OTA 205
Medical Conditions in Occupational Therapy

Course Syllabus
Fall 2021

Clinical Instructor:
Missouri Health Professions Consortium
Occupational Therapy Assistant Program

Information in this syllabus is considered TENTATIVE, & subject to change. Instructor will inform students of any changes.
OTA 205
Medical Conditions in Occupational Therapy
3 Credit Hours

CLASS MEETINGS:

Mondays/Thursdays 10:00-11:50 am

INSTRUCTOR:

Phone:
Email:

COVID-19 STATEMENT:

The following is designed to provide broad direction for COVID-19 and its impact as it relates to students, the college, and our communities during the fall 2020 semester. The information provided is subject to change if the college deems necessary for safety reasons or to be in alignment with any local or state health mandates related to the pandemic. While all decisions will be made with the consideration for timeliness, some changes may be required at a very short notice if any.

Students will be encouraged to monitor their personal health for possible symptoms, such as but not limited to, fever, coughing, shortness of breath, nausea, sore throat, etc. Students should monitor the CDC website for additional symptoms as they change from time to time (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students should stay home if they have a fever or they are ill. Anyone who is sneezing or coughing may be asked to study from home to minimize the spread of bodily fluids, even if the person is not exhibiting signs of COVID-19. Everyone should continue to practice good hygiene, including frequent hand washing with soap and water for at least 20 seconds, using hand sanitizer if soap and water are not readily available, and avoiding touching eyes, nose and mouth with unwashed hands. Students should wash hands before and after class, before and after breaks, after blowing nose, coughing or sneezing, after using the restroom, before eating or preparing food and after putting on, touching or removing cloth face coverings. Students also should cover their mouth and nose with tissue when coughing or sneezing, or use the inside of their elbow to cover mouth and nose.

As recommended by the Centers for Disease Control, the wearing of face coverings will be required on the SFCC Sedalia campus and all SFCC extended campus sites, effective Monday, July 20, 2020, until further notice. The required use of face coverings applies to students, faculty, staff, vendors and visitors in all buildings and outdoors where appropriate social distancing cannot be achieved. Individuals who have certain health issues may be...
eligible for accommodations. Students requesting accommodations should contact the Disability Resource Center prior to coming on campus at 660-596-7293.

Faculty will assign seating in classrooms and regulate exit of students in safe manner with appropriate social distancing. Students should avoid waiting near classroom doors before class. Students will not enter classroom until all previous students and instructors have vacated. Students should enter one by one, allowing for sufficient social distancing. Classroom chairs are not to be moved as they have been situated to allow appropriate distance.

Students may be asked to clean their spaces before or after classes as well as after use of common equipment. Materials, including disposable wipes as available, will be provided to clean surfaces.

Any on site programming must be able to accommodate physical distancing, which for this document means a physical separation of a minimum of 6 feet. Students will observe physical distancing requirements in all situations when practically possible.

Faculty will not be required to meet with students in their offices between classes. Interaction should occur via email, telephone, or web conferencing when at all possible. If a face to face appointment is necessary, students should reach out to faculty beforehand and see what options might exist for such a meeting to occur with appropriate social distancing and other protection.

In most situations, the submission of assignments should be through electronic methods as outlined by individual faculty members such as email or through Canvas. Faculty will work with students who feel ill or are showing symptoms in terms of assignments, exams, and absences until safe for students to return to class based on advice from doctor or health center personnel. It is the students’ obligation to contact their respective faculty as soon as practically possible about absences, not weeks afterwards.

All classes are subject to being adjusted to a different format as semester progresses. Thus, students should have sufficient internet access and computer. Many classes may utilize a web conferencing format so access to a computer with microphone and camera is strongly suggested before changes are necessitated. If students have questions about technology, please communicate with instructors during the first week of classes to avoid issues later. Communication related to COVID 19 and this class (such as cancelations or alterations to mode of instruction) will be made through Canvas by instructors. All students should download the Canvas app to their smartphone if possible.

A student who exhibits symptoms of COVID19 or tests positive should contact the office of the Dean of Student and Academic Support Services as soon as practically possible at APorter14@sfccmo.edu or 660-596-7393. All disclosures are protected in regards to privacy as allowed by law.

