



WACO, TEXAS

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**COURSE SYLLABUS  
AND  
INSTRUCTOR PLAN**

**Abnormal Psychology in Occupational Therapy**

**OTHA 2211**

**Laura Shade, MOT, OTR/L**

**NOTE: This is an 11-week course.**

# ABNORMAL PSYCHOLOGY IN OCCUPATIONAL THERAPY

OTHA 2211 – SUMMER 2023

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## **Course Description:**

Fundamental principles and techniques of psychological diagnosis with emphasis on mental health issues including theories, etiology, and treatment intervention.

Course Credit: 2 Semester Hours  
Clock Hours: 2 lec hrs/wk; 32 lec hrs/semester

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

Good standing in the Occupational Therapy Assistant Program. Concurrent Enrollment in OTHA 1253 Occupational Performance for Elders and OTHA 1161 Clinical I (Level I Fieldwork) Occupational Therapy Assistant.

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

Course meeting days and times:  
Lecture: MW 9:00 a.m. to 10:30 a.m.

## **Instructor Information:**

Instructor Name: Laura Shade  
MCC Email: lshade@mclennan.edu  
Office Phone Number: 254-299-8365  
Office Location: HPN 118  
Office/Teacher Conference Hours: MW 10:30 a.m. to 12:30 p.m.  
Other Instruction Information: If you need to ensure personal contact during office hours, schedule an appointment to avoid conflicts with other student meetings, professional meetings, or clinical visits.

## **Required Text & Materials:**

Title: Mental Health Concepts & Techniques for the Occupational Therapy Assistant  
Author: Early  
Edition: 5th edition  
Copyright Year: 2016  
Publisher: Lippincott  
ISBN: 978-1-496309624

Title: The Intentional Relationship: Occupational Therapy and Use of Self  
Author: Taylor  
Edition: 2<sup>nd</sup> edition  
Copyright Year: 2020  
Publisher: F. A. Davis  
ISBN: 9780803669772

Title: Psychopathology and Function

Author(s): Bonder

Edition: 6th

ISBN 13: 9781630918606

Publisher: Slack Incorporated

Copyright: 2022

Title: Occupational Therapy Practice Framework: Domain and Process

Author: AOTA

Edition: 4th edition

Copyright Year: 2020

Publisher: AOTA

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

**Methods of Teaching and Learning:**

The material will be presented in lecture/demonstration format. Group learning and discovery learning will also be utilized. Other educational methods will include discussion groups, group projects, interview assignments and self-discovery activities. 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), group participation (higher level/critical thinking skills), and written assignments (basic knowledge and professional communication).

**Course Objectives and/or Competencies:**

1. Articulate an understanding of concepts of human behaviors across the lifespan.
2. Articulate, observe, and document abnormal behaviors across the lifespan.
3. Describe various theories relative to causes of psychiatric disorders.
4. Articulate major classifications/categories of disorders per the Diagnostic Styles Manual.
5. Describe categories of diagnostic symptoms of psychiatric disorders.
6. Describe aspects of cognition.
7. Demonstrate a working knowledge of assessment/evaluation tools used in occupational therapy in mental health.
8. Differentiate categories of treatment methods used in psychiatry.
9. Describe techniques for managing abnormal behavior.
10. Identify theories related to practice models used in occupational therapy practice in mental health
11. Discuss appropriate criteria for group selection
12. Analyze group outcomes for appropriate documentation
13. Conduct an interview and discuss and document information gathered
14. 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

# ABNORMAL PSYCHOLOGY IN OCCUPATIONAL THERAPY

OTHA 2211 – SUMMER 2023

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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>	All Chapters of Bonder  Early Chapters 3, 4
2.	B.3.5.	Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	All Chapters of Bonder
3.	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.	All Chapters of Taylor  Early Ch. 12  All assignments
4.	B.4.25.	Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Early Ch. 12  Group Reflection Assignment

