- Basic methods of assessment and screening
- Evaluating components of behavior
- Evaluating childhood performance
- Self maintenance activities in children
- Work behavior and vocational development
- Occupational Therapy in specialized areas of practice.

Course Content:

UNIT I Basic methods of assessment and screening
 Clinical observation of basic skills
 Clinical observation of the child interacting with the environment
 Interviewing
 History taking
 Screening instruments including standardized tests
 criterion- reference tests
 Commercial tests- Apgar score Denver developmental
 screening test Gessels' developmental scale
 Use of checklists

UNIT 2	Methods of evaluating component functions of behavior in children: Testing motor function, clinical and other systems of evaluation Evaluating hand functions Testing sensory processing (integrative) dysfunction Testing cognitive and perceptual function Testing psychosocial function Testing and Language and communication Hand writing evaluation Behaviour evaluation
UNIT 3	Methods to evaluate childhood performance skills
UNIT 4	Hand function development and treatment
UNIT 5	Self maintenance activities: • Eating – oral motor control evaluation and treatment • Toileting • Grooming and hygiene • Mobility including mobility aid
UNIT 6	Adaptations for independence
UNIT 7	Orthosis and prosthesis in children
UNIT 8	Group therapy for children
UNIT 9	Play and recreational activities
UNIT 10	School based interventions
UNIT 11	Work behavior and vocational development
UNIT 12	Early intervention programmes
UNIT 13	Preventive management in Paediatrics
UNIT 14	The high risk infant – intervention in the NICU and follow-up care
UNIT 15	Occupational Therapy intervention in Children with CP and other developmental disabilities.
UNIT 16	Occupational Therapy intervention in Children with mental retardation
UNIT 17	children with learning disabilities and Developmental co- ordination disorders

- UNIT 18 Burn injured child
- UNIT 19 Children with seizure disorders
- UNIT 20 Children with visual & hearing impairment
- UNIT 21 Children with communication impairment
- UNIT 22 Death and dying in children
- UNIT 23 Children with Orthopaedic disabilities
- UNIT 24 Child abuse and neglect
- UNIT 25 Neural tube defects
- UNIT 26 Juvenile Rheumatoid Arthritis
- UNIT 27 Autism
- UNIT 28 Attention deficit and Hyperactivity disorder
- UNIT 29 Children with emotional and behavioural disorders including neurosis, depression, suicidal behaviour, aggressive behaviour dependent child and Schizoid child.
- UNIT 30 Children with genetic disorders and muscle disorder
- UNIT 31 Any two Scales for visual motor integration, visual perception
Any two scales for ADL evaluation
Diagnostic tools for ADHD, Autism, LD, CP
Any two behavioural assessment
Any two scales for sensory processing
Gross motor skills, (GMFM, assessment of bilateral integration)
Hand function
Assessment of balance and posture
Hand writing assessment Assessment of developmental milestones (cognitive, perceptual, social, emotional, motor skills)

Seminar / Case presentation / Journal Review

BRANCH – IV
ADVANCED OCCUPATIONAL THERAPY IN NEUROLOGY
PAPER – I

Course hours: Theory: 100 Hrs; Practical: 800 Hrs.

Course Description:

This course forms a background for Occupational Therapy practice in Neurology.

Course Objective:

The students will have an in-depth knowledge of the neurosciences, theoretical concepts related to motor control and motor learning, evaluation & investigating procedures in neurology, and approaches relevant to neurorehabilitation.

Course Content:

Unit 1: Review of Neurosciences

The development of the Human Brain
An overview of structure and function of the Nervous System
Central and Peripheral Nervous Systems
Major Divisions of the Central Nervous System
Brain, Brainstem and Spinal cord
Major Divisions of the Peripheral Nervous System
Somatic and autonomic nervous system
Neural control of posture and movement
The skeletal muscle and nervous system
Feedback signals from muscle and their efferent control
Organization of the motor neuron pool; the size principle
Input to motor neuron pools and its effects
Organizations of spinal cord and its reflexes
Motor functions of basal ganglia and brainstem
The role of the vestibular system in posture and movement
The cerebellum
Motor functions of the cerebral cortex
The hypothalamus and control of integrative processes.

