

## OCCUPATIONAL THERAPY ASSISTANT

### **OTA 110 Introduction to Occupational Therapy (3)**

*3 hours lecture per week*

*Comment: Letter grade only. OTA 110 may not be audited. OTA 110 may not be taken credit/no credit.*

OTA 110 is an introduction to the profession of Occupational Therapy. The course provides an overview of the history, philosophy, and role of Occupational Therapy in the health care environment. Discussion will involve current issues relating to the field, the framework of Occupational Therapy practice and process including practice settings and intervention approaches. The course describes the educational requirements and roles of Occupational Therapy practitioners as well as legal and ethical issues affecting practice.

Upon successful completion of OTA 110, the student should be able to:

1. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy including the influence of the sociopolitical climate on practice.
2. Describe basic features of the OT Practice Framework, theories, models and frames of reference that underlie the practice of Occupational Therapy.
3. Describe the role of the occupational therapy assistant as practitioner, educator, research assistant, care coordination, case management and transition services in traditional and emerging practice environments.
4. Identify and explain the need for supervisory roles, responsibilities and collaborative professional relationships between the occupational therapy assistant and the occupational therapist to identify effective supervision including nonprofessional personnel.
5. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification or registration under state laws.
6. Articulate the ethical and practical considerations that affect the health and wellness needs of clients, as well as, the practice of occupational therapy.
7. Describe the components of the Occupational Therapy Process relating to assessment, intervention, outcomes and service management.

### **OTA 111 Foundations of Occupational Therapy Practice (1)**

*1 hour lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher OTA 119; a grade of "C" or higher in OTA 110.*

*Comment: Letter grade only. OTA 111 may not be audited. OTA 111 may not be taken credit/no credit.*

OTA 111 examines the meaning of occupation and activity through the use of the Occupational Therapy Practice Framework and applies relevant terminology to activity analysis. Students will create a portfolio that will be continued throughout their OTA program documenting learning and growth in the profession. Clinical documentation will be introduced. Utilizing technology to access information, students will evaluate characteristics of occupational therapy practitioners and the importance of professional organizations and professional development.

Upon successful completion of OTA 111, the student should be able to:

1. Describe the meaning and dynamics of occupation and activity including the interaction of areas of occupation, performance skills, performance patterns, activity demands, contexts and client factors.
2. Analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, contexts, and client factors to implement the intervention plan.
3. Apply basic computer skills including the ability to use data bases, word processing and presentation software, and search engines to access information.
4. Give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.
5. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
6. Identify personal and professional abilities and competencies as they relate to job responsibilities.

### **OTA 112 Concepts for Pediatrics (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 111.*

*Corequisite(s): OTA 112L, OTA 125, OTA 126, OTA 161, OTA 161L.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110.*

*Comment: Letter grade only. OTA 112 may not be audited. OTA 112 may not be taken credit/no credit.*

OTA 112 examines the major sensorimotor, cognitive, neuromotor, and psychosocial components of normal development from childhood to early adulthood from an occupational therapy perspective. The etiology and clinical features of common infant and childhood diseases and disorders are discussed. Students are introduced to common occupational therapy assessments and treatment approaches used to evaluate the development of infants and children. Clinical decision-making and treatment in a variety of therapeutic settings will be discussed in addition to the collaborative work process between the occupational therapy assistant and occupational therapist.

Upon successful completion of OTA 112, the student should be able to:

1. Identify the impacts of sociocultural, socioeconomic, and lifestyle choices and how various practice settings affect the delivery of pediatric occupational therapy service.
2. Distinguish between the role of the occupational therapist and the occupational therapy assistant in the screening, evaluation and intervention process in pediatric occupational therapy practice.
3. Discriminate between commonly seen pediatric conditions and use professional literature to make evidence-based practice decisions regarding appropriate occupation-based intervention plans based on the clients' needs.
4. Explain normal human development from birth through adolescence and its relationship with the development of occupational performance skills and areas.
5. Describe developmental, remediation, and compensation techniques for physical, cognitive, perceptual, sensory, neuromuscular and behavioral skills.
6. Demonstrate effective written, oral and nonverbal communication with colleagues in a professionally acceptable manner.

### **OTA 112L Pediatrics Concepts Lab (1)**

*3 hours lab per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 111.*

*Corequisite(s): OTA 112; OTA 125; OTA 126; OTA 161; OTA 161L.*

*Recommended Preparation: A grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110.*

*Comment: Letter grade only. OTA 112L may not be audited. OTA 112L may not be taken credit/no credit.*

OTA 112L focuses on laboratory practice in those methods and techniques necessary to deliver occupational therapy services to pediatric populations. Positioning and handling, gross motor and fine motor skills development, feeding and sensory integration treatment techniques will be emphasized. Student will be introduced to administering various assessment tools, client management techniques and occupational therapy interventions addressing areas of occupational performance, performance skills, performance patterns, activity demands, context(s) and client factors. Documentation methods utilized in occupational therapy settings will also be stressed.

Upon successful completion of OTA 112L, the student should be able to:

1. Gather and share data for the purpose of evaluating occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation for the pediatric client.
2. Analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to implement the intervention plan.
3. Select and provide direct occupational therapy interventions and procedures to enhance safety, wellness and performance in activities of daily living, instrumental activities of daily living (IADL), education, play, leisure, and social participation, supporting the intervention goals and plan as written by the OT and considering the client and contextual factors.
4. Demonstrate techniques to enable feeding and eating performance including training others in precautions while considering client and contextual factors.
5. Demonstrate the teaching-learning process with the client, caregiver, family, significant others, colleagues, other health providers, and the public to facilitate skills in areas of occupation as well as prevention, health maintenance, and safety for the pediatric client.
6. Explain the importance of using statistics, tests and measurements and document pediatric OT services to ensure accountability of service provision and meet standards for reimbursement of services

### **OTA 119 Therapeutic Activities (2)**

*4 hours lecture/lab per week*

*Comment: Letter grade only. OTA 119 may not be audited. OTA 119 may not be taken credit/no credit.*

OTA 119 focuses on introductory client management techniques and therapeutic activities utilized in Occupational Therapy or Activity Programs. Basic client management techniques, mobility skills, wheelchair handling skills, transfers and safety considerations will be taught. Commonly utilized activities and creative media will be analyzed, demonstrated and fabricated, including techniques for adapting and grading. Methods of instruction in the use of therapeutic activities for intervention will be practiced.

Upon successful completion of OTA 119, the student should be able to:

1. Fabricate crafts most commonly utilized in Occupational Therapy treatment and activity programs.
2. Demonstrate therapeutic use of activities through grading, adapting and modifying the environment, tools, materials and occupations.
3. Use the teaching-learning process and effectively interact through written, oral and nonverbal communication with client.
4. Demonstrate competency in basic client management techniques to enhance mobility, including physical transfers, wheelchair management, and positioning.
5. Use sound judgment in regard to safety of self and others, and adhere to safety regulations.
6. Demonstrate proper maintenance and storage of various materials, equipment, tools and inventory of supplies.

**OTA 125 Fieldwork Level I: Activity and Mental Health (2)**

*90 hours per semester*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/ 142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 111.*

*Corequisite(s): OTA 112; OTA 112L; OTA 126; OTA 161; OTA 161L.*

*Comment: Letter grade only. OTA 125 may not be audited. OTA 125 may not be taken credit/no credit. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and nametag may also be required. Weekly practicum hours may vary to accommodate students, faculty, and health professionals.*

OTA 125 is practical experience with patients/clients under the supervision of occupational therapy personnel or related professionals in which students apply knowledge gained in OTA courses. Settings include inpatient, outpatient, home/community based programs and emerging areas of practice that focus on patients/clients in activities or mental health settings. Students will observe and participate in specific tasks appropriate to their level of skills training and in accordance with on-site objectives.

Upon successful completion of OTA 125, the student should be able to:

1. Interact through written, oral and nonverbal communication with the client, family, health professionals and the public in a professional manner including documenting the fieldwork experience.
2. Demonstrate therapeutic use of self, including one's personality, insights, perceptions and judgments as part of the therapeutic process in both individual and group interactions.
3. Gather and share data for the purposes of screening and evaluation using methods including but not limited to specified screening tools, assessments; skilled observations; occupational histories; consultations with other professionals and interviews with the client, family and significant others.
4. Observe and participate in therapeutic use of occupation, exercises and activities implemented with individuals or groups based on principles of group development and group dynamics across the life span.
5. Demonstrate skills of collaboration with qualified Occupational Therapy practitioners and designated professionals on therapeutic interventions for clients.
6. Grade and adapt tools, materials and interventions while using sound judgment in regard to safety of self and others as part of the therapeutic process for individuals and groups.

**OTA 126 Critique: Fieldwork Level I/Activity and Mental Health (1)**

*1 hour lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/ 142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 111; a grade of "C" or higher in HLTH 125.*

*Corequisite(s): OTA 112; OTA 112L; OTA 161; OTA 161L; OTA 125.*

*Comment: Letter grade only. OTA 126 may not be audited. OTA 126 may not be taken credit/no credit.*

OTA 126 is a discussion of student experiences in Fieldwork Level I with emphasis on problem solving, identifying ethical issues, sharing professional knowledge and insights. OTA 126 will provide an opportunity for the instructor to give feedback to students about various fieldwork situations. Students will also begin to examine and practice documentation methods for reporting Occupational Therapy services.

Upon successful completion of OTA 126, the student should be able to:

1. Collaborate with the occupational therapist and learner to identify appropriate educational methods.
2. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public.
3. Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
4. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
5. Demonstrate written communication by documenting occupational therapy services effectively to ensure accountability of service provision and to communicate the need and rationale for OT services.

6. Identify personal and professional abilities and competencies as they relate to job responsibilities.
7. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

**OTA 161 Mental Health Concepts (3) (Spring)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/ 142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119 with a grade of "C" or higher; a grade of "C" or higher in OTA 111; HLTH 125 a grade of "C" or higher in FAMR 230.*

*Corequisite(s): OTA 161L; OTA125; OTA 126; OTA 112; OTA 112L.*

*Comment: Letter grade only. OTA 161 may not be audited. OTA 161 may not be taken credit/no credit. Offered in the Spring semester only.*

OTA 161 focuses on Occupational Therapy practice relating to mental health. History, practice models and terminology used by Occupational Therapy practitioners in mental health settings will be explored. The Occupational Therapy process will be applied utilizing case studies and focus on occupational performance. Students will become familiar with concepts of group facilitation and styles of documentation. Professional literature review will focus on evidence based Occupational Therapy practice.

Upon successful completion of OTA 161, the student should be able to:

1. Describe history and philosophical base of the profession including basic features of the theories, models of practice, frames of reference and the sociopolitical climate that influences OT practice in mental health.
2. Identify the impact of current policy issues and the social, economic, political, geographic, demographic or contextual factors on the management and delivery of occupational therapy services.
3. Explain the role of the Occupational Therapy Assistant and Occupational Therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work during the process.
4. Assist in identifying occupation-based intervention plans and strategies including goals and methods based on the stated needs of clients and data gathered that are culturally relevant, reflective of current occupational therapy practice and based on evidence.
5. Select occupational therapy interventions consistent with models to enhance safety, health and wellness in areas of occupation for clients in case studies and identify the need for termination of occupational therapy services when stated outcomes have been achieved or determined they cannot be achieved.
6. Articulate the importance of how scholarly activities and literature contribute to the development of the profession.

**OTA 161L Mental Health Concepts Laboratory (1)**

*3 hours lab per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/ 142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 111; a grade of "C" or higher in HLTH 125.*

*Corequisite(s): OTA 161; OTA 125; OTA 126; OTA 112; OTA 112L.*

*Recommended Preparation: PHIL 250*

*Comment: Letter grade only. OTA 161L may not be audited. OTA 161L may not be taken credit/no credit.*

OTA 161L provides laboratory practice for those methods and techniques necessary to deliver Occupational Therapy services for mental health populations. Students will explore common mental health conditions utilizing a research protocol and apply the teaching-learning process with peers. Gathering and sharing data for the purpose of administering selected assessments will be practiced. Students will demonstrate Occupational Therapy treatment planning and interventions addressing areas of occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation to peers. Community resources will be explored and documentation methods utilized in Occupational Therapy settings will be practiced.

Upon successful completion of OTA 161L, the student should be able to:

1. Identify and implement the skills necessary to follow a research protocol and use the teaching-learning process to understand the effects of mental health, heritable diseases and predisposing genetic conditions, disability and disease for the client with mental health disorders.
2. Gather and share data for the purpose of administering selected assessments for clients with mental health disorders using appropriate procedures and considering the use of occupation for assessment.
3. Demonstrate therapeutic use of self including insights and judgments as part of the therapeutic process and grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client during group leading.
4. Select and provide occupational therapy interventions and procedures to enhance safety, wellness and occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation for clients with mental health disorders

5. Document Occupational Therapy services to effectively communicate the rationale for services and to ensure accountability of service provision and to meet standards for reimbursement.
6. Identify community resources to develop and promote the use of appropriate home and community programming for clients with mental health disorders.

