



**OTAP 180 Analysis-OT Interventions II section name section credit hours**  
**Credits**  
**Syllabus**

## Course Information

**Meeting times and location:** section meeting\_times section location

**Catalog description:** This course is a continuation of OTAP 140: Analysis-Occupations & Interventions I. Emphasis is on advanced techniques and applications used in traditional and non-traditional practice settings.

**Prerequisites:** course prereqs

**Terms offered:** Spring Only

**Section-specific Course Description:**

## Course Level Objectives

Course Learning Outcomes

Upon successful completion of the course, the student will be able to...

1. Demonstrate ability to select, prioritize, and plan occupations or activities to implement for specific populations.
2. Demonstrate ability to teach others implementation techniques (i.e., compensatory strategies) to enhance occupational performance and/or use of equipment for specific populations, occupations or activities.
3. Demonstrate ability to implement safety while using techniques and equipment.
4. Demonstrate advanced documentation skills.
5. Demonstrate ability to promote occupational therapy to selected audiences.

## Specific Learning Objectives

During this course you will be engaged in addressing the following course objectives:

1. Demonstrate ability to select, prioritize, and plan evidence-based interventions to implement for specific populations.

1a. Define theory development and apply scientific evidence, theories, practice models, and frames of reference that underlie the practice of OT to guide and inform intervention for clients. (B.2.1., B.2.2.)

1b. Compare and contrast various therapeutic modalities (“occupations as means”) and their use in client care. (B.5.15., B.5.24.)

1c. Demonstrate knowledge of the use of technology in practice. (B.4.15.)

1d. Explain the need for and strategies with assistive technologies and devices to enhance occupational performance and foster participation and well-being. (B.4.11.)

1e. Demonstrate the ability to contribute to the evaluation process, report on data, analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to implement the intervention plan. (B.3.6., B.4.4., B.4.6.)

1f. Using clinical reasoning and evidence-based practice decisions, select and provide direct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living, instrumental activities of daily living (including community mobility), education, work, play, leisure, and social participation. (B.4.2., B.4.3., B.4.10., B.4.14. B.6.1., B.6.2.)

2. Demonstrate therapeutic use of self as part of the therapeutic process and the ability to teach others implementation techniques (i.e., compensatory strategies) to enhance occupational performance and/or use of equipment for specific populations, occupations or activities.

2a. Describe the rationale and demonstrate the ability to evaluate vital signs. (B.3.3.)

2b. Demonstrate proper novice level use of thermal and mechanical agent modalities. (B.4.17.)

2c. Demonstrate clinical reasoning, and the ability to adapt the environment, tools, materials and occupations to the needs of the client, incorporating grading

techniques for selected activities by employing logical thinking and creativity. (B.4.2., B.4.18.)

2d. Demonstrate therapeutic use of self and the ability to effectively explain and teach the use of compensatory strategies with a variety of techniques to help client achieve the optimal level of occupational performance. (B.2.10., B.4.1., B.4.3., B.4.18., B.4.23., B.4.21.)

3. Demonstrate ability to implement safety while using techniques and equipment.

3a. Describe and employ effective safety techniques utilized in working with clients. (B.3.7., B.4.18.)

3b. Demonstrate proper body mechanics, ergonomics, and safe techniques during functional mobility training. (B.3.7., B.4.13., B.4.18.)

3c. Demonstrate proper positioning and basic wheelchair safety. (B.3.7., B.4.13, B.4.18.)

3d. Demonstrate safe use of mobility aids. (B.3.7., B.4.13.)

4. Demonstrate advanced documentation skills.

4a. Given video, simulation, or written scenarios, demonstrate knowledge of coding and documentation requirements and compose documentation, in both traditional and electronic documentation formats, suitable for various practice settings that effectively communicates the need and rationale for occupational therapy services. (B.4.15., B.4.29.)

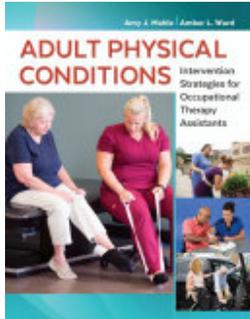
5. Demonstrate ability to promote occupational therapy to selected audiences.

