

Updated 07/18/2023



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Therapeutic Interventions in Occupational Therapy

OTHA 1319

Laura Shade MOT, OTR/L

NOTE: This is a 16-week course.

THERAPEUTIC INTERVENTIONS

OTHA 1319 001

Course Description:

Concepts, techniques, and assessments leading to proficiency in skills and activities used as treatment interventions in occupational therapy (OT). Emphasizes the occupational therapy assistant's role in the OT process.

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 2231 Physical Function in Occupational Therapy, OTHA 1162 Clinical II, and OTHA 2302 Therapeutic Use of Occupations or Activities II is required.

Course Notes and Instructor Recommendations:

Course meeting days and times:

Lecture: M 9:00 a.m. - 10:50 a.m.

Lab: 12:00 p.m. – 4:00 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. – 11:00 a.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: 2nd Edition

Copyright Year: 2022

Publisher: F.A. Davis

ISBN-13: 978-1-7196-4435-8

Title: Vision, Perception, and Cognition

Author: Zoltan, B.

Edition: 4th edition

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Copyright Year: 2007
Publisher: Slack
ISBN: 978-1-55642-738-1

Title: Early's Physical Dysfunction Practice Skills for the Occupational Therapy Assistant
Author: Patnaude
Edition: 4th edition
Copyright Year: 2022
Publisher: Elsevier
ISBN: 9780323530842

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

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 a lecture/demonstration format with hands on performance of specific techniques in the laboratory following the lecture. Other education methods will include group projects, lab exercises, student presentations and written papers. Guest lecturers and audiovisual materials may be incorporated to enhance student learning. Student learning outcomes will be measured by written exams (basic knowledge/comprehension and higher level/critical thinking), lab skills check-offs (technical and psychomotor skills), and student performances/presentations (basic knowledge and professional communication).

Course Objectives and/or Competencies:

Student Learning Outcomes/Competencies:

1. Describe the basic features of the theories that underlie the practice of occupational therapy.

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2. Apply the Occupational Therapy Practice Framework Domain and Process to the practice of physical disabilities.
3. Describe specific interventions to help disabled individuals cope with and adjust to personal and social effects of physical dysfunction.
4. Demonstrate knowledge of various funding sources and the billing reimbursement process for Occupational Therapy.
5. Demonstrate awareness of safety issues and safe practice in treatment areas.
6. Demonstrate knowledge of various assessment and data collection tools.
7. Demonstrate proficiency in providing training in self-care, ergonomics, stress management, physical transfers, and functional mobility.
8. Understand the roles of occupational therapy practitioners when addressing driving and community mobility.
9. Describe occupational therapy interventions for the older adult in a variety of settings.
10. Demonstrate ability to select and apply therapeutic exercise and activity as a treatment technique.
11. Demonstrate ability to select and apply physical agent modalities as a treatment technique.
12. Demonstrate knowledge of the different neurotherapeutic approaches used in treatment and understand why a specific approach is used.
13. Demonstrate ability to fabricate, fit, and provide training in orthotic devices used to enhance occupational performance and training in the use of prosthetic devices.
14. Select appropriate treatment interventions for visual, sensory, cognitive, and perceptual dysfunctions.
15. Demonstrate the importance of and utilize evidence-based practice.

1	B.2.1.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Early Chapters 12, 15, 18, 19, 20, 21, 22, 29 Zoltan Chapters 3-10 Mahle Chapters 18, 20 Assignments Lab Experiences
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2	B.2.2.	Define the process of theory development and its importance to occupational therapy.	Early Chapter 1, 18 Theories of Aging Writing Assignment
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.	Early Chapters 1, 2, 5, 6, 18 Mahle Chapter 18 Assignments Lab Experiences
4	B.3.2.	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Early Chapters 12, 15, 18-22 Zoltan Chapters 3-10 Mahle Chapters: 18, 19 Assignments Lab Experiences
5	B.3.3.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Early Chapter 5, 12 Morreale & Borcharding Chapter 3 Assignments Lab Experiences
6	B.3.4.	Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	Early Chapters 12, 18 Mahle Chapter 19 Assignments Lab Experiences

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7	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.	Early Chapters 3, 12, 15, 18, 19 Assignments Lab Experiences
8	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.	Early Chapter 2, 12, 15, 20, 21-22 Lab Experiences
9	B.4.2.	Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.	Early Chapters 12, 15, 20-22 Zoltan Chapters 3-10 Mahle 18, 19 Lab Experiences Assignments
10	B.4.3.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Early Chapters 12, 15, 20-22 Zoltan Chapters 3-10 Mahle 18, 19 Lab Experiences Assignments
11	B.4.4.	Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and	Early Chapters 5, 6, 9 Lab Experiences Assignments

