

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
OCCU 2504

Course Title
Advanced Clinical Intervention Skills

Course Description
Therapeutic intervention techniques and evaluations for various client populations. Simulated client case situations. In/out of class demonstrations of various client based professional skills. Prepare for Fieldwork Level II and career expectations. Acceptance into the Occupational Therapy Assistant Program

College Mission
South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes
X Critical Thinking Responsibility X Communication

ACTS Course **Program Course** Occupational Therapy Assistant Program

ACTS Outcomes

Program Outcomes

1. Assist the Occupational Therapist, as requested, in data collection (including but not limited to the occupational profile), perform standardized/non-standardized assessments (analysis of occupational performance) according to directions and accurately report all results to the occupational therapist.
2. Assist the occupational therapist and client plan relevant intervention specific to the needs of the client, or the client group, based on best practice, including evidence based medicine.
3. Safely and effectively implement the intervention plan as approved by the occupational therapist and agreed upon by the client, change the intervention technique/plan based on the condition of the client, and report to the occupational therapist and document results.
4. Safely modify self-performance (including therapeutic use of self) according to the client's needs or condition and report to the occupational therapist and document results.
5. Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
6. Complete all duties in an ethical, legal, safe, and professional manner.
7. Demonstrate the importance of professional development, support professional organizations, and advocate for the future of occupational therapy services.

Course Learner Outcomes

CLO #	Course Learner Outcomes (CLO)	Unit Objectives Competencies	ACTS Outcomes	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Complete all steps of the occupational therapy process. (intake, manipulation, application, cross application) (relate, choose, conclude, compile)	1-53		1-7	CT3			Consumer Story
CLO 2	Demonstrate occupational therapy ethics. (cross apply) (create)	1-53		1-7		C4		Ethics Skit
CLO 3	Relate professionally with all parties, regarding occupational therapy client and profession information (manipulation, application, cross application) (outline, distinguish, construct)	1-53		2	CT1			Consumer Story
CLO 4	Perform clinical learning with an emphasis on life-long learning and ensuring competency in	5, 14, 20, 22,		3-4	CT5			Consumer Story

	occupational therapy field with clients (intake, manipulation, application, cross application) (match, interpret, examine, modify)	27, 28, 29, 34, 37, 39, 43, 46						
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Unit Outcomes/ Competencies/Objectives

Individual Student Objectives

The student should, at the end of the course OCCU 2504 Advanced Clinical Intervention Skills:

