

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

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Pathophysiology in Occupational Therapy

OTHA 2201

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.

Course Description:

Pathology and general health management of diseases and injuries across the lifespan encountered in occupational therapy treatment settings. Includes etiology, symptoms, and the client's physical and psychological reactions to disease and injury.

Course Credit: 2 Semester Hours

Clock Hours: 2 lec hrs/wk; 32 lec hrs/semester

Prerequisites and/or Corequisites:

Good standing in the Occupational Therapy Assistant Program. Concurrent enrollment in OTHA 1305 Principles of Occupational and OTHA 1341 Occupational Performance Birth Through Adolescence.

Course Notes and Instructor Recommendations:

Course meeting days and times: CSC C118

Lecture: Mon and Wed 1:00 p.m to 1:55 p.m

Instructor Information:

Instructor Name: Laura Shade

MCC Email: lshade@mclennan.edu (reponse will be within 2-3 business days)

Office Phone Number: 254-299- (response to messages will be within 2-3 business days)

Office Location: CSC C209

Office/Teacher Conference Hours: T,Th 1:00 p.m. – 4:00 p.m

Additional Hours by Appointment

Other Instruction Information: 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: Essentials of Neuroanatomy for Rehabilitation

Author: Dvorak and Mansfield

Edition: 1st edition

Copyright Year: 2013

Publisher: Pearson Education, Inc.

ISBN: 978-0-13-502388-4

Title: Adult Physical Conditions – Intervention Strategies for Occupational Therapy Assistants.

Author: Mahle, A. and Ward, A.

Edition: 1st edition

Copyright Year: 2019

Publisher: F.A. Davis

ISBN-13: 978-0-8036-5918-6

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. Group learning and discovery learning will also be utilized. 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).

Course Objectives and/or Competencies:

Student Learning Outcomes/Competencies:

1. Identify characteristics of diseases and conditions commonly encountered in occupational therapy practice.
2. Explain the major components of the human neurological system including the major structures and functions of each.
3. Define common terminology utilized in discussions of neurological diseases and their treatment.
4. Assess the residual deficits in client factors, performance skills, and performance patterns of diseases and conditions commonly encountered in occupational therapy.
5. Describe/predict the impact diseases and conditions commonly encountered in occupational therapy on occupational functioning.
6. Demonstrate an understanding of the cultural and contextual issues when addressing the functional impact of disease or injury on occupational performance.

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Course Objectives:

1.	B.1.1.	Demonstrate knowledge of: <ul style="list-style-type: none">The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.	Dvorak and Mansfield – All assigned chapters. Mahle and Ward – All assigned chapters.
2.	B.1.2.	Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).	Dvorak and Mansfield – All assigned chapters. Mahle and Ward – All assigned chapters.
3.	B.3.5.	Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Dvorak and Mansfield – All assigned chapters. Mahle and Ward – All assigned chapters.
4.	B.4.18.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Mahle Chapter 17; Work and Ergonomics Module

Course Outline and Schedule:

Course Outline - Order will vary to accommodate schedule

- I. Introduction
 - A. Mechanisms of Disease
 - B. Holistic Medicine
 - C. Pain
 - D. Nontraditional Medicine
 - E. Diagnostic Codes
- II. Overview of the Nervous System
 - A. Central Nervous System
 1. Brain
 2. Spinal Cord
 - B. Peripheral Nervous System
 1. Cranial Nerves
 2. Peripheral Nerves
 - C. Neuroplasticity
 - D. Spinal Cord

