Course Syllabus
Course Number: OTHA 2302
Course Name: Therapeutic Use of Occupations or Activities II
Revised: 1-2014

Hours: Tuesday and Thursday - 11:45-3:30 (times vary depending on group assignments)
Semester Credit Hours: 3
Lecture Hours per week: 2
Lab Hours per week: 2
Contact Hours per Semester: 64
Prerequisites: All previous OTHA classes
Co-Requisite: OTHA 1260

Instructor’s Office Location and Phone Number: Terrie King, OT, W. C. Smith Health Science Building Rm# 143, 903-692-3463 cell and 903-694-4027 office
E-mail Address: tking@panola.edu

Course Description:
Continuation of OTHA 1315 - Therapeutic Use of Occupations and Activities I. Emphasis is on advanced techniques and advanced applications used in traditional and non-traditional practice settings.

Purpose and Goals of the Course:
Demonstrate appropriate techniques for planning, selecting, and implementing occupations or activities to meet the needs of specific populations; demonstrate facilitation of engagement in occupations to enhance occupational performance; and compose documentation suitable for practice settings.

Course’s Relationship to Curriculum:
This course continues the concepts introduced in OTHA 1315 – Therapeutic Use of Occupations or Activities I, emphasizing more advanced techniques related to design and implementation of therapeutic activities and occupations that support participation in occupations. Advanced instruction regarding activity analyses and group process facilitation are practiced focusing particularly on increasing understanding of how activities and occupations support health and wellbeing. Continuing to use both the PEO practice model and concepts of the OTPF, students develop greater skill in appropriate activity selection, gradation and adaptation. This is an experiential hands on course that continuously engages and challenges the learner through a series of service learning projects. Through the projects, students develop an increased awareness of the importance of advocacy, social justice, wellness and prevention.

Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Circle of Courage Panola Charter</td>
<td></td>
</tr>
<tr>
<td>• Ax facilitation</td>
<td>10%</td>
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<tr>
<td>• Documentation</td>
<td>20%</td>
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<tr>
<td>Special Field Day</td>
<td></td>
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<tr>
<td>• Ax Analysis</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>% Score</td>
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<tr>
<td>90-100</td>
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<tr>
<td>80-89</td>
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<tr>
<td>75-79</td>
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<td>60-74</td>
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</table>
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.

### Student Responsibilities

1. Students are expected to show respect for fellow classmates and instructors by being punctual for all class periods.
2. Students should complete all reading assignments and or lab assignments prior to class.
3. Students are expected to participate actively in class discussions and experiences.
4. It is the student’s responsibility to consistently monitor the class process through the use of the online learning management system. Students are expected to print out all course materials prior to the class date listed on the learning management system. Given this expectation, the student should maintain access to a reliable computer system to remain in good standing in the course.
5. Students should notify the instructor in advance if unable to take a scheduled examination. If not, unexcused absence will result and the student will receive a zero for the exam. A make up test will not be given in this circumstance.
6. Students are responsible for all materials missed due to absences.
7. Grades or points allotted for daily work, quizzes, and labs cannot be made up in the case of an absence.
8. Students are expected to turn in completed assignments on time. The course instructor may extend the deadline if notified of extenuating circumstances prior to the due date. Students can expect a 20 point deduction for every day it is late.
9. Students are expected to accept constructive feedback and modify behavior as appropriate.
10. When interacting with students, College staff and faculty, students are expected to be positive, sensitive, considerate, polite and tolerant.
11. For specific conduct and behavior expectations, refer to the OTA Program Student Policy Manual.

### Attendance:

Any student who does not come to class (all or in part) and does not call Mickie Cash, OTA department secretary in advance will lose 5 points from his/her overall COURSE grade per occurrence. For example, if you have a 93% average at the end of the semester and you failed to report one absence or arrived at class late without reporting, your average will be adjusted to an 88% which would cause you to earn a “B” for the course. **If Mickie does not answer, please leave a message as a last resort.** It’s simple common courtesy—call if you are going to be late or absent. When a student arrives late or leaves early, for any reason, it is considered a tardy. Three tardies equates to one absence. Because of the experiential nature of OTA education, attendance is required to master the course objectives. If a student is absent for more than 11% of the course hours, the instructor may withdraw the student from the course.
If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123 to make arrangements for any required accommodations within the first seven days of the semester. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will receive an F on your transcript for this course.

After studying the material presented in the texts, lecture, laboratory, Canvas assignments, and other resources, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.

**Learning Objectives:**
1. Demonstrate ability to complete a task analysis in order to design therapeutic activities or occupations with clients. B.2.7
2. Select and provide effective OT interventions under the supervision of a occupational therapy practitioner within a group setting to enhance safety, health and wellness, performance skills and patterns. B.5.2, B.5.3, B.5.4
3. Demonstrate the ability to express and support the importance of balancing areas of occupation with the achievement of health and wellness for clients and groups. B.2.4, B.2.9
4. Collaborate with client, colleagues and other professions using a “teaching-learning” process. B.5.19
5. Demonstrate ability to document occupational therapy services that follow reimbursement guidelines. B.5.23

