

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

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01

LAURA SHADE, MS, 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 at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

AN EQUAL OPPORTUNITY INSTITUTION

FALL 2022

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

Course Description:

Continuation of OTHA 1315: Therapeutic Use of Occupations or Activities I. Emphasis on advanced techniques and applications used in traditional and non-traditional practice settings.

Course Credit: 3 Semester Hours

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

4 lab hrs/wk; 64 lab hrs/semester

Prerequisites and/or Corequisites:

Admission to the Occupational Therapy Assistant Program. Concurrent enrollment in OTHA 1162 Clinical II – Level I Fieldwork, OTHA 1319 Therapeutic Interventions, and OTHA 2231 Physical Function in OT.

Course Notes and Instructor Recommendations:

Course meeting days and times:

Lecture: Fri 9:00 a.m. – 10:55 a.m.

Lab: Fri 12:00 p.m. – 4:15 p.m.

Instructor Information:

Instructor Name: Laura Shade, MS, OTR

MCC Email: lshade@mclennan.edu

Office Phone Number: 254-299-8365

Office Location: HPN 228

Office/Teacher Conference Hours: T, Th 8:30 a.m. – 10:30 a.m., W 3:00 p.m. – 4:00 p.m.

Other Instruction Information: Additional hours by appointment

Required Text & Materials:

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: The OTA's Guide to Documentation

Author: Morreale and Borherding

Edition: 4th Edition

Copyright year: 2017

Publisher: Slack Incorporated

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

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

Title: Occupational Therapy TOOLKIT
Author: Hall
Edition: 7th edition Copyright Year: 2018
Publisher: www.ottoolkit.com
ISBN: 978-1-948726-00-9

Title: Occupational Therapy Practice Framework: Domain and Process
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, 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:

Student Learning Outcomes/Competencies:

1. Articulate issues of cultural diversity in occupational therapy and health care.
2. Understand the Occupational Therapy Practice Framework Domain and Process and how it relates to the intervention process.
3. Define the stages of the occupational therapy intervention process.
4. Demonstrate knowledge of the various assessment and evaluations used in developing a treatment plan and data collection tools used during interventions.
5. List physical and environmental requirements for performing an occupation-based activity, including precautions, and the criteria needed for successful completion/mastery of the activity.
6. Exhibit the ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to implement the intervention plan.

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

7. Demonstrate proficiency in providing training in self-care, self-management, home management, and community and work integration.
8. Demonstrate ability to grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context for assigned case application.
9. Articulate principles of and demonstrate strategies with assistive technologies and devices used to enhance occupational performance.
10. Demonstrate ability to teach compensatory strategies to enhance occupational performance.
11. Demonstrate knowledge of the teaching-learning process with the client, family, significant others, colleagues, other health providers, and public to successfully engage in appropriate educational methods.
12. Discuss occupational therapy's role in the occupations of sexuality, work, leisure, and social participation.
13. Assess architectural barriers in homes and public buildings to select strategies to increase functional mobility for people with various disabilities.
14. Demonstrate awareness of safety issues and safe practice in treatment areas.
15. Generate advanced documentation using proper OT terminology and format during simulated role play and /or community field activities.

Course Objectives

1	B.3.6.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan	ADL / IADL Project Assignment OTPF-4 Mahle Ch. 6
2	B.4.4.	Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.	Mahle Ch.'s 6, 8, 10, and 11 ADL, IADL, and Leisure Assessment Tool Labs
3	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.	ADL / IADL Project Assignment
4	B.4.16.	Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.	Mahle Ch. 12
5	B.4.21.	Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> To design activities and clinical training for persons, groups, and populations. 	Mahle Chapter 5 Teaching-Learning ADL/IADL Projects

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

		<ul style="list-style-type: none">To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	
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Course Outline or Schedule:

COURSE OUTLINE: Order will vary to accommodate schedule

I. Occupational Therapy Process

A. Review of the OTPF

B. Steps/Stages

1. Referral
2. Screening
3. Evaluation
4. Treatment Planning/Intervention Planning
5. Treatment Implementation or Intervention
6. Reevaluation
7. Discharge Planning
 - a. Role as “case manager”/”care coordinator”
8. Termination of Treatment