## **Course Outline:**

### Outline:

- I. Roles of the OTA in Mental Health
  
- II. Occupational Therapy Practice Models in Mental Health
  - A. Development of Adaptive Skills (Anne Cronin Mosey)
    1. Six Areas of Adaptive Skills
      - a. Sensory Integration Skill
      - b. Cognitive Skill
      - c. Dyadic Interaction Skill
      - d. Group Interaction Skill
      - e. Self-Identity Skill
      - f. Sexual Identity Skill
    2. Concepts
      - a. The therapist must provide an environment that facilitates growth
      - b. The subskills are mastered in order
      - c. Subskills from different areas may be addressed at the same time, provided they are

- normally acquired at the same chronological age
- d. The patient's intrinsic motivation or desire for mastery of the subskills must be engaged.
- B. Role Acquisition and Social Skills Training
1. Principles of Role Acquisition – purpose is to gain the specific skills needed to function in the occupation and social roles client has chosen.
    - a. Client Participation: The person should participate in identifying problems and goals for treatment and in evaluating his or her own progress.
    - b. Personalized Goals: Choose goals and activities that reflect the client's interests, personal and cultural values, and present and future life roles.
    - c. Ability-Based Goals: Choose goals and activities that provide a realistic challenge but are consistent with the client's present level of ability.
    - d. Increasing Challenges: Increase challenges and demands as the person's capacity increases.
    - e. Natural Progression: Present skills in their natural developmental sequence.
    - f. Client Knowledge: Clients should always know what they are supposed to be learning and why.
    - g. Client Awareness: Clients should be made aware of the effects of their actions.
    - h. Practice Makes Perfect: Skills must be practiced repeatedly and then applied to new situations.
    - i. Parts of the Whole: If a task is too complex or time consuming to learn all at one time, teach one part at a time, but always do or show the whole activity.
    - j. Imitation: People learn how to do things by imitating others.
  2. Principles of Social Skills Training – purpose is to teach interpersonal skills needed to relate effectively to other people.
    - a. Phases
      - 1) Motivation
      - 2) Demonstration
      - 3) Practice
      - 4) Feedback
- C. Psychoeducation – focuses on training and development of skills, on functional performance of everyday activities, and to a much lesser degree, on faulty cognitions.
1. Concepts
    - a. Many of the problems of people with psychiatric disorders are caused by deficits in skills needed for living.
    - b. These skill deficits represent faulty learning or failure to learn appropriate and successful strategies.
    - c. Deficits can be remedied and skills taught via an educational program that includes instruction and opportunity to practice skills.
    - d. Adoption of a classroom setting and an educational framework encourages clients to adopt the role of student, a valued and functional social role.
    - e. While instruction may occur in groups, each student has an individualized educational plan and objectives.
    - f. Practice in vivo is used to promote generalization.
    - g. Measurement of outcomes through post-tests reinforces the standards of an

- educational environment and allows assessment for the student's progress.
2. Evaluation Methods
    - a. Semi structured Interview
    - b. Task Checklist
    - c. Kohlmann Evaluation of Living Skills
    - d. Pre-Test and Post-Test
  - D. Sensory Integration
    1. Concepts
      - a. Successful motor output depends on accurate reception and interpretation of sensory input.
      - b. Persons with non-paranoid schizophrenia and other types of chronic psychiatric illness may suffer from a defect in reception or processing of proprioceptive and vestibular input.
      - c. This sensory integrative defect may cause or contribute to other psychiatric symptoms such as hallucinations, lack of perceptual constancy, psychomotor retardation, and decomposition of movement.
      - d. Some persons with chronic schizophrenia have visible postural and movement abnormalities such as poor balance, shuffling gait, an S-curved posture, weakness of grip and atrophy of hand muscles, immobility of the neck and trunk, difficulty raising the arms overhead, and a tendency to hold the hips and shoulders in a flexed, adducted, and internally rotated position.
      - e. Activities that provide increased vestibular, tactile, and proprioceptive input can help reorganize the way the central nervous system organizes and interprets sensory input.
      - f. Activities selected for a sensory integrative treatment program should not involve conscious attention to movement but should focus instead on the objects used or on the outcome.
      - g. Activities selected for a sensory integrative treatment program should be pleasurable and should be presented in a noncompetitive, unpressured, and cheerful manner.
      - h. Improvements gained from sensory integrative treatment are permanent because they involved a change in the way the central nervous system operates.
    2. General Goals of Treatment
      - a. Balance
      - b. Posture
      - c. Increased Range of Motion
      - d. Spontaneity of Movement
      - e. Correction of Abnormal Adduction, Flexion, and Internal Rotation
  - E. Cognitive Disabilities
    1. Concepts
      - a. The observed routine task behavior of disabled persons differs from the observed behavior of nondisabled populations.
      - b. Limitations in task behavior can be hierarchically described by the cognitive levels.
      - c. The choice of task content is influenced by the diagnosis and the disability.
      - d. The task environment may have a positive or a negative effect on a person's ability to regulate his or her own behavior.
      - e. Persons with cognitive disabilities attend to the elements of the task environment that

