

McLennan
C O M M U N I T Y
COLLEGE

WACO, TEXAS

COURSE SYLLABUS
AND
INSTRUCTOR PLAN

THERAPEUTIC USE OF OCCUPATIONS OR ACTIVITIES I
OTHA 1315_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.

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Course Description:

Various occupations or activities used as therapeutic interventions in occupational therapy. Emphasis on awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities.

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 semester two of the program. *Crossing the lifespan* is specifically addressed as activity analyses and demands relating to all age ranges are studied. *Occupational therapy practice* is specifically addressed as the student learns about contextual and environmental influences and safety issues related to activity and occupational engagement. *Workplace skills/professional development/lifelong learning* is specifically addressed as the student is provided with opportunities for teaching/learning, communication, and as generic professional abilities are addressed including providing and receiving feedback. *Adaptation* is specifically addressed as the student learns to apply therapeutic interventions and to grade and adapt activity as a means for engagement in 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: TTh 9:00a.m. - 9:55 a.m.

Lab: TTh 10:20 a.m. - 12:15 p.m.

Instructor Information:

Instructor Name: Laura Shade, OTR

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

Office Phone Number: 254-299-8525 (response to messages left will be within 2-3 business days)

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: Occupation-Based Activity Analysis

Author: Thomas

Edition: 2nd edition

Copyright Year: 2015

Publisher: Slack

ISBN: 978-1-61711-967-5

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 (*Will be Provided to the Student*)

Author: AOTA

Edition: 4th edition

Copyright Year: 2020

Publisher: AOTA

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

Methods of Teaching and Learning:

The material will be presented in lecture/demonstration format with hands on performance of specific techniques in the laboratory following the lecture. Group learning and discovery learning will also be utilized (i.e., groups will be assigned to learn about, and then teach, certain components of the course followed by instructor feedback and input). Other educational methods will include discussion groups, group projects, lab exercises, student presentations and written reports. Guest lecturers and audiovisual materials may be incorporated to enhance student learning.

Student learning outcomes will be measured by written exam (basic knowledge/comprehension and higher level/critical thinking), activity analyses and occupation-based activity analyses projects (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. Associate client factors and performance skills and the intervention process
2. Analyze an activity in terms of component skills needed to perform it and the occupational performance areas involved.

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3. Determine physical and environmental requirements for performing an activity, including precautions, and the criteria needed for successful completion/ mastery of the activity.
4. Demonstrate ability to grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context for assigned case application.
5. Demonstrate knowledge of the teaching-learning process with the client, family, significant others, colleagues, other health providers, and public to successfully engage in appropriate educational methods.
6. Demonstrate basic documentation skills.
7. Demonstrate awareness of safety issues and safe practice in treatment areas.
8. Develop a group treatment protocol.

Course Objectives:

1.	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.	Thomas – All Assigned Chapters Assignments and In-Class Activities
2.	B.3.6.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.	Thomas – All Assigned Chapters Assignments and In-Class Activities
3.	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.	Thomas – All Assigned Chapters Instructor provided material Assignments and In-Class Activities
4.	B.4.14.	Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.	Thomas – All Assigned Chapters Community Mobility Assignment (Activity Analysis VIII)

Course Outline and Schedule:

Course Outline: Order will vary to accommodate schedule

- I. Activity Analysis Concepts
 - A. Occupational Therapy Domain and Process Review
 - B. International Classification of Functioning, Disability, and Health Review
 - C. Activity versus Occupation

