

**LAREDO COMMUNITY COLLEGE
GENERAL COURSE SYLLABUS
Fall 2013**

INSTRUCTOR:	Jodie M. Valls, OTR, MOT
DEPARTMENT:	Occupational Therapy Assistant
PHONE NUMBER/EXTENSION:	(956) 721-5347
E-MAIL ADDRESS:	jmvalls@laredo.edu
CAMPUS/OFFICE LOCATION: OFFICE HOURS:	Ruben Garcia Allied Health Center Room 129B Monday and Wednesday 9:30 - Noon Tuesday and Thursday 9:30 – Noon, Thursday iPass 11:00-Noon Also by appointment
COURSE TITLE:	Therapeutic Interventions I
COURSE NUMBER:	OTHA 1419
COURSE LEVEL:	Intermediate
CONTACT HOURS (RANGE FOR STATE INFORMATION):	80-128
LAB:	Recommended
TEXTBOOKS/MATERIALS:	Radomski, M. V., & Latham, C. A. T. (2008). Occupational therapy for physical dysfunction. (6 ed.). Philadelphia, PA: Lippincott, Williams & Wilkins. ISBN-978-0-7817-6312-7
CORE or NON-CORE Course:	Non-Core
COURSE DESCRIPTION:	Concepts, techniques, and assessments leading to proficiency in skills and activities used as treatment interventions in occupational therapy (OT). Emphasizes the Occupational Therapy Assistant's role in the OT process.
END-OF-COURSE OUTCOMES:	Upon completion of the course, the student should be able to: <ol style="list-style-type: none"> 1. Describe preparatory methods to enhance occupational performance. 2. Apply preparatory methods to enhance occupational performance. 3. Identify indications, contraindications, and precautions.
COURSE OBJECTIVES OR EXEMPLARY OBJECTIVES:	After studying the material presented in the texts, lecture, laboratory, computer tutorials, and other resources, the student should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70%. B.2.8. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. B.4.1. Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational 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.4.4. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes •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 values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.

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.

B.5.1. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of 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:

- 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 values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.

B.5.2. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.

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

B.5.7. 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.

B.5.9. Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles.

B.5.10. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being

B.5.11. Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices.

B.5.12. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

B.5.15. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational

	<p>performance. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions.</p> <p>B.5.17. 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.</p> <p>B.5.18. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.</p> <p>B.5.19. 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.</p> <p>B.5.20. 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.</p> <p>B.5.24. Teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.</p> <p>B.8.1. Articulate the importance of how scholarly activities and literature contribute to the development of the profession.</p> <p>B.8.2. Effectively locate and understand information, including the quality of the source of information.</p> <p>B.8.8. Demonstrate the skills to read and understand a scholarly report.</p> <p>B.9.13. Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).</p>
<p>GENERAL EDUCATION COMPETENCIES:</p>	<p>Laredo Community College has identified four college-level general education competencies. They are:</p> <ol style="list-style-type: none"> 1. <u>Communication:</u> LCC students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts. <ul style="list-style-type: none"> <u>Expected Outcomes:</u> <ol style="list-style-type: none"> A. The student uses relevant content that conveys understanding. B. The student uses disciplinary conventions for organizing content and presenting content. C. The student uses communication tools appropriately and skillfully for academic and professional contexts. 2. <u>Critical Thinking:</u> LCC students use inquiry and analysis, evaluation and synthesis of information, and innovation and creative thinking. <ul style="list-style-type: none"> <u>Expected Outcomes:</u> <ol style="list-style-type: none"> A. Students pose vital questions and identify problems, formulating them clearly and precisely. B. Students consider alternative viewpoints, recognize and assess assumptions, and identify possible consequences. C. Students develop well-reasoned conclusions and solutions. D. Students apply creative ideas or approaches to achieve solutions or complete projects. 3. <u>Empirical and Quantitative Skills:</u> LCC students apply scientific and mathematical concepts to analyze and solve problems to investigate hypotheses. <ul style="list-style-type: none"> <u>Expected Outcomes:</u>

