

Header

OT Professional Issues I

OTA1210 301

Instructor Information

Phone:

Email:

Office Location:

Office Hours

Course Description

Students will study professional behaviors appropriate for placement in fieldwork sites. Successful work skills, advocating for the Occupational Therapy profession, creative planning and client-centered practice in the community will be explored. This is a designated Community-Engaged Learning course.

Prereq: Complete all first semester courses

Semester: Fall

Students will study professional behaviors appropriate for placement in fieldwork sites. Successful work skills, advocating for the Occupational Therapy (OT) profession, creative planning and client-centered practice in the community will be explored. This is a designated community-engaged learning course (more details below).

COURSE FOCUS:

Students will develop professional behaviors relating to time management, organization, responsibility and becoming civically involved in the community and the professional

associations of Occupational Therapy. Students will explore cultural differences that relate to interacting with patients and other Occupational Therapy Practitioners. Goal setting and writing skills will be reinforced thru assignments. Students will develop professional presenting/in- servicing skills needed in the workforce. There will be an emphasis on written and verbal professional communication.

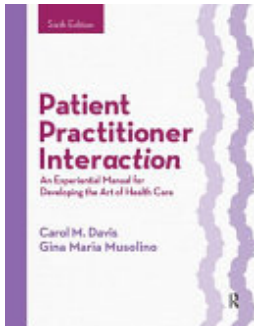
Course Student Learning Outcomes

- Acknowledge the importance of the therapeutic use of self to facilitate appropriate treatment interventions.
- Demonstrate understanding of the functions and influence of local professional association.
- Exhibit the ability to promote the profession and awareness of occupational therapy through written assignments and oral presentations.
- Identify professional responsibilities and issues when providing service on a contractual basis.
- Acknowledge and demonstrate personal responsibility for resolving personal and ethical conflicts.
- Demonstrate logical thinking, insight and critical analysis of changes needed to improve professional behavior.
- Acknowledge and demonstrate good use of time management skills, prioritizing, and organizing time and materials.
- Recognize and appreciate the affect of global social issues and prevailing health and welfare needs.
- Recognize and appreciate cultural differences present in clients and coworkers.
- Acknowledge personal responsibility for planning and implementing professional development to achieve and maintain competency.
- Synthesize information from credible sources to promote the profession and increase community awareness of occupational therapy through written assignments and oral presentations.

Course Content Warnings/Trigger Warnings

This course explores topics such as culture, self awareness, identity, and unconscious bias. Content and class discussions could be triggering. Students are encouraged to have an open dialogue with the instructor regarding comfort levels and potential accommodations including stepping out of class if necessary.

Required Text or Materials



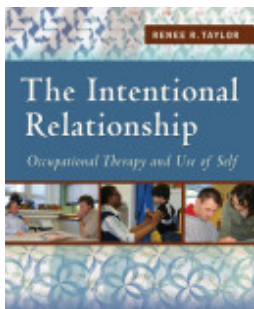
Title: Patient Practitioner Interaction

ISBN: 9781630910464

Authors: Carol M. Davis, Gina Maria Musolino

Publisher: Slack

Publication Date: 2016-01-01



Title: The Intentional Relationship

ISBN: 9780803613652

Authors: Renée R. Taylor

Publisher: F A Davis Company

Publication Date: 2007-12-30

*image
not
available*

Title: Occupational Therapy Practice Framework

ISBN: 9781569006122

Publication Date: 2020-01-01

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
	Extra Credit	Assignment	0
	Inservice Presentation	Assignment	20
	Professionalism/Participation Points	Assignment	75
1/11	Week 1 Reading Quiz: Davis Ch 1-3	Quiz	14
1/18	Week 2 Reading Quiz Taylor Ch 1-3, Online Articles	Quiz	7
1/19	Interpersonal Behavior Development - Initial Plan (Class Activity)	Assignment	10
1/25	Week 3 Reading Quiz: Taylor Ch 4 & 5	Quiz	12
1/26	OTA Awareness - School Choice	Discussion	5
2/2	Exam #1	Quiz	50
2/2	IBDP Status Update #1	Assignment	5
2/8	Exam #1 Half Points Back Opportunity	Assignment	0
2/9	Inservice: Topic Choice	Discussion	0
2/9	IBDP Status Update #2	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
2/15	Week 6: Taylor Ch 7, Davis Ch 6 Reading Quiz	Quiz	7
2/16	IBDP Status Update #3	Assignment	5
2/22	Week 7 Reading Quiz: Taylor, Ch 10; Davis, Ch 13; Online Article	Quiz	5
2/23	IBDP Status Update #4	Assignment	5
3/1	Exam #2	Quiz	50
3/3	Interpersonal Behavior Development - Final Report	Assignment	20
3/7	Exam #2 Half Points Back Opportunity	Assignment	0
3/8	Exam 2: Questions 33-35 Take Home Exam	Assignment	0
3/15	Cultural Humility Project: Progress Report #1	Assignment	5
3/15	Inservice - Written Rough Draft	Assignment	10
3/22	Cultural Humility Project: Progress Report #2	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
3/29	Cultural Humility Project: Progress Report #3	Assignment	5
3/29	Professional Issues Final Paper: Rough Draft	Assignment	0
4/5	Exam 3	Quiz	50
4/5	Cultural Humility Project: Progress Report #4	Assignment	5
4/5	Inservice - Written Media Article	Assignment	60
4/12	Cultural Humility Project Report	Assignment	20
4/18	Exam #3 Half Points Back Opportunity	Assignment	0
4/19	OTA Awareness Assignment	Assignment	70
4/25	Inservice: Evidence of Submission	Assignment	10
5/2	Professional Issues: Final	Assignment	100