**Methods of Evaluation:**

<table>
<thead>
<tr>
<th>Performance/ Learning Outcome</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>1</td>
<td>Students will demonstrate good skills in task analyses by receiving at least a 80% on the activity analysis assignment.</td>
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<tr>
<td>2,3</td>
<td>Students will demonstrate ability to implement therapeutic activities with good skill based on scores and observations to obtain a minimum of 85% on the activity facilitation tasks.</td>
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<tr>
<td>5</td>
<td>Students will demonstrate effective skills in documentation by receiving at least an 80% on the last submission note.</td>
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<tr>
<td>1-4</td>
<td>Students will demonstrate ability to integrate and apply course learning objectives by receiving at least an 90% on the reflection paper.</td>
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**SCANS implemented in these course objectives include:**

**Texts, Materials, and Supplies:**

Many additional handouts and resources will be linked in the pre-class assignment section of each Unit on the Canvas schedule.
Evaluation/Assignment Descriptions:

Circle of Courage (30%)

- Intervention Session – 10%
- Documentation-20%

The Circle of Courage Program is a new OT program which will be implemented for the first time within this school setting. See attached Circle of Courage proposal that was accepted by the school. You will be the Courage Coach for an assigned student. Your role will be to complete the Courage Assessment, develop goals and strategies (Vision Plan) to support successful completion of the academic year. Each week, you will meet with your student to assess current success and possible strategies for obstacles. You will also co-partner with the student in a therapeutic activity each week (DRUMBEAT). More will be discussed in class with the understanding that this program will be evolving as we interact with the teens which is the way the therapeutic process occurs in any client experience. The grading for this project will be based on your observed engagement with the teen during one on one time and during the activity experience. In addition, you will be completing a weekly narrative note using an electronic data base program.

Special Field Day (40%)

- Ax Analysis -20%
- Ax Facilitation-20%

This year you will be in charge of designing and implementing therapeutic activities for children with special needs during an annual outdoor event. You'll be mentoring a Freshman student as well during this process. The activities designed should be focused on "track and field games". You will need to research best practice programs to complete this assignment. Once the activity selection has been approved, you and a partner will complete an activity analysis, obtain all materials needed as well as set up on the day of the games. Activity facilitation techniques including ability to grade and adapt the activity to provide the "just right challenge" for each participant will be very important. Grading will be based on activity analysis (see form attached) and skill with activity facilitation.

Wellness Program – 20%

This will be a unique small group experience with your peers. The goal of the program is to support your own health and wellness goals, but also to give you a firsthand experience with group facilitation skills, group dynamics and membership in a therapeutic group. The DRUMBEAT program will be used to guide the process with weekly journaling and assignments used to support independent study and growth.

Reflection Paper – 10%

Toward the end of the semester, you will be given the opportunity to reflect on the semester's experiences completing a narrative paper describing what has made an impact, changed perceptions and how you will take the concepts into your practice. A format will be provided with specific criteria to cover as part of your work.
The Circle of Courage Program

Circle of Courage® is a model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence and generosity. This unique model integrates the cultural wisdom of tribal peoples, the practice wisdom of professional pioneers with troubled youth, and findings of modern youth development research.

Pilot Program Overview
Using the Circle of Courage® model and occupational therapy frames of reference, students participate in a weekly program with the goal to support attendance and academic success which lead to graduation. The program includes a Courage Assessment, Courage Coach partnership and based on academic success level, participation in the DRUMBEAT® program. Under the supervision of a licensed occupational therapy practitioner and licensed professional counselor, students complete a Courage Assessment and then are paired with a Courage Coach to develop a Vision Plan. Once the Vision Plan is approved by the teacher, the students meet regularly with a Courage Coach throughout the semester as a way to monitor progress and problem solve barriers to success. Courage Strategies will be implemented to support the Vision Plan goals based on student and staff discussions. The program will begin if approved on January 6th continuing through May 30th, 2014. The time schedule for the program is pending the approval process, but it is suggested to be Tuesday and Thursday 12:00-1:00pm.
DRUMBEAT® is an evidenced based ten (10) week program that uses sequenced djembe drumming activities. The flexible nature of the DRUMBEAT® program allows it to be adapted to meet the needs of different groups and gives the facilitator room to introduce new concepts, emphasize relevant points and tailor the session format to meet the needs of the participants. At the core of the DRUMBEAT® program is a focus on social connection. The universal nature and importance of relationship issues allows the program to maintain relevance across cultures, genders and age groups. Behind the challenges faced by most people struggling to find meaning and focus in their lives are relationship issues; in fact it is widely agreed that healthy relationships are the building blocks of happy and productive lives. Students learn to recognize and regulate emotions, develop empathy for and understanding of others, establish positive relationships, make responsible decisions, work effectively in teams and handle challenging situations constructively. At the close of the 10 week program, as part of the "Give Back" sessions, students provide a performance to demonstrate their work.

**DRUMBEAT® Group Session Topics**
1. Rhythms of life
2. Relationships
3. Harmony
4. Identity and Community
5. Emotions and Feelings
6. Teamwork
7-10. Giving Back

**Group Member Selection Criteria for DRUMBEAT®**
1. Teacher referral (based on academic progress and Vision Plan success)
2. Commitment and support to participate in all sessions

**Program Success Outcome Goal**
1. After participating in the 10 week program, the student will show a 25% improvement in their score on the Emotional Intelligence Questionnaire.
2. By the end of the 10 week program, the student will show a 10% increase in academic standing.


http://www.youtube.com/watch?v=keIrlJPZ-hA#t=26