**OTA 172 Management Concepts (3) (Summer)**

*7.5 hours lecture per week for 6 weeks*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110.*

*Comment: Letter grade only. OTA 172 may not be audited. OTA 172 may not be taken credit/no credit. OTA 172 is only offered during the summer.*

OTA 172 focuses on the development of management skills for the occupational therapy assistant in traditional roles and non-traditional roles in emerging areas of practice. Program development, budgeting, marketing, scheduling, implementation and evaluation for continuous quality improvement will be discussed. Emerging areas of practice will be identified by analyzing community needs and studying trends in current and new areas.

Upon successful completion of OTA 172, the student should be able to:

1. Explain the role of occupation in the promotion of health, wellness and the prevention of disease and disability for the individual, family, and society within occupational therapy's scope of practice.
2. Explain occupational therapy and identify strategies to assist the consumer in gaining access to services by educating other professionals, service providers, consumers and the public.
3. Describe the role and professional responsibilities of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments, and when services are provided on a contractual basis.
4. Assist with the collection, organization, and reporting on data for evaluation of practice outcomes.
5. Identify the varied roles and responsibilities of the OTA as a practitioner, educator, and research assistant in addressing change in service delivery policies, to effect changes in the system and to recognize opportunities in emerging practice areas.
6. Assist with the development, marketing, and management of service delivery options, and identify the impact of contextual factors on the management and delivery of services.
7. Identify the mechanisms, systems and techniques needed to properly maintain, organize, and prioritize workloads and intervention settings including inventories, scheduling, budgeting, documentation, and evaluation for continuous quality improvement.

**OTA 224 Health Concepts for the Elderly (3)**

*3 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or ZOOL 141/141L/142/142L; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL or higher-level English course; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 172; a grade of "C" or higher in OTA 236; a grade of "C" or higher in OTA 236L; a grade of "C" or higher in OTA 237; a grade of "C" or higher in OTA 237L; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233.*

*Corequisite(s): OTA 249; OTA 224L; OTA 249L; OTA 270.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110; a grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 224 may not be audited. OTA 224 may not be taken credit/no credit.*

OTA 224 is the study of occupational therapy concepts to improve occupational performance for the elderly as they age at home and in the community. This course focuses on demographic trends, theories of aging, common conditions and occupational therapy practice models. The influence of lifestyle on health and wellness, as well as, public policy and advocacy for the elderly will be examined. The role of the COTA working with families and caregivers to delivery services for the elderly who face a variety of challenges due to aging or disability will be discussed. Best practice strategies for the prevention of injury and promotion of health in a variety of settings to address quality of life issues will be explored.

Upon successful completion of OTA 224, the student should be able to:

1. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.
2. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.

3. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
4. Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.
5. Enable feeding and eating 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 the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors.
6. Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.
7. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
8. 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, and communicate the identified needs to the occupational therapist.
9. Identify the impact of contextual factors on the management and delivery of occupational therapy services.

**OTA 224L Elderly Concepts Laboratory (1) (Spring)**

*4.5 hours lab per week for 10 weeks*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or ZOOL 141/141L/142/142L; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 172; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233; a grade of "C" or higher in OTA 236; a grade of "C" or higher in OTA 236L; a grade of "C" or higher in OTA 237; a grade of "C" or higher in OTA 237L.*

*Corequisite(s): OTA 224; OTA 249; OTA 249L; OTA 270.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110; a grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 224L may not be audited. OTA 224L may not be taken credit/no credit. Offered in the Spring semester only.*

OTA 224L focuses on the practice of those methods and techniques necessary to deliver occupational therapy services to the elderly with an emphasis on home and community programming. Students will administer selected assessments, develop intervention plans and practice skills to promote health and safety, prevent disease or disability in this population. Strategies for modifying environments and processes and reassessing activities of daily living (ADL) and instrumental activities of daily living (IADL) interventions will be taught. Methods for educating and training caregivers and family to facilitate occupational performance in elderly clients will be learned and practiced.

Upon successful completion of OTA 224L, the student should be able to:

1. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
2. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment.
3. Assist with the development of 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.
4. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
5. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
6. Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles.
7. Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.
8. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
9. 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, and communicate the identified needs to the occupational therapist.
10. Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes.

**OTA 232 Fieldwork Level I: Physical Dysfunction/Developmental/Educational (2)**

*A total of 90 hours per semester*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/ 142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in HLTH 125; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 125 ; a grade of "C" or higher in OTA 126.*

*Corequisite(s): OTA 233; OTA 236; OTA 236L; OTA 237; OTA 237L.*

*Comment: Letter grade only. OTA 232 may not be audited. OTA 232 may not be taken credit/no credit. Weekly practicum hours may vary to accommodate students, faculty, and health professionals. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and identification badge may also be required.*

OTA 232 is supervised practical experience with occupational therapy personnel or related professionals in which students apply knowledge gained in OTA courses. Settings include inpatient, outpatient, home/community-based programs and emerging areas of practice that focus on patient/clients in physical dysfunction/rehabilitation, or in an early intervention or school based programs. Following on-site objectives, students will observe and participate in specific interventions appropriate to their skill level for 90 hours. Professional conduct is expected and performance will be documented and evaluated.

Upon successful completion of OTA 232, the student should be able to:

1. Interact effectively through written, oral and nonverbal communication with the client, family, significant others, colleagues, other health professionals and the public in a professionally acceptable manner, including documenting the Fieldwork experience.
2. Demonstrate skills of collaboration with occupational therapists and Effectively communicate and work inter-professionally with those who provide services to individuals and groups in order to clarify each members responsibility in executing an intervention plan.
3. Gather and share data for the purposes of screening and evaluation using methods including but not limited to specified screening tools, assessments; skilled observations; occupational histories; consultations with other professionals and interviews with the client, family and significant others.
4. 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.
5. Demonstrate the use of sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
6. Teach compensatory strategies through the use of technology, prosthetics or adaptations to the environment and use sound judgment in regard to safety of self and others.
7. Demonstrate knowledge and understanding of the AOTA Code of Ethics and Ethics Standards, as well as, AOTA Standards of Practice as a guide for ethical decision making.

**OTA 233 Critique: Fieldwork Level I: Physical Dysfunction and Developmental/Educational (1)**

*1 hour lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant Program; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119L/L; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 111; a grade of "C" or higher in HLTH 125; a grade of "C" or higher in OTA 112/112L; a grade of "C" or higher in OTA 161/161L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126.*

*Corequisite(s): OTA 232; OTA 236; OTA 236L; OTA 237; OTA 237L.*

*Comment: Letter grade only. OTA 233 may not be audited. OTA 233 may not be taken credit/no credit.*

OTA 233 is a discussion of student experiences in Fieldwork Level I with emphasis on problem solving, identifying ethical issues, sharing professional knowledge and insights. This course will provide an opportunity for the instructor to give feedback to students about various fieldwork situations. Students will also begin to examine and practice documentation methods for reporting Occupational Therapy services.

Upon successful completion of OTA 233, the student should be able to:

1. Demonstrate oral communication proficiency by summarizing Fieldwork I experiences during group discussion including client conditions and corresponding treatment.
2. Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
3. Demonstrate written communication proficiency by documenting occupational therapy services effectively to ensure accountability of service provisions and to communicate the need and rationale for OT services.
4. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
5. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
6. Identify personal and professional abilities and competencies as they relate to job responsibilities.

**OTA 236 Fundamentals of Assistive Technology (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100; a grade of "C" or higher HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126.*

*Corequisite(s): OTA 236L; OTA 237; OTA 237L; OTA 232; OTA 233.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110.*

*Comment: Letter grade only. OTA 236 may not be audited. OTA 236 may not be taken credit/no credit.*

OTA 236 focuses on the preparation for and provision of assistive technology for individuals with physical disabilities. Information presented includes terminology, models, assessment, regulation, funding and roles of practitioners. Students will become familiar with basic principles relating to electronic enabling devices, augmentative and alternative communication, input and output options, low technology devices, and technologies for keyboarding and wheelchairs. Basic principles of work rehabilitation will be explored including interventions and compensatory strategies for ergonomics that facilitate occupational performance.

Upon successful completion of OTA 236, the student should be able to:

1. Define terms associated with assistive technology including rehabilitation technology, universal design, assistive technology practitioner, assistive technology supplier and various AT devices and equipment.
2. Select data for screening and evaluation of client factors that indicate assistive technology, work or orthotic needs.
3. Identify intervention plans and strategies that utilize principles of assistive technology and AT devices, as well as orthotic and ergonomic concepts to facilitate occupational performance.
4. Explain compensatory strategies, such as the use of technology, adaptations to the environment and involvement of humans and nonhumans in the completion of tasks.
5. Give examples of various reimbursement systems and documentation requirements that affect occupational therapy practitioners in the provision of assistive technology.

**OTA 236L Assistive Technology Lab (1)**

*3 hours lab per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 172.*

*Corequisite(s): OTA 236; OTA 237L; OTA 237; OTA 232; OTA 233.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110; a grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 236L may not be audited. OTA 236L may not be taken credit/no credit.*

OTA 236L focuses on the methods and techniques necessary to deliver occupational therapy services in the area of physical dysfunction, including evaluation and treatment interventions for basic functional rehabilitation. Assistive technology concepts including wheelchair seating and mobility, augmentative communication devices, environmental controls, and access issues are highlighted. Client choice and education for the client or care giver are also studied.

Upon successful completion of OTA 236L, the student should be able to:

1. Modify environments and adapt processes by applying a variety of low technology assistive devices and ergonomic principles based upon statistics, tests, and measurements for the purpose of delivering evidence-based practice.
2. Demonstrate strategies using assistive technology and devices including but not limited to electronic aids, seating systems to enhance occupational performance.
3. Demonstrate fabrication, application, fitting and training in orthotic devices including splints to enhance occupational performance and participation, and the training in the use of prosthetic devices.
4. Demonstrate grading and adapting the environment, tools, materials, occupations and interventions to reflect the changing needs of the client and the sociocultural context and to support performance, participation, health, and well-being.
5. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.
6. Recognize and communicate the need to refer to community specialists for consultation and intervention to assist individuals and organization with gaining access to occupational therapy services.

**OTA 237 Physical Dysfunction Concepts (3)**

*3 hours lecture per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL100 or higher-level English course; a grade of "C" or higher HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or*



*higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 172.*

*Corequisite(s): OTA 236; OTA 236L; OTA 237L; OTA 232; OTA 233.*

*Recommended Preparation: A grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119; a grade of "C" or higher in PHIL 250; a grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230.*

*Comment: Letter grade only. OTA 237 may not be audited. OTA 237 may not be taken credit/no credit.*

OTA 237 focuses on the study of occupational therapy theory, frames of reference, intervention, remediation techniques, and adult physical conditions most commonly referred to occupational therapy. Models of service delivery in various settings, inpatient, outpatient, and home/community based are examined. The impact of socio-cultural and socioeconomic conditions, values, and lifestyle choices upon the delivery of services are explored.

Upon successful completion of OTA 237, the student should be able to:

1. Define occupational therapy theories, models and frames of reference and related terminology, as well as identify interventions consistent with models of occupational performance.
2. Describe the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance.
3. Define the impact of socio-cultural, socioeconomic, and lifestyle choices upon delivery of services in various practice settings and give examples of a variety of systems and models of service delivery as they relate to adult physical dysfunction conditions.
4. Identify development, remediation, and compensation techniques for enhancing physical, cognitive, perceptual, sensory, neuromuscular and behavioral skills in the physical dysfunction settings.
5. Identify the need to recommend termination of services when stated outcomes have been achieved or they can not be achieved and when to recommend to the occupational therapist the need for referring clients for additional evaluation or to specialists for consultation and intervention.
6. Describe the need for supervisory roles, responsibilities and collaborative professional relationships between the occupational therapist and occupational therapist assistant during the OT Process in the physical dysfunction settings.
7. Demonstrate the skills to read and understand a scholarly report and identify intervention plans and strategies that utilize principles of assistive technology and AT devices, as well as orthotic and ergonomic concepts to facilitate occupational performance.
8. Identify principles of superficial thermal and mechanical modalities and recognize their use as preparatory measures to improve occupational performance.

#### **OTA 237L Physical Dysfunctional Concepts Lab (1) (Fall)**

*3 hours lab per week*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 172.*

*Corequisite(s): OTA 236; OTA 236L; OTA 237; OTA 232; OTA 233.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110; a grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 237L may not be audited. OTA 237L may not be taken credit/no credit. Offered in the Fall semester only.*

OTA 237L focuses on those methods and techniques necessary to delivery occupational therapy services in the area of adult physical dysfunction. Evaluation, treatment intervention planning, safety precautions, community resources, documentation and basic functional rehabilitation strategies will be the primary emphasis.