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		<p>collaborating in the development of occupation-based intervention plans and strategies.</p> <p>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.</p> <p>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	
12	B.4.6.	<p>Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.</p>	<p>Early Chapters 5, 6, 9</p> <p>Lab Experiences Assignments</p>
13	B.4.10.	<p>Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.</p>	<p>Early Chapters 12, 15, 18-22</p> <p>Mahle 19, 20</p> <p>Lab Experiences Assignments</p>
14	B.4.12.	<p>Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices.</p>	<p>Early Chapter 19</p> <p>Splinting Lab</p>
15	B.4.13.	<p>Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.</p>	<p>Early Chapter 15</p> <p>Lab Experiences</p>
16	B.4.14.	<p>Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.</p>	<p>Early Chapter 15</p> <p>Mahle 18</p>

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			Lab Experiences
17	B.4.17.	Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	Mahle Chapter 20 Lab Experiences
18	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.	Early Chapters 9, 12, 15, 18-22 Zoltan Chapters 4-10 Mahle 19 Lab Experiences Computer Workstation Assignment
19	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.	Early Chapter 5 Morreale & Borcharding Chapter 3 Lab Experiences
20	B.6.1.	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. Explain how scholarly activities and literature contribute to the development of the profession.	Evidence-Based Practice Lab Intervention Assignment

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21	B.6.2.	Understand the difference between quantitative and qualitative research studies.	Evidence-Based Practice Lab Intervention Assignment
22	B.6.3.	Demonstrate the skills to understand a scholarly report.	Intervention Assignment

Course Outline and Schedule:

COURSE OUTLINE: Order will vary to accommodate schedule

I. Model of Human Occupation

A. Volition/Motivation

1. Personal Causation
2. Values
3. Interests

B. Habituation

1. Habits
2. Internalized Roles

C. Performance Capacity

D. Concepts for Intervention

1. Client change is the focus of therapy
2. Only clients can accomplish their own change
3. For doing to be therapeutic, it must involve an actual occupational form, not a contrived activity
4. For the client to achieve change through doing, what is done must be relevant and meaningful to the client
5. Change in therapy involves simultaneous and interacting alteration in the person, the environment, and the relationship of the person to the environment
6. The role of the therapist is to support and thereby enable clients to do what they need in order to change

II. Practice Approaches

A. Biomechanical Approach

1. Evaluate specific physical limitations in ROM, strength, and endurance
2. Restore these functions
3. Prevent or Reduce deformity

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- B. Sensorimotor and Motor Learning Approaches
- C. Rehabilitation Approach

III. Treatment Continuum

- A. Adjunctive Methods
- B. Enabling Activities
- C. Purposeful Activity
- D. Occupational Performance and Occupational Roles

IV. Evidence Based Practice

- A. Defined
- B. Evolving Need for Research
- C. Nature and Quality of Evidence
- D. Categories of Research
 - 1. Qualitative
 - 2. Quantitative
 - 3. Experimental
 - 4. Outcome Research
 - 5. Longitudinal Research
 - 6. Why Should We Use EBP
 - 7. 7 Steps to EBP

V. Disability Experience

- A. Context:
 - 1. The Model of Human Occupation
 - 2. Developmental Stages
- B. Psychological and Social Consequences
- C. Adjustment
 - 1. Reactions and Coping Mechanisms
 - a. Anxiety
 - b. Depression
 - c. Denial
 - d. Repression
 - e. Projection
 - f. Displacement
 - g. Sublimation
 - h. Aggression
 - i. Dependency
 - j. Regression
 - k. Rationalization
 - l. Compensation

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- m. Fantasy
 - n. Passing
 - 2. Body Image
 - 3. Stages
 - a. Shock
 - b. Expectancy of Recovery or Denial
 - c. Mourning or Depression
 - d. Defensive
 - 1. Healthy
 - 2. Pathologic
 - e. Adaptation or Adjustment
 - 4. Psychological and Social Considerations in Treatment
 - a. Interpersonal Approaches
 - 1. Attitudes
 - 2. Therapeutic Use of Self – Therapeutic Modes/Engagement with Patients
 - a. Advocating
 - b. Collaborating
 - c. Empathizing
 - d. Encouraging
 - e. Instructing
 - f. Problem Solving
 - b. Group Approaches
 - D. Advocacy
- VI. Infection Control and Safety Issues
 - A. The Joint Commission National Patient Safety Goals
 - B. Infection Control
 - C. Incidents and Emergencies
 - 1. Falls
 - 2. Burns
 - 3. Bleeding
 - 4. Shock
 - 5. Seizures
 - 6. Insulin-Related Illnesses
 - 7. Choking and Cardiac Arrest
 - D. Preventive Positioning
 - E. Special Equipment and Devices
 - 1. Beds
 - 2. Ventilators
 - 3. Monitors

