



# **INSTRUCTIONAL PACKAGE**

OTA 162  
Psychosocial Dysfunction

Effective Term  
Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: OTA 162

COURSE TITLE: Psychosocial Dysfunction

CONTACT HOURS: Lecture 2.0/Lab 3.0

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

This course will enable students to develop and apply an understanding of mental health disorders, pathology, psychological and psychosocial occupational therapy practice models to create appropriate interventions for clients during the occupational therapy process. Students will be able to demonstrate and adapt the necessary skills for therapeutic use of self, safety, and group techniques to treat those with mental health disorders. Students will be able to distinguish and design effective mental health interventions by analyzing, adapting, and grading activities of daily living, education, work, leisure, social participation, emotional regulation and cognitive, sensory and motor skills.

### **COURSE DESCRIPTION:**

This course examines the occupational therapy process related to psychosocial challenges across the life span. Topics include pathologies, interventions, and promotion of health and wellness.

### **PREREQUISITES/CO-REQUISITES:**

Prerequisites: ENG 101 and BIO 210 and BIO 211 and PSY 201 and (MAT 110 or MAT 120), credit or minimal grade of "C"

### **RESTRICTIONS:**

Must be enrolled in the following Fields of Study: Occupational Therapy Assistant

### **REQUIRED MATERIALS:**

Early, M. (2017). *Mental health concepts and techniques for the occupational therapy assistant* (6th ed.). Walters Kluwer. ISBN 9781975189891

Please visit the [BOOKSTORE](#) online site for most current textbook information

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

## **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

After successful completion of this course, the student will be able to meet the following outcomes:

1. Differentiate between the motivation, changes, occupational performance, and mental health factors that occur throughout the developmental lifespan.
  - B.1.1 Human Body, Development, and Behavior  
Assessments: Lifespan Development and OT Mental Health Models Assignment, Lecture Exams, Final Exam
2. Identify psychological and occupational therapy psychosocial models and their components.
  - B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference  
Assessments: Psychological Model Case Study Assignment, Lifespan Development and OT Mental Health Models Assignment, Lecture Exams, Final Exam
3. Describe the importance of the DSM-5-TR and the psychiatric diagnoses associated with the consumers of occupational therapy.
  - B.2.6. Effects of Disease Processes  
Assessments: DSM-5 Diagnosis and OT Assignment, Lecture Exams, Final Exam
4. Apply appropriate safety techniques and respond appropriately to symptoms and behaviors associated with mental health disorders.
  - B.2.8. Safety of Self and Others  
Assessments: Safety and Home Modification Lab Practical, Lecture Exams, Final Exam
5. Develop therapeutic use of self and clinical reasoning for occupational therapy group concepts and techniques to effectively lead occupational therapy mental health groups.
  - B.3.1. Therapeutic Use of Self  
Assessments: OT Mental Health Group Project, Lecture Exams, Final Exam
6. Interpret the components of the occupational evaluation, data assessment and selecting appropriate interventions, and the role of the OTA in the occupational therapy process.
  - B.3.3. Standardized and Nonstandardized Screening and Assessment Tools  
Assessments: OTA Assessment Lab Practical, Intervention Implementation Lab Practical, Lecture Exams, Final Exam
7. Integrate the use of analyzing, selecting, adapting, and grading appropriate intervention techniques for ADLs, IADLs, education, work, leisure, social skills, emotion regulation, cognition, sensory and motor skills for mental health consumers.
  - B.3.6. Occupation-Based Interventions  
Assessments: ADL/Leisure/Work/Social Lab Practical, OT Mental Health Group Project, Lecture Exams, Final Exam

8. Compare and contrast the different types of settings where occupational therapy is performed for those with mental health disorders, and the effect the context has on the interventions that are provided.