- III. Regional Neuroanatomy
 - A. Brain
 - 1. Cerebrum
 - a. Hemispheres
 - 1) Frontal Lobe
 - 2) Parietal lobe
 - 3) Occipital Lobe
 - 4) Temporal Lobe
 - b. Corpus Callosum
 - c. Limbic System
 - d. Basal Ganglia
 - 2. Diencephalon
 - a. Thalamus
 - b. Hypothalamus
 - 3. Brainstem
 - a. Midbrain
 - b. Pons
 - c. Medulla
 - 4. Cerebellum
 - a. Central Vermis
 - b. Hemispheres
 - c. Peduncles
 - B. Spinal Cord
 - 1. Segments
 - a. Cervical
 - b. Thoracic
 - c. Lumbar
 - d. Sacral
 - 2. Spinal Nerves
 - a. Cauda Equina
 - b. Nerve Roots
 - 3. Horns
 - a. Dorsal Horn
 - b. Ventral Horn
 - c. Lateral Horn
 - 4. White Matter Columns
 - C. Skull and Foramen Magnum
 - D. Vertebral Column
 - 1. Segments
 - 2. Vertebrae
 - 3. Intervertebral Disc
 - E. Meninges
 - 1. Pia Matar
 - 2. Arachnoid

- 3. Dura Matar
- F. Vascular System
 - 1. Carotid Arteries
 - 2. Vertebral Arteries
 - 3. Circle of Willis
 - a. Receives Blood From
 - 1) Internal Carotid
 - 2) Basilar Artery
 - b. Gives Rise to
 - 1) Anterior Cerebral Artery
 - 2) Middle Cerebral Artery
 - 3) Posterior Cerebral Artery
- G. Ventricular System and Cerebrospinal Fluid
- IV. Neurons and Glial Cells
- V. Synapses
 - A. Pre-synaptic Neuron
 - B. Neurotransmitter
 - C. Post-synaptic Cell
 - D. Synaptic Plasticity
- VI. Cerebral Cortex
 - A. Frontal Lobe
 - 1. Voluntary Movement
 - a. Motor Cortex
 - b. Pre-motor Cortex
 - c. Supplementary Motor Cortex
 - d. Broca's Area
 - B. Parietal Lobe
 - 1. Perception – Somatosensory Cortex
 - 2. Processing of Sensation
 - a. Somatosensory Association
 - b. Parietotemporal Association
 - C. Occipital Lobe
 - 1. Primary Visual Cortex
 - 2. Visual Association Cortex
 - D. Temporal Lobe
 - 1. Auditory Cortex
 - 2. Auditory Association
 - 3. Wernicke's Area
 - 4. Inferotemporal Cortex
 - 5. Olfactory Cortex
 - 6. Hippocampus
 - 7. Amygdala
- VII. Diencephalon

- A. Thalamus
- B. Hypothalamus
- C. Epithalamus and Subthalamus
- VIII. Brainstem, Cranial Nerves, and Spinal Cord
 - A. Regions
 - 1. Midbrain
 - a. Red Nucleus
 - b. Substantia Nigra
 - c. Superior Colliculus
 - d. Inferior Colliculus
 - 2. Pons
 - 3. Medulla Oblongata
 - B. Ascending Tracts (Sensory)
 - 1. Anterior Spinothalamic – light touch, pressure, and texture
 - 2. Lateral Spinothalamic – Pain and Temperature
 - 3. Dorsal Column – two-point discrimination, vibration, and conscious proprioception
 - 4. Spinocerebellar – unconscious proprioception
 - C. Descending Tracts (Motor)
 - 1. Lateral Corticospinal Tract – voluntary muscle movement
 - 2. Reticulospinal Tract – rhythmic gait patterns, muscle tone
 - 3. Vestibulospinal Tract – balance and posture
 - D. Reticular Formation
 - E. Cranial Nerves
 - F. Spinal Cord Injury
- IX. Peripheral Nervous System
 - A. Brachial Plexus
 - 1. Roots
 - 2. Trunks
 - a. Upper
 - b. Middle
 - c. Lower
 - 3. Divisions
 - a. Anterior
 - b. Posterior
 - 4. Cords
 - a. Lateral
 - b. Medial
 - c. Posterior
 - 5. Branches
 - a. Musculocutaneous
 - b. Median
 - c. Ulnar
 - d. Axillary

