

## LAREDO COMMUNITY COLLEGE COURSE SYLLABUS

INSTRUCTOR:	Celia Molano
DEPARTMENT:	Occupational Therapy Assistant
PHONE NUMBER/EXTENSION:	(956) 721-5347
OFFICE HOURS:	Monday and Wednesday 4:30-5:30 pm Tuesday and Thursday 9:00-12:00 pm Friday 9:00-11:00 am
COURSE TITLE:	Clinical – Occupational Therapy Assistant
COURSE NUMBER:	OTHA 2562 M01
COURSE LEVEL:	Advanced
CONTACT HOURS (RANGE FOR STATE INFORMATION):	240-480 range
LAB:	Recommended
TEXTBOOKS:	Previous textbooks may be used. Additional handouts will be provided by the instructor <b>Required Form:</b> AOTA. (2002). Fieldwork performance evaluation for the occupational therapy assistant student. Bethesda, MD:AOTA
COURSE DESCRIPTION:	A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.
END-OF-COURSE OUTCOMES:	As outlined in the learning plan, the student will: apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.
COURSE OBJECTIVES OR KEY CONCEPTS B.4.0. SCREENING, EVALUATION, REFERRAL	The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be culturally relevant and based on theoretical perspectives, models of practice, frames of reference, and available evidence. The student will be able to: B.4.1. Gather and share data for the purpose of screening and evaluation including, but not limited to, specified screening tools; assessments; skilled observations; checklists; histories; consultations with other professionals; and interviews with the client, family, and significant others. B.4.2. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment. B.4.3. Gather and share data for the purpose of evaluating

<p><b>B.5.0. INTERVENTION AND IMPLEMENTATION</b></p>	<p>client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. Evaluation of occupational performance includes:</p> <ul style="list-style-type: none"><li>• The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.</li><li>• Client factors, including body functions (e.g., neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).</li><li>• Performance patterns (e.g., habits, routines, roles) and behavior patterns.</li><li>• Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.</li><li>• Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations)</li></ul> <p>B.4.4. 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.4.5. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.</p> <p>B.4.6. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.</p> <p>The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. The student will be able to:</p> <p>B.5.1. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) based on the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components:</p>
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- The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- Client factors, including body functions (e.g., neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).
- Performance patterns (e.g., habits, routines, roles) and behavior patterns.
- Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.
- Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations).

B5.2. Select and provide direct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation.

B.5.3. Provide therapeutic use of occupation and activities (e.g., occupation-based activity, practice skills, preparatory methods).

B.5.4. Provide training in self-care, self-management, home management, and community and work integration.

B.5.5. Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills.

B.5.6. Provide therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.

B.5.7. Describe the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.

B.5.8. Modify environments (e.g., home, work, school, community) and adapt processes, including the application of ergonomic principles.

B.5.9. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating systems) used to enhance occupational performance.

B.5.10. Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and training in the use of prosthetic devices.

B.5.11. Provide training in techniques to enhance mobility, including physical transfers, wheelchair management, and community mobility, and participate in addressing issues

related to driving.

B5.12. Enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors.

B.5.13. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. Based on the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions.

B.5.14. Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.

B.5.15. Demonstrate the ability to educate the client, caregiver, family, and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, and safety.

B.5.16. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods.

B.5.17. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.

B.5.18. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.

B.5.19. Teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of humans and nonhumans in the completion of tasks.

B.5.20. Demonstrate skills of collaboration with occupational therapists on therapeutic interventions.

B.5.21. Understand when and how to use the consultative process where appropriate with specific consumers or consumer groups as directed by an occupational therapist.

B.5.22. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention.

B5.23. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.

B.5.24. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This includes, but is not limited to,



	Fieldwork Evaluation Performance will measure the student's achievement of the specific learning objectives identified for the course.				
METHODS AND CRITERIA FOR EVALUATION:	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">Clinical Evaluation</td> <td style="text-align: right;">60%</td> </tr> <tr> <td>Clinical Lab/Assignments</td> <td style="text-align: right;">40%</td> </tr> </table>	Clinical Evaluation	60%	Clinical Lab/Assignments	40%
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Clinical Lab/Assignments	40%				
GRADING SCALE:	<p>A = 100-90%                  B = 89-80%                  C = 79-70%                  D = 69-60%</p> <p><b>The Semester Progress Report will be available on Passport (<a href="http://passport.laredo.edu">http://passport.laredo.edu</a>) The instructor will notify you when the grade will be available and for how long. Students must access the Semester Progress Report and Final grades through Passport (<a href="http://passport.laredo.edu">http://passport.laredo.edu</a>)</b></p>				
ATTENDANCE REGULATIONS	<p><b>ATTENDANCE REGULATIONS</b></p> <p>Attendance: Students are required to attend classes to remain enrolled. Students will be dropped from the class roster by the instructor according to College Attendance Regulations; however, a student may be reinstated by the Vice-President of Instruction and Student Development upon the recommendation of the instructor(s) and an agreement from the student to make up all of the missed assignments, lab times and/or tests.</p> <p>Students have the right to initiate a drop request from any or all classes by informing the instructor and submitting a drop slip to the Admissions/Registration Office.</p> <p>During a regular semester, students will be dropped after being absent:</p> <ol style="list-style-type: none"> <li>1. For six consecutive lecture hours on Monday-Wednesday-Friday schedule; or</li> <li>2. Twice in a three-hour class that meets once a week; or</li> <li>3. For four consecutive lecture hours on Tuesday-Thursday or Monday-Wednesday schedule.</li> <li>4. For 20 percent of the total class time.</li> </ol> <p>A grade of "W" will be given through the Friday of the twelfth week of the semester for all drops initiated by the instructor or by the student. After the Friday of the twelfth week of the semester, a grade of "F" will be given. Exceptions require the approval of the Vice-President of Instruction.</p> <p><b>Responsibility for class attendance rests with the student. Regular and punctual attendance is expected.</b></p> <p>Instructors must drop students according to the College's attendance policy in a timely manner in order to comply with the requirements of external funding agencies. The last day that the student attended the class must be included in the drop slip. It is the student's responsibility to ensure that a drop slip</p>				