C. Role of the OT and the OTA

II. Clinical Reasoning

A. Stages

1. Obtaining Information
2. Selecting Evaluation Procedures
3. Implementing the Evaluation Plan
4. Defining Problems and Possible Causes
5. Defining Treatment Objectives – with the client’s involvement
6. Selecting Treatment Interventions
7. Evaluating the Effectiveness of the Plan

B. Types

1. Procedural
2. Interactive
3. Conditional

III. Selecting a Practice Model

IV. Documentation

A. Subjective

B. Objective

C. Assessment

D. Plan

V. Screening and Evaluation

A. Occupational Profile

1. Purpose

- a. Why is the client seeking service, and what are the client's current concerns relative to engaging in occupations and in daily life activities?
- b. In what occupations does the client feel successful, and what barriers are affecting his or her success?
- c. What aspects of his or her environments or contexts does the client see as supporting engagement in desired occupations, and what aspects are inhibiting engagement?
- d. What is the client's occupational history (i.e., life experiences)?
- e. What are the client's values and interests?
- f. What are the client's daily life roles?
- g. What are the client's patterns of engagement in occupations, and how have they changed over time?
- h. What are the client's priorities and desired targeted outcomes related to occupational performance, prevention, participation, role competence, health and wellness, quality of life, well-being, and occupational justice?

2. Role of the OT and the OTA

B. Analysis of Occupational Performance

1. Informal Assessment

- a. Chart/record review
- b. Interview
 - 1) Occupation-Centered
 - 2) Daily Schedule Interview
- c. Observation
- d. Information Gathering Strategies

2. Formal Assessment

- a. Standardized Assessments/Tests
 - 1) Psychometric Properties
 - a) Reliability, Test-Retest Reliability
 - b) Validity
 - c) Precision
 - d) Sensitivity
 - e) Clinically important Difference
 - f) Minimal Detectable Change
 - 2) Norm Referenced
 - 3) Criterion Referenced
 - 4) Culturally Sensitive
- b. Performance-Based - examples →
 - 1) 9-Hole Peg Test
 - 2) Test of Visual Motor Skills

- 3) Range of Motion
- 4) Manual Muscle Testing
- c. Occupation-Based - examples →
 - 1) Canadian Occupational Performance Measure (COPM)
 - 2) Occupational Self Assessment
 - 3) Assessment of Occupational Functioning
- VI. Leisure and Social Participation
 - A. Definitions and the OTPF – 3
 - B. Characteristics of Leisure Activities
 - C. Facilitating Leisure and Social Participation
 - 1. Assessment
 - a. Interview
 - b. Observation
 - c. Standardized Tests
 - 2. Interventions
 - a. Guidelines
 - b. Recognizing Barriers
- VII. Assessment of Motor Control and Functional Movement
 - A. Components
 - 1. Perception
 - 2. Motor Planning
 - 3. Motor Execution
 - 4. Feedback
 - 5. Biomechanics
 - B. Dynamical Systems Theory
 - C. Postural Mechanism
 - 1. Postural Tone
 - 2. Muscle Tone
 - a. Hypotonicity/Flaccidity
 - b. Hypertonicity/Spasticity
 - c. Rigidity
 - 1) Lead Pipe Rigidity
 - 2) Cogwheel Rigidity
 - 3) Decerebrate Posturing – full body extension
 - 4) Decorticate Posturing – full body flexion
 - 3. Reflexes and Reactions
 - D. Upper Extremity Motor Recovery
 - 1. Posture and Postural Control
 - 2. Quality of Movement
 - a. Muscle Tone Abnormalities
 - b. Neurologic Processing Deficits
 - c. Musculoskeletal Deficits
 - d. Poor Body Awareness

