

**Master Course Syllabus
Therapeutic Interventions I
OTHA 1319-001 & 002**

Spring 2025
EVC9309
T/Th 8-12:45

How to Reach the Instructors

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Course Description

Credit Hours: 3

Classroom Contact Hours per week: 2

Laboratory Contact Hours per week: 4

(WECM Manual September 1, 2022) : Students will apply concepts, techniques, and assessments leading to proficiency in skills and activities used as treatment interventions in occupational therapy (OT). Emphasis is on the occupational therapy assistant's role in the OT process. Intermediate level Course.

Transferability of workforce courses varies. Students interested in transferring courses to another college should speak with their Area of Study (AoS) advisor, Department Chair, and/or Program Director.

Course Prerequisites

Successful completion of OTHA 1309, 1305, and 2301. Good standing in the OTA program.

End-of-Course Outcomes (based on WECM September 1, 2022)

Locate professional literature to support evidence-based practice; apply techniques and strategies to enhance occupational performance for persons, groups, and populations; and identify indications, contraindications, and precautions of therapeutic interventions

COURSE RATIONALE: This course introduces the student to the concepts behind developing interventions using different frames of reference and theories to remediate client factors to improve occupational performance for persons, groups, and populations. Students develop the ability to utilize evidence to promote clinical reasoning and assert their role in the OT process while delivering and documenting safe and effective intervention strategies and techniques to promote occupational performance.

1. Course Student Learning Outcomes (associated ACOTE Standards 2018)

1. Students will apply scientific evidence, theories, models of practice and frames of reference that underlie the practice of occupational therapy to guide and inform intervention selection for persons, groups, and populations. (B.2.1.)
2. in a variety of practice contexts and environments. Primary focus will be on adults with physical dysfunction. Understanding will be assessed upon examination. (B.2.1.)
3. Students will demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and prevention of disease, illness and dysfunction for persons, groups, and populations while promoting occupational therapy by educating other professionals and the public. (B.3.4, B.7.3)
4. Students will use sound judgment regarding safety of self and others and adhere to student handbook policies regarding safe use of equipment within the classroom. (B.3.7)
5. Students will understand the occupational therapy evaluation and intervention process and components as related to engagement in occupation. Students will differentiate roles of the OTR and the OTA in the process. (B.4.4., B.4.6., B.4.24.)
6. During simulated role play sessions students will demonstrate therapeutic use of self, including one's personality, insights, perceptions and judgements, as part of the therapeutic process (B.4.1.)
7. Students will discuss the role of evidence and clinical reasoning to address occupation-based interventions, client factors, performance patterns and performance. Students will conduct literature searches as assigned to locate supporting evidence for intervention types discussed in class. (B.2.1., B.4.2.)
8. Students will contribute to the evaluation process of client's occupational performance, including an occupational profile by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies during simulated lab role plays and practicums. (B.4.4.)
9. Students will identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant when involved in data collection and reporting for client outcomes, performance of simulated reassessment, and intervention implementation as assigned during simulated treatment role plays and upon examination. (B.4.6., B.4.24)
10. Students will identify, select, and deliver therapeutic use of occupation, activities, preparatory methods, tasks, education/training to simulated patients, during simulated treatment role plays and final lab practicum, as appropriate to the assigned case. (B.4.10)
11. Students will explain the need for orthotics, and design, fabricate, apply, fit and train in orthoses and devices used to enhance occupational performance and participation. Students will understand principles of orthotic fabrication and provide education and training to simulated clients on precautions, purpose and wearing schedules during simulated treatment role plays. (B.4.12.)
12. Students will define the safe and effective application of superficial thermal agents, deep thermal agents' electrotherapeutic agents and mechanical devices as a preparatory measure to improve occupational performance. Students will demonstrate understanding of indications, contraindications and precautions including administration of and documentation of superficial thermal agents for simulated patients during module role play. (B.4.17.)
13. Students will collaborate with client or caregiver to monitor or reassess the effect of occupational therapy intervention and the need for continued or modified intervention and communicate the identified needs to the occupational therapist during simulated treatment role plays/practicum, SOAP note documentation, goal updating and discussion. (B.4.22.)
14. Students will document simulated interventions using electronic documentation system, demonstrating knowledge of treatment/diagnosis codes and documentation requirements that affect the practice of occupational therapy, effectively communicating the need and rationale for occupational therapy services. (Components of B.4.15. and B.4.29.)
15. Students will demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions, including the epidemiological factors that impact the public health and welfare of populations through an advocacy project (B.1.3.)
16. Students will explain the role and responsibility of the practitioner to advocate for changes in

service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role through an OT Promotion assignment (B.5.2.)

17. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient and population centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

(B.4.25.)

18. Students will demonstrate professional behavior during didactic, lab and experiential learning activities as outlined in the student handbook and assessed on the student professional development tool.

Discipline/Program Student Learning Outcomes/Curricular Threads:

By the end of the introductory courses (semesters 1&2), students will

1. Recognize and specify terminology for appropriate occupational therapy documentation.
2. Recognize and specify terminology for the therapeutic use of occupation and activity.
3. Define the purpose of evidence-based practice in occupational therapy service delivery.
4. Recognize and demonstrate expected professional behaviors.
5. Define the purpose and types of clinical reasoning tracks for appropriate occupational therapy service delivery.

By the end of the reinforcement courses (semesters 3&4), students will

1. Describe and give examples of terminology for appropriate occupational therapy documentation.
2. Describe and give examples of the therapeutic use of occupation and activity.
3. Define and give examples of evidence-based practice in occupational therapy service delivery.
4. Demonstrate appropriate professional behaviors.
5. Define and give examples of clinical reasoning tracks for appropriate occupational therapy service delivery.

By the end of the mastery courses (semesters 5&6), students will

1. Apply terminology to compose appropriate occupational therapy documentation.
2. Apply therapeutic use of occupation and activity for the delivery of occupational therapy services.
3. Apply evidence-based practice in occupational therapy service delivery.
4. Demonstrate and appraise professional behaviors
5. Apply the use of clinical reasoning tracks for the delivery of occupational therapy services.

SCANS Competencies

The following SCANS competencies will be addressed in this course.

Students will have multiple opportunities to: identify, organize, plan and allocate resources (Resources); acquire and use information (Information); work with others (Interpersonal); understand complex interrelationships (Systems); select, apply and integrate technology and equipment (Technology); read, write, perform mathematical operations, listen and speak to groups (Basic Skills); think creatively, make decisions, solve problems, visualize, use varied learning techniques, analyze underlying principles of relationships and ethics (Thinking Skills); display responsibility, self-esteem, sociability, self-management, integrity and honesty (Personal Qualities).

INSTRUCTIONAL METHODOLOGY

This course will be taught with a combination of methodologies for active engagement in the learning process, recognizing diverse learning styles and learning needs. Content is offered through lecture, lab, experiential learning, case-study analysis, group discussion, and service-learning experiences in the community using face to face and virtual supplementation for learning. The learning environment is structured to promote mutual respect, collaboration, open dialogue, and acceptance of individual differences, supporting the ACC Student Success Initiative. As we believe that adult learners are intrinsically motivated and self-directed (Knowles, 2005), we promote responsibility and

accountability

for one's own learning in a graded manner. Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.

STUDENT TECHNOLOGY SUPPORT

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/sts>.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

Required Textbooks:

Bracciano, A. (2022) *Physical Agent Modalities: Theory and Application for the Occupational Therapist*. (3rd ed.) Thorofare, NJ: Routledge (ebook)

Mahle, A.J., & Ward, A.L. (2022). *Adult Physical Conditions; Intervention Strategies for Occupational Therapy Assistants* (2nd Ed.). Philadelphia, PA: FA Davis Company

Meriano, C., & Latella, D. (2016). *Occupational Therapy Interventions Function and Occupations* (2nd Ed.). Thorofare, NJ: Slack Inc.

Supplemental Resources

AOTA. (2020) *Occupational Therapy Practice Framework: Domain & Process*. (4th Ed.) AOTA PRESS.

Morreale, M. J. (2017). *The OTA' Guide to Documentation*. (4th ed.) Thorofare, NJ: Slack, Inc.