B.4.1. Factors, Policy Issues, and Social Systems

Assessments: Lecture/Final Exam, Lecture Exams, Final Exam

## **Student Learning Outcomes Per Module:**

### **Lecture & Lab Learning Objectives:**

After successful completion of the classroom and laboratory activities, the student will be able to meet the following instructional objectives:

<b>Dates:</b>	<b>Lecture: Tuesday</b> <b>Lab: Thursday</b>
<b>Week 1</b>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b> Chapter 1: History and Basic Concepts Chapter 2: Medical and Psychological Models of Mental Health and Illness</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Contrast the difference between mental health and mental illness and the relation of occupational functioning to mental health.</li> <li>2. Explain the value of occupational therapy in addressing occupational needs of a person with mental disorders.</li> <li>3. Recognize key events and figures in the history of mental health treatment and OT.</li> <li>4. Describe the roles of the OTA in mental health practice.</li> <li>5. Explain why theories are used in mental health practice.</li> <li>6. Identify and describe seven theories or models used in mental health practice.</li> </ol> <p><b>Lab:</b></p> <p><b>Materials Covered:</b> Chapter 2: Medical and Psychological Models of Mental Health and Illness</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recognize terms associated with the seven theories or models used in mental health practice.</li> <li>2. Interpret and illustrate the major concepts associated with these theories.</li> <li>3. Analyze and demonstrate how the theories or models used in mental practice could apply to client case studies.</li> </ol> <p><b>Assessment(s):</b> Psychological Model Case Study Assignment, Lecture Exam, Final Exam</p>

<p><b>Week 2</b></p>	<p><b><u>Lecture:</u></b></p> <p><b><i>Materials Covered:</i></b> Chapter 5: Understanding Psychiatric Diagnosis: The DSM-5</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify the purpose of the DSM-5 and explain how it can be useful to the OT practitioner.</li> <li>2. Describe the ICD system and its relationship to the DSM system.</li> <li>3. Name and describe major mental disorders affecting clients seen in OT.</li> <li>4. State the interventions employed by psychiatrists and other mental health providers for each major mental disorder.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b><i>Materials Covered:</i></b> Chapter 5: Understanding Psychiatric Diagnosis: The DSM-5</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. For each mental disorder, describe the effects on occupational performance.</li> <li>2. Recognize the typical problems and occupational deficits addressed by occupational therapy for each diagnosis.</li> <li>3. Explain and demonstrate, in general terms, the type of occupational therapy interventions for each diagnosis.</li> </ol> <p><b><i>Assessment(s):</i></b> DSM-5 Diagnosis and OT Assignment, Lecture Exam, Final Exam</p>
<p><b>Week 3</b></p>	<p><b><u>Lecture:</u></b></p> <p><b><i>Materials Covered:</i></b> Chapter 4: Human Occupation and Mental Health Throughout the Life Span Chapter 3: Selected Practice Models for Occupational Therapy in Mental Health</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Name and describe eight practice models used in psychosocial occupational therapy.</li> <li>2. Identify medical or psychological theories or models that are compatible with each OT practice model.</li> <li>3. Recognize concepts and terms associated with each model.</li> <li>4. Discuss which practice model could best address the needs of a particular client and situation.</li> <li>5. Analyze the motivations for performance of occupation.</li> <li>6. Outline changes in occupational performance from childhood through late life.</li> <li>7. Contrast involvement in productive activities, ADLs, and IADLS at different ages.</li> </ol>