Upon successful completion of OTA 237L, the student should be able to:

1. Administer the most common used evaluation tools for physical dysfunction assessment and use occupation for the purpose of assessment.
2. Assist with the development of occupationally based intervention plans and strategies, including goals and methods to achieve them, based on the stated needs of the client as well as data gathered during the evaluation process.
3. Explain the need for and demonstrate the proper use of compensatory strategies when desired life tasks cannot be performed and identify community resources in order to facilitate discharge planning, incorporating the needs of the client and significant others involved.
4. Display proficiency in documentation appropriate to each treatment area to meet standards for reimbursement of services.
5. Demonstrate the ability to educate the client, caregiver, family and significant others to facilitate skills in areas of occupation, prevention, health maintenance, and safety.
6. Identify intervention plans and strategies that utilize principles of assistive technology and AT devices, as well as orthotic and ergonomic concepts to facilitate occupational performance.

7. Identify principles of superficial thermal and mechanical modalities and recognize their use as preparatory measures to improve occupational performance.

**OTA 249 Professional Concepts (2) (Spring)**

*3 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or ZOOL 141/141L/142/142L; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 172; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233; a grade of "C" or higher in OTA 236; a grade of "C" or higher in OTA 236L; a grade of "C" or higher in OTA 237; a grade of "C" or higher in OTA 237L.*

*Corequisite(s): OTA 224; OTA 224L; OTA 249L; OTA 270.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110; a grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 249 may not be audited. OTA 249 may not be taken credit/no credit. Offered in the Spring semester only.*

OTA 249 reinforces those concepts and principles regarding professionalism for the occupational therapy assistant in the delivery of services. Advocacy for the consumer and the profession will be explored and applied through knowledge of the legislative process, professional organizations and social conditions impacting service delivery. Basic tenets of professional behavior, values, and ethics will be discussed. Case studies will be reviewed to reinforce the occupational therapy process and clinical reasoning skills in preparation for Fieldwork II and the national certification exam.

Upon successful completion of OTA 249, the student should be able to:

1. Demonstrate knowledge of global science issues and prevailing health and welfare needs of populations with or at risk of disabilities and chronic health conditions; identify strategies to assist the consumer in gaining access to occupational therapy services.
2. Identify strategies for ongoing professional development, including demonstrating personal and professional abilities and competencies as they relate to job responsibilities, to ensure that practice is consistent with current and accepted standards.
3. Identify strategies to assist the consumer in gaining access to occupational therapy services.
4. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws; pass a simulated certification examination.
5. Identify the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.
6. Effectively locate and understand information, including the quality of the source of information; use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist.
7. Explain and give examples of how the role of the professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.

**OTA 249L Professional Concepts Lab (1) (Spring)**

*4.5 hours lab per week for 10 weeks*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or ZOOL 141/141L/142/142L; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in OTA 111; a grade of "C" or higher in OTA 112; a grade of "C" or higher in OTA 112L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 161; a grade of "C" or higher in OTA 161L; a grade of "C" or higher in OTA 172; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233; a grade of "C" or higher in OTA 236; a grade of "C" or higher in OTA 236L; a grade of "C" or higher in OTA 237; a grade of "C" or higher in OTA 237L.*

*Corequisite(s): OTA 224; OTA 224L; OTA 249; OTA 270.*

*Recommended Preparation: A grade of "C" or higher in HLTH 125; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 119; a grade of "C" or higher in OTA 110; a grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 249L may not be audited. OTA 249L may not be taken credit/no credit. Offered in the Spring semester only.*

OTA 249L focuses on those methods and techniques necessary to develop professionalism. Students will advocate for the profession through participation in the legislation process and by addressing local or global health issues. Professional development strategies for national certification exam and employment will be demonstrated. Clinical observation and reasoning skills will be applied through participation in real life treatment scenarios in OT practice settings.

Upon successful completion of OTA 249L, the student should be able to:

1. Articulate to consumers, regulatory boards, policy makers, other audiences and the general public both the unique nature of occupation as viewed by the profession and the value of occupation to support participation in context(s) for the client
2. Demonstrate knowledge of local and global social issues, including prevailing health and welfare needs and identify the role and responsibility of the practitioner to address changes in service-delivery policies to effect changes in the system.
3. Identify strategies for ongoing professional development, including demonstrating personal and professional abilities and competencies as they relate to job responsibilities, to ensure that practice is consistent with current and accepted standards.

4. Demonstrate professional advocacy by participating in Occupational Therapy or community organizations and/or agencies promoting the profession.
5. Identify how various practice settings affect the delivery of Occupational Therapy services to clients.
6. Facilitate discharge planning by identifying the needs of the client, caregiver, family and significant others; resources; and discharge environment, including community, human and fiscal resources, recommendations for environmental adaptations and home programming.

**OTA 270 Fieldwork Level II A (6)**

*40 hours clinical practice per week for 8 weeks*

*Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 111; a grade of "C" or higher in HLTH 125; a grade of "C" or higher in OTA 112/112L; a grade of "C" or higher in OTA 161/161L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 236/236L; a grade of "C" or higher in OTA 237/237L; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233.*

*Corequisite(s): OTA 224/224L; OTA 249/249L.*

*Recommended Preparation: A grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 270 may not be audited. OTA 270 may not be taken credit/no credit. Weekly practicum hours may vary to accommodate students, faculty, and health professionals. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and nametag may also be required.*

OTA 270 is work experience in one area of occupational therapy practice under the supervision of a registered occupational therapist (OTR) or a certified occupational therapy assistant (COTA). Students will be involved in phases of the occupational therapy process and follow the operating procedures of the affiliation site. Students will develop clinical reasoning skills, ethical practice, professionalism, and entry-level competency.

Upon successful completion of OTA 270, the student should be able to:

1. Gather and share data for the purpose of screening and evaluation, utilizing specified screening tools; assessments; skilled observations; checklists; histories; consultations with other professionals; and interviews with client, family, and significant others.
2. Assist with the development culturally relevant occupation-based intervention plans and strategies based on current occupational therapy practice, the stated needs of the client and data gathered during the evaluation process.
3. Select and apply direct occupational therapy interventions and procedures to enhance safety, wellness and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work play, leisure and social participation.
4. Collaborate with occupational therapists on therapeutic interventions, recognizing and communicating the need to refer to specialists for consultation and intervention.
5. Document occupational therapy services to ensure accountability of service provision to meet standards for reimbursement of services and effectively communicate the need and rationale for services.
6. Monitor and reassess the effect of occupational therapy and the need for continued or modified intervention in collaboration with the client, caregiver, family, significant others.

**OTA 271 Fieldwork Level II B (6)**

*40 hours clinical practice per week for 8 weeks*

*Prerequisite(s): Prerequisite(s): Acceptance into the Occupational Therapy Assistant program; a grade of "C" or higher in ENG 100 or ESL 100 or higher-level English course; a grade of "C" or higher in MATH 100 or higher-level mathematics course; a grade of "C" or higher in HLTH 118; a grade of "C" or higher in BIOL 130/130L or a grade of "C" or higher in ZOOL 141/141L/142/142L; a grade of "C" or higher in OTA 110; a grade of "C" or higher in OTA 119; a grade of "C" or higher in FAMR 230; a grade of "C" or higher in OTA 111; a grade of "C" or higher in HLTH 125; AS/AH; a grade of "C" or higher in OTA 112/112L ; a grade of "C" or higher in OTA 161/161L; a grade of "C" or higher in OTA 125; a grade of "C" or higher in OTA 126; a grade of "C" or higher in OTA 236/236L; a grade of "C" or higher in OTA 237/237L; a grade of "C" or higher in OTA 232; a grade of "C" or higher in OTA 233; a grade of "C" or higher in OTA 224/224L; a grade of "C" or higher in OTA 249/249L; a grade of "C" or higher in OTA 270.*

*Recommended Preparation: A grade of "C" or higher in PHIL 250.*

*Comment: Letter grade only. OTA 271 may not be audited. OTA 271 may not be taken credit/no credit. Weekly practicum hours may vary to accommodate students, faculty, and health professionals. Students will be required to purchase and wear a specified uniform according to the requirements of the fieldwork setting. A KCC student patch and nametag may also be required.*

OTA 271 is the final course in the Occupational Therapy Assistant curriculum. Students work in an occupational therapy setting under the supervision of a registered occupational therapist (OTR) or a certified occupational therapy assistant (COTA) providing OT services to a client population different from that experienced in OTA 270. Students become involved in phases of the occupational therapy process under the operating procedures of the affiliation site to achieve entry-level competency. Upon satisfactory completion of this course, the student is eligible to sit for the national certification exam given by the National Board of Certification for Occupational Therapy (NBCOT).

Upon successful completion of OTA 271, the student should be able to:

1. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation, articulating the role of the occupational therapist and assistant in this process.
2. Assist with the development culturally relevant occupation-based intervention plans and strategies based on current occupational therapy practice, the stated needs of the client and data gathered during the evaluation process.
3. Collaborate with occupational therapists on therapeutic interventions, and under their direction, demonstrate the consultative process with specific consumers and consumer groups.
4. Select and apply direct occupational therapy interventions and procedures to enhance safety, wellness and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work play, leisure and social participation.
5. Facilitate discharge planning by identifying the needs, resources and discharge environment of the client, caregiver, family and significant others, to the occupational therapist and others involved.
6. Document occupational therapy services to ensure accountability of service provision to meet standards for reimbursement of services and effectively communicate the need and rationale for services.

## OCEANOGRAPHY

### **OCN 101 Introduction to Marine Option Program (1)**

*1 hour lecture per week*

*Recommended Preparation: ENG 100.*

*Comment: OCN 101 is a required course for the Marine Option Program. OCN 101 may not be audited.*

OCN 101 provides the student with an overview of statewide issues, agencies and organizations involved in ocean and freshwater activities to students interested in becoming involved in the Marine Option Program (MOP). The course will review the requirements of the MOP Certificate and explore opportunities for internships, research projects and careers related to aquatic environments. The course will present guidelines for the MOP skills project: proposal writing, project implementation, data collection and interpretation, and final report preparation and presentation.

Upon successful completion of OCN 101, the student should be able to:

1. Identify an appropriate Marine Options Program (MOP) skills project topic.
2. Use critical thinking and analytical skills to complete a written project proposal for their Marine Options Program (MOP) skills project.
3. Create a student success plan to facilitate the completion of their Marine Options Program (MOP) certificate.

### **OCN 201 Science of the Sea (3) KCC AA/DP and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): MATH 25 or higher-level mathematics course or higher-level math placement.*

OCN 201 is a survey of the science of oceanography involving the study of the geological, physical, chemical, and biological properties of the ocean with emphasis on the importance of the ocean to man. Ecology and the natural resources of the ocean are other topics discussed.

Upon successful completion of OCN 201, the student should be able to:

1. Use the metric system and scientific notation.
2. Describe the composition of seawater and methods of analyzing salinity.
3. Describe the interactions between atmosphere and ocean in terms of heat and water budgets, and the effects these interactions have on temperature and salinity of ocean waters.
4. Classify the major ocean currents.
5. Describe the forces responsible for surface currents, deep ocean currents, geostrophic currents, Ekman transport of surface waters and tides.
6. Describe the relationships between all variables used in describing ocean waves.
7. Explain the physical factors that influence life in the oceans.
8. Explain the parameters used in quantifying bio-productivity in the oceans.
9. Explain the concept of density and its regulatory effects on the circulation of air and water systems.
10. Describe all major features of the ocean floor.
11. Explain using examples how the plate tectonics theory accounts for current locations of continents, earthquakes, mountain building, island chain creation and seafloor features.
12. Account for, in chemical terminology, the anomalous properties of seawater.

## PACIFIC ISLANDS STUDIES

### **PACS 108 Pacific Worlds: An Introduction to Pacific Islands Studies (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100.*

PACS 108 introduces students to the geography, societies, histories, cultures, contemporary issues, and arts of Oceania, including Hawai'i. Combines lectures and discussion that emphasize Pacific Islander perspectives and experiences.

Upon successful completion of PACS 108, the student should be able to:

1. Locate and name the island groups, geographic regions, and political entities of Oceania.
2. Describe social and cultural similarities and differences among Pacific Island societies.
3. Identify themes in the works of Pacific Island artist and writers.
4. Discuss contemporary social, political, economic, cultural, and environmental issues in the Pacific Islands.
5. Explain significant themes in indigenous, colonial, and postcolonial histories of the Pacific Islands.

### **PACS 257 Literature of Oceania (3) KCC AA/DL and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): ENG 100, ENG 160, or ESL 100 with a grade of a "C" or higher.*

*Recommended Preparation: HWST 107 or PACS 108 with a grade of "C" or higher.*

PACS 257 is a study of selected works of the literature of Oceania created in the 19th and 20th centuries. Students will focus on the interaction between and among people from across Oceania through these works. Themes such as place and identity, cultural norms and ideals, and responses to change: assimilation, alienation, and issues of nationalistic movements in Oceania will be discussed.

Upon successful completion of PACS 257 the student should be able to:

1. Demonstrate knowledge of some of the authors of 19th and 20th century in Oceania, from a range of ethnic and cultural groups.
2. Recognize the universality in human experience, as well as the qualities that make a particular ethnic or cultural group distinct.
3. Recognize the diversity of literary opinions, conflict and commonality in relationship to cross-cultural perspectives in Oceania.

