

**LAREDO COMMUNITY COLLEGE
GENERAL COURSE SYLLABUS
OTHA 1391 Spring 2014**

INSTRUCTOR:	Jodie M. Valls, OTR, MOT
DEPARTMENT:	Occupational Therapy Assistant
PHONE NUMBER/EXTENSION:	(956) 721-5347
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CAMPUS/OFFICE LOCATION: OFFICE HOURS:	Fort McIntosh Ruben M. Garcia Allied Health Center Room 129B Tuesday – 8 am-noon and 3:30-5:30, Thursday – 8-noon Also by Appointment.
COURSE TITLE:	Special Topics in Occupational Therapy
COURSE NUMBER:	OTHA 1391
COURSE LEVEL:	Intermediate
CONTACT HOURS (RANGE FOR STATE INFORMATION):	48-96
LAB:	Recommended
TEXTBOOKS/MATERIALS:	Required: Required: Early, M.B. (2009). <i>Mental health concepts & techniques for the occupational therapy assistant, 4th edi.</i> LWW:New York. ISBN: 978-0-7817-7839 Cole, M. B. (2012). <i>Group dynamics in occupational therapy, 4th edi.</i> Slack:NJ. ISBN: 978-1-61711-011-5
CORE or NON-CORE Course:	Non-Core
COURSE DESCRIPTION:	Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student.
END-OF-COURSE OUTCOMES:	Learning outcomes/objectives are determined by local occupational need and business and industry trends. Upon completion of the course, the student should be able to: <ol style="list-style-type: none"> 1. Apply psychosocial frames of reference. 2. Facilitate group processes in a psychosocial setting. 3. Identify occupational therapy assessment strategies. 4. Explain psychiatric diagnoses based on the Diagnostic and Statistical Manual (DSM). 5. Implement occupation-based interventions. Implement group interventions based on principle of group development and group dynamics.
COURSE OBJECTIVES OR EXEMPLARY OBJECTIVES:	B.2.4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients. B.2.5. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society. B.2.6. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. 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

	<p>considering the context (e.g., cultural, personal, temporal, virtual) and environment.</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"> · 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. <p>B.4.9. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.</p> <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"> · 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. <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</p>
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	<p>development and group dynamics across the lifespan.</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.5.18. 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.5.29. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming.</p> <p>B.5.31. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals.</p>
<p>GENERAL EDUCATION COMPETENCIES:</p>	<p>The General Education Competencies (SACS) and the Core Objectives (THECB) are implemented and assessed throughout the LCC Core Curriculum. The academic and workforce areas apply the general education competencies and core objectives relevant to their programs.</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. <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. <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

	<p>scientific and mathematical concepts to analyze and solve problems to investigate hypotheses.</p> <p><u>Expected Outcomes:</u></p> <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</p>

	<p>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 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, discussions, quizzes, tests, case studies, assignments, group assignments, and online resources.
OUTCOMES ASSESSMENT:	Online exams, assignments, quizzes, case studies, end of semester project and professionalism 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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Assignments (Discussion board, worksheets, etc.)</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>Quizzes</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Projects</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Exams</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Professionalism</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>	Assignments (Discussion board, worksheets, etc.)	5%	Quizzes	15%	Projects	15%	Exams	35%	Final Exam	25%	Professionalism	5%	Total	100%
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GRADING SCALE:	<p>A Excellent, 100-90%</p> <p>B Good, 89-80%</p> <p>C Average, 79-70%</p> <p>D Poor, 69-60%</p> <p>F Fail, 59% or below</p> <p>F_ Failure, Non-Participatory</p> <p>I Incomplete</p> <p>W Withdrawal</p> <p>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 – Kazen College Center Room 132 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):</p> <p>A. 3-peat—If a student signs up for a class for a third time, even if he/she dropped or failed it before, the State will not provide funding for that student and the student will be required to pay an additional fee.</p> <p>B. 6 W's—Beginning Fall 2007, students cannot drop more than 6</p>														

	<p>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; update effective October 1, 2013.</p> <ul style="list-style-type: none"> • Per Texas State Law (SB 62), students who meet the criteria below must provide proper documentation that they have received the bacterial meningitis vaccination within the last five years and at least 10 calendar days before the beginning of the semester. • All new or transfer students under age 22. • All returning students under the age of 22, who have experienced a break in enrollment of at least one fall or spring term. • Students enrolled in online courses that physically attend classes or come to campus within the semester. <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 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 policy and shall warrant appropriate disciplinary action.</p> <p style="text-align: center;">Academic Dishonesty</p> <p>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.</p> <p>(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:</p> <p style="padding-left: 40px;">A. Scholastic dishonesty includes, but is not limited to,</p>

	<p>cheating on academic work, plagiarism, and collusion.</p> <p>B. Cheating on academic work includes:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>D. Collusion 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>For additional information please refer to the: 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 	<p><u>LCC Alert System:</u> 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><u>Emergencies:</u> 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</p>

Services Center Room 130	dispatcher until emergency responders arrive.
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 made available to you electronically.