1. Describe the role of the occupational therapy assistant in the occupational therapy process and identify collaborative interaction with supervising occupational therapist. (intake, manipulation, application, cross application) B. 4.5, 4.10, 5.1, 5.25, 5.28, 5.29, 5.30, 5.31, 5.32, 6.4, 7.4, 9.8
2. Design and construct clinical intervention equipment and adaptive equipment. (intake, manipulate, apply) B. 5.2
3. Apply selected aspects of the Occupational Therapy process to assigned Consumer Story (including referral, evaluation (screening tools, assessments skilled observations, occupational histories, consultations with other professionals, interviews with client/family/significant others), intervention planning, intervention, transition planning, discharge planning). 1.1, 1.7, 2.2, 2.6, 2.7, 2.8, 2.10, 2.11, 4.1, 4.4, 4.5, 4.10, 5.1, 5.2, 5.3, 5.6, 5.9, 5.10, 5.17, 5.19, 5.20, 5.23, 5.27, 5.28, 5.29, 5.31, 6.4, 7.1, 7.4
4. Recognize Intervention for sensory problems versus behavior problems. (intake, manipulation, application, cross application) B: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.11, 3.1, 4.1, 4.4 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.25, 5.28, 5.29, 5.30, 5.31, 7.1, 7.3, 7.4, 7.7, 9.1, 9.2, 9.3, 9.6, 9.10, 9.11
5. In order to bridge the distance between non-professional and professional responsibilities the student will demonstrate professional behavior in all course work and activities. Student will accept faculty input to correct any student faulty thinking regarding professional behavior expectations. (dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking, attitude). (manipulation, application, cross application) 5.20, 9.6, 9.8
6. Write advocacy letter for client. (cross apply) B.2.6, 2.10, 4.1, 4.10, 5.2, 5.3, 5.9, 5.16, 5.17, 5.26, 5.21, 5.25, 5.32, 6.4, 7.1, 7.7, 7.4, .2, 9.3
7. Complete examples of professional communications within the healthcare or service delivery team. (manipulation, apply, cross apply) 1.1,1.8, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 2.11, 4.1, 4.9, 4.10, 5.1, 5.2, 5.3, 5.6, 5.7, 5.9, 5.10, 5.17, 5.19, 5.20, 5.21, 5.22, 5.23, 5.25, 5.32, 6.4, 7.3, 7.4, 7.7, 7.8, 9.1, 9.2, 9.3, 9.6, 9.10, 9.11
8. Complete reimbursement information for service delivery. (demonstrate accountability for intervention and service delivery activity, meet standards for reimbursement delivery and for legal and reimbursement agencies). (apply) 2.10, 4.1, 4.10, 5.1, 5.9, 5.10, 5.17, 5.20, 5.32, 7.1, 7.3, 7.4
9. Perform scheduling (time management) duties. (apply) B. 5.25, 7.5, 9.6
10. Identify use of therapeutic use of self within Consumer Story and with intervention selection. (cross apply) B. 5.1, 5.2, 5.3, 5.7, 5.17, 5.23, 5.24
11. Develop client teaching resources, including but not limited to: acute and chronic wellness; home or transitional needs; family home program. (cross apply) B. 1.1, 2.2, 2.3, 2.7, 2.8, 2.10, 2.11, 5.1, 5.2, 5.3, 5.6, 5.11, 5.13, 5.17, 5.19, 5.23, 5.24, 7.1, 7.4
12. Develop the ability to glean appropriate information from client evaluation and perform assessments appropriately. (intake, manipulation, apply, cross apply) B. 1.7, 2.5, 2.6, 2.8, 4.1, 4.2, 4.4, 4.9, 4.10, 5.1, 5.2, 5.3, 5.28, 5.32, 7.6, 8.3
13. Evaluate ethical dilemmas and deduce a plan of action for clinical based issues. (cross apply) B: 2.3, 2.8, 5.7, 5.19, 5.20, 5.21, 5.22, 5.25, 7.3, 7.4, 7.7, 9.1, 9.2, 9.3, 9.6, 9.10, 9.11
14. Select appropriate in-service material, practice presentation of said material, and present an in-service, with said material, to a group (including but not limited to another professional discipline). (cross apply) B: 2.3, 2.8, 5.7, 5.19, 5.20, 5.21, 5.22, 5.25, 7.3, 7.4, 7.7, 9.1, 9.2, 9.3, 9.6, 9.10, 9.11
15. Safely select and apply occupation based, purposeful activity, and/or preparatory method interventions. Determine appropriate intervention based on occupation goal, performance skill deficit, performance pattern deficit/capability, activity demands, context(s) and environments, and client factors. Intervention activities to include safety, health and wellness, occupation, skill components. B: 1.1, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 4.2, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.12, 5.17, 5.18, 5.19, 5.20, 5.23, 5.28, 9.3, 9.4, 9.6
16. Select appropriate evaluation and intervention techniques and adaptations and modifications used in occupational therapy (and associate intervention with frames of reference/theories/occupational performance practice models). (intake, apply) 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.6, 2.8, 2.11, 3.1, 3.2, 4.2, 4.4, 4.5, 4.9, 5.1, 5.2, 5.3, 5.6, 5.8, 8.1, 8.2, 8.3, 8.7,
17. Identify the teaching and learning process, including, but not limited to: adaptive behavior management techniques regarding human behavior, and motor learning. Apply teaching and learning of consumer and caregiver in Consumer Story. (intake, cross apply) B: 1.1, 1.2, 1.3, 1.4, 2.1, 2.6, 2.7, 2.8, 2.10, 2.11, 3.1, 4.1, 4.4 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.18, 5.19, 5.20, 5.23, 5.28, 5.29, 5.30, 5.31, 7.1

