OT Modalities III Lecture

OTA2320 301

Course Description

Students will learn tool usage and basic craft techniques for therapeutic application, skill development, activity analysis, and group therapy process. Designated as a service-learning course.

Prereq: Complete all second semester courses
Coreq: OTA 2330
Semester: Fall

COURSE DESCRIPTION:

Students will learn tool usage and basic craft techniques for therapeutic application, skill development, activity analysis, and group therapy process. Designated a community-based learning course (more details below).

COURSE FOCUS:

Lecture preparation for lecture/lab sessions on basic tool use, safety techniques, craft supplies, cost-effective/creative treatment ideas, and group therapy. Emphasis is placed on grading and adapting activities for various diagnoses and symptomatology. Students are expected to complete documentation in a timely manner as would be expected in FWII experiences 4th semester.

RELATIONSHIP TO THE CURRICULUM DESIGN:

OTA 2320 is taught in the third semester and builds on concepts taught in OTA 1220 Occupational Therapy Modalities II. The course is in conjunction with the OTA 2340 and 2350, Psychosocial Behaviour and Geriatrics for learning practical methods for planning and preparing crafts and other activities in a group format. This includes using crafts to facilitate the adaptive process and promote productive living and leisure for individuals

and groups across the life span. Crafts are especially emphasized in screening and treatment with geriatric and psychosocial populations.

Course Student Learning Outcomes

- Demonstrate basic knowledge, safety and therapeutic use of ceramics, leather crafts, woodworking, mosaic tiles, yarn crafts, needlecrafts, paper crafts, etc. practicing safety and therapeutic use of self in treatment.

- Demonstrate basic knowledge of group process, group techniques, and individual roles within groups.

- Demonstrate ability to perform a comprehensive task analysis.

- Determine how to adapt and grade crafts and other leisure activities to assigned diagnoses.

- Apply concepts from course and concurrent courses to plan and implement a group treatment plan.

- Explain to a group how to adapt simple, inexpensive items for therapeutic purpose.

- Promote occupational therapy by demonstrating how to educate other professionals, consumers, third-party payers, and the public about the occupational therapy assistant's (OTAs) responsibility as a professional in various settings.

- Analyze 2 crafts using a task analysis format.

- Demonstrate written analysis of defending crafts as a medium for use in occupational therapy treatment.

- Use principles of time management when completing both a simulated and real task analysis of completing a craft as a group activity.

- Complete a chart for cost of supplies to realistically carry out a group project.

- Use time management to complete coursework as assigned within the class session.

- Demonstrate ability to grade activity to promote or increase in physical, cognitive and/or psychosocial function.

- Apply principles of group frames of reference to a group activity.

- Recognize the need for termination of occupational therapy services when stated outcomes have been achieved.

- Effectively utilize reflection as a learning tool in planning and organizing group treatment activities.

- Cooperatively and effectively engage in groups to produce professional work.

- Use digital pictures in completing assignments.

- Complete assignments from templates provided in Canvas.

College Wide Student Learning Outcomes

- Acquire substantive knowledge in the intended major and throughout general education

- Communicate effectively

- Develop quantitative literacies necessary for the chosen field of study

- Express themselves creatively

- Develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners

- Develop the knowledge and skills to work with others in a professional and constructive manner

- Develop information literacy

- Develop computer literacy

Communication Plan

I will respond to email within 48 business hours. I will offer feedback on major assignments within one week of assignment submission.
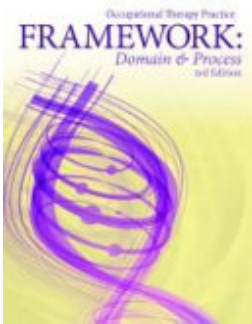
Required Text or Materials
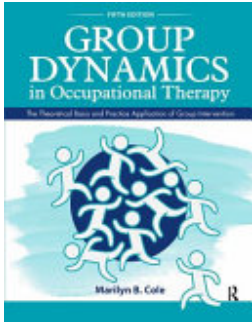
Title: Group Dynamics in Occupational Therapy
ISBN: 9781630913670
Authors: Marilyn B. Cole
Publisher: Slack
Publication Date: 2017-07-15

Title: Occupational Therapy Practice Framework: Domain and Process
ISBN: 9781569003619
Authors: Aota
Publisher: AOTA Press
Publication Date: 2014-01-01

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

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Extra Credit Points	Assignment	0
	Group Approach Presentation	Assignment	25
	Introduce Yourself	Discussion	0
8/21	Cole Ch 1 Reading Quiz	Quiz	5
8/28	Cole Ch 3 (p.64- 70, 84-86) Reading Quiz	Quiz	1
8/28	Cole Ch 4 Reading Quiz	Quiz	1