Unit 2: Neuroplasticity, motor control and motor learning

Definition and theories of motor control and motor learning.
Mechanisms of plasticity, principles of neuroplasticity. Physiological basis of motor learning and recovery of function. Clinical implications of these concepts in neuro rehabilitation.

Unit 3: Prognostic and diagnostic investigations: CT scan, MRI Scan & functional MRI, PET scan, EEG, SSEP, EMG, NCV, lumbar puncture, Visual Evoked Potential, Doppler ultrasound and SPECT scan

Unit 4: Neurological assessments and examination

History taking
Evaluation of special senses
Cranial nerve examination
Cognitive and perceptual assessments
Sensory-motor evaluation
Evaluation of speech disorders
Neuropsychological evaluation

Unit 5: Approaches relevant to neurological rehabilitation

Traditional approaches

Rood's approach
Neuro developmental Therapy (NDT)
Brunnstrom's Movement Therapy
Proprioceptive Neuromuscular Facilitation (PNF)
Sensory Integrative approach

Contemporary approaches

Carr & Shephard's Motor Relearning Program
Task oriented approach

Other common approaches

Rehabilitation approach
Biomechanical approach

Unit 6: Dysphagia assessment and management

Unit 7: Vestibular rehabilitation

Unit 8: Orthotics- Design, fabricate, application, fitting, and training in orthotic devices used to enhance occupational performance and participation.

Unit 9: Community Mobility and Mobility devices

Wheelchair: Wheelchair types, measurement, prescription, training, adaptations, and wheelchair service delivery system

Other mobility devices: Types, measurement, prescription, training, and adaptations

Unit 10: Assistive technology

Unit 11: Adjuncts to Occupational Therapy Intervention

Biofeedback

Functional Electrical Stimulation

Mirror Therapy

Modified Constraint-induced movement Therapy (mCIMT)

Virtual reality

Robotic Therapy

Kinesio-taping

Artificial Intelligence

Aquatic Therapy

Unit 12: Upper extremity & lower extremity motion analysis

Unit 13: Surgical management of Neurological conditions

Unit 14: Pain Assessment and Management- Neuropathic pain and Complex Regional Pain Syndrome

Seminar / Case presentation / Journal Review

BRANCH – IV
ADVANCED OCCUPATIONAL THERAPY IN NEUROLOGY
PAPER –II

Course hours: Theory: 100 Hrs; Practical: 800 Hrs

Course Description:

This course describes the Occupational Therapy process of intervention in various Neurological conditions

Course Objectives:

The objective of this course is that after completion the students will develop an in-depth knowledge and practical skills to maximize a person's independence in all aspects of daily functioning.

- The students will identify the problems in performance skills, client factors and occupational dysfunctions through the assessment and evaluation
- The students will implement different treatment approaches, techniques, adjunct therapies, and assistive technologies to help the persons with neurological deficits to overcome their problems in performance skills, client factors and occupational dysfunctions.

Course Content:

Selection and implementation of appropriate Occupational Therapy interventions for the following neurological conditions with recent advancements

Unit 1: Intracranial neurological disease or disorder

Developmental anomalies
Hydrocephalus
Traumatic and acquired brain injuries
Chronic subdural haematoma
Intracranial Tumours

Benign intracranial hypertension
Intracranial abscess and infections
Cerebro-vascular disease
Movement disorders, extra-pyramidal system

Unit 2: Disorders of Spinal cord and root

Spinal cord injury - paraplegia and quadriplegia; Bowel, bladder dysfunctions
Disc prolapse and root compression
Spinal trauma
Vascular disease
Neural Tube Defects including Spinal dysraphism

Unit 3: Disorders of Peripheral nervous system and muscular system

Polyneuropathies
Plexus syndromes and mononeuropathies
Disorders in autonomic nervous system
Diseases of skeletal muscle and various types of muscular dystrophy
Disorders in neuromuscular junction

Unit 4: Multifocal Neurological disease:

Infections
Demyelinating disease
Metabolic encephalopathy
Neurological complications of drugs and toxins
Nutritional disorders
Degenerative disorders
Motor neuron disease
Spinal muscular atrophy
Neurocutaneous syndrome

Unit 5: Disorders of special senses

Unit 6: Disorders of consciousness

Unit 7: Pain and disorders of somatic sensation

Unit 8: Neuropsychological disorders

Unit 9: Developing trends in Occupational Therapy management in Neurological conditions.

