

**McLennan**  
C O M M U N I T Y  
**C O L L E G E**

WACO, TEXAS

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**COURSE SYLLABUS**  
**AND**  
**INSTRUCTOR PLAN**

**Principles of Occupational Therapy**

**OTHA 1305**

**Laura Shade, OTR**

**NOTE: This is a 16-week course.**

**COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website on any changes to these guidelines.

## Principles of Occupational Therapy

OTHA 1305 – Fall 2021

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### **Course Description:**

Introduction to the profession of occupational therapy including the exploration of the historical and current scope of occupational therapy practice, basic lab procedures regarding patient handling, functional skills, and documentation.

Course Credit:	3 Semester Hours
Clock Hours:	3 lec hrs/wk; 48 lec hrs/semester
	3 lab hrs/wk; 48 lab hrs/semester

### **Relation to Overall Curricular Design:**

This course is taken in semester one of the program. *Occupational therapy practice* is specifically addressed as the student learns about the history and foundations of occupational therapy practice including the ethics, values, and core beliefs of the profession. The student is introduced to the social and political context of occupational therapy practice in the United States and how various regulations impact practice in medical, social, and educational settings. The student is provided training and practice in basic patient care skills, including patient safety factors during the lab portion of this course. *Workplace skills/professional development/lifelong learning* is specifically addressed as the student is provided with opportunities for self-awareness and values clarification and as generic professional abilities are addressed including providing and receiving feedback. *Adaptation* is specifically addressed as the student learns the meaning of occupation and is taught about the therapeutic value of engagement in occupation.

### **Prerequisites and/or Corequisites:**

Admission to the Occupational Therapy Assistant Program. Concurrent enrollment in OTHA 1341 Occupational Performance Birth Through Adolescence and OTHA 2201 Pathophysiology in Occupational Therapy.

### **Course Notes and Instructor Recommendations:**

Course meeting days and times:  
Lecture: MW 9:00 a.m.-10:25 a.m.  
Lab: MW 10:45-12:10 p.m.

### **Instructor Information:**

Instructor Name: Laura Shade, OTR

MCC Email: [lshade@mclennan.edu](mailto:lshade@mclennan.edu)

Office Phone Number:

Office Location: CSC C209

Office/Teacher Conference Hours: T and Th 1:00-4:00 p.m.

Additional Hours by Appointment

Other Instruction Information: If you need to ensure personal contact during office hours, be sure to schedule an appointment to avoid conflicts with other student meetings, professional meetings, or clinical visits.

**Required Text & Materials:**

Title: Introduction to Occupational Therapy

Author: O'Brien

Edition: 5<sup>th</sup> Edition

Copyright Year: 2018

Publisher: Elsevier

ISBN: 978-0-323-444448-4

Title: Principles & Techniques of Patient Care

Authro: Fairchild, Shea, and Washington

Edition: 6<sup>th</sup> Edition

Copyright Year: 2018

Publisher: Elsevier

ISBN-13: 978-0-323-44584-9

Title: The OTA's Guide to Documentation

Author: Morreale and Borherding

Edition: 4<sup>th</sup> Edition

Copyright year: 2017

Publisher: Slack Incorporated

ISBN-13: 978-1-63091-296-3

Title: Occupational Therapy Practice Framework: Domain and Process (*Will be Provided to the Student*)

Author: AOTA

Edition: 4th edition

Copyright Year: 2020

Publisher: AOTA

**MCC Bookstore Website:** <http://www.mclennan.edu/bookstore/>

**Methods of Teaching and Learning:**

The material will be presented in lecture/demonstration format with hands on performance of specific techniques in the laboratory following the lecture. Group learning and discovery learning will also be utilized (i.e., groups will be assigned to learn about and then teach certain components of the course followed by instructor feedback and input). Other educational methods will include discussion groups, group projects, lab exercises, lab skills check-off's,

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student presentations and written reports. Guest lecturers and audiovisual materials may be incorporated to enhance student learning.