**MISSION OF MHPC OTA PROGRAM:**
The mission of the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant Program is to educate and prepare occupational therapy assistants to provide occupational therapy interventions to the citizens of Missouri and neighboring states, especially those in rural and underserved areas. We educate and prepare generalists, to have the knowledge, skills and professional behaviors that are necessary to work in both traditional and emerging areas of practice.

**COURSE DESCRIPTION:**

This course will provide a framework for students to learn about common medical conditions seen by occupational therapy practitioners and to facilitate learning of these conditions from an occupational therapy perspective. It is not intended to emphasize treatment of a *diagnosis*, however students will learn about specific factors unique to given conditions that may impact an individual’s occupational roles and functions. These factors must be understood and analyzed regarding the relative impact on the individual’s occupational performance. The knowledge gained from this course is a necessary pre-requisite to *Physical Disabilities Practice*.

**Relationship to Curriculum Philosophy and Design:**

This course will provide students with the knowledge of medical conditions that may limit an individual’s health and wellness, thus impacting community health outcomes. From an occupation-based perspective, students will gain an understanding of the impact that medical conditions may have on healthcare access as well as the importance of research on the best practice for certain diagnoses and the positive impact this has on treatment activities for optimal outcomes toward productive, independent living, thus impacting overall community health outcomes.

**Prerequisites:**

- Admission to the MHPC OTA Program
- Successful completion of required pre-requisite courses, grade of “C” or better
- Minimum cumulative GPA of 2.5

**Required Textbooks:**


**Use of Technology in this Course:**
Utilization of the following may be used in this course: internet, email, Canvas, home campus library databases, ICE streaming video clips (instructions will be provided), synchronous & asynchronous lecture capture

**EMERGENCY PROCEDURES:**

Each student needs to be aware of the specific emergency procedures at their home campus. This includes location of emergency procedures and first aid kit(s). The on-site coordinator will review the specifics at the beginning of the first lab of the semester.

**STUDENT EXPECTATIONS:**

- Attendance and class participation is expected in each class. Students are encouraged to ask questions, make relevant contributions, and clarify issues as needed. If a student is not able to attend class, they need to contact the course instructor by email prior to the absence. It is the student's responsibility to ensure acquisition of all materials and content of any missed classes.
- **Students are expected to turn in assignments on or before the due date. No exceptions. No extensions. No late work will be accepted for points.**
- **Students MUST BE PRESENT in class to complete and turn in in-class assignments for points.** If the student is absent without medical documentation provided, or if the student has exceeded their excused absences allowed, the student will NOT be able to make up missed in-class assignments for course credit. The student will receive a score of “0” on in-class assignments missed.
- An assignment that has any form of plagiarism will result in a score of zero for that assignment, regardless of intent. In extreme situations, be advised that cases of plagiarism will be handed over to your respective college which could result in not only dismissal from the OTA program, but also expulsion from the institution.
- Examinations (i.e. quizzes, tests, midterm, final exam) are due by or before the due date/time with no acceptance of a late examination.
- Professional behavior is essential and expected at all times. Cell phones are to be turned off or on vibrate, laptops are to be used for class purposes only, and microphones are to remain open, unless noted otherwise by the instructor. Students may not access any social networking sites while in class (i.e. Facebook, Twitter, etc.).
- If a student is having difficulty with writing, they are STRONGLY encouraged to utilize the writing labs and/or tutoring services available on their home campus.
- As adult learners, students are expected to take responsibility for their learning. If a student is having difficulty with the course (expectations, content, level, instructional method or style) or requires clarification for any content or assignments, then it is his or her responsibility to discuss learning needs or difficulty with the instructor early in the course.
- For any group assignment:
  - If there is a discrepancy between group members with familiarity of content, then student(s) may be required to complete a remedial assignment. Based on accuracy (or lack thereof) of remedial assignment, student may lose up to 10% of total grade.
If a student perceives inequity of individual student contributions to group projects, then student may bring it to the attention of the course instructor by referring to the *Group Work Concerns* form in the appendix of this syllabus.

