

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

WACO, TEXAS

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**COURSE SYLLABUS**

**AND**

**INSTRUCTOR PLAN**

**HUMAN STRUCTURE AND FUNCTION IN  
OCCUPATIONAL THERAPY**

**OTHA 1309\_01**

**Laura Shade, OTR**

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

**COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

# HUMAN STRUCTURE AND FUNCTION IN OCCUPATIONAL THERAPY

OTHA 1309 – Spring 2022

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## **Course Description:**

Study of the biomechanics of human motion. Emphasis on the musculoskeletal system including skeletal structure, muscles and nerves, and biomechanical assessment procedures.

Course Credit: 3 Semester Hours  
Clock Hours: 2 lec hrs/wk; 32 lec hrs/semester  
4 lab hrs/wk; 64 lab hrs/semester

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

This course is taken in the second semester of the program and continues to provide foundational content in the areas of body structures and functions as well as data collection. *Crossing the lifespan* is specifically addressed as movement analysis and data collection are studied across the lifespan but particularly for the adult population. *Occupational therapy practice* is specifically addressed as the student learns about motion analysis and activity demands as well as data collection. *Workplace skills/professional development/lifelong learning* is specifically addressed as the student is provided with opportunities for teaching/learning and communication and as generic professional abilities are addressed including providing and receiving feedback. *Adaptation* is specifically addressed as the student learns to therapeutically apply movement principles in the engagement of occupations.

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

Good standing in the Occupational Therapy Assistant Program. Concurrent enrollment in OTHA 2209 Mental Health in Occupational Therapy and OTHA 1309 Human Structure and Function in Occupational Therapy required.

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

Course meeting days and times:

Lecture: M,W 9:00a.m. – 9:55 a.m.  
Lab: M,W 10:20 a.m. – 12:15 p.m.

## **Instructor Information:**

Instructor Name: Laura Shade, OTR

MCC Email: [lshade@mclennan.edu](mailto:lshade@mclennan.edu) (response will be within 2-3 business days)

Office Phone Number: 254-299-8525

Office Location: CSC C113

Office/Teacher Conference Hours: TTh 1:00p.m. - 4:00 p.m.

Additional Hours by Appointment

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

**Required Text & Materials:**

Title: Kinesiology for the Occupational Therapy Assistant

Author: Keough, Sain, and Roller

Edition: 2<sup>nd</sup> edition

Copyright Year: 2018

Publisher: Slack

ISBN: 978-1-63091-274-1

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

**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. Other educational methods will include discussion groups, lab exercises, and lab skills check-offs. 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:**

Course Student Learning Outcomes/Competencies:

1. Demonstrate knowledge and understanding of the structure and function of the body by being able to:
  - locate anatomical landmarks/prominences
  - identify joint classifications and types
  - identify the bones and muscles involved, including innervations
  - identify motions and prime movers
  - identify the axis and planes of movement involved
  - determine the action of each muscle controlling the joint
2. Apply biomechanical concepts related to joint functions and mechanical forces required to complete activities and occupation, including muscle length and tension, lever arms, and joint forces.

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3. Identify and apply biomechanical principles related to patient handling and transferring.
4. Analyze dynamic and static positions used during preparatory and purposeful activities and occupations, identifying and describing:
  - joint(s) involved in the movement or position
  - prime movers and synergists for all joints involved
  - the axis and plane associated with each joint motion or position
  - the type of muscle contractions required to complete the activity/occupation
  - changes in body position and other biomechanical methods of grading the activity
5. Evaluate joint range of motion.
6. Evaluate muscle strength.
7. Evaluate endurance as it relates to occupational performance.
8. Utilize appropriate occupational therapy terminology when evaluating joint range of motion, muscle strength, and endurance.
9. Document appropriate measurements for range of motion and muscle strength.

## Course Objectives:

1.	B.1.1.	Demonstrate knowledge of: <ul style="list-style-type: none"><li>• The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li><li>• Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li><li>• Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li></ul>	Keough, Sain, and Roller – All Assigned Chapters
2.	B.4.4.	<p>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.</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>	Keough, Sain, and Roller Chapters 5, 6, 7, 8, 9, and 10

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3.	B.4.6.	Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.	Keough, Sain, and Roller Chapters 5, 6, 7, 8, 9, and 10
4.	B.4.13.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Keough, Sain, and Roller Chapter 12

