Occupational Therapy Modalities II Supervised Instruction
OTA 1230
Course Syllabus

INSTRUCTOR:
OFFICE:
OFFICE PHONE:
E-MAIL ADDRESS:
CONSULTATION HOURS:

CURRICULUM LEVEL:
Year 1, Semester 2
Average faculty/student ratio: 1:12
Clock Hours per Week: Lecture 3

PREREQUISITES: Completion of previous semester coursework.

COREQUISITE: OTA 1220

COURSE DESCRIPTION:
Students learn practical application and active learning from OTA 1220. This is a designated service-learning course.

COURSE FOCUS:
Hands-on experience in use of computers, equipment, and supplies in selected assistive technology and splinting. Guest speakers, fieldtrips, overheads, demonstrations, handouts, and therapeutic applications are methods of instruction. Community engaged learning component will be announced in class.

RELATIONSHIP TO THE CURRICULUM DESIGN:
This course provides the student with practical experiences in use of tools, electric equipment, computer technology and splint making. The student will develop practical skills in modification and construction of equipment and activities to apply to age groups, cultures, and disabilities.

TEXTBOOKS/LEARNING RESOURCES:
Required Textbooks:
Mahle, A. J., & Ward, A. L. (2018). *Adult Physical Conditions: Intervention Strategies for Occupational Therapy Assistants*. FA Davis.

EHR Go, www.ehrgo.com. Cost: $65. Students will receive an invitation email to join EHR go during the first week of class.

Course References:
Cook, A.M, Polgar, J. M. (2012). *Essentials of assistive technologies.* Elsevier: St. Louis Missouri.
Thomas, H. (2015). *Occupation-based activity analysis (2nd ed.).* Slack: Thorofare, NJ.

SUPPLIES AND TOOLS:
Poster printed by SLCC Printing - $24.00

COLLEGE WIDE LEARNING OUTCOMES/STUDENT LEARNING OUTCOMES:
SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses. Students will complete and demonstrate competency in the following:

Acquiring substantive knowledge in occupational therapy
1. Demonstrate how to modify a home or work environment using assistive technology and an environmental control unit. (B.4.11., B.4.18, B.4.23.)
2. Achieve basic competencies in the usage of low- and high-tech devices for use as compensatory strategies for persons with disabilities. (B.4.11.)
3. Demonstrate the ability to effectively provide training in techniques to enhance functional mobility (B.4.13.).

Assessment of skill: assignments, lab projects, AT in-service assignment, basic computer competencies, and clinic

Communicate effectively
4. Demonstrate the ability to communicate and instruct others to utilize technology in common emerging societal practices of occupational performance (B.3.3., B4.11., B.4.23.)
5. Teach compensatory strategies using technology to adapt the environment for a client to complete an occupational performance task (B.4.11., B.4.23., B.4.4)
6. Utilize web-based programming in the development of an e-portfolio (B.4.23.)

Assessment of skill: clinic, in-service, e-portfolio, assignments

Develop quantitative literacies
7. Measure and calculate the cost of all supplies and materials for assignments, clinic projects (B.1.4.),
8. Demonstrate the ability to calculate measures of central tendency. (B. 1.4.)

Assessment of skill: assignments, clinic

Think critically and creatively
9. Articulate uses of orthotic devices and demonstrate the ability to properly apply them. (B.4.11., B.4.23.)
10. Effectively demonstrate professional responsibility to interact and equally participate in the maintenance of lab equipment, set-up, storage, and cleanup. (B.7.5.)
11. Innovate, design, and create an adaptive device for a person with a disability. (B.3.6., B.4.11.)