Unit 10 Standardised assessment and scales

Tools Assessing Occupational dysfunction

Activities of Daily living – Functional independence measure and

Modified Barthel Index (SHAH version)

IADL- Frenchay Activity Index and Lawton activities of Daily Living

Social participation – Community integration questionnaire, Stroke impact scale

Quality of life - WHOQOL

Parkinson disease questionnaire: PDQ-39

Tools Assessing Performance skills and client factors

Scales to assess severity

National Institute of health stroke scale (NIHSS)

Unified Parkinsons Disease Rating Scale

Hoehn and Yahr Scale

Glasgow Coma Scale

Rancho Los Amigos Scale

Scales to assess cognition

Galveston Orientation and Amnesia Test (GOAT),

The Montreal Cognitive Assessment (MoCA),

Mini Mental Status Examination (MMSE),

Addenbrooke's Cognitive Examination-III (ACE-III)

Lowenstein Occupational Therapy Cognitive Assessment (LOTCA)

Arnadottir OT-ADL Neurobehavioral Evaluation (A-ONE)

Neuropsychological Assessment Battery

Wechsler Memory Scale

Wechsler Adult Intelligence Scale (WAIS)

Scales to assess Hand Function

Box and block test,

Purdue pegboard,

Jebsen Taylor Hand function test

Action Arm Reach Test

Minnesota Manual Dexterity Test (MMDT).

Scales to assess balance, and gait

Berg Balance Scale,

Tinetti Performance Oriented Mobility Assessment (POMA),

Timed up and go test

Six minute walk test

Functional reach test

Modified Clinical Test of Sensory Interaction on Balance (CTSIB-M)

Seminar / Case presentation / Journal Review

BRANCH – V
ADVANCED OCCUPATIONAL THERAPY IN HAND
REHABILITATION
PAPER – I

Theory & Practical

Course hours:

Theory: 100 Hrs,

Practical: 800 Hrs

Course Description:

This course covers the theoretical aspects of Hand Rehabilitation and Occupational Therapy approaches to Hand Rehabilitation including evaluation and general principles of treatment in Hand Rehabilitation.

Course Objectives:

The student is able to develop an in depth knowledge of:

- Anatomy of Hand
- Pathophysiology of Hand Injury
- Biomechanics of Hand
- Assessment of Hand
- Treatment Approaches
- Hand Splinting

Course Content:

- | | |
|--------|---|
| UNIT 1 | Anatomy of Hand: Osteology, Myology, Vascular system, Neurology and Skin. |
| UNIT 2 | Physiologic response to injury |
| UNIT 3 | Biomechanics of Hand |
| UNIT 4 | Pathomechanics of Hand and Wrist deformities |
| UNIT 5 | Psychological aspects of Hand injury |
| UNIT 6 | Historical perspectives of Hand management |

- UNIT 7 Evaluation of Hand:
Clinical evaluation
Instrument selection criteria
Assembling a test battery
Current instruments
Objective measurement of Hand function
Evaluation of Autonomic dystrophies
NCV and EMG studies
Disability evaluation
Functional capacity evaluation
Prevocational and vocational evaluation
Hand function assessment in upper motor neuron lesions
Paediatric Hand assessment
Evaluation of Physical daily living skills
- UNIT 8 Treatment approaches:
Motor re-education: Biomechanical approaches,
Neurophysical approaches
Management of sensory dysfunction: Sensory re-education,
Desensitization
Management of Oedema
Pain Management in the upper extremity
Management of joint movement pathology
Hand function training
Training Physical living skill
Work resettlement – rehabilitative approach
Work simulation
Work hardening
Biofeedback in Hand Rehabilitation.
- UNIT 9 Hand function development – Prenatal to 5 years of development
- UNIT 10 Activity analysis for upper extremity
Activity adaption for Hand Rehabilitation

UNIT 11 Hand Splinting:

Static and dynamic splinting

Principles of splinting

Splint application for various Hand conditions

Innovative splinting

Practical construction of customized, innovative splints
for five different patients.

