

**LAREDO COMMUNITY COLLEGE  
GENERAL COURSE SYLLABUS**

INSTRUCTOR:	Jodie M. Valls, C.O.T.A., M.O.T.
DEPARTMENT:	Occupational Therapy Assistant
PHONE NUMBER/EXTENSION and EMAIL ADDRESS:	(956) 721-5347 jvalls9880@students.laredo.edu
OFFICE LOCATION: OFFICE HOURS:	Monday and Wednesday 7.30-8:30 Tuesday and Thursday – 7:30-8:30 and 11:00-12:30 Friday 9:00-12:00 (iPass 9:00-10:00) Also by Appointment
COURSE TITLE:	Occupational Performance for Elders
COURSE NUMBER:	OTHA 1353
COURSE LEVEL:	Intermediate
CONTACT HOURS (RANGE FOR STATE INFORMATION):	48-96 range
LAB:	Recommended
TEXTBOOKS:	Required: Padilla, Byers-Cannon & Lohman (2012). <i>Occupational therapy with elders, strategies for the cota 3<sup>rd</sup> edition</i> . Maryland Heights, MO:Elsevier Mosby
CORE or NON-CORE Course:	Non-Core
COURSE DESCRIPTION:	Occupational performance of elders. Includes frames of reference, evaluation tools and techniques, and intervention strategies.
END-OF-COURSE OUTCOMES:	Upon completion of this course the student should be able to: <ol style="list-style-type: none"> <li>1. Identify components of health and wellness and function.</li> <li>2. Develop adaptations for age appropriate occupations.</li> <li>3. Identify the client factors that affect occupational performance.</li> <li>4. Demonstrate skills in the evaluation process.</li> <li>5. Select intervention strategies to facilitate occupational performance.</li> </ol>
COURSE OBJECTIVES OR EXEMPLARY OBJECTIVES:	B.2.3. Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation support performance, participation, health, and well-being. B.2.9. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. B.2.10. Explain the need for and use of compensatory

	<p>strategies when desired life tasks cannot be performed.</p> <p>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.</p> <p>B.4.2. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.</p> <p>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</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 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).</li> <li>▫ Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>▫ Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>▫ Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</li> </ul> <p>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:</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 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).</li> <li>▫ Performance patterns (e.g., habits, routines, rituals, roles).</li> <li>▫ Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).</li> <li>▫ Performance skills, including motor and praxis skills, sensory-</li> </ul>
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	<p>perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.</p> <p>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.</p> <p>B.5.3. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).</p> <p>B.5.4. Implement group interventions based on principles of group development and group dynamics across the lifespan.</p> <p>B.5.5. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.</p> <p>B.5.6. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).</p> <p>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.</p> <p>B.5.8. Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.</p> <p>B.5.14. 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.</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.7.1. Identify the impact of contextual factors on the management and delivery of occupational therapy services.</p>
SCANS COMPETENCIES:	<b>Refer to attachment</b>
SCANS ASSESSMENT:	<p>Reading and writing skills will be graded as components within the communication section of the Fieldwork Performance Evaluation; speaking and listening will be graded as a component of oral reporting; thinking skills will be graded as a component of the required analysis of case studies; personal</p>

	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.														
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.														
METHODS AND CRITERIA FOR EVALUATION:	<table> <tr> <td>Assignments (Discussion board, worksheets, etc.)</td> <td>5%</td> </tr> <tr> <td>Quizzes</td> <td>15%</td> </tr> <tr> <td>Projects</td> <td>15%</td> </tr> <tr> <td>Exams</td> <td>35%</td> </tr> <tr> <td>Final Exam</td> <td>25%</td> </tr> <tr> <td>Professionalism</td> <td>5%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </table>	Assignments (Discussion board, worksheets, etc.)	5%	Quizzes	15%	Projects	15%	Exams	35%	Final Exam	25%	Professionalism	5%	<b>Total</b>	<b>100%</b>
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GRADING SCALE:	<p>A = 100-90%  B = 89-80%  C = 79-70%  D = 69-60%  F= 59% or below  NC= No credit (for developmental courses)  P = Pass  NP = No Pass  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:	<p>ATTENDANCE REGULATIONS</p> <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 <b>must</b> initiate a drop request from any or all classes by submitting a drop slip to the Enrollment and</p>														

