

**LAREDO COMMUNITY COLLEGE  
GENERAL COURSE SYLLABUS  
Spring, 2014**

INSTRUCTOR:	Lorinda L. Luna, C.O.T.A
DEPARTMENT:	Occupational Therapy Assistant
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E-MAIL ADDRESS:	<a href="mailto:lorinda.luna@laredo.edu">lorinda.luna@laredo.edu</a> and <a href="mailto:lluna6146@students.laredo.edu">lluna6146@students.laredo.edu</a>
CAMPUS/OFFICE LOCATION: OFFICE HOURS:	126 D at Lopez Nursing Building Monday/Wednesday: 2:30-3:30 p.m. Tuesday/Thursday: 10:30 a.m.-12:00 p.m./1:30–3:30 p.m. Friday: IPASS 9:30-10:30 a.m.
COURSE TITLE:	Principles of Occupational Therapy
COURSE NUMBER:	OTHA 1305
COURSE LEVEL:	Introductory
CONTACT HOURS (RANGE FOR STATE INFORMATION):	48-96 range
LAB:	Recommended
TEXTBOOKS/MATERIALS:	Required: Clifford – O’Brien, J. (2012). <i>Introduction to occupational therapy, 4th edition</i> . St. Louis: Mosby. ISBN: 978-0323084659
CORE or NON-CORE Course:	Core
COURSE DESCRIPTION:	Introduction to occupational therapy including the historical development and philosophy. Emphasis on the roles of the occupational therapy assistant. Topics include areas of occupation; occupational therapy personnel; current health care environment; and moral, legal, and ethical issues.
END-OF-COURSE OUTCOMES:	Upon completion of the course, the student should be able to: <ol style="list-style-type: none"> <li>1. Articulate the history and philosophy of occupational Therapy.</li> <li>2. Differentiate frames of reference.</li> <li>3. Contrast the education, roles, and functions of Occupational therapy personnel.</li> <li>4. Describe occupational performance areas, skills, and Contexts.</li> <li>5. Compare practice areas.</li> <li>6. Explain the concepts of ethics in occupational therapy Practice.</li> <li>7. Demonstrate patient/practitioner interaction.</li> </ol>
COURSE OBJECTIVES OR EXEMPLARY OBJECTIVES:	After studying the material presented in texts, lecture, course handouts, exams and other resources, the student will: B.2.0. Basic Tenets of Occupational Therapy B.2.1. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy. B.2.2. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. B.2.10. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. B.3.0. Occupational Therapy Theoretical Perspectives B.3.1. Describe basic features of the theories that underlie the practice of occupational therapy. B.3.2. Describe basic features of models of practice and frames of

	<p>reference that are used in occupational therapy.</p> <p>B.3.3. Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice.</p> <p>B.4.0. Screening, Evaluation, and Referral.</p> <p>B.4.5. Articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process.</p> <p>B.5.0. Intervention Plan: Formulation and Implementation</p> <p>B.5.27. Describe the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.</p> <p>B.6.0. Context of Service Delivery</p> <p>B.6.2. Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy.</p> <p>B.6.4. Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas.</p> <p>B.7.2. Identify the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.</p> <p>B.8.1. Articulate the importance of how scholarly activities and literature contribute to the development of the profession.</p> <p>B.8.7. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).</p> <p>B.9.0. Professional Ethics, Values, and Responsibilities</p> <p>B.9.1. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.</p> <p>B.9.2. Explain and give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.</p> <p>B.9.4. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.</p> <p>B.9.7. Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.</p> <p>B.9.8. Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.</p> <p>B.9.10. Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.</p> <p>B.9.11. Identify the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.</p>
GENERAL EDUCATION COMPETENCIES:	<b>Refer to attachment</b>
QUALITY ENHANCEMENT PLAN (QEP)  Reading: Gateway to Learning	The QEP is a long-term institutional commitment designed to improve student learning. The improvement of reading and reading comprehension was selected by the students, faculty, staff, and administration of LCC as the focus of our QEP. The diverse reading