UNIT 12 Nerve response to injury and repair

UNIT 13 Wound classification, wound healing, Biological
basis of Hand Surgery.

Seminar / Case presentation / Journal Review

BRANCH – V
ADVANCED OCCUPATIONAL THERAPY IN HAND
REHABILITATION
PAPER – II

Course hours: Theory: 100 Hrs
Practical: 800 Hrs

Theory & Practical

Course Description:

This course deals with the medical and surgical aspects of various Hand conditions and evaluation and Occupational Therapy intervention in these conditions.

Course Objectives:

The student develops an in depth knowledge and skills in treating various hand conditions:

Learns about preventive aspects of hand rehabilitation

Follows recent trends in hand rehabilitation.

Course Content:

- UNIT 1 Management of the mutilated hand
- UNIT 2 Management of the stiff hand
- UNIT 3 Dupuytren's disease
- UNIT 4 Management of Hand Fractures
- UNIT 5 Joint injuries in the Hand
- UNIT 6 Tendons:
 - Early care of flexor tendon injuries; Application of principles of tendon healing and early motion.
 - Management of flexor tendon injuries in Zone – II
 - Extensor tendon injuries and management
 - Tendon grafting and tenolysis
 - Staged flexor tendon reconstruction.

Surgical restoration of sensation.

- UNIT 8 Reflex dystrophies and pain:
 Causalgia
 Complications of wrist fractures
 Shoulder Hand syndrome
 Behaviour Patterns in Reflex Sympathetic Dystrophies
- UNIT 9 Replantation:
 Restoration of thumb function following partial or total
 amputation
 Rehabilitation following replantation of the upper extremity
- UNIT 10 Rehabilitation of Burned Hand:
UNIT 11 Arthritis:
 Pathogenesis of arthritic lesions
 Hand therapy in the early stages of Rheumatoid arthritis
 Post operative management of patients after
 replacement excision arthroplasty
- UNIT 12 Rehabilitation of the upper extremity following stroke
- UNIT 13 Amputation and prosthetic management
- UNIT 14 Management of the Paediatric upper extremity:
 Congenital anomalies of the upper limb
 Cerebral palsy
 Arthrogryposis
 Brachial Plexus Injuries
 Poliomyelitis.
- UNIT 15 Management of the upper extremity with tremor, dystonia and
 choreo athetosis.
- UNIT 16 Hansen's disease

UNIT 17 Cumulative trauma disorder of the upper extremity.
Industrial injuries.

Seminar / Case presentation / Journal Review

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BRANCH – VI
ADVANCED OCCUPATIONAL THERAPY IN
GERONTOLOGY
PAPER – I

Course hours: Theory: 100 Hrs
Practical: 800 Hrs

Theory & Practical:

Course Description:

This course forms a theoretical background for Occupational Therapy intervention in Gerontology.

Course Objectives:

Gain Knowledge of ageing and development as normal life process. Demonstrate Knowledge of the basic biological and psychosocial theories of ageing Identify the major demographic and health statistics of the older population and recognize the value of Occupational Therapy to the elderly consumer. Recognize the anatomical, psychological and cognitive changes of advancing age and differentiate these changes from diseases or pathological processes.

Course Content:

- | | |
|--------|---|
| UNIT 1 | Middle and ageing years – the development aspects |
| UNIT 2 | Theories of ageing
genetic theories
non-genetic theories
developmental theory
disengagement theory
activity theory |
| UNIT 3 | Research on the social and physical aspects typical of ageing |
| UNIT 4 | Health and medical care in ageing |
| UNIT 5 | Health context of ageing |
| UNIT 6 | The ageing process:
Initial physiological response
Response of the old person
Peak level of response |