5a. Promote occupational therapy and explain the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being by effectively communicating and educating other professionals, service providers, consumers, and the public. (B.3.3, B.4.23., B.7.3.)

The numbers in parentheses following each objective correlate to the 2018 OTA educational standards established by the Accreditation Council for Occupational

Therapy Education.

## Required Texts and/or Materials



**Adult Physical Conditions**  
9780803689800  
Amy J Mahle, Amber L Ward  
F.A. Davis  
2018-04-17

*image  
not  
available*

**Principles & Techniques of Patient Care [With EBook Package]**  
9780323445849  
Frank M. Pierson, Sheryl L. Fairchild  
Elsevier  
2018

## Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

## Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For tickets and password reset: [San Juan College Help Desk](#)

For Canvas support information: [Canvas Support](#)

# Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

## Course Requirements

Students will do the following activities: Students will be involved in the following course activities in order to successfully complete OTAP 180: Students will complete assigned readings, view assigned videos, and review handouts in order to reinforce content learned. Students will be involved in many hands-on practical experiences to review and learn course content. Students will complete tests, simulations, practicals, and a consumer education project in order to receive a final grade.

## COVID Safe Practices for Being on Campus

Masks / cloth face coverings must be worn while on campus in accordance with the New Mexico public health order. If you feel that you cannot wear a mask due to health complications, please contact Disabilities Services: [disabilityservices@sanjuancollege.edu](mailto:disabilityservices@sanjuancollege.edu) or call (505) 566-3271. Hand sanitizer stations are at all building entrances, please “wash in, wash out”--clean your hands when you enter and before you leave. Classrooms and labs have been arranged to allow for social distancing; please respect your classmates and instructors by staying 6 feet away from everyone. You will be expected to disinfect your table or area prior to class and after class, cleaning products will be provided for this purpose. Check with your instructor for specific policies for their course. Please do not congregate in hallways or common areas, instead utilize our beautiful outside spaces and weather to visit with your friends and colleagues from a safe distance.

If you have been in contact with anyone who has tested positive for COVID-19, has symptoms, or is waiting on test results, contact your instructor and DO NOT come to class. If you have tested positive, have symptoms or are waiting on test results, contact your instructor and DO NOT come to class. Your health care provider or the assigned contact tracer will let you know when it is safe for you to be around others.

## Student Support

**Student Services and Support**

The Student Support webpage provides information on counseling, tutoring, technical support, and many other support services available to San Juan College students.

[Student Support](#)

### **Academic Support**

Academic Support webpage provides information on academic advising, the library, Testing Center, and the honors program.

[Academic Support](#)

## **Participation and Attendance Policy**

Participation and Attendance Policy

ATTENDANCE:

This program is preparation for a career as a professional; the attendance policy reflects what is expected for continued employment. Students are expected to regularly attend all classes. Valid reasons for missing classes do not relieve the student of making up any missed work. It is the student's responsibility to notify the OTA office or the instructor of record if the student will be tardy or absent and to make up class work in a timely manner.

The student must call the OTA office prior to the class, lab, or clinical day to report an intended absence/tardy. The student must provide a bona fide reason for missing class, lab, or clinic (i.e. emergencies, severe illness, death). You may still receive a tardy even though reported. Appointments, vacation, and minor illnesses are not appropriate reasons. If the student misses class due to an emergency, severe illness, or a death in the family, they must provide written documentation for the absence/tardy. If you will be absent or late, call the office as soon as possible at 505-566-3849 and leave a voice message if no one answers.

Please do not ask a fellow student to tell the instructor, director or administrative assistant that you will be late. They are not responsible for your schedule!!! If you choose this option or do not inform the instructor in a timely manner, the absence or tardy will be unexcused!

The student is responsible for making up all lost work. If the student misses a class, he/she is required to obtain the lecture notes from another student. If the student misses lab, he/she must contact the instructor to make arrangements to make-up for any missed instruction and make up any missed lab hours.

#### ABSENCES:

Students are not allowed to miss or have more than three days of absences without a grade penalty, in any one semester.

