



3. Demonstrate 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. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention. (B.3.7)
4. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B.4.1)
5. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.20)

**UTEP OTD Curricular Threads:**

This course addresses the following curricular threads.

- Occupation-based practice
- Evidence-based practice
- Culturally and Contextually responsive practice

**Areas of In-Depth Knowledge Development:**

The UTEP OTD Program focuses on four areas of in-depth knowledge development: Clinical Practice Skills, Education, Advocacy, and Program and Policy Development. Students will choose one of these areas in which to concentrate on their OTD Capstone Experience and Project. OT 6333 can be applied to the following areas:

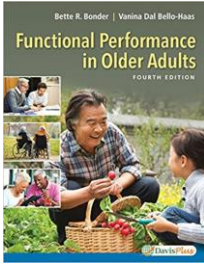
- Clinical Practice Skills
- Education
- Advocacy

**UTEP Edge Experiences:**

- **COMMUNITY ENGAGEMENT:** Serve the community through structured academic learning opportunities.
- **CREATIVE ACTIVITIES:** Showcase your creative abilities through experiences that highlight your talents.
- **STUDENT LEADERSHIP:** Develop professional values by assuming leadership roles in your campus experiences.

**UTEP Edge Advantages:**

- **COMMUNICATION:** Reach mutual understanding through effective exchanges of information, ideas, and feelings.
- **CONFIDENCE:** Be self-assured by appreciating your talents, abilities, and qualities.
- **CRITICAL THINKING:** Analyze and evaluate issues to solve problems and develop informed opinions.
- **LEADERSHIP:** Step up, think, and act critically and creatively to bring others together to accomplish a common task.
- **PROBLEM-SOLVING:** Find solutions to difficult or complex issues.
- **SOCIAL RESPONSIBILITY:** Act ethically and responsibly to benefit society and the public good.



**Required Texts:** Functional Performance in Older Adults, 4<sup>th</sup> Ed. Bette r. Bonder, Vanina Dal Bello-Hass, 2018.

### **Technology Requirements**

Course content is delivered through the Blackboard learning management system (LMS). When you connect to this course, locate it in the margin and click on the course. Please ensure your UTEP email account is operational, and you have Web access. You may utilize any primary browsers, such as Explore, Google Chrome, Firefox, Safari, etc. Should you encounter technical difficulties, try switching to another browser.

### **Use of Artificial Intelligence**

The use of Artificial Intelligence (AI) tools, such as ChatGPT, Grammarly, and others, is becoming increasingly common in both academic and professional settings. This policy outlines the appropriate and ethical use of AI in this course, ensuring that it enhances rather than compromises the learning experience.

#### **Permitted Uses of AI:**

1. **Research and Idea Generation:**  
Students may use AI tools to generate ideas, brainstorm topics, or conduct preliminary research. However, all AI-generated content must be critically evaluated and verified by the student.
2. **Writing Assistance:**  
AI tools may be used for grammar and spelling checks, improving sentence structure, or enhancing the clarity of writing. However, the student's original voice, critical thinking, and scholarly work must be maintained. *Please be aware that generative AI tools, while powerful, are not always accurate or reliable. Information provided by AI should be critically evaluated and independently verified for accuracy. Always cross-check AI-generated content with trusted sources before incorporating it into your work*
3. **Learning Support:**  
AI may be used for study aids, such as summarizing course materials or generating practice questions. These tools should be used to complement, not replace, engagement with course readings and assignments. *Please be aware that generative AI tools, while powerful, are not always accurate or reliable. Information provided by AI should be critically evaluated and independently verified for accuracy. Always cross-check AI-generated content with trusted sources before incorporating it into your work*

#### **Prohibited Uses of AI:**

1. **Assignment Completion:**  
AI-generated content cannot be submitted as original work. This includes, but is not limited to, essays, reflections, discussion boards, case studies, and other written assignments. All submissions must represent the student's own understanding and application of the course material.
2. **Misrepresentation of Work:**  
Presenting AI-generated work as your own without proper acknowledgment is

considered academic dishonesty. Any use of AI must be properly disclosed, including specifying the tool used and the extent of its contribution.