	materials assigned in this course should help you to improve your basic reading and reading comprehension skills necessary to succeed in college.												
SCANS COMPETENCIES:	<b>Refer to attachment.</b>												
SCANS ASSESSMENT:	Reading and writing skills will be graded as components of required abstracts and examinations, speaking and listening will be graded as a component of oral reporting presentation; thinking skills will be graded as a component of the required analysis of case studies; personal qualities will include respect of others including punctuality and will be a component of personal counseling sessions as needed, computer usage is required in the course with assignments to be turned in which will be reflected in their grade.												
TEACHING STRATEGIES/METHODS OF INSTRUCTION:	Lecture, discussions, quizzes, tests, case studies, assignments, group assignments, and online resources.												
OUTCOMES ASSESSMENT:	Chapter exams, assignments (journal articles, paper, and presentation), web-discussion, and a final examination will measure the student's achievement of the specific learning objectives identified for the course.												
EXTERNAL ASSESSMENTS:	Students enrolled in this course may be randomly selected to participate in external assessments to determine educational gains. You may be asked to provide assignments which may be included in course portfolios and used for evaluation of General Education Competencies. In addition, you may be selected to participate in the completion of surveys and/or be selected to take tests which will gauge your overall improvement in reading, writing, critical thinking, and mathematics. These activities are designed to collectively monitor your overall progress as a higher education student.												
METHODS AND CRITERIA FOR EVALUATION:	<table> <tr> <td>Assignments</td> <td>10%</td> </tr> <tr> <td>Quizzes</td> <td>15%</td> </tr> <tr> <td>Projects/Presentations</td> <td>20%</td> </tr> <tr> <td>Tests</td> <td>30%</td> </tr> <tr> <td>Final Exam</td> <td>25%</td> </tr> <tr> <td><b>Total:</b></td> <td><b>100%</b></td> </tr> </table>	Assignments	10%	Quizzes	15%	Projects/Presentations	20%	Tests	30%	Final Exam	25%	<b>Total:</b>	<b>100%</b>
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GRADING SCALE:	<p>A ..... Excellent, 100-90%</p> <p>B ..... Good, 89-80%</p> <p>C ..... Average, 79-70%</p> <p>D ..... Poor, 69-60%</p> <p>F ..... Fail, 59% or below</p> <p>F_ ..... Failure, Non-Participatory</p> <p>I ..... Incomplete</p> <p>W ..... Withdrawal</p> <p>NC ..... No Credit</p> <p>NC_ ..... No Credit, Non-Participatory</p> <p>NC_DV... No Credit, Developmental</p> <p>NCDV ... No Credit, Developmental, Non-Participatory</p> <p>P ..... Pass</p> <p>NP ..... No Pass</p> <p>AU ..... Audit</p> <p>Students must access the Semester Progress Report and Final Grades through PASPort (<a href="http://passport.laredo.edu">http://passport.laredo.edu</a>).</p> <p>Instructors will notify students of the window of availability for grades.</p>												
ATTENDANCE REGULATIONS:	Attendance will be taken up until the official census date, which is the first 11 class days during the fall and spring semester, and for the first three days during the summer sessions. Students who attend at												
Office of the Registrar													

- Fort McIntosh Campus - Memorial Hall Room 103 or call (956) 721-5887
- South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109

Enrollment and Registration Services Center

- Fort McIntosh Campus - Memorial Hall Room 125 or call (956) 721-5109 or 5421
- South Campus – Billy Hall Student Center Room 113 or call (956) 794-4109

Financial Aid Center

- Fort McIntosh Campus – Building P-24 or call (956) 721-5361.
- South Campus – Billy Hall Student Center Room 123 or call (956) 794-4361.

Health Services Center

- Fort McIntosh Campus – Kazen College Center Room 132 or call (956) 721-5189.
- South Campus – Billy Hall Student Center Room 208 or call (956) 794-4189.

least one day of class leading up to the census date will be officially enrolled in the course, and faculty members will drop any students who have not attended at least one class day. Once the official census date for the semester or session has passed, no formal attendance will be required except for programs where the respective accreditation agency requires attendance records.

Students who do not intend to remain enrolled after attending at least one class day **must** initiate a drop request from any or all classes by submitting a drop slip to the Enrollment and Registration Services Center or through PASPort. **Responsibility for class attendance rests with the student. Regular and punctual attendance is expected.**

It is advised that a student contact Financial Aid Center at either campus prior to dropping a course.