Brief Description of Assignments/Exams

*COURSE EVALUATION** (include weighting):

Syllabus Quiz	10 points
Exams (3 @ 50 pts each)	150 points

Journal Assignment	100 points
Media Article	100 points
Professional Topic Presentation	100 points
Cultural Project Report and Presentation	100 points
High School Service-Learning Presentation & Reflection	50 points
Weekly Reading Assignment (8 weeks x 5 pts)	40 points
Professionalism Points (@ 5 points per class)	75 points
Total points possible	725 points

**Assignments, objectives, due dates and point values are subject to change per instructor. See canvas for assignment descriptions. Changes will be noted in the Announcement area of Canvas course site and/or stated in class. It is the student's responsibility to check the site frequently for updates.

** Students must achieve minimum competency of skills in all courses and assignments as outlined in each course syllabi and assignment. Students who fail an exam will be required to retake it once. If the student does not pass the retake at 75%, the student will be placed on academic probation. If the student passes the retake, the original exam grade will stand on cumulative grading for that course. If a student cannot pass a midterm or final exam with at least a C (75%) for minimum competency, the instructor for the course has the right to require a student to complete a retake or parallel exam so the student can demonstrate competency of the material. The final grade for the course is determined on the total number of points achieved by the student. As noted above the first score of a quiz or other exam is calculated. In order to pass the course, the student needs to achieve 75% of the total points available.

Grading Scale

GRADING SCALE:

95-100% A 78-79% C+ 60-63% D-

90-94% A- 75-77% C 0-59% E

87-89% B+ 71-74% C- Course retake required for C- and below

83-86% B 67-70% D+

80-82% B- 64-66% D

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the

challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Additional Policies

STUDENT ATTENDANCE AND ABSENCE POLICY:

Please refer to the OTA Student Handbook for details regarding the Attendance and Absences Policy. Briefly, all students are expected to be in class unless a serious illness or emergency occurs. Students will notify instructor prior to class if they will be missing. Students who are absent for an entire day will accumulate one unexcused absence for each course missed. Notification of the instructor does not assume the absence is excused. Being late to class, not coming back on time from break or leaving early is also considered an unexcused absence. Two unexcused absences will be followed with a Letter of Probation. Two Letters of Probation will result in dismissal from the OTA program.

LATE ASSIGNMENT POLICY:

Please refer to the Late Assignment policy in the OTA Student Handbook for details regarding late assignments. Briefly, in order to develop and establish professional behaviors, assignments for any given course must be turned in during the scheduled course time, unless other arrangements have been made with an instructor. After the class is dismissed for the day, assignments can be turned in up until 11:59 pm via email

or Canvas (if approved by instructor) for 50% of the points. After that time, the assignment is still expected to be turned in, but the point value will decrease to zero. If a student has an unexcused absence for the class, no points will be awarded for assignments unless it is turned in prior to the start of the course electronically to the instructor.

Quizzes and other exams can only be made up with an excused absence. In the case of a practical or final exam, makeup is required but no point value will be awarded.

WITHDRAWAL NOTICE:

Instructors will not sign a student drop or withdrawal form if a student is not passing a course beyond the college deadline for drops, which is generally about three weeks into the course. Please check the official withdraw deadline on the College website at: <http://vwww.slcc.edu/academiccalendar/> .

ELECTRONIC DEVICES:

Any paging or mobile telephone device must be turned off during class time. If students are required by an employer to be on call or have extenuating circumstances in which it is necessary to have a paging device on during class time, the instructor must give permission before the class starts. No recordings of the class should be done without the consent of the instructor unless specific accommodations from the Disability Resource Center have been established. Students using text messaging or surfing the internet on the phone or personal computer during class time will be asked to leave and will lose professionalism/participation points for that day's lecture.

EVACUATION PROCEDURES:

In case of an emergency, please walk to the nearest exit on the east end of the building and meet outside next to East OTA/PTA entrance.

WEATHER INFORMATION:

Classes may be cancelled in case of inclement weather conditions as defined by SLCC. Please call SLCC at 801-957-4636 for weather and emergency information.

COMMUNITY-ENGAGED LEARNING

Community-engaged learning enhances course learning outcomes and student engagement while also addressing community-identified needs. Community-engaged learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Community-engaged learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities. Community-engaged learning commonly intersects with other High Impact Practices.

Examples of community-engaged learning in the OTA program include:

- Faculty and students work with an under-resourced non-profit community partner to create educational resources and trainings for staff and clients.
- Students practice critical reflection through such activities as journal writing, group discussion, or presentations that link the service they did in the community to course content.
- Faculty & students providing OT services and educational resources to uninsured populations through SLCC's onsite and telehealth pro bono clinic.