18. Describe FIM (Functional Independence Measure) level for activities of daily living skills. B: 1.2, 1.7, 2.3, 2.7, 2.8, 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 5.28, 5.30, 5.31, 5.32, 7.4, 7.6, 7.8
19. Develop an awareness of how to professionally interact with another culture. (cross application) B: 1.2, 1.3, 1.4, 1.5, 2.3, 2.5, 2.9, 5.7, 5.17, 5.18, 5.19, 5.20, 5.23, 6.2, 7.1, 9.12
20. Identify evidence based best practice intervention techniques and basic research components within a peer reviewed article. (intake, manipulation, application) B. 1.7, 2.6, 2.11, 5.2, 5.3, 5.10, 5.17, 5.23, 5.24, 8.2, 8.3, 8.8
21. Recognize intervention intended for pediatrics (including but not limited to various pediatric and school settings [including Response To Intervention]). (intake, manipulation, application) B: 1.1, 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.13, 5.17, 5.23, 6.1, 6.2, 7.2
22. Understand use of Brain Gym in pediatric occupational therapy service delivery. (intake) 2.6, 2.8, 5.1, 5.2, 5.3, 5.6, 5.17, 6.1
23. Differentiate critical thinking types of procedural, interactive, conditional, narrative, pragmatic; and critical thinking elements of artistic, scientific, and ethical clinical reasoning, in relation to determining client occupational therapy services. Consider clinical reasoning in regard to the medical model versus the occupational therapy model. Analyze use of critical thinking/reasoning regarding occupational therapy services. (apply, cross apply) B: 1.2, 1.5, 1.6, 2.2, 2.6, 2.7, 2.8, 2.10, 2.11, 3.2, 4.4, 4.10, 5.1, 5.2, 5.3, 5.6, 5.7, 5.9, 5.10, 5.17, 5.23, 5.24, 5.32, 7.1, 7.4, 8.3, 8.7
24. Facilitate gathering of information for developing an occupational profile. (include information regarding client factors, performance patters, context and environments, performance skills) (intake, manipulate, apply) B. 1.1, 1.2, 2.2, 2.6, 4.1, 4.4, 5.1, 5.9, 5.10, 5.17, 7.1
25. Assess architectural structure for barriers to function and suggest changes for what could be done to facility (including understanding generally accepted accessibility standards). (intake, manipulation, apply) B.1.1, 1.6, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 4.1, 4.2, 4.4, 4.9, 4.10, 5.1, 5.3, 5.5, 5.9, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.32, 6.2, 6.4, 7.1, 7.2, 7.4
26. Recognize areas to be addressed in a home evaluation and complete a report making suggestions (sharing data with client). (intake, manipulation, application) B. 1.1, 1.6, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 4.1, 4.2, 4.4, 4.10, 5.1, 5.3, 5.5, 5.9, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29, 5.31, 5.32, 6.4, 7.1, 7.2, 7.4
27. Recognize the role of the entry-level occupational therapy assistant and driving and use of an off-road assessment. (manipulation, cross apply) B. 1.1, 1.6, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.13, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29, 5.31, 5.32, 6.2, 6.4, 7.1, 7.2, 7.4
28. Demonstrate ability to identify global to local organizations affiliated with occupational therapy concerns. (cross apply) B.9.2
29. Recognize the professional learning system (beyond the role of higher education student) and responsibility for professional development (including activity for legislative action). (intake, application) B: 7.2, 7.3, 7.4, 7.8, 8.1, 8.2, 8.7, 9.1, 9.2, 9.4, 9.13
30. Be provided with an opportunity to complete a practice examination as a precursor activity to the national certification exam in occupational therapy (which is needed for national and state credentialing requirements). A. 5.6, B. 7.2, 7.3, 9.6
31. Recognize the role of occupational therapy practitioners and interventions for sexuality. (intake, cross apply) B. 2.6, 2.9, 5.2, 5.3, 5.5, 5.6, 5.7
32. Recognize role of occupational therapy in home health. B: 1.4, 1.8, 2.1, 2.3, 2.8, 2.10, 4.10, 5.1, 5.9, 5.17, 5.19, 5.28, 5.30, 5.31, 5.32, and 7.3
33. Complete service management tasks, such as clinic upkeep, associated with clinical work. (manipulation) B. 9.6
34. Analyze practitioner role and determine appropriate professional development activities. (manipulation, apply, cross apply) B: 7.2, 7.3, 7.4, 7.8, 8.1, 8.2, 8.7, 9.1, 9.2, 9.4, 9.13
35. Participate in aquatic therapy intervention activity for occupational therapy service delivery. (intake, manipulation) B. 2.5, 2.6, 2.8, 5.1, 5.2, 5.3, 5.6, 5.13
36. Apply health and wellness to various populations (including but not limited to child wellness program). (apply, cross apply) 1.1, 1.2, 1.5, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.2, 5.1, 5.2, 5.3, 5.5, 5.6, 5.9, 5.17, 5.19, 5.23, 5.24, 6.1, 7.1, 7.3, 8.3,
37. Identify use of emerging practice with client. (intake, apply) B. 2.2, 2.6, 2.8, 5.2, 5.9, 5.10, 5.17, 6.1, 6.4, 7.1, 7.3, 7.4, 8.7
38. Determine program goal for occupational therapy department. (cross apply) B. 1.7, 2.2, 2.6, 5.3, 7.1, 7.6, 9.3
39. Cross application of learned knowledge (regarding client population) to another client population (induce occupational therapy knowledge). (cross application) B. 1.1, 1.2, 2.2, 2.6, 2.10, 2.11, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9, 5.10, 5.17, 5.19, 5.20, 5.21, 5.23, 5.24, 5.25, 7.1
40. Display knowledge of safe use of hippotherapy and aquatic therapy in occupational therapy service delivery. B: 1.1, 2.2, 2.5, 2.6, 2.8, 5.1, 5.2, 5.3, 5.6, 5.13, 5.17, 6.1, 7.1
41. Document occupational therapy services in clinical note format. (effectively communicate need and rationale for occupational therapy services) (cross apply) B. 5.1, 5.5, 5.6, 5.9, 5.10, 5.20, 5.21, 5.32, 7.6

