

**NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES
MINUTES**

DATE: December 10, 2009
 TIME: 5:30 p.m.
 PLACE: Student Union, Room 209
 PRESENT: Kevin Berthot
 Charlie Boaz
 Patricia Griffith
 Clint Isaac
 Mariam Mih
 David Peter

ABSENT:

PRESENT: Dr. Vicky R. Smith, President
 Dr. Brian Inbody, VP for Student Learning
 Ben Smith, VP for Administration
 Brenda Krumm, Dean of Outreach and Workforce Development
 Eric Tincher, Dean of Students
 Sandi Solander, Business Manager/Board Treasurer
 Nathan Stanley, Faculty Senate
 Kent Pringle, Board Attorney
 Terri Dale, Board Clerk

Mr. Peter called the meeting to order.

III. Public Comment

There were no speakers.

Mr. Peter asked to amend the agenda by moving the executive session to follow reports. Upon a motion and a second the agenda was approved as amended. Motion passed.

V. Consent Agenda

The following items were approved by consent.

- A. Minutes from November 12, 2009
- B. Claims for disbursement for November 2009
- C. Personnel
- D. Course Inventory Revisions

Consent Agenda Item V-C: Personnel

1. Resignation of Assistant Men's Soccer Coach

It was the President's recommendation that the Board accept the resignation of Kevin Reigle, assistant men's soccer coach. Mr. Reigle's resignation was effective November 19, 2009

2. Administrative Assistant for Upward Bound

It was the President's recommendation that the Board approve the employment of Beau McMillan as the administrative assistant for the Upward Bound program. Mr. McMillan is a graduate of NCCC and Savannah College of Art and Design. His most recent work experience was at G & W Foods in Chanute where he was the assistant manager from June 2006 through January 2008.

Mr. McMillan will be paid \$9.70 per hour (level III) starting December 11, 2009.

3. Admissions Specialist

It was the President's recommendation that the Board approve the employment of Tim Jones for the Admissions Specialist position. Mr. Jones graduated from Fort Scott Community College and from Pittsburg State University with a Bachelor of General Students degree.

Mr. Jones was the lead teacher at Building Blocks Child Development Center for the last six years. He also worked as an electronics specialist at Wal Mart and as a sales consultant for Phil Long Mitsubishi.

Mr. Jones will be paid \$10.25 per hour for 30 hours per week (level III) starting December 14, 2009.

4. Adult Education Instructor-Fort Scott

It was the President's recommendation that the Board approve the employment of Ashley Keylon as the Adult Education instructor at our Fort Scott. Ms. Keylon earned a Bachelor of Science degree from Pittsburg State University.

Ms. Keylon is the part-time ABE/GED Writing Instructor for NCCC at the Fort Scott site. She will be paid \$25,334 annually starting January 4, 2010.

Consent Agenda Item V-D: Course Inventory Revisions

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to offer. This list of courses is referred to as the course inventory. Each change to the inventory must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the College Board of Trustees, as per NCCC policy.

Course Inventory Changes for Spring 2010**New Courses**

CRIM 128 Criminal Procedures, 3 credit hours
 CURR 103 On Course, 1 credit hour
 HUM 206 Eastern Civilizations, 3 credit hours
 (The following syllabi will be included under new business: Surgical Technology Program and Occupational Therapy Assistant Program approval)
 OTA 100 Introduction to Occupational Therapy, 3 credit hours
 OTA 102 Occupational Therapy Skills through the Lifespan, 3 credit hours
 OTA 104 Occupational Disruption and Activity Analysis, 3 credit hours
 OTA 106 Core Skills and Modalities in Occupational Therapy Assistant, 3 credit hours
 OTA 108 Fieldwork and Practice Issues – Level I, 1 credit hour
 OTA 110 Basic Biomechanics, 3 credit hours
 OTA 200 Mental Health & Psychosocial Practice, 3 credit hours
 OTA 210 Theory and Practice in Physical and Occupational Disabilities, 3 credit hours
 OTA 212 Management and legal Issues in Occupational Therapy, 3 credit hours
 OTA 214 OTA Clinical Fieldwork – Level II, 2 credit hours
 OTA 216 Fieldwork in the Community – Level III, 5 credit hours
 SURG 100 Introduction to Surgical Technology, 5 credit hours
 SURG 102 Fundamentals of Surgical Technology, 5 credit hours
 SURG 202 Surgical Procedures I, 10 credit hours
 SURG 204 Surgical Procedures II, 7 credit hours

Programs Inactivated

Applied Art – Certificate
 Early Childhood Education – Certificate

COURSE SYLLABUS**COURSE IDENTIFICATION**

Course Prefix/Number: CRIM 128
 Course Title: Criminal Procedure
 Division: Liberal Arts
 Program: Criminal Justice
 Credit Hours: 3
 Lecture Hours 3
 Initiation / Revision Date: Fall 2009
 Assessment Goals per Outcome: 75%

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

This course will introduce students to a study of the Fourth, Fifth, Sixth, Eighth, and Fourteenth amendments of the U.S. Constitution as they impact the criminal justice system. The course will emphasize procedural law in contrast to the substantive law taught in the Criminal Law course (CRIM 122). Students will develop a working knowledge of search and seizure issues, due process issues, rules of evidence and the exclusionary rule.

PREREQUISITES AND / OR COREQUISITES

None

TEXT

Ingram, Jefferson L. *Criminal Procedure: Theory and Practice*, 2nd ed. New Jersey: Prentice Hall, 2009. ISBN: 0131352091.

COURSE OUTCOMES

Upon completion of this course, the student should be able to:

1. Explain the basic structure and provisions of the U.S. Constitution and Bill of Rights as they impact the criminal justice system, with particular emphasis on the
 - a. Fourth Amendment
 - b. Fifth Amendment
 - c. Sixth Amendment
 - d. Eighth Amendment
 - e. Fourteenth Amendment
2. Apply important Supreme Court decisions to factual patterns involving
 - a. Warrants
 - b. Search and Seizure
 - c. Probable Cause
 - d. Confessions and Self-Incrimination
 - e. Right to Counsel
 - f. Speedy Trial
 - g. Cruel and Unusual Punishment.
3. Explain the chronological process of a typical criminal case and the role that constitutional protections play in that process with regard to

- a. Charges
 - b. Arraignment and Pleas
 - c. Exclusionary Motions
 - d. Jury Selection
 - e. Evidentiary Rules
 - f. Double Jeopardy
 - g. Appellate Procedures.
4. Demonstrate an understanding of basic legal research utilizing
- a. Reporters
 - b. Case Digests
 - c. Shepherd's Citations
 - d. Internet Sites

COURSE OUTLINE

- I. Background**
 - a. The Constitution and the Bill of Rights
 - b. Criminal Courts
 - c. The Exclusionary Rule
- II. The Fourth Amendment: Arrest, Stop and Frisk, Search Warrants**
 - a. Arrest
 - b. Stop and Frisk
 - c. Search Warrants
- III. The Fourth Amendment: Search and Seizure**
 - a. Places, Persons and Vehicles
 - b. Special Needs Searches
 - c. Open Fields and Abandoned Property
- IV. The Fifth Amendment: *Miranda*, Confessions, Identification**
 - a. *Miranda* Warnings
 - b. Confessions and the Fifth Amendment
- V. Trial Procedures**
 - a. Pretrial Motions
 - i. Preliminary Hearings
 - ii. The Eighth Amendment: Bail
 - iii. The Sixth Amendment: Right to Counsel
 - iv. The Sixth Amendment: Speedy Trial
 - v. The Fifth Amendment: Double Jeopardy
 - b. Trial Procedures
 - c. Appellate Practice
 - i. The Eighth Amendment: Cruel and Unusual Punishment

INSTRUCTIONAL METHODS

1. Lectures
2. Assignments
3. Scheduled Examinations
4. Current topics, reports, articles, statutes, and laws relating to the criminal law will be given to the students for discussion in class.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is based primarily upon results of announced and unannounced examinations and assignments as well as class participation. Students should report for class having read the assigned text and be prepared to participate in class discussions of the material.

GRADING SCALE

The following scale will be used in determining grades for examinations, assignments and a final grade:

90-100 = A
 80 - 89 = B
 70 - 79 = C
 60 - 69 = D
 0 - 59 = F

CHAPMAN LIBRARY

Reference materials, periodicals, Kansas statutes as well as numerous criminal justice internet sites are all available for your research and use. Students will receive instruction in class on basic legal research both in hardbacks and on the internet. The staff at Chapman Library will assist you in finding materials either on site, through the internet or through interlibrary loans.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

Academic Integrity

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

Cell Phone Policy

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

*****NOTE*****

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be in writing and made available to students at the time they become effective.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Dean of Student Development*, Chanute Campus, Student Union, 620-431-2820, Ext. 213., or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

COURSE SYLLABUSCOURSE IDENTIFICATION

Course Prefix/Number: HUM 206
 Course Title: Eastern Civilizations
 Division: Liberal Arts
 Program: Humanities
 Credit Hours: 3
 Initiation/Revision Date: Fall 2009
 Assessment Goals per Outcome: 75%

CLASSIFICATION OF INSTRUCTION

Academic

COURSE DESCRIPTION

This course is a broad interdisciplinary survey of the major civilizations of Asia with particular emphasis on the history, culture, literature and art of India, China and Japan from prehistory to the Modern period. Through an examination of translated source material, lecture, and discussion, students will gain an appreciation of the great works of Asian religion, thought and literature and an understanding of the broad sweep of Asian history from its origins in the river valleys to its collision with the West.

PREREQUISITES AND/OR COREQUISITES

None.

TEXT

Murphey, Rhoads. *A History of Asia*, 6th ed. New York: Longman, 2008 (ISBN: 0-205-64916-5).

ADDITIONAL READINGS FROM TRANSLATED SOURCES:

Selections from *The Rig Veda*.
 Selections from *The Upanishads*.
 Selections from *The Bhagavad Gita*.
 Selections from the Buddhist Scriptures.
 Selections from the *Tao Te Ching*.
 Selections from *The Book of Chuang Tzu*.
 Selections from *The Analects*.
 Selections from *The Mencius*.
 Selections from *The Nihon-gi*.
 Selections from *The Tale of Genji*.
 Selections from the poetry of Bashō.

COURSE OUTCOMES

Upon completion of this course a student should be able to:

1. Identify key geographic features of Asia on a map, including important rivers, mountain ranges, regions, countries and cities.
2. Explain the main events and trends in the history of Eastern civilizations from the beginnings of agriculture to the Modern period.
3. Examine, compare and contrast the major beliefs and philosophies of Eastern civilizations including Hinduism, Buddhism, Daoism, Confucianism, and Shinto.
4. Identify the key elements and characteristics of traditional Asian societies and cultures and explain how contact with the West impacted those societies and cultures.
5. Assess the great literary and artistic accomplishments of Eastern civilizations.
6. Utilize systematic research techniques.

COURSE OUTLINE

- I. Geography**
- II. The Origins of Civilization in China and India**
 - A. India
 - 1. Prehistoric Asia
 - 2. Indus Valley Civilization
 - 3. The Aryans
 - 4. Mauryan India
 - 5. Gupta India
 - B. China
 - 1. River Valley Cultures
 - 2. Shang Dynasty
 - 3. Zhou Dynasty
 - 4. Warring States Period
 - 5. The Qin
 - 6. Han Dynasty
- III. Medieval India and Southeast Asia**
 - A. Islam and India
 - B. Delhi Sultanate
 - C. The Cholas
 - D. Southeast Asia
- IV. Religions of Asia and Traditional Asian Society**
 - A. Hinduism
 - B. Buddhism and Its Spread
 - 1. Siddhartha Gautama
 - 2. Theravada Buddhism
 - 3. Mahayana Buddhism
 - a. Zen Buddhism
 - 4. Vajrayana Buddhism
 - C. Daoism
 - 1. Lao Tzu
 - 2. Chuang Tzu
 - D. Confucianism
 - 1. Confucius
 - 2. Mencius
 - 3. Legalism
 - E. Shinto
 - F. Islam and Asia
 - G. Traditional Asian Societies
- V. China's Golden Age**
 - A. Tang Dynasty
 - B. Song Dynasty
 - C. Mongol Conquest and the Yuan Dynasty
 - 1. Kublai Khan
 - 2. Genghis Khan
 - D. Ming Dynasty
- VI. Early, Classical and Medieval Japan and Korea**
 - A. Cultural Influences upon Early Japan
 - B. Heian Culture
 - C. The Kamakura Period
 - D. Ashikaga Japan
 - E. Korea
- VII. Mughal India and Central Asia**
 - A. The Mughals
 - B. Babur
 - C. Aurangzeb
 - D. Central Asia
- VIII. The West Arrives**
 - A. Spain and Portugal
 - B. Russia
 - C. The Dutch
 - D. The English
- IX. Manchu China and Tokugawa Japan**
 - A. Manchu Dynasty
 - B. Qing Dynasty
 - C. The Opium War
 - D. Japan's Tokugawa Shogunate
- X. Western Imperialism**
 - A. The Raj
 - 1. The Growth of Indian Nationalism
 - 2. Gandhi
 - B. Southeast Asia
 - 1. French in Indochina
 - 2. United States in the Philippines
 - C. China's Ordeal
 - 1. The Open Door
 - 2. The Boxer Rebellion
 - D. The Japanese Exception
 - 1. The Meiji Restoration
- XI. World War II in Asia**
 - A. China in Chaos

- B. Burma and India
- C. Japanese Militarism and Expansion
- D. The War in China
- E. Japanese Defeat
- F. Decolonization
 - 1. The Partition of British India
 - 2. Decolonization in Southeast Asia
- G. Revolution in China
 - 1. Mao Tse Tung
 - 2. The Cultural Revolution
 - 3. Modernization
 - 4. Chinese Diaspora
- H. Asia in the Cold War
 - 1. The Korean War
 - 2. The Vietnam War
- I. Japanese Revival
- J. Asia in the New Century

INSTRUCTIONAL METHODS

This class will be organized as primarily a discussion class with weekly lectures providing the context for the next week's discussion. Other instructional methods will include writing and films.

STUDENT REQUIREMENTS

The following are required of all students:

1. Read assigned material.
2. Attend class.
3. Complete all assigned work on time.
4. Participate in class discussion and activities.
5. Listen courteously, considerately, and tolerantly to ideas presented in class by the instructor or other students.
6. Complete examinations.