	<p>A. Students identify problems or hypotheses and related quantitative components.</p> <p>B. Students select appropriate quantitative approaches to analyze and solve problems and investigate hypotheses.</p> <p>C. Students correctly apply quantitative approaches to analyze and solve problems and investigate hypotheses.</p> <p>D. Students summarize and reflect on their learning experiences.</p> <p>4. <u>Teamwork:</u> LCC students consider different points of view and work effectively with others to support a shared purpose or goal.</p> <p><u>Expected Outcomes:</u></p> <p>A. The student makes a quality contribution to the Team Activity.</p> <p>B. The student treats fellow team members courteously with respect.</p> <p>C. The student models personal attributes that contribute teamwork.</p>
<p>QUALITY ENHANCEMENT PLAN (QEP)</p> <p>Reading: Gateway to Learning</p>	<p>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.</p>
<p>SCANS COMPETENCIES:</p>	<p>Refer to attachment.</p>
<p>SCANS ASSESSMENT:</p>	<p>1. Critical Thinking: the ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, an assumptions; and distinguish relevant from irrelevant information. Will be graded as a component of the required analysis of case studies.</p> <p>2. Communication: the ability to communicate effectively (i.e. verbal communication, nonverbal communication, reading, writing, and listening) for varied audiences and purposes. Reading and writing skills will be graded as components within the communication section of the end of semester project.</p> <p>3. Problem-Solving: the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. Will be graded as a component of the required analysis of case studies.</p> <p>4. Interpersonal Skills: the ability to interact effectively with patients, families, colleagues, and other health care professionals, and the community and the community in a culturally aware manner. Personal qualities and work place competencies will include respect of others and attendance including punctuality and will be a component of personal counseling sessions as needed.</p> <p>5. Responsibility: the ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities. Personal qualities and work place competencies will include respect of others and attendance including punctuality and will be a component of personal counseling sessions as needed.</p> <p>6. Professionalism: the ability to exhibit appropriate professional</p>

	<p>conduct and to represent the profession effectively while promoting the growth/development of the Occupational Therapy profession. Personal qualities and work place competencies will include respect of others and attendance including punctuality and will be a component of personal counseling sessions as needed.</p> <p>7. Use of Constructive Feedback: the ability to seek out and identify high-quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others. Personal qualities and work place competencies will include respect of others and attendance including punctuality and will be a component of personal counseling sessions as needed.</p> <p>8. Effective Use of Time and Resources: the ability to manage time and resources effectively to obtain the maximum possible benefit. Personal qualities and work place competencies will include respect of others and attendance including punctuality and will be a component of personal counseling sessions as needed.</p> <p>9. Stress Management: the ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patients/clients and their families, members of the health care team and in work life scenarios. Personal qualities and work place competencies will include respect of others and attendance including punctuality and will be a component of personal counseling sessions as needed.</p> <p>10. Commitment to Learning: the ability to self-directed learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</p> <p>Adapted from May W., Kontney, L., Iglarsh, A. Professional Behaviors for the 21st century 2009-2010. Retrieved from http://www.marquette.edu/physical-therapy/documents/ProfessionalBehaviors.pdf.</p>														
TEACHING STRATEGIES/METHODS OF INSTRUCTION:	Lecture, demonstration, discussions, chapter review, quizzes, tests, case studies, group assignments, online simulated exams and in-services.														
OUTCOMES ASSESSMENT:	Online exams, assignments, quizzes, case studies and end of semester project will measure the student's achievement of the specific learning objectives identified for the course. See note in Methods and Criteria component for stipulations regarding comprehensive final exam.														
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 border="0"> <tr> <td>Assignments/Lab Skills/Literary Review</td> <td>10%</td> </tr> <tr> <td>Quizzes</td> <td>20%</td> </tr> <tr> <td>Projects/Presentations</td> <td>10%</td> </tr> <tr> <td>Exams</td> <td>30%</td> </tr> <tr> <td>Final Exam</td> <td>25%</td> </tr> <tr> <td>Professionalism</td> <td>5%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Assignments/Lab Skills/Literary Review	10%	Quizzes	20%	Projects/Presentations	10%	Exams	30%	Final Exam	25%	Professionalism	5%	Total	100%
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<p>GRADING SCALE:</p>	<p>A Excellent, 100-90% B Good, 89-80% C Average, 79-70% D Poor, 69-60% F Fail, 59% or below F_ Failure, Non-Participatory I Incomplete W Withdrawal NC No Credit NC_ No Credit, Non-Participatory NC_DV .. No Credit, Developmental NCDV ... No Credit, Developmental, Non-Participatory P Pass NP No Pass AU Audit</p> <p>Students must access the Semester Progress Report and Final Grades through PASPort (http://pasport.laredo.edu).</p> <p>Instructors will notify students of the window of availability for grades.</p>
<p>ATTENDANCE REGULATIONS:</p> <p>Office of the Registrar</p> <ul style="list-style-type: none"> • 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 <p>Enrollment and Registration Services Center</p> <ul style="list-style-type: none"> • 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 <p>Financial Aid Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Building P-24 or call (956) 721-5361. • South Campus – Billy Hall Student Center Room 123 or call (956) 794-4361. <p>Health Services Center</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Building P-4 or call (956) 721-5189. • South Campus – Billy Hall Student Center Room 208 or call (956) 794-4189. 	<p>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 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.</p> <p>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.</p> <p>It is advised that a student contact Financial Aid Center at either campus prior to dropping a course.</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. 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.</p> <p>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</p>