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- 4. Feeding Devices
- 5. Urinary Catheters

VII. Documentation of Occupational Therapy Services

- A. Purposes of Documentation
- B. Ethical and Legal Aspects of Documentation
 - 1. HIPPA
- C. Fundamental Elements of Documentation
- D. Documentation responsibilities of the OT and OTA
- E. Methods of Documentation
 - 1. SOAP notes
 - 2. Narrative notes
 - 3. Flow sheets
- F. Functional Outcomes
- F. Billing and Reimbursement
 - 1. Health Care Funding Sources
 - 2. Billing Procedures and codes (CPT and ICD-10 Codes)
 - 3. Timed and Untimed Services
- G. Overview of Reporting Process
 - 1. Initial evaluation reports
 - 2. Intervention Plans
 - 3. Progress Reports
 - 4. Discharge Summaries

VIII. Assessment of Motor Control and Functional Movement

- A. Muscle Tone
 - 1. Modified Ashworth Scale
- B. Reflexes
 - 1. Suck/Swallow Reflex
 - 2. ATNR
 - 3. STNR
 - 4. LTR
 - 5. SR
 - 6. CER
 - 7. Palmar grasp
 - 8. Plantar grasp
- C. Automatic Reactions and Testing
 - 1. Observation, Berg Balance Test, and Tinetti Test of Balance
- D. Upper Extremity Motor Recovery
 - 1. Intervention

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- 2. Brunnstrom's Stages of Motor Recovery
 - 3. Evaluating Functional Use of the Limb including FIMs, ROM, strength
 - E. Coordination
 - 1. Common Signs of incoordination
 - 2. Clinical Assessment of Coordination
 - a. Finger-Nose Test
 - b. The Knee Pat Test
 - c. Finger Wiggling Test
 - d. 9-hole peg test
 - IX. Evaluation and Observation of Sensation
 - A. Sensory Supply
 - 1. Dermatomes
 - B. Light Touch and Pressure Sensation
 - C. Thermal Sensation
 - D. Pain
 - E. Smell & Taste
 - F. Proprioception
 - X. Evaluation of Observation of Perception/Perceptual Functions
 - A. Stereognosis
 - B. Graphesthesia
 - C. Body Scheme
 - 1. Asomatognosia
 - 2. R/L discrimination deficits
 - 3. Unilateral inattention or neglect
 - 4. Finger Agnosia
 - D. Praxis
 - 1. Ideomotor Apraxia
 - 2. Constructional Apraxia
 - 3. Dressing Apraxia
 - XI. Evaluation and Observation of Cognition
 - A. Principles of Cognitive Evaluation
 - 1. Orientation and Attention
 - 2. Memory
 - 3. Executive Functioning
 - 4. Reasoning and Problem-Solving skills
 - XII. Evaluation and Observation of Insight and Awareness
 - A. Judgment
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- B. Sequencing
- C. Dyscalculia

XIII. Work and Ergonomics

- A. History of OT in work programs
- B. Work as defined by the OTPF-4
- C. Work conditioning and work hardening
- D. Intervention focus
- E. Ergonomics – Definitions
- F. Work-related Musculoskeletal Disorders
 - 1. Risk Factors & Prevention
- G. Ergonomic Tools
- H. Workspace Design

XIV. Active Occupation – Philosophy and Theory

- A. Egocentric Realm
- B. Exocentric Realm
- C. Consensual Realm

XV. Purposeful Activity

- A. Uses
 - 1. To develop or maintain strength, endurance, work tolerance, range of motion, and coordination
 - 2. To practice and use voluntary and automatic movements in goal-directed tasks
 - 3. To provide for purposeful use of and general exercise to affected parts
 - 4. To explore vocational potential or training in work skills
 - 5. To improve sensation, perception, and cognition
 - 6. To improve socialization skills and enhance emotional growth and development
 - 7. To increase independence in occupational role performance
- B. Assumptions
 - 1. A wide variety of activities are important to the individual
 - 2. Activities are regulated by the values and beliefs or the culture
 - 3. Activity-related behavior can change from dysfunctional toward more functional
 - 4. Changes in activity-related behavior take place through motor, cognitive, and social learning
- C. Activity Analysis Review
- D. Adapting and Grading
 - 1. Strength
 - 2. Range of Motion
 - 3. Endurance and Tolerance
 - 4. Coordination