METHOD OF EVALUATION

All tests will include both objective (fill-in-the-blank, matching and/or multiple choice) and subjective (identification and/or essay) questions. Any missed test must be made up within 7 days or will receive a permanent grade of 0. No Exceptions. There will also be various other assignments during the semester, which may include graded discussions, response writings, quizzes, map work, discussion leadership, forum posts, essays, and research assignments.

GRADING SCALE

The grading scale will be based on a percentage of the total points possible throughout the semester. The following scale will be used: 90% to 100%, A; 80% to 89%, B; 70% to 79%, C; 60% to 69%, D; below 60%, F.

ATTENDANCE POLICY

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CELL PHONE POLICY

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ASSESSMENT OF STUDENT GAIN

Assessment of the student's gain will be measured by comparing the students' knowledge base at the beginning and end of the semester. This will be done by giving each student an objective pre-test covering the course contents at the beginning of the semester and administering the same instrument as a post-test at the conclusion of the course. A comparison will then be made.

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bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

Upon a motion and a second the consent agenda was approved. Motion passed unanimously.

Faculty Senate Report: Nathan Stanley told the Board that this would be his last report for the Faculty Senate because Sarah Robb had returned from her maternity leave.

He also reported that Athletic Trainer, Sonja Herman, and her assistant trainer Tomomi Kamijo, had taken five athletic training students to Lawrence on November 15th for the Kansas Athletic Trainers' Society seminar. The seminar served as a way for certified ATCs to gain continuing education units as well as provide a networking/learning experience for the athletic training students. There were a few other Community Colleges from the Jayhawk conference, but NCCC was the only community college that brought students.

Welding instructor Will Jordon reported that his students placed first out of 11 at the Manhattan Area Technical College Arc Welding Competition. One of his students won individually as well, having won first place out of 136, 9 students placed in the top 21.

On Sunday, Dec. 6th, 160 people were in attendance at the NCCC Christmas Concert at the First United Methodist Church. The women's Bella Voce ensemble and the St. Cecilia's choir performed traditional Christmas songs in addition to more modern choral arrangements.

In mid-November, the Professional Development Committee revised and clarified policies pertaining to the use of professional development money. Some of the revisions and updates include:

1. If it is not possible to submit the application for funds before the professional development activity occurs, it must be submitted within 6 months of the activity in order to be considered by the committee.
2. The application form can now be submitted in two ways. It can be submitted electronically by emailing it to rzollars@neosho.edu using your neosho.edu email address. Because it is password protected, it can be used as an electronic signature. Or a hard copy may be printed, signed, and sent to Ruth Zollars through intercampus mail.
3. All receipts must be kept. When the Certificate of Completion is submitted a travel expense report, proof of completion and all receipts should be attached.
4. Funds can only be used for the activity listed on the application and approved by the committee. Only expenses directly related to the professional development activity for the faculty member can be included. Alcohol cannot be included, in accordance with Kansas State statutes. Expenses for anyone else, such as a spouse or assistant coach, cannot be included.
5. Funds can only be used for the exact line item they are listed for on the application. For instance, if travel expenses were less than expected, but food cost more than expected, you cannot use the extra travel expenses to pay for the food. Receipts will be audited by the committee. They must match your claimed expenses exactly.

Vice President of Student Learning Report: Dr. Brian Inbody, Vice President of Student Learning, distributed a written report and discussed several items included in the report. He told the board that he and his staff had been working on creating new on-line services for students, creating the 2010-2012 academic calendar and catalog, helping with changes to the Title III grant, exploring the possibility of expanding the Ottawa campus, and handling the challenges associated with a large enrollment increase.

He reported that fall enrollment was up 17% and that spring enrollment is up about 20% over last spring. He also reported on fall to fall retention, English CAAP preliminary results, academic honesty, and the extended Thanksgiving break.

His written report also included reports from Marie Gardner, Coordinator of the On-line Campus; Tosca Harris, Division Chair for Liberal Arts; Linda Jones, Division Chair for Applied Science, Pam Covault, Director of Nursing; Gayle Randolph, Coordinator of Assessment; and Susan Weisenberger, Library Director.

Dr. Inbody also gave a brief report on Outcomes Assessment and asked the Board to review the PowerPoint presentation at their leisure. He said he had been busy consulting with colleges in Kansas, Iowa and Texas regarding the Outcomes Assessment System he had designed and implemented at the college.

Treasurer's Report: Sandi Solander, Business Manager, distributed the Monthly Financial Statement, Cash Balance comparison, and a comparison in accounts receivable balances from November 2007 to November 2009. The 2007 AR balance on November 8 was \$188,785.09 compared to \$106,304.74 on November 16, 2009. Ms. Solander reported that the college ended November with 5.9 million in cash.

President's Report: Dr. Vicky Smith, President, gave the following report to the Board.

Spring enrollment is up 22%+ overall, with Ottawa and On-line enrollments doing very well. She developed the chart below that shows a comparison with December 9th of this year with December 9th of last year. She expects current Chanute students will enroll next week after they finish their finals and before they leave for the Christmas break.

As of 12/9/2009	Spring 09 Head Count	Spring 09 Credit Hours	Credit Hour Load/ Student	Spring 10 Head Count	Spring 10 Credit Hours	Credit Hour Load/ Student	Head Count Change	Credit Hour Change	% Diff Credit Hours
Chanute	415	4,957	11.94	440	4,914	11.17	+25	-43	-0.87
In-district	21	112	5.33	25	247	9.88	+4	+135	+120.54
Ottawa	346	2,432	7.03	491	3,389	6.90	+145	+957	+39.35
Out-	21	114	5.42	41	258	6.29	+20	+114	+

district										126.32
On-line	394	1,726	4.38	526	2,604	4.95	+132	+878		+50.87
Total	1,197	9,341	7.80	1,523	11,412	7.49	+326	+2,071		+22.17

All headcounts are duplicative except for the "Total" headcount number. There are 326 more individuals who have enrolled at this time for spring compared to last year at the same time.

Her report also included an analysis of how far away we were in enrollments from meeting where we stood on opening day last spring semester. The analysis is below.

As of 12/9/2009	Opening Day Spring 2009 Headcount	Spring 2010 Headcount (as of 12/9/09)	Difference in Headcount	Opening Day Spring 2009 Credit Hours	Spring 2010 Credit Hours (as of 12/9/09)	Difference in Credit Hours Over Opening Day (as of 12/9/09)
Chanute	537	440	-97	5,726	4,914	-812
In-district	158	25	-133	918	247	-671
Ottawa	522	491	-31	3,675	3,389	-286
Out-district	129	41	-88	629	258	-371
On-line	561	526	-35	2,409	2,604	+195
Total	1,907	1,197	-710	13,357	11,412	-1,945

Dr. Smith also looked at how many credit hours would be generated if each "student headcount deficit" enrolled in the average number of credit hours that that site's students took. That analysis is below.

As of 12/9/2009	Headcount deficit between current Spring 2010 enrollment and opening day Spring 2009	Current Spring 2010 average credit hour load per student	Potential credit hours that could be generated if headcount enrolled in current average credit hour load
Chanute	-97	11.17	1,083
In-district	-133	9.88	1,314
Ottawa	-31	6.90	214
Out-district	-88	6.29	554
On-line	-35	4.95	173
Total			3,338

The Governor has announced the cuts he is making to state agencies to help reduce the \$256 million negative gap in revenues and the state budget. He moved state aid to K-12 and higher education back to the FY2006 level—which is as far as he can reduce aid and still receive federal stimulus monies for FY2011. The governor could ask the federal government for a waiver to reduce the aid below the FY2006 level—but he has indicated strongly that he will not do that.

NCCC probably will see the reduction show up on the January state aid payment. KBOR and the Kansas Department of the Budget are still working out the details. Dr. Smith suspects it will be less than \$50,000.

Governor Parkinson signed and certified the report to the federal government on the use of the education stimulus funds (American Recovery and Reinvestment Act (ARRA)) received by the State. The certification listed each of the institutions that had received monies and for what they had spent the monies. A copy of the report was given to Trustees.

The installation of turf on the baseball infield is progressing with an anticipated completed date of late January. The entrance and exit of large dump trucks and bulldozers have torn up part of the greenway. Dr. Smith assured the Board that the contractor would restore the grass to the condition before construction started.

Chanute Fire Department Battalion Chief John Gamble recently did a sweep of the campus. Mr. Gamble indicated the campus was as clean and in better shape than any facility he had previously inspected. Dr. Smith said the comments were due in large part to efforts of Paul Smith AND Brandi Poydack (new lead custodian position)

and their staff.

The Marketing Committee and Eric Tincher and his staff have initiated a new marketing approach for those students who have applied, but have not yet enrolled for the spring semester. The approach is a postcard with a message from me encouraging them to enroll for the spring. They are being printed in-house and will be mailed to 500 individuals (both campuses)

Dr. Smith reported she had been appointed to the ACCT Advisory committee of Presidents beginning January 1, 2010. The committee meets annually during the Community College National Legislative summit and the ACCT Community College Leadership Congress.

Agenda Item VIII-E: Executive Session: Acquisition of Real Property

Upon a motion and a second the Board recess into executive session for 30 minutes for preliminary discussions relating to acquisition of real property and to include the President, Vice President of Student Learning, Vice President for Administration, Dean of Ottawa and the college attorney. Motion passed. The Board entered executive session at 6:10 p.m.

The Board returned to open session at 6:40 p.m.

Upon a motion and a second the Board returned to executive session for 10 minutes to continue preliminary discussions relating to acquisition of real property and to include the President, Vice President of Student Learning, Vice President for Administration, Dean of Ottawa and the college attorney. Motion passed. The Board entered executive session at 6:41 p.m.

The Board returned to open session at 6:51 p.m.

Mr. Peter called for a 10 minute break.

The meeting resumed at 7:00 p.m.

Agenda Item VII-A: Emeritus Faculty/Administrator Policy Revision-second reading

In March of 2005, the Board of Trustees approved the Emeritus Faculty and Administrator policy that grants the status in honor of 15 or more years of outstanding service to Neosho County Community College at the time of the employee's retirement or passing. The honor includes:

- o the employee's name added to the Emeritus Faculty and Administrator plaque
- o A certificate of status
- o Lifetime free admission to college events
- o A continuation of employee discount at the bookstore

Currently membership in this group is limited to full-time faculty members and administrators who have risen to the rank of Director or above.

The revised policy allows Emeritus status to be given by the Board of Trustees to all full-employees who meet the criteria, regardless of position at the college. The intent is to honor all retired long-term college employees who have devoted the bulk of their working lives to Neosho County Community College students no matter what their position or rank. The revised policy was presented at the November Board meeting for a first reading.

All past living employees who would have met these criteria will be asked to accept Emeritus employee status retroactively.

The proposed change in the policy presented at the November meeting is below.

Mr. Peter said he had a problem with calling faculty and administrators "employees". He asked the Board to consider changing the language

Emeritus ~~Employee~~ Faculty and Administrator Status (added 3/9/05)

The Board of Trustees of Neosho County Community College is greatly appreciative of employees who devote their professional lives to the College. In appreciation, the Board establishes and names individuals to Emeritus ~~Employee Faculty and Administration~~ status, so that their displayed names, along with their positive impact on the College, will remain long after their retirements.

To be considered for this honor the employee must be:

- A full time ~~employee~~ faculty member or full time administrator of director level or higher;
- Be employed at the college for at least 15 years;
- Be eligible for retirement under the Kansas Public Employees Retirement System;
- Be retired from Neosho County Community College.

If an employee who meets the first two requirements dies before retirement he or she is still eligible to receive the honor posthumously.

On or about July 1, the Director of Human Resources will compile a list of retirees that meet the above criteria and will submit that list to the President who then submits the list to the Board of Trustees. At the next meeting of the Board, they will publicly induct the new members to this honor. A plaque will be maintained displaying the names of the honorees.

Mr. Peter said he had a problem with calling faculty and administrators "employees". He asked the Board to consider changing the language and distributed the second revision of the policy. The proposed change would rename the policy Emeritus Faculty, Administrator and Employee Policy. It also replaced reference to employee with faculty member, administrator and employee. The Board agreed to the revisions offered by Mr. Peter. The revised policy is below:

Emeritus Faculty, ~~and~~ Administrator, ~~and~~ Employee Status (added 3/9/05)

The Board of Trustees of Neosho County Community College is greatly appreciative of employees who devote their professional lives to the College. In appreciation, the Board establishes and names individuals to Emeritus Faculty, ~~and~~ Administration, ~~and~~ Employee status, so that their displayed names, along with their positive impact on the College, will remain long after their retirements.

To be considered for this honor the employee must be:

- A full time faculty member, ~~or~~ full time administrator, ~~or~~ full time employee of director level or higher;

- Be employed at the college for at least 15 years;
- Be eligible for retirement under the Kansas Public Employees Retirement System;
- Be retired from Neosho County Community College.

If an employee who meets the first two requirements dies before retirement he or she is still eligible to receive the honor posthumously.

On or about July 1, the Director of Human Resources will compile a list of retirees that meet the above criteria and will submit that list to the President who then submits the list to the Board of Trustees. At the next meeting of the Board, they will publicly induct the new members to this honor. A plaque will be maintained displaying the names of the honorees.

Resolution 2009-80

RESOLVED, that the Board of Trustees of Neosho County Community College approves revisions to the Emeritus Faculty and Administrator policy as presented and renames the policy Emeritus. Administrator and Employee Status.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VII-B: Staff Professional Development Policy Revision-second reading

Professional development for faculty and staff is important to stay current on rules and regulations, and to develop leaders among our employees as is required by the College's mission and purposes statement. Professional development is important for all employees, not just faculty members. As a result, the College maintains two professional development funds, one for the faculty administered by the negotiated agreement and a separate fund of \$6,000 for staff, run by a staff committee.

There are several differences between the faculty and staff funds. In 2008, the Board of Trustees approved an increase of the per faculty allocated amount from \$500 per instructor to \$750. Currently, the staff development fund policy limits staff members to \$500 per year per staff member. Additionally, the negotiated agreement for instructors allows its members to reapply for unused professional development funds near the end of the academic year. Staff members are limited to \$500 with no chance to reapply for unused dollars.

In a continuing effort to strengthen professional development for all employees and to equalize benefits between faculty and non-faculty employees the administration is recommending changing Board policy to allow for an increase in the initial amount staff members can apply for from \$500 to \$750. Additionally, we are recommending that the policy be amended to allow for staff members to reapply for unused funds near the end of the academic year.