	<p>Registration Center or through PASPort. <b>Responsibility for class attendance rests with the student. Regular and punctual attendance is expected.</b></p> <p>It is advised that a student contact Financial Aid Location: P-24 at (956) 721-5361 prior to dropping a course.</p> <p><b>Absence From Final Examinations:</b>  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 F* 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.</p> <p><b>Other Policies (LCC and State-Wide):</b>  A. <b>3-peat</b>—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. <b>6 W's</b>—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. <b>Finishing on time</b>—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. <b>Bacterial Meningitis Vaccination Requirement effective Spring 2012.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• All new or transfer students under age 30.</li> <li>• All returning students under the age of 30, who have experienced a break in enrollment of at least one fall or spring term.</li> <li>• Students enrolled in online courses that physically attend classes or come to campus within the semester.</li> </ul>
SPECIAL SERVICES CENTER:	<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</p>

	<p>additional information, visit the Special Services Center at:</p> <ul style="list-style-type: none"> <li>• Special Services Center Location: P-41 Phone Number: 956-721-5137</li> <li>• South Campus – Billy Hall Student Center 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>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 their 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 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 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.</p>

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.

#### **Student Misconduct**

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 [www.laredo.edu](http://www.laredo.edu) (go to Student Information, then Student Handbook).

#### **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

	<p>work.</p> <p>b. Using, during a test, materials not authorized by the person giving the test.</p> <p>c. Collaborating, without authority, with another student during an examination or in preparing academic work.</p> <p>d. Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an unadministered test.</p> <p>e. Substitution for another student, or permitting another student to substitute for oneself, to take a test or prepare other academic work.</p> <p>f. Bribing another person to obtain an unadministered test or information about an unadministered test.</p> <p>C. <b>Plagiarism</b> means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.</p> <p>D. <b>Collusion</b> means the unauthorized collaboration with another person in preparing written work offered for credit.</p> <p>(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.</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 Web Page (<a href="http://www.laredo.edu">www.laredo.edu</a>) - Homepage, select-Campus Information, select - Manual of Policy.</p>
EMERGENCY PROCEDURES:	<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>Fire:</u></b> Upon activation of the alarm, you will quietly and calmly exit the building from the nearest exit. Once everyone has gathered, at a predetermined or arranged site, a roll call shall be taken to ensure everyone is out of the building. If the</p>



	<p>building is on fire, no one should be near it to allow firefighting equipment and emergency vehicles to access the building. Additionally, the building(s) may have chemicals, paints, or aerosol cans may have explosions that could be dangerous to anyone near the building.</p> <p>No one should re-enter the building until an “All Clear” has been given. The “All Clear” shall be determined by a senior campus official in cooperation with the incident commander from the responding agency.</p> <p>PLEASE NOTE: The Science buildings do contain several types of biological and chemical agents. Some of these agents are stored in large quantities, while some are considered dangerous to human health through contact to skin or if fumes are inhaled. The building signage should be placed to warn responding emergency personnel if they should put on SCBA or wear “HAZ-MAT” suits in lieu of or over turnout gear.</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>For serious injury, illness, heart attack etc., call 111 from any Campus phone or 911 from your personal cell phone. A back up call should be made to the Campus Police and the Campus Nurse. They may be able to arrive on the scene quicker than the EMT’s and City police. When placing an emergency call, be sure to give instructions to the nearest entrance to the building, thus saving time for emergency personnel.</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. For any possible threats to life or property from criminal acts call Campus Police. Please remember that after hours they operate on a limited staff basis.</p>
DISCLAIMER:	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.

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).

