

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 2101

Course Title

Clinical Interventions Laboratory

Course Description

Practice of hands-on therapy skills for person transfers, muscle location, safety with functional mobility, adaptive dressing, developmental screening, adaptive therapeutic equipment, vital signs, reflex testing, sensory techniques, observation skills, culture self-assessment, client interview, and use of self therapeutically.

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

Critical Thinking Responsibility Communication

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

Program Outcomes-Student Outcome Goals

- 6.1. 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.
- 6.2 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.
- 6.3. 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.
- 6.4 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.
- 6.5 Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
- 6.6 Complete all duties in an ethical, legal, safe, and professional manner.

Course Learner Outcomes

CLO #	Course Learner Outcomes	Individual Student Objectives	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
1	Students will be able to complete safety aspects of intervention.(recall, sequence, check)	2,7, 8, 12, 13	na	1-4			R2	Tub Transfer (pivot & slide board)
2	Students will be able to observe a client, collect performance data, and report to the occupational therapist. (observe, organize)	6,9	na	1, 6	CT1			Denver II Observation Write Up

3	Students will learn, practice, and/or demonstrate occupational therapy intervention techniques for various populations. (identify, carry out)	1, 2, 4, 10, 11, 13, 16, 17,	na	2-4	CT3			Palpation Practicum
4	Students will learn, practice, and/or demonstrate professional behaviors, therapeutic use of self, and professional interactions for occupational therapy practitioners. (select, interpret, choose)	3, 5, 13, 14, 15, 18, 19, 20, 21	na	1-6	CT3			Cultural scenarios

Unit Outcomes/ Competencies/Objectives

Individual Student Objectives

The student should, at the end of the course OCCU 2101 Clinical Interventions Laboratory:

1. Locate muscles through palpation in a practicum format. Intake, Manipulation. B.1.1
2. Physically be able to transfer a client using a two-man lift transfer, pivot transfer technique, tub/shower transfer, slide board transfer. Demonstrate how to complete floor transfer. Intake, Manipulation, Application, Cross Application. B.5.12, 1.4, 2.10, 5.24
3. 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). Intake, Manipulation. B.5.20, 9.6
4. Physically demonstrate appropriate body mechanics when lifting or moving clients or objects from one place to another. Intake, Manipulation, Cross Application. B.1.1, 1.6, 2.5, 2.6, 2.8, 2.10, 5.12
5. Self-identify cultural information. Explore race and prejudice issues that prevent effective therapeutic relationships when working with clients. Manipulation B.1.4, 8.1
6. Physically demonstrate developmental reflex testing in a practicum format. Manipulation. B.1.1, 1.2, 4.2, 4.4
7. Physically perform passive range of motion. Intake, Manipulation. B.1.1, 5.3, 5.6
8. Take another's brachial blood pressure and radial pulse safely and correctly. Learn how blood pressure is taken with electronic equipment. Intake, Manipulation. B.1.1, 2.8, 4.1
9. Use observation skills for developmental screening using the Denver II Screening and accurately record these observations in documentation format. Intake, Manipulation. B.1.2, 1.3, 4.1, 4.4, 5.20
10. Create sensory integration intervention activities based on deficit information. Manipulation. 2.8, 5.3, 5.6
11. Complete sensory integration and sensory processing intervention techniques through laboratory activity. Intake, Manipulation. B.2.6, 5.3, 5.6
12. Physically demonstrate w/c mobility for generalized weakness and 1-hand sided body use, and 1-handed/generalized weakness dressing techniques. Manipulation. Application. B.2.8, 2.10, 5.2, 5.5, 5.6, 5.21, 5.19, 5.21, 5.23
13. Physically demonstrate safe walker use with occupation. Intake, Manipulation. B.2.8, 2.10, 5.2, 5.5, 5.6, 5.12, 5.13
14. Will correctly wash hands per World Health Organization protocol. Intake, Manipulation. A.4.11, B.2.5, B.2.8, B.9.6
15. Will learn proper therapy practitioner client interaction to allow for future therapeutic interaction between practitioner and client. Intake, Manipulation. B.5.7, 5.19, 5.20, 5.28
16. Complete SouthArk Literacy learning materials for college's search utilization features for gaining access to evidence based information and best practice information. Intake, Manipulation. B.5.20, 5.32, 8.2
17. Will identify and learn various pieces of clinic equipment and their uses. Intake. B.5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9
18. Will self-assess professional behavior abilities and relate behaviors to various professional relationships. Manipulation. B.9.6
19. Identify culture-context appropriate approaches for client scenarios. Manipulation, Application. B.2.2, 8.1, 8.7
20. Will present to others information about how practitioners consider occupation in regards to daily life activity performance, participation in health promotion and participation in activities to promote well-being. Intake, Manipulation, Application, Cross Application. B.2.3, 5.19

21. Student will begin safety binder to provide resource to student during Fieldwork Level II. Manipulation. B.2.8

Assessment Description(s)

1. Complete Tub Transfer safely. Should be done with 80% accuracy or greater for performance skills and 100% for safety features (intake, manipulation, apply) (recall, sequence, check)
2. Identify child characteristics via Denver II Screening. Should be done with 75% accuracy (intake, manipulation) (observe, organize)
3. Perform palpations with upper extremity muscles. Should be done with 75% accuracy (intake, manipulation) (identify, carry out)
4. Demonstrate cultural competency via case scenarios. Should be done with 75% accuracy (intake, manipulation, apply) (select, interpret, choose)

All of the above Student Assessment Evaluation Methods are tentative and subject to change. The above indicated points, topics, and assessments may change as needed, as determined by the instructor. The instructor reserves the right to make any needed changes with any Student Assessment Evaluation Method, add any Student Assessment Evaluation Method or remove any Student Assessment Evaluation Method, if it would be in the best interest of student learning.

Materials and Technological Requirements

- Access to Blackboard.
- American Occupational Therapy Association membership
- Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. 2014. By: American Occupational Therapy Association. ISBN-13: 9781569003619
- Lab uniform.
- For Dressing Lab: extra sock, button down long sleeve shirt, shorts or pants to go over already worn street clothes (best if clothes loose or a size larger than normally worn)
- During muscle-oriented work wear tank top.
- Developing Clinical Competence. 2015. By: M. Morreale. Slack Books. ISBN-13: 9781617118159
- Pedretti’s Occupational Therapy Practice Skills for Physical Dysfunction. 2011. By H. McHugh Pendleton & W. Schultz-Krohn. Elsevier. ISBN-13: 9780323059121.
- Mobility in Context. 2012. By: C. Johansson & S. A. Chinworth. F. A. Davis. ISBN-13: 9780803615274
- Muscles Testing and Function with Posture and Pain. 5th Ed. 2005. By: F. P. Kendall. Lippincott
- Williams & Wilkins. ISBN-13: 9780781747806
- OT Student Primer A Guide To College Success. 1997. By: K. Sladyk. Slack Books. ISBN-13: 9781556423185
- OTA Supply Kit.

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 week 3 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

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