These proposed changes will have no effect on the budget as the total allotment of \$6,000 will not be changed.

Proposed Policy Changes:

Staff Professional Development Fund (added 9/9/04)

The purpose of this fund is to encourage staff in developing and implementing individual plans for professional development. Neosho County Community College expects all employees to take the initiative in maintaining and continually reassessing skills and knowledge required for their assigned work. The staff professional development fund is designed to support opportunities for which sufficient funding cannot be found within their department budgets.

1. Eligible employees include all permanent full time non-Professional Employees staff. Contractual employees must have been employed for one (1) year at the time of application. The purpose of this fund is not intended to be used in lieu of other appropriate department funds. Departments are encouraged to provide as much financial support as possible for appropriate training of their staff. The applicant is required to seek funding from his/her department *before applying for monies from the staff professional development fund.*
2. Monies will be budgeted each year and applications will be accepted throughout the year, but funding may become scarce as the year progresses. Therefore employees are encouraged to plan ahead.
3. The fund will be administered by the President's/designee Office.
4. Applications will be reviewed by a selection committee to be composed of a three- member committee appointed by the President. If a member of the selection committee is applying to the fund, he/she will excuse him/herself from that discussion. The amount of monies available for each employee is ~~\$500~~ \$750 per year. Between April 15th and May 1st, employees may apply for any uncommitted funds. Applications must be submitted no later than May 1st and no funds will be committed after June 1st.
5. Due to fund availability, all of the worthwhile applications submitted will be approved on a first come first serve basis.

The strategies/priorities of the college's professional development plan are:

1. Academic Study- Includes formal courses of study, pursuit of additional degrees or other academic awards.
2. Conferences- Presenting papers, tutorials, chairing sessions or panels; participation in question and discussion sessions; and attendance at formal sessions and other conference activities, are all examples of appropriate conference-related professional development.
3. Seminars and Workshops- Such activities cover a variety of instructional programs that may be offered.

Resolution 2009-81

RESOLVED, that the Board of Trustees of Neosho County Community College approves revising the Staff Professional Development Fund policy as presented above.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VII-C: Early Retirement Incentive Policy Revision-Second Reading

The Board of Trustees' attorney and the College's retirement plan provider have made the administration aware of a change in the tax code that affects the manner by which the college disperses its early retirement incentive to retirees. Part of the reason for the change in the tax code is that the US government sought to penalize corporate CEOs who delayed compensation in order to avoid paying taxes on salary and stock options. Unfortunately, the manner by which we disperse the early retirement incentive by paying it out over five years to the retired employee directly can be construed as a form of delayed compensation and thus susceptible to tax.

Under this new tax code the employee would be forced to pay taxes on the entire amount of the five-year payment in the first year, usually taking all of the first payment for taxes, if not more than that payment. For example, if the retired employee was to receive \$4,000 a year for five years, for a total of \$20,000, he or she would have to pay taxes on the full \$20,000 in the first year of the payment. However, there is a solution that benefits the College, the retired employee and the IRS. The solution would require a minor change to the negotiated agreement and to board policy.

As this is a retirement payment and not "salary" the payment can be made in the name of the employee to the College's authorized 403(b) retirement plan provider. (As a

non-profit organization, we are not allowed to offer a 401(k). Instead, we offer a 403(b), which is almost exactly like a 401(k). The retired employee can then access the funds through this retirement account. Like all pre-tax retirement accounts, as the employee draw the funds out of the account they will have to pay taxes on any withdrawn amount. However, the employee can leave the funds in the account until they are needed and earn interest in the meantime. The employee will not have to pay taxes on the entire "five-year" amount, just on the amount withdrawn each year.

There is another benefit. Currently the College and as well as the retired employee pay Social Security and Medicare, (or FICA) taxes on the disbursements. Because this proposed change is a retirement payment to a 403(b) and not salary, neither the employee nor the college will have to pay FICA taxes on the amount. That would save both parties about 7.65% of the payment.

There is a charge of 1% and an annual fee of \$20 from the employee to the 403(b) plan provider, but the employee saves 7.65% from avoiding the FICA tax.

The administration recommended a change in Board policy to reflect this change to how early retirement disbursements are made. The changes requested in the Early Retirement Incentive Policy for employees not covered by the negotiated agreement are highlighted in **yellow** below:

3. **Basis of Retirement Benefit.** The early retirement benefit shall be an annual payment **made in the retired employee's name to the College's identified 403(b) plan provider. The payment will be** determined by utilization of the percentage opposite the year of benefit on the following table. The percentage for the year shall be multiplied by the Full-Time Employee's last annual contract salary. The payment shall be paid annually in either January or July through the College contract year in which the Full-Time Employee reaches age sixty-four (64) or for a period of five (5) years, whichever occurs first. The initial date selected for first year payment (January/July) shall then become the anniversary date for subsequent payments. The age at the time of retirement shall determine the percentage of last annual salary for that year and each subsequent year.

Resolution 2009-82

RESOLVED, That the Board of Trustees of Neosho County Community College approves the proposed changes to the Early Retirement Benefit which will make the annual payment in the retired employee's name to the College's identified 403 (b) plan provider.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-A: Revised Vision and Mission Statement

College boards must, from time to time, review the institution's vision, mission and purposes statement to ensure that the college is fulfilling its potential and is moving in the right direction. These documents help college personnel shape the future of NCCC and help constituency groups understand the role of Neosho County Community College. Accrediting agencies, like the Higher Learning Commission of the North Central Association of Colleges, which accredits NCCC, examines these documents carefully to see if the college is living up to the promise of its vision, mission, and purpose.

The NCCC Board of Trustees re-examined these important statements at a recent retreat and made the following suggested changes. Those changes have been endorsed by the Executive Committee and now return to the Board for formal approval.

Resolution 2009-83

RESOLVED, that the Board of Trustees of Neosho County Community College approves the revised Vision and Mission and Purposes Statements as presented.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

VISION, MISSION, AND PURPOSES *VISION*

Neosho County Community College will grow and expand through serving students with innovative, creative programs based on leadership and excellence in faculty and administration and be the premier community college in Kansas.

MISSION

The mission of Neosho County Community College is to enrich our communities and our students' lives.

PURPOSES

Our purposes are:

student learning through

- the meeting of students' needs,
- quality educational programs, and
- effective assessment processes;

student success through

- providing personal attention,
- individualized advising, and
- the opportunity to meet personal goals;

ensuring access through

- affordability,
- flexible delivery and scheduling methods,
- responsive student services, and
- safe and comprehensive facilities;

responsiveness to our stakeholders through

- open communication,

- ethical management of resources,
- accountability, and
- the development of leaders;

meeting community needs through

- collaboration and innovation,
- lifelong learning opportunities,
- a commitment to diversity,
- cultural enrichment, and
- the providing of an educated workforce.

Agenda Item VIII-B: Academic Calendar

Every two years the Board of Trustees is asked to approve a new academic calendar. This calendar indicates when classes will begin and end, sets times for holidays and establishes the duty day requirements according to the negotiated agreement. It even establishes the four-day work week for the summer months. The calendar is created by a committee made up of representatives from faculty, staff and administration and is then sent on to Curriculum Committee and then the Executive Committee for approval and then finally to the Board. Due to a provision the negotiated agreement, a PEA member is always on the calendar committee.

Each calendar takes into account Board policy, schedules of the area USDs and Regents' Universities, negotiated agreement requirements, mandatory minimums of classroom time and many other factors.

This calendar features the repeat of the removal of fall break and President's day break in favor of an expansion of Thanksgiving break to a full week. This change began in the 2009-2010 academic year.

Resolution 2009-84

RESOLVED, that the Board of Trustees of Neosho County Community College approves the academic calendar for 2010-2012 as presented.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Academic Calendar

2010-2012

Fall Semester – 2010	May 10 Spring Classes End
July 26 4-Week Fall Intersession Classes Begin	May 11-13 Finals
July 29 Cert. Day for 4-Week Fall Intersession Classes	May 13 Faculty Duty Day
Aug 16 Faculty Report	May 13 Commencement 7:00 p.m.
Aug 17 Faculty In-Service	May 16 Intersession Classes Begin
Aug 19 4-Week Fall Intersession Classes End	May 16-17 Faculty Assessment Days
Aug 23 Classes Begin	May 18 Faculty Duty Day
Aug 27 Last Day to Add a Class	May 27 Intersession Classes End
Sept 2 Cert. Day for 1 st 8-Week Classes	May 30 Memorial Day (college closed)
Sept 3 Last Day for Refund	Summer I – 2011
Sept 6 Labor Day (college closed)	May 31 Summer I Begins (4-week & 8-week classes)
Sept 17 Citizenship Day	June 2 Cert. Day for Summer I Classes
Sept 20 Cert. Day for Full Semester Classes	June 10 College Closed
Oct 15 1 st 8-Week Classes End	June 14 Cert. Day for 8-week Summer Classes
Oct 18 2 nd 8-Week Classes Begin	June 17 College Closed
Oct 18 Mid-Term	June 23 Summer I Ends
Oct 28 Cert. Day for 2 nd 8-wk Classes	June 24 College Closed
Nov 22-26 Thanksgiving Break (college closed)	Summer II – 2011
Dec 7-10 Night Class Finals	June 27 Summer II Begins
Dec 13 Fall Classes End	June 29 Cert. Day for Summer II Classes
	July 1 College Closed
	July 4 Independence Day Observed (college

Dec 14-16 Finals	closed)
Dec 20 Faculty Assessment Day	July 8 College Closed
Dec 24-Jan 2 Christmas Break (college closed)	July 15 College Closed
Spring Semester – 2011	July 21 Summer II Ends
Jan 3 Intersession Classes Begin	July 22 College Closed
Jan 4 Cert. Day for Intersession Classes	July 29 College Closed
Jan 10 Faculty In-Service (college closed) Faculty Report	
Jan 14 Intersession Classes End	
Jan 17 Martin Luther King Day (college closed)	
Jan 18 Classes Begin	
Jan 25 Last Day to Add a Class	
Jan 28 Cert. Day for 1 st 8-Week Classes	
Feb 1 Last Day for Refund	
Feb 14 Cert. Day for full Semester Classes	
Mar 11 1 st 8-Week Classes End	
Mar 14 Mid-Term	
Mar 21-25 Spring Break	
Mar 28 2 nd 8-Week Classes Begin	
Apr 6 Cert. Day for 2 nd 8-Week Classes	
Apr 22 Good Friday (college closed)	
May 5-11 Night Class Finals	
May 10 Tuesday Classes are Friday Classes (day classes only)	
May 16 Faculty Duty Day	
Fall Semester – 2011	
July 25 Fall Intersession Classes Begin	May 25 Intersession Classes End
Aug 1 Cert. Day for 4-Week Fall Intersession Classes	May 28 Memorial Day (college closed)
Aug 15 Faculty Report	Summer I – 2012
Aug 16 Faculty In-Service	May 29 Summer I Begins (4-week & 8-week classes)
Aug 19 4-Week Fall Intersession Classes End	June 1 Cert. Day for Summer I Classes
Aug 22 Classes Begin	June 6 Cert. Day for 8-week Summer Classes
Aug 26 Last Day to Add a Class	June 8 College Closed
Sept 1 Cert. Day for 1 st 8-Week Classes	June 15 College Closed
Sept 2 Last Day for Refund	June 21 Summer I Ends
Sept 5 Labor Day (college closed)	June 22 College Closed

Sept 16 Citizenship Day Observed	Summer II – 2012
Sept 19 Cert. Day for Full Semester Classes	June 25 Summer II Begins
Oct 14 1 st 8-Week Classes End	June 27 Cert. Day for Summer II Classes
Oct 17 2 nd 8-Week Classes Begin	June 29 College Closed
Oct 17 Mid-Term	July 4 Independence Day (college closed)
Oct 27 Cert. Day for 2 nd 8-wk Classes	July 6 College Closed
Nov 21-25 Thanksgiving Break (college closed)	July 13 College Closed
Dec 6-12 Night Class Finals	July 19 Summer II Ends
Dec 12 Fall Classes End	July 20 College Closed
Dec 13-15 Finals	July 23 Fall Intersession Classes Begin
Dec 19 Faculty Assessment Day	July 27 College Closed
Dec 26-Jan 2 Christmas Break (college closed)	Aug 17 Fall Intersession Classes End
Spring Semester – 2012	<i>Note: This calendar is approved by the NCCC Board of Trustees, but is subject to change.</i>
Jan 3 Intersession Classes Begin	
Jan 5 Cert. Day for Intersession Classes	
Jan 9 Faculty In-Service (college closed) Faculty Report	
Jan 13 Intersession Classes End	
Jan 16 Martin Luther King Day (college closed)	
Jan 17 Classes Begin	
Jan 24 Last Day to Add a Class	
Jan 27 Cert. Day for 1 st 8-Week Classes	
Jan 31 Last Day for Refund	
Feb 13 Cert. Day for Full Semester Classes	
Mar 9 1 st 8-Week Classes End	
Mar 12 Mid-Term	
Mar 19-23 Spring Break	
Mar 26 2 nd 8-Week Classes Begin	
Apr 4 Cert. Day for 2 nd 8-Week Classes	
Apr 6 Good Friday (college closed)	
May 1-4 Night Class Finals	
May 8 Tuesday Classes are Friday Classes (day classes only)	
May 8 Spring Classes End	
May 9-11 Finals	
May 11 Commencement 7:00 p.m.	
May 14 Intersession Classes Begin	
May 14-15 Faculty Assessment Days	

Agenda Item VIII-C: College Catalog Revisions

Every two years NCCC revamps its college catalog with updated information and procedures. The college catalog, along with the student handbook and the residence life handbook, contains the policies and procedures that students must follow. The two-year review is conducted by a committee made up of the Dean of Student Development, the Registrar, the Vice President for Student Learning, and the Vice President for Administration. However, the input for the catalog extends to every aspect of the college as each department is responsible for reviewing and revising their particular section or listing.

Fewer and fewer colleges are printing the thousands of copies of the college catalog required for the two-year lifespan of the document. Instead they are listing the college catalog on-line and are printing only a few copies for immediate use or for those who do not have computer access. This allows the publication to be a "living document," where College administration can change a policy or procedure when the need arises and not have to wait for every two years. In the on-line college catalog, degree requirements will be "locked in" once a year, but procedures can change as the situations change. The only "official" copy of the catalog will now be found only on-line. It is important for the Board to note that when they approve this catalog, they will be giving administration the "standing permission" to change these policies and procedures to better serve the students as needed, and not returning the catalog to the Board for re-approval every time there is a change. Typically, these changes are reflective of a new Board policy addition or a re-organization of offices and/or personnel, thereby affecting procedure. New courses and programs will be added as soon as Board and state approval is given, not just once every two years.