## PHARMACOLOGY

### **PHRM 110 Basic Clinical Pharmacology (2)**

*2 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher in ZOOL 141; a grade of "C" or higher in HLTH 110 or HLTH 125; a grade of "C" or higher or concurrent enrollment in ZOOL 142. Prerequisites may be waived by the instructor.*

*Comment: Letter grade only. PHRM 110 may not be taken credit/no credit. PHRM 110 may not be audited.*

PHRM 110 covers the broad scope of pharmacology including definitions, drug standards, classification, legislation of drugs and administration of drugs; survey of medications commonly used in the prevention, diagnosis, and treatment of diseases, with discussion of pharmacological action, side effects, and related responsibilities.

Upon successful completion of PHRM 110, the student should be able to:

1. Identify major drug classifications and common drugs within each classification.
2. Interpret abbreviations and symbols accurately as they relate to drug administration.
3. Explain standards and legislation related to selected drugs.
4. Use appropriate references for obtaining drug information.
5. Identify drugs commonly used in the prevention, diagnosis, and treatment of common diseases affecting body systems (action, side effect, and related responsibilities).
6. Recognize major factors that affect drug action.
7. Identify commonly used immunizations for the prevention of specific diseases.
8. Identify major drug classifications, and common drugs within each classification, used in treatment of specific infectious disease conditions.
9. Identify major drug classifications, and drugs within each classification, commonly used in treatment of specific disease conditions encountered in the medical office.
10. Cite specific action, side effects, and responsibilities related to use of all pharmaceuticals discussed in class.

**PHRM 203 General Pharmacology (3)**

*3 hours lecture per week*

*Prerequisite(s): ZOOL 141; ZOOL 142.*

*Recommended Preparation: Chemistry.*

*Comment: PHRM 203 may be audited with the instructor's permission. PHRM 203 may not be taken CR/NC.*

PHRM 203 is a general pharmacology course that includes discussion of the major categories of drugs, their mechanism of action, toxicity, administration considerations, and uses. This course is intended for nursing students and students in the other health occupations.

Upon successful completion of PHRM 203, the student should be able to:

1. Define “pharmacodynamics” and identify factors which affect the pharmacodynamics of drugs used in the maintenance of health and the prevention and treatment of illness.
2. Identify the major categories of drugs used for the major body systems and functions.
3. For each of the above categories, identify the primary physiologic actions, pharmacodynamic interactions, and pharmacotherapeutic applications, including administration considerations.
4. Describe major current developments in drug therapy.
5. Describe the ethical and legal responsibility in the administration of drugs for the nurse and other health personnel.

**PHILOSOPHY**

**PHIL 100 Introduction to Philosophy (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100, ENG 160, or ESL 100.*

PHIL 100 offers a survey of various methods, values, and types of philosophies.

Upon successful completion of PHIL 100, the student should be able to:

1. Recognize and distinguish the major worldviews that have dominated and sometimes polarized philosophy.
2. Reflect upon and discuss the major thinkers and the major concerns of philosophy, such as the problem of God, the nature of reality, the nature of self, ethical concerns, problems of truth, and problems of meaning.
3. Discuss contemporary philosophical trends and conflicts.
4. Reflect upon their own worldview and value system.
5. Express ideas and opinions clearly in writing.

**PHIL 101 Introduction to Philosophy: Morals and Society (3) KCC AA/DH**

*3 hours lecture per week*

*Prerequisite(s): Credit in or qualification for ENG 100 or ESL 100.*

PHIL 101 introduces philosophical problems and methods, emphasizing issues and questions in contemporary society: what is human happiness? What are our rights and responsibilities? How should we address issues of life and death?

Upon successful completion of PHIL 101, the student should be able to:

1. Explain the major views that have defined philosophical debate on ethical matters to include: virtue ethics, Egoism, Utilitarian theory and Deontological theory.
2. Explain one's understanding of cultural differences in the areas of moral and social value as applied to contemporary issues.
3. Express ideas and opinions clearly, orally and in writing on a range of contemporary issue using critical reasoning and ethical concepts.

**PHIL 102 Introduction to Philosophy: Asian Traditions (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit in or qualification for ENG 100, ENG 160, or ESL 100.*

PHIL 102 is a survey of major themes and schools of Asian Philosophy.

Upon successful completion of PHIL 102, the student should be able to:

1. Critically reflect upon and articulate their ideas about reality.
2. Investigate major issues in Asian philosophy.
3. Describe major contrasts between Asian and Western thought.
4. Recognize the methods of philosophical reflection.

5. Make informed choices about personal value systems.
6. Use the vocabulary of Asian philosophical issues.
7. Discuss characteristics of the major schools of Asian philosophy.
8. Discuss the development of schools of Asian philosophy and their occasional influence on each other.
9. Draw inferences from the influence of Asian philosophy on the West.
10. Express ideas and opinions clearly in writing.

**PHIL 103 Introduction to Philosophy: Environmental Philosophy (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or ESL 100.*

PHIL 103 offers a critical examination of environmental issues: analyzing the qualities and characteristics of human beings, the qualities and characteristics of nature in general, and the relationship and responsibilities of human beings vis-à-vis nature.

Upon successful completion of PHIL 103, the student should be able to:

1. Summarize key metaphysical and epistemological assumptions underlying different cultural conceptions of humans and nature.
2. Discuss underlying values and implications in the notions of land health and land ethics and apply these concepts to specific environmental problems or successes.
3. Clearly articulate orally and in writing a reflective point of view regarding personal responsibility on a range of ecologically important issues.

**PHIL 110 Introduction to Deductive Logic (3) KCC AA/FS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or ESL 100.*

PHIL 110 is an introductory course in logic focusing on methods and principles of deductive reasoning. Integral to this study will be the presentation of methods for representing logical form and the development of a system of inference rules and strategies that allow for the analysis and evaluation of deductive arguments.

Upon successful completion of PHIL 110, the student should be able to:

1. Use logical languages of Sentential and Predicate to translate arguments into and out of symbolic notation, supplying language keys as necessary.
2. Employ a basic system of Inference Rules to present well constructed proofs of validity for symbolized arguments.
3. Correctly introduce and follow protocols governing the use of assumptions in deductive reasoning.
4. Construct and read truth tables and or truth trees for arguments, statements and sets of statements, to include demonstrating (in)validity and (in)consistency.

**PHIL 111 Introduction to Inductive Logic (3) KCC AA/FS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100 or ESL 100; qualification for MATH 82.*

PHIL 111 offers an introduction to inductive reasoning focusing on the role of probability. Students will learn how probabilities, statistics, and risk evaluations are integrated into decision making. More generally, they will develop reasoning strategies that promote drawing logical inferences when evidence leaves them unsure as to what is actually true. Application to the media's use of probabilities and statistics, and the way many academic disciplines use these strategies to analyze and present data will provide concrete contexts for applying inductive principles and reasoning strategies.

Upon successful completion of PHIL 111, the student should be able to:

1. Apply decision theory via the application of mathematical and logical definitions and terms to help make effective decisions to solve specific problems or achieve specific goals.
2. Apply analytic skills using quantitative methods and logical concepts to make effective decisions that solve specific problems and achieve specific goals.

**PHIL 211 History of Western Philosophy I (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite: Qualification for ENG 100, ENG 160, or ESL 100, or a previous college-level course in Philosophy.*

*Recommended Preparation: Credit in ENG 100, ENG 160, or ESL 100, or a previous college-level course in Philosophy.*

PHIL 211 is about the history of Western Philosophy from ancient Greece.

Upon successful completion of PHIL 211, the student should be able to:

1. Recognize the major lines of debate that have defined the development of ancient Western philosophy.

2. Describe and critically assess the positions of key philosophical thinkers and philosophical schools, to include those of Plato and Aristotle.
3. Apply analytic techniques to express one's opinions clearly, as they apply to concepts and arguments of the periods and philosophers studied.

**PHIL 213 History of Western Philosophy II (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100, ENG 160, or ESL 100, or a previous college-level course in Philosophy.*

*Recommended Preparation: Credit in ENG 100, ENG 160, or ESL 100, or a previous college-level course in Philosophy.*

PHIL 213 surveys major philosophical thinkers and ideas from the Renaissance to the present.

Upon successful completion of PHIL 213, the student should be able to:

1. Identify key questions and responses to major controversies in epistemology, metaphysics, and ethics in the modern period.
2. Explain and critically assess the arguments put forward by specific philosophers studied in the course.
3. Express one's opinions clearly, in writing, about philosophers and arguments studied, using appropriate analytic techniques.

**PHIL 250 Ethics in Health Care (3) KCC AA/DH and KCC AS/AH**

*3 hours lecture per week*

*Recommended Preparation: Credit or concurrent enrollment in ENG 100 or ENG 160.*

PHIL 250 is an exploration of basic ethical theories and their application to ethical dilemmas with discussion of various methods of decision-making. It engages students in the critical analysis of the ethical dimensions of health care.

Upon successful completion of PHIL 250, the student should be able to:

1. Describe and apply a variety of major ethical theories to "real life" situations involving ethical decision-making.
2. Use such methods as Problem-Based Learning for the study of ethical problems.
3. Demonstrate familiarity with the literature of ethical theory.
4. Describe multicultural perspectives that may affect ethical decisions in health care.
5. Describe the criteria for decision-making competency.
6. Distinguish between personal values, professional values and obligations, and legal obligations.
7. Distinguish between personal morality and professional ethics.

**PHYSICAL THERAPIST ASSISTANT**

**PTA 101 Professional Issues I: Introduction to Physical Therapy (1)**

*1 hour lecture per week*

*Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100.*

*Recommended Preparation: PHIL 250.*

*Comment: Letter grade only. PTA 101 may not be audited. PTA 101 may not be taken credit/no credit. There is a 16 hour clinical observation requirement.*

PTA 101 explores the roles and careers of physical therapists and physical therapist assistants in the context of health care systems. Students attend and write summaries of professional meetings, conduct a variety of interviews, and observe or volunteer in a physical therapy clinic. Students will explore the use of the internet for physical therapy information. PTA 101 also explores the US health care system and other international systems.

Upon successful completion of PTA 101, the student should be able to:

1. Explain the roles of physical therapists and physical therapist assistants.
2. Define the key terms in physical therapy using "The APTA Guide to Physical Therapy Practice".
3. Identify the key services provided by physical therapy in health care systems.
4. Complete 16 or more hours of observation/volunteer service in a physical therapy clinic.
5. Describe conduct that reflect the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe, a commitment to the profession of physical therapy and the consumers of health care services.
6. Explain the purpose of physical therapy and the scope of PTA practice to clients, community and others.
7. Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.
8. Read, locate and interpret health care literature, documents or Internet information.



9. Identify the history and development of physical therapy as a profession.
10. Discuss billing, reimbursement, and legislative issues in health care.
11. State aspects of planning and operating PT services.
12. Locate and write a summary of the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.
13. Identify individual and cultural differences and responds appropriately in all aspects of physical therapy services.
14. Compare and contrast the U.S. health care system with other international systems.

### **PTA 202 Thermal Agents (2)**

*4 hours lecture/lab per week*

*Prerequisite(s): Acceptance into the Physical Therapist Assistant program or consent of PTA program director.*

*Comment: Letter grade only. PTA 202 may not be audited. PTA 202 may not be taken credit/no credit.*

PTA 202 presents the principles and application of, physiological effects of, indications, contraindications and of thermal, electromagnetic and acoustic modalities. Appropriate parameters for the treatment of pain, decreased range of motion, edema, and inflammation in the acute, sub-acute and chronic stages of healing will be included. A review of the mechanisms of trauma and healing along with the physiology of pain and its measurement will be covered. American Physical Therapy Association (APTA) approved terminology as it applies to diagnosis, pathologies, signs & symptoms as well as different equipment components and parameters will be required. This course will use lab simulation and role playing of actual clinical situations from the lecture information to problem solve, think analytically and modify parameters as it relates to observed responses and conditions presented.

Upon successful completion of PTA 202, the student should be able to:

1. Explain and perform safe, effective, and competent application of thermal and non-thermal modalities for a variety of conditions while adhering to the APTA Guide to Physical Therapy (PT) practice and legal standards presented in this course as it meets the current professional practice. Modalities may include Thermotherapy, Cryotherapy, Ultra sound, Infrared, Short-wave & Microwave diathermy, Whirlpool, Contrast baths, Ultra violet, and Lasers.
2. Describe the physical and emotional effects of chronic pain and the disease process for the patients.
3. Identify then justify the appropriateness of the treatment intervention choice to the presented signs/symptoms that are commonly associated with these diagnoses.
4. Identify and locate bony landmarks and the musculoskeletal structures that can be affected by the application of thermal and non-thermal interventions.
5. Demonstrate and explain patient positioning, draping and comfort as it addresses the treatment goals and the treatment plan.
6. Demonstrate the ability to problem solve, think analytically and modify parameters as they relate to observed patient responses and conditions including recall of the indications, contraindications and precautions of the modalities presented.
7. Describe the expected and unexpected physiological effects of the applied modalities.
8. Demonstrate the ability to explain applied interventions to patient and families in an acceptable manner being sensitive to cultural issues and client biases.
9. Effectively teach the use of independent superficial thermotherapy and cryotherapy equipment for use in the patient's home situation.
10. Accurately record the thermal agent session using approved medical terminology and professional documentation format.