Student learning outcomes will be measured by written exam (basic knowledge/comprehension and higher level/critical thinking), check-off's (technical and psychomotor skills), skills practicals (technical and psychomotor skills, and higher level/critical thinking skills), and student presentations (basic knowledge and professional communication).

## **Course Objectives and/or Competencies:**

1. Articulate the history and philosophy of occupational therapy.
2. Articulate the framework of occupational therapy practice.
3. Describe the aspects of occupational therapy domain.
4. Describe the process of occupational therapy service delivery.
5. Describe varying taxonomies, theories, and models of occupational therapy practice.
6. Compare and contrast the education, roles, and functions of occupational therapy personnel.
7. Compare and contrast practice areas – existing and emerging.
8. Explain the concepts of ethics in occupational therapy practice and describe the OT Code of Ethics.
9. Explain the legal implications of Occupational Therapy in health.
10. Demonstrate use of basic medical terminology.
11. Demonstrate basic documentation skills using proper medical terminology and occupational therapy terminology.
12. Demonstrate patient/practitioner interaction in supervised and structured lab setting.
13. Demonstrate basic patient and practitioner safety skills in supervised and structured lab setting.

1.	B.1.1.	Demonstrate knowledge of: <ul style="list-style-type: none"><li>• The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li><li>• Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li><li>• Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li></ul>	O'Brien Ch. 11
2.	B.2.2.	Define the process of theory development and its importance to occupational therapy.	O'Brien Ch. 15
3.	B.3.1.	Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	O'Brien Ch.'s 2, 3, and 4 Morreale Ch 2
4.	B.3.7.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Pierson Ch 2, 3, and 4
5.	B.4.1.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	O'Brien Ch. 17

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6.	B.4.11.	Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.	Pierson Ch's 5, 7, 8, and 9
7.	B.4.13.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Pierson Ch's 7, 8, and 9
8.	B.4.15.	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>	Morreale Ch 2 O'Brien Ch's 4 and 13
9.	B.4.25.	Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Pierson Ch. 1
10.	B.4.29.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.  Documentation must effectively communicate the need and rationale for occupational therapy services.	Morreale Ch's 3, 4, 5, 6, 7, 9, 10, and 15 O'Brien Ch. 13
11.	B.5.1.	Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.	O'Brien Ch.'s 2, 4, and 5 Pierson Ch. 1
12.	B.5.2.	Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.	O'Brien Ch.'s 4 and 5
13.	B.5.3.	Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.	O'Brien Ch. 13 Pierson Ch. 1 Morreale Ch. 3
14.	B.5.4.	Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.	O'Brien Ch.'s 2, 6, 7, 13, and 14 Pierson Ch. 1
15.	B.5.5.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	O'Brien Ch's 6, 7, 8, 9, and 14
16.	B.5.7.	Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.	O'Brien Ch. 13
17.	B.5.8.	Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.	O'Brien Ch.'s 7 and 8
18.	B.6.1.	<ul style="list-style-type: none"> <li>• Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.</li> <li>• Explain how scholarly activities and literature contribute to the development of the profession.</li> </ul>	O'Brien Ch. 4
19.	B.7.1.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and <i>AOTA Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	O'Brien Ch.'s 8 and 9

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20.	B.7.2.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	O'Brien Ch. 9
21.	B.7.4.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	O'Brien Ch. 7
22.	B.7.5.	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"><li>• Liability issues under current models of service provision.</li><li>• Varied roles of the occupational therapy assistant providing service on a contractual basis.</li></ul>	O'Brien Ch.'s 6, 7, and 10

