Carroll University  
Master of Occupational Therapy Program  
**OTH 565 Interventions in Physical Dysfunction**  
**Summer 2017**

**Course Offering**  
6 Credit Hours

**Prerequisites**  
Admission to the MOT Program

**Format**  
LECTURE & LAB

**Class Day/Time**  
Tuesday 8:30-12:30; Thursday 12-2; Friday 9:00-12:00  
Additional Class Times Posted.

**Class Location**  
CGS 119, LL 16, ADL Living Lab at Charles House

**Faculty**  
**Dr. Lani R. Stockwell, OTD MSOT OTR/L**  
Charles House 102  
(262) 951-3052  
Office Hours: M 10-11; T 1-4 by appointment

**Professor April Doebert-Fischer, MOT OTR DCCT**  
Charles House 106  
(262) 951-3108  
adoebert@carrollu.edu  
Office Hours: Mondays 9-3; Fridays 12-3 by appointment

**Course Description**  
This course will provide theories and intervention strategies related to treatment of adults with physical dysfunction. Focus will be on the application of neurophysiological principles, sensorimotor learning and performance, and specific intervention strategies. This includes strength, endurance, neuromuscular and neurosensory strategies. Physical agent modalities, mobility equipment selection and adjustment, adaptive equipment selection, design and instruction, orthotic fabrication and fitting, as well as principles of ergonomic intervention will be covered.

**Course Rationale**  
The broad variety of client populations served by occupational therapists requires foundational knowledge of many different treatment techniques and hands-on skills. This course will provide students with the necessary treatment tools to function as an entry-level practitioner in a general therapy setting.

**Relationship to Curriculum Design**  
The driving force behind the acquisition of treatment techniques and therapeutic skills is the resumption of clients’ engagement in meaningful activities. The skill set earned through this course, along with knowledge gained in previous semesters, will enable
students to provide required restorative or compensatory intervention needed to support health through life participation.

<table>
<thead>
<tr>
<th>Course Goals and Student Learning Objectives</th>
<th>ACOTE Standards</th>
<th>Instructional Methods/Learning Activities</th>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Learning Objectives</strong></td>
<td></td>
<td>The following instructional methods/learning activities will be utilized throughout the course:</td>
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<td>(At course conclusion, students are expected to:)</td>
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<td>Exams</td>
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<tr>
<td><strong>1. Explain and apply technological principles to aid in daily living activities including but not limited to design, fabrication, fitting and training in orthotics, prosthetics, assistive devices, adaptive equipment, assistive technologies and devices used to enhance Occupational performance.</strong></td>
<td>B.1.8, B.5.10</td>
<td>• Readings</td>
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<td>• Lecture</td>
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<td>Assignment rubric</td>
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<td>Skills Check</td>
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<td><strong>2. Demonstrate educational techniques and training with transfers, wheelchair management, seating, positioning, mobility devices.</strong></td>
<td>B.5.5, B.5.12,</td>
<td>• Readings</td>
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<td>Skills Check</td>
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<td><strong>3. Choose compensatory techniques to grade and adapt occupations, tools, materials, process/environments with use of ergonomics, environmental modification and/or the use of technology.</strong></td>
<td>B.2.10, B.5.2,</td>
<td>• Readings</td>
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<td>B.5.5, B.5.23, B.5.24</td>
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<td><strong>4. Construct intervention planning that is client-centered, culturally appropriate, evidence-based, and reflective of current OT practice in a variety of settings.</strong></td>
<td>B.2.10, B.3.5,</td>
<td>• Readings</td>
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<td>B.5.1, B.5.2, B.5.3, B.5.5</td>
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<td>• Lecture</td>
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<td>Participation</td>
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<td>Task Description</td>
<td>Requirements</td>
<td>Assessment Methods</td>
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<td>5.</td>
<td>Demonstrate the ability to implement community-based intervention strategies including accessing community resources for transportation, mobility, and driving and community/work integration.</td>
<td>B.2.10, B.3.5, B.5.2, B.5.3, B.5.5, B.5.9, B.5.13</td>
<td>• Readings • Lecture • Guest lecture • Videos • Lab demonstrations/practice • Class discussion • Case studies</td>
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<td>• Exams • Practical exams • Participation</td>
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<td>6.</td>
<td>Discuss the interprofessional role of care providers serving individuals, organization and/or populations. This includes understanding when to refer to specialists within and/or outside the profession for consultation and intervention.</td>
<td>B.5.21, B.5.22, B.5.28</td>
<td>• Readings • Lecture • Lab demonstrations/practice • Class discussion • Case studies</td>
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<td>• Exams • Participation</td>
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<td>7.</td>
<td>Demonstrate the use of therapeutic modalities as a preparatory measure to manage pain and/or improve occupational performance. Recognize individuals, contraindications and precautions for use.</td>
<td>B.5.2, B.5.15., B.5.16</td>
<td>• Lecture • Videos • Case studies • Role play</td>
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<td>8.</td>
<td>Demonstrate the provision and management of feeding, eating, and stages of swallowing including the training of others in precautions and techniques that enable performance relevant to the client and contextual factors.</td>
<td>B.3.5, B.5.14., B.8.3</td>
<td>• Lecture • Videos • Case studies • Role play • Guest Lecture</td>
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<td>9.</td>
<td>Recognize the understanding of roles and responsibilities by identifying and demonstrating techniques and skills of collaboration and supervision with occupational therapy assistants during the OT process.</td>
<td>B.5.25</td>
<td>• Readings • Lecture • Class discussion</td>
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<td>10.</td>
<td>Apply appropriate intervention approaches including development, remediation, and compensation</td>
<td>B.2.10, B.3.5, B.5.6, B.6.6, B.8.3</td>
<td>• Readings • Lecture • Guest Lecture • Class discussion • Case studies</td>
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</table>
for physical, mental, cognitive, perceptual, neuromuscular, behavioral, and sensory functions, relevant to the client and context.