Morreale, M. J. (2022). *Developing Clinical Competence, a workbook for the OTA* (2nd Ed.). Thorofare, NJ: Slack.

Internet access is required. Instructions for Blackboard system and software requirements, as well as student Blackboard support services are available at:

https://aconline.austincc.edu/webapps/portal/frameset.jsp?tab_id= 11 1

Course Evaluation/Grading System (OTA Student Handbook 2024-25)

A 93%–100%

B 83%–92.99%

C 73%–82.99%

D 63%–72.99%

*This percentage system for letter grade assignment will be utilized for all reporting. Specific grade compilation will be explained in each course syllabus at the

F Below 63%

beginning of each semester. Grades will
not be rounded.

In order to successfully pass a course, a student must have a 73% (or above) average on both lecture and lab exams (for courses with a lab component) at the time of completion. If either the lecture or lab exam average is below a 73%, the student will be awarded that lower score for the course. A student receiving a D or F will not pass the course and must withdraw from the program. If both scores are below 73%, the lowest score will be recorded. If the student meets the 73% (or above) exam criteria, the assignments, professional development and project grades will be calculated to determine the final course grade, per the course syllabus.

At minimum, students will be provided with feedback on a regular basis at midterm of the semester. In addition, the Blackboard grading center will be utilized to track progress and academic standing throughout the semester. All graded assignments, exams, practicums and any other assignments noted in the course syllabus are regularly inputted for student review and tracking of performance throughout the semester.

Students are provided feedback on checkoffs and practicums. The timeliness of the feedback may range from immediately to within 5-7 days, depending on the scheduled timelines and the completion of all students' practicums. Every effort is made on the part of the instructors to provide each student with feedback as close to "real time" as possible.

*It is highly recommended that a student earning less than 80% on any exam seek individual tutoring from the course instructor and attend open lab sessions for review of content. **A student earning a 75% or below on any exam is required to meet with the instructor within one week of taking the exam to develop an individualized plan of action as indicated.**

Any student receiving a "D" or "F" as a final grade must withdraw from the OTA program, but may reapply for readmission the following year by following the outlined procedures in this handbook.

A final course grade will not be assigned until ALL course work has been completed. Student will be assigned an INCOMPLETE until all work is submitted within 1 week. If all assignments are not completed within the allotted timeframe and in accordance with ACC policy, the incomplete will convert to an F and student will have to withdraw from the program.

An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the [Incomplete Grade form](#), to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the

faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.

4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.

5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted.

Students should refer to the Health Sciences Division Policies and Procedures in this handbook for questions related to the assignment of grades, grade change policy, and grade appeals.

Grade Compilation

	%Total Weight	%Total Lecture	%Total Lab
Written Exams (5 @ 6% each)	30%	100%	0%
Assignments	15%	0%	0%
Lab			
Module Role Plays and SOAPs	20%	0%	50% proportionally
Final Treatment Plan and Collaboration	15%	0%	25% proportionally
Final Lab Practicum and SOAP	15%	0%	25% proportionally
Professional development	5%	0%	0%
Total	100%	100%	100%

Course Policies

All policies as noted in the OTA Student Handbook must be followed. See Student Handbook for extensive listing of all policies.

Attendance is ESSENTIAL for the attainment of course objectives in both classroom and clinical instruction. For this 16-week course, students are allotted three absences over the course of the semester. If a student misses more than the allotted absences for any one class (or is excessively tardy), he/she will attend a Student/Faculty Conference, have points reduced in the Professional Development grade, and begin the conference/probationary process. Unusual circumstances may be discussed with instructor.

Time and attendance policy directly correlate to the expected behavior in fieldwork and in OT practice as it may ultimately impacts patient care. A pattern of tardiness or absences of more than 2 could jeopardize a student's continued learning experience and may result in disciplinary action up to withdrawal of the program. Compliance with this behavior in the classroom/lab/fieldwork is always

expected . Unusual circumstances may be discussed with instructors.