This emphasis on the electronic college catalog has an extra benefit of saving about \$5,000-\$10,000.

The degrees and program emphasis sheets have been updated with changes previously approved by the Board. New Board-approved courses have been added and courses that have not been offered in the last five years have been removed. The newly approved academic calendar has been added. Numerous updates have occurred to many policies and procedures, but nothing that rises to significant levels.

The administration respectfully asks for Board approval of the 2010-2012 college catalog.

Resolution 2009-85

RESOLVED, that the Board of Trustees of Neosho County Community College approves the revised college catalog for 2010-2012.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-D: Surgical Technology Program and Occupational Therapy Assistant**Program Approval**

The Surgical Technology program is part of the Title III project. Students in the program may obtain a certificate by taking 47 credit hours or they may obtain the Associate of Applied Science degree by taking the 47 credits in the program plus an additional 17 credit hours of general education courses. Surgical Technicians, also called scrub nurses or operating room technicians, assist in surgical operations under the supervision of surgeons, registered nurses, or other surgical personnel. Employment is expected to grow much faster than average in this field. Median annual earnings of surgical technicians are \$34,010. The Surgical Technology program will be implemented at the Ottawa campus in January of 2011.

The second program in the Title III project is the Occupational Therapy Assistant program. This Associate of Applied Science degree consists of 64 credit hours. Once students complete the program, they will take the National Certification Examination administered by the National Board for Certification in Occupational Therapy (NCBCOT). Occupational Therapy Assistants work under the direction of an Occupational Therapist to provide rehabilitative services to persons with mental, physical, emotional or developmental disabilities with the ultimate goal to improve the client's quality of life and ability to perform daily activities. Employment is expected to grow and median annual earnings of Occupational Therapy Assistants are \$45,180. The Occupational Technology Assistant program will be implemented at the Ottawa campus in August of 2012.

Program information for the Surgical Technology Program and Occupational Therapy Assistant Programs are on the following pages.

Resolution 2009-86

RESOLVED, that the Board of Trustees of Neosho County Community College approves the Surgical Technology Program and the Occupational Therapy Assistant Programs.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

COURSE SYLLABUS**COURSE IDENTIFICATION**

Course Prefix/Number: SURG 100
 Course Title: Introduction to Surgical Technology
 Division: Allied Health
 Program: Surgical Technology
 Credit Hours: Five (5)
 Theory, 3cr 40 hours
 Lab, 2 cr 38 hours
 Initiation/Revision Date: Fall 2009
 Assessment Goal Per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This is a three credit hour theory and two credit hour lab course designed to provide the student with in-depth knowledge concerning the scope and practice of surgical technology. Students will be exposed to concepts of hospital structure and management, and the physical environment of a surgical suite. Students will learn patient safety procedural issues such as identification, consent, chart review, and needs of the patient. Students will also study skills related to teamwork, professional credentialing and organizations, and legal and ethical issues.

PREREQUISITE

Admission to Surgical Technology Program

TEXTS

Fuller, J. (2005). *Surgical Technology Principles and Practice*. Textbook and Workbook set (4th ed.). St. Louis, MO: Elsevier Saunders. ISBN: 978-1-4160-2371-5

Rothrock, J. (2007). *Alexander's Care of the Patient in Surgery*. (13th ed.). St. Louis: Mosby. ISBN: 978-0-3230-1622-3

Thomas, C. L. (2009). *Taber's Cyclopedic Medical Dictionary*. (21st ed.). Philadelphia, PA: F. A. Davis. ISBN: 9780803615595

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Various class handouts and online activities

COURSE OUTCOMES & COMPETENCIES

- I. Upon completion of this course the student will be able to:
 - @. Describe hospital organizational structures.
 - A. Explain the surgical suite organization and chain of command.
 - B. List the components of communication and describe their importance in the operating room (OR) setting as related to group dynamics, leadership and teamwork.
 - C. List the members of the surgical team and describe their roles.
 - D. Describe the different medical specialties.
 - E. Describe the factors related to stress and methods to cope with it.
 - F. Define preoperative tests, operating room, patient preparation and proper patient identification.
 - G. Explain the patient's bill of rights and the operative permit.
 - H. Discuss special needs of pediatric, geriatric, and special patients and the biopsychosocial needs of all patients.
 - I. Define legal terms, aspects and documentation as they relate to surgical technologists.
 - J. Describe concepts related to death and dying from an ethical perspective and what to do if a death occurs in the OR.
 - K. Evaluate information using current technology.
 - L. Describe methods of professional credentialing.
 - M. Compare and contrast professional organizations and credentialing related to the profession.
 - N. Describe concepts related to discharge planning and postoperative patient care and equipment needed in the post anesthesia care unit (PACU).

COURSE OUTLINE

- @. Scope of Practice
 - A. Hospital Organization and Management
 - B. Patient Identification
 - C. Consent
 - D. Preoperative Routines
 - E. Room Preparation
 - F. Documentation
 - G. Death and Dying
 - H. Information Management
 - I. Professional Credentialing
 - J. Professional Organizations
 - K. Group Dynamics
 - L. Leadership
 - M. Teamwork
 - N. Ethical and Moral Issues
 - O. Legal Issues
 - P. Risk Management and Liability
 - Q. Biopsychosocial Needs of the Patient
 - R. Discharge Planning
 - S. Health and Wellness
 - T. PACU

INSTRUCTIONAL METHODS

This course will be delivered to students in a face-to-face classroom setting and a lab-based format. Learning opportunities will be presented in a variety of ways: reading and writing assignments; discussions; classroom learning activities/games; quizzes and exams. Students will also learn and demonstrate skills in the on-site surgical technology lab.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

- A. Classroom setting
 - 10% - (5) Exams each (total of 50% of grade)
 - 05% - (3) Journal Article Reviews each (total of 15% of grade)
 - 10% - Weekly Quizzes
 - 25% - Discussion and Internet Assignments

Physical Skill Evaluations in the On-Site Lab (see below)

- A. Laboratory/Clinical

Lab/Clinical grades will be assigned as follows: (P/F)

Pass: Satisfactory completion of 80% of all clinical objectives experienced and satisfactory completion of all critical objectives experienced.

Fail: Satisfactory completion of less than 80% of all applicable clinical objectives or failure to satisfactorily complete one or more critical clinical objectives experienced.

5 and 10 Week Evaluations

Evaluations will be given during the 5th and 10th weeks of the semester, to inform the student of their progress. These evaluations will be based upon performance during clinical skills check offs, and overall performance in the lab environment. The evaluations will be used to determine the majority (85%) of the lab grade. Quizzes (5%), daily work (5%), and attendance (5%) will be factored in as well.

B. Concurrent Policy

Clinical and theory are concurrent and both must be passed to receive a passing grade in this course. The clinical component is graded as pass/fail, the theory with a letter grade. If either is failed, the course is failed. If this occurs, a student cannot progress in the program.

GRADING SCALE

On objective materials, the following scale is used:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = Below 60%

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration; the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

NOTE:

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published and made available to the students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Dean of Student Development*, Chanute Campus, Student Union, 620-431-2820, Ext. 213., or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: SURG 102
 Course Title: Fundamentals of Surgical Technology
 Division: Allied Health
 Program: Surgical Technology
 Credit Hours: Five (5)
 Theory, 3cr 40 hours
 Lab, 2 cr 38 hours
 Initiation/Revision Date: Fall 2009
 Assessment Goal Per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This is a three credit hour theory and two credit hour lab course designed to acquaint the student with the skills necessary to function as a beginning surgical technologist. It includes basic concepts necessary to establish, maintain, and coordinate the methods required for good patient care in the operating room (OR). Safe patient care and principles of operating room technique along with safety and hazards in the OR are covered. Students will study skills related to sterile storage and distribution, sterilization and aseptic technique as part of this course.

PREREQUISITE

Admission to Surgical Technology Program, Introduction to Surgical Technology I

TEXTS

Rutherford, C. (2005). *Differentiating Surgical Instruments*. Philadelphia: F.A. Davis Co. ISBN-13: 9780803612242

Fuller, J. (2005). *Surgical Technology Principles and Practice*. Textbook and Workbook set (4th ed.). St. Louis, MO: Elsevier Saunders. ISBN: 978-1-4160-2371-5

Rothrock, J. (2007). *Alexander's Care of the Patient in Surgery*. (13th ed.). St. Louis: Mosby. ISBN: 978-0-3230-1622-3

Thomas, C. L. (2009). *Taber's Cyclopedic Medical Dictionary*. (21st ed.). Philadelphia, PA: F. A. Davis. ISBN: 9780803615595

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Internet, handouts, audiovisual media, textbooks, current periodicals, computer lab, on-site surgical technology lab

COURSE OUTCOMES & COMPETENCIES

- I. Upon completion of this course the student will be able to:
 - @. State reasons for surgical intervention.
 - A. Describe the environmental conditions of the OR and the reasoning behind it.
 - B. Demonstrate surgical conscience and ethics.
 - C. Apply the principles of aseptic technique.
 - D. Apply Universal Precautions.
 - E. Apply principles of safe patient transportation, transfer and positioning.
 - F. Describe and demonstrate appropriate preoperative, intraoperative and postoperative case management techniques in the lab setting.
 - G. Identify accessory equipment used in the OR.
 - H. Describe the chemicals, terminology, and methods of OR sanitation.
 - I. Describe types of wound healing and factors affecting healing.
 - J. Define the process of infection and types of wound infections.
 - K. Understand the usage, types, and sizing of sutures, and needles.
 - L. Describe types and usage of dressings, sponges, and packings.
 - M. Describe the parts and usage of a tracheotomy tube.
 - N. Perform sponge, needle, and instrument counts.
 - O. List the types of specimens and their care.
 - P. Describe OR hazards.
 - Q. Describe blood handling, blood loss, and cell savers.
 - R. Describe the varieties of infectious organisms (microbiology) as they relate to surgical technology.
 - S. Define principles of homeostasis and the role of the surgical technologist during an emergency procedure in the operating room.

COURSE OUTLINE

- @. Physical Environment
 - A. Transportation
 - B. Review of the Chart
 - C. Transfer
 - D. Positioning
 - E. Urinary Catheterization
 - F. Skin Preparation
 - G. Attire
 - H. Case Selection
 - I. Equipment
 - J. Instrumentation
 - K. Asepsis and Sterile Technique
 - L. Scrubbing
 - M. Gowning and Gloving
 - N. Preparation of the Sterile Field
 - O. Counts
 - P. Draping
 - Q. Preoperative Case Management
 - R. Homeostasis
 - S. Emergency Procedures
 - T. Surgical Wound Classification
 - U. Monitoring the Sterile Field
 - V. Specimen Care

- W. Intraoperative Case Management
- X. Hemostasis
- Y. Exposure
- Z. Catheters and Drains
- AA. Tissue Approximation
- AB. Surgical Dressings
- AC. Wound Healing
- AD. Microbiology
- AE. Decontamination/Disinfection
- AF. Reprocessing
- AG. Sterile Storage and Distribution
- AH. Postoperative Case Management

INSTRUCTIONAL METHODS

1. Lectures
2. Audio-Visual aids
3. Examples and demonstrations
4. Writing samples
5. Revision of writings
6. Conferences
7. Tests
8. Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

- A. Classroom setting
 - 10% - (5) Exams each (total of 50% of grade)
 - 20% - Weekly Quizzes
 - 30% - Discussion and Internet Assignments

Physical Skill Evaluations in the On-Site Lab (see below)

- A. Laboratory/Clinical

Lab/Clinical grades will be assigned as follows: (P/F)

Pass: Satisfactory completion of 80% of all clinical objectives experienced and satisfactory completion of all critical objectives experienced.

Fail: Satisfactory completion of less than 80% of all applicable clinical objectives or failure to satisfactorily complete one or more critical clinical objectives experienced.

5 and 10 Week Evaluations

Evaluations will be given during the 5th and 10th weeks of the semester, to inform the student of their progress. These evaluations will be based upon performance during clinical skills check offs, and overall performance in the lab environment. The evaluations will be used to determine the majority (85%) of the lab grade. Quizzes (5%), daily work (5%), and attendance (5%) will be factored in as well.

- B. Concurrent Policy

Clinical and theory are concurrent and both must be passed to receive a passing grade in this course. The clinical component is graded as pass/fail, the theory with a letter grade. If either is failed, the course is failed. If this occurs, a student cannot progress in the program.

GRADING SCALE

On objective materials, the following scale is used:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = Below 60%

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's

responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration; the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

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CELL PHONE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: SURG 202
 Course Title: Surgical Procedures I
 Division: Allied Health
 Program: Surgical Technology
 Credit Hours: Ten (10)
 Theory, 5 cr 63 hours
 Lab, 5 cr 94 hours
 Initiation/Revision Date: Fall 2009
 Assessment Goal Per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This is a five credit hour theory and five credit hour clinical course designed to allow the student to begin to applying skills learned in the Introduction and Fundamental courses to real-life procedures. With web-based learning platform and clinical practice the student will learn to select instrumentation and other supplies for specific procedures. The student will apply learning in anatomy and physiology, and techniques from first courses in the practical experience of passing instruments to the surgeon in the clinical setting. The student will apply the basic skills of aseptic technique both in the laboratory setting and the clinical practicum as well as the basic medical terminology.

PREREQUISITE

Admission to the Surgical Technology program

Successful completion of Introduction to Surgical Technology and Fundamentals of Surgical Technology courses

TEXTS

Goldman, M. A. (2008). *Pocket Guide to the Operating Room*. (3rd ed.). Philadelphia, PA: F. A. Davis.

Netter, F. (2008). *Atlas of Human Anatomy*. (4th ed.). Teterboro, New Jersey: Icon Learning Systems.

Allmers, N., and Verderame, J. (2005). *Appleton & Lange Review for the Surgical Technology Examination*. (5th ed.). McGraw Hill Professional.

European Section and Board of Vascular Surgery (2007). *Surgical Procedures Logbook*.