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

OTHA 1391 – Special Topics in Occupational Therapy
COURSE SCHEDULE

*Schedule is subject to change

<i>Date Week</i>	<i>Brief Description of Topic</i>	<i>Assignments/Examinations/ Activities with Brief Description</i>	<i>Chapters/ Reading</i>
Week 1 1/13/14 1/15/14	Introduction to course Ch. 1 History and Basic Concepts Ch. 2 Medical And Psychological Models of Mental Health and Illness	Introduction of course. Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch. 1-2 (Early)
Week 2 1/20/14 1/22/14	Holiday Ch. 2 Medical And Psychological Models of Mental Health and Illness Ch. 3 Some Practice Models for OT in Mental Health	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch. 3-6 (Early)
Week 3 1/27/14 1/29/14	Ch. 4 The OTPF and Ch. 5 Human Occupation and Mental Health Throughout the Life Span Ch. 6 Understanding Psychiatric Diagnosis: The DSM-IV-TR Exam 1 Ch. 1-5 Available from 1/28-2/1/14	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch.7-8 (Early)
Week 4 2/03/14 2/05/14	Ch. 7 Contexts of Intervention, Service and Care Ch. 8 Psychotropic Medications and Other Biological Treatments Ch. 9 Who is the Consumer? Exam 2 Ch. 6-9 Available from 2/5-2/8/14	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch. 9-10 (Early)
Week 5 2/10/14 2/12/14	10 Therapeutic Use of Self and Ch. 11 Responding to Symptoms and Behaviors Ch. 12 Safety Techniques	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch.12-13 (Early)
Week 6 2/17/14 2/19/14	Ch. 13 Group Concepts and Techniques Ch. 14 Overview of the Intervention Process Exam 3 Ch. 10-13 Available from 2/18-2/22/14	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch. 14-15 (Early)
Week 7 2/24/14 2/26/14	Ch. 15 Evaluation and Data Collection Ch. 16 Treatment and Intervention Planning	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch. 17-19 (Early)
Week 8 3/03/14	Ch. 17 Medical Records and	Lecture, group activity, group	Ch. 20

3/05/14	Documentation Ch. 18 ADLs Ch. 19 Education and Work Exam 4 Ch. 14-17 Available from 3/3-3/7/14	discussion, case studies and chapter worksheets.	(Early)
Week 9 3/10/14- 3/14/14	Holiday	Holiday	
Week 10 3/17/14 3/19/14	Ch. 20 Leisure and Social Participation Ch. 21 Management of Emotional Needs: Self-Awareness Skills and Coping Strategies	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch.21-22 (Early)
Week 11 3/24/14 3/26/14	Ch. 22 Cognitive, Sensory, and Motor Factors: Performance Skills and Activities Ch. 23 Analyzing, Adapting, and Grading Activities Exam 5 Ch. 18-23 Available 3/26-3/29/14	Lecture, group activity, group discussion, case studies and chapter worksheets.	Ch. 23 (Early) Ch. 1-4 (Cole)
Week 12 3/31/14 4/02/14	Canvas Assignments Ch. 1 Group Leadership Cole's 7 Steps Ch. 2 Understanding Group Dynamics Ch. 3 Client- Centered Group Ch. 4 Groups and the OTPF II	Online discussion and chapter worksheets.	Ch. 11 (Cole)
Week 13 4/07/14 4/09/14	Discussion Ch. 1-4 Discussion of Frames of Reference	Lecture, group activity, group discussion, case studies and chapter worksheets.	
Week 14 4/14/14 4/16/14	Ch. 11 Writing a Group Protocol Group Activity	Lecture, group activity, group discussion, case studies and chapter worksheets.	
Week 15 4/21/14 4/23/14	Holiday Presentations	Presentations	
Week 16 4/28/14 4/30/14	Presentations Final Exam Review	Presentations	
FINAL EXAM	Final Exam TBA	Final Exam Comprehensive	

Students log into Canvas platform for specific assignment/project instructions and additional information.

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 1391 Spring 2014
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, OTR, MOT
(Please Print)