**Instructional Methods**

- Lecture
- Interactive class discussions
- In-class activities
- Reading assignments
- Research online
- Streaming video clips
- Online lecture capture

**Assessment Methods**

- Midterm Exam (cumulative)
- Presentation
- Participation
- Evidence-based research project
- Final Exam (cumulative)
- Tests (x2)
- Group activities

**EVALUATION METHODS:**

**Point distribution subject to change**

**Examinations will be online; closed books and notes. If a student takes an examination during any scheduled LIVE lecture time of any class, they will receive a grade of 0 (F) on that examination.**

**Attendance/Participation:**

- Class attendance
- Class participation
- In-class activities

100 points = 10%
Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 205 Medical Conditions in Occupational Therapy

- Group activities

Assignments:
  - Application-based assignments 150 points = 15%
  - Evidence-Based Practice assignment with presentation 150 points = 15%

Tests (x2): 200 points = 20%

Mid-Term (cumulative): 200 points = 20%

Final Exam (cumulative): 200 points = 20%

TOTAL 1000 POINTS

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<thead>
<tr>
<th>Grade</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69: Students who receive a D will not be able to progress to the next semester of the program.</td>
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MHPC OTA Program Rubric

This rubric will be used for all assignments, except discussion board assignments (separate rubric template). Points will vary for each assignment; however the same scale will be used for all.

Students will be rated by the following scale:

- **Not Meeting (NM) 69% and below** — Student has not met the requirements as given in the assignment description for this assignment. Student has several grammatical, punctuation or spelling errors. (NOTE: If a student has more than 3 spelling, grammatical, and/or punctuation errors, they will automatically be given a score of “Not Meeting”. The student will receive a score of “0” for that portion of the assignment.)
- **Developing (D) 70%-78%** — Student demonstrates a beginning level of understanding of the given topic. Student’s responses are superficial, or are taken directly from an outside source without appropriate citation. Student’s critical thinking is not specific or presents with illogical elements. Reader is unsure of how content relates to given assignment. Student uses minimal sources (i.e. only textbooks) to support ideas.

- **Meets Expectations (M) 80%-94%** — Demonstrates work expected of students at this level of OT education. Student accurately cites and uses outside resources to support their work, including OT specific interventions and suggestions as applicable. Demonstrates clear understanding of given assignment.

- **Exceeds Expectations (E) 95%-100%** — Demonstrates work at the level of an entry level OTA. Uses evidence-based sources with accurate citation to support, extend, and inform, but not substitute the student’s own development of the idea. Combines material from a variety of sources, including personal observation, lecture and lecture notes, class discussions, and OT peer-reviewed journal articles. Student doesn’t overuse quotes.

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<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>M</th>
<th>D</th>
<th>Points</th>
<th>Comments</th>
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<tbody>
<tr>
<td>• Student fulfilled all areas of assignment, as indicated in the assignment description. (70%)</td>
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<td><strong>Life-Long Learning (10%)</strong></td>
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<td>• Student included use of evidence to support work</td>
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<td>• Student demonstrated knowledge of content of major concepts</td>
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<td>• Implemented current practice trends</td>
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<td><strong>Occupation-Based Theory (10%)</strong></td>
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<td>• Student identified impact (enhance &amp;/or hinder) on occupational performance</td>
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<td>• Identified community involvement of client</td>
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<td>• Functional, meaningful activity</td>
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<table>
<thead>
<tr>
<th><strong>Assignment Descriptions:</strong></th>
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<tbody>
<tr>
<td><strong>NOTE:</strong> Please use appropriate medical terminology in your writing, but do not copy the text or PowerPoints word for word. These assignments are meant to be used as a study guide for tests. Be creative. Cite all sources.</td>
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<tr>
<th>Application-Based Assignments:</th>
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<tr>
<td><strong>Dementia (25 points)</strong></td>
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<tr>
<td>(a.) Create a chart comparing &amp; contrasting the stages of AD (early, middle, and late), including the impact on client factors at each stage.</td>
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<td>Include a column that contains treatment considerations (i.e. ways to modify education based on memory, attention, etc.)</td>
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<tr>
<td>(b.) Investigate &amp; search for community resources that provide services or supports for people with Alzheimer’s disease.</td>
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<tr>
<th>Cerebrovascular Accident (25 points)</th>
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<tr>
<td>(a.) Create a chart that lists the deficits associated with a left-sided stroke and deficits of a right-sided stroke. Include a corresponding column that lists functional problems that may occur as a result of the associated deficit. For example, right-sided weakness is a deficit associated with a left-sided stroke. A functional problem as a result of right-sided weakness is difficulty donning a pullover shirt.</td>
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<td>(b.) Create a chart that lists the functions of each of the 4 lobes of the brain (frontal, parietal, temporal, and occipital).</td>
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<tr>
<td>(c) List precautions to consider when working with individuals who have had a stroke.</td>
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</table>
• Acquired Brain Injury (25 points)
  o The Ranchos scale is a common tool used to assess the level of cognitive functioning of an individual who has sustained a traumatic brain injury. Create a chart with the main features & characteristics of each level on the Rancho Los Amigos Scale of Cognitive Functioning.
  o List the precautions to consider when working with individuals with a brain injury for each level of the RLA. Some precautions may be the same for each level. You are encouraged to complete independent research for this portion of the assignment. Note the medical needs of the patient (i.e. such as being intubated or utilizing a NG tube).