**Absence From Final Examinations:**

A student who is absent from a final examination receives a grade of "0" for the examination and a grade of "F" for the course. Any students authorized to be absent from a final examination receive a grade of "I" on their transcript until they take the final examination. Such students must take the final exam within four months. Final exams cannot be re-taken. The instructor will submit a Grade Change Form to change the previously submitted incomplete grade to an "F" if the student does not meet the 4 month deadline.

**Other Policies (LCC and State-Wide):**

- A. **3-peat**—If a student signs up for a class for a third time, even if he/she dropped or failed it before, the State will not provide funding for that student and the student will be required to pay an additional fee.
- B. **6 W's**—Beginning Fall 2007; students cannot drop more than 6 classes throughout their college career. Any subsequent drops will become F's. The rule includes credits earned at all Texas colleges/universities, and W's will carry over when transferring to other institutions.
- C. **Finishing on time**—The State expects students to graduate on time. Students who obtain 90 or more credit hours at a Community College are no longer eligible for financial aid.
- D. **Bacterial Meningitis Vaccination Requirement effective Spring 2012; update effective October 1, 2013.**
  - Per Texas State Law (SB 62), students who meet the criteria below must provide proper documentation that they have received the bacterial meningitis vaccination within the last five years and at least 10 calendar days before the beginning of the semester.
  - All new or transfer students under age 22.
  - All returning students under the age of 22, who have experienced a break in enrollment of at least one fall or spring term.
  - Students enrolled in online courses that physically attend classes or come to campus within the semester.

Vaccination records must be submitted to LCC's Campus Nurse at the Health Services Center.

<p><b>SPECIAL SERVICES CENTER:</b></p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus - Building P-41</li> <li>• South Campus – Billy Hall Student Center, Room 21</li> </ul> <p>Fort McIntosh and South Campus Phone Number: (956) 721-5137</p>	<p>A student with disabilities, including learning disabilities, who wishes to request special accommodations in this class, should notify the Special Services Center. The request should be made early in the semester so that appropriate arrangements may be made. In accordance with Federal Law, a student requesting accommodations must provide documentation of his/her disability to the Special Services Counselor. For additional information, call or visit the Special Services Center.</p> <p>The student who needs note-taking and/or test-taking accommodations must notify the faculty member prior to the first exam.</p> <p>A pregnant student is required to meet all course/ program outcomes, including attendance.</p> <p>There may be contaminants present in clinical area(s) that could adversely affect a fetus. It is advisable for the student to contact her obstetrician, once pregnancy has been confirmed, to ensure that there are <u>no medical concerns/limitations to continuing her courses.</u></p>
<p><b>GRADE APPEAL:</b></p>	<p>A student who wishes to question the final grade earned in a course or class activity should first discuss the situation with the instructor who issued the grade. If the issue is not resolved, the student should contact the appropriate Department Chairperson to request a review of the grade.</p> <p>If the student is not satisfied with the Department Chairperson’s decision, the student may contact the appropriate Dean of Instruction for assistance related to the grade appeal. Established departmental procedures will be utilized to resolve student grade appeals. After all other avenues have been exhausted; the student may request a review of the grade by the Vice-President for Instruction. Student grades are an academic matter; therefore, there is no further appeal beyond the Office of the Vice-President for Instruction.</p> <p>Students have two weeks (10 working days) after a final course grade is issued to appeal it. Students have one week (five working days) after an activity grade is issued to appeal it. Exceptions require the approval of the Vice-President for Instruction.</p>
<p><b>CLASSROOM ETIQUETTE:</b></p> <p>Office of Dean of Student Affairs</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus – Memorial Hall Room 212</li> <li>• Phone Number: (956) 721-5417</li> </ul>	<p style="text-align: center;"><b>Code of Student Conduct &amp; Discipline</b></p> <p>Each student is expected to be fully acquainted with all published policies, rules, and regulations of the College, copies of which shall be available to each student for review at LCC’s website at <a href="http://www.laredo.edu">www.laredo.edu</a> (Student Life/Student Handbook/Student Rights and Responsibilities) and the Office of the Dean of Student Affairs. Laredo Community College will hold each student responsible for compliance with these policies, rules, and regulations. The student is responsible for obtaining published materials to update the items in this Code. Students are also expected to comply with all federal, state, and local laws. This principle extends to conduct off campus which is likely to have an adverse effect on Laredo Community College or on the educational process.</p> <p style="text-align: center;"><b>Student Misconduct</b></p> <p>Each student is expected to conduct him/herself in a manner consistent with the college's functions as an educational institution. Specific examples of misconduct and the disciplinary process are located at LCC’s website at <a href="http://www.laredo.edu">www.laredo.edu</a> (Student Life/Student Handbook/Student Rights and Responsibilities).</p>