	<p>not provide funding for that student and the student will be required to pay an additional fee.</p> <p>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.</p> <p>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.</p> <p>D. Bacterial Meningitis Vaccination Requirement effective Spring 2012.</p> <ul style="list-style-type: none"> • Per Texas State Law (SB 1107), 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 30. • All returning students under the age of 30, 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. <p>Vaccination records must be submitted to LCC's Campus Nurse at the Health Services Center.</p>
<p>SPECIAL SERVICES CENTER:</p> <ul style="list-style-type: none"> • Fort McIntosh Campus - Building P-41 • South Campus – Billy Hall Student Center, Room 21 <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 no medical concerns/limitations to continuing her courses.</p>
<p>GRADE APPEAL:</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</p>

	<p>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>CLASSROOM ETIQUETTE:</p> <p>Office of Dean of Student Affairs</p> <ul style="list-style-type: none"> • Fort McIntosh Campus – Memorial Hall Room 212 • Phone Number: (956) 721-5417 	<p style="text-align: center;">Code of Student Conduct & Discipline</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 www.laredo.edu (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;">Student Misconduct</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 www.laredo.edu (Student Life/Student Handbook/Student Rights and Responsibilities).</p> <p style="text-align: center;">Use of Personal Electronic Devices</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:**
 - 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 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.

For additional information please refer to the:

	<p>Student Policies - LCC Policy Manual</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 www.laredo.edu (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"> • Fort McIntosh Campus – Building P-64 Room 102 • South Campus – Henry Cuellar Protective Services Center Room 130 	<p>LCC Alert System: 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 www.laredo.edu/lccalert.</p> <p>Emergencies: 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 (Admission/College Catalog).

Special Assignments

<p>Literary Reviews</p>	<ul style="list-style-type: none"> •The student will select 4 journal articles about physical agent modalities from an occupational therapy journal. Each article must be a different topic and modality. •Submit a literary review for each article. You must follow the instructions on the literary review form. •Select one article to discuss on the discussion board.
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<p>Assessment Assignment</p>	<p>Each student will select an assessment from the list. Students will research the assessment and learn to administer the assessment. Students should conduct an assessment on a friend or family member to gain experience. Students will present and provide a written component of the presentation.</p> <p>Information should include the following:</p> <ul style="list-style-type: none"> • Brief history of the assessment. Who developed it? Why? When? • Specific instructions of the assessment • Population the assessment is appropriate for including age, diagnosis, etc. • Who can administer the assessment? • What are the pros and cons of the assessment? • Is the assessment valid and reliable? What are the validity and reliability ratings? • Include reference page. • Any additional information the student may find useful. <p>Presentations are limited to 15-20 minutes. Student should provide visual effects such as: computer presentation, tri-fold presentation, hands-on assessment, etc. Papers are due the day of the presentation. Grades will be formulated using the oral and written rubrics.</p>
<p>Skills Check Offs</p>	<p>Students are required to meet a minimum of a grade equivalent to a 70% on all skills check offs. Students will be offered up to two opportunities. If a student must take the 2nd opportunity, a maximum grade of 70% will be allowed. Skills check offs will be conducted throughout the semester. Rubrics will be provided in advance.</p>