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**ACOTE Standards Relating to Course Objectives**

*This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:*

- **B.1.8** Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.
- **B.2.10** Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
- **B.3.5** Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes.
- **B.5.1** Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components:
  - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
  - Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
  - Performance patterns (e.g., habits, routines, rituals, roles).
  - Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
  - Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
- **B.5.2** Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.
- **B.5.3** Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
- **B.5.5** Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
B.5.6 Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).

B.5.9 Evaluate and adapt processes or environments (e.g., home, work, school, community) applying ergonomic principles and principles of environmental modification.

B.5.10 Articulate principles of and be able to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.

B.5.11 Provide design, fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation. Train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics.

B.5.12 Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

B.5.13 Provide recommendations and training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.

B.5.14 Provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in precautions and techniques while considering client and contextual factors.

B.5.15 Demonstrate safe and effective application of superficial thermal and mechanical modalities as a preparatory measure to manage pain and improve occupational performance, including foundational knowledge, underlying principles, indications, contraindications, and precautions.

B.5.16 Explain the use of deep thermal and electrotherapeutic modalities as a preparatory measure to improve occupational performance, including indications, contraindications, and precautions.

B.5.21 Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing an intervention plan.

B.5.22 Refer to specialists (both internal and external to the profession) for consultation and intervention.

B.5.23 Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.

B.5.24 Select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.

B.5.25 Identify and demonstrate techniques in skills of supervision and collaboration with occupational therapy assistants and other professionals on therapeutic interventions.

B.5.28 Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.
• B.6.6 Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.
• B.8.3 Use scholarly literature to make evidence-based decisions.

**Texts**

**Required:**


**Recommended:**


Additional Readings to be posted to eLearning as needed and TBD.

**Grading and Course Requirements**

Grading for this course will be based on a total possible accumulation of 1400 points, with letter grades applied to a percentage of this total as follows:

Grading Scale: 
93-100% = A  
90-92.9% = A/B  
83-89.9% = B  
80-82.9% = B/C  
70-79.9% = C  
60-69.9% = D  
<60% = F
Progress will be evaluated through the following means