Fuller, J. (2005). *Surgical Technology Principles and Practice*. Textbook and Workbook set (4th ed.). St. Louis, MO: Elsevier Saunders. ISBN: 978-1-4160-2371-5

Rothrock, J. (2007). *Alexander's Care of the Patient in Surgery*. (13th ed.). St. Louis: Mosby. ISBN: 978-0-3230-1622-3

Thomas, C. L. (2009). *Taber's Cyclopedic Medical Dictionary*. (21st ed.). Philadelphia, PA: F. A. Davis. ISBN: 978003615595

OTHER POSSIBLE INSTRUCTIONAL MEDIA

The course will be delivered to students in a face-to-face lab/clinical facility based format. Learning opportunities will be presented in a variety of ways: reading and writing assignments; online discussions; online learning activities/games; quizzes and exams. Students will also learn, demonstrate and refine skills in clinical facilities and the on-site technology lab.

Instructional and resource materials: Internet, web-based course management platform, audiovisual media, textbooks, computer lab, and on-site surgical technology lab.

COURSE OUTCOMES & COMPETENCIES

- I. Upon completion of this course the student will be able to:
 - @. Demonstrate the sequence in surgical procedures and anticipate the surgeon's needs.
 - A. Demonstrate speed and confidence in assisting the surgeon.
 - B. Adapt previous knowledge learned on basic procedures to the understanding and performance of specialty procedures.
 - C. Demonstrate proper specimen handling and identification and apply this knowledge during surgery.
 - D. Utilize the proper procedure for handling and identifying medication on the surgical field.
 - E. Demonstrate room turn over, gaining speed and organization.
 - F. Demonstrate basic surgical technology functions. (circulating duties, obtaining and opening supplies, patient positioning, setting up equipment, transferring the anesthetized patient, and taking the patient to the post anesthesia care unit (PACU).)
 - G. Apply surgical dressings including properly connecting tubes and drainage apparatus.
 - H. Demonstrate accurate sponge, needle, and instrument counts.
 - I. Demonstrate laparoscopic and endoscopic procedures. (including proper handling and cleaning of scopes and special instruments)
 - J. Demonstrate processes of first scrub on multiple surgical cases. (basic general cases; ear, nose and throat (ENT) cases; basic orthopedic cases; OB-Gyn cases; genitourinary cases; and gain confidence in scrubbing the larger more difficult and specialized procedures.)

COURSE OUTLINE

@. Incision sites

- A. Surgical interventions including pathophysiology of the following surgical specialties:
 - I. General surgery, including types of incisions, surgery of the bowel, small intestine, stomach, gall bladder, spleen, pancreas, liver, and abdominal wall structures.
 - II. General surgery, including breast surgery, thyroid, and endoscopy.
 - III. Obstetrical and Gynecological surgery, including hysterectomy, laparoscopy, surgery of the ovary and fallopian tubes performed through the abdominal wall.
 - IV. Obstetrical and Gynecological surgery, including those procedures performed through the vagina or on the external genitalia and associated structures.
 - V. Genitourinary surgery, including procedures dealing with the penis and scrotum, kidney, bladder and ureters intra-abdominally and cystoscopy and urethroscopy accomplished through the external meatus.
 - VI. Orthopedic surgery, including procedures involving the four extremities and other procedures involving the skeletal system.
 - VII. Eye, including intraocular and extraocular procedures, laser ocular procedures, cryo procedures, eye lid procedures, and strabismus.
 - VIII. Ear surgery, including myringotomy and insertion of pressure equalizing tubes, surgery of the middle ear and the ear drum, and otoplasty procedures.
 - IX. Nose, throat and oral surgery, including tonsillectomy, adenoidectomy, nasal surgery, sinus procedures (including sinus endoscopy), neck dissection, and surgery of the larynx and pharynx.
- B. Define and apply terms and principles of physics to safe patient care practices in the OR.
- C. Identify and list the clinical applications of robotics in the OR.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

- A. Classroom setting
 - 10% - (5) Exams each
 - 10% - Professional Paper
 - 10% - Procedure Presentation
 - 35% - Other Written Assignments
 - 05% - Attendance

Physical Skill Evaluations in the On-Site Lab (see below)

- A. Laboratory/Clinical

Lab/Clinical grades will be assigned as follows: (P/F)

Pass: Satisfactory completion of 80% of all clinical objectives experienced and satisfactory completion of all critical objectives experienced.

Fail: Satisfactory completion of less than 80% of all applicable clinical objectives or failure to satisfactorily complete one or more critical clinical objectives experienced.

5 and 10 Week Evaluations

Evaluations will be given during the 5th and 10th weeks of the semester, to inform the student of their progress. These evaluations will be based upon performance during clinical skills check offs, and overall performance in the lab environment. The evaluations will be used to determine the majority (85%) of the lab grade. Quizzes (5%), daily work (5%), and attendance (5%) will be factored in as well.

B. Concurrent Policy

Clinical and theory are concurrent and both must be passed to receive a passing grade in this course. The clinical component is graded as pass/fail, the theory with a letter grade. If either is failed, the course is failed. If this occurs, a student cannot progress in the program.

GRADING SCALE

On objective materials, the following scale is used:

100.	A
94.	B
84.	C
69.	D
59.	F

Instructors may give a student a grade of Incomplete (I) under the following conditions:
• The student must initiate the request prior to the time final course grades are submitted.
A. The request must be made because of an emergency, illness or otherwise unavoidable life-event.
A. The instructor must agree to the request before a grade of Incomplete can be submitted.
A. A written contract between the instructor and student, signed by both, will document the work required and date needed to complete course work.
A. If a student does not complete the course requirements within the time frame established by the instructor, a grade of "F" will be recorded on the student's transcript at the end of the next semester.

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

ATTENDANCE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: SURG 204
 Course Title: Surgical Procedures II
 Division: Allied Health
 Program: Surgical Technology
 Credit Hours: Seven (7)
 Theory, 3 cr 38 hours
 Lab, 4 cr 75 hours
 Initiation/Revision Date: Fall 2009
 Assessment Goal Per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This is a three credit hour theory and four credit hour clinical course designed to allow the student to learn to select instrumentation and other supplies for surgical procedures. The student will learn more difficult procedures and continue the learning process from Surgical Procedures I. In the surgical suite of the clinical areas the student will be able to demonstrate the more advanced skills of the surgical technologist. The student will also be encouraged to further develop his/her sterile consciousness in order to work more confidently within the operating room. Job interviews with resumes will also be covered.

PREREQUISITE

Admission to the Surgical Technology program and satisfactory completion of all previous curriculum requirements.

TEXTS

Goldman, M. A. (2008). *Pocket Guide to the Operating Room*. (3rd ed.). Philadelphia, PA: F. A. Davis.

Netter, F. (2008). *Atlas of Human Anatomy*. (4th ed.). Teterboro, New Jersey: Icon Learning Systems.

Allmers, N., and Verderame, J. (2005). *Appleton & Lange Review for the Surgical Technology Examination*. (5th ed.). McGraw Hill Professional.

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Thomas, C. L. (2009). *Taber's Cyclopedic Medical Dictionary*. (21st ed.). Philadelphia, PA: F. A. Davis. ISBN: 978003615595

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Various class handouts and online activities

COURSE OUTCOMES & COMPETENCIES

- I. Upon completion of this course the student will be able to:
 - @. Demonstrate operating room techniques, on both routine and specialty surgical procedures.
 - A. Identify specific equipment used for surgical procedures.
 - B. Prepare equipment to be used during specific surgical procedures.
 - C. Demonstrate skills in assisting the surgeon. (including demonstrating knowledge of the surgical procedure, surgical instrumentation, and using economy in time and motion).
 - D. Demonstrate dexterity and competence in the use of surgical instruments.
 - E. Identify the step by step procedure for specific surgical operations.
 - F. Demonstrate skills to successfully pursue a career as a surgical technologist. (including an introduction letter and resume, and making contact with potential employers.)

COURSE OUTLINE

- @. Employability skills
- A. Basic, intermediate, advanced and related surgical interventions including pathophysiology of the following surgical specialties:
0. Oral and maxillofacial procedures
 1. Plastic and reconstructive surgery
 2. Cardiothoracic surgery
 3. Peripheral vascular surgery
 4. Neurosurgical procedures

INSTRUCTIONAL METHODS

The course will be delivered to students in a face- to-face lab/clinical facility based format. Learning opportunities will be presented in a variety of ways: reading and writing assignments; online discussions; online learning activities/games; quizzes and exams. Students will also learn, demonstrate and refine skills in clinical facilities.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

- A. Classroom setting
- 15% - 3 Exams (each)
 - 10% - Professional Plan Analysis Evaluation
 - 40% - Other Written Assignments
 - 05% - Attendance
 - Physical Skill Evaluations in the On-Site Lab (see below)

- A. Laboratory/Clinical

Lab/Clinical grades will be assigned as follows: (P/F)

Pass: Satisfactory completion of 80% of all clinical objectives experienced and satisfactory completion of all critical objectives experienced.

Fail: Satisfactory completion of less than 80% of all applicable clinical objectives or failure to satisfactorily complete one or more critical clinical objectives experienced.

- B. 5 and 10 Week Evaluations

Evaluations will be given during the 5th and 10th weeks of the semester, to inform the student of their progress. These evaluations will be based upon performance during clinical skills check offs, and overall performance in the lab environment. The evaluations will be used to determine the majority (85%) of the lab grade. Quizzes (5%), daily work (5%), and attendance (5%) will be factored in as well.

- C. Concurrent Policy

Clinical and theory are concurrent and both must be passed to receive a passing grade in this course. The clinical component is graded as pass/fail, the theory with a letter grade. If either is failed, the course is failed. If this occurs, a student cannot progress in the program.

GRADING SCALE

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = Below 60%

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

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student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number OTA100
 Course Title: Introduction to Occupational Therapy
 Division: Allied Health
 Program: OTA
 Credit Hours: 3
 Initiation/Revision Date: Fall 2009

Assessment Goal per Outcome(s): 75%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course is a study of the basic components of Occupational Therapy. Topics covered include the history and the role of occupation to health and human diversity, philosophy of occupational therapy, theories, ethics, standards of practice and professional associations.

PREREQUISITES AND/OR COREQUISITES

None

TEXTS

Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques, Fourth Edition, [Karen Sladyk PhD, OTR/L, FAOTA](#); Sally E. Ryan COTA, ROH. ISBN-13: 9781556427404

COURSE OUTCOMES/COMPETENCIES

By the end of the course, the student will be able to:

1. Differentiate among occupation, activity, and purposeful activity. B.2.2
2. Acknowledge and understand the importance of the history and philosophical base of the profession. B.2.1
3. Articulate the theories, models of practice and frames of reference that underlie OT practice. B.3.1, B.3.2
4. Identify several types of settings in which Occupational Therapist work. B.7.1
5. Demonstrate an understanding the Association of Occupational Therapy Assistants (AOTA) Code of Ethics. B.9.1
6. Discuss the implications and effects of federal and state regulatory and legislative bodies. B.1.9, B.2.3
7. Describe models of health care, education, community, social systems and service models as related to the practice of OT. B.2.11, B.1.9
8. Articulate the importance of professional literature for practice and the continued development of the profession. B.8.1, B.9.3
9. Discuss therapeutic relationships, treatment modalities, clinical reasoning and evidenced- based practice. B.8.2, B.2.6

COURSE OUTLINE

I. Historical, Philosophical, and Theoretical Principles
Looking Back, Living Forward: Occupational Therapy History
1. The Occupational Therapy Assistant Heritage: Proud and Dynamic
A.Philosophy and Core Values in Occupational Therapy
A. Human Development
A.Occupational Therapy Practice Framework: Domain and Process-Our Language
1. Activity Analysis: Our Tool
A.Theory That Guides Practice: Our Map
A.Therapeutic Intervention Process
A.Occupation: An Individual's Choice
A.Teaching and Learning
1. Occupations and Disabilities
III. Treatment Techniques, Procedures, and Concepts
A. Group Intervention
1. Arts and Crafts as Meaningful Occupation
A.Assistive Technology and Adaptive Equipment
A.Basic Splinting
A. Wellness and Health Promotion
A.Life Skills
D. Work Injury Activities
IV. Management and Practice Issues
A. Evidence-Based Practice
1. Understanding Research
A.Documentation
A. Functional Ethics
1. Teamwork and Team Building
A.Management Issues
A.Professional Development

INSTRUCTIONAL METHODS

Lectures

Audio-Visual aids
 Examples and demonstrations
 Writing samples
 Revision of writings
 Conferences
 Tests
 Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENT AND METHOD OF EVALUATION

Grading Scale

The grading scale will be graded on a percentage of the total points possible through out the course. The following scale will be used:

90%-100%, A
 80%-89%, B
 70%-79%, C
 60%-69%, D
 Below 60% F

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

ATTENDANCE POLICY

ATTENDANCE IS A CRITICAL COMPONENT OF THIS COURSE!!!

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CELL PHONE POLICY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: OTA102
 Course Title: Occupational Therapy Skills through the Lifespan
 Division: Allied Health
 Program: OTA
 Credit Hours: 3
 Initiation/Revision Date: Fall 2009
 Assessment Goal per Outcome(s): 75%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course presents information on the general principles of occupational performance and intervention methods utilized throughout the lifespan.

PREREQUISITE

Admission to OTA Program.

TEXTS

Human Development and Performance throughout the lifespan, Anne Cronin and Marybeth Mandich; Cengage 2004; ISBN-13: 9780766842601, ISBN-10: 0766842606

Occupational therapy practice framework: Domain and Process, AOTA Press; ISBN: 978-1-56900-265-0

Ryan's Occupational Therapy Assistant, Karen Sladyk and Sally Ryan, 4th edition; ISBN-13: 9781556427404

OPTIONAL MATERIALS

Flash drives

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Various class handouts and online activities

COURSE OUTCOMES & COMPETENCIES

Upon completion of the course, the student will:

1. Describe settings relative to ages where Occupational Therapy is provided. B.3.1
2. Define significant terms related to occupation, lifespan, skill acquisition. B.1.8
3. Evaluate events across the lifespan. B.2.1, B.4.3
 4. Discuss significant milestones across the lifespan and skills acquired related to each stage. B.1.5, B.2.2
 5. List occupational therapy treatment approaches and determine applications for segments of the lifespan. B.2.10, B.4.3
 6. Describe the performance areas and components included within the parameters of Occupational Therapy. B.4.3, B.3.2
 7. Describe the various locations of practice of the occupational therapy assistant relative to ages and stage of health on a continuum. B.4.4, B.6.1
 8. Identify the relationships between philosophical base, theory base, and knowledge base as needed for occupational therapy practice across the lifespan. B.3.3
9. Develop an occupational profile for a specific age in the lifespan. B.2.7, B.4.3
10. Describe the impact of disablement on family across the lifespan. B.2.9

COURSE OUTLINE

Part 1: Human Performance.