### **Use of Personal Electronic Devices**

The use of an electronic device shall not interfere with the instructional, administrative, student activities, public service, and other authorized activities on College District premises. Unless prior authorization is obtained from the instructor or respective College District official, the use of an electronic device is expressly prohibited in classrooms, laboratories, clinical settings, and designated quiet areas on College District premises. Certain violations of this policy may be excused in the case of emergencies or other extenuating circumstances provided that prior approval is obtained from the instructor or respective College District official.

The use of electronic equipment capable of capturing still or moving images in any location where individuals may reasonably expect a right to privacy is not authorized on College District premises. Noncompliance with these provisions shall be considered a violation of Board adopted policy and shall warrant appropriate disciplinary action.

### **Academic Dishonesty**

The College expects all students to engage in all academic pursuits in a manner that is beyond reproach. Students will be expected to maintain complete honesty and integrity in their experiences in the classroom. Any student found guilty of dishonesty in their academic work is subject to disciplinary action.

- (1) The College and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, the following:
  - A. **Scholastic dishonesty** includes, but is not limited to, cheating on academic work, plagiarism, and collusion.
  - B. **Cheating on academic work includes:**
    - a. Copying from another student's test paper or other academic work.
    - b. Using, during a test, materials not authorized by the person giving the test.
    - c. Collaborating, without authority, with another student during an examination or in preparing academic work.
    - d. Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test.
    - e. Substitution for another student, or permitting another student to substitute for oneself, to take a test or prepare other academic work.
    - f. Bribing another person to obtain an unadministered test or information about an unadministered test.
  - C. **Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.
  - D. **Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.
- (2) Procedures for discipline due to academic dishonesty shall be the same as in student disciplinary actions, except that all academic dishonesty actions shall be first considered and reviewed by the

	<p>faculty member. If the student does not accept the decision of the faculty member, he/she may appeal the decision to the appropriate Department Chairperson, Dean of Instruction, or the Vice President for Instruction. If the student does not accept the decision of the appropriate Department Chairperson, Dean of Instruction, or the Vice President for Instruction, the student may then follow the normal disciplinary appeal procedures for a review of the decision.</p> <p><b>For additional information please refer to the: Student Policies - LCC Policy Manual</b></p> <p>The LCC Policy Manual is available online and includes all Federal, State, and Local Policies applicable to the College. Students may access the LCC Policy Manual through LCC's website at <a href="http://www.laredo.edu">www.laredo.edu</a> (About LCC/Manual of Policy).</p>
<p>EMERGENCY PROCEDURES:</p> <p>IN CASE OF EMERGENCY,</p> <p>From an LCC phone, dial 111.</p> <p>From a Cell phone, dial 911.</p> <p>LCC Campus Police Offices</p> <ul style="list-style-type: none"> <li>• Fort McIntosh Campus – Building P-64 Room 102</li> <li>• South Campus – Henry Cuellar Protective Services Center Room 130</li> </ul>	<p><b><u>LCC Alert System:</u></b> Safety and security for LCC is paramount. When an emergency arises, LCC will provide students with information as rapidly and as efficiently as possible. Students must register for the LCC Alert system at <a href="http://www.laredo.edu/lccalert">www.laredo.edu/lccalert</a>.</p> <p><b><u>Emergencies:</u></b> In case of an emergency, contact Campus Police. Campus Police will then dispatch a police officer to the site and alert emergency personnel. If it is determined that a notification needs to be sent out after an emergency is reported, the notification will provide information on what to do.</p> <p>When a person calls 111 or 911, Campus Police strongly encourages the caller to provide the following information: name, the location from where they are calling, the location of the emergency, and the type of emergency. The caller is to remain on the phone with the dispatcher until emergency responders arrive.</p>
<p>DISCLAIMER:</p>	<p>Every attempt has been made to make the contents of this syllabus informative and accurate. Content of the syllabus is subject to revision and change in the event of extenuating circumstances. Changes will be made available to you electronically.</p>

The updated official version of the LCC Catalog is the on-line catalog and can be found at [www.laredo.edu](http://www.laredo.edu) (Admission/College Catalog).