Due Date	Assignment Name	Assignment Type	Points
9/4	Tubbs & Drake Ch 5 Reading Quiz	Quiz	1
9/4	Tubbs & Drake, Ch 3 Reading Quiz	Quiz	1
9/4	Tubbs & Drake, Ch 4 Reading Quiz	Quiz	1
9/11	Cole Ch 11 Reading Quiz	Quiz	1
9/12	OTA 2320 Exam #1 F24	Quiz	50
9/18	Cole Ch 5 Reading Quiz	Quiz	1
9/18	Cole Ch 6 Reading Quiz	Quiz	1
9/19	Exam #1 Half Points Back Opportunity	Assignment	0
9/25	Cole Ch 7 Reading Quiz	Quiz	1
9/25	Cole Ch 8 Reading Quiz	Quiz	1
9/27	Identify Location of Group Process Final	Discussion	1
10/2	Cole Ch 10 Reading Quiz	Quiz	1
10/2	Cole Ch 9 Reading Quiz	Quiz	1
10/4	Group Process Client Data	Discussion	1

Due Date	Assignment Name	Assignment Type	Points
10/10	OTA 2320 Exam #2	Quiz	50
10/15	Group Process Treatment Plan Rough Draft #1	Discussion	5
10/23	Cole Ch 2 Reading Quiz	Quiz	1
10/23	Exam #2 Half Points Back Opportunity	Assignment	0
10/30	Taylor Ch 12 Reading Quiz	Quiz	1
11/6	Cole Ch 14 Reading Quiz	Quiz	1
11/6	Cole Ch 15 Reading Quiz	Quiz	1
11/8	Group Process Treatment Plan Rough Draft #2	Assignment	5
11/14	OTA 2320 Exam #3	Quiz	50
11/20	Group Process Site Contact Treatment Plan Feedback	Assignment	5
11/22	Exam #3 Half Points Back Opportunity	Assignment	0
11/22	Group Process Final: Treatment Plan	Assignment	50
11/29	Professionalism and Participation	Assignment	75

Due Date	Assignment Name	Assignment Type	Points
12/5	Group Process - SOAP Note	Assignment	15
12/5	Group Process Final - Implementation	Assignment	50
12/12	Group Process Self-Assessment	Assignment	5
12/12	Group Process Reflection & ePortfolio Submission for Group Process	Assignment	35
12/12	Group Process Reflection Presentation	Assignment	25

Brief Description of Assignments/Exams

- Assignments, objectives, due dates, and point values are subject to change per instructor. Changes will be noted in the Announcement area of the 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 or 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 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 by 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		

How to Navigate to Canvas

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

PROFESSIONALISM

See OTA Student Handbook. Students absent from class regardless of an excused or unexcused absence will be missing instruction. Each excused absence will also result in a deduction of 10% of points or 5 points per occurrence. A total of 3.5 points will be awarded each class session. This will include points for participation and professionalism in class, which includes the completion of reading summaries.

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 the 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 by a Letter of Probation. Two Letters of Probation will result in dismissal from the OTA program.

STUDENT CODE OF CONDUCT/PLAGIARISM

The student is expected to follow the SLCC Student Code of Conduct at all times. Violations are taken very seriously. Academic Standards, as stated in the Student Code of Conduct published by the Salt Lake Community College, are adhered to regarding Academic Honesty/Dishonesty including cheating, misrepresentation, out-of-class work, plagiarism, and other violations.

Plagiarism is not tolerated and will be treated seriously. All students will be honest in completing all exams and assignments and do their own work. SLCC's plagiarism will be strictly enforced. Group work is to be shared equally. Students not contributing their share of the group work may be placed on probation as they are receiving credit for someone else's work. Students should not protect other students who are not participating equally. The code of Conduct can be found online at

http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

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 the 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 withdrawal deadline on the College website at: http://vvww.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 canceled in case of inclement weather conditions as defined by SLCC. Please call SLCC at 801-957-4636 for weather and emergency information.

Accessibility and Disability Services

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 Accessibility and Disability Services.

Although pregnancy is not a disability, our ADS 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 ADS.

Phone: 801-957-4659

Email: ads@slcc.edu

Website: www.slcc.edu/drc

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.

Supplemental Texts Learning resources

Taylor, R. R. (2008). The intentional relationship: Occupational therapy and use of self. FA

Davis: Philadelphia, PA.

Anderson, L.T., & Reed, K.L. (2017). The history of Occupational Therapy: The first century. Slack, Incorporated: Thorofare, NJ.

Early, M. B. (2017). Mental health concepts & techniques for the occupational therapy assistant. Wolters Kluwer: Baltimore, MD.

Manville, C.A., & Keough, J.L. (2016). Mental health practice for the occupational therapy assistant. Slack Incorporated: Thorofare, N.J.

Tubbs, C.C., & Drake, M.D. (2017). Crafts and creative media in therapy. Slack, Incorporated: Thorofare, NJ.

Additional learning resources to be provided via electronic format or hand-outs.

AOTA Student Membership to access information from "member's only" on the AOTA website