- D. Process
 - 1. Activity Awareness
 - 2. Identification of Steps Required
 - 3. Determination of the Activity Demands
 - 4. Analysis for Therapeutic Intervention
- E. Steps to Activity Analysis
- II. Activity Analysis versus Occupation-Based Activity Analysis
 - A. Definitions
 - B. Areas of Occupation
 - 1. Activities of Daily Living
 - 2. Instrumental Activities of Daily Living
 - 3. Health Management
 - 4. Rest and Sleep
 - 5. Education
 - 6. Work
 - 7. Play
 - 8. Leisure
 - 9. Social Participation
- III. Activity Demands and Activity Analysis
 - A. Sequence and Timing
 - 1. Procedural Task Analysis
 - 2. Co-Occupations
 - B. Objects
 - 1. Tools
 - 2. Materials
 - 3. Equipment
 - 4. Properties
 - C. Space
 - 1. Size
 - 2. Arrangement of Objects in Space
 - 3. Surface
 - 4. Lighting
 - 5. Temperature
 - 6. Humidity
 - 7. Noise
 - 8. Ventilation
 - D. Social Demands
 - 1. Rules
 - 2. Expectations
 - 3. Cultural Influences
 - E. Body Functions - Mental
 - 1. Specific
 - a. Higher-level Cognitive
 - 1) Judgment

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- 2) Concept Formation
- 3) Metacognition
- 4) Cognitive Flexibility
- 5) Insight and Awareness
- b. Attention
 - 1) Sustained
 - 2) Selective
 - 3) Divided
- c. Memory
 - 1) Short-Term
 - 2) Long-Term
 - 3) Working
- d. Perception
 - 1) Auditory
 - 2) Tactile
 - 3) Visual
 - 4) Olfactory
 - 5) Vestibular-Proprioception
 - 6) Multisensory Processing
 - 7) Sensory Memory
 - 8) Spatial Relationships
 - 9) Temporal Relationships
- e. Thought
 - 1) Recognition
 - 2) Categorization
 - 3) Generalization
 - 4) Awareness of Reality
 - 5) Logical/Coherent Thought
 - 6) Appropriate Thought Content
- f. Sequencing Complex Movement
- g. Emotional
 - 1) Coping
 - 2) Behavioral Regulation
- h. Experience of Self and Time
 - 1) Body Image
 - 2) Self-Concept
 - 3) Self-Esteem
- 2. Global
 - a. Consciousness
 - 1) Level of Arousal

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- 2) Level of Consciousness
- b. Orientation
 - 1) Self
 - 2) Place
 - 3) Time
 - 4) Others
 - 5) Person
- c. Temperament and Personality
 - 1) Emotional Stability
- d. Energy and Drive
 - 1) Motivation
 - 2) Impulse Control
 - 3) Appetite
- e. Sleep
- F. Sensory Functions and Pain
 - 1. Seeing and Related Functions, Visual Acuity, Visual Stability, Visual Field
 - a. Detection/Registration
 - b. Modulation
 - c. Integration of Sensations from the Body and Environment
 - d. Visual Awareness at Various Distances
 - 2. Hearing Functions
 - a. Tolerance of Ambient Sounds
 - b. Awareness of Location and Distance
 - 3. Vestibular Functions
 - a. Sensation of Securely Moving Against Gravity
 - 4. Taste Functions
 - 5. Smell Functions
 - 6. Proprioception Functions
 - a. Awareness of Body Position and Space
 - 7. Touch Functions
 - a. Comfort with Being Touched or Touching
 - 8. Pain
 - a. Localizing Pain
 - 9. Temperature - Thermal Awareness
 - 10. Pressure
- G. Neuromusculoskeletal and Movement-Related Functions
 - 1. Functions of Joints and Bones
 - a. Joint Mobility
 - b. Joint Stability; Joint Postural Alignment
 - c. Muscle Power - Strength
 - d. Muscle Tone
 - e. Muscle Endurance
 - f. Motor Reflexes