• Spinal Cord Injury (25 points)
  o (a) Create an easy-to-read chart listing the different levels of the spinal cord & its impact on function if the level was affected by injury.
  (b) List the precautions to consider when working with one with a SCI.

• Progressive Neurological Disorders (25 points)
  o (a) Create a chart that compares and contrasts MS, PD, and ALS.
  o (b) Using the OTPF, list two different occupations that are affected for each condition. Describe how symptoms would interfere with those chosen occupations.

  ▪ Occupations: Activities of daily living (ADLs), Instrumental activities of daily living (IADLs), Rest and sleep, Education, Work, Play, Leisure, Social participation
  ▪ Be detailed.
  ▪ Use proper medical terminology.
  ▪ Do not use the same occupation twice.

• Arthritis (25 points)
  o Create a chart listing the characteristics & deformities associated with RA vs. OA.
  o (b) Using the OTPF, list two different occupations that are affected for each condition. Describe how symptoms would interfere with those chosen occupations.

  ▪ Occupations: Activities of daily living (ADLs), Instrumental activities of daily living (IADLs), Rest and sleep, Education, Work, Play, Leisure, Social participation
Evidence-Based Practice Assignment with Presentation:

- **Part I – Written Paper:** Based on an assigned topic & scenario, the assigned groups will work together to write a one-page summary of the medical condition and another two to three pages related to the impact of the medical condition on occupational performance, including the impact of aging on the given condition. The third section should include a discussion of best practice in OT for the diagnosis/scenario assigned, based on research. In this last section, you must explain how the research found contributes to the development of the profession of OT. You must utilize a minimum of 4 peer reviewed journal articles (published within last 10 years). Must cite information correctly using APA format.

- **Part II – Presentation:** The second part of this assignment will be a presentation summarizing your findings from your research as well as facilitating a discussion in order for your peers to utilize the information in their future practice as an OTA. Groups are assigned a date to present research & facilitate discussion in order to educate peers. Students are required to use a PowerPoint &/or Prezi lecture for an organized presentation of material.

**MHPC ATTENDANCE POLICY**

Students enrolled in the MHPC OTA program are expected to attend all scheduled class sessions. Students are expected to be prepared, and demonstrate timely attendance for all class/lab/fieldwork sessions and appointments. Attendance will be taken at the discretion of the instructors. A faculty member may use attendance, or lack of attendance, as a criterion in the determination of a course grade.

In the event of an unexpected absence, it is the student’s responsibility to notify the course instructor and their advisor by e-mail PRIOR to their absence. The instructor on record can then make a determination with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with the number of identified absences. Students aware of an anticipated absence should inform the course instructor at least 24 hours in advance, in writing; email is acceptable.

For students exhibiting habitual tardiness or absence (i.e. more than one occurrence) the course instructor will note the issue on the student’s academic advising form and put a copy in the student’s file.

If two consecutive weeks of class are missed during the regular 16-week semester, the student will be dropped from that class unless acceptable justification is supplied to the instructor, Program Director, and Dean of the community college. Additionally, a student who misses more than one-fourth of the class during any scheduled session may be dropped from that class by the instructor if in the opinion of the instructor the student does not have a reasonable opportunity to succeed in the class.

**MHPC ACADEMIC POLICY**

The Missouri Health Professions Consortium (MHPC) considers academic dishonesty a serious offense. Students are expected to be familiar with their home campus’ definitions and explanations of academic dishonesty. MHPC will uphold and refer to those definitions.

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The department will not tolerate plagiarism, cheating, unauthorized possession of exams or exam questions/information, tampering with instructor’s grade book or grades, or in any way producing class work, papers, or exams through deceptive, illegitimate means. Any student who commits an act of academic dishonesty is subject to disciplinary action and possible dismissal from the program.