Make-up work is required for absences in order to ensure that student acquires information and skills presented during their absence. It is the student's responsibility to obtain missed information following an absence. **Students must notify the lead OTA Instructor in advance whenever tardiness or absence is unavoidable, prior to the start of class. It is the student's responsibility to attend all classes/labs as there may be lab activities that cannot be re-created and the student may miss points for those lab activities.**

A student who is absent on two or more exam dates will receive an automatic 10-point deduction from the exam score on the second occurrence and any occurrence thereafter. If a student is to be absent on an exam day, it is the student's responsibility to plan with the instructor to makeup the exam within three calendar days from the absence

Testing procedures Include arriving 10-15 minutes before the start of the exam to allow for preparations that include:

- securing all personal belongings to the front of the classroom, including any type of smartwatch or electronic device not approved for use by instructor
- seated as directed by the instructor
- downloading of electronic exam onto electronic device

No questions will be answered during the exam. Once the exam begins, the student will not be allowed to leave the classroom until all students have completed their examination. Exemplify is the primary method of all lecture exams.

All exams are the property of the program and will not be released to the students. All exams and designated assignments will be kept in confidential files in the Department Chair or Faculty offices. Students may access exams and other assignments as needed for review through any program faculty member during designated office hours. The review must occur within the site designated by the faculty member. During any exam reviews, an instructor's presence is required. All grades are confidential and should not be shared or discussed with peers. All grade questions should be discussed with the instructor or Department Chair.

While reviewing the exams, the student is free to make notes related to the topics addressed on the exam. The student may consult with faculty regarding material covered or methods of study to learn the information. **Students may not make direct copies or photos of the exam questions in any manner.** Failure to comply with this policy may result in disciplinary action which may include program withdrawal. Any exam removed from the departmental files will result in the grade being changed to a "0". Violations may result in disciplinary action and up to withdrawal from the program due to scholastic dishonesty.

Didactic Assignments: Students must complete all reading assignments as outlined in the course content schedule or assigned by the instructor, PRIOR to class time. Late submissions will receive a 0. Extenuating circumstances should be discussed with the course instructor prior to the assignment due date. Students must complete all assignments to pass the course.

Plagiarism: Defined as taking another person's intellectual work and using it as one's own. For example, this includes quoting without giving proper credit to a source, expanding another person's work without giving credit to that person, or submitting another person's work under the pretense that it is one's own. Use of Safe Assign will be utilized in this course. Students found to have plagiarized their work will be given a 0 on the entire assignment and reported to the college's Student Affairs department for further sanctions from the college. (See Statement on Academic Integrity below). [See this link](#) for resources on avoiding plagiarism.

The use of Chat GPT and other AI to complete assignments in this course must be cited as a personal communication in APA format.

- Example of In-text citation:

(Fill in AI Provider name, personal communication, Feb 11, 2023)

- Example of Reference list:

Fill in AI Provider name. (2023, January 18). "Fill in the actual question posed to AI Platform" [Response to user question]. Retrieved from [URL of the platform where the conversation took place].

Labs are structured activities which provide interactive and experiential learning opportunities to practice specific skills in preparation for graded checkoffs and/or practicums. Instructors will provide instruction and demonstration on required skill(s) and students will be given constructive feedback on performance as needed. Students are required to use lab times for the purposes of skill attainment and to meet learning objectives.

Check-off/Practicum Re-take Policy

All lab checkoffs/practicums must be passed with a minimum of 73%. The SAFE portion of the checkoffs/practicums will be introduced during the first semester and developed throughout the program. The instructor of the course will provide the competency expectations and the grading rubric. If the SAFE portion needs to be repeated, the course instructor will provide the conditions and further instruction for the repeat.

All checkoffs/practicums must be completed in the order of the course schedule.

On a final check-off/practicum, if a student has a passing cumulative grade going into the final check-off/practicum and scores below 73% they will need to retake the final check-off/practicum. The SAFE portion must be passed with 100%. A student will have 3-5 business days to complete a tutoring session and re-take the final check-off/practicum. The original grade remains and the re-take check-off/practicum is a pass/fail grade.

***If a check-off/practicum is not successfully completed or if it is not re-taken within the required timeline the student will not have met the course learning outcomes. This may result in actions leading to dismissal from the program.** A student may be eligible for re-entry into the program. See re-entry policy in the Student Handbook.