## **Course Outline or Schedule:**

### **COURSE OUTLINE: Order will vary to accommodate schedule**

- I. Introduction – The study of the principles of mechanics and anatomy
  - A. What is kinesiology
    - 1. Qualitative Analysis
    - 2. Quantitative Analysis
  - B. Anatomy Review
- II. Entry Level OTA Standards and Practice Guidelines
  - A. ACOTE
  - B. NBCOT
    - 1. Domain
    - 2. Task Statement
    - 3. Knowledge Statements
    - 4. Skill Statements
  - C. OTPF
  - D. ICF
    - 1. Biopsychosocial Model
    - 2. Sections
      - a. Body
      - b. Activities and Participation
      - c. Environmental Factors
    - 3. Levels of Human Functioning
      - a. Impairment
      - b. Activity Limitation
      - c. Participation Restriction
- III. Movement
  - A. Muscular System
    - 1. Skeletal
      - a. Influence Movement
      - b. Provide Protection
      - c. Support Posture
      - d. Produce Body Heat

- 2. Smooth
  - 3. Cardiac
  - B. Nervous System
    - 1. Central Nervous System
      - a. Levels of Control
        - 1) Cerebral Motor Cortex
        - 2) Basal Ganglia
        - 3) Cerebellum
        - 4) Brainstem
        - 5) Spinal Cord
      - b. Upper Motor Neuron Lesion
        - 1) Spastic Paralysis
        - 2) Hypertonicity
        - 3) Exaggerated Stretch Reflexes
        - 4) Little to No Atrophy
    - 2. Peripheral Nervous System
      - a. Lower Motor Neuron Lesion
        - 1) Flaccid Paralysis
        - 2) Hypotonicity
        - 3) Significant Atrophy
      - b. Somatic
      - c. Autonomic
        - 1) Sympathetic
        - 2) Parasympathetic
    - 3. Neurons
      - a. Motor – Efferent
      - b. Sensory – Afferent
- IV. Muscular Functions and Properties
- A. Mobility and Stability
  - B. Contractions
    - 1. Isometric – tension increases but length stays constant
    - 2. Isotonic – tension remains constant but length changes
      - a. Concentric – muscle shortens and joint angle decreases
      - b. Eccentric – muscle lengthens under stress
        - 1) Decelerates movement
        - 2) Allows slow, smooth, and controlled movements
  - C. Muscle Properties
    - 1. Contractility – develop tension against resistance
    - 2. Extensibility – capacity to be stretched or lengthened
    - 3. Elasticity – ability to return to original length after stretching
    - 4. Irritability – ability to receive and respond to stimulus
  - D. Excursion Ratio
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- E. Additional Factors
  - 1. Sequencing
  - 2. Timing
  - 3. Speed
  - 4. Precision
- V. Skeletal Functions
  - A. Joint Classifications
    - 1. Synarthrodial
    - 2. Amphiarthrodial
    - 3. Diarthrodial (Synovial)
      - a. Degrees of Freedom
  - B. Accessory Motions – not voluntary; occur between the articular surfaces of a joint
    - 1. Roll (Rocking)
    - 2. Glide (Slide or Translation)
    - 3. Spin
  - C. Bony Landmarks
- VI. Body Structures – anatomical parts that support body functions
  - A. Cranial Nerves
  - B. Spinal Nerves
    - 1. Efferent – Ventral Root, Motor
      - a. Segmental
      - b. Plexus
        - 1) Brachial Plexus C<sub>5</sub> – T<sub>1</sub>
        - 2) Lumbosacral Plexus L<sub>1</sub> – S<sub>3</sub>
    - 2. Afferent – Dorsal Root, Sensory
      - a. Dermatome – area of skin giving feedback to a dorsal root
  - C. Muscles
    - 1. Fasciculus/Motor Unit – neuron plus fibers it innervates; all or none
      - a. Twitch
        - 1) Fast
        - 2) Slow
    - 2. Muscle Fiber (Muscle Cell)
      - a. Sarcomere – contractile unit
        - 1) Actin
        - 2) Myosin
      - b. Fiber Arrangements
        - 1) Pennate – force; feather
          - a) Unipennate
          - b) Bipennate
          - c) Multipennate
        - 2) Parallel – large excursion