Academic honesty is fundamental to the activities and principles of a program. All members of the academic community must honorably have acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

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Inclement Weather

A. The policy of MHPC is to conduct scheduled classes, keep offices open and carry on normal college operations under conditions deemed to be reasonably safe. When adverse weather conditions or other events force the temporary closing of the college or postponement of classes, students and faculty will be notified via email and postings on the home campus web site. It is the responsibility of the student to ensure that the MHPC OTA office has up-to-date contact information.

B. In the event that program activities are being held, students should not attempt to travel under unsafe conditions or to take unnecessary risk due to inclement weather if they must travel some distance to get to campus. The department administrator and/or course director should be notified if the student is unable to attend class or other activity due to the weather.

C. If classes are canceled a make up assignment will be posted for the day or days the college is closed due to inclement weather. It is the responsibility of the student to sign on to canvas to receive the assignment and or instructions for that day or day’s classes and review the due date. If student was unable to do the assignment the student must contact the course instructor to apply for an extension of due day.

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AMERICANS WITH DISABILITIES ACT

Students who have disabilities that qualify under the Americans with Disabilities Act (ADA) should register with their home campus if requesting accommodations and/or assistance. All members of the Missouri Health Professions Consortium comply with ADA guidelines. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the course instructor immediately and contact the Access/ADA Office at your college to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. Students may register for assistance through their respective home campuses. The student’s home campus is the point of contact for issues related to accommodations. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

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NOTICE OF NON-DISCRIMINATION
The Missouri Health Professions Consortium and its member institutions do not discriminate on the basis of race, color, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. Inquiries concerning nondiscrimination should be directed to the student’s home campus. The student’s home campus is the point of contact for issues related to discrimination. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

INTELLECTUAL PLURALISM

The MHPC Program welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Program Director. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

MHPC TITLE IX STATEMENT

The MHPC OTA Program will not tolerate a hostile environment. Thus, prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence.
Course Objectives:
Course objectives correlate with the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (ACOTE). This course meets the intent of the following Standards from the *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (ACOTE, 2020)*:

<table>
<thead>
<tr>
<th>Objective</th>
<th>OTA Standard</th>
<th>Description</th>
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| 1         | B.3.5.       | Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.  
- Students will gain knowledge through chapter readings, lecture content, interactive class discussions & activities, and assessed through objective tests. |
| 2         | B.3.7.       | Demonstrate sound judgement in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.  
- Students will gain knowledge through lecture content, interactive class discussions & activities, and assessed through objective tests, specifically with the cardiopulmonary unit. |
| 3         | B.6.1.       | Locate and demonstrate understanding of the professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.  
Explain how scholarly activities and literature contribute to the development of the profession.  
- Students will demonstrate through an evidence-based research project and subsequently present to their peers. |
| 4         | B.6.3.       | Demonstrate the skills to understand a scholarly report.  
- Students will gain knowledge through an evidence-based research project and subsequently present to peers. |
# TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>HOMEWORK/ACTIVITY (DUE DATES ARE GIVEN)</th>
</tr>
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</table>
| WEEK 1 | Mon 8-23  | Intro to Course and Syllabus               | Atchison Chapter 1                 | o Browse through the course site on Canvas  
  o Syllabus signature page to be submitted to Canvas by 11:59 pm on Wednesday, 8/26                   |
|        | Th 8-26   | Dementia                                   | Atchison Chapter 11                | Dementia: Application-based assignment to be submitted to Canvas by 11:59 p.m. Sunday, 8/29            |
| WEEK 2 | Mon 8-30  | CVA                                        | Atchison Chapter 17                | CVA: Application-based assignment to be submitted to Canvas by 11:59 p.m. Sunday, 9/5                |
|        | Th 9-2    | Low Vision Disorders                       | Atchison Chapter 26                |                                                                                                       |
| WEEK 3 | Mon 9-6   | Labor Day – NO CLASS!                      |                                    |                                                                                                       |
|        | Th 9-9    | TEST #1                                    |                                    | TEST #1 on Canvas: Opens 9/9 at 10 am & closes at 11:50 am                                           |
| WEEK 4 | Mon 9-13  | Acquired Brain Injuries                    | Atchison Chapter 20                |                                                                                                       |
|        | Th 9-16   | Acquired Brain Injuries and Assessments    |                                    | ABI: Application-based assignment to be submitted to Canvas by 11:59 p.m. Sunday, 9/19               |
| WEEK 5 | Mon 9-20  | Spinal Cord Injuries                       | Atchison Chapter 24                | SCI: Application-based assignment to be submitted to Canvas by 11:59 p.m. Sunday, 9/26               |
|        | Th 9-23   | Spinal Cord Injuries                       | Atchison Chapter 24                |                                                                                                       |
| WEEK 6 | Mon 9-27  | Progressive Neurodegenerative Disorders    | Atchison Chapter 22                | Progressive Neuro Disorders: Application-based assignment to be submitted to Canvas by 11:59 p.m.
  Sunday, 10/3.                                                                                       |
|        | Th 9-30   | Progressive Neurodegenerative Disorders    |                                    |                                                                                                       |
| WEEK 7 | Mon 10-4  | Cancer                                     | Atchison Chapter 27                |                                                                                                       |
|        |           | Evidence Based Research Discussions        |                                    |                                                                                                       |