### **PTA 204 Traction (1.5)**

*4.5 hours lecture/lab per week for 10 weeks*

*Prerequisite(s): Acceptance into the PTA program or consent of the PTA program director.*

*Comment: Letter grade only. PTA 204 may not be audited. PTA 204 may not be taken credit/no credit.*

PTA 204 presents the principles and applications of mechanical cervical and lumbar traction as they relate to clinical application: Included will be the anatomy of the structures affected, the physiological changes that occur, the indications and contraindications. By using lab simulation and role-playing of actual clinical situations students will problem solve, think analytically and modify treatment parameters as it relates to observed responses and conditions presented. Safety, frequency, duration and techniques for clinical and home applications will be covered.

Upon successful completion of PTA 204, the student should be able to:

1. Demonstrate competency as laid out in the Blue MACS and Cameron competency check lists in application of all types of mechanical traction. Applications must show safe, effective and efficient application and may include the use of various types of clinical cervical and lumbar traction applications including static and intermittent, symmetrical and asymmetrical traction as it applies to the symptoms, diagnosis and goals of treatment.
2. Demonstrate the ability to problem solve, think analytically and modify parameters as they relate to observed patient

- responses and conditions presented.
3. Identify the anatomical structures being affected by traction.
  4. Identify indications and diagnosis appropriate for treatment with mechanical traction and the symptoms that commonly are associated with these diagnoses.
  5. Identify contraindications for traction applications.
  6. Position patient correctly for cervical and lumbar traction taking into consideration the patients symptoms, diagnosis, treatment goals and patient comfort.
  7. Demonstrate safe, effective and efficient application and use of various types of home cervical and lumbar traction devices.
  8. Effectively explain the uses of mechanical traction and the physiology changes that occur in both clinical and lay terms
  9. Recognize and describe the range of normal and abnormal responses to traction and suggest appropriate adjustment to Rx parameters as needed.
  10. Use approved terminology from the APTA: Guide to PT Practice and the APTA: Resource Guides.
  11. Document accurately, position, parameters and results of lumbar and cervical traction.

**PTA 205 Measurement for the Physical Therapist Assistant (1.5)**

*4.5 hours lecture/lab per week for 10 weeks*

*Prerequisite(s): Acceptance into the PTA program, or consent of the PTA program director, or a grade of "C" or higher or concurrent enrollment in HLTH 290 and a grade of "C" or higher or concurrent enrollment in HLTH 290L.*

*Comment: Students will need to purchase the APTA Student kit, which includes the measurement tools for PTA 205. Letter grade only. PTA 205 may not be audited. PTA 205 may not be taken credit/no credit.*

PTA 205 provides the opportunity practical development on the theory and skills required for basic measurements within the scope of practice of the Physical Therapist Assistant. Performance skills in goniometry, gross manual muscle testing, ROM, circumferential and axial measurements are demonstrated through hands-on skill activities and group practice sessions.

Upon successful completion of PTA 205, the student should be able to:

1. Perform competent joint range of motion measurements and appropriate recording of the result.
2. Perform and pass vital signs certification.
3. Measure and document patient height and weight.
4. Competently measure and accurately document limb length and girth.
5. Document normal and abnormal muscle length and joint movements.
6. Perform manual muscle strength testing and document the results.
7. Identify the presence or absence of muscle mass and tone.
8. Identify contraindications and precautions to any PT intervention and changes needing the attention of the supervising PT.
9. Define and practice Universal/Standard precautions of the CDC during the measurement techniques.
10. Effectively explain the purpose of the measurement assessment and result to the physical therapist, clients, community and others.
11. Describe OSHA regulations.
12. Read, locate and interpret health care literature, documents or Internet information.
13. Achieve a passing score in the clinical internship course series.
14. Communicate data and information from PT interventions in written documentation with the patient, family, PT, health care delivery personnel and others in an effective, appropriate and capable manner.
15. Identify individual and cultural differences and responds appropriately in all aspects of physical therapy services.
16. Demonstrate conduct that reflect the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy and the community.
17. Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.

**PTA 212 Physical Therapy Intervention for Neuropathologies (2)**

*5 hours lecture/lab per week for 12 weeks*

*Prerequisite(s): Acceptance into the PTA program or consent of the PTA program director.*

*Comment: Letter grade only. PTA 212 may not be audited. PTA 212 may not be taken credit/no credit. PTA 212 may require visits to a physical therapy clinic to observe physical therapy sessions. Students will be required to purchase scantron sheets for exams and quizzes.*

PTA 212 presents the neurological anatomy, physiology, pathology, etiology, psychological, social and rehabilitative concepts for the application of therapeutic interventions for patients with various neuropathologies. The focus of this course is to develop theoretical knowledge and perform clinical scenarios of therapeutic interventions used for patients with neuropathologies such as traumatic brain injury (TBI), spinal cord injury (SCI), cerebral vascular accident (CVA), Guillain-Barre syndrome, Parkinson's, Alzheimer's, Polio,

amyelotrophic syndrome (ALS), Multiple sclerosis, various dystrophies and other neuropathology acquired in adulthood.

Upon successful completion of PTA 212, the student should be able to:

1. Communicate data and information from physical therapy (PT) interventions in written, verbal, and non-verbal methods with the patient, family, significant other, PT, health care delivery personnel and others in an effective, appropriate and capable manner using accepted medical terminology.
2. Identify individual and cultural differences and responds appropriately in all aspects of physical therapy services.
3. Explain conduct that reflects the American Physical Therapy Association (APTA) Guide to Physical Therapist Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services
4. Implement the plan of care developed by the PT to achieve the short and long-term goals of treatment and intended outcomes.
5. Implement through demonstration the safe, effective and efficient competence in selected components of PT interventions identified in the plan of care: Motor learning concepts, Movement analysis, Functional training, Therapeutic exercise, Gait analysis and training, Neuromuscular re-education.
6. Perform competent skill of previous PT intervention applicable to neuropathologies: Assistive/adaptive devices, Body mechanics and posture awareness, Gait and locomotion training, Prosthetics and orthotics, Wheelchair management skills, Architectural barriers, Balance and coordination training, Breathing exercises, coughing and postural drainage, Conditioning and reconditioning exercises and techniques, Positioning, Range of motion exercises, Stretching techniques and exercises.
7. State the influences of positional changes, breathing patterns and thoracoabdominal movements in neuropathologies.
8. Identify and apply problem-solving knowledge to address and modify a PT program in response to patient safety and clinical indications such as symptoms aggravated by activities within the scope of PTA practice and report the findings to the supervising PT.
9. Identify the variety of neurological status measurement scales used to identify changes in arousal, mentation and cognition of patients.
10. Describe and demonstrate activities, positions and postures that aggravate or relieve pain and that influence integumentary health.
11. Identify the individual's or care giver's ability to care for the assistive, adaptive, prosthetic, orthotics and supportive devices in a safe manner.
12. Identify and demonstrate normal and abnormal movement patterns and the presence or absence of selective motor control in patients with neuropathologies presented in the course.
13. Describe and identify architectural barriers in the home or community that may assist or hinder clients with neuropathologies.
14. Identify indications, contraindications and precautions to any PT intervention or the patient's present clinical status covered in the course.
15. Explain the purpose of physical therapy, the scope of PTA practice, the scope of practice between the various rehabilitation services and the multidisciplinary team approach in patient care and non-patient care activities.
16. Administer appropriate action and behavior in emergency situations.
17. Read, locate and interpret health care literature, documents or Internet information.
18. Describe the personal responsibility for career development, patient advocacy, life-long learning and membership in the professional association.
19. Define the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.

### **PTA 231 Professional Issues II: Documentation (2)**

*2 hours lecture per week*

*Prerequisite(s): Acceptance into the Physical Therapist Assistant program or consent of PTA program director; a grade of "C" or higher in PTA 101.*

*Comment: Letter grade only. PTA 231 may not be audited. PTA 231 may not be taken credit/no credit.*

PTA 231 is designed to create a student's knowledge and skill of documentation and professional conduct. It investigates a variety of documentation forms and coding system used in patient records to comply with the billing, third-party payers and legal requirements. Students will apply technical writing appropriate to the current and future major coursework. In addition, the course examines professional conduct and physical therapy (PT) intervention as described in the American Physical Therapy Association (APTA) Guide to Physical Therapy Practice and international organizations.

Upon successful completion of PTA 231, the student should be able to:

1. Communicate data and information from PT interventions in written documentation with the patient, family, PT, health care delivery personnel and others in an effective, appropriate and capable manner.

2. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
3. Demonstrate conduct that reflects the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
4. Record sample data of PT interventions essential to the plan of care using appropriate medical terminology, a variety of forms, documentation styles such as Subject, Objective, Assessment, Plan (SOAP) notes, billing and reimbursement in an accurate and timely manner.
5. Explain the purpose of physical therapy and the scope of physical therapist assistant (PTA) practice to simulated clients, community service learning opportunities and others.
6. Distinguish the scope of practice between the various rehabilitation services.
7. Read, locate and interpret health care literature, documents, Internet information, the APTA code of conduct, APTA website of information for standardized practice and individual state practice acts for physical therapy.
8. Identify the personal responsibility for career development, patient advocacy, life-long learning, membership in the professional association and aspects of planning and operating PT services.
9. Advocate PT legislative issues involving health care.
10. Accept and implement feedback from instructors, clinical instructors and others for documentation performance improvement.
11. State the importance of time management skills to function as an entry-level PTA practitioner.

### **PTA 232 Clinical Internship I (3)**

*120 hours clinical practice, 15 hours lecture and site visits*

*Prerequisite(s): Acceptance into the PTA program or consent of the PTA program director.*

*Comment: Letter grade only. PTA 232 may not be audited. PTA 232 may not be taken credit/no credit.*

PTA 232 integrates clinical and didactic experiences by developing the student's problem-solving, critical thinking and interpersonal skills in the clinical setting under the direction of qualified clinical instructors. Knowledge and skills gained in prerequisite and corequisite courses are applied to therapeutic interventions that address the goals of treatment and the plan of care as set up by the supervising physical therapist. Clinical sites will include outpatient orthopedics and possibly long term care.

Upon successful completion of PTA 232, the student should be able to:

1. Provide safe and effective physical therapy services as specified in the plan of treatment laid out by the supervising physical therapist. Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills.
2. Recognize normal and abnormal reactions to treatment interventions. Report to supervising physical therapist and suggest alternative interventions.
3. Accurately collect data which may include ROM, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and Activities of Daily Living (ADLS) to assist physical therapist in their evaluation process.
4. Describe the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
5. Provide competent oral and written education to patients, family and other health care providers as it applies to physical therapy interventions.
6. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services
7. Exhibit professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
8. Demonstrate an understanding of OSHA regulations and universal precautions
9. Demonstrate appropriate body mechanics in the application of treatment procedures to assure safety of both the patient and the student.
10. Identify the responsibilities of the student, clinic, and college in the internship.
11. Use the MACS as a guide for competency assessment, study, and performance standards.
12. Demonstrate appropriate SOAP and problem-oriented documentation procedures.
13. Practice confidentiality concerning patient and clinic information.
14. Participate in clerical and reception duties as needed.
15. Exhibit and identify practice and conduct that reflects the APTA code of ethics and practice standards.
16. Use approved terminology from the APTA Guide to Physical Therapy Practice and APTA Resource Guide.

**PTA 242 Advanced Therapeutic Interventions (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): Acceptance into the Physical Therapist Assistant program or consent of the PTA program director.*

*Comment: Letter grade only. PTA 242 may not be audited. PTA 242 may not be taken credit/no credit.*

PTA 242 presents the theory and application of therapeutic interventions as they relate to amputations, cardio pulmonary conditions, wounds, peripheral vascular disease, burns, lymphedema and Obstetrics and Gynecology (OB/GYN) conditions. It reviews basic physiology, pathology and etiology of the named conditions. An overview of the most commonly seen surgical and nonsurgical interventions will be included. By using lab simulation and role playing of actual clinical situations the students will use information to think analytically, problem solve and modify treatment interventions. Isolation techniques, prosthetic and orthotic fitting will be practiced. An integrated approach to treatment will include material from all previous courses with an emphasis on therapeutic exercise.

Upon successful completion of PTA 242, the student should be able to:

1. Identify the physiology, pathology and etiology of amputations, burns, PVD, wounds, lymphedema, cardiopulmonary conditions and OB/GYN conditions while being sensitive to ethnic and cultural issues and biases.
2. Identify the anatomical structures involved in the pathologies presented.
3. Describe appropriate surgical and non-surgical interventions as they apply to each presented diagnosis.
4. Describe and competently perform the treatment interventions and suggest modifications in response to the range of simulated patient outcomes as appropriate.
5. Describe the contraindications and precautions for each simulated diagnosis and intervention.
6. Identify and practice the requirements of universal precautions and Occupational Safety and Health Administration (OSHA) guidelines as they apply to physical therapy practice.
7. Use approved terminology in the documentation process of each simulated session of care.