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

- e. Sensory Processing Deficits
- 3. Functional Descriptors
 - a. Minimal Stabilizing Assist
 - b. Minimal Active Assist
 - c. Maximal Active Assist
 - d. Incorporation of Involved Upper Extremity in all Bilateral Tasks
- 4. Coordination
 - a. Ataxia
 - b. Adiadochokinesia
 - c. Dysmetria
 - d. Dyssynergia
 - e. Tremor
 - 1) Intentional
 - 2) Resting
 - 3) Pill Rolling
 - f. Rebound Phenomenon of Holmes
 - g. Nystagmus
 - h. Dysarthria
 - i. Choreiform Movements
 - j. Athetoid Movements
 - k. Spasms
 - l. Dystonia
 - m. Ballism
- VIII. Deficits in Sensation, Perception, and Cognition
 - A. Sensation
 - 1. Touch
 - 2. Pressure
 - 3. Pain
 - a. Visual Analog Scale
 - b. Wong-Baker Faces
 - 4. Proprioception
 - B. Perception
 - 1. Stereognosis
 - 2. Graphesthesia
 - 3. Body Scheme
 - a. Asomatognosia
 - b. Right/Left Discrimination
 - c. Unilateral Inattention/Neglect
 - d. Finger Agnosia
 - C. Praxis
 - 1. Ideomotor Apraxia
 - 2. Constructional Apraxia

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

- 3. Dressing Apraxia
- D. Cognition
 - 1. Orientation and Attention
 - 2. Memory
 - 3. Executive Functioning
 - 4. Reasoning and Problem-Solving
- E. Insight and Awareness
 - 1. Judgment
 - 2. Sequencing
 - 3. Dyscalculia
- F. Remedial Approaches
 - 1. Transfer-of-Training Approach
 - 2. Generalization
- G. Adaptive Approach
- H. Interventions for Specific Cognitive Deficits
 - 1. Attention
 - 2. Memory
 - 3. Thought
- I. Principles of Cognitive Retraining
- IX. Occupations: Evaluation and Intervention
 - A. Basic and Instrumental Activities of Daily Living (KELS)
 - 1. Kohlman Evaluation of Living Skills
 - a. Self-Care
 - b. Safety and Health
 - c. Money Management
 - d. Transportation and Telephone
 - e. Work and Leisure
 - 2. Functional Independence Measure (FIM)
 - a. Motor
 - 1) Eating
 - 2) Grooming
 - 3) Upper Body Dressing
 - 4) Lower Body Dressing
 - 5) Toileting
 - 6) Bladder Management
 - 7) Bowel Management
 - 8) Bathing
 - 9) Transfers – Bed, Chair, Wheelchair
 - 10) Transfers - Toilet
 - 11) Transfers - Tub
 - 12) Ambulation
 - 13) Stairs
 - b. Cognitive

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

- 1) Problem Solving
- 2) Memory
- 3) Comprehension
- 4) Expression
- 5) Interaction
- 3. Minimum Data Set (MDS)
- 4. Outcome and Assessment Information Set (OASIS)
- 5. Other
- B. Intervention
 - 1. Teaching – Learning Strategies
 - a. Stages of Motor Learning
 - 1) Cognitive
 - 2) Associate
 - 3) Autonomous
 - b. Types of Motor Learning
 - 1) Procedural
 - 2) Declarative
 - c. Dynamical Systems View
 - 1) Individual
 - a) Client Factors
 - b) Performance Skills
 - c) Feedback
 - i) Extrinsic
 - ii) Intrinsic
 - 2) Task
 - a) Activity Analysis/Demands
 - 3) Environment
 - d. Motor Learning Principles
 - 1) Transfer of Learning/Generalization
 - 2) Feedback
 - a) Modeling or Demonstration
 - b) Verbal Instructions
 - c) Intrinsic and Extrinsic Feedback
 - d) Knowledge of Performance
 - e) Knowledge of Results
 - 3) Distribution and Variability of Skills Practice
 - a) Blocked Practice
 - b) Distributed Practice
 - c) Random Practice
 - 4) Stages of Motor Learning and Practice Schedules
 - a) Stages
 - i) Skill Acquisition
 - ii) Skill Refinement
 - iii) Skill Retention