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- 1) Stretch Reflex
 - 2) Asymmetrical Tonic Neck Reflex
 - 3) Symmetrical Tonic Neck Reflex
 - g. Involuntary Movement Reactions
 - 1) Righting and Supporting
 - h. Control of Voluntary Movement
 - 1) Eye-Hand/Foot Coordination
 - 2) Bilateral Integration
 - 3) Crossing Midline
 - 4) Fine Motor Control
 - 5) Gross Motor Control
 - 6) Oculomotor Control
 - i. Gait patterns
 - H. Functions of Cardiovascular, Hematological, Immunological, and Respiratory Systems
 1. Cardiovascular System Function
 - a. Blood Pressure Functions
 - b. Heart Rate
 2. Hematological and Immunological System Functions
 - I. Additional Functions and Sensations of the Cardiovascular and Respiratory Systems
 1. Rate of Respiration
 2. Rhythm of Respiration
 3. Depth of Respiration
 4. Physical Endurance, Stamina, Aerobic Capacity
 - J. Voice and Speech, Digestive, Metabolic, Endocrine, Genitourinary, Reproductive, Skin, and Related Structure Functions
 1. Voice and Speech Functions
 2. Rhythm and Fluency
 3. Alternative Vocalization Functions
 - K. Digestive, Metabolic, and Endocrine Systems Functions
 1. Digestive System Function
 2. Metabolic System
 3. Endocrine System
 - L. Genitourinary and Reproductive Functions
 1. Urinary Functions
 2. Genital and Reproductive Functions
 - M. Skin and Related Structure Functions
 1. Protective Functions of the Skin
 2. Repair Function of the Skin – Wound Healing
 - N. Body Structures
 1. Structures of the Nervous System
 2. Eyes, Ears, and Related Structures
 3. Structures Involved in Voice and Speech
 4. Structures of the Cardiovascular, Immunological, and Respiratory Systems
 5. Structures Related to the Digestive, Metabolic, and Endocrine Systems
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- 6. Structures Related to the Genitourinary and Reproductive Systems
 - 7. Structures Related to Movement
 - O. Required Actions/Performance Skills
 - 1. Motor and Praxis Skills
 - 2. Sensory-Perceptual Skills
 - 3. Emotional Regulation Skills
 - 4. Cognitive Skills
 - 5. Communication and Social Skills
 - IV. Occupation Based Activity Analysis
 - A. Occupation Awareness
 - B. The Occupational Profile
 - C. Contexts
 - 1. Environmental Factors
 - a. Natural Environment and Human-Made Changes to the Environment
 - b. Products and Technology
 - c. Support and Relationships
 - d. Attitudes
 - e. Services, Systems, and Policies
 - 2. Personal Factors
 - a. Age
 - b. Sexual Orientation
 - c. Gender Identity
 - d. Cultural Identification
 - e. Social Background, Social Status, and Socioeconomic Status
 - f. Upbringing and Life Experiences
 - g. Habits and Past and Current Behavioral Patterns
 - h. Individual Psychological Assets
 - i. Education
 - j. Profession and Professional Identity
 - k. Lifestyle
 - l. Other Health Conditions and Fitness
 - D. Performance Patterns
 - 1. Habits
 - 2. Routines
 - 3. Rituals
 - 4. Roles
 - V. Introduction to Grading and Adapting Activities
 - A. Grading
 - B. Scaffolding
 - C. Adapting
 - D. Outcomes
 - 1. Occupational Performance
 - 2. Improvement
 - 3. Enhancement
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4. Prevention
 5. Health and Wellness
 6. Quality of Life
 7. Participation
 8. Role Competence
 9. Well-being
 10. Occupational Justice
- VI. Safety and Infection Control Review
- VII. Group Concepts and Techniques
- A. Group Protocol Steps
- VIII. Crafts and Creative Media in Therapy
- A. Crafts from Found and Recycled Materials
 - B. Expressive Media
 - C. Metal Crafts
 - D. Electronic Media
 - E. Ceramics
 - F. Mosaic and Glass Crafts
 - G. Bead and Wire Work
 - H. Needlework
 - I. Leatherwork
 - J. Cooking Crafts
- IX. Documentation
- A. Billing and Procedure Codes
 - B. Documenting the Use of Crafts and Media
 - C. SOAP Note Review