Incompletes

An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Dress Code

The OTA Dress Code prepares students for clinical experiences and future employment. Uniforms are to be worn on-field activities, during lab practical exams, on community outings, and during guest lectures. ACC OTA student uniforms and required clinical uniforms are purchased at the cost of the student.

Lecture: Clean, neat shirts and pants without holes or logos to include jeans, scrubs, athletic wear, or capri pants are acceptable. Knee-length “Bermuda” shorts are the only acceptable type of shorts permitted. Sandals/flipflops are permitted. Logos of any type are unacceptable. Chewing gum is not allowed as this is distracting to the learning environment and seen as unprofessional behavior.

Lab: Shirts and blouses are to cover the chest and midriff completely even while bending. Logos of any type are **unacceptable**. Pants, jeans, scrubs, athletic wear, or capri pants are acceptable. Knee-length “Bermuda” shorts are the only acceptable type of shorts permitted. All pants must cover the hips and buttocks completely even while bending. Shoes are to be closed-toe, sturdy, non-skid athletic type footwear and able to provide stability during lab sessions.

Hair is to be pulled back off the face and neck for hygienic, safety, and patient/client attention purposes. Mustaches/beards must be neatly trimmed. All tattoos must be covered. No facial or tongue piercings will be allowed. Nails are to be no longer than the end of the fingertips, shaped/smooth with patient care in mind. No artificial nails. Nail polish is to be clear or light pastel.

Jewelry and accessories are to be kept to a minimum, again for the safety and attention of both the patient and staff. Large pieces on the hands, in the ears, or hanging from the neck are not only distracting to patients and clients but unsafe for the practitioner while engaging in therapeutic intervention.

Chewing gum is not allowed as this is distracting to the learning environment and seen as unprofessional behavior.

For lab checkoffs/practicums, the OTA uniform must be worn unless directed otherwise by the instructor. OTA student uniforms consist of a **teal ACC OTA program polo shirt with khaki trousers (chinos) and non-skid athletic type footwear (black, white, or gray)**.

If a student attends class or clinicals in unacceptable attire, he/she may be asked to return home to change into appropriate attire before being admitted to class or clinical. Instructors may provide further expectation for attire based on the learning activity and environment. Repeated non-compliance with dress code will lead to progressive disciplinary action.

Videotaping/Recording

To enhance the student’s educational process, faculty may use videotaping in lecture, demonstration and during laboratory activities/laboratory examinations. Videotaping of laboratory examinations may be utilized to assist students in self-evaluation and to insure evaluator effectiveness. Students may be allowed to audiotape lectures. Permission must be granted each semester in writing by each faculty member as appropriate to each class.

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the role should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date. **The Final Withdrawal Date for this semester is April 28, 2025.** The student is also strongly encouraged to keep any paperwork in case a problem arises.

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

Course Schedule:

OTHA 1319 Therapeutic Interventions Spring 2025 Course Schedule				
Date	Lecture 8:00-8:55	Lab Lab1: 9:05-10:50 Lab 2: 11-12:45	Reading	Due
Week 1				
Module 1				
Tue 1/21	Course Introduction Review FORs and approaches	Combined Lab Disability Simulation	OTPF Mahle & Ward Ch 1 Meriano Ch 1 pg 2-18 (through Approaches)	
Th 1/23	Occupational Profile Clinical Reasoning Evidence-based practice	COPM FIMS GG Codes	Mahle & Ward Ch 7 Ch 2 pg 33-38	
Week 2				
Tue 1/28	Concepts, Assessments, and Strategies for Teaching and Learning	Techniques & Interventions: Effective teaching and learning	Mahle & Ward Ch 6	
Th 1/30	Module 1 Exam	Combined Lab Concepts, Assessments, and Strategies for ROM	Mahle and Ward Ch 12	

Week 3 Module 2				
T 2/4	Introduce M2 Assignment	Techniques & Interventions: PROM, AROM, AAROM, Passive/active stretch Scapular mobilization	Mahle & Ward Ch 12 Meriano Ch2 pg 53-58 108-109 Morreale Pg 105-138	SOAP 1 due 2/5/25 @ 11:59 p.m.