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5. Perceptual Skills

6. Cognitive Skills

7. Social Skills

E. Activity Selection

XVI. Preparatory Activities

A. Therapeutic Exercise

1. Purpose

- a. To develop awareness of normal movement patterns and improve voluntary, automatic movement responses
- b. To develop strength and endurance in patterns of movement that are acceptable and necessary and do not produce deformity
- c. To improve coordination, regardless of strength
- d. To increase the power of specific isolated muscles or muscle groups
- e. To aid in overcoming ROM deficits
- f. To increase the strength of muscles that will power hand splints, mobile arm supports, and other devices
- g. To increase work tolerance and physical endurance through increased strength
- h. To prevent or eliminate contractures from developing because of imbalanced muscle power by strengthening the antagonistic muscles

2. Indications for Use

3. Contraindications

4. Exercise Programs

a. Range of Motion and Joint Flexibility

1. Passive exercise
2. Active assistive exercise
3. Active exercise
4. Stretching

b. Principles of muscle strengthening

1. Overuse and fatigue
2. Monitoring vital signs including O₂ saturations
3. Muscle substitution

c. Principles of muscle endurance

1. Monitoring vital signs including O₂ saturations

d. Physical Conditioning and Cardiovascular Fitness

e. Exercise Classifications

1. Isotonic active exercise
2. Isotonic resistive exercise
3. Isometric exercise without resistance
4. Isometric exercise with resistance

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- f. Closed Chain versus Open Chain
- g. Neuromuscular Control
- h. Coordination Training

XVII. Physical Agent Modalities (PAMs)

- A. Position of AOTA on utilization of PAMs
- B. Regulatory guidelines for PAMs as they relate to OTAs
- C. Ethics that frame the Usage of PAMs
- D. Roles of OTs and COTAs in the use of PAMs
- E. Application, precautions, contraindications, and safety considerations for:
 - 1. Superficial Thermal Modalities:
 - a. Hot pack
 - b. Fluidotherapy
 - c. Paraffin
 - d. Cryotherapy
 - 1. ice massage
 - 2. cold packs
 - 3. cold baths
 - 4. ice baths
 - 5. contrast Baths
 - 2. Deep Thermal Modalities
 - a. Ultrasound
 - 3. Electrical Modalities:
 - a. Neuromuscular Reeducation
 - b. Iontophoresis
 - c. Interferential Current
 - d. Transcutaneous Electrical Nerve Stimulation
 - e. Diathermy
 - f. Laser Light
 - 4. Mechanical Modalities
 - a. Vasocompression Unit
 - b. Continuous Passive Motion Machine
- F. Documentation and Billing Codes for PAMs

XVIII. Edema

- A. Management - compression garments, retrograde massage, positioning, RICE, wrapping, etc.
- B. Measurement - volumetric and circumferential measurements

XIX. Functional Ambulation

- A. Basics of Ambulation

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- B. Practical Instruction and Safety
- C. Functional Ambulation Application
 - 1. Kitchen Ambulation
 - 2. Bathroom Ambulation
 - 3. Home Management Ambulation

XX. Wheelchair Assessment and Transfers

- A. Mobility Assistive Equipment
- B. Wheelchair Evaluation
- C. Wheelchair Ordering Considerations
- D. Wheelchair Selection
 - 1. Manual
 - 2. POV/Scooter and Electric Wheelchair
 - 3. Manual Assist
 - 4. Manual Recline Wheelchair
 - 5. Power Recline versus Tilt
 - 6. Folding versus Rigid Wheelchair
 - 7. Lightweight versus Standard-Weight Wheelchairs
 - 8. Standard versus Custom Models
- E. Wheelchair Measurement Procedures
- F. Additional Seating and Positioning Considerations
- G. Accessories
- H. Wheelchair safety

XXI. Transfer Techniques

- A. Proper Body Mechanics
- B. Principles of Body Positioning
- C. Bed mobility in Preparation for Transfer
- D. Stand Pivot Transfers
- E. Sliding Board Transfers
- F. Bent Pivot Transfer: Bed to Wheelchair
- G. Dependent Transfers
 - 1. One-Person Dependent Sliding Board Transfer
 - 2. Two-Person Dependent Transfers
 - 3. Mechanical Lift Transfers
- H. Transfers to Household Surfaces
 - 1. Sofa or Chair
 - 2. Toilet
 - 3. Bathtub
 - 4. Car Transfers