#### TARDINESS:

Tardiness is a form of absenteeism, is disruptive and disrespectful to the class. A student who arrives after the start of published class time will be considered "tardy". Two "tardies" will equal one absence. Students arriving late must notify the instructor class to change the "absence" to a "tardy". Leaving class or lab early is also considered an incidence of tardiness. The student will be considered absent if a student misses more than 30-minutes (any combination of time) of a course which lasts two or more hours.

The following disciplinary actions in regards to attendance apply for each course, each semester:

First Absence/2 Tardies:

Verbal Warning

Second Absence/4 Tardies:

Written Warning and Formal Plan of Action

Third Absence/6 Tardies:

Written Warning, Formal Plan of Action, and Final Course Grade Lowered by 10 Points

Two Tardies Equal an Absence

For all lecture/lab courses, the first absence/tardy 1 & 2 will result in a verbal warning. The second absence/tardy 3&4 will result in a written (i.e. formal plan of action). After the third absence/tardy 5 & 6, the student will receive a written warning and the course grade will be lowered by ten (10) points for each course that specific semester. If the student currently has a course grade of "C" for that semester, the student will be at risk for dismissal from the program.

## Other Classroom Policies and Expectations

#### MAKE-UP EXAMINATIONS:

1. All major exams, including practical examinations and finals are to be taken at their scheduled times and dates.
2. A "0" (zero) will be recorded if the student is absent and does not notify the instructor of the absence prior to the examination.

3. Make-up exams are at the discretion of the instructor.
4. Should circumstances beyond the student's control prevent taking an examination, it is the responsibility of the student to contact the course instructor regarding a possible make-up exam.
5. Make-up exams will cover the same original exam content; however, the exam may be presented in a different format. The length of time for the exam will be the same as the original.
6. Pop quizzes may be given during class that covers the assigned reading material. Pop quizzes cannot be made up. The value of the quizzes will be incorporated into the student's total grade.

#### LATE WORK:

Assignments are due at the beginning of class. Assignments not turned in at that time but received within 24 hours will be given a starting grade of 80. Any deficiencies in the quality of the assignment will result in the lowering of the grade. Assignments received 24 hours after the start of class will be given a "0" (zero).

#### LAB EXAMINATIONS:

You have two attempts to pass any lab exam taken in the program. If you do not pass the first exam, you will be given no higher than an 80% as a passing score on the second attempt. If you require a third attempt, you will be given no higher than a 70% and if you fail the third attempt, you may be dismissed from the program and options will be discussed.

#### ELECTRONIC DEVICES:

The student is expected to show respect for others when using electronic devices. Unless directed by the course instructor, students are required to silence and store out of sight all electronic communication devices such as pagers, cellular phones, laptops, etc. when in classrooms, laboratories, libraries, clinics, or other areas where such devices would interfere with instruction and learning. Returning text messages will be done during breaks or lunch. This also applies when at clinical sites.

#### LAB SAFETY/DRESS:

On the day of lab or practical exams, casual professional attire is required. This attire can consist of pants and top or if you have them available you can wear scrubs. Close-toed shoes and socks are to be worn, tennis shoes are acceptable. Open-toed, or open-backed shoes are not to be worn. Artificial or long nails and inappropriate clothing for labs is unacceptable. Also, offensive body odor (please use deodorant), mouth odor (please use mouthwash or have gum with you), or tattoos (please cover them if advised by staff) are not appropriate for the lab or classroom setting. Piercings on ears only allowed. You will be working closely with other individuals and proper hygiene is required. Name badge is to be worn during practical exams.

#### PRESENTATION DRESS:

On the day of assigned presentations, casual professional attire is required. This attire can consist of pants/slacks and top or scrubs. Close-toed shoes and socks are to be worn, tennis shoes are acceptable. Open-toed or open backed shoes are not to be worn. Artificial or long nails and inappropriate clothing for labs is unacceptable. Also, offensive body odor (please use deodorant), mouth odor (please use mouthwash or have gum with you), or tattoos (please cover them if advised by staff) are not appropriate for the lab or classroom setting. Piercings on ears only allowed. You will be working closely with other individuals and proper hygiene is required.

#### CONCERNS ABOUT THE CLASS/CHAIN OF COMMAND:

If you have any questions or concerns about this class, first contact the instructor in order to collaborate in resolving the situation. If, after trying the agreed upon options, you are not satisfied with the progress made, then make an appointment with the program director and present a written document identifying the issues and the steps you have taken concerning the situation with the program director.