42. Complete performance skills practice as precursor activity for Fieldwork Level II, and self-assess ability to ethically be prepared to begin Fieldwork Level (intake, manipulation, cross application) II. A.5.6, 9.6
43. Participate in case study discussions addressing intervention choice. (intake, manipulate, apply, cross apply) B. 4.1, 4.4, 4.5, 5.1, 5.2, 5.3, 5.9, 5.10, 5.17, 5.19, 5.20, 5.21, 5.25, 5.27, 5.28, 5.29, 5.31, 6.4
44. Understand safety and professional considerations and the use of adaptive equipment in areas of occupation (including but not limited activities of daily living, instrumental activities of daily living [such as homemaking], education, and vocation. (intake, apply) B: 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9, 5.10, 5.17, 5.18, 5.19, 5.20, 5.23, 5.28
45. Perform modified dressing technique laboratory activity. (intake, manipulation, apply, cross apply) B. 2.10, 5.2, 5.3, 5.5, 5.23
46. Complete preparatory study and assignments for Fieldwork Level II to be prepared to begin Fieldwork Level II. (intake, manipulation, application, cross application) 1.1, 2.8, 1.3, 2.2, 2.4, 2.8, 2.11. 3.2, 4.5, 5.2, 6.1, 7.4
47. Analyze electronic tablet application for performance skills and occupation; deduce further functional application of electronic tablet application. (intake, manipulation, apply)B. 1.8, 2.7, 5.1, 5.2, 5.3, 5.6, 5.8, 5.10, 7.1
48. Choose shoe-tying sequences/styles and analyze steps of said sequences/styles. (intake, apply) B. 2.6, 2.7, 2.10, 5.1, 5.2, 5.3, 5.23, 5.24
49. Demonstrate an understanding of the use of electronic documentation system to support performance, participation, health and well-being. (intake, manipulation, apply) B. 1.8
50. Identify client referrals (for evaluation) to occupational therapist and other disciplines. (cross apply) 2.10, 4.1, 4.9, 5.9, 5.10, 5.17, 5.20, 5.21, 7.1, 7.3
51. Complete occupational performance assessment and share data with client. Observe pediatric performance skill assessment and share data with family member. Complete cognitive occupational based assessment and share data with significant other. (intake, manipulation, application, cross application) B: 1.1, 1.2, 1.7, 2.8, 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 5.22, 5.25, 5.26, 5.28, 5.30, 5.32, 7.6, 8.1, 8.2, 8.3, 8.7
52. Know developmental levels for human occupational activities. (manipulation) 1.2, 1.3, 1.4, 2.5, 2.6, 2.7, 5.8

