Catalog Description:
This course is a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the instructor or clinical professional.

Prerequisites: All previous OTHA classes

Semester Credit Hours: 2
Lecture Hours per week: 0
Lab Hours per week: 6
Contact Hours per Semester: 96

State Approval Code: 510803

Instructional Goals and Purposes: As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social and legal systems associated with the delivery of OT services at the clinical site; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using industry terminology. After studying the material presented in the course content, the student will complete course assignments obtaining minimum course grade of 75%.

Course Content and Relationship to Curriculum:
This is a 96 hour clinical course which focuses on mental health and wellbeing. Students develop and awareness of how psychological and social factors influence engagement in occupation. Students engage in a variety of learning opportunities including development of a service learning project, design and facilitation of group interventions, clinical reasoning application experiences. Integrating online/in class discussions and onsite experiences, students are guided to compare and contrast models of practice and frames of reference to understand the role of OT in community mental health settings. Students are also able to experience electronic documentation formats as part of the learning process.

Specific Learning Objectives (includes SCANS):
1. B.1.3. - Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral and social sciences (e.g., principles of psychology, sociology, abnormal psychology) and occupational science.
2. B.2.4 - Articulate the importance of balancing areas of occupation with the achievement of mental health and wellness including how psychological and social factors influence occupational engagement.
3. B.2.6. - Understand the effects of mental health conditions, heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
4. B.2.9 - Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
5. B.2.10 - Explain the need for and use of compensatory strategies when desired life tasks cannot be performed due to psychological or physiological conditions.
6. B.2.11 - Identify interventions consistent with models of occupational performance.
7. B.4.1 - Gather and share data for the purpose of screening and evaluation using methods including, but not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others.
8. B.4.2 - Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
9. B.4.10 - Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
10. B.5.2 - Select and provide direct occupational therapy interventions and procedures to enhance safety, mental health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.
11. B.5.3 - Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods) that support psychological and social factors that improve occupational engagement.
12. B.5.4 - Implement group interventions based on principles of group development and group dynamics across the lifespan to enhance psychosocial factors and wellbeing.

SCANS implemented in these course objectives include:

Methods of Instruction/Course Format/ Delivery:
The course instruction is offered in a hybrid format that includes online and face to face didactic learning experiences as well as participation in supervised onsite mental health community based agencies serving individuals across the lifespan. Pre-class assignments available via Canvas may include text readings, and content page readings.

Major Assignments/Assignments:
The following items will be assigned during the semester and used to calculate the student’s final grade:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Clinical Assignments</td>
<td>60%</td>
</tr>
<tr>
<td>MH – Clinical Reasoning and Knowledge Assessment</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical Skills Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Professional Documentation</td>
<td>10%</td>
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</tbody>
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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.

Texts, Materials, and Supplies:
AOTA NBCOT Exam Preparation – Student fee purchase through Panola College
http://nbcotexamprep.aota.org/welcome

<table>
<thead>
<tr>
<th>Course Grading Scale</th>
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<tbody>
<tr>
<td>% Score</td>
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<tr>
<td>90-100</td>
</tr>
<tr>
<td>80-89</td>
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<tr>
<td>75-79</td>
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<tr>
<td>60-74</td>
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<td>Below 60</td>
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Other:
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 appropriately.
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.
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.