## **Course Outline or Schedule:**

**Course Outline: Order will vary to accommodate schedule**

- I. Introduction
  - A. Student/Faculty Introductions
  - B. OTA Program Overview
  - C. Course Overview
  - D. Personality Styles/Self-Discovery
- II. Introduction to Occupational Therapy
  - A. Definition
  - B. Occupational Therapy Practitioners
  - C. Overview of Types of Clients Served
  - D. Overview of Treatment settings
  - E. Activities and Media
    1. Purposeful Activities
    2. Preparatory Activities
    3. Contrived Activities
    4. Occupation-Centered Activities
- III. History of Occupational Therapy
  - A. 18<sup>th</sup> & 19<sup>th</sup> Centures – Social Consciousness
    1. Moral Treatment (Pinel, Tuke, Rush)
  - B. Early 20<sup>th</sup> Century
    1. Arts and Crafts (Ruskin, Morris)
    2. Founds of Occupational Therapy (Dunton, Barton, Hall, Slagle, Tracy, Johnson, Kidner, Meyer)
      - a. Natinal Society for the Promotion of Occupational Therapy (1917)
      - b. Habit Training
      - c. Dunton's Principles of Occupational Therapy
    3. World War I – reconstruction Aids
    4. Post WWI to the 1930's
      - a. Soldier's Rehabilitation Act
      - b. Civilian Vocational Rehabilitatin Act
      - c. AOTA Formed (1921)
        - 1) Minimum Standards for Education
        - 2) National Registry

3) Publications

5. 1940's to the 1960's – Rehabilitation Movement
  - a. Examination Required for Registry
  - b. Drugs and Technology
  - c. Deinstitutionalization
  - d. Medicare
  - e. American Occupational Therapy Foundation
  - f. Occupational Therapy Assistant (1958)
6. 1970's to 1980's
  - a. Rehabilitation Act of 1973
  - b. Education for all handicapped Children Act of 1975
  - c. Handicapped Infants and Toddlers Act of 1986
  - d. Technology Related Assistance Act of 1988
  - e. Prospective Payment Systems
  - f. National Board for Certification in Occupational Therapy – 1986
  - g. AOTA Emphasis on Research
7. 1990's to Present
  - a. Information Age
  - b. Technology Advances
  - c. Laws – ADA, IDEA, BBA
8. AOTA's 2014 Practice Framework

IV. Philosophy of Occupational Therapy (sets of values, beliefs, truths, and principles)

- A. Metaphysical – Holistic, Active Beings, Occupations
- B. Epistemology – Experience, Thinking, Feeling, Doing; Occupation as a Means to an End; Adaptation
- C. Axiology – Client-centered Care, Quality of Life, Ethics
  1. Core Values – Altruism, Equality, Freedom, Justice, Dignity, Truthfulness, and Prudence

V. Current Issues and Emerging Practice Areas

- A. Centennial Vision
- B. Emerging Practice Areas
  1. Aging in Place
  2. Driver Assessments and Training Programs
  3. Community Health and Wellness
  4. Needs of Children and Youth
  5. Ergonomics Consulting
  6. Technology/Assistive Devices
- C. Evidence-Based Practice
- D. Research

VI. Educational Preparation and Certification

- A. ACOTE's 2011 Accreditation Standards – OTD, MOT, OTA
  - B. Demographic Data of OT Practitioners
  - C. NBCOT Certification
- VII. Professional Organizations
- A. AOTA – Quality and Professional Development
  - B. AOTF – Education and Research
  - C. AOTPAC – Public Policy and Advocacy
  - D. ASCOTA
  - E. WFOT – Information Exchange
  - F. TOTA
- VIII. OT Practitioner Roles, Responsibilities, and Relationships
- A. Direct Client Care
  - B. Career Development and Levels of Performance
    - 1. Standards of Practice
    - 2. Supervision and Partnerships – Direct, Close, Routine, and General
    - 3. Competencies, Lifelong Learning, and Certifications
    - 4. Teams – Multidisciplinary, Transdisciplinary, and Interdisciplinary
- IX. Legal Issues and Ethics
- A. AOTA Code of Ethics
  - B. Ethical Decision Making Process
  - C. Legal Issues
    - 1. HIPAA
    - 2. Abuse and Neglect
    - 3. Licensure
    - 4. Facilities Registration
- X. OT Practice Framework: Domain and Process
- A. Domain
    - 1. Areas of Occupation
      - a. Activities of Daily Living
      - b. Instrumental Activities of Daily Living
      - c. Rest and Sleep
      - d. Education
      - e. Work
      - f. Play
      - g. Leisure
      - h. Social Participation
    - 2. Client Factors
      - a. Values, Beliefs, and Spirituality
      - b. Body Functions
      - c. Body Structures
-