- e. Radial
 - B. Peripheral Nerve Injury
- X. Autonomic Nervous System
 - A. Sympathetic System
 - B. Parasympathetic System
- XI. Somatosensation
 - A. Receptors
 - B. Somatosensory Pathways
- XII. Special Sensory Systems
 - A. Visual System
 - B. Auditory System
 - C. Vestibular System
 - D. Olfactory and Gustatory Systems
- XIII. Motor Systems and Movement
- XIV. Cognition, Emotion, Memory, and Language
- XV. Development and Aging
- XVI. Brain Injury and Neuroplasticity
- XVII. Neurologic Diseases and Conditions
 - A. Head Trauma
 - B. Spinal Cord Injuries
 - C. Degenerative Disk Diseases
 - D. Herniated Disk
 - E. Sciatic Nerve Injury
 - F. Parkinson's Disease
 - G. Huntington's Chorea
 - H. Amyotrophic Lateral Sclerosis
 - I. Peripheral Neuropathy
 - J. Bell's Palsy
 - K. Meningitis
 - L. Encephalitis
 - M. Guillain-Barre Syndrome
 - N. Poliomyelitis and Post-Polio Syndrome
 - O. Alzheimer's Disease
 - P. Vascular Dementia
- XVIII. Diseases and Conditions of the Musculoskeletal System
 - A. Fibromyalgia
 - B. Spinal Disorders – Lordosis, Kyphosis, Scoliosis
 - C. Osteoarthritis
 - D. Bursitis
 - E. Osteomyelitis
 - F. Osteoporosis
 - G. Fractures
 - H. Strains and Sprains
 - I. Dislocations

- J. Adhesive Capsulitis
 - K. Rotator Cuff Tears
 - XIX. Disorders and Conditions Resulting from Trauma
 - A. Crush Injuries
 - B. Cumulative Trauma (Repetitive Motion Trauma, Overuse Syndrome)
 - C. Brachial Plexus Injury
 - D. Tendinitis
 - XX. Developmental, Congenital, and Childhood Diseases and Disorders
 - A. Prematurity
 - B. Down Syndrome
 - C. Cerebral Palsy
 - D. Muscular Dystrophy
 - E. Spina Bifida
 - F. Hydrocephalus
 - G. Club Foot
 - H. Congenital Hip Dysplasia
 - I. Cleft Lip and Palate
 - J. Cystic Fibrosis
 - K. Phenylketonuria
 - L. Mental Retardation
 - M. Learning Disorder
 - N. Communication Disorders
 - O. Pervasive Developmental Disorders
 - P. Attention-Deficit Hyperactivity Disorder
 - XXI. Immunologic Disorders
 - A. Acquired Immunodeficiency Syndrome
 - B. Systemic Lupus Erythematosus
 - C. Scleroderma
 - D. Rheumatoid Arthritis
 - E. Multiple Sclerosis
 - F. Myasthenia Gravis
 - XXII. Diseases and Conditions of the Endocrine System
 - A. Dwarfism
 - B. Hyperthyroidism
 - C. Hypothyroidism
 - D. Diabetes Mellitus
 - E. Hypoglycemia
 - XXIII. Diseases and Conditions of the Respiratory System
 - A. Pulmonary Embolism
 - B. Pneumonia
 - C. Chronic Obstructive Pulmonary Disease
 - D. Pneumothorax
 - E. Lung Cancer
 - XXIV. Diseases and Conditions of the Circulatory System
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- A. Myocardial Infarction
- B. Congestive Heart Failure
- C. Embolism
- D. Arteriosclerosis
- E. Aneurysm
- F. Raynaud's Disease
- XXV. Diseases and Disorders of the Eye and Ear
 - A. Hyperopia
 - B. Myopia
 - C. Astigmatism
 - D. Presbyopia
 - E. Nystagmus
 - F. Conjunctivitis
 - G. Macular Degeneration
 - H. Diabetic Retinopathy
 - I. Otitis Media
 - J. Meniere's Disease
 - K. Benign Paroxysmal Positional Vertigo
 - L. Sensorineural Hearing Loss
- XXVI. Diseases and Conditions of the Integumentary System
 - A. Psoriasis
 - B. Cellulitis
 - C. Decubitus Ulcers
- XXVII. Diseases and Conditions of the Digestive System
- XXVIII. Diseases and Conditions of the Urinary System
 - A. Diabetic Nephropathy
 - B. Neurogenic Bladder
- XXIX. Diseases and Conditions of the Reproductive System