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XVII. Driving

- A. The Driver Rehabilitation Specialist/Occupational Therapy Practitioner
- B. When to Refer to a Driver Rehabilitation Specialist
- C. Interventions to Facilitate Return to Driving
- D. Adaptive Equipment and Vehicle Modification for Driving
- E. OT and Driving
- F. Purpose of the Driving Evaluation
- G. Driving Evaluation
- H. Driver Rehabilitation
- G. Driving Cessation

XXIII. Hand Splinting

- A. Structures of the Hand
- B. Normal Hand Function
 - 1. Prehension and Grasp Patterns
 - 2. Tenodesis
 - 3. Basic Positions of Hand
 - 4. Safe
- C. Principles of Hand Splinting
 - 1. Types of Splints
 - 2. Purposes of Splinting
 - 3. Biomechanical Considerations
- D. Precautions
- E. Material Selection
 - 1. Low-Temperature Thermoplastics
 - 2. Soft Splints
- F. Splint Fabrication: Radial Bar Wrist Cock-Up, Resting Hand, and Short Opponens Splints
 - 1. Pattern
 - 2. Cutting
 - 3. Molding
 - 4. Finishing
 - 5. Strapping
 - 6. Evaluation of function, fit, and appearance

XXIV. Older Adult

- A. Theories of Development
 - 1. Assist in anticipating some of the needs of older adults
 - 2. Havighurst's theory
 - 3. Erik Erikson's theory
 - 4. Biological and sociological theories

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- B. Common Pathological Conditions that Influence Older Adults
- C. Cognitive Changes
- D. Effects of Medication on Functioning
- E. Communicating with Older adults and Their Caregivers
- F. Intervention Settings for working with Older Adults
- G. Medicare, Medicaid, and Resident Assessment Instrument (RAI)
- H. Environmental Safety/Fall Prevention
- I. Restraint Use
 - 1. Risks of Restraints
 - 2. Role of OT
 - 3. Alternatives to Restraints

XXV. Neurotherapeutic Approaches to Treatment

- A. Rood Approach
 - 1. Basic Assumptions
 - a. Normal muscle tone is a prerequisite to movement
 - b. Treatment begins at the developmental level of functioning
 - c. Motivation enhances purposeful movement
 - d. Repetition is necessary for the reeducation of muscular responses
 - 2. Principles of Treatment
 - a. Reflexes can be used to assist or retard the effects of sensory stimulation
 - b. Sensory stimulation or receptors can produce predictable responses
 - c. Muscles have different duties
 - d. Heavy-work muscles should be integrated before light-work muscles
 - 3. Sequence of Motor Development
 - a. Reciprocal inhibition
 - b. Co-contraction
 - c. Heavy work
 - d. Skill
 - 4. Ontogenetic Movement Patterns
 - a. Supine withdrawal
 - b. Roll over
 - c. Pivot prone
 - d. Neck co-contraction
 - e. On elbows
 - f. All fours
 - g. Static standing
 - h. Walking
 - 5. Techniques
 - a. Cutaneous Stimulation
 - 1. Light-moving touch