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

- b) Whole versus Part Learning
 - i) Whole
 - ii) Progressive-Part
 - iii) Pure-Part
 - iv) Whole-to-Part-to-Whole
 - c) Activities
 - i) Preparatory
 - ii) Contrived
 - iii) Occupation-Based
 - d) Mental Practice
 - e. Principles and Methods of Teaching
 - 1) Characteristics of an Effective Teacher
 - 2) Individual versus Group Intervention
 - 3) Teaching/Learning Process
 - a) Assessment
 - b) Design of Teaching Plan
 - c) Instruction
 - i) Pacing and Grading
 - ii) Active Participation and Repetition
 - iii) Feedback and Evaluation
 - iv) Steps
 - aa) Preparation: Preinstruction Phase
 - bb) Demonstration: Motivation and Instruction Phase
 - cc) Return Demonstration: Performance Phase
 - dd) Follow-Up: Guided Independence Phase
 - d) Methods
 - i) Auditory/Verbal Instruction
 - ii) Visual and Auditory/Verbal Instruction and Demonstration
 - iii) Somatosensory and Vestibular/Touch, Proprioception, and Motion
 - 2. Training in Activities of Daily Living/Instrumental Activities of Daily Living
 - a. Eating/Feeding
 - b. Grooming and Hygiene
 - c. Upper Body Dressing
 - d. Lower Body Dressing
 - e. Toileting and Hygiene
 - f. Bathing
 - g. Communication
 - 1) Telephone
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THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

- 2) Handwriting
 - h. Mobility
 - 1) Household
 - 2) Community
 - i. Home Management
 - j. Home Modifications/Architectural Barriers
 - k. Assistive Technology
 - l. Financial Management
 - m. Parenting
 - n. Traveling
 - 3. Mobility in the Environment
 - a. Basics of Ambulation
 - b. Seating and Positioning
 - 1) Features
 - a) Manual versus Power
 - b) Reclining
 - c) Tilt-in-Space
 - d) Folding versus Rigid
 - e) Lightweight versus Standard Weight
 - f) Accessories
 - 2) Measuring and Fitting
 - c. Transfers
 - d. Community Mobility
- X. Sexuality
- A. Aging and the Human Sexual Response Cycle
 - B. Competencies/PLISSIT Model
 - C. Positioning and Adaptive Aids
- XI. Assistive Technology

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

Course Schedule

Date	Lecture	Lab
8/26 Unit 1	OTPF - Process; Mahle Ch. 6 & 8: Movement, Motor Control, Sensation, Wounds, and Pain (pgs. 155-169; 179-180)	Pain Scales; Stereognosis; Touch; Modified Ashworth Scale; Muscle Tone
	Mahle Ch. 11: Cognition	Cognitive Assessments
9/2 Unit 2	Mahle Ch. 10: Vision and Visual Perception	Perceptual Motor Interventions
9/9 Unit 3	Mahle Ch. 8: Movement, Motor Control, Sensation, Wounds, and Pain (pgs. 169-173)	Endurance Levels; Borg Perceived Exertion, Berg Balance, Tinetti Balance, CTSIB, Fall Risk Scales; KU Balance Scale
9/16 Unit 4	Exam I	Morreale and Borcharding Ch. 6 & 7: Writing the "S"; Writing the "O"
	Mahle Ch. 5: Teaching and Learning with Clients and Community	Teaching Learning
9/23 Unit 5	Early MH Chapter 18: Leisure and Social Participation	NPI Interest Checklist; Leisure Assessment
	Assessing ADL's and IADL's	KELS; Katz
9/30 Unit 6	Assessing ADL's and IADL's	Lawton; Barthel Index; FIMs
10/7 Unit 7	Mahle Ch. 12: Eating and Feeding	Eating and Feeding Interventions
	Mahle Ch. 14: Eating and Feeding (pgs. 349-350)	Eating and Feeding Interventions Presentation
10/14 Unit 8	Exam II	Morreale and Borcharding Ch. 9 & 10: Writing the "A"; Writing the "P"
	Mahle Ch. 14: Health Management and Maintenance: Medication Management (pg. 352)	Health Management and Maintenance: Medication Management Interventions Presentation
10/21 Unit 9	Mahle Ch. 14: Grooming and Hygiene (pgs. 350-351)	Grooming and Hygiene Interventions Presentation
		Morreale and Borcharding Ch. 11 & 12: Documenting Special Situations; Improving Observation Skills and Refining Your Note
10/28 Unit 10	Mahle Ch. 14: Toileting and Bathing (pgs. 345-349)	Toileting and Bathing Interventions Presentation
	Mahle Ch. 14: Upper Body Dressing (pgs. 344-345)	Upper Body Dressing Interventions Presentation
		Morreale and Borcharding Ch. 13 & 14: Making Good Notes Better; Eval. And Intervention Planning
11/4 Unit 11	Exam III	
	Mahle Ch. 14: Lower Body Dressing (pgs. 344-345)	Lower Body Dressing Interventions Presentation
	Mahle Ch. 14: Communication (pgs. 354-359)	Communications Interventions Presentation
11/11 Unit 12	Mahle Ch. 14: Meal Preparation (pgs. 352-353)	Meal Preparation Interventions Presentation
	Mahle Ch. 14: IADLs (pgs. 352-353)	Home Management: Laundry and Cleaning Interventions Presentation
11/18 Unit 13	Mahle Ch. 14: IADLs (pgs. 352-353)	Home Management: Yardwork Interventions Presentation
	Sexuality	Morreale and Borcharding Ch. 15 & 16: Goals and Interventions; Documenting Different Stages of Treatment