If you have a problem with a classmate, please speak with the classmate and try to resolve the issue. If problems continue, please see the course instructor.

## Canvas Participation and Expectations

Since this course is a blended course (where there are face-to-face components and components which need to be completed online), the expectation is that each student will access Canvas accordingly throughout the course to complete necessary preparation work and assignments. Please refer often to the Course Calendar.

## Instructor Response Time

Instructor will respond to questions via phone or email within 24 hours during the work week. It may take me up to 48 hours to respond to questions sent over the weekend. Assignments are graded within one week of the due date. Tests/quizzes will be graded within 24-48 hours of the date offered.

## Course Time Commitment

Expect to spend 7-10 hours a week to complete the necessary readings, assignments, and preparation needed to fully participate in class.

## Grading

Final grades are calculated based on the following...

#### OTA Grading System

92-100= A= 4 points per semester hour

84-91.99= B= 3 points per semester hour

75-83.99= C= 2 points per semester hour

70-74.99= D= 1 point per semester hour

Below 69.99= F= 0 point per semester hour

All courses within the OTA curriculum, without exception, must be completed with a final grade of "C" or higher. The following is the official method of grading:

NOTE: All courses within the OTA Program curriculum, including pre-requisites and general education courses, must be completed with a grade of "C" or higher to progress in the program and complete the degree plan. It is vitally important that the student be aware of his/her running average in each class and to recognize when assistance or tutoring is needed. Each student must take the responsibility to approach the instructor for guidance in studying or to discuss grades.

To determine final grades use the calculations above along with the table below...

Category	Weight
Professionalism	5
Assignments	15
Project	10
Practicals	25
Lecture Tests	20
Practical Final	10
Lecture Final	15

What does it mean to weight a grade? When grades are weighted, some assignments (e.g. Final Exam) or categories of assignments (e.g. Quizzes) count more than others. Why not just assign more points to the things that are harder? In a perfect world this would work. However, there is far more flexibility in weighting grades. If an instructor decides that quizzes should make up 25% of the total points in a course, it doesn't matter whether there is 1 quiz, 5 quizzes or, heaven forbid, 50 quizzes. The total points earned for the quizzes still makes up 25% of the final grade. If an instructor decides to increase or decrease the workload based on the particular needs of any group of students, weighted grades make that easy. In a scenario where grades are weighted by category and the number of assignments in a category changes, no changes to the course points or course guide would be necessary. If, on the other hand, the point system was used, and a change to the course assignments is needed, the total points for the class would change and the course guide would need to be updated. How are the points for a weighted item calculated? Multiply each score over the total points possible by the weight. For example, the midterm is worth 100 points. If you earned 90/100 the calculation would be  $.25(90/100) = .225$ . Expressed as a percent, you earned 22.5%

## Key Dates to Remember

[Full Academic Calendar](#)

## Course Schedule

Find Course Schedule in "Getting Started" Module of Canvas Course

## College Policies

The following information also applies to your work in this class. If you have special needs for campus emergency situations, please inform me immediately.

### 1. **Academic Accommodations - American with Disabilities Act (ADA)**

If you believe you need academic accommodations due to physical or learning disabilities, you are encouraged to inform them as soon as possible. The coordinator can work with you in verifying your disabilities and developing accommodation strategies. Please go to [Disability Services Office](#), click the button for "Request for Services" and complete all the steps.

You can also contact the college's disability coordinator in the Advising/Counseling Center at 566-3271 or [disabilityservices@sanjuancollege.edu](mailto:disabilityservices@sanjuancollege.edu). More information is

available on the website listed above.

## 2. **The Family Educational Rights and Privacy Act (FERPA)**

Your personal information and grade are confidential. Aside from routine reporting to the college required for this course, I will not share such information with anyone unless I have your permission.

## 3. **Academic Honesty Rules**

San Juan College expects all students to adhere to the [Academic Honesty Rules](#) as posted online. These are the official guidelines for all classes at San Juan College (July 2006).