## ADDITIONAL COURSE INFORMATION

### Presentations: 15%

#### **Code of Ethics 2010**

You and a select group of individuals will be assigned one of the seven principles of the *Code of Ethics 2010*. Make sure you have studied your principle well. You will present the following information:

- Name the principle
- Describe it in your own words
- Explain what OT personnel shall do according to the principle.
- Act out 2 scenarios that do not abide by the code of ethics. (Prepare a proper response or correction to the scenario.)
- Ask the audience to identify the best way to handle this scenario or the proper way to handle the scenario.
- Provide them with your responses/corrections. Note they may be similar to what the audience proposes.

**Presentations will be kept to a maximum of 10 minutes.**

#### **Timeline Group Project/Presentation**

Students will be randomly assigned partners for the eras listed below. You will provide and oral presentation with media as well as a two page **summary of the presentation**. Title page and references need to be included in both the presentation and the summary using APA, 6<sup>th</sup> edition and will not count as part of the two-page limit. Groups may “dress up” according to their era. **This project should focus on occupational therapy.**

The presentation **should include** aspects of all the following:

- The progression and major events in the **field of occupational therapy** in the United States 5%
- Historical events and trends in the US (popular culture)- you may include costs of items: gas, homes, etc., invention, fashion, music, movies, etc. (comparing beginning and end of era) 15%
- Historical events and trends around the world 15%
- Relevant prominent personalities in **occupational therapy** 10%
- Trends in health care, economics, laws, acts, etc. 10%
- Identification of parallels between socio/political trends and **development of the profession of occupational therapy.** 10%
- Please provide a brief article synopsis (**article from an OT journal for eras 1940's and prior**) and/or (**Slagle lecture for eras 1950s and later**) that reflect your decade/era. 25%
- Sources and references **must be** identified. 5%
- Format, grammar, spelling. 5%

Examples of written articles or other evidence of contributions would be appropriate as well. You must use one evidence based practice article from the **American Journal of Occupational Therapy (AJOT)** or **any occupational therapy journal** as a resource. A two-page typed summary (double spaced) of the presentation will be submitted through CANVAS on the expected due date as per course instructor's discretion. Only one paper per group is to be submitted.



## Eras

For the following eras, select an article from **ANY** occupational therapy journal that provides information for that era.

- Post-World War I -1920s
- 1930s
- 1940s

For the following eras you may select an **Eleanor Clarke Slagle Lecture** for that timeframe.

- 1950s
- 1960s
- 1970s
- 1980s
- 1990s
- 2000s

## See Grading Rubric for each presentation

- Written Component
- Presentation Component

## Assignments:

Final grade will not be rounded to the nearest whole number.

Students are expected to turn in completed assignments on time. The course instructor may extend the deadline if notified of catastrophic circumstances prior to the due date. Students are to expect point deduction for each day that the assignment is late at the discretion of the course instructor.

Students are expected to read chapters and answer the end of chapter questions before coming into class the day the chapter is covered. It is at the discretion of the instructor to collect questions for an assignment grade.

## Quizzes and Exams:

Unannounced quizzes may be given at the discretion of the Instructor. Missed quizzes **may not** be made up (**no exceptions**).

If a student misses an exam, it will be up to the discretion of the Instructor as to how the missed exam will be made up. It is also at the discretion of the Instructor to determine if a student will receive a penalty for a late exam. A student who knows that they will be absent on a scheduled exam date should arrange an appointment with the Instructor to discuss the options, **before the missed exam**.

