



**OTAP 250 Physical Function & OT Interventions section name section credit hours Credits**  
**Syllabus**

## Course Information

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

**Catalog description:** Physical function to promote occupational performance. Includes assessment/evaluation tools and techniques, and intervention strategies of various frames of reference for physical disabilities.

**Terms offered:** Fall Only

**Section-specific Course Description:**

## Course Level Objectives

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

1. Identify medical treatment of selected physical diseases, conditions, and disabilities.
2. Analyze components that impact the health and wellness and occupational functioning in individuals with physical disabilities.
3. Utilize evaluation tools and intervention techniques related to select OT frames of reference.
4. Based on case information, demonstrate ability to effectively select, plan, modify, and share data from evidence-based evaluations and the status of intervention strategies to facilitate occupational performance and participation for individuals with physical disabilities.

Specific Performance Objectives:

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

1. Identify medical treatment of selected physical diseases, conditions, and disabilities.

1.a. Identify medical treatment associated with selected physical diseases, conditions, and disabilities. (B.1.1.)

2. Analyze components that impact the health and wellness and occupational functioning in individuals with physical disabilities.

2.a. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors and demonstrate activity analysis in these areas to implement an intervention plan, and knowledge of the scientific evidence of the importance of the role of occupation. (B.3.2., B.3.4., B.3.6.)

2.b. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. (B.4.3.)

2.c. Explain social and psychological concerns that an individual who has a disability may experience. (B.1.1.)

2.d. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (B.3.5.)

3. Utilize evaluation tools and intervention techniques related to select OT frames of reference.

3.a. Administer selected screening and assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment and delivering evidence-based practice. (B.4.4.)

3.b. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration. (B.4.10., B.4.13.)

3.c. Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles. (B.4.18.)

3.d. Articulate principles of 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.)

3.e. Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices. (B.4.12.)

3.f. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. (B.4.13.)

3.g. Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation. (B.4.14.)

3.h. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions. (B.4.17.)

3.i. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. (B.4.18.)

3.j. Teach compensatory strategies, such as use of technology and adaptations to the environment that enhance occupational performance, participation, and well-being. (B.4.11., B.4.15.)

4. Based on case information, demonstrate ability to effectively select, plan, modify, and share data from evidenced-based evaluations and the status of intervention strategies to facilitate occupational performance and participation for individuals with physical disabilities.

4.a. Gather and share data for the purpose of screening and evaluation including, but not limited to, specified screening tools; assessments; skilled observations; checklists; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others. (B.4.4.)

4.b. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes

- The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. (B.4.4.)

4.c. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation. (B.4.26.)

4.d. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on clinical reasoning and available evidence. Interventions address the following components:

- Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide interventions. (B.2.1.)
- The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. (B.4.4.)
- Intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9.)
- Utilize clinical reasoning to facilitate occupation-based interventions that address client factors, performance patterns, and performance skills. Interventions that are focused on promotion, compensation, adaptation, and prevention. (B.4.2., B.4.3.)

4.e. Demonstrate sound judgement 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, ie assessing and monitoring vitals signs to ensure the client it stable for intervention. (B.3.7.)

4.f. The student will explain typical OT service delivery settings, including the consultative process, for an OTA working with clients with physical disorders with occupational performance deficits. (B.4.19.)

4.g. 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. (B.4.22.)

4.h. Demonstrate principles of the teaching-learning process using educational methods and health literacy education approaches to design activities and clinical training and instruct and train the client, caregiver, and others. (B.4.21.)

4.i. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming. (B.4.27., B.4.28.)

4.j. Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (B.4.6.)

4.k. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. (B.4.24.)

4.l. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals. (B.4.28.)

4.m. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively and communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan and promote occupational therapy by educating other professionals. (B.4.23., B.4.25., B.7.3.)

4.n. Demonstrate knowledge of various reimbursement systems and funding mechanisms, treatment and diagnosis codes, and coding and documentation requirements. Documentation must effectively communicate the need and rationale for OT services. (B.4.29.)

4.o. Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist. (B.6.1.)

4.p. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. (B.7.4.)