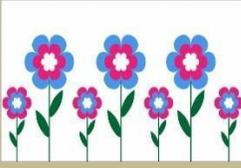
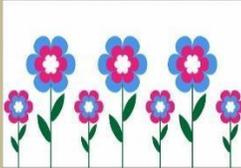
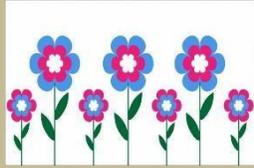
Th 2/6	Concepts, Assessments, and Strategies for Strength Grip/pinch	Techniques & Interventions: Electrotherapy Exercise Activities	Mahle & Ward Ch 13 Meriano Ch 2 pg 59-70 Pg 110-113	SOAP 2 due 2/8/25 @ 11:59 p.m.
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Week 4				
T 2/11	Concepts, Assessments, and Strategies for Control of Voluntary Movement 9-hole peg box and block	Techniques & Interventions: HOHA, PNF, tapping, inhibition, facilitation, mirror CIMT	Mahle & Ward Ch 15 Meriano Ch 2 Pg 70-88	M2 Assignment due 2/13/25 @ 11:59 pm
Th 2/13	Concepts, Assessments, and Strategies for Tone Management	Techniques & Interventions: Rocking WB Facilitation Inhibition	Mahle & Ward Ch 15 pg 394-402 Meriano Ch 2 pg 89-98	

Week 5 Module 3				
T 2/18	Module 2 Exam	Practice for module 2 lab checkoff		
Th 2/20	Concepts, Assessments, and Strategies for Pain	Module 2 Lab Checkoff	Mahle & Ward Ch 20	M2 SOAP note due 2/20/25 @ 11:59 p.m. M2 Reflection due 2/23/25 @ 11:59 p.m.

Week 6				
Tue 2/25	Concepts, Assessments and Strategies for Physical Agent Modalities	Techniques and Interventions: Volumeter Compression Taping Cryotherapy Contrast baths	Mahle & Ward Ch 20 Meriano Ch 2 pg 100-105 Morreale Pg 140-141	
Th 2/27	Concepts, Assessments and Strategies for Physical Agent Modalities	Techniques and Interventions: Thermal modalities Electrotherapy	Mahle & Ward Ch 20 Meriano Ch 2 pg 100-105	SOAP 3 due 2/28//25 @ 11:59 p.m.

Week 7				
Tue 3/4	Concepts, Assessments, and Strategies for Orthopedic conditions	Techniques and Interventions: Pendulum exercises, joint protection, shoulder replacement precautions	Mahle&Ward Ch 23	
Th 3/6	Module 3 Exam	Combined Lab Introduce Module 4 assignment Review of UE anatomy	Daniel's and Worthingham	
Week 8				
Tue 3/11	Concepts, Assessments, and Strategies for Comprehensive management of hand	Techniques and Interventions: Provocative tests Tendon glides Scar mgmt.	Mahle & Ward Ch 25	
Th 3/13	Concepts, Assessments, and Strategies for Orthotics	Techniques and Interventions: Splint lab	Mahle & Ward Ch 21	M4 assignment due 3/16/25 at 11:59 pm.

springbreak	springbreakspringbreak	springbreakspring	breakspringbreak	springbreak
Tue 3/18				
Th 3/20				
Week 9				
Tue 3/25	Concepts, Assessments, and Strategies for Sensation	Techniques and Interventions: Sensory assessments Desensitization Sensory re-ed Nerve glides	Mahle & Ward Ch 11 Pg 256-263	SOAP 4 due 3/26/25@ 11:59 p.m.