	<p><b><u>Lab:</u></b></p> <p><b>Materials Covered:</b>  Chapter 4: Human Occupation and Mental Health Throughout the Life Span  Chapter 3: Selected Practice Models for Occupational Therapy in Mental Health</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify important achievements in occupational development at various life stages.</li> <li>2. Recognize psychiatric disorders that typically appear in childhood, adolescence, adulthood and later life.</li> <li>3. Describe the effects of mental disorders on performance of occupation at different stages of life.</li> <li>4. Illustrate and select appropriate occupational therapy models and occupational therapy interventions for psychiatric diagnoses and the stages of life.</li> </ol> <p><b>Assessment(s):</b> Lifespan Development and OT Mental Health Models Assignment, Lecture Exam, Final Exam</p>
<p><b>Week 4</b></p>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 6: Who is the Consumer?</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the differences of approach to children, adolescents, adults and the older adult.</li> <li>2. Recognize the role of family and family support and how cultural differences can affect care.</li> <li>3. Discuss psychosocial issues affecting persons whose primary diagnosis is not psychiatric, including chronic pain.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>Materials Covered:</b>  Chapter 6: Who is the Consumer?</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Indicate the different consumers of occupational therapy and apply appropriate interventions for each population.</li> <li>2. Correlate how poverty and the absence of stable housing can affect mental health and occupational performance.</li> <li>3. Demonstrate and role-play effective communication with patients, caregivers, and family case studies.</li> </ol> <p><b>Assessment(s):</b> Lecture Exam, Final Exam</p>

<p><b>Week 5</b></p>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 7: Contexts of Intervention, Service, and Care  Chapter 8: Psychotropic Medications and Other Biological Treatments</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Name and describe settings where occupational therapy may be provided to persons with mental health problems.</li> <li>2. Differentiate between care, intervention, service and treatment and the messages these terms impart.</li> <li>3. Discuss the role of OT in settings that utilize milieu therapy, family therapy, psychiatric rehab and psychosocial rehab.</li> <li>4. Identify the major categories of medications used to treat mental disorders and their side effects.</li> <li>5. Name and describe somatic and alternative therapies used in psychiatry.</li> <li>6. List the responsibilities of OT in regard to consumers and their medications.</li> <li>7. Name at least four ways to obtain current and accurate information about a specific medication and how to help consumers acquire this skill.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>Materials Covered:</b>  Chapter 7: Contexts of Intervention, Service, and Care  Chapter 8: Psychotropic Medications and Other Biological Treatments</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast differing contexts of service and intervention, including the recovery movement, the empowerment model and trauma-informed care.</li> <li>2. Recognize and demonstrate the role of the OTA in a recovery-oriented setting versus a setting that uses the traditional medical model.</li> <li>3. Discuss and role-play the responsibility of the occupational therapy practitioner in settings employing each of the following models with a case study example: milieu therapy, family therapy, psychiatric rehabilitation (PsyR), and psychosocial rehabilitation.</li> <li>4. Identify safety issues related to medication and strategies the OTA can teach the consumer.</li> </ol> <p><b>Assessment(s):</b> Psychotropic Medication Assignment, Lecture Exam, Final Exam</p>
<p><b>Week 6</b></p>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 9: Therapeutic Use of Self</p>

Chapter 10: Responding to Symptoms and Behaviors

**Learning Outcomes:**

1. Define therapeutic use of self.
2. List and describe Taylor's six therapeutic models.
3. Define and give examples of transference and countertransference.
4. Relate the Occupational Therapy Code of Ethics to the OTA's relationship with persons with mental health problems.
5. Define the term symptom and recognize how symptoms are useful in understanding patient behavior and feelings.
6. Identify the three tools used by OT to help consumers with psychiatric symptoms function to engage in occupation.
7. Describe the possible symptoms of mental health problems and the diagnoses associated with them.

**Lab:**

**Materials Covered:**

Chapter 9: Therapeutic Use of Self

Chapter 10: Responding to Symptoms and Behaviors

**Learning Outcomes:**

1. Recognize and give examples of therapeutic qualities and ways to end a therapeutic relationship.
2. Give examples and apply techniques useful for relating to patients or consumers.
3. Discuss and relate methods to deal with stigma and with uncomfortable feelings toward patients and consumers.
4. Describe and identify the symptoms of anxiety, depression, mania, hallucinations, delusions, paranoia, anger, hostility, aggression, seductive behavior, sexual acting out, negative behaviors associated with neurocognitive disorders, cognitive deficits and attention deficits and the diagnoses associated with each.
5. Identify the symptoms associated with mental health disorders and distinguish and apply how the OTA can use self, environment and activity to facilitate increased functioning for the patient case studies.
6. Plan and implement appropriate activities for a person experiencing mental health symptoms.