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Exams (3) (125 points each)</td>
<td>375</td>
<td>1-10</td>
<td>B.1.8, B.2.10, B.3.5, B.5.1, B.5.2, B.5.3, B.5.5, B.5.6, B.5.9, B.5.10, B.5.11, B.12, B.5.13, B.14, B.15, B.5.16, B.5.21, B.5.22, B.5.23, B.5.24, B.5.25, B.5.28, B.6.6, B.8.3</td>
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<td>Final Exam</td>
<td>150</td>
<td>1-10</td>
<td>B.1.8, B.2.10, B.3.5, B.5.1, B.5.2, B.5.3, B.5.5, B.5.6, B.5.9, B.5.10, B.5.11, B.12, B.5.13, B.14, B.15, B.5.16, B.5.21, B.5.22, B.5.23, B.5.24, B.5.25, B.5.28, B.6.6, B.8.3</td>
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<td>Practical Exams(2) (75 points each)</td>
<td>150</td>
<td>1-5, 10</td>
<td>B.1.8, B.2.10, B.3.5, B.5.1, B.5.2, B.5.5, B.5.9, B.5.10, B.5.12, B.5.13, B.5.23, B.5.24, B.5.25, B.5.28, B.6.6, B.8.3</td>
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<td>Inter-professional Experience</td>
<td>50</td>
<td>6, 9</td>
<td>B.5.21, B.5.22, B.5.25, B.5.28</td>
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<td>Skills Check (6) (10 points each)</td>
<td>60</td>
<td>1, 2, 7, 8, 10</td>
<td>B.1.8, B.2.10, B.3.5, B.5.2, B.5.5, B.5.6, B.5.10, B.5.12, B.5.14, B.5.15, B.5.16, B.6.6, B.8.3</td>
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<td>Signature Assignment</td>
<td>80</td>
<td>3, 4, 10</td>
<td>B.2.10, B.3.5, B.5.1, B.5.2, B.5.3, B.5.5, B.5.6, B.5.11, B.6.6, B.8.3</td>
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<td>Adaptive Equipment Assignment</td>
<td>75</td>
<td>1</td>
<td>B.1.8, B.5.10</td>
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<td>Splint (25 Points Each)</td>
<td>50</td>
<td>1</td>
<td>B.1.8, B.5.10</td>
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<td>Peer Review Evaluation</td>
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<td>Self-Review Evaluation</td>
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<td>Total</td>
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**Exams:** These include multiple choice questions, short essay questions as well as case studies to encourage integration of concepts introduced during the course and to strengthen the relationship between theory and intervention in practice. **The final exam will be cumulative.**

**Practical Exams:** These consist of assessment of practical skills introduced in this course. The practical exam will include the Evaluation/Interviewing knowledge learned in OTH550
Evaluation and Assessment. **All Students must dress professionally, including name badge during lab practical exams.**

**Skills Checks:** Students will demonstrate understanding of various learned skills throughout the semester.

**Signature Assignment:** Students will consider the idea of compensation and considering compensatory strategies to create a plan to grade and adapt client’s environment, tools, materials, and occupations to reflect changing needs of the client, the sociocultural context, and technological advances. Students will use theoretical tenets to guide and inform evaluation toward simple intervention in a client-centered and culturally appropriate fashion. Students will consider person-environment-occupation factors to analyze and effect meaningful outcomes. Include therapeutic use of occupation and consider client needs according to contextual factors, cultural factors, and the changing occupational needs of the client. Not only will students be exposed to the idea of culture and meaning which is inextricably tied to occupation, but the experience will provide a real-world environment where students will enable occupation, health, and well-being through applied evidence-based and educational means.

**Splint:** Students will fabricate two splints and demonstrate understanding of purpose.

**Inter-professional experience report:** Students of the occupational therapy program will join with COTA students to complete a case study. They will develop, and orchestrate the execution of an individualized plan of care.

**Adaptive Equipment:** Each student will make a piece of adaptive equipment. Students will gain knowledge in adaptive equipment by attending a 3 hour session at Katy’s Kloset in Waukesha. Sign-up will be posted.

**Participation/Attendance:** Every students’ attendance and participation is critical for the success of all students. After 1 absence (excused or unexcused) you will lose 5 points. Two late arrivals count as one absence.

**Student Writing Guidelines**
The MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded. It is strongly recommended that students purchase the *Publication Manual of the American Psychological Association, 6th Edition.* Thus, all work submitted in written or presentation form (including references), must be APA style and format.

**Student Responsibility:**
Regular attendance is expected and required for successful completion of this course. Three or more unexcused absences and/or tardiness will be noted and will result in specific point deductions at the instructor’s discretion, because you will miss out on important interactions/classroom exercises. Students should come prepared for each class period by: 1)
having reviewed the previous information from each unit and 2) having at least skimmed assigned readings and reviewed any materials provided. Because of the nature of this course, you should expect to spend a great deal of time in independent study and review outside of class; your Instructor can only do so much for you. Each student is responsible for material assigned and presented in class, whether the student is present or absent. Because of the nature of the course, NO MAKE UP EXAMS/quizzes will be given except under extraordinary circumstances and as approved PRIOR to the absence by the course Instructor (when possible). In the case of an unexpected absence (such as a medical emergency) written documentation (such as an explanation from the attending physician) will be required to sit for the exam. The scheduling of and format for any make-up exams/quizzes will be at the discretion of the Course Coordinator. Additional policies will be in accord with those outlined in the MOT Program Student Handbook. It should be re-emphasized that repeated tardiness or disruptive behavior, as well as any form of academic misconduct will not be tolerated in this course.

