OTA 210
Analysis of Occupations

Course Syllabus
Fall 2021
OTA 210
Analysis of Occupations
2 Credit Hours

CLASS MEETINGS:    Mondays 2:30 p.m. – 3:20 p.m.

INSTRUCTOR:
Email:
Phone:

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 is designed to foster a beginning exposure to individuals experiencing a variety of physical or mental disabilities, including caregivers of individuals with disabilities, through community experiences. Through these experiences, students will develop skills in observation, analysis, interview, assessment and data collection, and relationship building. Students will complete writing assignments based on their observations, analysis, and performance of human occupation across the lifespan, with an emphasis on contextual factors impacting occupational performance. Through the written assignments, students will learn the style of professional writing required for OTAs. Professional and therapeutic relationships will be emphasized throughout the course.

**Relationship to Curriculum Philosophy and Design:**
Through this course, students will learn the necessary skills to become sensitive to individuals facing disabilities, to become comfortable interacting with them, and to see the person rather than the disability. Through this experiential approach to learning, students will gain an understanding of potential limited healthcare access for these individuals and the impact it has on their meaningful activities. Through this understanding, students can appreciate the need for advocating for clients, the need for occupation-based theories in practice, and continued lifelong learning, in order to strive for improved 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 Textbook:**
Heather Thomas, PhD, OTR/L. *Occupation-Based Activity Analysis, Second Edition*. Slack Books


Carol Tubbs, MA, OTR/L; Margaret Drake, PhD, OTR/L, ATR-BC, FAOTA. *Crafts and Creative Media in Therapy, Fifth Edition*

ISBN 10: 1630911097
ISBN 13: 9781630911096

**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, and Voice Thread.

**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.
- 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 his or her responsibility to discuss learning needs or difficulty with the instructor early in the course.
Instructional Methods

- Interactive class discussions
- In-class/group activities
- Supplemental readings
- Lecture
- Community experiences with volunteer
- Guest speakers
- Community support group

Assessment Methods

- Written assignments
- Participation (class & meetings with volunteer)
- Volunteer evaluation of student performance
- Peer review (of meeting performance & paper reviews)

EVALUATION METHODS

**Point distribution subject to change**

Assignments:

- Health Promotion and Wellness for Populations  50 points
- Written Behavioral Observation  50 points
- Therapeutic Media Assignment  100 points
- Collective total of Weekly Activities and Assignments  100 points
- Mid-Term  100 points
- Final  100 points

TOTAL  500 Points
Information in this syllabus is considered TENTATIVE, & subject to change. Instructor will inform students of any changes.

<table>
<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>
</tr>
<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.
### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>M</th>
<th>D</th>
<th>M</th>
<th>E</th>
<th>Points</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Student fulfilled all areas of assignment, as indicated in the assignment description, or in the assignment rubric. (70%)</td>
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**Life-Long Learning (10%)**
- Student included use of evidence to support work
- Student demonstrated knowledge of content of major concepts
- Implemented current practice trends

**Occupation-Based Theory (10%)**
- Student identified impact (enhance &/or hinder) on occupational performance
- Identified community involvement of client
- Functional, meaningful activity
- Productive living

**Ethics & Professionalism Standards (10%)**
- Student demonstrated familiarity with grammar, punctuation, spelling, and word usage; little or no surface detail errors. Presentation is professional.
- Showed clarity regarding the order in which content is presented
- Appropriate use of citations when used
- Reflection of various perspectives of individuals

### Assignment Grade

**Overall Comments**
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.

_________________________________________

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.

_________________________________________

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. 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.

_________________________________________

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, religion, sexual orientation, genetics, 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.

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.