- 2. Fast brushing
 - 3. Icing
 - b. Proprioceptive Stimulation
 - 1. Heavy joint compression
 - 2. Quick stretch
 - 3. Tapping
 - 4. Vestibular stimulation
 - 5. Vibration
 - 6. Neutral warmth
 - 7. Manual pressure
 - 8. Light joint compression
 - 9. Elongated Position
 - c. Olfactory and Gustatory Stimuli
 - B. Brunnstrom Approach – Movement Therapy
 - 1. Limb Synergies
 - a. Flexion Synergy
 - b. Extension Synergy
 - 2. Stages of Recovery
 - a. Flaccidity
 - b. Beginning spasticity/synergies
 - c. Spasticity increasing/synergy patterns
 - d. Spasticity declining/movement deviating from synergies possible
 - e. Synergies no longer dominant
 - f. Spasticity absent/isolated joint movements performed with ease
 - 3. Principles and Goals of Treatment
 - a. Bed positioning
 - b. Bed mobility
 - c. Balance and trunk control
 - d. Shoulder range of motion
 - e. Prevention of shoulder subluxation
 - C. Proprioceptive Neuromuscular Facilitation (Knott and Voss)
 - 1. Core Principles
 - a. Normal motor development proceeds in a cervicocaudal and proximodistal direction
 - b. Early motor behavior is dominated by reflex activity
 - c. Motor behavior is expressed in an orderly sequence of total patterns of movements and posture
 - d. The growth of motor behavior has a rhythmic and cyclical trend, as evidenced by shifts between flexor and extensor dominance
 - e. Normal motor development has an orderly sequence but lacks a step-by-step quality
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- f. Establishing a balance between antagonists is a main objective of PNF
 - g. Improvement in motor ability depends on motor learning
 - h. Goal-directed activities coupled with techniques of facilitation are used to hasten learning of total patterns of walking and self-care activities
- 2. Motor Learning – a Multisensory Approach
 - a. Verbal commands
 - b. Verbal mediation
 - c. Visual stimuli
 - d. Tactile input
 - e. Practice
- 3. Treatment
 - a. Diagonal patterns
 - 1. Upper extremity unilateral patterns
 - 2. Upper extremity bilateral patterns
 - b. Total patterns
 - c. Facilitation techniques and procedures
 - 1. Manual contact
 - 2. Stretch
 - 3. Traction
 - 4. Approximation
 - 5. Repeated contraction
 - 6. Rhythmic initiation
 - 7. Relaxation
- D. Neurodevelopmental Treatment (Bobath)
 - 1. Common Problems of the Adult Hemiplegic Patient
 - a. Motor
 - 1. Flaccidity
 - 2. Mixed tone
 - 3. Spasticity
 - 4. Typical posture of the adult hemiplegic patient
 - b. Diminished weight bearing
 - c. Sensory loss
 - d. Neglect
 - e. Fear
 - 2. Principles of Treatment
 - a. Normalization of muscle tone
 - 1. Facilitation
 - 2. Inhibition
 - b. Patterns of movement
 - 1. Weight bearing
 - 2. Trunk rotation

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3. Scapular protraction
4. Anterior pelvic tilt
5. Slow controlled movements
6. Proper positioning
7. Incorporating upper extremity activity
 - a. Weight bearing
 - b. Bilateral
 - c. Guided use

XXVI. Somatosensory Dysfunction Interventions

A. Components

1. Primary Senses
 - a. Tactile
 - b. Deep pressure
 - c. Pain
 - d. Proprioception
 - e. Kinesthesia
2. Cortical Senses
 - a. Two-point discrimination
 - b. Stereognosis

B. Etiologies

1. Central nervous system
2. Peripheral nervous system
3. Cranial nerves

C. Terms

1. Anesthesia
2. Paresthesia
3. Hypoesthesia
4. Hyperesthesia
5. Analgesia
6. Hypalgesia/hypoalgesia

D. Treatment

1. Remedial
2. Compensatory

XXVII. Special Sensory System Dysfunction Interventions

A. Components

1. Vision
2. Hearing
3. Smell
4. Taste

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- 5. Balance
 - B. Vision and Visual-Perceptual Deficits and Interventions
 - 1. Visual functions
 - a. Acuity
 - b. Oculomotor control
 - c. Visual field
 - 2. Visual attention
 - 3. Visual scanning
 - 4. Pattern recognition
 - 5. Visual memory
 - 6. Visual cognition
 - C. Low Vision/Vision Loss Compensatory Techniques for Activities of Daily Living
- XXVIII. Intervention for Disturbances in Cognition
- A. Remedial and Adaptive Approaches for:
 - 1. Orientation Functions
 - 2. Attention Functions
 - 3. Memory Functions
 - 4. Thought Functions
 - 5. Higher-Level Cognitive Functions/Executive Functions
 - a. Self-Awareness
 - b. Initiation
 - c. Planning and Organization
 - d. Problem Solving
 - e. Decision Making
 - f. Categorization
 - g. Mental Flexibility
 - h. Abstraction
 - i. Generalization and Transfer
 - B. Principles of Cognitive Retraining to Enhance Learning and Memory
 - 1. Grade Activities
 - 2. Use of cues (verbal, physical, imitation)
 - 3. Consider Preferred Learning Styles
 - 4. Domain-Specific Training (task-specific training)
- XXIX. Interventions for Perceptual and Perceptual Motor Deficits:
- A. Approaches
 - 1. Remedial and Adaptive
 - 2. Neurodevelopmental
 - 3. Perceptual Skills Remediation
 - 4. Transfer of Training
-

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B. Specific Perceptual Deficits and Interventions

