Catalog Description:
This Seminar-based course is designed to complement Level II fieldwork by creating a discussion forum addressing events, skills, knowledge, and/or behaviors related to the practice environment. Learning activities reflect the application of didactic coursework to the clinic and test-taking strategies for certification exams.

Prerequisites: All academic courses listed in the OTHA curriculum must be completed prior to beginning OTHA 2230. This course is a co-requisite with OTHA 2266 and OTHA 2267.

Semester Credit Hours: 2
Lecture Hours per Week: 2
Contact Hours per Semester: 32

State Approval Code: 51.0803
Class Section Meeting Times:

Instructional Goals:
Demonstrate appropriate resource management; demonstrate stress management skills; discuss appropriate treatment interventions based on research; and discuss effective communication skills with supervisors, peers, clients, and other professionals. Initiate application process for professional credentialing; identify techniques to increase employment marketability; and demonstrate proficiency on simulated certification exams.

Relationship to OTA Curriculum:
In this course students discuss the various roles and requirements of the COTA in the work setting based on their current and/or past experiences in level II fieldwork. Students learn the process of state and national credentialing in OT and develop a professional portfolio to showcase their unique abilities and skills. Students are also given opportunities to complete computerized exams similar to national certification and licensing exams.
Specific Course Objectives (includes SCANS):
After studying the material presented in texts, lecture, course handouts, Canvas assignments, and other resources, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.

1. Demonstrate the ability to read, understand, interpret and apply the Texas Board of Occupational Therapy Rules regarding the provision of OT services in Texas including (B.5.5):
   a. Identifying and developing ongoing professional development activities (B.7.4)
   b. OT Code of Ethics, including examples and consequences of breach
   c. Liability issues related to current models of service provision (B.7.5)
   d. COTA supervision and temporary licensee supervision
   e. OT service provision
   f. Licensure eligibility and application procedures

2. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3)

3. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. B.7.3

4. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. (B.6.1)

5. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (B.4.6)

6. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and/or psychosocial and behavioral health deficits that affect occupational performance. (B.4.9)

7. 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. (B.4.11)

8. Demonstrate knowledge of personal and professional responsibilities associated with providing OT services on a contractual basis. (B.7.5)

9. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. (B.4.19)

10. Increase personal employment marketability by developing a professional portfolio.

*Numbers in parenthesis correlate educational standards for the OTA established by the Accreditation Council for Occupational Therapy Education.

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<tr>
<th>SCANS</th>
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<tbody>
<tr>
<td>Basic Skill Competencies</td>
<td>Workplace Competencies</td>
<td></td>
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<tr>
<td>A. i, ii, iv, v</td>
<td>A. i, iii, iv</td>
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<td>B. i, ii, iii, iv, v</td>
<td>B. i, ii, iii</td>
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<td>C. i, ii, iii, iv, v</td>
<td>C. i, ii, iii, iv</td>
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<td>D. i</td>
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Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Methods of Instruction/Course Format/Delivery:
This course is offered in a face to face, Web-enhanced format. Course material will be presented in a variety of formats. Pre-class assignments available via Canvas may include text readings, content page readings, voice over PowerPoint presentation and videos. Student will be expected to discuss and apply pre-class assignment materials. Both in-class and online discussions are required.

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<thead>
<tr>
<th>Course Objective #</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>2, 4-6</td>
<td>Case Study</td>
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<tr>
<td>1</td>
<td>Simulated licensure and certification exam questions</td>
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<tr>
<td>10</td>
<td>Professional Portfolio Assignment</td>
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<td>7, 8, 9</td>
<td>Discussion Posting</td>
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<td>3</td>
<td>OT Promotion Assignment</td>
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Major Assignments / Assessments:
The following items will be assigned during the semester and used to calculate the student’s final grade:

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<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Case Study</td>
<td>30%</td>
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<tr>
<td>Simulated licensure and certification exams</td>
<td>20%</td>
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<tr>
<td>Portfolio/Resume</td>
<td>30%</td>
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<tr>
<td>Discussion Postings</td>
<td>10%</td>
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<tr>
<td>OT Promotion</td>
<td>10%</td>
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Course Grading:

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<th>Score (in percentages)</th>
<th>Letter Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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Note 1: No scores will be rounded.
Note 2: All rules and regulations printed in the College catalog, The Pathfinder and the OTA Student Policy Manual will be reinforced throughout this course.
Note 3: The OTA Program will not tolerate any form of academic dishonesty as defined in The Pathfinder or unethical behaviors as defined in the OTA Program’s Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors
of any type will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.

**Textbook, Materials and Supplies:**
Required Text:

**Additional Course Information:**
This course requires the consistent use of Canvas for access to the course schedule, daily reading assignments, instructor correspondence, classroom discussion, quizzes and examinations.

**Other:**
• For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
• For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
• If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
   a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize (“Seeing Things in the Mind’s Eye”): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
   a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
         Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) Interpersonal Skills: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer's expectations.
      iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
i) Acquire and Evaluate Information.
ii) Organize and Maintain Information.
iii) Interpret and Communicate Information.
iv) Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use online computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.