- 3. Performance Skills
    - a. Motor Skills
    - b. Process Skills
    - c. Social Interaction Skills
  - 4. Performance Patterns
    - a. Habits
    - b. Routines
    - c. Rituals
    - d. Roles
  - 5. Contexts and Environments
    - a. Cultural
    - b. Personal
    - c. Physical
    - d. Social
    - e. Temporal
    - f. Virtual
  - B. Process
    - 1. Evaluation
    - 2. Interventions – The Use of Occupations and Activities
      - a. Preparatory Methods
      - b. Purposeful Activity
      - c. Occupation-Based Activity
    - 3. Outcomes
  - XI. OT Across the Lifespan
    - A. Developmental Tasks
      - 1. Infancy
      - 2. Childhood
      - 3. Adolescence
      - 4. Young and Middle Adulthood
      - 5. Late Adulthood
    - B. Intervention Settings and Areas of Practice
      - 1. Biological Focus
      - 2. Social Focus
      - 3. Psychological Emphasis
  - XII. OT Practice Framework: Process
    - A. Evaluation – (Pre-client Data Gathering), Interview, Skilled Observation, Formal Evaluations
    - B. Interventions
    - C. Outcomes
  - XIII. Service Management Functions
    - A. Safe and Efficient Workplace
-

- B. Documentation
- C. Reimbursement
- D. Program Planning/Program Evaluation
- E. Professional Development
- F. Evidence-Based Practice
- G. Marketing and Public Relations

XIV. Models of Practice and Frames of Reference

- A. Models of Practice
  - 1. Client-Centered
    - a. Canadian Model of Occupational Performance (CMOP)
    - b. Person-Environment-Occupation-Performance (PEOP; Christianson and Baum)
  - 2. Model of Human Occupation (MOHO; Kielhofner) – Volition, Habituation Performance, and Environment
  - 3. Occupational Adaptation (Schkade and Schultz)
  - 4. Occupational Science (Yerxa)
- B. Frames of Reference
  - 1. Parts
    - a. Population
    - b. Continuum of Function/Dysfunction
      - 1) Physical (ROM, Strength, Endurance)
      - 2) Behavioral (Behaviors that Interfere with Function)
    - c. Theory Regarding Change – Brain Plasticity
    - d. Principles
    - e. Role of Practitioner
    - f. Assessment instruments
  - 2. Frames of Reference
    - a. Biomechanical
    - b. Neurodevelopmental
    - c. Rehabilitation
    - d. Proprioceptive Neuromuscular Facilitation
    - e. Role Acquisition
    - f. Behavioral
    - g. Psychodynamic
    - h. Cognitive Behavioral
    - i. Motor Skills Acquisition
    - j. Sensory Integration
    - k. Cognitive Rehabilitation
    - l. Dynamic Interactional
    - m. Neurofunctional

XV. Therapeutic Use of Occupations and Activities

- A. Preparatory Methods

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- 1. Sensory Input
      - 2. Therapeutic Exercise
      - 3. Physical Agent Modalities
      - 4. Orthotics/Splinting
    - B. Purposeful Activity
      - 1. Simulated/Contrived
    - C. Occupation-Based
      - 1. Activity Analysis
      - 2. Activity Synthesis
      - 3. Grading
      - 4. Adapting/Assistive Devices
  - XVI. Therapeutic Relationships
    - A. Self-Awareness
    - B. Trust
    - C. Empathy
    - D. Communication
      - 1. Verbal
      - 2. Non-verbal
      - 3. Active Listening – Reflection and Clarification
    - E. Use of Groups
  - XVII. Clinical Reasoning
    - A. Scientific Element
    - B. Ethical Element
    - C. Artistic Element
    - D. Thought Process
    - E. Strategies
    - F. Techniques to develop
- 1305 Principles of Occupational Therapy: Lab**
- I. Preparation for Patient Care Activities
    - A. Cultural Considerations
    - B. HIPAA, including concerns with social media
    - C. Advance Directives
    - D. Informed Consent
    - E. Principles of Documentation
    - F. Patient Management Process
    - G. Medical Errors in Allied Health
    - H. The Joint Commission and National Safety Patient Goals
    - I. Emergency Codes
  - II. Infection Prevention
-

