OTA 255
Physical Disabilities Practice

Course Syllabus
Spring 2021

Clinical Instructor:
Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 255
Physical Disabilities Practice
Credits (4) – lecture (3), OTA 255A Physical Disabilities Practice Lab (1), OTA 255B Fieldwork

CLASS MEETINGS:
Monday Lecture 12:00 PM – 1:25 PM
Tuesday FW 9:00 AM-12:00 PM
Thursday 12:00 PM-1:25 PM
Wednesday Lab 1:00 p.m. – 4: 00 p.m.

INSTRUCTOR: Contact Information

MHPC OTA MISSION:
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.

The MHPC Associate of Applied Science degree in Occupational Therapy Assistant program aligns exceptionally well with the “service region” mission of each of the participating Consortium colleges and the over-all “Land Grant” mission of the University of Missouri, in following ways:

- Is intended to improve the quality of life of Missourians through teaching, discovery, and service.
- Is highly collaborative and emphasizes high quality, rigorous instruction.
- Addresses Missouri’s critical need for occupational therapy assistants in the immediate and long term, and will enhance the health of Missourians by increasing the health workforce and providing education in an area of high demand for traditional and non-traditional students. Is anticipated that the vast majority of this program’s graduates will continue to live and work in the same communities from which they were trained, thereby extending the positive benefits of the program.

COURSE DESCRIPTION:
This courses provides in-depth opportunities for students to develop assessment, intervention planning, intervention, and documentation skills to address a wide range of adult and geriatric physical disabilities and conditions typically treated by occupational therapy and occupational therapy assistants. Topics include, but are not limited to, stroke, spinal cord injury, fractures and joint replacement, head injury, and cardiopulmonary disorders. The use of splinting, orthotics, modalities, and assistive technology in treatment will also be presented. Students will learn to adapt the environment, tools, materials, and occupations to meet the self-care,
work, play, and leisure needs of the adult and geriatric population. Lab activities and Level I fieldwork opportunities will enable students to participate in and apply physical disabilities treatment principles to practice.

**Relationship to Curriculum Philosophy and Design:**
Physical Disabilities Practice will provide an opportunity for students to use the information learned in Medical Conditions in Occupational Therapy in practice. Experiential practice through fieldwork in their community and labs will allow the student to see firsthand the outcomes, or consequences of their intervention and effort. Experiential practice will encourage the students to have an appreciation for lifelong learning, as the more they learn, the more they will realize how much more there is to learn. Lifelong learning will provide the OTAS to stay current in predominately rural areas with information on health and wellness continually being updated. The assignments will provide opportunities for the students to learn from each other and in isolation, as well as collaborating with other disciplines. Emphasis placed on the importance of using occupation-based theories when implementing intervention to clients as well the importance of advocating for the clients throughout the OT process.

**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
- Successful completion (‘C’ or better) of each spring semester course required in the MHPC OTA program

**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, VoiceThread, Google Hangout, Poll Everywhere

**EMERGENCY PROCEDURES:**
Each student needs to be aware of the specific emergency procedures at their home campus. This includes location of emergency procedures, first aid kit(s), and clinical lab guidelines. 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 and/or lab, 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. 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 or lab (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.
- Students scoring below 70% on checkouts (i.e. role plays), will be required to complete remediation in written form, emailed to the course instructor within five days of notification of failure (by 11:59 pm). Only 50% of the total points will be available to the student during remediation. If a student is unable to pass the remediation, a learning contract will be developed and the student will be placed on academic probation.
- 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.
• NOTES ON FIELDWORK:
• Students must successfully complete and pass the fieldwork portion of this course. If a student does not successfully complete or pass the fieldwork portion of this course, they will fail the course, which will result in dismissal from the OTA program.
• See Academic Fieldwork Handbook for all requirements.
• Instructional Method
• Lecture
• Lab
• Fieldwork observations/experience
• Interactive class discussions
• Reading assignments
• Hands-on experience
• Research online
• Streaming video clips

Assessment Methods
• Midterm Exam (cumulative)
• Final Exam (cumulative)
• Practicum checkouts (via role play process)
• Fieldwork assignments
• Presentation
• Participation
• Site supervisor evaluation

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 score of “0” (F) on that examination.
• Please note that if student fails the checkouts and/or the Level I FW portion of this course, then student may fail the course due to inability to demonstrate essential skills needed for the OT profession. The Level I FW component of this course is graded on a pass/fail basis.
• Students scoring below 70% on checkouts (i.e. role plays), will be required to complete remediation in written form, emailed to the course instructor within five days of notification of failure by (11:59 pm).
  Only 50% of the total points will be available to the student during remediation.
  If a student is unable to pass the remediation, a learning contract will be developed and the student will be placed on academic probation.