Academic Progression and Proficiency
Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade. The minimum passing score for practical examinations and skill checks is 80%. If a student does not pass the exam in the initial attempt, remediation occurs and reassessment is performed to ensure competence. The recorded grade from the initial examination remains unchanged. The maximum number of attempts varies between courses/faculty and depends on examination content and faculty judgment. Failure to meet this standard results in a failing grade in the course and an inability to progress in the program. In addition, students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

Statement of the Right to Modify Course Content
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook on the University website at https://my.carrollu.edu/ICS/Departments/Student_Affairs/ Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course. Some examples of violations will be discussed on the first day of class. These will include:

(1) Plagiarism
   - Must use OWN words
If you copy more than two or three consecutive words from an author, then you are plagiarizing that author. A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

2. Failure to return or removal of an exam
3. Submitting work completed by another individual
   - A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.
4. Discussing quiz/exam questions with students who have not yet taken the quiz/exam.
5. Any other forms of cheating

**Core Professional Behaviors**

We insist on student development of ethical and professional behaviors expected of practitioners according to standards, values, and attitudes of the occupational therapy profession. As a reminder, an expectation for MOT program graduation is the demonstration of appropriate behaviors consistent with professional standards as mentioned, as well as Carroll University and MOT Program policies.

1. **PERSONAL RESPONSIBILITY**
   - Student is punctual
   - Student completes assignments and tasks on time
   - Student attends all lecture and laboratory sessions

2. **PERSONAL HONESTY & INTEGRITY**
   - Student is honest in word and actions and is accurate in reporting all information
   - Student maintains positive learning environment
   - Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. **RESPECT**
   - Student gives full attention to lecturer, does not talk in class, treats others with dignity
   - Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)

4. **TEACHABILITY/ADAPTABILITY**
   - Student takes responsibility for own actions and understands consequences of inappropriate actions
   - Student behavior is appropriate during times of high stress

5. **COMMUNICATION**
   - Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
   - Student refrains from spreading rumors regarding instructors and course assessments
• Student follows appropriate procedures for discussion of course issues and concerns
  ➢ 1st → Student contacts their lecture or laboratory instructor
  ➢ 2nd → Student communicates concerns to course coordinator
     (should the need arise, the coordinator will direct the student to the
      Departmental Chair)

6. RELATIONSHIP WITH PEERS
• Student participates in class and small group discussions
• Student demonstrates ability to function within a group (i.e. student
  respects the opinions of others and can work collaboratively to solve
  problems).

7. PERSONAL APPEARANCE
• Student dresses appropriately for presentations and palpation

Disability/Illness:
Any student who feels s/he may need an accommodation based on the impact of a
disability should contact the instructor privately to discuss the specific needs. Please
contact the Office of Services for Students with Disabilities at 262-524-7335 in the
Walter Young Center to coordinate reasonable accommodations for students with
documented disabilities.

If you are ill and unable to attend a class, it is your responsibility to notify faculty in a
timely fashion and before class/lab. In order to make up an assignment you must
document that illness.

Extended illness may make it impossible for you to complete the class requirements.

Courtesy:
Course faculty will treat you with respect, while expecting the same in return. You are
also expected to respect your fellow students. Therefore, please do the following:

1. Turn off your cell phone, beeper, or anything else that might make noise.
2. Do not converse while the teacher or a fellow student is speaking in class.
3. You are expected to arrive on time. If, because of some problem, you are forced
to come in late, do come in. However, do so quietly and do not walk in front of
the instructor while s/he is lecturing. There is no excuse for chronic lateness.
Those who are routinely late will be invited to withdraw from the class and have
points deducted from their class participation grade. If you have an emergency,
please let me know.
4. Computer use policy: If you use a computer, it must be used ONLY for taking
notes UNLESS specifically given permission otherwise. If you use a computer for
any other purpose, you will permanently lose computer use privileges in the
classroom.

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)
*At the discretion of the Instructor:

- A deduction in course points (i.e., -10 pts for cell phone use)
- Removal from class
- Tardiness of required assignments, -5% per day late
- Multiple offenses may result in a full letter grade deduction

**Statement of the Right to Modify Course Content**

The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).