- A. Medical Asepsis
  - B. Hand Hygiene
  - C. Personal Protective Equipment
  - D. Isolation Precautions
  - E. Equipment Cleaning
  - F. Biohazard Waste
  - G. Sharps Disposal
- III. Vital Signs
- A. Heart Rate
  - B. Blood Pressure
  - C. Oxygen Saturation
  - D. Pain
- IV. Body Mechanics
- A. Basic Principles
  - B. Lifting
  - C. Pushing, Pulling, Reaching, and Carrying
  - D. Posture
- V. Osteokinematics
- VI. Positioning
- A. Supine
  - B. Side-Lying
  - C. Common Soft Tissue Contracture Sites
  - D. Precautions
- VII. Wheelchairs/Seating Devices
- A. Types
  - B. Components
  - C. Fit
  - D. Adverse Effects of Improper Fit
  - E. Propulsion
- VIII. Mobility Assistive Devices
- A. Walkers
  - B. Canes
  - C. Crutches
  - D. Gait Belts
- IX. Bed Mobility and Transfers
- A. Organization
  - B. Precautions

- C. Bed Mobility
  - 1. Moving Up in Bed
  - 2. Supine to Side-Lying
  - 3. Supine ↔ Sit
  - 4. Sit ↔ Stand
- D. Transfers
  - 1. Stand Pivot
  - 2. Lateral
  - 3. Lifts
- X. Special Equipment and the Patient Care Environment
  - A. Specialty Beds
  - B. Anticoagulation
  - C. Nasal Gastric Tubes
  - D. Gastric Tubes
  - E. Peripheral Lines
  - F. Central Lines
  - G. Antiembolic Devices
  - H. Negative Pressure Wound Care Devices
  - I. Catheters
  - J. Oxygen –
    - 1. Nasal Cannula
    - 2. Oronasal Mask
    - 3. Flow Meters
    - 4. Tank Regulators
  - K. Drain Tubes
  - L. Ostomy Devices
  - M. Suction Devices
  - N. Traction
- XI. Americans with Disabilities Act (ADA)
  - A. Workplace Modifications
  - B. Public Accommodations
  - C. Barriers
  - D. Accessibility Audits

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## Fall 2021 Course Schedule