The numbers in parentheses following each objective correlate to the 2018 OTA educational standards established by the Accreditation Council for Occupational Therapy Education. ACOTE Standards and Interpretive Guide

## Curriculum Correlation

The San Juan College OTA Program curriculum design is supported throughout all courses and is evident in our methods of instruction and assessment. The curricular threads woven throughout the

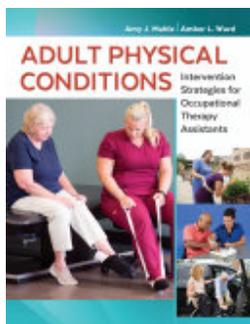
program are:

- **Evidence based practice** that supports critical thinking and engagement in effective clinical reasoning.
- **Occupation-based practice** focusing on meaningful, client centered interventions.
- **Community engagement** through partnerships with local organizations within our community to enhance student learning and success.
- **Experiential learning** to engage students and enrich knowledge acquisition.
- **Professionalism** to foster positive and ethical work behaviors and relationships.

OTAP 250

Fourth semester course that emphasizes **professionalism** and utilizes **experiential learning** to explore physical function and the promotion of occupational performance. Students explore assessment tools and **evidence-based** techniques to apply therapeutic and **occupation-based** intervention strategies for physical disabilities. Students are given the opportunity to apply knowledge during a **community** event.

## Required Texts and/or Materials



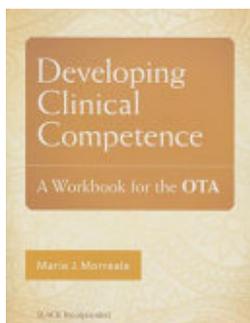
### **Adult Physical Conditions**

9780803689800

Amy J Mahle, Amber L Ward

F.A. Davis

2018-04-17



### **Developing Clinical Competence**

9781617118159

Marie Morreale

Slack

2014-10-01

## 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 password reset and Canvas support, visit the [Student Technology Guide](#) website.

## Accessibility/Privacy Policies for all Technology Tools Used

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

## Course Requirements

Methods of Instruction:

Material will be presented using a combination of visual, auditory, and kinesthetic aids to promote optimal learning of knowledge necessary for providing occupational therapy services.

Lecture	Written and Oral Assignments	Assigned Readings
Audio/Visuals	Group Discussions	Demonstration
Handouts	Lab Practice	Guest Speakers
Role-Playing	Simulation (virtual and face-to-face)	Internet exploration
Case Studies	Interactive Video Libraries	Service Learning Activities

Assessment Strategies:

To assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies, students may be assessed using the following methods: content exams, practical skill exams, video submissions, written assignments, group work, demonstration, discussion posts, presentations, homework, and service learning.

## Healthy and Safe Practices for Being on Campus

We want a healthy and safe campus for students, faculty, staff, and guests.

### **Contagious diseases and your responsibility:**

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

### **Safety on campus and your responsibility:**

If you are on campus and experience or witness an emergency, call 9-1-1 first and then the Department of Public Safety at 505-566-3333 (or just 3333 if calling from a campus phone).

When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

The College will send information for campus emergencies through SJC AlertAware, email and the webpage. Stay informed and stay safe.

## Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

### **Academic Support and Resources**

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the [Academic Support and Resources](#) webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

### **Student Support and Resources**

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the [Student Support and Resources](#) webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

## Participation and Attendance Policy

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. 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.

The student must contact the instructor of record prior to the class, lab, or fieldwork 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). Such things as appointments and vacation are not appropriate reasons. If the student misses class for an extended period of time due to an emergency, severe illness, or a death in the family, they must provide written documentation for the absence/tardy. Please do not call a fellow student and ask them to tell the instructor, director or administrative assistant that you will be late.

#### Mandatory Coursework Outside of Regularly-Scheduled Class Time

At times, there are opportunities for students to be involved in fieldwork or special coursework related activities which do not fall during class times; this may be in the evenings, non-class days, or weekends. Faculty will provide as much notice as is possible. Attendance is mandatory and students will be counted absent if unable to attend. Past events include but is not exhaustive: New Student Picnic, CarFit, OT day in Santa Fe, and Inter-professional education simulation day.