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Course Schedule

1	8/23	Introduction: Mechanisms of Disease, Diagnosis, & Treatment
	8/25	Alternative Medicines Physiology of Aging
2	8/30	Developmental, Congenital, & Childhood Diseases and Disorders
	9/1	Developmental, Congenital, & Childhood Diseases and Disorders
3	9/6	LABOR DAY
	9/8	Mental Disorders
4	9/13	Dvorak and Mansfield Chapters 1 & 2: Introduction to Neuroanatomy, Regional Anatomy, Mahle Chapter 33: CVA (pages 838-842)
	9/15	Exam I
5	9/20	Dvorak & Mansfield Chapter 3 & 4: Neurons and Glial Cells, Synapses
	9/22	Dvorak & Mansfield Chapter 5 & 6: Cerebral Cortex & Diencephalon
6	9/27	Dvorak & Mansfield Chapter 7: Brainstem & Cranial Nerves
	9/29	Dvorak & Mansfield Chapter 8: The Spinal Cord Mahle Chapter 35: Spinal Cord Injury & Disease (pages 908-927)
7	10/4	Dvorak & Mansfield Chapter 9 & 10: Peripheral & Autonomic Nervous System
	10/6	Dvorak & Mansfield Chapter 11 & 12: Somatosensation & Special Sensory Systems, Mahle Chapter 10: Vision and Visual Perception (pages 223-226, 230-236)
8	10/11	Dvorak & Mansfield Chapters 13 & 14: Motor Systems and Movement, Cognition, Emotion, Memory & Language
	10/13	Exam II
9	10/18	Dvorak & Mansfield Chapters 15 & 16: Development & Aging, & Brain Injury & Neuroplasticity, Mahle Chapter 34: Traumatic and Acquired Brain Injury (pages 886-902)
	10/20	OTHA 1305 Lab Mid-Term Written Exam and Practical/Skills Check-Off
10	10/25	Review of Neurologic Disease & Conditions
	10/27	Mahle Chapter 20 (pages 503-516) & 22 (pages 566-576): Diseases & Conditions of the Musculoskeletal System
11	11/1	Mahle Chapter 23: Orthopedic Considerations of the Shoulder (pages 589-595) & Chapter 17: Work and Ergonomics
	11/3	Mahle Chapter 23: Orthopedic Considerations of the Shoulder pages 589-595 Mahle Chapter 17: Work and Ergonomics
12	11/8	Mahle Chapter 21: Arthritic Diseases (pages 525-538); Rheumatoid Arthritis
	11/10	Mahle Chapter 25: Chronic Diseases (pages 645-647); Chapter 26: Cardiopulmonary Conditions (pages 668-676; 684-687)
13	11/15	Exam III
	11/17	Mahle Chapter 28: Burns
14	11/22	Diseases and Conditions of the Endocrine, Integumentary, Digestive, Urinary, and Reproductive Systems
	11/24	THANKSGIVING BREAK
15	11/29	Mahle Chapter 29: Oncological Care; Post-Mastectomy
	12/1	OTHA 1305 Lab Mid-Term Written Exam and Practical/Skills Check-Off
16	12/8	FINAL EXAM

Schedule is subject to change - students will be notified

Course Grading Information:

Written Exams	60%
Final Written Exam	20%
Quizzes	10%
Class Participation	<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 if there are no documented counseling's due to professional behavior issues (including such items as attendance, generic professional abilities, etc.). Refer to the student handbook.