Th 3/27	Module 4 Exam	Practice for M4 checkoff	Meriano Ch 2 Pg 99-122	.
Week 10 Module 5				
Tue 4/1	Concepts, Assessments, and Strategies for Perception	Module 4 Lab Checkoff		M4 SOAP due 4/1/25 @ 11:59 p.m.
Th 4/3	Concepts, Assessments, and Strategies for Vision and visual perception	Techniques and Interventions: Low vision techniques for ADL's/IADL's	Mahle & Ward Ch 8 Meriano Ch2 Pg 115-116	M4 Reflection due 4/7/25 @ 11:59 p.m
Week 11				
Tue 4/8	Concepts, Assessments, and Strategies for Vestibular and proprioceptive functions	Techniques and Interventions: Vestibular and proprioceptive functioning	“Loops and Rocks in Your Head” “Do You Know Where Your Body Is?” “Specialized Knowledge and Skills in Adult Vestibular	

			Rehabilitation for Occupational Therapy Practice”	
Th 4/10	Concepts, Assessments, and Strategies for Cognition Introduce M5 Case Study	Techniques and Interventions: consciousness, orientation, experience of self and time	Mahle & Ward Ch 9 Meriano Ch2 Pg 122-130	

Week 12				
Mon 4/14	Concepts, Assessments, and Strategies for Cognition	Techniques and Interventions: Attention Memory	Mahle & Ward Ch 9 Meriano Ch2 Pg 122-130	SOAP 5 due 4/15/25 @ 11:59 pm
Th 4/17	Concepts, Assessments, and Strategies for Cognition	Techniques and Interventions: Higher Level Cognition	Mahle & Ward Ch 9 Meriano Ch2 Pg 122-130	M5 case study due 4/18/25 at 11:59 pm
Week 13				
Tue 4/22	Module 5 Exam	ACOTE Interview: 10:15-11 Practice lab for Module 5 checkoff		
Th 4/24	Advocacy	Module 5 Lab Checkoff	Mahle & Ward Ch 2 Pg 31-33	M5 SOAP due 4/24/25@ 11:59 p.m. M5 Reflection due 4/27/25 @ 11:59 p.m.
Week 14				
Tue 4/29	OT Promotion Introduce OT Promotion Assignment	Combined Lab OT Promotion		

Th 5/1	OT Promotion	Presentations		OT Promotion Assignment due 5/1/25 @ 1:00 p.m.
Week 15				
Tue 5/6	Review for final written treatment plan Faculty Evaluation	Review interventions		
Th 5/8	Final written treatment	plan writing		Final Written Treatment plan due 5/8/25 @ 12:45 p.m.
Week 16				
Tue 5/13	OT collaboration	Practice for final practicum		
Th 5/15	Final practicum	Final practicum		FINAL SOAP due 5/15/25 at 11:59 pm

Note: Course Schedule is tentative and may be changed to reflect weather days and student learning needs. Students will be notified via Blackboard LMS.

COLLEGE POLICIES

Health & Safety Protocols

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. The college encourages its staff, faculty, and students to be mindful of the well-being of all individuals on campus. If you feel sick, feverish, or unwell, please do not come to campus.

Some important things to remember:

- If you have not done so, ACC encourages all students, faculty, and staff to get vaccinated. COVID-19 vaccines are now widely available throughout the community. Visit [Vaccines.gov](https://www.vaccines.gov) to find a vaccine location near you.
- Campuses are open to faculty, staff, and students: The college and its departments and offices may invite internal *and* external guests to their events and activities, though access is still restricted for external parties seeking to host activities at ACC. The college's [Appian Health Screening App](#) remains available to everyone who visits campus. This continues to be a good way to check your own health before coming to class or work.
- If you are experiencing COVID-19-related symptoms, please get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available. To find [testing locations near you, click this link](#).
- If you test positive, please report it on the [ACC self-reporting tool located here](#).
- ACC continues to welcome face masks on campus. Per CDC guidelines, face masks remain a good way to protect yourself from COVID-19.
- The college asks that we all continue to respect the personal space of others. We are encouraging 3 feet of social distancing.
- Please be sure to carry your student, faculty, or staff ID badge at all times while on campus.

Because of the everchanging situation, please go to [ACC's Covid website](#) for the latest updates and guidance.

Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at the [Academic Integrity website](#). _

Student Rights & Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state, and federal laws. [Student Rights & Responsibilities](#)

As a student of Austin Community College you are expected to abide by the [Student Standards of Conduct](#).