- a) Flat
  - b) Fusiform
  - c) Strap
  - d) Radiate
  - e) Sphincter
- 3. Nomenclature
- 4. Origin and Insertion
- 5. Extrinsic versus Intrinsic
- D. Skeleton
  - 1. Axial versus Appendicular
  - 2. Bony Projections
- E. Planes and Axes
- F. Movement Definitions
  - 1. Abduction
  - 2. Adduction
  - 3. Flexion
  - 4. Extension
  - 5. Circumduction
  - 6. External Rotation
  - 7. Internal Rotation
  - 8. Pronation
  - 9. Supination
  - 10. Horizontal Abduction
  - 11. Horizontal Adduction
  - 12. Lateral Flexion
- G. Synovial Joint Types
  - 1. Ball and Socket
  - 2. Hinge
  - 3. Saddle
  - 4. Pivot
  - 5. Gliding
  - 6. Condylar
- H. Anatomical Direction
  - 1. Anterior/Ventral
  - 2. Posterior/Dorsal
  - 3. Superior/Cephalic
  - 4. Inferior/Caudal
  - 5. Medial/Internal
  - 6. Lateral/External
  - 7. Proximal
  - 8. Distal
  - 9. Superficial
  - 10. Deep



- 11. Contralateral
- 12. Ipsilateral
- 13. Prone
- 14. Supine
- I. Anatomical Position versus Functional Position
- V. Factors Influencing Movement
  - A. ICF and OTPF – 3
    - 1. Context
      - a. Cultural
      - b. Temporal
      - c. Personal
      - d. Virtual
    - 2. Environment
      - a. Physical
        - 1) Accessibility
        - 2) Negotiability
        - 3) Universal Design
      - b. Social
  - B. Laws of Motion
    - 1. Concepts of Force
      - a. Can be internal or external
      - b. Is a vector quantity (direction and magnitude)
      - c. Has a specific point of application
      - d. Nature
        - 1) Push – compressive
        - 2) Pull – tension
    - 2. Primary External Forces
      - a. Fluid – wind, water
        - 1) Buoyancy
        - 2) Drag
        - 3) Lift
      - b. Contact – friction, normal reaction
      - c. Gravity; Center of Gravity
    - 3. Secondary Forces
      - a. Joint Compression
      - b. Joint Distraction (traction)
      - c. Pressure on Body Surfaces
    - 4. Newton's Laws of Motion
      - a. Inertia
      - b. Acceleration
      - c. Action and Reaction

5. Related Factors
  1. Simple Machines
    - a. Inclined Plane
    - b. Wheel and Axle
    - c. Pulley
    - d. Screw
    - e. Wedge
    - f. Lever
  2. Active and Passive Insufficiency
  3. Kinematic Chains
    - a. Open Chain
    - b. Closed Chain
  4. Open- and Close-Pack Joint Positions
- VI. Movement Demands
  - A. Body Functions
    1. Joint Mobility
    2. Joint Stability
    3. Muscle Power
    4. Muscle Tone
    5. Muscle Endurance
    6. Motor Reflexes
    7. Involuntary Movement Reactions
    8. Control of Voluntary movement
    9. Gait Patterns
  - B. Motor and Praxis Skills
    1. Bending
    2. Pacing
    3. Coordinating
    4. Maintaining Balance
    5. Anticipating or Adjusting Posture and Body Position
    6. Manipulating
  - C. Motor Behavior
    1. Motor Development
    2. Motor Skills
    3. Motor Control
  - D.. Movement Characteristics
    1. Adaptive Motor Behaviors
    2. Movement Options
      - a. Abnormal Atypical Movement
      - b. Normal Atypical Movement
      - c. Normal Typical Movement
      - d. Normal Enhanced Typical Movement

- E. Posture, Postural Control, and Anticipatory Postural Movements
  - 1. Stability
    - a. Definition
    - b. Principles
- F. Range of Motion
  - 1. Types
    - a. Active
    - b. Active Assistive
    - c. Passive
  - 2. End Feel
  - 3. Standardization
  - 4. Precautions and Contraindications
- G. Manual Muscle Testing
  - 1. Grade
  - 2. Standardization
- VII. Function and movement of the Trunk and Neck
  - A. Motions
  - B. Observations of Function
  - C. Common Problems
  - D. Structures
    - 1. Spine and Rib Cage
    - 2. Pelvic Girdle
    - 3. Ligaments and Tendons
    - 4. Muscles
- VIII. Essential Functions of the Lower Extremity
  - A. Role of Occupational Therapy
  - B. Functions
    - 1. Pelvic Girdle
    - 2. Hip
    - 3. Knee
    - 4. Ankle and Foot
  - C. Visual Observation of Gait
  - D. Common Problems
- IX. Function and Movement of the Shoulder and Scapula
  - A. Motions of the Scapula and Glenohumeral Joint
  - B. Scapulohumeral Rhythm
  - C. Strength Characteristics
  - D. Common Problems
  - E. Muscle Actions
  - F. Tendons and Ligaments