Assessment of skill: lab projects, presentations, fieldtrips, clinic participation, competencies

Develop the knowledge and skills to be civically engaged
12. Demonstrate strategies and the use of assistive technology for real or simulated clients (B.4.11., B.4.13., B.4.23)
13. Employ logical thinking, critical analysis, problem solving and creativity in design and implementation of the teaching/learning process of assisting a client to use assistive technology (B.4.3., B.4.11., B.4.23.)
14. Articulate to the general public about the unique nature and value of occupation to achieve participation in context of the client (B.3.3, B.4.23)

Assessment of skill: clinic, AT device creation assignment

Develop the knowledge and skills to work with others in a professional and constructive manner
15.   Demonstrate professional behaviors through attendance, participation, and communication with peers, clients, guest speakers, and other professionals (B.7.5.)
16.   Work in pairs in the design and construction of a piece of adaptive equipment.
Assessment of skill: AT device creation assignment, clinic

Develop computer literacy.
17.   Adapt Windows for ease of accessibility for persons with various disabilities.
18.   Demonstrate competence in basic computer proficiency including search engines, library resources and development of power point presentations and the use of technological devices (B.4.11., B4.13., B.4.15., B.4.23)

Develop information literacy.
19.   Utilize web-based search engines to format and create an on-line survey.
Assessment of skill: competency assignments, e-portfolio, survey statistical analysis assignment

EVALUATION*

Lab projects/assignments:		Total
Basic computer competencies (2)	10 points each	20
One-handed typing competency		10
Alternative typing competency		10
Windows/phone adaptations competency		10
Power chair obstacle course competency (2)	10 points each	20
Electronic health records assignment		25
Wheelchair Case study		50
IPE Event Attendance and Reflection		20
Adaptive device creation assignment/poster presentation/reflection		100
Engaged-learning assignment		75
Engaged-learning reflection		25
Professionalism		45
Total Points possible		410

**Assignments, objectives, due dates and point values are subject to change per instructor. 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 a quiz **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 quiz 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:
The following grade scale will be used for calculating the final grade for this course:

A	95-100%
A-	90-94.$\overline{9}$%
B+	87-89.$\overline{9}$%
B	83-86.$\overline{9}$%
B-	80-82.$\overline{9}$%
C+	78-79.$\overline{9}$%
C	75-77.$\overline{9}$%
C-	71-74.$\overline{9}$%
D+	67-70.$\overline{9}$%
D	64-66.$\overline{9}$%
D-	60-63.$\overline{9}$%
E	59.$\overline{9}$% and below

Grading policy
Students are often tempted to include information that was not requested in the prompt. For example, listing five examples when the question only asks for three. The instructor will only provide points for what was asked in the prompt. In the above example, points will be provided for only the first three answers. However, points will be decremented for incorrect information for the entire answer. In the above example, points will be decremented if any of the five answers provided are incorrect. Please, only answer the question as asked.

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

ELECTRONIC DEVICES:
Professional behaviour includes professional use of technology in class, clinic, community engaged learning and clinics. Both learning to be and being an occupational therapy assistant takes focus and hard work. Technology (cell phones, tablets, laptops, etc.) can further or detract from your progress towards these goals. Examples of use of technology that can further learning and clinical skills: taking notes, referencing reading, researching questions about learning, etc. Examples of use of technology that detracts from learning and clinical skills: texting, browsing social media, researching dinner recipes, focusing on classwork other that what is happening now, etc.

Key question to ask yourself regarding use of technology in class: *Does this bring the focus of my classmates, my instructor, my client, or myself away from what is happening now?*
If the answer is yes, please refrain from the technology use. If the instructor feels that technology use is bringing focus away, responses may include instructor feedback, loss of professionalism points, or being asked to leave class. If you have an urgent need to use technology during class that does violate this

policy (sick child, work emergency, etc.), please speak with the instructor before class or during a break.

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.

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.

The Disability Resource Center
SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center:

Although pregnancy is not a disability, our DRC advisors are trained to assist with pregnancy related accommodations in addition to disability related accommodations. We strongly recommend any student who is pregnant or becomes pregnant while in the program notify the DRC. This will allow preventative measures to be taken, safety process in place to protect the student and the unborn child and allow for accommodations.

Due to risk of fetal exposure to radiation and chemicals while in the program it is strongly recommended that all pregnant students work closely with the DRC.

Watch the following video to learn more about the DRC: DRC Accessibility

INSITUTIONAL SYLLABUS:
The SLCC Institutional Syllabus contains information about the Student Code of Conduct, Title IX, and resources that can assist you to succeed in your education. A link to the institutional syllabus can be found in Canvas.