#### Absences

Students are not allowed to miss or have more than three days of absences without a grade penalty, in each course every 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:

#### Tardiness System Chart - Two Tardies Equal an Absence

Number of Absence/ Tardies	Form of Action Results
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

For all lecture/lab courses, the first absence/tardy 1 & 2 will result in a verbal warning. The second absence/tardy 4 will result in a written (i.e. formal plan of action). After the third absence/tardy 6, the student will receive a written warning and the course grade will be lowered by ten (10) points for that specific course. 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

### Student Evaluations

A. Examinations will be given in all class and lab. Lecture exam format may include multiple choices, matching, true/false, short answer/ fill in the blank, or essay. Lab exams may consist of multiple choices, short answer/ fill in the blank, matching, or skills practical/check-off. Fieldworks courses may include assignments and evaluations.

B. Students may access grades at any time via the Learning Management System. Midterm grade reports will be given to the student. The midterm grade report will document current progress for each lecture/lab course. Pass/fail will be reported for midterm fieldwork progress. It is the responsibility of the student to maintain personal records and be aware of their individual exam scores and status in each course.

C. Academic Honesty Rules: San Juan College expects all students to adhere to the Academic Honesty Rules as posted online: <https://www.sanjuacollege.edu/studenthandbook/> in the Student Handbook and planner [https://www.sanjuacollege.edu/media/sanjuacollegeedu/documents/student-services/student-policies/Welcome-to-San-Juan-College-\(ADA-Compliant\).pdf](https://www.sanjuacollege.edu/media/sanjuacollegeedu/documents/student-services/student-policies/Welcome-to-San-Juan-College-(ADA-Compliant).pdf) . These are the official guidelines for all classes at San Juan College.

D. Make-up Examinations: All major exams, including practical examinations and finals are to be taken at their scheduled times and dates.

1. Make-up exams are at the discretion of the instructor.

1. Students with appointments on examination days should email the instructor via Canvas to schedule to take the examination early. Students who take exams early obtain full credit.

2. For students with unexpected situations on examination days (illness, accidents, etc.), it is the responsibility of the student to contact the course instructor via Canvas email within 24 hours to determine a possible make-up exam time. Students who contact the instructor within 24 hours of an exam may receive only a maximum grade of 80, at the discretion of the instructor.
  3. A "0" (zero) will be recorded if the student is absent and does not notify the instructor via Canvas email within 24 hours of the exam start time.
2. 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.
  3. 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.

#### E. Late Assignments

Assignments are due in the manner as directed in Canvas.

- Assignments not submitted per Canvas instructions 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 Canvas assignment due date and time will be given a "0" (zero).
- Any variation to this policy must be clearly stated in the course guide or as a written explanation with the specific assignment.

#### F. Late Fieldwork Assignments

Students are expected to complete and turn in all fieldwork assignments on time. Late work policies are clearly stated in course materials.

#### G. Lab Practical Examinations

Students have a total of three attempts to pass any lab exam taken in the program (the initial practical exam and two additional attempts). If you do not pass the first exam, you must meet with the instructor to review areas of deficiency. A second attempt will be scheduled and you will be given no higher than an 80% as a passing score. If you require a third attempt, additional remediation with instructor will be necessary and you will be given no higher than a 70% and if you fail the third attempt, you will be given a score of zero, and this may result in a failing grade for the course and options will be discussed.

#### H. Testing Accommodation Information

Students will receive a schedule of test dates on the first day of class. Students with disabilities are expected to contact Disability Services to schedule all tests for the semester at this time.

Students who are taking tests at Disability Services must complete scheduled examinations within 24 hours of the original class test time, unless written permission is given by the instructor for extenuating circumstances. (505)5663404 or <https://www.sanjuancollege.edu/student-services/advising-and-counseling-center/disability-services/>

For students with unexpected situations on examination days (illness, accidents, etc.), it is the responsibility of the student to contact the course instructor via Canvas email and Disability Services within 24 hours to determine a possible make-up exam time. Students who contact the instructor within 24 hours of an exam may receive only a maximum grade of 80, at the discretion of the instructor. The student is responsible to schedule a make-up exam for as soon as possible with Disability Services and must notify the instructor of the alternate time.