Unit	Date	Lecture	Lab
1	8/23	Introductions; Self-Awareness Tools	Pierson & Fairchild Ch. 1: Preparation for Patient Activities
	8/25	O'Brien Ch. 1: Introduction to OT	Morreale & Borcharding Ch. 2: Writing SOAP Notes
2	8/30	<b>Individual Presentations: Founders</b>	Pierson & Fairchild Ch. 2: Infection Prevention Osteokinematics
	9/1	O'Brien Ch. 2: History of OT	<b>Osteokinematics Skills Check-Off</b>
3	9/6	<b>LABOR DAY</b>	
	9/8	<b>Individual Presentations: Laws</b>	Pierson & Fairchild Ch. 3: Vital Signs
4	9/13	O'Brien Ch. 3 Philosophy of OT	Morreale & Borcharding Ch. 3: Billing & Reimbursement
	9/15	O'Brien Ch. 4 Current Issues & Emerging Practice Areas	Pierson & Fairchild Chapter 4: Body Mechanics
5	9/20	<b>Exam 1</b>	Morreale & Borcharding Ch. 3: Billing & Reimbursement
	9/22	<b>Individual Presentations: Professional Organizations</b>	Pierson & Fairchild Ch. 5: Positioning
6	9/27	O'Brien Ch. 5 Global Perspective of OT	Morreale & Borcharding Ch. 4: Medical Terminology
	9/29	O'Brien Ch. 6: Educational Preparation & Certification	
7	10/4	O'Brien Ch. 7: OT Practitioner Roles, Responsibilities and Relationships	Pierson & Fairchild Ch. 7: Wheelchairs
	10/6	O'Brien Ch. 8 Legalities and Ethics	
8	10/11	<b>Exam II</b>	Pierson & Fairchild Ch. 7 Wheelchairs
	10/13	O'Brien Ch. 9 Professional Organizations	
9	10/18	O'Brien Ch. 11 & 12: OT Across the Life Span; Settings and Areas of Practice	Pierson & Fairchild Ch. 9: Assistive Devices
	10/20	<b>Lab Mid-Term Written Exam and Practical/Skills Check Off</b>	
10	10/25	O'Brien Ch. 10: Practice Framework & OTPF-4	Pierson & Fairchild Ch. 8: Bed Mobility & Transfers
	10/27	O'Brien Ch. 10: Practice Framework & OTPF-4	Morreale & Borcharding Ch. 5: Avoiding Common Documentation Mistakes
11	11/1	O'Brien Ch. 13: Service Management Functions	Pierson & Fairchild Ch. 8: Bed Mobility & Transfers
	11/3	O'Brien Ch. 13: Service Management Functions	Morreale & Borcharding Ch. 6: Writing the "S"
12	11/8	<b>Exam III</b>	Pierson & Fairchild Ch. 10: Special Equipment & the Patient Care Environment
	11/10	O'Brien Ch. 14: OT Process: Evaluation, Intervention, & Outcome	Morreale & Borcharding Ch. 7 & 9: Writing the "O" and "A"
13	11/15	O'Brien Ch. 15: Theories, Models of Practice, & Frames of Reference	Pierson & Fairchild Ch. 12: Incidents & Emergencies
	11/17	O'Brien Ch. 16: Intervention Modalities	Pierson & Fairchild Ch. 13: ADA & Universal Design
14	11/22	O'Brien Ch. 17 Therapeutic Relationships	Morreale & Borcharding Ch. 10 & 15: Writing the "P", Goals & Interventions
	11/24	<b>THANKSGIVING BREAK</b>	
15	11/29	O'Brien Ch. 18 Therapeutic Reasoning	Review & Practice of Transfers
	12/1	<b>Lab Written Exam and Practical/Skills Check off</b>	
16	12/6	<b>FINAL EXAM</b>	

*Schedule is subject to change and students will be notified in Brightspace as well as in class.*

*\*\*\*Lab Exams may be scheduled on FRIDAYS as needed\*\*\**

**Course Grading Information:**

Written Exams	20%
Final Written Exam	15%
Osteokinematics Skills	05% <i>*75% or greater required to pass course</i>
Lab Mid Term Skills	15% <i>*75% or greater required to pass course</i>
Lab Mid Term Written	05%
Lab Final Skills	15% <i>*75% or greater required to pass course</i>
Lab Final Written Exam	05%
Presentation I	05%
Presentation II	05%
Quizzes and Lab Worksheets	<u>10%</u>
	100%

The following percentage system for letter grade assignment will be utilized for reporting grades: A=90-100%; B=80-89.99%; C=75-79.99%; D=65-74.99%; F=below 64.99%.

A student must receive a "C" or above for successful completion of an OTA course or science course. Any student receiving a "D" or "F" must withdraw from the OTA program, but may reapply for admission the following year following failure of only one OTA course.

**Grade Requirements:** A student must have a combined average of 75% on all written exams **and** a minimum of 75% on *each* skills practical in order to receive a passing grade for this course.

- ☐ Any student scoring below 75% on a skills practical will be required to re-take that skills practical.
- ☐ A maximum of one skills practical may be repeated one time (one re-take) during the semester for a maximum grade of 75%. (Failure of two skills practicals in a course per semester will cause the student to not be able to progress in the program.)
- ☐ Students who have failed a skills practical are required to complete their re-take **PRIOR** to the next scheduled practical. Failure to do so will be considered a failure of the re-take.
- ☐ It is the **STUDENT'S** responsibility to coordinate scheduling of the re-take by meeting with the primary instructor.