3. **Critical Reasoning and Reflection:**

AI tools should not be used to generate content for assignments that require personal reflection, critical & clinical reasoning, or synthesis of ideas. These assignments are designed to assess the student's ability to think critically and clinically and apply knowledge independently.

4. **Exams:** Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

**Disclosure Requirement:**

Students are required to disclose the use of AI tools in their work. This can be done by including a brief statement at the end of the assignment, specifying the AI tool used and describing how it was utilized (e.g., "AI tools (ChatGPT) were used to check grammar and improve the clarity of writing in this assignment."). AI generated content should appear in a different colored font.

**Consequences for Misuse:** Failure to adhere to this policy will be treated as academic misconduct. Consequences may include a grade reduction, a requirement to redo the assignment, or more severe penalties as outlined in the university's academic integrity policy.

**Rationale:**

This policy is intended to encourage the ethical use of AI in academic work while maintaining the integrity of the learning process. Students are encouraged to develop their own reasoning, writing, and problem-solving skills, which are essential for professional practice in occupational therapy.

**Methods of Instruction:**

- Students are required to have regular access to a computer and your UTEP email account. This course utilizes a student-centered approach to teaching via team-based learning (TBL) activities, with minimal use of lectures by faculty. The student should come prepared to class ready to participate in class discussions and collaborate with team members during the assigned class activities.
- **Reading Assignments:** Reading assignments will be assigned utilizing the latest peer-reviewed evidence on the weekly topic. Students are expected to come to class prepared, including but not limited to completing all assigned readings.
- **Lectures:** The instructor and students will provide lectures on course materials relevant to all the learning objectives in an interactive way to allow for discussion. Lectures will focus on developing critical thinking and problem-solving skills required for future clinical practice.
- **Class discussions:** The instructor will facilitate discussions relevant to the weekly topic to promote clinical reasoning development. Particular emphasis will be directed toward basic concepts in occupational therapy practice. Students must contribute to every discussion and be prepared to answer questions. A team-based approach will be utilized for all class discussions.
- **Oral Communication:** Many aspects of the course will include oral instructions that are not provided in writing. Students are expected to listen, understand, and clarify verbal instructions. Oral communication is both in sending and receiving the instructions and students will have an opportunity to practice both aspects during this course.

- **Community Engagement Experiences:** Students will participate in one event for the Senior Games hosted by the city of El Paso. The students will be graded based on their ability to complete a SOAP Note describing the activity/intervention.

### **Methods of Evaluation:**

- **Team/Individual In-class Assignments:** Students will complete various short in-class assignments related to the materials covered in class. Most of the assignments will be designed to be completed in groups. Students are encouraged to communicate with the instructor *before* class time if any issue arises that may interfere with their ability to participate or require them to step out of the class during unscheduled breaks. Students should arrive prepared for class to discuss, answer questions, and participate in all class lectures, meeting times and activities. Any student who is not engaged in the class, completing other activities not related to the course or the assigned activity, or completing assignments such as studying for another course will be asked to leave the class. Absence, tardiness, and participation points can all be affected by each incident.
- **IRAT and TRAT Tests:** Student will complete individual readiness assurance tests (IRAT) followed by team readiness assurance tests (TRAT) related to the assigned topics. It is the student's responsibility to contact the instructor prior an excused absence to discuss the possibility of rescheduling IRATs. If a student misses a T-RAT the student will receive a zero for the missed team quiz. It is up to the discretion of the instructor to allow for rescheduling a quiz or exam.
- **Individual Worksheet Matrices (IWM):** These will be based on assigned readings, videos, and articles relevant to the topics to be covered in class. They must be submitted on the due date to acquire full credit. Students will receive individual feedback on writing skills and content. It is each student's responsibility to review all feedback on all assignments and contact the instructor for needed clarification.
- **OT Process Paper:** In this assignment, you will complete the OT Process on an older adult 60(+) years old from the community. The OT process assignment will include an occupational profile, OT assessment selection, and implementation, OT evaluation report, development of intervention plan, and conducting one educational session while considering cultural and contextual factors of the client and their family and/or caregivers. A minimum of four evidence-based articles must be included for developing interventions and selecting the assessments. Some portions of this assignment *may be* completed using telehealth or other distance methods.
- **Primary Care Program Group Paper:** The students will develop a primary care program appropriate for older adults. A rubric will be provided.
- **Community Engagement** will be evaluated based on participation in one Senior Game activity and completion of related assignments. The instructor may plan community engagement opportunities embedded within the course schedule.
- **Safety:** will be evaluated during all classroom, simulated, and community experiences.
- **Professional Behavior/ Netiquette/:** The instructor will note active participation in all daily discussions, community outings, and class/laboratory experiences in this course during each session. Students deemed disinterested, unengaged, or otherwise occupied *will not receive participation points* at the instructor's discretion, with no recourse on the part of the student. Students should try to use the bathroom during scheduled breaks, which are offered approximately once per hour during instruction. Refer below for more details on professional behaviors expected in the classroom.  
If online classes are scheduled, students will be expected to have their cameras on during class. Please be ready to participate, have your microphone off when not