Point Distribution

Lab Competencies: **300 points** (Details TBA due to Covid-19)
• Practicum checkouts and class activities (100 Points Total)
• Midterm mock treatment session (100 points)
• Final mock treatment session (100 points)

NOTE: You must pass each lab competency and both mock treatment sessions with a score of 70% or greater. Upon receiving a failing grade for a competency, you will be allowed one additional attempt. The highest grade you will receive for a second attempt at a competency is 70%. You may only retest two different competencies.

Fieldwork Assignments **200 points**

• Occupational Profile-25 Points
• SOAP Notes, Case Studies, Discussions-Combined total of 175 points

Mid-Term (cumulative): **250 points**

Final (cumulative): **250 points**

**TOTAL POINTS: 1000 POINTS**
MHPC OTA Program Rubric

This rubric will be used for all assignments, except discussions forum (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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<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>
</tr>
<tr>
<td>Criteria</td>
<td>N</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Student fulfilled all areas of assignment, as indicated in the assignment description. (70%)</td>
<td></td>
</tr>
<tr>
<td><strong>Life-Long Learning (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>Student included use of evidence to support work</td>
<td></td>
</tr>
<tr>
<td>Student demonstrated knowledge of content of major concepts</td>
<td></td>
</tr>
<tr>
<td>Implemented current practice trends</td>
<td></td>
</tr>
<tr>
<td><strong>Occupation-Based Theory (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>Student identified impact (enhance &amp;/or hinder) on occupational performance</td>
<td></td>
</tr>
<tr>
<td>Identified community involvement of client</td>
<td></td>
</tr>
<tr>
<td>Functional, meaningful activity</td>
<td></td>
</tr>
<tr>
<td>Productive living</td>
<td></td>
</tr>
<tr>
<td><strong>Ethics &amp; Professionalism Standards (10%)</strong></td>
<td></td>
</tr>
<tr>
<td>Student demonstrated familiarity with grammar, punctuation, spelling, and word usage; little or no surface detail errors. Presentation is professional.</td>
<td></td>
</tr>
<tr>
<td>Showed clarity regarding the order in which content is presented</td>
<td></td>
</tr>
<tr>
<td>Appropriate use of citations when used</td>
<td></td>
</tr>
<tr>
<td>Reflection of various perspectives of individuals</td>
<td></td>
</tr>
<tr>
<td><strong>Assignment Grade</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Comments</strong></td>
<td></td>
</tr>
</tbody>
</table>
TB POLICY FOR FIELDWORK

Students MUST have a current TB test (read within the last 12 months) to be able to attend Level I fieldwork (FW) rotations. Proof of a negative TB test MUST be turned in to course instructor no later than Week 4 of class.

- If a student’s TB test expires during the Level I FW rotation, it is the student’s responsibility to get another TB test and turn in the results to course instructor.
- If a student lets their TB test expire and does NOT provide the course instructor with a new TB test result, the student will NOT be allowed to attend FW rotations. This may result in delay or failure of FW, which may result in failure of the course and dismissal from the OTA program.

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.

Students MUST attend ALL fieldwork dates on the day/time assigned. If a student has a DOCUMENTED medical reason to miss a FW day, they MUST contact the course instructor and FW supervisor prior to their absence and provide medical documentation of absence within 24 hours of absence. FW hours will ONLY be made up if allowed and agreed upon by the course instructor AND the FW supervisor/site. Students may NOT independently decide on a FW day and time. Their assignment (including day and time) will be assigned by the Academic Fieldwork Coordinator.

- If a student does not follow the assigned FW day and time, they may be dismissed from the MHPC OTA program due to professionalism concerns.

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.