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.
**Course Objectives:**
Course objectives correlate with the Standards for an Accredited Educational Program for the Occupational Therapist (ACOTE). This course meets the intent of the following Standards from the *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (ACOTE, 2018):*

<table>
<thead>
<tr>
<th>Objective</th>
<th>OTA Standard</th>
<th>Description</th>
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</table>
| 1         | B.3.2.       | Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.  
• Students will complete a minimum of one activity analysis. |
| 2         | B.3,4.       | Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.  
• Health and Wellness Project |
| 3         | B.3.6.       | Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.  
• Activity Analysis Form |
| 4         | B.5.2.       | Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant’s role  
• Health and Wellness Presentations |
| 5         | B.7.3.       | Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.  
• Health and Wellness |
| 6         | B.4.14.      | Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.  
• Students will complete written assignments based on community experiences with an individual with a disability (or a caregiver for one with a disability). |
ADDITIONAL COURSE OBJECTIVES

Models, Theoretical Concepts and Terminology
Upon successful completion of this unit by written examination, the student will discuss the Model of Human Occupation, concepts and terminology.

1. Identify the major categories of the Occupational Therapy Practice Framework:
   a. Performance in Areas of Occupation
   b. Performance Skills
   c. Client Factors
   d. Performance Patterns
   e. Performance Context

2. Articulate understanding of the meaning and dynamics of occupation and activity including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and client factors.

3. Differentiate between the terms activity, task, occupational performance, function, functional outcomes and intervention.

Therapeutic Utilization of Activity
Upon successful completion of this unit by written examination, the student will explain purposeful activity as a means of therapeutic intervention.

1. Explain historical roots of purposeful activity including arts and crafts.
2. Define the essential qualities of purposeful activity.
3. Describe the meaning and dynamics of occupation and activity including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and client factors.
4. Describe the therapeutic qualities of the activity.
5. Describe the historical roots of craftsmanship and its cultural significance.
6. Explain the benefits of crafts and other creative activities as therapeutic tools.
7. Define the terms grading and adapting as applied in occupational therapy intervention.

Activity Analysis
Upon successful completion of this unit by written examination, the student will define and describe the components of Activity Analysis.
1. Identify the physical and environmental requirements to perform an activity.
2. Identify precautions and contraindications in performing an activity.
3. Determine acceptable criteria for completion of the activity.
4. Perform analysis of selected activities.
5. Analyze performance areas, components, and contexts for selected activities.
6. Demonstrate ability to grade and adapt the environment, tools, materials, occupations and interventions.
7. Formulate intervention outcomes from engaging in activity.