	Biorhythms
	Response of connective tissue, elastic tissue, glycoprotein, contractile protein, cartilage and bone density, brain.
UNIT 7	Acute and chronic illness.
UNIT 8	Comprehensive care of the elderly and effect on morbidity, age and morbidity, Organization of health services for the elderly.
UNIT 9	The geriatric patient Definition Goals of management The element of risk Independence not cure Expectation of old age rehabilitation
UNIT 10	CNS changes in ageing Neuropsychological measurement of cerebral function.
UNIT 11	Epidemiology
UNIT 12	Controversies in geriatric medicine Nutrition Hypertension in the elderly Oestrogen replacement therapy Surgery and the elderly patient Ordinary versus extraordinary measures in the care of the elderly
UNIT 13	Nurturing Motivation.
UNIT 14	Death, dying, bereavement and grief
UNIT 15	Attitudes to ageing
UNIT 16	Therapeutic relationship with older clients
UNIT 17	Pre-retirement planning Role continuity Life expectancy Need for activity Arousal and environmental pressures
UNIT 18	Activities therapy and activity analysis

- UNIT 19 Context of elderly care Hospital Community Institutional
 Hospice Day-care
- UNIT 20 Investigations in the elderly
- UNIT 21 Team approach o the geriatric patient
- UNIT 22 Treatment in geriatrics Prevention Accommodation Restoration

Seminar / Case presentation / Journal Review

BRANCH – VI
ADVANCED OCCUPATIONAL THERAPY IN
GERONTOLOGY
PAPER – II

Course Hours: Theory: 100 Hrs

Practical: 800 Hrs

Theory & Practical

Course Description:

This course deals with O.T evaluation and intervention in various conditions in ten elderly patients.

Course Objectives:

Identify major physical and psychopathological conditions secondary to ageing. Identify the roles and functions of Occupational Therapy personnel in gerontic practice in institutional and community setting including – acute care, rehabilitation, hospice, day-care, retirement planning programmes. Apply principles of assessment, treatment planning, re-evaluation and continuity of care to gerontic patient. Develop effective gerontic Occupational Therapy programme in activity programming, prevention, care of the terminally ill, ADL, therapeutic adaptation and cognitive and psychosocial treatment.

Course Content:

- UNIT I Assessment of the elderly
 - Physical Psychosocial
 - Functional
 - performance
 - Domestic
 - Home and environment

- UNIT 2 Treatment approaches in geriatrics
 - Neuropsychological
 - Biomechanical
 - Rehabilitative
 - Model of human occupation

Acquisitional
Analytical
Developmental

UNIT 3 Occupational Therapy
intervention Skill based
intervention
Habit based
intervention
Environment based
intervention.

UNIT 4 Age-related physical conditions in the elderly
relevant to Occupational Therapy evaluation
and intervention:
Age-related physiological changes in the cardiovascular system
Influence of the age on renal function
Age related change in endocrine function
Age related changes in skin
Falls by the aged
Cerebrovascular disease
Complaints related to the spine
Infections in the elderly
Congestive cardiac failure
Cancer in the elderly
Pain
Sleep disorders
Sensory impairment

UNIT 5 Geriatric Psychiatry

Psychiatric disorders of late life
Alzheimer's disease
Multi-infarct dementia

Pick's disease
Mood disorders
Schizophrenia
Anxiety
Personality disorders
Drug and alcohol abuse

- UNIT 6 Abuse and neglect of the elderly-
Physical Psychological Material
- UNIT 7 Community based care
- UNIT 8 Group therapy for the elderly
- UNIT 9 Reality orientation
- UNIT 10 Treatment media for the elderly
- UNIT 11 Anxiety management
- UNIT 12 Temporal adaptation
- UNIT 13 Social and recreational needs
- UNIT 14 Further learning for the elderly
- UNIT 15 Leisure options
- UNIT 16 Environmental adaptation
- UNIT 17 Recent trends in Gerontology
- Seminar / Case presentation / Journal Review**

BRANCH – VII
ADVANCED OCCUPATIONAL THERAPY IN
ORTHOPAEDICS
PAPER – I

Theory & Practical

Course hours: Theory : 100 Hrs

Practical: 800 Hrs

Course Description:

This course provides a theoretical background for Occupational Therapy intervention in orthopaedic conditions.