There will be **no** make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only (i.e., death in family, illness with note from MD, acts of God, etc). When make-up exams are granted, they will be scheduled at the instructor's convenience. Absence or tardiness for a make-up exam will result in a grade of "zero". In general, work "re-do's" will not be allowed. If, at the discretion of the instructor, a re-do is permitted, a maximum grade of 75% will be given.

*Any student who receives a D or below for the course may not continue in the OTA program, but may be eligible to re- enter the following year. Please refer to the student handbook for specific details.*

#### PREPARATION FOR LAB:

All students must be prepared for lab sessions at all times, and appropriate lab clothing must be worn. Students who do not have appropriate lab clothing will be required to wear a hospital gown or other attire provided by the instructor, or that student will not be allowed to participate in lab. Jewelry that may be worn during lab (although it may need to be removed for certain skills/procedures) includes wedding bands/rings, watch, small chain necklace, or small stud earrings (no more than two each ear) worn in the ear. All other jewelry must be removed prior to lab, including nose and tongue studs. Fingernails must be trimmed short and modestly. Good personal hygiene is an expectation both in lab as well as clinical affiliation.

#### LAB SKILLS ASSESSMENTS & SKILLS PRACTICALS:

Proof of completion of lab skills assessments, or check offs, of the skills to be tested will be required prior to taking the skills practical. A student must demonstrate proficiency and competency (**safe, effective, reasonable time**) on each skill. Students may not attempt to check off on a skill with the instructor until they have been "checked off" by a fellow student. All skills covered in lab prior to the skills practical must be checked off prior to the lab practical. Otherwise, it will count as a failure and the student will be required to repeat that skills practical for a maximum grade of 75. Only one skills practical can be retaken with the maximum grade of 75 per semester.

**Discussion Session:** Everyone will be expected to exhibit respectful and attentive behavior during each individual student and team presentation, as well as expected to participate in the question/answer session. Any students exhibiting disruptive or disrespectful behavior will be asked to leave and counted absent for that day. Further disciplinary action will be at the discretion of the instructor.

#### **Late Work, Attendance, and Make Up Work Policies:**

##### ATTENDANCE:

Attendance is essential for attainment of course objectives and skills competencies. A student who is not present at the scheduled start time of class is considered tardy (this includes start of day as well as return from breaks and return from lunch). Three (3) tardies will constitute one absence. Leaving class early will also count as a "tardy". At the instructor's discretion, the door may be locked at the beginning of class with the late student being denied entry.

- Two (2) absences or absence from 2 lecture/lab hours: verbal warning
- Three (3) absences or absence from 3 lecture/lab hours: written warning
- Four (4) absences or absence from 4 lecture/lab hours or one no call/no show: program probation
- Five (5) absences or absence from 5 lecture hours or two no call/no show's: **withdrawal from program**



Make-up work may be required for absences in order to ensure that students acquire information and skills presented during their absence. Students must notify the instructor in advance via e-mail or phone message whenever tardiness or absence is unavoidable. *Failure to notify the instructor will result in program probation.*

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless *prior* written approval is given by the faculty for an excused reason (i.e., death in the family, approved professional conference, etc.). It is the *student's* responsibility to attain the information that is missed due to his/her absence.

#### STUDENT RESPONSIBILITIES:

It is the responsibility of the student to come to class having read the assigned material and ready to participate in discussion and activities. This will provide a more positive learning experience for the student. It is also the responsibility of the student to turn in assignments on time.

**Assignments are due by 8:45 a.m. at the beginning of the class day. Late assignments will not be accepted unless it is due to a documented excused absence. Uploaded assignments in other than "Word" or pdf format, hard copy of assignments that were to be uploaded, illegible assignments, handwritten assignments in other than blue or black ink, assignments with unprofessional presentation including being incomplete, and/or assignments with extensive grammatical errors will not be graded and will receive a "zero". Assignments that use identifying information of a subject/supervisor/facility (must use initials only) will receive a "zero".**

**In-class assignments, including but not limited to quizzes, presentations, and lab activities, missed due to an absence, late arrival, or leaving class early will be awarded an automatic "zero" and cannot be made up.**

#### **Student Behavioral Expectations or Conduct Policy:**

##### Generic Abilities & Professional Behaviors:

Students are expected to maintain a professional classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity. Likewise, all communications with the instructor are to be professional (**e-mails that are discourteous, use improper grammar, and/or simulate a text message will not be responded to**).