- are within their range of ability.
  - f. Therapists can select and modify a task to that it is within the person's range of ability through the application of task analysis.
  - g. An effective outcome of occupational therapy services occurs when successful task performance is accompanied by a pleasant task experience.
  - h. Steps in task procedures that are above a person's level of ability will be refused or ignored.
  - i. The assessment of the cognitive level can contribute to the legal determination of competency.
2. Allen Cognitive Levels
- a. Automatic Actions
  - b. Postural Actions
  - c. Manual Actions
  - d. Goal-Directed Actions
  - e. Exploratory Actions
  - f. Planned Actions
- F. Model of Human Occupation
1. Concepts
- a. Human beings have a natural, inborn tendency to act on the environment, to explore and master it.
  - b. The human being is an open system. Human beings interact with their environments, affect their environments, and are affected by their environments.
  - c. Human action in the environment is called human occupation. Human occupation is organized into three subsystems, each of which affects and is affected by the others.
  - d. One subsystem is volition, or motivation, which initiated action.
  - e. Another subsystem is habituation, which organizes actions into predictable routines and patterns.
  - f. The third subsystem is performance capacity, consisting of objective physical and mental capacities for action and the subjective experience of this capacity.
  - g. Because it is an open system, the system of human occupation is vulnerable to effects from the human and nonhuman environments, which may damage or impair the function of any of the subsystems. These can affect the entire system and can result in problems in occupation. Such problems will benefit from occupational therapy interventions.
2. Process
- a. Occupational Adaptation
  - b. Occupational Competence
  - c. Occupational Identity
- III. OTPF 4 and ICF
- A. Client Factors and Process Skills in Mental Health
1. Body Functions/Mental Functions
- a. Consciousness Functions/Level of Arousal
  - b. Orientation Functions
  - c. Temperament and Personality Factors
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# ABNORMAL PSYCHOLOGY IN OCCUPATIONAL THERAPY

OTHA 2211 – SUMMER 2023

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- d. Energy and Drive Functions
  - e. Attention
  - f. Memory
  - g. Perception
  - h. Logical Thinking Skills
  - i. Cognitive
    - a) Judgment
    - b) Concept Formation
    - c) Time management
    - d) Problem Solving
    - e) Decision Making
  - j. Language
  - k. Calculation Functions
  - l. Sequencing Complex Movement (Motor Planning)
  - m. Psychomotor Functions
  - n. Emotional Functions
  - o. Experience of Self
    - a) Body Image
    - b) Self-Esteem
  - p. Sensory Functions
  - q. Neuromuscular Functions
  - 2. Body Structures
    - a. Brain
    - b. Postural Changes
    - c. Effects of Psychotropic Medications
  - 3. Social Interaction Skills
- IV. Psychiatric Diagnosis and Classification System
- V. Mental Health Trends
- A. Occupational Justice
  - B. Population Health
- VI. Treatment Intervention and Planning
- A. Therapeutic Use of Self
  - B. Responding to Symptoms and Behaviors
  - C. Group Concepts and Techniques
- VII. Intervention Process
- A. Overview
  - B. Data Collection
    - 1. Observation
    - 2. Interview
    - 3. Formal Assessments
  - C. Treatment and Intervention Planning
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ABNORMAL PSYCHOLOGY IN OCCUPATIONAL THERAPY