- A. Human Performance, Function, and Disablement.
- B. Developmental Theory.
- C. Learning Across the Lifespan.
- D. Culture and Development. Lifespan Communication.

Part 2: Lifestage Characteristics.

- A. Pre-natal Development.
- B. The Newborn.
- C. Development of the Infant.
- D. Family and Disability Issues Through Infancy.
- E. Development in the Pre-School Years.
- F. Middle Childhood and School. Adolescent development.
- G. Family and Disablement Issues Through Youth. .
- H. Transitions to Adult Life. Adulthood and Transitions. Aging.
- I. Family and Disablement In Adulthood.

Part 3: Special Topics in Human Performance.

- A. Environmental Influences on Human Performance.
- B. Prevention and Wellness. Public Policy and the Health Care System.
- C. Assessment of Human Performance Across the Lifespan

INSTRUCTIONAL METHODS

Lectures
 Interviews
 Examples and demonstrations
 Movie Reviews
 Labs
 Case Studies
 Tests
 Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

The final course grade will be computed as follows:

Major Examinations (equally weighted)	30%
Lecture/Lab and quizzes	25%
Interviews/case studies/movie reviews	20%
Final	25%

Final Grade 100

GRADING SCALE

The following grade scale applies throughout this course:

90%-100%, A
 80%-89%, B
 70%-79%, C

Below 70% F

NOTE: A grade of "D" is not possible in this course! A student receiving a final grade of less than a "C" will be required to repeat this course. This course may only be repeated once, and passing this course is necessary for application to OTA program.

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

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ACADEMIC INTEGRITY

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: OTA104
 Course Title: Occupational Disruption and Activity Analysis
 Division: Allied Health
 Program: OTA
 Credit Hours: 3
 Initiation/Revision Date: Fall 2009
 Assessment Goal Per Outcome(s): 75%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

Students will explore the diseases common to OT intervention, occupation, various treatment methods and techniques, and apply activity analysis techniques.

PREREQUISITE

Admission to OTA Program.

TEXTS

Physical Dysfunction Practice Skills for the Occupational Therapy Assistant, by Mary Beth Early; Elsevier, 2006; ISBN-13: 978-0-323-03188-2, ISBN-10: 0-323-03188-9

Crafts in Therapy & Rehabilitation, by Margaret Drake; SLACK, Inc., 2008; ISBN 10 1-55642-756-5, ISBN 13 978-1-55642-756-5

Diseases of the Human Body by Warden -Tamparo & Lewis; F Davis, Inc., 2005; ISBN-13: 978-0-8036-1245-7, ISBN-10: 0-8036-1245-1

Mental Health Concepts and Techniques by Mary Beth Early; Lippincott, Williams and Wilkins, 2008; ISBN-10: 0-7817-7839-5, ISBN-13:978-0-7817-7839-8

OPTIONAL MATERIALS

DSM-IV by American Psychiatric Association (Diagnostic and Statistical Manual of Mental Disorders)

COURSE OUTCOMES & COMPETENCIES

By the completion of this course the student will:

1. Identify causes and symptomatology of diseases of the bones, joints, and skeletal muscle systems. B.2.6
A. Identify causes and symptomatology of diseases of the central nervous system, physiological diseases and disorders, mental illnesses, and communicable diseases. B.2.6
A. Demonstrate the techniques involved in completing assigned activities, taking into consideration discussed symptomatology and client/patient abilities. B.5.1, B.4.1
A. Understand occupational therapy treatment methods and the therapeutic components of the proposed media. B.2.11, B.2.8
A. Analyze the activities in terms of their occupations, therapeutic use with clients of differing cultures and societies as impacted by environmental and community effects on the individual at different developmental levels. B.4.2
A. Understand the meaning and dynamics of occupation and purposeful activity when analyzing tasks relative to performance areas, performance components, and performance contexts to include functional activities of daily living. B.2.5, B.5.1
A. Demonstrate the skills necessary to teach an activity to a variety of patient/client populations. B.5.4
A. Create and rate an activity analysis to explain grading and adapting purposeful and occupational activity for therapeutic intervention. B.4.2
A. Appraise the influence of social conditions and the ethical context in which humans choose and engage in occupations. Modify intervention approaches to reflect the changing needs of the client. B.1.9
A. Use individual and group interaction and therapeutic use of self as a means of achieving therapeutic goals, and demonstrate the ability to educate and train client/family/significant others in facilitating skills in performance areas to include prevention, health maintenance, and safety. B.5.6

COURSE OUTLINE

Unit I	Introduction to the Course and Purposeful, Occupational Activity:
	A. The therapeutic use of activity
	B. Developmental levels of clients and activity analysis to include the aspects of cultural diversity
	C. Basic introduction to occupation, activity, and application to disability
	D. Introduction to Diseases: Diseases of the Bones, Joints and Skeletal Muscle Systems: Arthritis Diseases of the Central Nervous System: Multiple Sclerosis, Epilepsy, Spinal Cord Injury, Cerebral Vascular Incident, Head Injury Physiological Diseases and Disorders: Cardiac, Burns and Decubitus Ulcers, Amputation, Asthma, Emphysema, COPD

		Behavioral Disorders/Mental Illness: Understanding the DSM IV, Anxiety, Affective Disorders, Schizophrenia, Personality Disorders, Communicable Diseases, AIDS, Hepatitis
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Unit II	Lab Participation:
	<p>A. Activity:</p> <p>Possible activities in which the student will practice and apply include, but are not limited to: Copper Tooling, Leather, Expressive Art, New Games, Basketry, Off Loom Weaving, Macramé, Adaptive Games, Exercise, Work, Leisure, Horticulture, Needlepoint, Turkish Knotting, Latch hook, Food preparation, Exercise, Loop potholders, Rake knitting, Block painting, Embroidery, Cross stitch, Counted cross stitch, Stained glass, String art, Jewelry, Ceramics, Mosaic Tile, and ADL Activities.</p>

INSTRUCTIONAL METHODS

Lectures

Audio-Visual aids

Examples and demonstrations

Activity Analysis

Revision of writings

Conferences

Tests

Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Exam over Physical Diseases	100
Exam over Mental Illness	100
Exam over class projects	25
Activity Analysis	100
Adapted Game	25
Quality of Class Projects	25
Presentation	100
Participation in <u>Mandatory</u> Class Activities	<u>25</u>
Total Points	500

GRADING SCALE

The following grade scale applies throughout this course:

90%-100%, A

80%-89%, B

70%-79%, C

Below 70% F

NOTE: A grade of "D" is not possible in this course! A student receiving a final grade of less than a "C" will be required to repeat this course. This course may only be repeated once, and passing this course is necessary for application to OTA program.

ASSESSMENT OF STUDENT GAIN

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: OTA 106
 Course Title: Core Skills and Modalities in Occupational Therapy Assistant
 Division: Allied Health
 Program: Occupational Therapy Assistant
 Credit Hours: 3
 Initiation/Revision Date: Fall 2009
 Assessment Goal Per Outcome(s): 70%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course explores the impact of environment, cultural and community influences on the individual, focusing on modalities and an ever changing occupational status through the influences of component skills.

PREREQUISITE

None

TEXTS

Human Development and Performance throughout the lifespan, Anne Cronin and Marybeth Mandich; Cengage 2004; ISBN-13: 9780766842601 ISBN-10: 0766842606

Occupational Therapy Practice Framework: Domain and Process, AOTA Press; ISBN: 978-1-56900-

265-0

Ryan's Occupational Therapy Assistant, Karen Sladyk and Sally Ryan, 4th edition ISBN-13: 9781556427404

All other previously purchased texts may be required at any time by the instructor for out of class reading or as resource and research texts.

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Various class handouts and online activities

COURSE OUTCOMES & COMPETENCIES

By the completion of this course, students will:	
A.	Identify normal component skills of occupations and their adaptation throughout the continuum of neonate to adulthood. B.2.7
B.	Identify environmental, cultural and community influences on individuals' health, self identity and view of the world. B.1.7, B.4.3, B.7.2
C.	Describe how individuals' occupational roles affect the way in which treatment must be approached. B.2.2, B.5.1
D.	Appreciate the influence of social conditions and ethical contexts in which individuals choose and engage in occupations. B.1.8, B.5.1
E.	Acknowledge and understand the importance of the balance of performance areas to achievement of health and wellness. B.2.2, B.2.5

COURSE OUTLINE

1. Human Performance.
 - a. Human Performance, Function, and Disablement.
 - b. Developmental Theory.
 - c. Learning Across the Lifespan.
 - d. Culture and Development. Lifespan Communication.
2. Lifestage Characteristics.
 - a. Pre-natal Development.
 - b. The Newborn. Development of the Infant.
 - c. Family and Disability Issues Through Infancy.
 - d. Development in the Pre-School Years. Middle Childhood and School.
 - e. Adolescent development.
 - f. Family and Disablement Issues Through Youth.
 - g. Transitions to Adult Life.
 - h. Adulthood and Transitions.
 - i. Aging. Family and Disablement In Adulthood.
1. Special Topics in Human Performance.
 - a. Environmental Influences on Human Performance.
 - b. Prevention and Wellness. Public Policy and the Health Care System.
 - c. Assessment of Human Performance Across the Lifespan

INSTRUCTIONAL METHODS

Lectures
 Audio-Visual aids
 Examples and demonstrations
 Writing samples
 Revision of writings
 Conferences
 Tests
 Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

To be successful in this course, students are expected to participate in discussions, readings, in-class writing, and peer review activities. The instructor may assign point values to such activities.

The final course grade will be computed as follows:

Major Examinations (equally weighted) 30%

Lecture/Lab and quizzes 25%

Interviews/case studies/movie reviews 20%

Final _____ 25%

Final Grade 100

GRADING SCALE

The following grade scale applies throughout this course:

90%-100%, A

80%-89%, B

70%-79%, C

Below 70% F

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ASSESSMENT OF STUDENT GAIN

The course will consist of 3-5 major examinations, lab work including presentation/s, class room and homework assignments, several case studies related to the lifespan based on movies and/or interviews, and a final examination. Each major examination will be over the information presented since the previous exam (or the start of the course for the first exam) and will be announced in advance.

Lecture/lab assignments may consist of learning activities including:

- direct observation of health care settings during class time or in place of
- class time to which the student will be required to arrange transportation
- interviews of persons engaged in the profession of occupational therapy or receiving occupational therapy or of an assigned age
- other tasks and activities as opportunities are available

Lecture/lab assignments will be given with a due date/time. The learner will submit the assignment at the assigned date/time as announced or the assignment WILL NOT BE ACCEPTED. The recorded grade for the assignment will be a zero. No make-up classroom assignments will be given. A grade of zero (0) will be given for any missed lecture/lab assignment.

Outside assignments (homework) may or may not be made up at the discretion of the instructor. The learner is expected to contact classmates first for outside assignments. The learner must contact the instructor no later than noon of the day following the missed class period to obtain possible homework assignment makeup instructions if the classmates are not available for assignment details.

The final examination will be comprehensive to evaluate the effectiveness of the entire course and the knowledge gained. If a learner fails to sit for the final exam during the week of finals for any reason, a zero (0) will be given for the final exam.

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: OTA108
 Course Title: Fieldwork and Practice Issues Level I
 Division: Allied Health
 Program: Occupational Therapy Assistant
 Credit Hours: 1
 Initiation/Revision Date: Fall 2009
 Assessment Goal per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course provides the opportunity for OTA student to apply didactic learning and theory of occupational therapy in a clinical, inpatient, or hospital setting under the supervision of an OT. Academic and clinical educators will collaborate on fieldwork objectives and experiences to ensure that the role and functions of an entry-level occupational therapy assistant are reinforced.

PREREQUISITE

Admission into OTA program.

TEXTS

The Successful Occupational Therapy Fieldwork Student; Edited by Karen Slaydk;

Published: SLACK, ISB #1556425627

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Various class handouts and online activities

COURSE OUTCOMES & COMPETENCIES

The student, upon completion of this course, will be able to:

1. Demonstrate the ability to interact professionally through written, oral and nonverbal communication. B.1.1, B.4.6
2. Employ logical thinking, critical analysis, problem solving and creativity. B.1.2
3. Demonstrate the ability to use adaptive intervention methods and use safety precautions with clients during the screening, evaluation and intervention process, such as standards for infection control that include, but are not limited to, universal precautions. B.3.3, B.4.7, B.4.9
4. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, and demonstrate the ability to interact through written, oral and nonverbal communication with all persons at the clinical site. B.3.4, B.4.8, B.4.15, B.6.8
5. Identify and use professional literature for the development of intervention plans. B.7.1, B.7.2
6. Demonstrate a comprehensive understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Guide to Occupational Therapy Practice as a guide for professional interactions and in client treatment and employment settings. B.8.1, B.6.6
1. Demonstrate sensitivity to persons of different cultures and abilities B.1.6, B.1.7, B.1.8

COURSE OUTLINE

Attendance: The student will attend all scheduled fieldwork placement appointments and **ALL** 4 scheduled fieldwork meetings. (45 hours)

Documentation: The student will submit two completed SOAP (Subjective, Objective, Assessment, Plan) Notes

Evidenced Based Practice: The student will submit one article, from OT literature, (ie: OT Practice or AJOT) that reflects an observed treatment during fieldwork and must relate back to your treatment plan.

Treatment Plan: The student will submit one treatment plan with a minimum of three (3) long term goals

and three (3) short term goals. Please see attached treatment plan outline.

NCCC REQUIREMENTS

Students are required to check in, via e-mail, with the course instructor at least weekly. Questions and discussion topics for each week of fieldwork will be distributed to all students via e-mail. If a student does not have access to a personal computer during fieldwork, every effort should be made to locate a computer through the fieldwork site or local library. If a student is unable to locate a computer, it is the students' responsibility to request the discussion topics from the instructor and respond via fax or voicemail. Participation in on-line discussion is a required component of this course.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Fieldwork Evaluation: The student evaluation will be completed by the Level I Fieldwork supervisor. The student will not be able to pass this course without a passing grade on this evaluation. Grading criteria and a copy of the Level I Fieldwork Evaluation is available through the instructor, available on line, and a copy is on file in your OT Student Manual CD.