**Assessment(s):** Mental Health Symptoms Intervention Assignment, Lecture Exam, Final Exam

**Week 7**

**Lecture:**

**Materials Covered:**

Chapter 11: Safety Techniques



	<p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain why safety must be considered in all interactions with consumers.</li> <li>2. List and explain 15 recommendations for safety in the clinic.</li> <li>3. Recognize the OTA’s responsibility to maintain certification in first aid and CPR.</li> <li>4. Discuss psychiatric emergencies, how to prevent and respond, and teach consumers about safety.</li> </ol> <p><b>Lab:</b></p> <p><b>Materials Covered:</b> Chapter 11: Safety Techniques</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain the rationale for universal precautions and demonstrate proper hand washing protocol.</li> <li>2. Identify and apply recommendations for infection control in occupational therapy.</li> <li>3. Interpret and illustrate home modifications that will increase safety for the cognitively compared consumer.</li> <li>4. Plan and enact methods and activities to educate consumers about safety.</li> </ol> <p><b>Assessment(s):</b> Safety and Home Modification Lab Practical, Lecture Exam Final Exam</p>
<b>Week 8</b>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b> Chapter 12: Group Concepts and Techniques</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Describe the advantages of using groups in OT.</li> <li>2. Classify group skills according to Mosey’s developmental levels.</li> <li>3. Describe the five-stage group and the situations in which this group is appropriate.</li> <li>4. Discuss ways to address goals of individuals within a group and how to track individual progress.</li> </ol> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>- <b>Safety and Home Modification Lab Practical</b></li> </ul> <p><b>Assessment(s):</b> OT Mental Health Group, Lecture Exam, Final Exam</p>
<b>Week 9</b>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b> Chapter 13: Evaluation and Data Collection Chapter 14: Intervention: Planning, Clinical Reasoning, Implementation and Review</p>

	<p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. State the purpose of evaluation and explain why evaluation is important.</li> <li>2. Differentiate between occupational profile and the assessment of occupational performance.</li> <li>3. Define strengths, supports, resources and barriers in relation to occupational performance.</li> <li>4. Differentiate between the OT and OTA responsibilities with evaluation and describe appropriate practices when obtaining information.</li> <li>5. Identify and describe some assessments appropriate for OTA administration.</li> <li>6. Identify and discuss the roles of the OT and OTA with intervention planning, implementation, review, modification, and outcome assessment.</li> <li>7. Identify qualities and components of an effective goal.</li> <li>8. Relate long and short-term goals to each other.</li> </ol> <p><b>Lab:</b></p> <p><b>Materials Covered:</b> Chapter 13: Evaluation and Data Collection</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Interpret and apply the OTA’s responsibilities with evaluation and appropriate practices when obtaining information by reviewing medical records, mock interviews of clients, use of observation techniques and proper documentation procedures.</li> <li>2. Identify and complete appropriate assessments for the OTA involving occupational history and performance interviews, observation checklists, assessments of daily living skills, patterns, social supports, process skills and mental functions, sensory functions and leisure interests/social participation.</li> <li>3. Apply and demonstrate effective documentation skills with OT assessments.</li> </ol> <p><b>Assessment(s):</b> OTA Assessment Lab Practical, Lecture Exam, Final Exam</p>
<p><b>Week 10</b></p>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b> Chapter 15: Analyzing, Adapting, and Grading Activities Chapter 16: Activities of Daily Living</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Associate how to apply dynamic performance analysis while a client is engaged in performing an activity.</li> <li>2. Understand the purpose of activity analysis and identify a variety of formats for analyzing activities.</li> <li>3. Identify and define terms used in Allen’s model of task analysis.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Associate how to apply dynamic performance analysis while a client is engaged in performing an activity.</li> <li>5. Identify and analyze the types of difficulties that persons with mental disorders may have with daily living skills.</li> <li>6. Identify cognitive and sensory reasons why clients may perform poorly in some ADLs.</li> <li>7. Discuss the effects of family background, social support, financial means and culture on performance of daily living skills.</li> <li>8. Discuss the roles of practice, repetition, and varying conditions on the development of habits and routines.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>OTA Assessment Lab Practical</b></p> <p><b>Assessment(s):</b> Intervention Implementation Lab Practical, Lecture Exam, Final Exam</p>
<p><b>Week 11</b></p>	<p><b><u>Lecture:</u></b></p> <p><b>Materials Covered:</b>  Chapter 17: Education and Work  Chapter 18: Leisure and Social Participation</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recognize the place of habit and skill development in occupational engagement in school and work.</li> <li>2. Identify the challenges faced by all ages with mental disorders to engage in roles of the student and worker.</li> <li>3. Describe three approaches to supported education.</li> <li>4. Infer the basic provisions, in regard to employment and education, of the Americans with Disabilities Act of 1990.</li> <li>5. Describe supported employment and explain why it is considered best practice.</li> <li>6. Describe appropriate roles for OT in assisting clients to succeed in education and work, as well as the transition to retirement.</li> <li>7. Examine obstacles to effective engagement in leisure and social participation for persons with mental disorders.</li> <li>8. Recognize general principles that guide interventions to assist clients with leisure and social participation.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>Materials Covered:</b>  Chapter 17: Education and Work  Chapter 18: Leisure and Social Participation</p>