## Attendance:

Students are expected to have regular and **punctual** attendance at all classes. Classes start promptly and tardiness is unacceptable. Consistently entering or leaving the room when lecture or a presentation has begun is disruptive and reflects disregard towards others. The student is responsible for obtaining missed material when absent from class and **held responsible for regularly checking CANVAS for course-related matters**. A student who offers no explanation for an absence will have that absence classified as unexcused with a grade of **zero** awarded for any tests, assignment or classroom work which occurs or is due during such absence with no opportunity to make up work that was missed. Specific attendance policies for classes are explained in the syllabus for each course. Refer to course syllabus.

It is the student's responsibility to contact the instructor for missed class sessions. Lack of communication can result in un-excuses absences.

### **Written Work:**

Written work must follow the specific style of the 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association (APA) unless otherwise specified by the Instructor. This includes but is not limited to: cover page, table of contents 12 point font, double-spacing, APA reference list and Times New Roman font. Failure to submit written work that is well organized, concise, accurate, substantive, within designated page limits, and free from errors in spelling, grammar and sentence structure will result in point deductions beyond those made for content. The Yeary Library provides the LCC student with the necessary resources for APA style. You may also use a citation website such as <http://citationmachine.net/>.

Written work must be cited appropriately. The use of reputable resources is required. Resources such as Wikipedia, personal home pages, etc. are not considered valid resources and will not be allowed.

### **Oral Presentations:**

Students are required to demonstrate professionalism during oral presentations. The presenter should dress properly; avoid reading directly from the choice of media and use appropriate terminology. Proper grammar use is expected. Audience members should demonstrate courteous and respectful behavior(s) to the presenter. Texting, talking, and working on other materials during presentations will not be tolerated. **Presentations are required.** A student who does not show up for the presentation will receive a grade of a zero and will not be able to make up the assignment. **All presentations will be turned in on expected due date through CANVAS.**

### **CANVAS**

This is a web-enhanced course that utilizes Canvas. The student is expected to log into Canvas on a regular basis for announcements, assignment submission, access to notes and worksheets, email communication, etc. Please ensure you have reliable access to the Internet. The LCC Fort McIntosh Campus and the South Campus both have numerous computer labs with Internet access. Check [www.laredo.edu](http://www.laredo.edu) for more information on computer labs, location and availability.

**Laredo Community College**  
**Course Calendar**  
**OTHA 1305-M01 – Principles of Occupational Therapy**  
**Spring, 2014-Lorinda L. Luna, C.O.T.A.**

\*Schedule is subject to change

<b>Date Week</b>	<b>Brief Description of Topic</b>	<b>Assignments/Examinations/ Activities with Brief Description</b>	<b>Chapters/ Reading Materials</b>
1/14/14 1/16/14	Introduction to Course Ch. 1: Introduction	Introduction, lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 1
1/21/14 1/23/14	APA Format and Library Resources Ch. 2: History	Introduction, lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 2 Ch. 3
1/28/14 1/30/14	Ch. 3: Philosophical Principles Ch. 4: Current Issues	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 4 Ch. 5
2/04/14 2/06/14	<b>Presentations: Emerging Areas Articles</b>  <b>Exam 1: Ch. 1-4</b>	Group activity/presentation  End of chapter exam	Review Ch. 1-4 Ch. 5
2/11/14 2/13/14	Ch. 5: From Student to Practitioner Ch. 5: From Student to Practitioner	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 6 Ch. 6
2/18/14 2/20/14	Ch. 6: Professional Organization Ch. 7: The OT Practitioner	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 7 Ch. 8
2/25/14 2/27/14	Ch.8: Practicing Legally & Ethically  <b>Code of Ethics 2010 Presentations</b>	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 9 Review Ch. 5-8
3/04/14 3/06/14	<b>Exam 2: Ch. 5-8</b> Group project workday (computer lab)	End of chapter exam Group Activity/discussion and online resources	
3/11/14 3/13/14	<i>Spring Break Holiday</i> <i>Spring Break Holiday</i>	<i>Holiday</i> <i>Holiday</i>	