**OTHA 1353 – Occupational Performance for Elders**  
COURSE SCHEDULE

\*Schedule is subject to change

<i>Date</i> <i>Week</i>	<i>Brief Description of Topic</i>	<i>Assignments/Examinations/ Activities</i> <i>with Brief Description</i>	<i>Chapters/</i> <i>Reading</i>
<b>Week 1</b> 1/14/12 1/16/12	Introduction to course Ch. 1 Aging Trends and Concepts	Introduction of course. Lecture, group activity, case studies	Ch. 1-2
<b>Week 2</b> <b>1/21/12</b> 1/23/12	<b>Holiday</b> Ch. 2 Biological and Social Theories of Aging	Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch. 3-4
<b>Week 3</b> 1/28/12 1/30/13	Ch. 3 The Aging Process Ch. 4 Psychological Aspects of Aging	Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch.5-6
<b>Week 4</b> 2/4/13  2/6/13	Ch. 5 Aging Well: Health promotion and Disease Prevention Ch. 6 The Regulation of Public Policy for Elders	Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch. 7-8
<b>Week 5</b> <b>2/11/13</b>  2/13/13	<b>Exam 1 2/11/13 Ch. 1-6</b> Ch. 7 Occupational Therapy Practice Models Ch. 8 Opportunities for Best Practice in Various Settings	<b>Exam 1 2/11/13 Ch. 1-6</b> Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch.9-10
<b>Week 6</b> 2/18/13 2/20/13	Ch. 9 Cultural Diversity of the Aging Population Ch. 10 Ethical Aspects in the Work with Elders	Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch. 11-12
<b>Week 7</b> 2/25/13 2/27/13	Ch. 11 Working with Families and Caregivers of Elders Ch. 12 Addressing Sexual Activity of Elders	Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch. 13
<b>Week 8</b> <b>3/4/13</b> 3/6/13	<b>Exam 2</b> Ch. 13 Use of Medications by Elders	<b>Exam 2</b> Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch. 14-15
<b>Week 9</b> <b>3/11-15/13</b> <b>Spring Break</b>	<b>Holiday</b>	<b>Holiday</b>	
<b>Week 10</b> 3/18/13 3/20/13	Ch. 14 Considerations of Mobility Ch. 15 Working with Elders Who Have Vision Impairments	Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch.16-17
<b>Week 11</b> 3/25/13 3/27/13	Ch. 16 Working with Elders Who Have Hearing Impairments Ch. 17 Strategies to Maintain Continence in Elders	Lecture, group activity, group discussion, case studies and end of chapter questions.	Ch. 18
<b>Week 12</b> <b>4/1/13</b>	<b>Holiday</b>	Lecture, group activity, group discussion, case studies and end of	

4/3/13	Ch. 18 Dysphagia and Other Eating and Nutritional Concerns with Elders	chapter questions.	
<b>Week 13</b> 4/08/12 4/10/12	<b>Exam 3 4/08/13 Ch. 13-18</b> Project Work Day	<b>Exam 3 4/08/13 Ch. 13-18</b> Lecture, group activity, group discussion, case studies and end of chapter questions.	
<b>Week 14</b> 4/15/13 4/17/13	Project Work Day Project Work Day	Group activity, group discussion, and case studies.	
<b>Week 15</b> 4/22/13 4/24/13	Group Project Assignment Group Project Assignment	Blackboard Assignment	
<b>Week 16</b> 4/29/13 5/01/13	Project Presentations Project Presentations	Presentations	
<b>5/6-10/12</b>	<b>Final Exam TBA</b>	<b>Final Exam Comprehensive</b>	

LAREDO COMMUNITY COLLEGE

COURSE SYLLABUS

STUDENT ACKNOWLEDGEMENT

I have read and understand the information and requirements of the syllabus for

\_\_\_\_\_  
OTHA 1353 M01

\_\_\_\_\_  
Student Name

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

\_\_\_\_\_  
Date

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

Faculty Name: Jodie M. Valls, COTA, MOT

## 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.*

### 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.