- X. Function and Movement of the Elbow Complex
  - A. Motions
  - B. Strength Characteristics
  - C. Common Problems
  - D. Muscle Actions
  - E. Tendons and Ligaments
- XI. Function and Movement of the Wrist and Hand
  - A. Motions
  - B. Common Problems
  - C. Muscle Actions

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## COURSE SCHEDULE

(Schedule is subject to change. Students will be notified in class)

1	1/10/22	Lecture: Keough, Sain, and Roller Chapter 1: Introduction Lab: Osteokinematics
	1/12/22	Lecture: Keough, Sain, and Roller Chapter 2: Muscular Functions and Skeletal Functions Relating to Movement Lab: Skeletal System Review
2	1/17/22	Martin Luther King, Jr. Holiday
	1/19/22	Lecture: Keough, Sain, and Roller Chapter 3: OTPF; ICF; Laws of Motion; Factors Related to Movement Lab: Planes and Axes
3	1/24/22	Lecture: Keough, Sain, and Roller Chapter 4: Movement Demands Lab: Directional Terminology
	1/26/22	Lecture: Keough, Sain, and Roller Chapter 4: Movement Demands Lab: Posture
4	1/31/22	Exam I Lab: Introduction to Goniometry
	2/2/22	Lecture: Keough, Sain, and Roller Chapter 5: Function and Movement of the Trunk and Neck Lab: Anatomy – Trunk and Neck
5	2/7/22	Lecture: Keough, Sain, and Roller Chapter 5: Function and Movement of the Trunk and Neck Lab: Goniometry – Neck
	2/9/22	Lecture: Keough, Sain, and Roller Chapter 6: Essential Functions of the Lower Extremity Lab: Anatomy – Lower Extremity
6	2/14/22	Lecture: Keough, Sain, and Roller Chapter 6: Essential Functions of the Lower Extremity Lab: Goniometry and Manual Muscle Testing – Lower Extremity
	2/16/22	Lecture: Keough, Sain, and Roller Chapter 7: Function and Movement of the Shoulder and Scapula Lab: Anatomy – Scapula
7	2/21/22	OTHA 1309 Lab Practical Skills check – Off: Cervical and Lower Extremity
	2/23/22	Lecture: Keough, Sain, and Roller Chapter 7: Function and Movement of the Shoulder and Scapula Lab: Anatomy – Shoulder
8	2/28/22	Lecture: Keough, Sain, and Roller Chapter 7: Function and Movement of the Shoulder and Scapula Lab: Goniometry and Manual Muscle Testing – Shoulder
	3/2/22	Exam II Lab: Goniometry and Manual Muscle Testing – Shoulder
Spring Break: March 7-11		
9	3/14/22	OTHA 1309 Lab Practical Skills Check Off: Scapula and Shoulder
	3/16/22	Lecture: Keough, Sain, and Roller Chapter 8: Function and Movement of the Elbow Complex Lab: Anatomy – Elbow
10	3/21/22	Lecture: Keough, Sain, and Roller Chapter 8: Function and Movement of the Elbow Complex Lab: Goniometry and Manual Muscle Testing – Elbow
	3/23/22	Lecture: Keough, Sain, and Roller Chapter 9: Function and Movement of the Wrist Lab: Anatomy – Wrist
11	3/28/22	Lecture: Keough, Sain, and Roller Chapter 9: Function and Movement of the Wrist Lab: Goniometry and Manual Muscle Testing: Wrist
	3/30/22	Lecture: Keough, Sain, and Roller Chapters 9 and 10: Function and Movement of the Hand Lab: Anatomy – Hand
12	4/4/22	Lecture: Keough, Sain, and Roller Chapters 9 and 10: Function and Movement of the Hand Lab: Goniometry and Manual Muscle Testing: Hand
	4/6/22	Lecture: Keough, Sain, and Roller Chapters 9 and 10: Function and Movement of the Hand Lab: Lab: Goniometry and Manual Muscle Testing: Hand
13	4/11/22	Exam III Lab: Nine Hold Peg Test; Grip Strength; Pinch Strength; Other Data Collection
	4/13/22	Lecture: Keough, Sain, and Roller Chapter 11: Kinesiology and Therapeutic Exercise; Mahle Chapter 9, pgs. 212-215. Lab: Therapeutic Exercise
14	4/18/22	OTHA 1309 Lab Practical Skills Check Off – Elbow, Wrist, Hand
	4/20/22	Lecture: Keough, Sain, and Roller Chapter 11: Kinesiology and Therapeutic Exercise; Mahle Chapter 9, pgs. 212-215. Lab: Therapeutic Exercise
15	4/25/22	Lecture: Keough, Sain, and Roller Chapter 12: Functional Mobility in the Home and Community Lab: Functional Mobility
	4/27/22	Lecture: Keough, Sain, and Roller Chapter 12: Functional Mobility in the Home and Community Lab: Transfers
16	5/2/22	Final Exam