3/18/14	Timeline Presentations: 20-40	Group activity/presentation	
3/20/14	Timeline Presentations: 50-70		
3/25/14	Timeline Presentations: 80-2000	Group activity/presentation	Ch. 9
3/26/14	Ch. 9: OTPF	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 10
4/01/14	Ch. 9: OTPF	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 10
4/03/14	Ch. 10: OT Across the Lifespan		Ch. 12
4/08/14	Ch. 12: OT Process	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources End of chapter exam	Review Ch. 9,10,12
4/10/14	<b>Exam 3: Ch. 9,10,12</b>		Ch. 14
4/11/14	<b>Last day to drop with "W"</b>		
4/15/14	Ch. 14: Modes of Practice	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 15
4/17/14	Ch. 15: Intervention Modalities		Ch. 16
4/22/14	Ch. 16: Therapeutic Relationships	Lecture, group activity, case studies, group discussion, end of chapter questions, quizzes, and online resources	Ch. 17
4/24/14	Ch. 17: Clinical Reasoning		Ch. Review Ch. 14-17
4/29/14	<b>Exam 4: Ch. 14-17</b>	End of chapter exam	
5/01/14	<b>Review</b>	Chapters Review	
5/06/14-5/10/14	<b>FINAL EXAM WEEK!</b>	FINAL EXAM! ☺	

## SCANS COMPETENCIES

## ENCLOSURE

*The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified foundation skills and workplace competencies for students. Foundation Skills are defined in three areas: basic skills, thinking skills, and personal qualities. Basic Skills includes Reading, Writing, Arithmetic and Mathematical Operations, Listening, and Speaking effectively. Thinking Skills include a worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. Personal Qualities include a worker must display responsibility, self-esteem, sociability, self-management, integrity, and honest. Work Place Competencies include resources, interpersonal skills, information, systems, and technology.*

### **Foundation Skills**

**Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.**

- F1. **Reading:** Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F2. **Writing:** Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
- F3. **Arithmetic:** Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F4. **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues.
- F5. **Speaking:** Organizes ideas and communicates orally.

**Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.**

- F6. **Creative Thinking:** Generates new ideas.
- F7. **Decision Making:** Specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F8. **Problem Solving:** Recognizes problems and devises and implements plan of action.
- F9. **Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs, objects, and other information.
- F10. **Knowing How To Learn:** Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F11. **Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

**Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.**

- F12. **Responsibility:** Exerts a high level of effort and perseveres toward goal attainment.
- F13. **Self-Esteem:** Believes in own self-worth and maintains a positive view of self.
- F14. **Sociability:** Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F15. **Self-Management:** Assesses self accurately; sets personal goals, monitors progress, and exhibits self-control.
- F16. **Integrity/Honesty:** Chooses ethical course of action.

### **Workplace Competencies**

#### **Resources**

- C1. **Allocates Time:** Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- C2. **Allocates Money:** Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- C3. **Allocates Material and Facility Resources:** Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.

- C4. **Allocates Human Resources:** Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

### **Interpersonal**

- C5. **Participates as a member of a team:** Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- C6. **Teach Others New Skills:** Helps others to learn.
- C7. **Serves Clients/Customers:** Works and communicates with clients and customers to satisfy their expectations.
- C8. **Exercises Leadership:** Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups: including responsibly challenging existing procedures, policies, or authority.
- C9. **Negotiates to Arrive at a Decision:** Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- C10. **Works with Cultural Diversity:** Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

### **Information**

- C11. **Acquires and Evaluates Information:** Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.
- C12. **Organizes and Maintains Information:** Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
- C13. **Interprets and Communicates Information:** Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.
- C14. **Uses Computers to Process Information:** Employs computers to acquire, organize, analyze, and communicate information.

### **Systems**

- C15. **Understands Systems:** Knows how social, organizational, and technological systems work and operates effectively within them.
- C16. **Monitors and Corrects Performance:** Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- C17. **Improves and Designs Systems:** Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

### **Technology**

- C18. **Selects Technology:** Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- C19. **Applies Technology to Task:** Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- C20. **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

LAREDO COMMUNITY COLLEGE  
COURSE SYLLABUS  
STUDENT ACKNOWLEDGEMENT FORM

I have read and understood the information and requirements of the course syllabus for

\_\_\_\_\_, \_\_\_\_\_  
Course & Number Semester

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Palomino ID

\_\_\_\_\_  
Date

**Admission into and/or graduation from a program does not guarantee employment, a particular salary level, and/or passage on any licensure examinations.**

Student Signature \_\_\_\_\_

Faculty Name \_\_\_\_\_  
(Please Print)