If for any reason other than stated above students must change the testing time that was scheduled, arrangements must be made in advance. Students are responsible to schedule the alternate test time with Disability Services AND notify the instructor of the time AT LEAST 72 hours prior to the original test time. Students who do not schedule the alternate test time or contact the instructor in the above time frames are eligible to take the test but may receive a maximum score of 80, at the discretion of the instructor.

If you need accommodations during fieldwork rotations, you must notify the OTA Fieldwork Coordinator, so that the program and disability services can assist you.

#### Electronic Devices in the Classroom

As stated in the SJC Student Handbook, the student is expected to show respect for others when using electronic devices. Cell phone use for purposes other than for informatics is limited to break times only. Students are required to silence and store out of sight all electronic communication devices such as cellular phones, laptops, etc. when in classrooms, laboratories, libraries, clinics, or other areas where such devices would interfere with instruction and learning. Students are required to become familiar with and to adhere to the cell phone usage policies established by the fieldwork facilities.

#### Human Touch and Draping Policy

Students in the OTA program are entering a profession that requires touch and manipulation of the musculoskeletal system and use of physical agent modalities. Throughout the education and training in the OTA program students will be required to apply occupational therapy procedures and techniques on each other and instructors during lab classes. San Juan College faculty may also apply these procedures and techniques. All laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. If the student has a condition,

cultural differences, or a problem with physical contact involved with any procedure or technique, it is the student's responsibility to discuss this with the course instructor.

If at any time during an OT technique, if you experience pain or discomfort, inform the primary instructor immediately. A decision will be made as to whether or not medical attention is necessary. If necessary, you will be referred to Urgent Care or the hospital emergency room.

During "mock treatments" draping will be used to expose selected body parts or areas. It is your responsibility to report any unprofessional draping received or observed to the instructor.

### Lab Attire

In order to practice palpation skills, apply physical agents, or perform exercises, students need to wear clothing to expose the limbs appropriately. Loose shorts, sweat pants, and tank tops or swimsuit tops may be kept in the student's OTA locker. In addition, closed-toe shoes appropriate for the lab activities must be worn.

### Class Presentation and Lab Practical Examination Dress Code

On the day of lab or practical exams, business casual attire is required. This attire can consist of pants/slacks or scrub sets. Close-toed shoes and hose/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 may need to be covered or removed as advised by staff. You will be working closely with other individuals and proper hygiene is required. No jeans of any color, leggings, or low-cut tops allowed.

### In Class Eating and Drinking

Eating and drinking are allowed during class time unless otherwise instructed by faculty for safety reasons. Students are responsible for cleaning the classroom on a daily basis per the clean-up list.

## Canvas Participation and Expectations

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 Times & Regular Interaction Expectations

Instructor will respond to questions via phone or email within 24 hours during the work week. It may take 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

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

### Grading System Chart

Percentage	Letter Grade	Points Per Semester Hour
90 - 100	= A	= 4 points per semester hour
80 - 89.99	= B	= 3 points per semester hour
70 - 79.99	= C	= 2 points per semester hour
60 - 69.99	= D	= 1 point per semester hour
Below 59	= F	= 0 point per semester hour

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 complete the degree plan. It is vitally important that the student be aware of their 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. Each student will meet twice with faculty every semester to review academic standing and progression through the program.

Final grades are calculated based on the following...

Category	Weight
Inter and Intra Professional Assignments	8
Course Assignments	12
Intervention Plan II	10
Treatment Toolkit	8
Case Study Presentation	5

CarFit	5
Exams	5
Lab Practicals	10
Comprehensive Practical Final	10
Comprehensive Written Final	15
Professional Behaviors	2
TOTAL	100

## Key Dates to Remember

[Full Academic Calendar](#)

## Course Schedule

Course schedule is provided in the first module in Canvas and updated regularly.

## College Policies and Resources for Current Students

The [Student Handbook](#) provides information on student support, student organizations, and student conduct policies at San Juan College.

The San Juan College catalog outlines the [Academic Policies](#) students need to know.

## Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC AlertAware and SJC student email. Face-to-face classes will not meet in person; however, students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancellation, please contact your instructor.

## Program Handbook

The SJC OTA Student Handbook can be found at: <https://www.sanjuancollege.edu/health-science/occupational-therapy-assistant/about-ota/>

## Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.