**PTA 243 Therapeutic Exercise for Orthopedic Conditions (3)**

*6 hours lecture/lab per week*

*Prerequisite(s): Admission into the Physical Therapist Assistant program or permission from the PTA program director.*

*Comment: Letter grade only. PTA 243 may not be audited. PTA 243 may not be taken credit/non credit.*

PTA 243 presents the clinical testing, data collection and application of therapeutic exercise as it applies to selected orthopedic pathologies at different stages of injury and healing. The conditions will include sprains, strains, hypermobile and hypomobile joints, overuse syndromes, common spinal diagnosis, fractures, arthritis, total joint replacements and neuromusculoskeletal surgical interventions. The rationale for orthopedic tests and the application of the treatment interventions for the selected conditions will include the safe and effective application of passive, assisted and active range of motion (ROM), isometric, concentric and eccentric exercise, progressive resisted exercise (PRE), plyometrics, neuromuscular facilitation/ inhibition, aerobic and anaerobic exercise, endurance training, balance exercises and isokinetic exercise. Use of lab simulation and role playing of actual clinical situations allow the student to demonstrate knowledge and skills to problem solve, think analytically, perform tests, select and/or modify exercise programs as they relate to the conditions presented and the observed physiologic responses. The use of appropriate communication skills, American Physical Therapy Association (APTA) terminology and documentation, and the ability to progress exercise programs within the plan of care will be emphasized.

Upon successful completion of PTA 243, the student should be able to:

1. Identify and discuss the physiology, pathology, etiology, signs and symptoms that occur in the selected orthopedic conditions.
2. Competently perform and explain the application of all appropriate physical therapy (PT) interventions and/or assessment skills for the selected orthopedic conditions within the guidelines of the ethical and legal practice standards.
3. Identify and explain the indications and contraindications for use of various types of therapeutic exercise during the three stages of healing of named orthopedic pathologies.
4. Analyze and implement proposed exercise programs for the efficacy in obtaining the goals of treatment.
5. Describe the use of aqua-therapy as it applies to the orthopedic population.
6. Correctly explain in both written and verbal communication styles the physiological effects of the applied exercise techniques in layman's terms and professional language.
7. Identify and discuss the effects of chronic abnormal pathology and pain on the musculo-skeletal system and the psychological well being of patients.
8. Demonstrate appropriate assessment tools and collect data for the named orthopedic pathologies.
9. Demonstrate ROM and stretching exercises, education of a home exercise program, PRE's, neuromuscular facilitation techniques, balance, endurance, and plyometrics to simulated orthopedic pathologies.

10. Demonstrate and justify trunk stabilization, posture, back exercises and ergonomics as they apply to common back conditions.
11. Demonstrate and justify functional activities to the rehabilitation of orthopedic conditions.
12. Use problem solving and analytical thinking skills, to modify exercise programs as they relate to observed simulated patient responses, conditions presented, and the goals of treatment.
13. Correctly identify and discuss major bony landmarks and musculo-skeletal structures, end feel, resting length, stretch, normal ROM, strength, power and endurance as they apply to the exercise programs presented.
14. Document accurately in Subjective, Objective, Assessment and Plan (SOAP) note form the simulated PT intervention session.

**PTA 251 Professional Issues III: Employment (1)**

*1 hour lecture per week*

*Prerequisite(s): Acceptance into the Physical Therapist Assistant program, or consent of the PTA program director; a grade of "C" or higher in PTA 231.*

*Comment: Letter grade only. PTA 251 may not be audited. PTA 251 may not be taken credit/no credit.*

PTA 251 is designed to develop a student's participation and commitment to the profession of physical therapy. It investigates the opportunities and responsibilities of an employee in the health care delivery system through activities of résumé preparation, mock job interviews, legislative testimonies, attending professional and government meetings and participating in the Hawai'i Chapter of the American Physical Therapy Association (HAPTA). This course emphasizes life long learning, the practice of ethics and legality, and the American Physical Therapy (APTA) core values. Finalization of an electronic portfolio will be emphasized for transfer to the APTA website.

Upon successful completion of PTA 251, the student should be able to:

1. Identify individual and cultural differences and respond ethically in all aspects of physical therapy services.
2. Discuss the relationships of government agencies to health care delivery, billing and reimbursement issues and aspects of planning and operating PT services.
3. Demonstrate conduct and responsibility that reflect the APTA Guide to Physical Therapy Practice, practice standards that are legal, ethical, and safe and a commitment to the profession of physical therapy and meet the expectations of consumers receiving health care services.
4. Advocate for the role of physical therapy and the scope of PTA practice.
5. Discuss the scope of practice between the various rehabilitation services.
6. Prepare a résumé and role-play an employment interview.
7. Identify Occupational Safety and Health Administration (OSHA) regulations.
8. Read, locate and interpret health care literature, documents, Internet information, the APTA code of conduct, APTA core values, APTA website of information for standardized practice and individual state practice acts for physical therapy.
9. Provide examples and role-play personal responsibility for career development, patient advocacy, life-long learning, membership in the professional association and the involvement in legislative issues.
10. Produce an electronic portfolio.

**PTA 252 Clinical Internship II (3)**

*120 hours clinical practice, 15 hours lecture and site visits*

*Prerequisite(s): Acceptance into the PTA program, or consent of the PTA program director and a grade of "C" or higher in PTA 232.*

*Comment: Letter grade only. PTA 252 may not be audited. PTA 252 may not be taken credit/no credit.*

PTA 252 integrates the clinical and didactic experiences by further developing the students problem-solving, critical thinking and interpersonal skills in the clinical setting under the direction of qualified clinical instructors. Knowledge and skills gained in prerequisite and corequisite courses are applied to therapeutic interventions that address the goals of treatment and the plan of care as set up by the supervising physical therapist. Clinical sites may include outpatient orthopedics, acute care, home care, pediatrics, school health and long term care.

Upon successful completion of PTA 252, the student should be able to:

1. Provide safe and effective physical therapy services as specified in the plan of treatment laid out by the supervising physical therapist. Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills.
2. Recognize normal and abnormal reactions to treatment interventions. Report to supervising physical therapist and suggest alternative interventions.

3. Accurately collect data which may include ROM, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and ADL's to assist physical therapist in their evaluation process.
4. Describe the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
5. Provide competent oral and written education to patients, family and other health care providers as it applies to physical therapy interventions.
6. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services
7. Exhibit professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
8. Demonstrate an understanding of OSHA regulations and universal precautions.
9. Demonstrate appropriate body mechanics in the application of treatment procedures to assure safety of both the patient and the student.
10. Identify the responsibilities of the student, clinic, and college in the internship.
11. Use the MACS as a guide for competency assessment, study, and performance standards.
12. Demonstrate appropriate SOAP and problem-oriented documentation procedures.
13. Practice confidentiality concerning patient and clinic information.
14. Participate in clerical and reception duties as needed.
15. Exhibits and identifies practice and conduct that reflects the APTA code of ethics and practice standards.
16. Use approved terminology from the APTA Guide to Physical Therapy Practice and APTA Resource Guide.

**PTA 262 Clinical Internship III (4)**

*200 hours clinical practice, 3 hours lecture*

*Prerequisites: Admission to the PTA program, a grade of "C" or higher in PTA 252 or consent of PTA program director.*

*Comment: PTA 262 is offered in the last semester of the PTA program. Letter grade only. PTA 262 may not be taken credit/no credit. PTA 262 may not be audited. PTA 262 may not be repeated for credit. Students must purchase the uniform and program name tag for approximately \$50.00.*

PTA 262 is the penultimate clinical experience designed to apply previous clinical and didactic experiences using problem-solving, critical thinking and interpersonal skills in the assigned clinical setting under the direction of qualified clinical instructors. Students will function at entry level career skills of the assigned clinical setting to graduate as a PTA. Previous clinical experiences and successful completion of PTA course work and skills are refined to the entry-level status in preparation for entering the workforce and qualifying for the PTA Licensing Exam. Clinical internship may include outpatient orthopedics, acute care, home care, pediatrics, school health and skilled nursing facilities.

Upon successful completion of PTA 262, the student should be able to:

1. Perform safe and effective physical therapy services as specified in the plan of treatment designed by the supervising physical therapist (PT). Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills. Students are expected to have an independent case load of 1 patient per hour.
2. Recognize normal and abnormal reactions to treatment interventions and report to supervising physical therapist and suggest alternative interventions.
3. Accurately collect data which may include range of motion, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and Activities of Daily Living to assist PT in their evaluation process.
4. Communicate with the supervising Physical Therapist (PT) the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
5. Provide competent oral and written education to patients, family, significant other, and other health care providers as it applies to physical therapy interventions.
6. Identify individual and cultural differences and respond appropriately in all aspects of physical therapy services.
7. Practice the professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
8. Follow the Occupational Safety and Health Administration (OSHA) regulations and universal precautions.
9. Use appropriate body mechanics 100% of the time in the application of treatment procedures to assure safety of both the patient and the student.
10. Achieve analog scores of 85- 90% or higher competence on the current PTA clinical performance assessment forms and treatment skills expectations of the clinical setting, program and college.
11. Apply appropriate physical therapy documentation procedures.
12. Practice confidentiality concerning patient and clinic information applying Health Insurance Portability and Accountability Act (HIPAA) standards.
13. Participate in clerical and reception duties as needed.

14. Perform as a PTA in clinical practice and conduct that reflects the American Physical Therapy Association (APTA) code of ethics, PTA algorithm and practice standards.
15. Use approved terminology from the APTA Guide to Physical Therapy Practice and APTA Resource Guide.

**PTA 263 Clinical Internship IV (4 )**

*200 hours clinical practice/ 3 hours lecture*

*Prerequisite(s): Admission to the PTA program, a grade of "C" or higher in PTA 262 or consent of PTA program director.*

*Comment: PTA 263 is offered in the last semester of the PTA program. Letter grade only. PTA 263 may not be taken credit/no credit. PTA 263 may not be audited. PTA 263 may not be repeated for credit. Students must purchase the uniform and program name tag for approximately \$50.00.*

PTA 263 is the capstone clinical experience designed to apply all previous clinical and didactic experiences using problem-solving, critical thinking and interpersonal skills in the clinical setting under the direction of qualified clinical instructors. Students will function at entry level career skills to graduate as a PTA. Previous clinical experiences and successful completion of PTA course work and skills are advanced to the entry-level status in preparation for entering the workforce and qualifying for the PTA Licensing Exam. Clinical internship may include outpatient orthopedics, acute care, home care, pediatrics, school health and skilled nursing facilities.

Upon successful completion of PTA 263, the student should be able to:

1. Independently execute safe and effective physical therapy services as specified in the plan of treatment designed by the supervising physical therapist. Services will include the appropriately selected physical agents, procedures, data collection and interpersonal skills. Students are expected to have a case load equivalent to the assigned facilities productivity standards.
2. Recognize normal and abnormal reactions to treatment interventions and report to supervising physical therapist and suggest alternative interventions.
3. Accurately collect data which may include range of motion, muscle strength, muscle length, limb length, girth, wound measurement and grade, respiratory status, circulatory condition, functional activities and Activities of Daily Living to assist physical therapist in their evaluation process.
4. Clearly confer with the supervising Physical Therapist (PT) the physiological disease process, anatomy and kinesiology in the patient population seen, as it applies to physical therapy interventions.
5. Execute competent oral and written education to patients, family, significant other, and other health care providers as it applies to physical therapy interventions.
6. Recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services.
7. Practice the professional behaviors that reflect a commitment to the patients, community and growth of the profession of physical therapy.
8. Abide by the Occupational Safety and Health (OSHA) regulations and universal precautions.
9. Use appropriate body mechanics 100% of the time in the application of treatment procedures to assure safety of both the patient and the student.
10. Achieve analog scores of 90% or higher competence on the current PTA clinical performance assessment forms and treatment skills expectations of the clinical setting, program and college.
11. Execute appropriate physical therapy documentation procedures.
12. Practice confidentiality concerning patient and clinic information applying Health Insurance Portability and Accountability Act (HIPAA) standards.
13. Perform clerical and reception duties as needed.
14. Function as a PTA in clinical practice and conduct that reflects the American Physical Therapy Association (APTA) code of ethics, PTA algorithm and practice standards.
15. Use approved terminology from the APTA [Guide to Physical Therapy Practice](#) and APTA Resource Guide.
16. Apply for PTA occupation positions in any physical therapy clinical setting.
17. Successfully qualify for the National PTA licensing exam.



**PTA 265 Electrotherapy (1)**

*1.5 hours lecture per week for 10 weeks*

*Prerequisite(s): Acceptance into the PTA program or consent of the PTA program director.*

*Corequisite(s): PTA 265L.*

*Comment: Letter grade only. PTA 265 may not be audited. PTA 265 may not be taken credit/no credit.*

PTA 265 presents the production, physiological effects, indications, contraindications and applications of various therapeutic electrical interventions. Appropriate parameters for the treatment of pain, muscle weakness, edema, wounds, or introduction of medication or monitoring of muscle activity will be included. A review of mechanisms of trauma and healing along with the physiology of pain and its measurement will be covered. Students are required to use APTA approved terminology as it applies to diagnosis, pathologies, signs & symptoms as well as different equipment components and parameters.