speaking, dress appropriately, and be aware of your surroundings. Students must stay seated and stay present. No food is allowed during active class time. Use break time to eat and hydrate. Students will be expected to speak professionally and listen for and ascertain important instructions from the instructor. Students' speaking skills will be evaluated during presentations and interactions with the instructor and classmates.

<b>Course Grading:</b>		<b>Letter Grade Equivalents:</b>
Assignments	10%	<b>A</b> = 90-100 <b>B</b> = 80-89 <b>C</b> = 70-79 <b>F</b> = 0-69
i-RATs	10%	
t-RATs	5%	
Individual Worksheet Matrices	10%	
OT Process Paper	20%	
OT Process Drafts (3)	5%	
Primary Care Program Paper	20%	
Professional Behavior and Participation	10%	
Community Engagement Experiences	10%	
<b>Total</b>	<b>100%</b>	

### **Professional Behaviors:**

- 1) **Punctuality and Attendance:** Students are expected to arrive promptly (5-10 minutes prior to the beginning of class) and to attend every class.
  - a. **Tardiness** without prior approval from the instructor will result in **1 point** off the computed final grade percentage per incident up to **10%** of the final grade. A text message, voice message, or email to the instructor can be left for approval.
  - b. **Any excused/unexcused** absence will result in an automatic deduction of **5%** in the final grade calculation for the course as determined by the instructor. You are expected to make up missed work and get information and materials missed from your classmates and the instructor.
- 2) **Time Management:** Late assignments will be deducted **10 points** from the grade **per day they are late**. If assignments are due at the beginning of class and turned in after class has begun, **5 points will be deducted**.
- 3) **Acceptance of and participation in giving and receiving constructive criticism:** Students will be responsible for assessing fellow students' performance and modifying performance based on feedback.
- 4) **Disruptive Behavior:** Behaviors that detract from students learning will not be tolerated. These behaviors include but are not limited to talking during class when an instructor or other student has the floor, attire distracting students from learning, entering and exiting during instruction, and incoming messages on electronic devices.
- 5) **Electronic Devices:** Cell phones and any other electronic device should be used for educational purposes only, including class content or accessing the course materials. Students must not access social media or engage in conversations via cell phone while attending class.
- 6) **Dress Code:** Students must wear polo or button-up shirts, pants, and closed-toe, non-skid shoes. Refer to the student handbook for details.

**Academic Integrity:** Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the

possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission of credit of any work or materials that are attributed in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents Rules and Regulations, Part One, Chapter VI, Section 3.22. Since scholastic dishonesty hard the individual, all students and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

### **From the UTEP Dean of Student Affairs**

(<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>). It is an official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

*Plagiarism* means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

*Collusion* means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

### **Americans with Disabilities Act:**

If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at

cass@utep.edu or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

**Health & Safety**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations



O6333 Productive Aging  
Tentative Course Calendar

Spring 2025–Tuesdays from 9 am to 11:50 pm.

Note: The instructor reserves the right to modify the class calendar if necessary.