Students in the Occupational Therapy Assistant program have willingly applied for, and entered into, a professional degree program. Implicit in professional degree programs is the need to develop the student's professional behaviors as well as minimum basic entry level

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competencies. The tool utilized in the OTA Program is the Generic Abilities form. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies.

The faculty member, and if deemed necessary the program director, will then discuss with the student a plan of action to assist the student in development in the areas that have been deemed deficient. Any student who persists with the same deficiencies with no improvement in professional behavior over 3 different episodes may be dismissed from the program based upon lack of progress in professional behavior. It will also be at the faculty member's discretion to take 2 points from the student's final grade for each documented episode related to unprofessional behavior.

### Attachment #10 Generic Abilities

Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at the University of Wisconsin at Madison in 1991-1992. The ten abilities and definitions developed are:

	<i>Generic Ability</i>	<i>Definition</i>
1	Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2	Interpersonal skills	The ability to interact effectively with patient, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3	Communication Skills	The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.
4	Effective use of time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
5	Use of constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6	Problem-solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7	Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8	Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
9	Critical thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10	Stress management	The ability to identify sources of stress and to develop effective coping behaviors.

May W, Morgan BJ, Lemke J, Karst G, Stone H. Model for ability based assessment in physical therapy educatee; *Journal of Physical Therapy Education* 1995;91:3-6.

### **Technology Devices:**

Video & Tape Recordings: Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

Personal Computer/Electronics Use: Students are not to use laptop computers, smart phones, or other electronic devices in the classroom unless prompted by the instructor. These devices are to remain stored in the student's backpack during class.

Students are not to post any classroom materials on any internet or social media site without the express written consent of the faculty.

A student who has an unauthorized electronic device activated during an examination period will not be permitted to continue the examination, will be asked to leave the classroom, and will be denied the opportunity to complete or re-take the examination. Due to the circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

Beepers, cellular telephones, text, and personal telephone calls. Students are NOT to receive or place telephone calls/beeper calls/texts during class. Beepers and cellular telephones are to be turned off or set to vibrate before entering the classroom and stored in backpack during class. Messages may be left with the Health Sciences division secretary Grace Kling 299-8568 or [akling@mcclennan.edu](mailto:akling@mcclennan.edu). Messages for a student during an emergency will be delivered immediately. At the discretion of the instructor, students may be asked to leave cell phones and electronic devices in a box during class.

### **Additional Items:**

- ✓ **Verbal, non-verbal, and written communications** are to be polite and respectful at all times
- ✓ **Food** is not allowed in class
- ✓ **Children** are not allowed in class
- ✓ **Sleeping** is not allowed in class
- ✓ **Drinks** with screw-on lids are permitted if the student leaves the lid in place
- ✓ **Smoking, vaping, using tobacco**, using simulated tobacco or similar products are not allowed in class

- ✓ **Alcohol and drugs are not allowed** in the classroom and students should not attend class under the influence of them nor with the smell of any of them

Any of the above will result in being asked to leave the classroom and receiving an absence for the day at a minimum but could result in being written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

\* [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

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## ACADEMIC RESOURCES/POLICIES

### **Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

### **MCC Foundation Emergency Grant Fund:**

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at [https://www.mclennan.edu/foundation/docs/Emergency\\_Grant\\_Application.pdf](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

### **Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

### **Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

### **Minimum System Requirements to Utilize MCC's D2L|Brightspace:**

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Email Policy:**

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

**Instructional Uses of Email:**

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

**Email on Mobile Devices:**

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email [Helpdesk@mclennan.edu](mailto:Helpdesk@mclennan.edu) for help.

**Forwarding Emails:**

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating.

**Accommodations/ADA Statement:**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit [www.mclennan.edu/disability](http://www.mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

**Title IX:**

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at [www.mclennan.edu/titleix/](http://www.mclennan.edu/titleix/). It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

**Disclaimer:**

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.