You are required to read/watch ALL material located in the weekly modules PRIOR to the start of class.

*Please see individual assignment descriptions

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<thead>
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<th>Week</th>
<th>Monday</th>
<th>Topic</th>
<th>Tuesday</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 8</td>
<td>Mon 10-11</td>
<td>Cardiopulmonary Disorders</td>
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<td>Th 10-14</td>
<td>Diabetes</td>
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<td>Week 9</td>
<td>Mon 10-18</td>
<td>MIDTERM WEEK</td>
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<td>MIDTERM (Cumulative) on Canvas: TBA</td>
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<td>Th 10-21</td>
<td>MIDTERM WEEK</td>
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<td>Week 10</td>
<td>Mon 10-25</td>
<td>Orthotics</td>
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<td>Th 10-28</td>
<td>Burns</td>
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<td>Arthritis: Application-based assignment to be submitted to Canvas by 11:59 p.m. Sunday, 11/7</td>
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<td>Week 11</td>
<td>Mon 11-1</td>
<td>Rheumatic Diseases</td>
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<td>Th 11-4</td>
<td>Orthopedics</td>
<td></td>
<td>Arthritis: Application-based assignment to be submitted to Canvas by 11:59 p.m. Sunday, 11/7</td>
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<td>Week 12</td>
<td>Mon 11-8</td>
<td>Lower Extremity Joint Replacements</td>
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<td>Evidence-based research paper and PowerPoint due 11/14 at 11:59 p.m.</td>
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<td></td>
<td>Th 11-11</td>
<td>Amputations</td>
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<td>TEST #2 on Canvas: Opens 11/15 at 10:00 am &amp; closes 11:50 a.m.</td>
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<td>Week 13</td>
<td>Mon 11-15</td>
<td>TEST #2</td>
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<td></td>
<td>Th 11-18</td>
<td>Presentations of evidence-based research project</td>
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<td>Week 14</td>
<td>Mon 11-22</td>
<td>Presentations of evidence-based research project</td>
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<td></td>
<td>Th 11-25</td>
<td>Thanksgiving Break NO CLASS</td>
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<td>Week 15</td>
<td>Mon 11-29</td>
<td>Presentations of evidence-based research project</td>
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<td>Th 12-2</td>
<td>Presentations of evidence-based research project</td>
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<td>Week 16</td>
<td>Mon 12-6</td>
<td>Finals Week</td>
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<td></td>
<td>Th 12-9</td>
<td>Finals Week</td>
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<td>FINAL EXAM (cumulative) on Canvas: TBA</td>
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</table>
OTA 205
Medical Conditions in Occupational Therapy

Course Appendix
GROUP WORK CONCERNS FORM

A large part of working in healthcare is learning how to work as a part of a team. Unfortunately, it is not uncommon to have a team member who “doesn’t pull their weight” or performs at a lower level than expected or required. If a student perceives an inequity of individual student contributions during group projects, the student may bring it to the attention of the course instructor following the steps outlined on this form.

1. Name of student(s) completing form: _________________________________

2. Name of student of concern: _________________________________________

3. Course and Assignment: _____________________________________________

4. Specific explanation of perceived inequity of group member’s contributions. Include specific examples of behaviors that are of concern (i.e., lack of contribution, attend meetings, completion of assigned sections, lack of participation, lack of understanding/knowledge; low quality of submissions; etc.)