### OTA 210 Analysis of Occupations SCHEDULE

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGs (To be completed <em>prior to class</em>)</th>
<th>HOMEWORK/ACTIVITY (DUE DATES ARE GIVEN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Mon 8/23</td>
<td>Introduction to Course and Syllabus</td>
<td>Thomas: Chapter 1</td>
<td>Syllabus signature page DUE August 30th at 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td>What is Activity Analysis</td>
<td></td>
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<tr>
<td>WEEK 2</td>
<td>Mon 8/30</td>
<td>Activity Analysis Step 1: Determine What Is Being Analyzed</td>
<td>Thomas: Chapters 2 and 3</td>
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<td></td>
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<td>Activity Analysis Step 2: Determine the Relevance and Importance to the Client</td>
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<tr>
<td>WEEK 3</td>
<td>Mon 9/6</td>
<td>Labor Day – No CLASS!</td>
<td></td>
<td>Written behavior Observation due at 11:59 on 9/10</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>Mon 9/13</td>
<td>Activity Analysis Step 3: Determine the Sequence and Timing</td>
<td>Thomas: Chapters 4 and 5</td>
<td>Sequence the Steps due 9/17 at 11:59 pm</td>
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<td></td>
<td>Activity Analysis Step 4: Determine Object, Space, and Social Demands</td>
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<tr>
<td>WEEK 5</td>
<td>Mon 9/20</td>
<td>Activity Analysis Step 5: Determine Required Body Functions</td>
<td>Thomas: Chapters 6, 7, and 8</td>
<td>Quiz 1: Due 9/24 at 11:59</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Monday Dates</th>
<th>Activities</th>
<th>Text References</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>WEEK 6</strong></td>
<td>Mon 9/27</td>
<td>Activity Analysis for Evaluation, Intervention Planning, and Outcomes Why use Crafts?</td>
<td>Thomas: Chapter 9 Tubbs: Chapters 1 and 2</td>
<td>Discussion due 10/1 at 11:59 pm</td>
</tr>
<tr>
<td><strong>WEEK 7</strong></td>
<td>Mon 10/4</td>
<td>How to use Crafts</td>
<td>Tubbs: Chapters 3, 4, and 5</td>
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<tr>
<td><strong>WEEK 8</strong></td>
<td>Mon 10/11</td>
<td>Health Promotion and Wellness Presentations</td>
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<td>All materials must be uploaded on Canvas by 11:59 on 10/10</td>
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<tr>
<td><strong>WEEK 9</strong></td>
<td>Mon 10/18</td>
<td>Midterms Week</td>
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<td>TBA</td>
</tr>
<tr>
<td><strong>WEEK 10</strong></td>
<td>Mon 10/25</td>
<td>Paper Crafts Mosaic and Glass Crafts Beading and Macramé</td>
<td>Tubbs: Chapters 6, 7, and 8</td>
<td>Quiz 2: Due 10/29 at 11:59</td>
</tr>
<tr>
<td><strong>WEEK 11</strong></td>
<td>Mon 11/1</td>
<td>Metal Crafts Traditional OT Crafts</td>
<td>Tubbs: Chapters 9 and 10</td>
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<tr>
<td><strong>WEEK 12</strong></td>
<td>Mon 11/8</td>
<td>Needlework Cooking as a craft</td>
<td>Tubbs: Chapters 11 and 12</td>
<td>Quiz 3: Due 11:12 at 11:59 pm</td>
</tr>
<tr>
<td><strong>WEEK 13</strong></td>
<td>Mon 11/15</td>
<td>Gardening and Nature Crafts Crafts from Found and Recycled Materials</td>
<td>Tubbs: Chapters 13 and 14</td>
<td>Quiz 4: Due 11/24 at 11:59</td>
</tr>
<tr>
<td><strong>WEEK 14</strong></td>
<td>Mon 11/22</td>
<td>Crafting with a Purpose Expressive Media</td>
<td>Tubbs: Chapters 15 and 16</td>
<td>Earlier due date due to holiday!!</td>
</tr>
</tbody>
</table>

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WEEK 16  |  Mon 12/6  |  FINALS WEEK!  |  Final Date: TBA

NOTE: You are required to read/watch ALL material located in the weekly modules PRIOR to the start of class.
OTA 210
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Course Appendix
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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Information in this syllabus is considered TENTATIVE, & subject to change. Instructor will inform students of any changes.
**SELF-ASSESSMENT OF MY WORK PRIOR TO TURNING IN**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<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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<tr>
<td>Did I check for spelling, grammar, and punctuation errors?</td>
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<tr>
<td>Do I know the due date of my assignment?</td>
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<tr>
<td>Do I know where to turn the assignment in? (i.e., assignments tab, instructor, email, etc.)</td>
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<tr>
<td>Have I clarified any questions I have regarding the assignment with my instructor?</td>
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</table>
HOW TO SUCCEED IN THIS COURSE

1. Ask questions!

2. Plan ahead.

3. Be prepared (i.e. review assignments, make a list of questions you may have) for each and every volunteer meeting.

4. Participate in class discussions.

5. Try to learn from your volunteer rather than treating the assignments as "just another project." The experience you will gain from your volunteers is invaluable and one that cannot be learned from a textbook.

6. Use people-first language with your volunteer & others.

7. Be respectful of your volunteer, this includes their time (arrive on time for scheduled sessions).

8. Schedule your next meeting with your volunteer prior to leaving each session.

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

10. If something doesn’t feel “right” with the interactions with your volunteer, then politely leave situation and contact course instructor immediately.

11. Utilize your home campus writing lab.

12. Enjoy and savor your learning experiences! 😊
OTA 210
Analysis of Occupations

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, scan and submit via Canvas by the first Friday, week 1.