Assessment Descriptions

All items assessed as part of semester Professional Behavior Evaluation

1. Overall complete semester long case study, Consumer Story, with 75% accuracy or greater. (intake, manipulation, application, cross application) (relate, choose, conclude, compile)
2. Perform ethics skit with no more than 2 dress rehearsals. (cross apply) (create)
3. Respectfully interact with supervisor regarding Consumer Story client progress information with 75% accuracy or greater. (manipulation, application, cross application) (outline, distinguish, construct)
4. Identify professional development activities for practitioner in Consumer Story with 75% accuracy or greater. (intake, manipulation, application, cross application) (match, interpret, examine, modify)

Materials and Technological Requirements

Access to Blackboard.

American Occupational Therapy Association membership

Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. ISBN-13: 9781569002650.

Introduction to Occupational Therapy. 4rd edition. Sabonis-Chafee, B. & Hussey, S. Mosby, St. Louis, 2012. ISBN-13: 978-0323084659

Pendleton, H.M. & Schultz-Krohn, W. (2013) Pedretti's occupational therapy: Practice skills for physical dysfunction, (7th ed.) Elsevier. St. Louis, MO. ISBN:9780323059121

Ordinary Miracles. Labovitz, D. Ed. Slack, 2003 ISBN-13: 9781556425714

The COTA in the Schools. Barlow, T, Pinkava, J., & Gombash, L. Therapy Skills Builders.1999. ISBN: na

Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques. 5th ed. Sladyk, K. & Ryan, S. E. ISBN-13: 978-1556429620

Mental Health Concepts and Techniques for the Occupational Therapy Assistant. 4th ed. Early, M. LW&W. ISBN-13: 978-0781778398

Occupational Therapy with Elders: Strategies for the COTA. 2nd ed (ISBN:na) (2003) and 3rd ed (ISBN-13: 978-0323065054) (2011). Lohman, H., Padilla, R.L., Byers-Connon, S; Elsevier.

Case-Smith, J., O'Brian, J.C. (2015) Occupational therapy for children and adolescents. Elsevier. St. Louis, MO. ISBN:9780323169257

Occupational Therapy Interventions: Function and Occupations. Meriano, C. & Latella, D. 2008. Slack. ISBN-13: 978-1556427329

Lab uniform.

During the Dressing Laboratory please have comfortable clothing to practice with: shoe, sock, pants/shorts, button down shirt.

DropBox

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week.....2 absences
- Courses that meet twice per week3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct

quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Date of Revision: 9/1/2016