	<p>be completed and processed whether it is student-requested or faculty-initiated.</p> <p>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. Students authorized to be absent from a final examination receive a grade of F* on their transcript until they take the final examination. Such students must take the final exam within four months. A fee of \$5.00 must be paid by the student for taking a final examination other than at the scheduled time, regardless of the reason for absence. Only students with an approved absence may exercise this privilege. Final examinations cannot be re-taken.</p>
<p>SPECIAL SERVICES CENTER</p>	<p>The student with disabilities, including learning disabilities, that wishes to request special accommodations in this class should notify the Special Service Center. The request should be made early in the semester so that the 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 Center. For additional information, visit the Special Services Center at:</p> <ul style="list-style-type: none"> <li>• Fort Macintosh Campus - KCC room 213 or call 721-5137.</li> <li>• South Campus – Billy Hall Building A Room 121 or call 794-4137</li> </ul> <p>The student who needs note-taking and/or test-taking accommodations must notify the faculty member prior to the first exam.</p> <p>Pregnancy is not an ADA protected condition. Therefore, the student is required to meet all course/program outcomes including attendance. As a point of information, the pregnant student is reminded of the many contaminants present in the clinical area(s) that could adversely affect the fetus. It is advisable for the student to contact her obstetrician, once the pregnancy has been confirmed, to ensure that there are no medical concerns/limitations.</p>
<p>GRADE APPEAL</p>	<p>A student who wishes to question the final grade earned in a course or a grade earned in a class activity should first discuss the situation with the instructor of record who issued the grade. If the issue is not resolved, the student should contact the appropriate Department Chairperson/Program Director to request a review of the grade. If the student is not satisfied with the Department Chairperson/Program Director’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 questions. If necessary, the student may request</p>

	<p>a review by the Vice-President for Instruction after all other avenues have been exhausted for the review of the grade. Student grades are an academic matter; therefore, there is no further appeal beyond the Office of the Vice-President for Instruction.</p> <p>Students, who think that the final course grade is unfair, have two weeks (10 working days) after the grade is issued to appeal the grade. Students who think that a grade earned in a class activity is unfair have one week (five working days) after the grade is issued to appeal the grade. Exceptions require the approval of the Vice-President for Instruction.</p>
<p>CLASSROOM ETIQUETTE:</p>	<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 the Office of 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 is located at <a href="http://www.laredo.edu">www.laredo.edu</a> (go to Student Information, then Student Handbook).</p> <p style="text-align: center;"><b>Use of Personal Electronic Devices</b></p> <p>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.</p> <p>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</p>

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:**

(1) Copying from another student's test paper or other academic work.

(2) Using, during a test, materials not authorized by the person giving the test.

(3) Collaborating, without authority, with another student during an examination or in preparing academic work.

(4) Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test.

(5) Substitution for another student, or permitting another student to substitute for oneself, to take a test or prepare other academic work.

(6) 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 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 and Student Development. If the student does not accept the decision of the appropriate Department Chairperson, Dean of Instruction, or the Vice President for Instruction and Student Development, the student may then follow the normal disciplinary appeal procedures for a review of the decision.

**For additional information please refer to the:  
Student Policies - LCC Policy Manual**

	<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 Web Page (<a href="http://www.laredo.edu">www.laredo.edu</a>) - Homepage, select-Campus Information, select - Manual of Policy.</p>
<p>EMERGENCY PROCEDURES</p>	<p><b><u>Fire:</u></b> Upon activation of the alarm, you will quietly and calmly exit the building from the nearest exit. Once everyone has gathered, roll should be taken to ensure everyone is out of the building. If the building is on fire, no one should be near it to allow firefighting equipment and emergency vehicles to access the building. Additionally, building that may have chemicals, paints, aerosol cans may have explosions that could be dangerous to anyone near the building.</p> <p><b><u>Injury, Person Down, Illness, Stalking or Theft:</u></b> Call the Campus Police (Main 721-5303; South 794-4303 or 111 Emergency) and/or the campus nurse (Main 721-5189; South 794-4189) to alert emergency personnel. Give the location of the person and briefly describe the person's condition. If the person is not breathing or does not have a pulse, call 9-911 to alert the City of Laredo emergency services.</p> <p><b><u>Assault:</u></b> Call the Campus Police (Main 721-5303; South 794-4303 or 111 Emergency) and 9-911 to alert the City of Laredo emergency services.</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 distributed to you in writing.</p>

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

STUDENT SIGNATURE

**Time has been allotted for clarification of the information in the syllabus. I have read and understand the information and requirements of OTHA 2562.**

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**Student Name**

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**Palomino #**

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**Date**

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**Faculty**

## **SCANS COMPETENCIES**

## **ENCLOSURE**

*The Secretary's Commission on Achieving Necessary Skills (SCANS) has identified Reading, Writing, Arithmetic or Mathematics, Speaking and Listening, Thinking Skills, Personal Qualities, Work Place Competencies, and Basic Use of Computers as competencies required to enter employment.*

### **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. **Teaches Others:** 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.