Fieldwork Written Assignments must be turned in on assigned date per schedule. Assignments to be included are: (1) Two Soap Notes (2) Submitting Evidence Based Practice Article (3) Treatment Plan (4) Attendance

GRADING SCALE

The following scale is used for all OTA program courses:

93 - 100 = A

85 - 92 = B

75 - 84 = C

Anything below a "C" or 70 is not passing and therefore will receive a grade of "F"

ASSESSMENT OF STUDENT GAIN

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: OTA 110
 Course Title: Basic Biomechanics
 Division: Allied Health
 Program: Occupational Therapy Assistant
 Credit Hours: (3)
 Initiation/Revision Date: Spring 2009
 Assessment Goal Per Outcome(s): 75%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

The course provides an overview of musculoskeletal anatomy, the mechanical properties and structural behavior of biological tissues, and biodynamics. Specific course topics will include structure, function and relationships in tissues and organs; application of stress and strain analysis to biological tissues; analysis of forces in human function and movement; energy and power in human activity; introduction to modeling viscoelasticity of tissues (including an ADAMS modeling laboratory). Finally, the course will include the beginning stages of a biomechanical design project. Course format will include readings, lectures, active learning exercises, discussion, group activities, in-class quizzes, two mid-term exams, and a final exam.

PREREQUISITE

Anatomy and Physiology

TEXTS

Primary texts

- 1) *Fundamentals of Biomechanics: Equilibrium, Motion, and Deformation*, by Ozkaya and Nordin; Springer, 1999; ISBN: 0387982833, EAN: 9780387982830
- 2) *The New American Medical Dictionary and Health Manual*, by Rothenberg; Crown Publishers, 1999; ISBN 0517521415
- 3) *Musculoskeletal Anatomy Supplement*; Elsevier, 2009; ISBN-13: 978-0-323-05721-9
ISBN-10: 0-323-05721-7

OTHER POSSIBLE INSTRUCTIONAL MEDIA

Various class handouts and online activities

COURSE OUTCOMES & COMPETENCIES

After active participation in this course and an effort to learn the material, students will be able to:

1. Identify a given bone, ligament or muscle by name, anatomic location, or function.
2. Recall the general characteristics, material properties, appropriate constitutive model, and adaptation potential for tissue and organs studied.
3. Identify relationships between structure and function in tissues and the implications/importance of these relationships.
4. Analyze the forces at a skeletal joint for various static and dynamic human activities.
5. Calculate the energy expenditure and power required to perform an activity.
6. Analyze the stresses and strains in biological tissues, given the loading conditions and material properties.
7. Identify the appropriate viscoelasticity model for the mechanical behavior of a given biological tissue.
8. Predict the overall creep and stress relaxation behavior for a basic viscoelastic material model.

COURSE OUTLINE

Week 1-3:

Musculoskeletal Anatomy
 Basic Statics and Joint Mechanics (elbow, shoulder, spine, hip, knee, ankle)
 Week 4-7:

Basic Dynamics to Human Motion: Review of linear and angular kinematics

Kinetic equations of motion

Work & energy methods

Momentum methods

Examples in biomechanics

Modern kinematic measurement techniques

Applications of human motion analysis

Week 7-10:

Structure, Function and Adaptation of Major Tissues and Organs: Bones, Cartilage, Ligaments, Tendons, Muscles, Skin, Heart, Artery, Vein, Lung, Liver, Kidney, Intestine

Week 10-13:

Fundamental Strength of Materials in Biological Tissues

Week 14-16:

Introduction to Viscoelasticity

Comprehensive Review.

INSTRUCTIONAL METHODS

Lectures

Audio-Visual aids

Examples and demonstrations

Writing samples

Revision of writings

Conferences

Tests

Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Class quizzes will be random and unannounced. The primary purpose of quizzes is to allow the student to test their knowledge and to allow the instructor to get feedback about comprehension of the material. Some quizzes will be graded, and others may receive credit for participation. Exam dates are provided in the detailed schedule handed out in class and available from the course webpage.

GRADING SCALE

The following grade scale applies throughout this course:

90%-100%, A

80%-89%, B

70%-79%, C

Below 70% F

NOTE: A grade of "D" is not possible in this course! A student receiving a final grade of less than a "C" will be required to repeat this course. This course may only be repeated once, and passing this course is necessary for application to OTA program.

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

ATTENDANCE POLICY

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ACADEMIC INTEGRITY

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COURSE SYLLABUS

Course Identification

Course Prefix/Number: OTA200
 Course: Mental Health & Psychosocial Practice
 Division: Allied Health
 Program: OTA
 Credit Hours: 3
 Initiation/Revision Date: Fall 2009
 Assessment Goal per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION:

This course provides students the opportunity to study individuals who are limited in their ability to engage in life activities due to challenges to their mental health. Topics will include major DSM-IV (Diagnostic and Statistical Manual of Mental Disorders) diagnoses with emphasis on symptoms, behaviors, cultural influences, and medical and social supports related to those diagnoses. OT evaluations and treatment planning for this population will be practiced.

PREREQUISITE

Admission to OTA Program.

TEXTS

Psychosocial Occupational Therapy, A Clinical Practice; Second Edition, Thomson/Delmar Learning; ISBN: 1-1408-1232-5.

Reference Not Required

- *Diagnostic and Statistical Manual of Mental Disorders*; Fourth Edition, American Psychiatric Association
- *Quick Reference to OT*; Author-Reed, Kathlyn, Publisher-Aspen, ISBN 0-8342-1631-0 2nd edition
- *Case Studies Through the HealthCare Continuum*; Author-Halloran, Publisher-Slack ISBN 1-55642-405-1, 1st edition
- Join AOTA in order to use AJOT as an on-line resource

COURSE OUTCOMES

The student, upon completion of this course, will be able to:

1. Demonstrate competence in basic computer use.B.1.3
1. Develop knowledge and understanding of concepts of human behavior. B.1.6, B.1.8
2. Analyze the effects of health and mental illness on an individuals' occupational performance within their unique contexts.B.1.6, B.1.8

3. Appraise the effects of health, disability, disease processes, and traumatic injury to the individual within the context of family and society.
4. Develop an appreciation for an individual's perception of the quality of life, well-being and occupation to promote health and prevent dysfunction.B.2.7,B.2.9
5. Demonstrate the ability to gather and share data for screening and evaluation, administer selected assessments utilizing necessary safety precautions.B.3.1,B.3.2,B.3.3
6. Formulate purposeful activities used in mental health to support intervention goals.B.4.1
7. Demonstrate the ability to access and utilize professional literature and informational resources in ways that enhance learning B.7.1,B.7.3

COURSE OUTLINE

I: The Mental Health Context.

- A. The Social and Personal Effects of Mental Illness.
- B. Environmental and Cultural Considerations.

II: Theoretical Concepts.

- A. The Philosophical Foundations of Psychosocial Occupational Therapy.
- B. Psychological Models.

III: Diagnosis and Dysfunction.

- A. Psychopathology & the Diagnostic Process.
- B. Schizophrenia.
- C. Mood Disorders.
- D. Anxiety Disorders.
- E. Personality Disorders.

IV: Mental Health Across the Lifespan.

- A. Mental Health of Children.
- B. Mental Health of Adolescents.
- C. Mental Health of the Elderly.

V: Mental Health with Physical Disorders.

- A. Psychosocial Adjustment to Physical Disability.
- B. Psychological and Behavioral Sequelae of Brain Disorders.
- C. Psychosocial Aspects of Chronic Pain.
- D. Substance Abuse.

VI: Occupational Therapy Intervention.

- A. Evaluation and Assessment.
- B. Approaches and Techniques.
- C. Groups.

VII: Non-Traditional Roles for OT in Mental Health.

- A. Occupational Therapy in the Criminal Justice System.
- B. Vocational Programming.
- C. Case Management.

VIII: Clinically Related Roles.

- A. Supervision in the MH Setting.
- B. Demonstrating Effectiveness in Occupational Therapy.

INSTRUCTIONAL METHODS

Lectures
 Interviews
 Examples and demonstrations
 Movie Reviews
 Labs
 Case Studies
 Tests
 Unannounced requirements, including unannounced tests, possible

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

4 Unit Exams, Cumulative Final Exam Assessment competency 10% EACH

Unit 1 Group Module 10%

Unit 2 Module section A, B, or C 5%

Unit 3 Module section A, B, or C 5%

Unit 4 Module section A, B, or C 5%

Unit 6/7 Entire Module 15%

Module work addresses 34 different diagnoses. The assignment consists of:

- identifying symptoms and prognosis, typical medical interventions (medications, surgeries, other therapies), and social supports and resources (books, websites, people, organizations, films)
- B)formulating an OT treatment Plan (includes precautions, 6 problems, 6 specific OT evaluations, 3 LTG, 3 STG, and 6 treatment interventions)
- addressing occupational limitations through a case study, interview with a person with physical challenges, or inviting a guest speaker who has experience working with people with specific conditions.

GRADING SCALE

The following grade scale applies throughout this course:

90%-100%, A

80%-89%, B

70%-79%, C

Below 70% F

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ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the first two weeks of a semester, students are observed and/or interviewed and assignments are examined to determine needed competency development. Post-assessment to determine gain in competency will be measured at the end of each unit of study. Evaluation of student performance is determined primarily from results of examinations, skills tests, homework, and lab work. Class participation is, of course, considered.

ATTENDANCE POLICY

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reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

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will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: OTA 210
 Course Title: Theory and Practice in Physical and Occupational Disabilities
 Division: Allied Health
 Program: OTA
 Credit Hours: 3
 Initiation/Revision Date: Fall 2009
 Assessment Goal per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course explores the physical function required in order to promote successful occupational performance. Included are frames of reference, assessment/evaluation tools and techniques, patient/client education, and intervention strategies.

PREREQUISITE

None

TEXTS

Physical Dysfunction Practice Skills for the Occupational Therapy Assistant, By Early, Mary B. (2006) (2nd ed.) St. Louis, MO: Mosby-Elsevier, ISBN-13: 978-0-323-03188-2, ISBN-10: 0-323-03188-9

Quick Reference in Occupational Therapy, 2nd ed, by Reed, K.; Aspen Publishers, Inc. 2001, Pro-ed, Inc.; ISBN: 0944480802

Reference

(*AOTA Standard A.2.2*)

The following Interactive Tutorials (*CD-ROM, DVD*) are required, however, are provided by the Program:

Interactive Wound Care: CD-ROM for Health Professionals (2003) LaRaus, S., PT, CWS Slack, Inc.

Manual Muscle Testing: An Interactive Tutorial Epler, M., PhD, PT, ATC Slack, Inc.

Goniometry: An Interactive Tutorial (1999) Van Ost, L., RN, PT, ATC Med Slack, Inc. Slack, Inc.

Orthotics: A Comprehensive Interactive Tutorial (2003) Bruckner, J., PhD, PT Slack, Inc.

Joint Mobilization: Techniques for Managing Restricted ROM (2002) Harrelson, G., EdD, ATC, DCH Slack, Inc.

Upper Extremity Injury Evaluation: An Interactive Approach (1999) Wiksten, D., PhD, ATC Slack, Inc.

Lower Extremity Injury Evaluation: An Interactive Approach (1999) Wiksten, D., PhD, ATC Slack, Inc.

Static Splinting (1998) Smith & Nephew

Neuromuscular Electrical Stimulation (1998) Smith & Nephew

Muscle Testing / Techniques of Manual Examination (2007) (*DVD Included*) Hislop, H., PhD, ScD,

FAPTA Montgomery, J., MA, PT (8th ed.) Elsevier

Muscle and Sensory Testing (DVD Included) Reese, N. (2005) (2nd ed.) Elsevier

COURSE OUTCOMES & COMPETENCIES

1. Demonstrate basic computer skills.
2. Demonstrate professional communication skills and behaviors.
3. Demonstrate an understanding of the OT process:
 - a. gather, analyze and share data for screening and evaluation
 - b. administer selected assessments, appropriate in various populations
 - c. display safe and safety precaution usage during screening
 - d. understand infection control procedures and precautions
 - e. support OT intervention goals and treatment plans through selection, adaptation

4. Modify intervention approaches as the client's needs change.
5. Monitor the effects of the selected treatment intervention.
6. Demonstrate the ability to reassess treatment interventions for continued application.
7. Identify outcomes that have been achieved through intervention.
8. Recognize the need for and recommend termination of OT services
9. Demonstrate the ability to facilitate discharge planning.
10. Develop the use of home or community programming.
11. Apply the use of home or community programming.
12. Demonstrate timely recording keeping skills.
13. Document OT services accurately and ethically.
14. Apply various approaches in resolving personal/organizational ethical conflicts
15. Analyze professional literature in making intervention decisions in collaboration with other OT Practitioners.
16. Demonstrate the ability to locate and apply informational resources.
17. Exhibit professional behavior and practices using OT code of ethics, standards of practice and attitude and core values as guidelines.
18. Participate in program evaluation process.
19. Demonstrate personal/professional abilities/competencies in the performance of job responsibilities.

COURSE OUTLINE

1. Course Introduction / Overview
2. Elder Care in Occupational Therapy
 - a. Special needs of older adults
 - b. Cultural Considerations
 - c. Documentation
 - d. Specific Intervention and Modalities
 - i. Cognitive Programming in Dementia
 - ii. Cognitive Programs & Modalities useful with:
 1. Brain Trauma
 2. Neurological Disorders
 - e. Physical Disabilities and Occupational Therapy Intervention Approaches
 - f. Home Health / Home Programming / Community Program
3. Frames of References and Models of Practice For Rehab (Review)
4. Occupational Therapy Process (Review)
5. Documentation in Rehab Setting
6. Specific Intervention for Common Disability Groups
 - a. Orthopedic conditions
 - b. Cardiovascular conditions
 - c. Pulmonary conditions
 - d. Degenerative diseases of CNS
 - e. CVA
 - f. TBI
 - g. Burns
7. Motor Unit, Dysfunction
8. Other (Pedi)
9. Service Management
 - a. Ethics
 - b. Professionalism
 - c. Quality Assurance
 - d. Reimbursement
 - e. **Advocacy (consumer / profession)**

INSTRUCTIONAL METHODS

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Mastery of this course will require that students:

- Read all required assignments from course text and handouts.
- Write lecture notes and complete workbook assignments
- Complete a minimum of four (4) oral presentations. Each student will participate in class discussions of homework assignments.
- Participate in specified group tasks. Student will decide on two (2) field trip locations and determine how to get to the locations. Students will assess ADL's and identify the nature and severity of a patient's involvement.
- Complete a minimum of three (3) activity analysis.