5. Date this group concern was brought to the student’s attention using and reviewing the information on this Group Work Concerns Form:

6. Response/outcome of meeting with group member (check all that apply):

   _____Issues were resolved  _____Student disagrees with feedback/issues not resolved

   _____Group has made alternative plans to ensure success of group work

   _____Group is requested meeting with course instructor

7. If needed, describe why student(s) feels this issue needs to be brought to the attention of the course instructor. What would the students like the outcome of the meeting with the instructor to be?

Signatures of ALL involved students must be below.

***Complete, scan, and email this form to the course instructor a MINIMUM of 24 hours prior to assignment due date/time.***
Forms of Academic Dishonesty

Plagiarism

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person’s actual words or replicates all or part of another’s product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or the findings with the intent to deceive. Examples include, but are not limited to:

1. Citing information not taken from the source indicated;
2. Listing sources in a reference not used in the academic exercise;
3. Inventing data or source information for research or other academic exercises

Cheating

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to:

1. Copying from another student’s test paper, project, product, or performance
2. Collaborating without authority or allowing another student to copy one’s work in a test situation
3. Using the course textbook or other material not authorized for use during a test
4. Using unauthorized materials during a test; for example notes
5. Resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

**What can students do to protect themselves from being charged with academic dishonesty?**

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying exams or assignments.
3. Check the course syllabus for a section dealing with academic dishonesty for that course.
4. Do not look in the direction of other students’ papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with instructors or academic departments when in doubt.
6. Discourage dishonesty among other students.
7. Refuse to assist students who cheat.
8. If extraordinary circumstances cause anxiety over taking an exam or getting an assignment in on time, talk to the instructor in advance. It is better to request special arrangements rather than resort to dishonesty.
9. Inform the instructor if you are aware of other students cheating.
CLASS PARTICIPATION SELF-MONITORING LOG

Place one hash mark for each instance of your participation (ex: I). For example, if a student answered three questions, then there would be three hash marks (III) under the “answered question” column. Your self-monitoring form may be collected periodically throughout the semester and be considered for your class participation points. Students may be asked to provide an example of their note-taking.

<table>
<thead>
<tr>
<th>DATE</th>
<th>PRESENT FOR CLASS</th>
<th>SPOKE IN GROUP</th>
<th>TOOK NOTES</th>
<th>PREPARED FOR CLASS</th>
<th>ASKED INSTRUCTOR A QUESTION</th>
<th>ANSWERED INSTRUCTOR’S QUESTION</th>
<th>ANSWERED ANOTHER STUDENT’S QUESTION</th>
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<td>Did I completely review the rubric (if applicable) for the assignment?</td>
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<td>Did I include/address each component of the rubric in my assignment?</td>
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<td>Did I check for spelling, grammar, and punctuation errors?</td>
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<td>Do I know the due date of my assignment?</td>
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<td>Do I know where to turn the assignment in? (i.e., assignments tab,</td>
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<td>instructor, email, etc.)</td>
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<td>Have I clarified any questions I have regarding the assignment with</td>
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HOW TO STUDY FOR THIS COURSE

1. Read all assigned readings.

2. Participate in class discussions.

3. Complete all application-based assignments prior to class & be prepared to discuss with group.

4. Plan ahead.

5. Participate in group activities.

6. Think about relation of the various medical conditions to the impact on an individual's daily life.

7. Ask questions!

8. If you receive a grade of a 'C' or lower on an exam or assignment, it is strongly recommended that you discuss with the course instructor in order to ensure understanding for advancement in course.

9. Study for examinations! 😊
OTA 205

Medical Conditions in Occupational Therapy

SIGNATURE PAGE

• It is your responsibility to read the course syllabus.
• You will be expected to abide by the regulations contained in it.
• If anything is unclear, discuss it with the instructor immediately.
• If any MHPC policy is unclear, discuss it with the Program Director immediately.
• You are encouraged to refer to it frequently.

Your signature below confirms that you have read, understood and agree to the conditions as stated in this syllabus:

_____________________________________________  __________________________
Student Signature                      Date

_____________________________________________
Print Name

Please sign & submit a scanned copy via Canvas by the first Thursday of class.