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## **Course Grading Information:**

Written Exams	45%
Final Written Exam	20%
Lab Skills Practicals	30% <i>*75% or greater on each required to pass course</i>
Quizzes and Class Participation	<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 minimum of 75% on *each* skills practical in order to receive a passing grade for this course.

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

### TESTING PROCEDURES

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

When utilizing scantrons, it is the student's responsibility to ensure name, student ID number, and all answers have been marked onto the scantron. Questions answered on the exam but not transferred to the scantron will not be graded. It is the student's responsibility to ensure all questions have been answered on the scantron and that the scantron is completed clearly and precisely within the allotted space. If student fails to comply with this procedure, the grade will be assigned as it was scored on the scantron. No corrections will be made to the scantron by the instructor after it has been electronically scored.

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 or illness in the immediate 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 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.



**ZOOM POLICY:**

Requests for Zoom invitations will be granted in the following situations:

- You have self-reported for COVID 19 symptoms to MCC and are awaiting guidance.
- You have self-reported for COVID 19 symptoms and have been instructed to quarantine.
- Circumstances in which a prolonged period of absence is anticipated (e.g., serious illness or injury).

**Attendance and Zoom:**

- You must attend class face-to-face to be counted present.
- If you are attending class via Zoom, your attendance will be documented as is appropriate:
  - Quarantined
  - Absent

**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 or illness in the immediate family, illness with note from MD, acts of God, etc). *Minor illnesses do not constitute excused absences.***

**The following are not acceptable forms of assignments:**

- assignments in other than "Word" or pdf format
- hard copy of assignments that were to be uploaded
- illegible assignments
- emailed assignments that were to be uploaded
- jpg. or other digital formatting
- assignments sent through text message
- handwritten assignments unless specified as such by the instructor (must be in blue or black ink)
- assignments with unprofessional presentation including being incomplete
- assignments with extensive grammatical errors will not be graded and will receive a "zero"
- assignments that use identifying information of a subject/supervisor/facility (must use initials only) will receive a "zero".

**In-class assignments, including but not limited to quizzes, presentations, and lab activities, missed due to an absence, late arrival, or leaving class early will be awarded an automatic "zero" and cannot be made up. Arriving to class after the morning quiz or exam has started will result in an automatic grade of "zero".**

**Student Behavioral Expectations or Conduct Policy:****Generic Abilities & Professional Behaviors:**

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

Students in the Occupational Therapy Assistant program have willingly applied for, and entered into, a professional degree program. Implicit in professional degree programs is the need to develop the student's professional behaviors as well as minimum basic entry level competencies. The tool utilized in the OTA Program is the Generic Abilities assessment tool. Students will be evaluated on a continual basis throughout the program in classroom, lab activities, clinical activities, and interaction between fellow students, faculty, and instructors. If a student is found to be lacking in any area of the generic abilities, the student will be called in by the faculty member who will fill out the form and review any deficiencies.

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

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

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

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

### **Technology Devices:**

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

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

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

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

**Video & Tape Recordings:** Students may only tape record or video class activities and instructors with permission of the instructor and in no circumstance are allowed to post recordings on any

internet site or social network site. The recording may only be utilized by the individual. Students who do not remain in compliance with this policy will be written up, put on probation, or potentially dismissed from the program based upon the extent to which the policy has been disregarded.

Beepers, cellular telephones, text, and personal telephone calls. Students are NOT to receive or place telephone calls/beeper calls/texts during class. Beepers, smart watches, and cellular telephones are to be turned off or set to vibrate before entering the classroom and stored in backpack during class. 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.

# McLennan

C O M M U N I T Y

## COLLEGE

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## 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](http://www.mclennan.edu/disability).

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

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

254-299-8122

Room 319, Student Services Center

### **Title IX:**

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

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

**Student Support/Resources:**

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

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

**MCC Foundation Emergency Grant Fund:**

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

**MCC Academic Integrity Statement:**

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

**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.

**Instructional Uses of Email:**

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

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

**Email on Mobile Devices:**

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

**Forwarding Emails:**

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

**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.