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

11/25 Unit 14	Happy Thanksgiving!	
12/2 Unit 15	Mahle Ch. 14: Assistive Technology and Home Modifications (pgs. 364-365)	Architectural Barriers and Home Modifications
	Mahle Ch. 14: Assistive Technology (pgs. 359-364)	Assistive Technology
12/9 Unit 16	Final Exam	

Course Grading Information:

Written Exams	45%
Final Written Exam	20%
ADL/IADL Teaching-Learning Project	30%
a 75% or greater is required to pass this course	
Quizzes	<u>05%</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 **P_R_I_O_R** to the next scheduled practical. Failure to do so will be considered a failure of the re-take.

- It is the **S_T_U_D_E_N_T'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 **S_T_U_D_E_N_T**'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.

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 per semester with the maximum grade of 75. *See grade requirements above.*

CRITICAL SAFETY SKILLS:

Demonstrating mastery of specific **critical safety skills** is necessary in order to pass each skills practical. Competency with **critical safety skills** indicates that a student carries out intervention

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

per the plan of care in a manner that minimizes risks to the patient, self, and others. Failure to demonstrate mastery of any one of these critical safety skills will require the student to re-take the skills practical for a maximum grade of 75. *These skills will be specified on the grade sheet for each skills practical.*

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). 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 each assignment in D2L. 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 copies 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 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 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.

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

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:

<u>1</u>	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.
<u>2</u>	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.
<u>3</u>	Communication skills	The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes
<u>4</u>	Effective use of time and resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
<u>5</u>	Use of constructive feedback	The ability to identify sources of and seek out feedback and to

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

		effectively use and provide feedback for improving personal interaction
<u>6</u>	Problem-solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
<u>7</u>	Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
<u>8</u>	Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes.
<u>9</u>	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.
<u>10</u>	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 education; *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.

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES II

OTHA 2302_01 FALL 2022

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.



ACADEMIC RESOURCES/POLICIES

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.

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.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

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

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

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.

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. For more information about your student email account, go to www.mclennan.edu/student-email.

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.

You can find help on the McLennan website about connecting your McLennan email account to your mobile device:

- [Email Setup for iPhones and iPads](https://support.microsoft.com/en-us/office/set-up-an-outlook-account-in-the-ios-mail-app-b2de2161-cc1d-49ef-9ef9-81acd1c8e234?ui=en-us&rs=en-us&ad=us) (<https://support.microsoft.com/en-us/office/set-up-an-outlook-account-in-the-ios-mail-app-b2de2161-cc1d-49ef-9ef9-81acd1c8e234?ui=en-us&rs=en-us&ad=us>)
- [Email Setup for Androids](https://support.microsoft.com/en-us/office/set-up-email-in-android-email-app-71147974-7aca-491b-978a-ab15e360434c?ui=en-us&rs=en-us&ad=us) (<https://support.microsoft.com/en-us/office/set-up-email-in-android-email-app-71147974-7aca-491b-978a-ab15e360434c?ui=en-us&rs=en-us&ad=us>)

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.

For more helpful information about technology at MCC, go to [MCC's Tech Support Cheat Sheet](#) or email helpdesk@mclennan.edu.

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.