OTA 270
Professional Skills

Course Syllabus
Spring 2021

Clinical Instructor:
Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 270
Professional Skills
3 Credit Hours
CLASS MEETINGS:
Monday/Thursday Lecture 9:00 a.m. – 10:25 a.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 nontraditional 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:
The Professional Skills course is designed to foster practical professional skills in critical thinking, using literature to make evidence-based practice decisions and recommendations, and using theory to guide practice. Practical skills needed for assessment, goal planning, intervention planning, documentation, discharge planning, other professional written and verbal communication skills, as well as therapeutic use of self, consumer and professional advocacy, and ethics in daily practice will be emphasized.
Relationship to Curriculum Philosophy and Design:
Through this course, students will learn the necessary skills that are integral to the occupational therapy practitioner in order to build rapport with clients, families, and team members to work toward the common goal of the client's increased independent living. As students learn the importance of therapeutic use of self, professional communication skills, and ethics, they will use this when collaborating with team members in their lifelong learning. It is through this lifelong learning that students build competency by using evidence based research in their practice. Ultimately, the skills learned in this course will be at the center of each interaction that the students have in their future practice in helping members of their community to lead productive lives with the overall goal of 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
- Successful completion (‘C’ or better) of each spring semester course required in the MHPC OTA program

Required Textbook:

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

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 inclass 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 is the student's 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 Method**
- Lecture
- Interactive class discussions/activities
- Reading assignments

**Assessment Methods**
- In class activities/assignments
- Professional portfolio
- Written assignments
**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 40 points
- Reflections Discussions 60 Points
- Resume 100 Points
- Professional Portfolio and Presentation 100 Points
- Professional (Mock) Interview 100 points
- Midterm and Final 50 points each

**TOTAL POINTS** 500 POINTS

<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>
</tbody>
</table>
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>Criteria</th>
<th>N M</th>
<th>D</th>
<th>M</th>
<th>E</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
</table>

Information in this syllabus is considered TENTATIVE, & subject to change. Instructor will inform students of any changes.
<table>
<thead>
<tr>
<th>Student fulfilled all areas of assignment, as indicated in the assignment description. (70%)</th>
</tr>
</thead>
</table>

**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.

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, religion, sexual orientation, genetics, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. In addition, students will attend in a hostile free environment. 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>
</tr>
</thead>
</table>
| B.5.5.    | Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.  
  - Students will discuss the processes for licensure for both National and State regulatory boards.  
  - Students will be responsible for answering exam questions regarding the Missouri OT Practice Act, OT professional organizations, billing and reimbursement, opportunities for OT service on professional boards and commissions, Level II fieldwork requirements, NBCOT exam prep, state licensing, etc. |
| B.6.1.    | Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidenced-based practice decisions in collaboration with the occupational therapist.  
  - Explain how scholarly activities and literature contribute to the development of the profession.  
  - Students will utilize published evidence, determining its quality, for all project development. |
<table>
<thead>
<tr>
<th>Objective</th>
<th>OTA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B.7.2. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.</td>
</tr>
<tr>
<td></td>
<td>• Students will compile information on local, state, and national organizations, and will discuss the importance of these as related to the OT profession. Students will utilize information from professional organization resource databases.</td>
</tr>
<tr>
<td></td>
<td>• Students will participate in a voluntary student organization to address professional membership, professional responsibilities, and leadership opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Students will complete an exam regarding professional organizations and opportunities.</td>
</tr>
<tr>
<td></td>
<td>B.7.4. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.</td>
</tr>
<tr>
<td></td>
<td>□ Students will compile a professional portfolio throughout the course. Students will utilize published evidence for all project development.</td>
</tr>
</tbody>
</table>

Information in this syllabus is considered TENTATIVE, & subject to change. Instructor will inform students of any changes.
OTA 270
Professional Skills

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.
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>
<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>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>
<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>
<tr>
<td>Do I know where to turn the assignment in? (i.e., assignments tab, instructor, email, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I clarified any questions I have regarding the assignment with my instructor?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW TO STUDY FOR THIS COURSE

1. Read all assigned readings.

2. Plan ahead.

3. Be enthusiastic about the creation of your professional portfolio website! This is just the beginning of a resource you can use for the remainder of your career.

4. Ask questions!

5. 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.

6. Use your peers as a resource!

7. Be sure to USE your professional portfolio as a way to highlight your strengths during Level II FW & job interviews! 😊
OTA 270
Professional Skills

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.

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