Upon successful completion of PTA 265, the student should be able to:

1. Identify the principles and production of named therapeutic electrical currents.
2. Describe the waveforms, frequencies and terminology applied to the major therapeutic electrical currents, such as Interferential, Premodulated, High Volt galvanic, Microcurrent, Alternating current, Direct current, Iontophoresis and Biofeedback.
3. Recall the indications, contraindications and precautions of the currents presented.
4. Describe the normal and abnormal physiological responses of the tissues to various electrical currents.
5. Describe the physical and emotional effects of chronic pain and disease process on the patients.
6. Identify possible emotional responses of the patients to various electrical currents.
7. Identify diagnosis appropriate for treatment with electrical currents and the signs/symptoms that are commonly associated with these diagnoses.
8. Describe the appropriate electrical treatment options for named diagnosis and symptoms such as pain, wounds, muscle atrophy, inflammation and joint stiffness.
9. Demonstrate an understanding of safety measures as they apply to electrical applications.
10. Demonstrate an understanding of OSHA regulations and Universal precautions as they apply to electrical modalities
11. Use approved terminology from the APTA: Guide to PT Practice and APTA: Electrotherapy Terminology in Physical Therapy

**PTA 265L Electrotherapy Lab (1)**

*4.5 hours lab per week for 10 weeks*

*Prerequisite(s): Acceptance into the PTA program, or consent of the PTA program director.*

*Corequisite(s): PTA 265.*

*Comment: Letter grade only. PTA 265L may not be audited. PTA 265L may not be taken credit/no credit.*

PTA 265L implements the clinical application of various electrotherapy modalities. By using lab simulation and role playing of actual clinical situations the students will use information from the PTA 265 lecture to problem solve, think analytically and modify parameters as it relates to observed responses and conditions presented. The application of treatment procedures as set out in the mock treatment plans will require the use of appropriate communication skills. Approved terminology from the APTA: Guide to Physical Therapy Practice and the APTA: Electrotherapeutic Terminology in Physical Therapy will be required for documentation of treatment parameters and patient reaction to applied electrical interventions.

Upon successful completion of PTA 265L, the student should be able to:

1. Demonstrate competency in the presented electrical modalities as laid out in the Mastery Assessment Clinical Skills Manual (MAC), Skill sheets and APTA: Guide to PT practice. The listed modalities may be indicated in the treatment of pain, edema, acute trauma, peripheral vascular disease, wound healing, reduction of muscle spasm and spasticity.
2. The presented electrical modalities may include: Transcutaneous electrical nerve stimulation, microcurrent electrical nerve stimulation, high volt galvanic, interferential, russian, neuromuscular electrical stimulation, Functional electrical nerve stimulation, iontophoresis, surface Electromyography (Biofeedback), ultrasound/Electrical stimulation combinations.
3. Demonstrate an understanding of the safety factors, indications, contraindications and precautions as they apply to the presented modalities.
4. Identify and locate bony landmarks and the musculoskeletal structures that can be affected by the application of electrical current.
5. Demonstrate patient positioning, draping and comfort as it addresses the treatment goals and the treatment plan.
6. Demonstrate the ability to problem solve, think analytically and modify parameters as they relate to observed patient responses and conditions presented.
7. Describe the physiological effects of the applied electrical modality.
8. Demonstrate an ability to explain electrical treatments to patient and families in an understandable and acceptable manner.

9. Demonstrate and effectively teach the use of independent electrotherapy equipment for use in the patient's home situation.
10. Document accurately in SOAP note form, the patient positioning, equipment.
11. Use approved terminology from the APTA: Guide to PT Practice.

**PTA 275 Pediatrics for the Physical Therapist Assistant (1)**

*2 hours lecture/lab per week*

*Prerequisite(s): Acceptance into the Physical Therapist Assistant program or consent of the PTA program director.*

*Comment: Letter grade only. PTA 275 may not be audited. PTA 275 may not be taken credit/no credit. Transportation is required for clinic visits.*

PTA 275 will provide students with the basic theories and therapeutic skills to deliver pediatric services with entry-level competence. Course content will include characteristics of disabilities in children including the role of the physical therapist assistant in a variety of settings. Case stories of children and families will illustrate course concepts and will also address the broader implications of the disability on the child, family, and community. Collaborative models of providing services will be explored including the provision of services in educational settings. Values that will be promoted throughout the course include: a) family-centered care, b) cultural sensitivity, c) age-appropriate activities, d) functional skills, and e) collaborative teamwork.

Upon successful completion of PTA 275, the student should be able to:

1. Identify and practice ways to communicate effectively with families of children with disabilities.
2. Describe methods to provide physical therapy services that are culturally sensitive.
3. Describe the continuum of services available to children and the families in Hawai'i.
4. Identify and role-play as team members in different service delivery systems and settings to children.
5. Describe the normal developmental process including age-appropriate play activities for young children.
6. Recognize and demonstrate normal and abnormal gross and fine motor development including normal postural movements, reflexes, and motor milestones.
7. Describe common genetic and neurological disabilities in children.
8. Identify abnormal movement and reflexes in children with neurological disorders.
9. Mimic and facilitate appropriate posture and movement for children with abnormal muscle tone and reflexes.
10. Link functional skills for children with a variety of disabilities.
11. Perform therapeutic interventions for common pediatric orthopedic, pediatric pulmonary disorders and spinal abnormalities.
12. Describe ways to support children with chronic and/or life-threatening illnesses.
13. Recall the potential risks of alcohol, drugs, and blood borne pathogen infections on development.
14. Describe and create assistive technology devices that can support children with disabilities to be included in home, school, and community activities.

**PHYSICS**

**PHYS 100 Survey of Physics (3) KCC AA/DP**

*3 hours lecture per week*

*Prerequisite(s): MATH 82 or higher-level mathematics course.*

*Comment: Registration in PHYS 100L is optional.*

PHYS 100 is an introduction to physics basic concepts. PHYS 100 is not open to those with previous college physics experience.

Upon successful completion of PHYS 100, the student should be able to:

1. Identify and define the associations and relationships of the topics treated in the course.
2. Utilize elementary abstract thinking and analytical reasoning.
3. Utilize calculation techniques with mathematically formulated principles.
4. Identify and assess quantitative information in terms of principles.
5. Identify and explain the concepts and principles related to the kinematics and dynamics of motion mechanical energy, power and efficiency.
6. Identify and explain the concepts and principles of thermodynamics and the kinetic theory of matter.
7. Identify and explain the concepts and principles of electricity, magnetism, waves and optics.
8. Identify mathematical proportionality in physical principles.

**PHYS 100L Survey of Physics Laboratory (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in PHYS 100.*

PHYS 100L focuses on simple experiments in basic concepts of physics.

Upon successful completion of PHYS 100L, the student should be able to:

1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. Record, analyze, and extract information from data acquired.
3. Make quantitative determination and formulations.
4. Make conclusions and formulate insights into the subjects of the laboratory projects.
5. Write a laboratory report.

**PHYS 122 Introduction to Science: Physical Science (3) KCC AA/DP**

*3 hours lecture per week*

*Prerequisite(s): MATH 82 or higher-level mathematics course.*

*Recommended Preparation: High school physics and/or chemistry.*

PHYS 122 focuses on characteristics of science, historical development of scientific concepts, and the understanding of the physical environment with emphasis in physics and chemistry.

Upon successful completion of PHYS 122, the student should be able to:

1. Identify and define associations and relationships of the topics treated.
2. Utilize elementary abstract thinking and analytical reasoning.
3. Utilize calculation techniques with mathematically formulated principles.
4. Identify and assess quantitative information in terms of principles.
5. Describe and identify the principles of motion, mechanical energy, power, and efficiency.
6. Identify and explain the concepts of thermal energy and the kinetic theory of matter.
7. Identify and explain chemical bonding and reactions.
8. Identify mathematical proportionality in physical principles.
9. Apply concepts learned to better utilize and control the physical environment.
10. Identify and explain the concepts of electricity, magnetism, and optics.

**PHYS 122L Introduction to Science: Physical Science Laboratory (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): MATH 82 or higher-level mathematics course; credit or concurrent enrollment in PHYS 122.*

*Recommended Preparation: High School physics and/or chemistry.*

PHYS 122L focuses on simple experiments in physical science.

Upon successful completion of PHYS 122L, the student should be able to:

1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. Record, analyze, and extract information from data acquired.
3. Make quantitative determination and formulations.
4. Make conclusions and formulate insights into the subjects of the laboratory projects.
5. Write a laboratory report.

**PHYS 151 College Physics I (3) KCC AA/DP and KCC AS/NS**

*3 hours lecture per week*

*Prerequisite(s): MATH 140 with a grade of "C" or higher.*

PHYS 151 is the first course in a two semester sequence of an introductory algebra/trigonometry-based physics courses. The course focuses on the principles, theories and problem solving in motion, mechanical energy, waves, heat and thermodynamics.

Upon successful completion of PHYS 151, the student should be able to:

1. Give examples of applications and solve problems to demonstrate knowledge of and skills of motion, energy, wave theory, and thermodynamics.
2. Identify and explain the concepts and principles related to the kinematics and dynamics of motion, energy, wave theory, and thermodynamics.
3. Identify and define the associations and relationships of the topics treated in the course.
4. Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.

5. Distinguish and define the mathematical proportionality in physical principles.
6. Utilize calculation techniques with mathematically formulated principles.
7. Identify and assess quantitative information in terms of physical principles.

**PHYS 151L College Physics Laboratory I (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): A grade of "C" or higher or concurrent enrollment in PHYS 151.*

PHYS 151L is designed to provide the students a hands-on experience in the experimental analysis, physical observation and measurements in the kinematics and dynamics of motion, heat and thermodynamics. The course emphasis is on measurement techniques and analysis of data.

Upon successful completion of PHYS 151L, the student should be able to:

1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. State and identify the interaction between theory and experiments.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Make quantitative determination with formulations.
6. Write a technical report.

**PHYS 152 College Physics II (3) KCC AA/DP**

*3 lecture hours per week*

*Prerequisite(s): PHYS 151*

PHYS 152 is the second course in a two semester sequence of an introductory algebra/trigonometry based physics courses. PHYS 152 focuses on the principles, theories and problem solving in electricity, magnetism, light, relativity theory, quantum, atomic, and nuclear reactions.

Upon successful completion of PHYS 152, the student should be able to:

1. Give examples of applications and solve problems to demonstrate knowledge of and skills of electricity, magnetism, light, relativity theory, quantum, atomic and nuclear reactions.
2. Explain the concepts and principles related to electricity, magnetism, light, relativity theory, quantum, atomic and nuclear reactions.
3. Identify and define the associations and relationships of the topics treated in the course.
4. Utilize abstract thinking and analytical reasoning in the analysis and solutions of word problems.
5. Distinguish and define the mathematical proportionality in physical principles.
6. Utilize calculation techniques with mathematically formulated principles.
7. Identify and assess quantitative information in terms of physical principles.

**PHYS 152L College Physics Laboratory II (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in PHYS 152.*

PHYS 152L is designed to provide the students hands-on experience in the experimental analysis, physical observation and measurements in electricity, magnetism and geometric optics. The course emphasis is on measurement techniques and analysis of data.

Upon successful completion of PHYS 152L, the student should be able to:

1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. State and identify the interactions between theory and experiments.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Make quantitative determinations with formulations.
6. Write a technical report.

**PHYS 170 General Physics I (4) KCC AA/DP**

*4 hours lecture per week*

*Prerequisite(s): Credit or concurrent enrollment in MATH 206.*

*Recommended Preparation: PHYS 100.*

PHYS 170 is the first semester of an introductory calculus-based course. The course will provide the students a comprehensive introduction to the principles and theories of the mechanics of particles, rigid bodies and fluids, wave motion, thermodynamics and kinetic theory.

Upon successful completion of PHYS 170, the student should be able to:

1. Give examples of applications and solve problems to demonstrate knowledge and skills of motion, mechanics, energy, wave theory, and thermodynamics.
2. Identify and explain the concepts and principles related to the kinematics and dynamics of motion, energy, wave theory and thermodynamics.
3. Identify and define the associations and relationships of the topics treated in the course.
4. Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.
5. Identify and use mathematical techniques used in the explanation of physical phenomena.
6. Utilize calculation techniques with mathematically formulated principles.
7. Identify and assess quantitative information in terms of physical principles.

**PHYS 170L General Physics Laboratory I (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in PHYS 170.*

PHYS 170L is designed to provide the students a hands-on experience in the experimental analysis, physical observation and measurements in mechanics, fluids, heat and thermodynamics. The course emphasis is on error analysis, measurement techniques, and report writing.