	<p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Examine the needs of students diagnosed with mental, emotional and cognitive disorders and explain the role of OT.</li> <li>2. Differentiate between the following programs: work potential evaluation, vocational evaluation, vocational training, employment seeking/acquisition, task group, work group, work adjustment program, sheltered work, transitional employment, and worker cooperatives.</li> <li>3. Identify and select appropriate work program(s) for mental health diagnosis case studies and explain the role of the OT/OTA.</li> <li>4. Recognize general principles that guide interventions to assist clients with leisure and social participation.</li> <li>5. Identify and role-play ways to assist clients and appropriate interventions to improve and maintain their social participation.</li> </ol> <p><b>Assessment(s):</b> Intervention Implementation Lab Practical, Lecture Exam, Final Exam</p>
<p><b>Week 12</b></p>	<p><b>Lecture:</b></p> <p><b>Materials Covered:</b> Chapter 20: Cognitive, Sensory, and Motor Factors and Skills</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recognize the effects of cognitive, motor and sensory factors in performance of skills needed for occupation.</li> <li>2. Identify cognitive, motor and sensory impairments of those with mental disorders and compensatory strategies for specific cognitive impairments.</li> <li>3. Differentiate between remedial and compensatory approaches.</li> <li>4. Discuss the relationship of cognitive, sensory, and motor functions to emotion regulation.</li> <li>5. Relate the purpose of using sensorimotor activities in the treatment of persons with mental disorders.</li> <li>6. Give examples of appropriate interventions for each of the following: low registration, high registration, sensation avoiding and sensation seeking.</li> <li>7. Indicate and implement sensorimotor activities and approaches appropriate for specific sensory and motor deficits with case studies and role-play.</li> <li>8. Compose a SOAP note of a sensorimotor intervention performed.</li> </ol> <p><b>Lab:</b></p> <p><b>Intervention Implementation Lab Practical</b></p> <p><b>Assessment(s):</b> Lecture Exam, Final Exam</p>