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, 2011):*

<table>
<thead>
<tr>
<th>Objective</th>
<th>B Standard</th>
<th>OTA Standard</th>
</tr>
</thead>
</table>
| 1         | B.1.1.     | Human Development, Body, & Behavior  
The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.  
Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.  
Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation |
| 2         | B.1.3.     | Social Determinants of Health  
Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations |
| 3         | B.2.1.     | Scientific Evidence, Theories, Models of Practice, and Frames of Reference  
Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational |
| 4         | B.3.2.     | Interaction of Occupation and Activity  
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 |
| 5         | B.3.4.     | Balancing Areas of Occupation, Role in Promotion of Health, and Prevention  
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. |
| 6         | B.3.6.     | Activity Analysis  
Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan |
| 7         | B.3.7.     | Safety of Self and Others  
Demonstrate sound judgment 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. |
| 8         | B.4.1.     | Therapeutic Use of Self  
Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. |
<table>
<thead>
<tr>
<th>Objective</th>
<th>B Standard</th>
<th>OTA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>B.4.2.</td>
<td><strong>Clinical Reasoning</strong>&lt;br&gt;Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.</td>
</tr>
<tr>
<td>10</td>
<td>B.4.3.</td>
<td><strong>Occupation-Based Interventions</strong>&lt;br&gt;Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention</td>
</tr>
<tr>
<td>11</td>
<td>B.4.4.</td>
<td><strong>Standardized and Nonstandardized Screening and Assessment Tools</strong>&lt;br&gt;Contribute to the evaluation process of client(s)’ occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence based intervention plans and strategies. Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</td>
</tr>
<tr>
<td>12</td>
<td>B.4.9.</td>
<td><strong>Remediation and Compensation</strong>&lt;br&gt;Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.</td>
</tr>
<tr>
<td>13</td>
<td>B.4.10.</td>
<td><strong>Provide Interventions and Procedures</strong>&lt;br&gt;Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.</td>
</tr>
<tr>
<td>14</td>
<td>B.4.11.</td>
<td><strong>Assistive Technologies and Devices</strong>&lt;br&gt;Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.</td>
</tr>
<tr>
<td>15</td>
<td>B.4.12.</td>
<td><strong>Orthoses and Prosthetic Devices</strong>&lt;br&gt;Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices.</td>
</tr>
<tr>
<td>16</td>
<td>B.4.13.</td>
<td><strong>Functional Mobility</strong>&lt;br&gt;Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.</td>
</tr>
<tr>
<td>17</td>
<td>B.4.14.</td>
<td><strong>Community Mobility</strong>&lt;br&gt;Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.</td>
</tr>
<tr>
<td>18</td>
<td>B.4.15.</td>
<td><strong>Technology in Practice</strong>&lt;br&gt;Demonstrate knowledge of the use of technology in practice, which must include: Electronic documentation systems Virtual environments Telehealth technology</td>
</tr>
<tr>
<td>Objective</td>
<td>B Standard</td>
<td>OTA Standard</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 19        | B.4.16.    | **Dysphagia and Feeding Disorders**  
Demonstrate interventions that address dysphagia and disorders of feeding and eating and train others in precautions and techniques while considering client and contextual factors. |
| 20        | B.4.17.    | **Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices**  
Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions. |
| 21        | B.4.18.    | **Grade and Adapt Processes or Environments**  
Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. |
| 22        | B.4.20.    | **Care Coordination, Case Management, and Transition Services**  
Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments |
| 23        | B.4.21.    | **Teaching–Learning Process and Health Literacy**  
Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches:  
To design activities and clinical training for persons, groups, and populations.  
To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. |
| 24        | B.4.22.    | **Need for Continued or Modified Intervention**  
Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist |
| 25        | B.4.24.    | **Effective Intraprofessional Collaboration**  
Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. |
| 26        | B.4.26.    | **Referral to Specialists**  
Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. |
| 27        | B.4.28.    | **Plan for Discharge**  
Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. |
<table>
<thead>
<tr>
<th>Objective</th>
<th>B Standard</th>
<th>OTA Standard</th>
</tr>
</thead>
</table>
| 28        | B.4.29     | **Reimbursement Systems and Documentation**  
Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes) and coding and documentation requirements that affect consumers and the practice of occupational therapy.  
Documentation must effectively communicate the need and rationale for occupational therapy services. |
OTA
255
Physical Disabilities Practice

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.

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

Student completing form: _______________________________________________

Student’s explanation of perceived inequity of group member’s contributions (please identify specific assignment and involved student). 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):

Date this group concern was brought to other student’s attention:

Response/outcome of meeting with group member:

Why the reporting student feels this issue needs to be brought to the attention of the course instructor:

If outcome did not resolve issue, what specifically are you requesting of the course instructor?

Signatures of ALL involved students must be below.
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SELF-ASSESSMENT OF MY WORK PRIOR TO TURNING IN**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I completely review the rubric (if applicable) for the assignment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I include/address each component of the rubric in my assignment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I check for spelling, grammar, and punctuation errors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I know the due date of my assignment?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do I know where to turn the assignment in? (i.e., assignments tab, instructor, email, etc.)

Have I clarified any questions I have regarding the assignment with my instructor?

**HOW TO STUDY FOR THIS COURSE**

1. Read all assigned readings *prior to* class and definitely prior to lab.

2. Participate in class discussions.

3. Participate in group activities.

4. Participate in lab activities.

5. Plan ahead.

6. Utilize time efficiently in lab to optimize on your hands-on experience.

7. Try to connect your fieldwork observations to what you are learning in class/lab and vice versa.

8. View the streaming video clips for practice in making observations.

9. All written examinations are similar to NBCOT format with emphasis on application. Remember this when studying!

10. Ask questions!

11. 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.

12. Have fun & savor the learning experiences.
OTA 255
Physical Disabilities Practice

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 Wednesday of class.