Senate Bill 212 and Title IX Reporting Requirements

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of **sexual harassment, sexual assault, dating violence, and stalking** committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of **sex- and gender-based discrimination and sexual misconduct**. **This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.**

If you would like to talk with someone confidentiality, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online, go to the [Counseling website](#).

While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; compliance@austincc.edu .

If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up.

Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

Further information about the complaints process, including the form used to submit complaints, is available at the [Student Complaint Procedures website](#)._

Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student. Student grades will be posted in Blackboard with a running total reflecting the grading structure.

Recording Policy

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through BlackBoard Collaborate or another platform. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

Safety Statement

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at the [Emergency Management website](#).

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or an outbreak of illness, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-1231. Please refer to the concealed handgun policy online at the [Campus Carry website](#).

As this course is very physical and hands on in nature, it is not safe for you or your classmates to conceal a weapon on your person. Please secure your weapon in your closed bag for the laboratory section of this course.

Discrimination Prohibited

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA

Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students.

Additional information about Title VI, Title IX, and ADA compliance can be found in the [ACC Compliance Resource Guide](#).

Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college-related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at the [ACC Email Q&A website](#).

Use of the Testing Center

The Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE)
- Placement Tests: Placement tests (e.g., ALEKS)
- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC

STUDENT SUPPORT SERVICES

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth.

Student Support

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these campus services and resources is available at the [Student Resources website](#). A comprehensive array of student support services is available online at the [Student Support website](#).

Student Accessibility Services

Austin Community College (ACC) is committed to providing a supportive, accessible, and inclusive learning environment for all students. Each campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS).

Students are encouraged to request accommodations prior to the beginning of the semester, otherwise the provision of accommodations may be delayed. Students who have received accommodations from SAS for this course will provide the instructor with the legal document titled "Faculty Notification Letter" (FNL) through the Accessible Information Management (AIM) portal.

Until the instructor receives the FNL, accommodations should not be provided. Once the FNL is received,

accommodations must be provided. Accommodations are not retroactive, so it is in the student's best interest to request their accommodations as soon as possible prior to the beginning of the semester.

Please contact SAS@austincc.edu for more information.

Academic Support

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

An online tutor request can be made here: [Online Tutoring Request](#)

Additional tutoring information can be found here: [Online Tutoring](#)

Library Services

ACC Library Services offers both in-person and extensive online services, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians. In addition, currently enrolled students, faculty and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos). ACC Libraries offer these services in numerous ways such as: "Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat service," an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- [Library Website](#)
- [Library Information & Services during COVID-19](#)
- [Ask a Librarian](#) 24/7 chat and form
- [Library Hours of Operation by Location](#)
- Email: library@austincc.edu

Parent and Family Engagement Services

ACC understands how important parent and family support is to every student's college journey. From parents and siblings to step-parents, grandparents, partners, and loved ones, the Parent and Family Engagement Office at ACC is committed to empowering families to support student success. The office provides a family orientation to ACC, free [workshops](#) explaining the world of higher education (financial aid, student resources, career and transfer services, etc.), a monthly [newsletter](#) full of student success tips, and a website designed to answer family members' frequently asked questions. All students, especially first-generation students, are encouraged to share these resources with their families and invite them to be part of the Riverbat experience. Contact familyengagement@austincc.edu or visit the [Parent & Family Engagement website](#) for more information.

Student Organizations

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at the [Student Life website](#).

Personal Support

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food resources including community pantries and bank drives can be found here at the [Central Texas Food Bank website](#).
- Assistance with childcare or utility bills is available at any campus [Support Center](#)
- The [Student Emergency Fund](#) can help with unexpected expenses that may cause you to withdraw from one or more classes
- Help with budgeting for college and family life is available through the [Student Money Management Office](#).
- A full listing of services for student parents is available at the [Child Care website](#).

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns at the [Counseling website](#).

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However, if you are afraid that you might hurt yourself or someone else, call 911 immediately.

Free Crisis Hotline Numbers:

- Austin / Travis County 24-hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24-hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **988** or **1-800-273-TALK (8255)**
- Crisis Text Line: **Text “home” to 741741**
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline: **1-800-950-NAMI (6264)**