Laredo Community College
 Course Calendar
 Course Number and Course Name
 Semester, Year – Instructor Name

Date Week	Brief Description of Topic	Assignments/Examinations/ Activities with Brief Description	Chapters/Reading Materials
Week 1 08/26/13 08/28/13	Orientation Ch. 3 Infection Control and Safety Issues(Early)	Lecture, Film, Handouts, Case Studies, In-class assignments	Ch. 3 Early Ch. 42 and 47 Radomski
Week 2 09/02/13 09/04/13	Ch. 42/47 BP, Handwashing and ADA Ch. 11 Home Community and Workplace and FIM	Lecture, Film, Handouts, Case Studies, In-class assignments. Students will assess homes and indicate barriers to occupational performance. Refer to ADA guidelines for recommendations. Findings will be presented	Ch. 11 Radomski
Week 3 09/09/13 09/11/13	Workplace Evals Workplace Evals	Students will conduct on campus work station evals. Findings will be presented.	
Week 4 09/16/13 09/18/13	Present Home Evals Present Home Evals	Presentations	
Week 5 09/23/13 09/25/13	Present Home Evals Exam 1 Ch. 3, 42, 47, 11, ADA, FIM)	Presentations <i>Exam 1 Exam 1 Ch. 3, 42, 47, 11, ADA)</i>	Ch. 5 Radomski
Week 6 09/30/13 10/02/13	CH. 5 ROM Journal Reviews	Lecture, Film, Handouts, Case Studies, In-class assignments	Ch. 7 Radomski
Week 7 10/07/13 10/09/13	Ch. 7 Sensation Ch. 8 Vision, VP, Praxis	Lecture, Film, Handouts, Case Studies, In-class assignments	Ch. 8 Radomski Ch. 9 Radomski
Week 8 10/14/13 10/16/13	Ch. 9 Cognition Ch. 9 Cognition	Lecture, Film, Handouts, Case Studies, In-class assignments	
Week 9 10/21/13 10/23/13	Exam 2 Ch. 5-9 Skills Check off Ch. 5-9	<i>Exam 2 Ch. 5-9</i> <i>Skills Check off</i>	Ch. 17 Radomski Ch. 20 Early
Week 10 10/28/13 10/30/13	Ch. 17 and 20 Splinting Splinting	Students will fabricate 2 splints Lecture, Film, Handouts, Case Studies, In-class assignments	Ch. 17 Radomski Ch. 20 Early
Week 11 11/04/13 11/06/13	Splinting and Check offs Ch. 20 PAMs	Lecture, Film, Handouts, Case Studies, In-class assignments	Ch. 20 Radomski
Week 12 11/11/13 11/13/13	PAMs Check offs Ch. 18 Wheelchair	Lecture, Film, Handouts, Case Studies, In-class assignments	Ch. 18 Radomski

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Date Week	Brief Description of Topic	Assignments/Examinations/ Activities with Brief Description	Chapters/Reading Materials
	Selection		
Week 13 11/18/13 11/20/13	Exam 3 Ch. 17, 18, 20 Presentation Workday	<i>Exam 3 Ch. 17, 18, 20</i>	
Week 14 11/25/13- 11/29/13	HOLIDAY	HOLIDAY	HOLIDAY
Week 15 12/02/13 12/04/13	Presentations Presentations	<i>Presentations 12/02 & 12/04/13</i>	
Week 16 12/09/13	Last Class Day - Review	Review for final exam	

* Schedule is subject to change.

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

OTHA 2301M01, Fall 2013.
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 Jodie M. Valls
(Please Print)