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Course Schedule

1	1/11/22	Lecture: Thomas Chapter 1; What is Activity Analysis? Lab: Safety and Infection Control Review; Syllabus Review
	1/13/22	Lecture: OTPF-4 and Thomas Chapter 2; Determine What is Being Analyzed: Occupational Based Activity Analysis Lab: In-class activities
2	1/18/22	Lecture: Why Use Crafts? Lab: Group Activities (Refer to Mental Health Text Books, Chapter 12)
	1/20/22	Lecture: Paper Crafts Lab: Origami; Begin working on Activity Analysis I Assignment.
3	1/25/22	Activity Analysis Assignment I (Group Intervention; Paper Craft)
	1/27/22	Activity Analysis Assignment I (Group Intervention; Paper Craft)
4	2/1/22	Lecture: Thomas Chapter 3; Determine the Relevance and Importance to the Client Lab: In-class activities
	2/3/22	Lecture: Thomas Chapter 4; Sequence and Timing Lab: In-class activities
5	2/8/22	Lecture: Crafts from Found and Recycled Materials Lab: Crafting from recycled materials; Begin Working on Activity Analysis II
	2/10/22	Exam I
6	2/15/22	Lecture: Thomas Chapter 5; Determine Object, Space, and Social Demands Lab: In-class activities
	2/17/22	Lecture: Expressive Media Lab: Expressive media crafts; Begin Working on Activity Analysis Assignment III
7	2/22/22	Activity Analysis Assignment II and III (Recycled Materials and Expressive Media)
	2/24/22	Lecture: Thomas Chapter 6; Body Functions Lab: In-class activities
8	3/1/22	Lecture: Metal Crafts, Electronic Media Lab: Metal Craft; Begin working on Activity Analysis IV
	3/3/22	Activity Analysis Assignment IV (Electronic Media)
Spring Break March 7-11		
9	3/15/22	Lecture: Ceramics Lab: In-class activities including a ceramic craft
	3/17/22	Lecture: Mosaic and Glass Craft Lab: In-class activities including a mosaic craft
10	3/22/22	Lecture: Thomas Chapter 7; Body Structures Lab: Billing and Procedure Codes Review from Morreale and Borcherding Ch. 3; In-class activities
	3/24/22	Exam II
11	3/29/22	Lecture: Bead and Wire Work Lab: In-class activities including a beading activity
	3/31/22	Lecture: Needlework Lab: Needlework craft; Activity Analysis V
12	4/5/22	Lecture: Thomas Chapter 8: Performance Skills and Activity Lab: Documenting the Use of Crafts and Media; SOAP Note Review from Morreale and Borcherding Ch's 6, 7, 9, 10; In-class activities
	4/7/22	Lecture: Leather Work Lab: Leather craft; Complete Activity Analysis VI (Leather Work)
13	4/12/22	Lecture: Cooking Craft Lab: Cooking Craft; Complete Activity Analysis VII (Cooking Craft)
	4/14/22	Lecture: Thomas Chapter 9: Activity Analysis for Evaluation, Intervention Planning, and Outcomes Lab: In-class activities
14	4/19/22	Lecture: Thomas Chapter 9: Activity Analysis for Evaluation, Intervention Planning, and Outcomes Lab: Complete Activity Analysis VIII (Community Mobility)
	4/21/22	Occupation-Based Activity Analysis Presentation (Activity Analysis IX)
15	4/26/22	Occupation-Based Activity Analysis Presentation (Activity Analysis IX)
	4/28/22	Occupation-Based Activity Analysis Presentation (Activity Analysis IX)
16	5/5/22	Final Exam

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

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Course Grading Information:

Exams (7% each):	14%
Final Exam:	11%
Activity Analysis I – VI:	30%
Quizzes:	05%
Activity Analysis VII	10%
Activity Analysis VIII	15%
Activity Analysis IX	<u>15%</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.

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 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.

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

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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., illness or death 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.

Attachment #10 Generic Abilities

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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:

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

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

Technology Devices:

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.

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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/texts during class. 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
C O L L E G E

ACADEMIC RESOURCES/POLICIES

Accommodations/ADA Statement:

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

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

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

Title IX:

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

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

Student Support/Resources:

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

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

MCC Foundation Emergency Grant Fund:

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

MCC Academic Integrity Statement:

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

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

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

Minimum Technical Skills:

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

Backup Plan for Technology:

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

Email Policy:

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

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

Instructional Uses of Email:

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

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

Email on Mobile Devices:

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

Forwarding Emails:

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

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.