Course Objectives:

The student will acquire knowledge in:

- Biomechanics
- Orthopaedic Assessments
- Treatment principles in Orthopaedic Conditions

Course Content:

- | | |
|--------|---|
| UNIT 1 | Review knowledge in Osteology and myology |
| UNIT 2 | Biomechanics : Basic concept in biomechanics
Upper limb Lower limb, Spine Gait |
| UNIT 3 | Evaluation of the musculo-skeletal systems:
Cervical spine
The shoulder
Elbow
Forearm, wrist and hand
Thoracic spine
Lumbar spine
Hip

Knee
Ankle and foot
Assessment of posture
Assessment of gait |
| UNIT 4 | Evaluation of range of motion, muscle strength and endurance |

UNIT 5	Treatment to prevent and improve limitation of range of motion
UNIT 6	Treatment to increase muscle strength
UNIT 7	PNF – Techniques relevant to orthopedic conditions
UNIT 8	Rehabilitation Frames of reference
UNIT 9	Treatment to increase endurance
UNIT 10	Supportive treatment in Orthopaedic conditions
UNIT 11	Therapeutic media: Activity selection and analysis Activity adaptation
UNIT12	Biofeedback
UNIT 13	MAS and sling suspension
UNIT 14	Orthotics
UNIT 15	Prosthetics
UNIT 16	Wheelchair measurement and prescription, wheel chair adaptation, power wheel chair
UNIT 17	Ergonomics, Growth and Anthropometric measures
UNIT 18	Work hardening
UNIT 19	ADL
UNIT 20	Resettlement
UNIT 21	Investigations: CT, MRI, X-ray
UNIT 22	General principles of surgical techniques and approaches

Seminar / Case presentation / Journal Review

Industrial Visit – 1 week (Heavy industries – automobile, textile etc...)

BRANCH – VII
ADVANCED OCCUPATIONAL THERAPY IN
ORTHOPAEDICS
PAPER – II

Course hours: Theory: 100 Hrs
Practical: 800 Hrs

Theory & Practical

Course Description:

This course covers a wide range of Orthopaedic conditions and Occupational Therapy intervention in these conditions.

Course Objectives:

The student will acquire an in-depth knowledge about various Orthopaedic conditions and will be able to plan and implement Occupational Therapy for the same.

Course Content:

- | | |
|--------|---|
| UNIT 1 | Infections
General principles
of infections
Osteomyelitis
Infectious arthritis
Tuberculosis and other unusual infections |
| UNIT 2 | Tumours
Malignant and benign
tumours of bone Soft tissue
tumours |
| UNIT 3 | Arthrodesis of lower and upper extremity |
| UNIT 4 | Arthroplasty of upper and lower extremity |
| UNIT 5 | Amputation of upper and lower extremity |
| UNIT 6 | Fractures
General principles of
fracture treatment Fracture |

	of lower and upper extremities Fracture and dislocation in children Malunited fractures Delayed union and non-union of fractures. Other Complications and its prevention and management
UNIT 7	Dislocations Acute dislocation Recurrent dislocation
UNIT 8	Traumatic disorders of joints Hip, ankle and knee injuries Shoulder and elbow injuries
UNIT 9	Non-traumatic bone and joint disorders
UNIT 10	Congenital anomalies Lower and upper extremity and trunk
UNIT 11	Nervous system disorders Peripheral nerve injuries Cerebral palsy Paralytic disorders Inherited progressive muscular disease.
UNIT 12	Hand Acute injuries Tendon Fracture Dislocation and ligamentous injury Nerve injury Wrist injuries Amputation Paralytic hand Cerebral palsy hand Arthritis Volkmann's ischaemic disorder Dupuytren's contracture Carpal tunnel and ulnar tunnel syndrome
UNIT 13	Spine Spinal fractures Spinal dislocations

Spinal fracture dislocation Arthrodesis of spine Scoliosis and
kyphosis

Low back pain and intervertebral
disc disorder Infections of the spine

Other disorders of the spine

UNIT 14 Developing trends in Occupational Therapy
management of Orthopaedic conditions.

UNIT 15 Standardised assessment and scales - Any two scales

For ADL evaluation

Hand function and Upper extremity function scales

Assessment of gait, balance and posture.