Select an appropriate task to meet a therapeutic objective.

Identify specific causes of a performance problem (deficit).

- Adhere to the Program policies and guidelines for attendance and test taking.
- Read and discuss the O.T. Code of Ethics
- No late work will be accepted after the assigned due date. All work must be handed in.

EXAMS: Unit Exams (written), 25%,

SPECIAL PROJECTS / OT SAMPLES: Research (Journal Reports, Wellness Program, Etc.) EBP – 3 samples / journal reports, 25%

CLASS PARTICIPATION: Lab assignments – written, practical, Computerized tutorials, self-instructional videos /DVD's, lab practice of skills, out of class assignments –film summaries, independent study, field trips, clinical observations, research, structured study groups, etc.

Class discussion of objectives / lecture. 40%

FINAL EXAM 10%

Total 100%

GRADING SCALE

The following grade scale applies throughout this course:

90%-100%, A

80%-89%, B

70%-79%, C

Below 70% F

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ASSESSMENT OF STUDENT GAIN

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number OTA212
 Course Title: Management and Legal Issues in Occupational Therapy
 Division: Allied Health
 Program: OTA
 Credit Hours: 3
 Assessment Goal per Outcome(s): 80%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

A study of managements issues with an emphasis on organization and professional communication skills necessary for team building, leadership and collaboration. Topics covered include program planning, marketing, advocacy and program quality improvement. Documentation, ethical and legislative issues will be addressed. This class will review requirements for clinical experiences and expectations, certification and licensure where appropriate. Students will prepare for future employment through resume and portfolio development.

PREREQUISTIES AND/OR COREQUISITES

Introduction to Occupational Therapy

TEXTS

Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques, Fourth Edition, [Karen Sladyk PhD, OTR/L, FAOTA](#); Sally E. Ryan COTA, ROH; SLACK Pub., 2005; ISBN-13: 9781556427404

OPTIONAL MATERIALS

Diagnostic and Statistics Manual of Mental Disorders-IV by American Psychiatric Association; **ISBN-13:** 9780890420256

COURSE OUTCOMES/COMPETENCIES

By the end of the course, the student will be able to:

1. Identify the roles and responsibilities of the OTA in management.
2. Understand the effects and implications of state and federal regulations and laws and legislative bodies.
3. Analyze the theories, models of practice and frames of reference that underlie OT practice.
4. Articulate the varied roles of the Occupational Therapy Assistant as a practitioner and educator.
5. Identify several types of settings in which Occupational Therapist work.
6. Demonstrate a comprehensive understanding of the Association of Occupational Therapy Assistants (AOTA) Code of Ethics, core values and attitudes of Occupational Therapy, and the AOTA Standards of Practice as a guide for professional interactions, in client treatment and employment settings.
7. Articulate the importance of professional literature for practice and the continued development of the profession.
8. Evaluate therapeutic relationships, treatment modalities, clinical reasoning and evidenced based practice.

COURSE OUTLINE

I. Historical, Philosophical, and Theoretical Principles
Looking Back, Living Forward: Occupational Therapy History
1. The Occupational Therapy Assistant Heritage: Proud and Dynamic
A.Philosophy and Core Values in Occupational Therapy
A. Human Development
A.Occupational Therapy Practice Framework: Domain and Process-Our Language
1. Activity Analysis: Our Tool
A.Theory That Guides Practice: Our Map
A.Therapeutic Intervention Process
A.Occupation: An Individual's Choice
A.Teaching and Learning
I. Occupations and Disabilities
III. Treatment Techniques, Procedures, and Concepts
A. Group Intervention
1. Arts and Crafts as Meaningful Occupation
A.Assistive Technology and Adaptive Equipment

A. Basic Splinting
A. Wellness and Health Promotion
A. Life Skills
D. Work Injury Activities
IV. Management and Practice Issues
A. Evidence-Based Practice
1. Understanding Research
A. Documentation
A. Functional Ethics
1. Teamwork and Team Building
A. Management Issues
A. Professional Development

INSTRUCTIONAL METHODS

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

The final course grade will be computed as follows:

Major Examinations (equally weighted) 30%

 Lecture/Lab and quizzes 25%

 Interviews/case studies/movie reviews 20%

Final 25%

GRADING SCALE

The grading scale will be graded on a percentage of the total points possible through out the course. The following scale will be used:

90%-100%, A

80%-89%, B

70%-79%, C

60%-69%, D

Below 60% F

ATTENDANCE POLICY

ATTENDANCE IS A CRITICAL COMPONENT OF THIS COURSE.

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COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: OTA214
 Course Title: OTA Clinical Fieldwork - Level II
 Division: Allied Health
 Program: OTA
 Credit Hours: 2
 Initiation/Revision Date: Fall 2009
 Assessment Goal per Outcome(s): 80%

Class Hours: To be determined by the individual fieldwork site, student and program director. Must be no less than 90 hours.

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course provides an opportunity for the OTA student to apply didactic learning and theory of occupational therapy in a clinical, inpatient, or hospital setting under the supervision of an Occupational Therapist or Certified OTA. Academic and clinical educators collaborate on fieldwork objectives and experiences to ensure that the role and functions of an entry-level occupational therapy assistant are reinforced.

PREREQUISITE

All academic course and program director approval are required before undertaking Level II Fieldwork.

Students must receive a C in all OTA and required General Education courses and receive a satisfactory rating on the Professional Behaviors Evaluation before being approved for Level II Fieldwork placement.

TEXTS

The Successful Occupational Therapy Fieldwork Student, Edited by Karen Slaydk, Published: SLACK, ISB #1556425627

COURSE OUTCOMES

The student, upon completion of this course, will be able to:

1. Demonstrate the ability to interact professionally through written, oral and nonverbal communication. B.1.1, B.4.6
2. Employ logical thinking, critical analysis, problem solving and creativity. B.1.2
3. Demonstrate the ability to use adaptive intervention methods and use safety precautions with clients during the screening, evaluation and intervention process, such as standards for infection control that include, but are not limited to, universal precautions. B.3.3, B.4.7, B.4.9
4. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, and demonstrate the ability to interact through written, oral and nonverbal communication with all persons at the clinical site. B.3.3, B.4.7, B.4.9
5. Interpret professional literature for the development of intervention plans. B.7.1, B.7.2
6. Demonstrate a comprehensive understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Guide to Occupational Therapy Practice as a guide for professional interactions and in client treatment and employment settings. B.9.1
7. Professional Behaviors Competency and the Therapeutic Interactions Competence B.8.1, B.6.6
8. Demonstrate awareness of and sensitivity to persons of different cultures and abilities. B.1.6, B.1.7, B.1.8

COURSE OUTLINE

Students will follow the daily routines established by the field site.

INSTRUCTIONAL METHODS

Instruction will be provided by externship site staff following the Standards and Guidelines for Occupational Therapy Assistant Programs under the direct supervision of an assigned preceptor. Experiences will cover the topics presented in the OTA Program curriculum and outcomes/competencies successfully demonstrated in the skills laboratory. Students will be required to utilize problem based and

serendipity learning opportunities in meeting course outcome and competency requirements.

The course will include one or more required externship conference session(s) with the program instructor/coordinator or designated program staff. Students may be required to travel to the college campus during the course for group conference presentations.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Students will be required to keep a journal to log their observations, skill competency and comments. A journal entry is required for each day of the externship that addresses cognitive, affective, and psychomotor skills developed and applied. Students will be evaluated jointly by their assigned externship preceptor and program staff as outlined in the Occupational Therapy Assistant Program Fieldwork Study Guide. Preceptor evaluations are used for feedback, follow-up, and to confirm accuracy of the student's written journal log. The student's grade may range from an A to an F depending on the student's externship success and level of cooperation in completing coursework requirements.

Students will be required to demonstrate skill competency as outlined in the "Occupational Therapy Assistant Program Fieldwork Study Guide". The student must participate in all activities and observe attendance requirements, as well as accurately complete assigned competencies in order to receive a passing grade in this course. This course will meet on an arrangement basis.

The course is designed to operate with a minimum of 45-clock hours for each 1 credit hour for a total of 90 documented hours in the externship site. A grade of "C" or above is required to successfully complete the program. The student's grade will be determined as follows:

Journal log records (skill competency documentation) 40%

Documented completion of a minimum of 100 hours (without absence or tardy) 10%

Satisfactory site performance (observance of site, program, and college policies) 30%

Satisfactory conference presentations 20%

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Students are required to complete all assignments as per site directive. Students must achieve a passing score (70 or above) on the Level II Fieldwork Performance Evaluation of the Occupational Therapy Assistant Student to pass this course.

GRADING SCALE

The following grade scale applies throughout this course:

90%-100%, A

80%-89%, B

70%-79%, C

Below 70% F

NOTE: A grade of "D" is not possible in this course! A student receiving a final grade of less than a "C" will be required to repeat this course. This course may only be repeated once, and passing this course is necessary for application to OTA program.

ASSESSMENT OF STUDENT GAIN

Assessment ideally begins during the advisement and enrollment process with the advisor and/or instructor interviewing the student to determine the proper level of placement. During the field study, the field preceptor and program director confer to determine student gain based on student performance at the job site. Post-assessment to determine gain in competency will be measured at the end of the field study.

NCCC REQUIREMENTS

Students are required to check in, via e-mail, with the course instructor at least weekly. Questions and discussion topics for each week of fieldwork will be distributed to all students via e-mail. If a student does not have access to a personal computer during fieldwork, every effort should be made to locate a computer through the fieldwork site or local library. If a student is unable to locate a computer, it is the students' responsibility to request the discussion topics from the instructor and respond via fax or voicemail. Participation in on-line discussion is a required component of this course.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration; the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

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NOTE:

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COURSE SYLLABUS

COURSE INFORMATION

Course Prefix/Number: OTA216
 Course: Fieldwork in the Community – Level III
 Division: Allied Health
 Program: Occupational Therapy Assistant
 Credit Hours: 5
 Assessment Goal per Outcome(s): 80%

CLASS HOURS: To be determined by the individual fieldwork site, student and program director. Must be no less than 2225 hours.

CLASSIFICATION OF INSTRUCTION

Vocational

TEXTBOOK

The Successful Occupational Therapy Fieldwork Student; Edited by Karen Slaydk,

Published: SLACK, ISB #1556425627

COURSE DESCRIPTION

This course provides the opportunity for the OTA student to apply didactic learning and theory of occupational therapy to community setting under the supervision of an Occupational Therapist or Certified OTA. Academic and clinical educators collaborate on fieldwork objectives and experiences to ensure that the roles and functions of an entry-level occupational therapy assistant are reinforced.

PREREQUISITES

All academic course and program director approval are required before undertaking Level III Fieldwork. Students must receive a C in all OTA and required General Education courses and receive a satisfactory rating on the Professional Behaviors Evaluation before being approved for Level III Fieldwork placement.

COURSE OUTCOMES

The student, upon completion of this course, will be able to:

1. Demonstrate the ability to interact professionally through written, oral and nonverbal communication. B.1.1, B.4.6
2. Employ logical thinking, critical analysis, problem solving and creativity. B.1.2
3. Demonstrate the ability to use adaptive intervention methods with clients during the screening, evaluation and intervention process, such as standards for infection control that include, but are not limited to, universal precautions. B.3.3, B.4.7, B.4.9
4. Demonstrate the ability to utilize safety precautions with clients during the screening, evaluation

- and intervention process, such as standards for infection control that include, but are not limited to, universal precautions. B.3.3, B.4.7, B.4.9
5. Document occupational therapy services to ensure accountability of service provision reimbursement of services. B.3.3, B.4.7, B.4.9
 6. Utilize professional literature for the development of intervention plans. B.7.1, B.7.2
 7. Demonstrate a comprehensive understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Guide to Occupational Therapy Practice as a guide for professional interactions in client treatment and employment settings. B.9.1
 8. Demonstrate knowledge of appropriate therapeutic interactions B.8.1, B.6.6
 9. Demonstrate sensitivity to persons of different cultures and abilities. B.1.6, B.1.7, B.1.8

LEVEL III FIELDWORK MAY BE IN A LOCATION OUTSIDE OF THE IMMEDIATE AREA

REQUIRING THE STUDENT TO TRAVEL OR RELOCATE FOR ONE (8 WEEKS) OR BOTH (16 WEEKS) ASSIGNMENT.

* Meets ACOTE 1998 Standards

COURSE OUTLINE

Students will follow the daily routines established by the field site.

INSTRUCTIONAL METHODS

Instruction will be provided by externship site staff following the Standards and Guidelines for Occupational Therapy Assistant Programs under the direct supervision of an assigned preceptor. Experiences will cover the topics presented in the OTA Program curriculum and outcomes/competencies successfully demonstrated in the skills laboratory. Students will be required to utilize problem based and serendipity learning opportunities in meeting course outcome and competency requirements.

The course will include one or more required externship conference session(s) with the program instructor/coordinator or designated program staff. Students may be required to travel to the college campus during the course for group conference presentations.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Students will be required to keep a journal to log their observations, skill competency and comments. A journal entry is required for each day of the externship that addresses cognitive, affective, and psychomotor skills developed and applied. Students will be evaluated jointly by their assigned externship preceptor and program staff as outlined in the Occupational Therapy Assistant Program Fieldwork Study Guide. Preceptor evaluations are used for feedback, follow-up, and to confirm accuracy of the student's written journal log. The student's grade may range from an A to an F depending on the student's externship success and level of cooperation in completing coursework requirements.

Students will be required to demonstrate skill competency as outlined in the "Occupational Therapy Assistant Program Fieldwork Study Guide". The student must participate in all activities and observe attendance requirements, as well as accurately complete assigned competencies in order to receive a passing grade in this course. This course will meet on an arrangement basis.

The course is designed to operate with a minimum of 45-clock hours for each 1 credit hour for a total of 225 documented hours in the externship site. A grade of "C" or above is required to successfully complete the program. The student's grade will be determined as follows:

Journal log records (skill competency documentation) 40%

Documented completion of a minimum of 200 hours (without absence or tardy) 10%

Satisfactory site performance (observance of site, program, and college policies) 30%

Satisfactory conference presentations 20%

GRADING SCALE

The following grade scale applies throughout this course:

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NCCC INTERNET REQUIREMENTS

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METHOD OF EVALUATION

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Agenda Item IX: Adjournment

Upon a motion and a second the meeting adjourned at 7:10 p.m.

Respectfully submitted,

David Peter, Chair Terri Dale, Clerk