1. Visual Field Loss
2. Visuospatial Impairments
 - a. Body Scheme Disorders
 1. Autotopagnosia
 2. Unilateral Body Neglect
 3. Anosognosia
 4. Right/Left discrimination
 5. Finger Agnosia
3. Visual Discrimination Deficits
 - a. Form Discrimination
 - b. Depth Perception
 - c. Figure-Ground Perception
 - d. Spatial Relations
 - e. Topographical Disorientation
4. Agnosia
 - a. Visual Agnosia
 - b. Tactile Agnosia (Astereognosis)
5. Apraxia
 - a. Constructional Apraxia
 - b. Ideational Apraxia (Conceptual Apraxia)
 - c. Ideomotor Apraxia
 - d. Dressing Apraxia

COURSE SCHEDULE

Week	Lecture	Lab
1 8-21-23	Early Chapter 1: Occupational Therapy and Physical Disabilities	Evidence-Based Practice
	Early Chapter 2: The Disability Experience and the Therapeutic Process	Disability Experience Lab Activity
2 8-28-23	Early Chapter 3: Infection Control and Safety Issues in the Clinic	Safety, PPE
	Early Chapter 5: Documentation of Occupational Therapy Services	SOAP note Morreale & Borcharding Chapter 3: Documentation & Billing
3 9-4-23	Labor Day	
4	Exam I	

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9-11-23	<p>Early Chapter 18: The Older Adult Theories on Aging Writing Assignment</p> <p>Early Chapter 6: Assessment of Motor Control and Functional Movement</p>	<p>Vital Signs and Fall Prevention Due 9-17-23 by 11:59 PM</p> <p>Modified Ashworth Scale Berg Balance Test Tinetti Functional Reach Test Nine Hole Peg Test</p>
5 9-18-23	Early Chapter 20: Neurotherapeutic Approaches to Treatment	Rood, Brunnstrom PNF, NDT
6 9-25-23	<p>Early Chapter 12: Occupations, Purposeful Activities, and Preparatory Activities</p> <p>Activity Bag Assignment</p>	<p>MMT, goniometer, grip/pinch strength, 30 Second Chair Stand</p> <p>PROM, Self-ROM, AAROM, AROM, stretching, PRE</p> <p>Due 10-2-23 by 9:00 AM</p>
7 10-2-23	<p>Early Chapter 29 (pg.'s 539-541): Edema Management and Intervention</p> <p>Mahle Chapter 18: Driving and Community Mobility</p> <p>Early Chapter 15 (pages 278-283): Moving in the Environment</p>	<p>Tape Measure, Pitting Edema Scale, Coban Wrapping, Retrograde Massage, Scar Massage</p> <p>Maze Test</p> <p>Lab Activities</p>
8 10-9-23	<p>Exam II</p> <p>Early Chapter 9 (pg.'s 145-151): Evaluation and Observation of Deficits in Perception and Cognition</p> <p>Zoltan Chapter 4-10</p> <p>Early Chapter 22: Interventions for People with Cognitive and Perceptual Deficits</p>	<p>MVPT-4, Stereognosis, Right/Left Discrimination, MOCA, Clock Drawing Test, MMSE</p> <p>Visual Perceptual Dysfunction Simulation, Activity Analysis</p>
9 10-16-23	Early Chapter 9 (pg.'s 140-145): Evaluation and Observation of Deficits in Sensation	Sensation Tests: Semmes Weinstein, Proprioception, Pain

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	<p>Early Chapter 21: Interventions for Visual and Other Sensory Dysfunction</p> <p>Zoltan Chapter 3: Visual Processing Skills</p> <p>Sensory Kit Assignment</p>	<p>Sensory desensitization and re-education</p> <p>Line Bisection Test, Single Letter Cancellation Test, Trail Making Test, Visual Field Testing, Confrontation Testing</p> <p>Due by 10-22-23 by 11:59 PM</p>
10 10-23-23	<p>Sensory Kit Presentations</p> <p>Mahle Chapter 19: Work & Ergonomics</p> <p>Computer Work Station Assignment</p>	<p>Ergonomics</p> <p>Due by 11-5-23 by 11:59 PM</p>
11 10-30-23	<p>Exam III</p> <p>Early Chapter 19: Principles of Orthotic Fabrication Part I</p>	<p>Radial Bar Wrist Cock-Up</p>
12 11-6-23	<p>Early Chapter 19: Principles of Orthotic Fabrication: Part II</p>	<p>Short Opponens</p>
13 11-13-23	<p>Mahle Chapter 20: PAMs</p>	<p>Thermal, Deep Thermal, Electrical Modalities</p>
14 11-20-23	<p>Equipment Project Assignment</p> <p>Equipment Project Presentations</p>	<p>Due 11-19-23 by 11:59 PM</p>
15 11-27-23	<p>Early Chapter 15 (pg.'s 255-278): Moving in the Environment</p> <p>Intervention Design Due</p>	<p>Functional Mobility Analysis, Wheelchair Mobility, Transfers</p> <p>Due 12-1-23 by 11:59 PM</p>
16 12-4-23	<p>Final Exam</p>	