<p><b>Week 13</b></p>	<p><b><u>Lecture:</u></b></p> <p><b><i>Materials Covered:</i></b> Chapter 19: Emotion Regulation, Self-Management, Communication and Interaction</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Discuss the relationship between emotion regulation and occupational performance.</li> <li>2. Identify the role for OT interventions with the management of emotions and how they affect occupational performance.</li> <li>3. Describe the modal model of emotion and match regulation strategies with points of the model.</li> <li>4. Define mindfulness, how it relates to emotional regulation and performing occupations.</li> <li>5. Identify and select appropriate emotion regulation programs that are used in occupational therapy for mental health case studies.</li> <li>6. Differentiate between and apply appropriate approaches to the management of emotional needs case studies including self-expression, stress management, time management, assertiveness training, coping skills and anger management.</li> </ol> <p><b><u>Lab:</u></b></p> <p><b>OT Mental Health Group Project Presentations</b></p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Plan and implement a developmentally appropriate occupational therapy group intervention for a specific mental health diagnosis.</li> <li>2. Apply and demonstrate knowledge of mental health pathology, safety, and group leadership skills for an occupational therapy group.</li> <li>3. Write a SOAP note justifying occupational therapy group intervention utilizing appropriate documentation skills.</li> </ol> <p><b><i>Assessment(s):</i></b> Lecture Exam, Final Exam</p>
<p><b>Week 14</b></p>	<p><b><u>Lecture:</u></b></p> <p><b>OT Mental Health Group Project Presentations</b></p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Plan and implement a developmentally appropriate occupational therapy group intervention for a specific mental health diagnosis.</li> <li>2. Apply and demonstrate knowledge of mental health pathology, safety, and group leadership skills for an occupational therapy group.</li> <li>3. Write a SOAP note justifying occupational therapy group intervention utilizing appropriate documentation skills.</li> </ol>

	<b>Lab:</b>  <b>No Lab – Thanksgiving Break</b>
<b>Week 15</b>	Level I Psychosocial Dysfunction Fieldwork
<b>Week 16</b>	Comprehensive Lecture Final Exam

**\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.**

## Part III: Grading and Assessment

### EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:

Students’ performance will be assessed, and the points associated with the various measures/artifacts are listed below.

#### EVALUATION\*

6 Lecture Exams	40%
5 Lecture/Lab Assignments	13%
3 Lab Practicals	15%
Mental Health Group	10%
Class Participation	2%
Final Exam	<u>20%</u>
	100%

#### GRADING SYSTEM:

A = 90% -100%
B = 80% - 89%
C = 75% - 79%
D = 69% - 74%
F = below 68%

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

### **Occupational Therapy Assistant Program Classroom Attendance Policy:**

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15-week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes: 9 absences are allowed for lecture and 9 absences from lab, regardless of the reason.

For MW classes: 6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For TTh classes: 6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

### **Tardy Policy:**

Students are expected to be on time for class and to stay for the entire session. A tardy is defined as missing up to 10 minutes of classroom time. Three tardies will be counted as one class absence.

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

### **Makeup Assignments (Examinations, Skill Check Assessments, Homework)**

- Examinations: Per the instructor's discretion, a missed examination may be made up with a deduction of 10% of the total score. Missed exams must be taken on the students next day in any OTA course. Students are responsible for scheduling with their course instructor.
- Practical Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 75% points will be given on the first attempted performance.
- Late assignments: Per the instructor's discretion, the assignment will have a deduction of 10% of the achieved score and no more than two late assignments may be accepted.  
\*\*The instructor reserves the right for discretion on the above policy on a case by case basis.

### **Bonus**

- Per the instructor's discretion, if bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

## Part V: Student Resources



### **THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):**

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



## STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.



## HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

## STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of



the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu) or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: [OCR@ed.gov](mailto:OCR@ed.gov)).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [jacquelyne.snyder@hgtc.edu](mailto:jacquelyne.snyder@hgtc.edu).

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [melissa.batten@hgtc.edu](mailto:melissa.batten@hgtc.edu).

## **TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu).

## **PREGNANT ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [Pregnancy Intake Form](#).