Ergonomics and work evaluation .

Quality of life scale ,COPM Pain scale

Seminar / Case presentation / Journal Review

BRANCH – VIII

ADVANCED OCCUPATIONAL THERAPY IN COMMUNITY BASED REHABILITATION

PAPER – I

Theory & Practical

Course hours: Theory: 100 Hrs

Practical: 800 Hrs

Course Description:

This course provides a background in concepts of Health, Health Promotion, Epidemiology of disability, Disease prevention and Health care system.

Course Objective:

To help students develop concept of health, health care systems, health promotion, epidemiology of disability and disability prevention. To understand and be able to apply the international classification of function, disability and health. To understand the development, concept and definition of community based rehabilitation, Essential components of a community based programme and role of Occupational therapists in Community Based Rehabilitation.

Course content:

- UNIT 1 Definition of Health
 - Concept of Health:
 - Biomedical
 - Ecological
 - Psychosocial Holistic
- UNIT 2 Health care of the community
 - Primary Health care system in India

- UNIT 3 Legal Aspects related to disability: Government programmes and Advocacy, including P.W.D. Act, Government benefits for differently abled
- UNIT 4 Epidemiology of Disability
- UNIT 5 International classification of function, Disability and Health, Disability evaluation
- UNIT 6 Health promotion: Definition Approaches of Health promotion: Health education and communication, Health education in Rehabilitation influencing health beliefs and health behavior Changing Behaviour.
- UNIT 7 Disability prevention – levels of prevention and OT's role. Strategies to be used in C.B.R for prevention of Secondary Disabilities: Early Intervention, Transfer of knowledge, Training and Technology. To include the following diseases and disorders: Poliomyelitis, Encephalitis, Tuberculosis, Filariasis, Leprosy, Tetanus Rubella, H.I.V & A.I.D.S, Visual impairment, Hearing Impairment, Cerebral Palsy, Neuromuscular diseases, Amputation, Arthritis, Psychiatric Illness. Learning Disability.
- UNIT 8 Counselling and Psychological issues in disability
- UNIT 9 History, concept and definition of C.B.R
- UNIT 10 Concepts of community as in C.B.R
- UNIT 11 Programme criteria for C.B.R Programme
- UNIT 12 Essential components of a C.B.R programme
- UNIT 13 Sectors and roles for development of C.B.R
- UNIT 14 Role of Occupational Therapists in C.B.R

Seminar / Case presentation / Journal Review

BRANCH VIII
OCCUPATIONAL THERAPY IN COMMUNITY BASED
REHABILITATION

PAPER – II

Theory & Practical

**Course hours: Theory: 100 Hrs
Practical: 800 Hrs**

Course Description:

This course focuses on various components of a Community Based Rehabilitation programme, planning, development, management and evaluation of a C.B.R programme.

Course Objectives:

This course helps the students acquire requisite knowledge for developing and managing a community based rehabilitation programme.

Course Content:

- | | |
|---------|--|
| UNIT 1 | Attitude towards disability, types of attitudes, promoting awareness. |
| UNIT 2 | Screening for disability |
| UNIT 3 | Needs and resource analysis |
| UNIT 4 | Planning & management |
| UNIT 5 | Use of local resources |
| UNIT 6 | Training of personal for C.B.R and man-power development. |
| UNIT 7 | Community participation - influencing factors, barriers to community participation, levels of participation. |
| UNIT 8 | Addressing needs of women with disability |
| UNIT 9 | Addressing needs of the elderly in the community |
| UNIT 10 | Assistive technology and setting up of a rural work-shop |
| UNIT 11 | Sustainability and managing change |
| UNIT 12 | Access and environmental barriers |
| UNIT 13 | Cost information-definition, analysis of cost, cost Categories, cost allocation, steps of analysis |

- UNIT 14 Self help groups and Peer interaction groups
- UNIT 15 Evaluation of C.B.R. programme: Process evaluation and outcome evaluation, Indicators, Quantitative data, Qualitative data, Quantitative attitude scales, Experimental research, Action research.

Seminar / Case presentation / Journal Review