Upon successful completion of PHYS 170L, the student should be able to:

1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. State and identify the interaction between theory and experiments.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Make quantitative determinations with formulations.
6. Write a technical report.

**PHYS 272 General Physics II (3) KCC AA/DP**

*3 hours lecture per week*

*Prerequisite(s): MATH 206; PHYS 170; PHYS 170L.*

PHYS 272 is the second course in a two-semester sequence of an introductory calculus-based course. The course is a comprehensive introduction to the principles and theories of electricity, magnetism and geometric optics.

Upon successful completion of ART 155, the student should be able to:

1. Give examples of applications and solve problems to demonstrate knowledge and skills of electricity, magnetism and geometric optics.
2. Identify and explain the concepts and principles related to electricity, magnetism and geometric optics.
3. Identify and define the associations and relationships of the topics treated in the course.
4. Utilize abstract thinking and analytical reasoning in the analysis and solution of word problems.
5. Identify and use mathematical techniques in the explanation of physical phenomena.
6. Utilize calculation techniques with mathematically formulated principles.
7. Identify and assess quantitative information in terms of physical principles.

**PHYS 272L General Physics Lab II (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): PHYS 170, PHYS 170L; credit or concurrent enrollment in PHYS 272.*

PHYS 272L is designed to provide the students a hands-on experience in the experimental analysis, physical observation and measurements in electricity, magnetism and geometric optics. The course emphasis is on error analysis, measurement techniques, and report writing.

Upon successful completion of PHYS 272L, the student should be able to:

1. Use laboratory techniques and instruments to apply the scientific method to test hypothesis.
2. State and identify the interaction between theory and experiments.
3. Record, analyze, and extract information from data acquired.
4. Make quantitative determinations with formulations.
5. Write a technical report.

**PHYS 274 General Physics III (3) KCC AA/DP**

*3 hours lecture per week*

*Prerequisite(s): PHYS 272; PHYS 272L; credit or concurrent enrollment in MATH 231.*

PHYS 274 focuses on the study of special relativity, quantum mechanics, solid-state physics, atomic and nuclear physics, and elementary particle physics.

Upon successful completion of PHYS 274, the student should be able to:

1. Demonstrate knowledge of the wave properties of light as demonstrated in interference and diffraction.
2. Demonstrate knowledge of the theory of special relativity and its effects: time dilation and space contraction.
3. Demonstrate knowledge of the particle like properties of EM radiation as demonstrated in the Photoelectric Effect and Compton Scattering.
4. Demonstrate knowledge of the theory of the wavelike properties of matter known as quantum theory.
5. Demonstrate knowledge of the nuclear structure, radioactive decay, nuclear interactions and its applications.
6. Demonstrate knowledge of the different elementary particles and their role in the forces that hold matter together.
7. Utilize abstract thinking and analytical reasoning in the analysis of word problems.
8. Utilize calculation techniques in the analysis of dynamics problems in physics and engineering.

**PHYSIOLOGY**

**PHYL 160 The Science of Sleep (3) KCC AA/DB**

*3 hours lecture per week*

PHYL 160 is an introduction to the science of sleep, sleep research and medical disorders associated with sleep. This course will include an overview of topics related to sleep such as human sleep requirements, sleep in animals, and the anatomy and physiology of the central nervous system as it is related to sleep. The student will learn how to recognize healthy sleep and will be introduced to the methods sleep researchers use to diagnose both healthy and disordered sleep.

Upon successful completion of PHYL 160, the student should be able to:

1. Identify and explain how sleep is regarded in different cultures and environments.
2. Identify and explain how sleep changes from infancy to the elderly.
3. Describe polysomnography and other methods of analysis of sleep quality.
4. Describe the anatomy and physiology of sleep centers in the central nervous system.
5. Identify and describe the neuroendocrine system and their effects on sleep.
6. Identify and describe sleep stages, patterns and other features associated with sleep and sleep disorders.
7. Interpret physiological signals to evaluate sleep quality and sleep disorders.
8. Explain how researchers evaluate sleep quality and sleep disorders.
9. Explain current theory of why we sleep and possible causes of sleep disorders.

**PHYL 160L The Science of Sleep Laboratory (1) KCC AA/DY**

*3 hours lab per week*

*Prerequisite(s): Credit or concurrent enrollment in PHYL 160.*

*Comment: Letter grade only. PHYL 160L may not be audited. PHYL 160L may not be taken credit/no credit.*

PHYL 160L provides hands-on experience using the scientific method to address theories and questions in sleep science. As a part of the research projects, students will conduct experiments effectively utilizing a variety of equipment used by sleep researchers and sleep disorder clinicians. Topics range from sleep optimization to sleep disorders, with an additional emphasis on sleep debt and community outreach regarding sleep debt related health issues.

Upon successful completion of PHYL 160L, the student should be able to:

1. Use laboratory techniques and instruments to apply the scientific method to test hypotheses.
2. Critically review scientific literature.
3. Design procedures for acquiring information from experimentation.
4. Record, analyze, and extract information from data acquired.
5. Communicate research results orally and in writing.

## **POLITICAL SCIENCE**

### **POLS 110 Introduction to Political Science (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82.*

POLS 110 is an introduction to the scope of political science, approaches to the discipline, its methods, tools, problems and processes.

Upon successful completion of POLS 110, the student should be able to:

1. Demonstrate an appreciation and interest in politics.
2. Acquire the necessary political skills to cope with political life.
3. Develop a political perspective, which one may apply to contemporary social problems and institutions.
4. Show the beginnings of a worldview and sensitivity to political and socio-economic events in other parts of the world.
5. Show a personal growth, which reflects a sharpened sense of one's own values in relation to political issues.

### **POLS 120 Introduction to World Politics (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82.*

POLS 120 is designed to introduce students to the political, cultural, social, and economic forces shaping the new global order. As nations become more interdependent, it is important that citizens of all countries better understand one another. In the 21st century everyone will find themselves involved in some aspect of the global system. If students wish to compete in this new global system, they must be aware of international events that will shape the policies of the nation and will impact on their future.

Upon successful completion of POLS 120, the student should be able to:

1. Identify the relationships between nation-states and the development of the international political order.
2. Define the role of international organizations and laws.
3. Analyze the different modes of conflict resolution.
4. Apply knowledge of foreign strategic and economic policy to analyzing current events.
5. Evaluate politics of Europe, Middle East, Asia, Africa and the Americas.

### **POLS 130 Introduction to American Politics (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82.*

POLS 130 focuses on American political processes and institutions as seen through alternate interpretations.

Upon completion of POLS 130, the student should be able to:

1. Weigh critically the political alternatives and develop a sense of political efficacy and identity.
2. Perceive the linkages between the political, economic, and social areas.
3. Analyze current American political problems and propose possible solutions.
4. Demonstrate a systems oriented approach to study political life in America.
5. Propose viable political alternatives and strategies for change.
6. Apply basic research skills to social sciences.

### **POLS 207 Politics of the Middle East (3) (Spring) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82.*

*Comment: Letter grade only. POLS 207 may not be audited. POLS may not be taken credit/no credit. POLS 207 is offered in the Spring semester only.*

POLS 207 is designed to give students a basic awareness of the politics of the Middle East so they can have a greater appreciation of its importance to the stability of the United States and the global system.

Upon successful completion of POLS 207, the student should be able to:

1. Explain Islam and its role in the global system.
2. Describe the history, politics and culture of the Middle East.
3. Explain the major issues relating to the Middle East including oil, the Palestinian issue and Islamic fundamentalism.
4. Probe the problems and issues facing transitional societies.
5. Measure the impact of the Middle East on the stability and security of the American political, economic, and social system.

## **PSYCHOLOGY**

### **PSY 100 Survey of Psychology (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82.*

PSY 100 focuses on basic concepts and principles of psychology in the areas of individual differences, motivation, emotion, perception, learning, methodology, test and measurement, history, abnormal, physiology and applied psychology. This course emphasizes lectures, multimedia presentations, discussions and experimentation.

Upon successful completion of PSY 100, the student should be able to:

1. Identify the concepts, language, and major theories of the discipline to account for psychological phenomena.
2. Compare and contrast the major perspectives of psychology: behavioral, neuroscience, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural.
3. Apply psychological concepts, theories, and research findings as these relate to everyday life.

### **PSY 170 Psychology of Adjustment (3) KCC AA/DS and KCC AS/SS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82.*

*Comment: PSY 170 may not be substituted for the PSY 100 prerequisite for 200-level PSY courses.*

PSY 170 explores the application of psychology to the understanding, management, and enhancement of one's life.

Upon successful completion of PSY 170, the student should be able to:

1. Formulate a concept of self through the exploration of self, personal values, behaviors, beliefs, and goals.
2. Identify normal and abnormal coping strategies.
3. Define and distinguish between the different roles one must take to live a responsible life within the family, community, and society.
4. Demonstrate interpersonal skills such as empathy and active listening.

### **PSY 202 Psychology of Gender (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82; PSY 100 with a grade of "C" or higher.*

*Comment: PSY 202 is crosslisted as WS 202.*

PSY 202 is a survey of contemporary theoretical and research issues relevant to the psychological development and functioning of different genders. Topics covered in PSY 202 include the following: gender diversity in biology, personality, behavior and development. Multicultural perspectives are emphasized.

Upon successful completion of PSY 202, the student should be able to:

1. Describe the nature of psychology of gender as a discipline.
2. Compare and contrast the major perspectives of psychology as they relate to the psychology of gender.
3. Identify overarching themes and persistent questions regarding diversity in the development of gender.
4. Discuss contemporary psychological research on gender differences in biology, personality, behavior, and development.



**PSY 212 Survey of Research Methods (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 82.*

*Recommended Preparation: Qualification for MATH 103.*

PSY 212 provides an overview of research design strategies used in psychological research. It also covers descriptive statistics and introduces the student to some basic inferential statistics. Statistical knowledge is applied through the use of appropriate computer software to conduct statistical analyses. The course furnishes students with the fundamentals of research that all psychology majors should be aware of, regardless of whether they plan to pursue a research career. Emphasis is placed on the critical evaluation of psychological research as it is reported in the popular media and research periodicals.

Upon successful completion of PSY 212, the student should be able to:

1. Explain the uses of descriptive statistics.
2. Generate descriptive statistics from a given data set.
3. Explain the uses of inferential statistics.
4. Use a computer software program to perform simple analyses such as *t* tests and chi square tests.
5. Differentiate between basic research designs and the different types of evidence that are obtained from different methods.
6. Critically analyze psychological literature.
7. Express ideas and opinions clearly, both orally and in writing.

**PSY 230 Introduction to Psychobiology (3) KCC AA/DB**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82; PSY 100 with a grade of "C" or higher.*

PSY 230 investigates the relationship between biology, human behavior, and mental processes. This course emphasizes the structure and function of the central nervous system and the ethological analyses of behavior and mental processes.

Upon successful completion of PSY 230, the student should be able to:

1. Define the basic structures, systems, and functions of the central nervous system.
2. Describe how these basic structures, systems, and functions relate to observable behavior.

**PSY 240 Developmental Psychology (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): PSY 100; qualification for ENG 100; qualification for MATH 82.*

PSY 240 emphasizes the psychological processes underlying development of the person from conception through adulthood.

Upon successful completion of PSY 240, the student should be able to:

1. Explain the developmental process from conception through adulthood.
2. Describe and evaluate the various stages of development.
3. Describe and explain the methodology of developmental psychology.

**PSY 250 Social Psychology (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82; PSY 100 with a grade of "C" or higher.*

PSY 250 is a survey of major theoretical, practical, and research approaches to the study of how individuals interact with and affect one another in different cultures and environments. Topics include social perception and interactions, individual and group behaviors, beliefs, attitudes, emotions, stereotypes, and decision-making.

Upon successful completion of PSY 250, the student should be able to:

1. Identify, describe, and apply research methods used in the study of social psychology.
2. Describe how different cultures and environments affect social interactions.
3. Evaluate hypothetical or real world situations by applying relevant social psychology research findings.
4. Summarize and critique scientific evidence in social psychology.
5. Express ideas and opinions clearly, both orally and in writing.

**PSY 260 Psychology of Personality (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): PSY 100 with a grade of "C" or higher; qualification for ENG 100; qualification for MATH 82.*

PSY 260 is a survey of major theoretical approaches to the scientific study of personality. Topics include development, assessment, change, and cultural-social determinants. Current research issues are emphasized.

Upon successful completion of PSY 260, the student should be able to:

1. Compare and contrast the basic theoretical approaches to personality, including their corresponding views of development, change, and assessment.
2. Distinguish between the various methodological approaches to personality research.
3. Assess the strength of research findings within a given research perspective.

**PSY 270 Introduction to Clinical Psychology (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): Qualification for ENG 100; qualification for MATH 82; PSY 100 with a grade of "C" or higher.*

PSY 270 surveys ethical issues, research methods, clinical assessment, and types of psychotherapy in clinical psychology.

Upon successful completion of PSY 270, the student should be able to:

1. Explain ethical behavior in clinical psychology.
2. Identify and explain basic clinical assessment.
3. Describe the major approaches to psychotherapy.