## 4. **Student Conduct Statement**

College is preparation for professional opportunities, and professional conduct is expected in courses, including online classes, as well as any written communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, hostile, belittling, bullying or other disruptive behavior will be subject to potential consequences and possible dismissal from the college. The college will take appropriate action when students demonstrate threatening behavior (to others or self). Students should refer to the Code of Conduct in the Student Handbook for additional information.

## 5. **Student Safety**

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages – whether for school closures due to weather or for more or urgent situations. Rave is San Juan College’s emergency messaging system. Through your SJC student email, you will automatically receive email messages, however, it is also vital that you receive text messages. In order to receive the messages, you must register in a simple process with [Rave](#). When registering, please make sure that your mobile status is “confirmed.”

The Department of Public Safety is available 24 hours per day. In an emergency, they can be accessed by calling 215-3091 or 566-3333.

In the event of an emergency, a Rave message will be sent, and depending on the situation, you will be instructed to do one of the following:

- Evacuate the building
- Shelter in place (Campus doors are locked, and operations continue as normal. During this situation, no one other than law enforcement is allowed in or out of the campus.)
- Lockdown (Campus doors are locked. All operations cease, and you should take cover in your immediate area. No one other than law enforcement is allowed in or out of the campus.)

## 6. **Non-Discrimination, Sexual Harassment, and Retaliation.**

San Juan College does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, genetic, veteran's status, or on the basis of any other category protected under federal, state and local laws. If you have experienced sexual harassment, sexual assault, or any other form of protected class discrimination, we encourage you to make a report. If you report to a faculty member, she/he/they are obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. These disclosures include but are not limited to reports of sexual assault, dating/domestic violence, and stalking. You may also make a confidential report to a SJC Counselor. Please refer to San Juan College's [Title IX](#) site for further details.

San Juan College's Title IX Coordinator is Stacey Allen, Assistant Director of Human Resources/Equity, Diversity, and Inclusion Officer. The office is located at the Educational Services Center Building, 2nd Floor, Human Resources, Room 4243 at (505) 566-3515 or [allens@sanjuancollege.edu](mailto:allens@sanjuancollege.edu).

## 7. **Drop for Non-Attendance and/or Non-Participation**

### **Class Attendance and Participation Expectation:**

Face-to-Face -- Students are expected to attend and participate in class regularly. Any student missing more than 10% of consecutive class time, (For example, in a regular 15-week class that meets twice a week, this equates to the student missing 3 consecutive classes) without consultation with the instructor may be considered as having abandoned the course.

On-line -- Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Competency-Based Education Classes -- Students are expected to have regular and substantive interactions with their instructor and to actively work on course content. A student who has not submitted coursework, nor had substantive interactions with the instructor over a consecutive 10% of the term, without the instructor's prior approval, will be considered to have abandoned the competency progression. Last date of attendance will be recorded as the last date that

coursework was submitted or that the student met with the instructor. For on-line learners, logging in does not meet the attendance standard.

#### **8. Failure to Meet Class Participation Expectation:**

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

#### **9. Grading Policies**

##### **Incomplete: Incomplete Grade Assignment** ([Incomplete Grades Information](#))

The grade of I (Incomplete) is given for passing work that could not be completed during the semester because of circumstances beyond the student's control. Ordinarily, the assignment of an I is given by the course instructor at the time final grades are due

In no case is an I grade to be used to avoid assignment of D or F grades for marginal or failing work or to require a student to enroll in the class the next semester because work was not completed on time. Circumstances warranting the issuance of an I grade must be beyond the student's control and must be documented on the appropriate form prior to approval.

I grades can be removed only during the subsequent 16 weeks from the end of term, or within the time limit set by the instructor. Removal of an I is accomplished by completing the work in a manner acceptable to the instructor. Re-enrollment in the course under the repeat option does not remove the prior grade of I. Students should not re-enroll for the course. An I not made up within 16 weeks or within the time limit set by the instructor will change to an F grade thereafter and cannot be changed by work completion.

#### **10. Grade Appeals**

The policy for grade appeals is in the Academic Catalog. ([Grade Appeal Policy](#))

## **Student Handbook**

The Student Handbook provides information on Student support, student organizations, and San Juan College policies.

[Student Handbook](#)

## Program Handbook

Provided to students upon acceptance into the OTA program.