Course Grading Information

Written Exams	30%
Final Written Exam	10%
Quizzes	05%
Theories of Aging Writing Assignment	05%
Activity Bag Assignment	10%
Sensory Kit Assignment	10%
Computer Workstation Assignment	10%

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Equipment Project Assignment	10%
Intervention Design Assignment	<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.

This means that a student may have an overall course grade of 75% or higher, yet still not be allowed to progress in the OTA program. This policy is to ensure that students have the knowledge and skills necessary to progress to more advanced knowledge and skills in subsequent courses as well as the ability to practice safety in the clinical setting.

- 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.

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- 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

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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

Course Attendance/Participation Guidelines:

If a student is not in attendance in accordance with the policies/guidelines of the class as outlined in the course syllabus as of the course census date, faculty are required to drop students from their class roster prior to certifying the respective class roster. A student's financial aid will be re-evaluated accordingly and the student will only receive funding for those courses attended as of the course census date.

Late Work, Attendance, and Make Up Work Policies:

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

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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**).

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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 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.

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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 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

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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 Academic Integrity Statement](http://www.mclennan.edu/academic-integrity)

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

The Center for Academic Integrity defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Individual faculty members determine their class policies and behavioral expectations for students. Students who commit violations of academic integrity should expect serious

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consequences. For further information about student rights, responsibilities, and academic integrity definitions, please consult the *General Conduct Policy* in the [Highlander Guide](#).

Students are expected to refrain from academic dishonesty. This includes any conduct aimed at misrepresentation with respect to a student's academic performance. Examples of academic dishonesty include: cheating or collaborating on written exams; possession, at any time, of current or previous test materials without the instructor's written permission; plagiarism; collaborating with others if contrary to stated guidelines for assignment or skill; providing students who have not completed skills practicals with information related to the exam; and intentionally assisting another student in any dishonest action. Violations of this policy will be brought to the attention of the student by the instructor. If there is suspicion of wrongdoing without corroborating evidence, the matter will be discussed with the student, and a verbal warning will be issued if warranted. If there is clear evidence that a violation has taken place, the instructor may impose a sanction ranging from a written warning to expulsion from the course with a failing grade.

[Click Here for the MCC Attendance/Absences Policy](#)

(<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.

Updated 07/18/2023



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 2542998122 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 acting Title IX Coordinator at titleix@mclennan.edu or by calling, Dr. Claudette Jackson, (Accommodations/Title IX) at (254) 299-8465. MCC employees are mandatory reporters and must report incidents immediately to the Title IX Coordinator. Individuals may also contact the MCC Police Department at (254) 299-8911 or the MCC Student Counseling Center 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/>

Academic Support and Tutoring is here to help students with all their course-related needs. Specializing in one-on-one tutoring, developing study skills, and effectively writing essays. Academic Support and Tutoring can be found in the Library and main floor of the Learning Commons. This service is available to students in person or through Zoom. You can contact the Academic Support and Tutoring team via Zoom or email (ast@mclennan.edu) by going to our website (<https://www.mclennan.edu/academic-support-and-tutoring/>).

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 either MCC CREW – Campus Resources Education Web by calling (254) 299-8561 or by emailing crew@mclennan.edu or a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Both are located in the Completion Center located on the second floor of the Student Services Center (SSC) which is open Monday-Friday from 8 a.m.-5 p.m.

Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff. To schedule an appointment, go to https://mclennan.co1.qualtrics.com/jfe/form/SV_07byXd7eB8iTqJg. Both the Completion Center and Paulanne's 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. The unauthorized use of artificial intelligence (AI) for classwork can be a violation of the College's General Conduct Policy. Whether AI is authorized in a course and the parameters in which AI can be used in a course will be outlined by each instructor.

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

Go to <https://www.mclennan.edu/center-for-teachingandlearning/FacultyandStaffCommons/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/studentemail.

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](#)
- [Email Setup for Androids](#)

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.