OTHA 2211 – SUMMER 2023

- D. Treatment Goals
- E. Documentation

VIII. Psychopathology and Functions

- A. Schizophrenia and Other Psychotic Disorders
- B. Mood Disorders
- C. Anxiety Disorders
- D. Personality Disorders
- E. Substance-Related Disorders
- F. Delirium, Dementia, Amnestics, and Other Cognitive Disorders
- G. Disorder of Infancy, Childhood, and Adolescence
- H. Other Disorders

IX. Psychopharmacology

**Course Schedule:**

Unit	Date	Lecture
1	5-31-23	Bonder Ch 1 & 2: Psychiatric Diagnosis and Classification System; DSM-5 and OT Taylor Ch 1 & 2: Therapeutic Use of Self in OT; What Defines a Good Therapist
2	6-5-23	Bonder Ch 4 & 5: Schizophrenia Spectrum & Related Disorders; Bipolar and Related Disorders <b>Quiz I due 6/12/23 by 11:59 PM (review material from 5/31 to 6/5)</b>
	6-7-23	Bonder Ch 6: Depressive Disorders Bonder Ch 9: Trauma-and Stressor-Related Disorders Bonder Ch 10: Dissociative Disorders
3	6-12-23	Bonder Ch 7 & 8: Anxiety Disorders; OCD and Related Disorders
	6-14-23	<b>Exam I</b> Bonder Ch 19: Neurocognitive Disorders
4	6-19-23	<b>HOLIDAY</b>
	6-21-23	Taylor Ch 3: A Model of Intentional Relationship <b>Therapeutic Style Assignment: due 6/25 by 11:59</b>
5	6-26-23	Taylor Ch 4: Introducing Therapeutic Modes <b>Examining Your Therapeutic Style Assignment: Due 7/2 by 11:59 PM</b>
	6-28-23	Bonder Ch 18: Substance-Related and Addictive Disorders <b>Quiz 2 due by 7/5/23 by 11:59 PM (review material from 6/14 to 6/28)</b>
6	7-3-23	Bonder Ch 3: Neurodevelopmental Disorders
	7-5-23	Bonder Ch 20: Personality disorders
7	7-10-23	<b>Exam II</b> Early Chapter 13 (pgs. 411-422)

ABNORMAL PSYCHOLOGY IN OCCUPATIONAL THERAPY

OTHA 2211 – SUMMER 2023

		Taylor Chapter 10: The Intentional Interview and Strategic Questions <b>Interview Assignment: due 7/28 by 11:59 PM</b>
	7-12-23	Bonder Ch 22 & 21: Psychopharmacology and Other Conditions Early Ch 8 & 11 (pgs. 352-356): Safety Techniques, Psychotropic Medications and Other Biological Treatments <b>Quiz 3 due by 7-19-23 by 11:59 PM (review material from 7/10 and 7/12)</b>
8	7-17-23	Taylor Ch 5: Knowing Our Clients Early Ch 12: Group Concepts and Techniques <b>Group Reflection Assignment: due 7/23 by 11:59 PM</b>
	7-19-23	Taylor Ch 6 & 7: Complexities with Client-Therapist Relationships; Therapeutic Responding (Uncomplicating the Complicated) Bonder Ch 11: Somatic Symptom and Related Disorders <b>Quiz 4 due 7/24 by 11:59 PM (review material form 7/17 to 7/19)</b>
9	7-24-23	Taylor Ch 8: Therapeutic Communication Bonder Ch 12: Feeding and Eating Disorders
	7-26-23	<b>Exam III</b> Taylor Ch 9 & 11: Establishing Relationships and Social Systems
10	7-31-23	Early Ch 3: Selected Practice Models for OT in Mental Health <b>Quiz 5 due by 8/7 by 11:59 PM (review material from 7/26 to 7/31)</b>
	8-2-23	Early Ch 4 & 20: Human Occupation and Mental Health Throughout the Lifespan; Cognitive, Sensory, and Motor Factors and Skills
11	8-7-23	Early Chapters 10 & 19: Responding to Symptoms and Behaviors; Emotion Regulation, Self-Management, Communication and Interaction
	8-9-23	<b>Final Exam</b>

**Students are expected to prepare for class according to the topic of discussion. Schedule is subject to change and students will be notified on Brightspace as well as in class.**

**Course Grading Information:**

Written Exams	45%
Final Written Exam	20%
Quizzes	05%
Assignments	
Theapeutic Style	01%
Examining Your Therapeutic Style	09%
Group Reflection Assignment	10%
Interview 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%.