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 across all OTHA courses in a given semester may be repeated one time (one re-take) during the semester for a maximum grade of 75%. (Failure of two skills practicals across all OTHA courses in a given semester will result in the student not being able to progress in the program. Refer to the Student Handbook for details.)
- If a student fails a skills practical, policy requires two faculty graders for the re-take of the skills practical. If a student fails a re-take, it will result in failure of the course. Failure of the course will result in dismissal from 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, corresponding among all program instructors for options to request a second grader, and ensuring that the re-take is scheduled in advance of the next skills practical to prevent interference of future performance. Faculty have busy and conflicting schedules. If a student waits until too close to the upcoming skills practical, he/she runs the risk of being unable to get the required two-grader re-take scheduled which will result in failure of the re-take.
- It is the **STUDENT's** responsibility to select another student to be his/her patient for the re-take (due to FERPA laws) and ensure that the selected student is available at the scheduled time of the re-take.

TESTING PROCEDURES

All student personal belongings are to be placed under the student's chair during written exams. No questions will be answered during the exam. Once the exam begins, students will not be allowed to leave the classroom.

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). *Minor illnesses do not constitute excused absences.* 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.

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). A student who misses more than 50% of a class period, whether it is due to late arrival or early departure, will be counted as absent. ***Three (3) tardies will constitute one absence.*** 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: verbal warning
- Three (3) absences: written warning
- Four (4) absences or one no call/no show: program probation
- Five (5) absences or two no call/no show's: ***withdrawal from program***

Additionally, the third absence, and each additional absence, will result in a reduction of the final course grade by two points.

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.*** Make-up work may be required for absences in order to ensure that students acquire information and skills presented during their absence

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 at the beginning of the class day or as stated in Brightspace. Late assignments will not be accepted unless it is due to a documented excused absence (i.e., death in family, illness with note from MD, acts of God, etc). *Minor illnesses do not constitute excused absences.*

The following are not acceptable forms of assignments:

- assignments in other than “Word” or pdf format
- hard copy of assignments that were to be uploaded
- illegible assignments
- emailed assignments that were to be uploaded
- jpg. or other digital formatting
- assignments sent through text message
- handwritten assignments unless specified as such by the instructor (must be in blue or black ink)
- assignments with unprofessional presentation including being incomplete
- 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. Arriving to class after the morning quiz or exam has started will result in an automatic grade of “zero”.

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 competencies. The tool utilized in the OTA Program is the Generic Abilities assessment tool. 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.

Concerns regarding academic and/or clinical advising or instruction should be first addressed to the Faculty Member in question within five (5) working days from the time of occurrence. If the student feels that a problem has not been resolved, then the student should present the issue to the Program Director. If no resolution is reached at this level, in accordance with the McLennan Student Grievance Procedure, the student may discuss the issue with the Dean of Health Professions. If resolution is still not reached, then the Vice President of Instruction is contacted. A formal grievance may be initiated by submitting a request in writing to the President of the College to have the issue considered by a formal grievance committee. This procedure is outlined in the Highlander Guide, available at www.mclennan.edu.

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.

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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 educate; *Journal of Physical Therapy Education* 1995;91:3-6

Technology Devices:

Personal Computer/Electronics Use: Computer use is expected throughout the Program. The MCC library has computer availability for after class hours if necessary. Access to library search engines is required and will be a part of the student's required class participation.

Students are not to use laptop computers, smart phones, iwatches/smart watches, 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.

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.

Beepers, cellular telephones, text, and personal telephone calls. Students are NOT to receive or place telephone calls/beeper calls/texts during class. Beepers, smart watches, 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 Professions executive secretary at 299-8568. 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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C O M M U N I T Y

COLLEGE

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. 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.

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 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 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.

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

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 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/. 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.