## ABNORMAL PSYCHOLOGY IN OCCUPATIONAL THERAPY

OTHA 2211 – SUMMER 2023

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A student must receive a "C" or above for successful completion of an OTA course or science course. Any student receiving a "D" or "F" must withdraw from the OTA program, but may reapply for admission the following year following failure of only one OTA course if there are no documented counseling's due to professional behavior issues (including such items as attendance, generic professional abilities, etc.). Refer to the student handbook.

**Grade Requirements:** A student must have a combined average of 75% on all written exams **and** a minimum of 75% on **each** skills practical in order to receive a passing grade for this course.

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

### TESTING PROCEDURES

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

There will be **no** make-up exams for written exams or skills practicals except with permission from the instructor for excused absences only (i.e., death in family, illness with note from MD, acts of God, etc). **Minor illnesses do not constitute excused absences.** When make-up exams are granted, they will be scheduled at the instructor's convenience. Absence or tardiness for a make-up exam will result in a grade of "zero". In general, work

**“re-do’s” will not be allowed. If, at the discretion of the instructor, a re-do is permitted, a maximum grade of 75% will be given.**

**Late Work, Attendance, and Make Up Work Policies:**

**ATTENDANCE:**

Attendance is essential for attainment of course objectives and skills competencies. A student who is not present at the scheduled start time of class is considered tardy (this includes start of day as well as return from breaks and return from lunch). A student who misses more than 50% of a class period, whether it is due to late arrival or early departure, will be counted as absent. **Three (3) tardies will constitute one absence.** At the instructor’s discretion, the door may be locked at the beginning of class with the late student being denied entry.

- Two (2) absences: verbal warning
- Three (3) absences: written warning
- Four (4) absences or one no call/no show: program probation
- Five (5) absences or two no call/no show’s: *withdrawal from program*

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

**Students must notify the instructor in advance via e-mail or phone message whenever tardiness or absence is unavoidable. Failure to notify the instructor will result in program probation.**

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

Students should not schedule travel events during any class day from the first day of the semester to the last day of finals per the college calendar. Students who plan travel and miss course content or exams will receive a grade of 0 unless *prior* written approval is given by the faculty for an excused reason (i.e., death in the family, approved professional conference, etc.). It is the **student’s** responsibility to attain the information that is missed due to his/her absence.

**STUDENT RESPONSIBILITIES:**

It is the responsibility of the student to come to class having read the assigned material and ready to participate in discussion and activities. This will provide a more positive learning experience for the student. It is also the responsibility of the student to turn in assignments on time.

**Assignments are due at the beginning of the class day or as stated in 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 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.

# ABNORMAL PSYCHOLOGY IN OCCUPATIONAL THERAPY

OTHA 2211 – SUMMER 2023

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.
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.

**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](#)

([www.mclennan.edu/academic-integrity](http://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 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.

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Updated 11/04/2022



## 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-  
2998122  
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](mailto:titleix@mclennan.edu) or by calling, Dr. Claudette Jackson, (Diversity, Equity & Inclusion/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/](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/>

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 from 7:30 am - 6:00 pm Monday through Thursday and 7:30 am - 5:00 pm on Friday. You can contact the Academic Support and Tutoring team via Zoom (<https://mclennan.zoom.us/j/2542998500>) or email ([ast@mclennan.edu](mailto:ast@mclennan.edu)) during the above mentioned times.

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](mailto:crew@mclennan.edu) or a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto: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](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](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/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](http://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](mailto: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](mailto: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.