Date	Lecture/Lab Topics:	Readings	Assignments Due	Obj
<p><b>Week 1</b> <b>1/21/25</b></p>	<p>Introduction to the course</p>	<p>Radomsky Ch 32: Preventing Occupational Dysfunction Secondary to Aging</p>	<p>-Syllabus review -Course Overview -Team member assignment -Discuss Case Study Presentation.</p>	<p>B.1.3</p>
<p><b>Week 2</b> <b>1/28/25</b></p>	<p>Social Determinants for the Aging person</p>	<p>Bonder Ch 1: Growing old in today's world.</p> <p>WS Ch 67: Providing OT for the Older Adult</p>	<p><b>**Assignment Due by Monday 11:59 PM</b></p> <ol style="list-style-type: none"> <li>1. Matrix Ch.1</li> <li>2. Matrix Ch.67</li> </ol> <p><b>Reading Quiz 1</b></p> <p><b>Elder In-class Case Study Part 2:</b> -Work on occupational profile for selected case study - Analyze Social Determinants for Class Case Study.</p> <p><b>**Work on Individual Case Study: Develop Detailed Past Medical History</b></p>	<p>B.1.3  B.4.1</p>
<p><b>Week 3</b> <b>2/4/25</b></p>	<p>Evaluation, Planning, &amp; Care Coordination</p>	<p>Bonder 27: Evaluation of Functional Performance</p> <p>WS 49: Evaluation, Intervention, and Outcomes for Occupations</p>	<p><b>**Assignment Due by Monday 11:59 PM</b></p> <ol style="list-style-type: none"> <li>3. Matrix Ch.27</li> </ol> <p><b>Reading Quiz 2</b></p> <p><b>Elder In-class Case Study Part 3</b> -List problem areas</p> <p><b>**Work on Individual Case Study: List Problem Areas</b></p>	<p>B.4.2 0</p>

<p><b>Week 4</b> <b>2/11/25</b></p>	<p>Evaluation, Planning, &amp; Care Coordination</p>	<p>Bonder Ch. 18 Self Care</p> <p>Bonder Ch. 19 Leisure</p>	<p><b>**Assignment Due by Monday 11:59 PM</b></p> <ol style="list-style-type: none"> <li>1. Matrix Ch. 18</li> <li>2. Matrix Ch.19</li> </ol> <p><b>Reading Quiz 3</b></p> <p><b>Elder In-class Case Study part 7</b> -Assess self-care status and leisure activities of client. -Develop interventions to address problem areas.</p> <p><b>**Work on Individual Case Study: Self-care, leisure, and intervention</b></p>	<p>B.4.9</p> <p>B.4.1 0</p>
<p><b>Week 5</b> <b>2/18/25</b></p>	<p>Evaluation, Planning, &amp; Care Coordination</p>	<p>Bonder Ch. 12 Cognitive and Emotional Functions: Health Impairment</p> <p>Bonder Ch.7: Cognitive Function</p>	<p><b>**Assignment Due by Monday 11:59 PM</b></p> <ol style="list-style-type: none"> <li>4. Matrix Ch.12</li> <li>5. Matrix Ch. 7</li> </ol> <p><b>Reading Quiz 4</b></p> <p><b>Elder In-class Case Study Part 4</b> -Select appropriate evaluation tools. -Interventions for cognitive deficits</p> <p><b>OT PROCESS PART I: OCCUPATIONAL PROFILE</b></p> <p><b>Work on Individual Case Study: Select Appropriate Evaluation Tools</b></p>	<p>B.4.9</p> <p>B.4.1 0</p>
<p><b>Week 6</b> <b>2/25/25</b></p>	<p>Evaluation, Planning, &amp; Care Coordination</p>	<p>Bonder Ch. 14 Sensory Function, Skin, and Pain: Health Conditions</p> <p>Bonder Ch. 15 Neuromuscular and Movement</p>	<p><b>**Assignment Due by Monday 11:59 PM</b></p> <ol style="list-style-type: none"> <li>6. Matrix Ch. 14</li> <li>7. Matrix Ch.15</li> </ol> <p><b>Reading Quiz 5</b></p> <p><b>Elder In-class Case Study Part 5</b></p>	<p>B.4.9</p> <p>B.4.1 0</p>

		Function: Health Conditions.	<p>-Select Appropriate Evaluation Tools</p> <p>-Interventions to address sensory deficits and pain</p> <p><b>**Work on Individual Case Study:</b> Conduct selected testing materials specific to target problem areas.</p> <p>-Analyze clinical observations.</p>	
<b>Week 7</b> <b>3/4/25</b>	Fall Risk Assessment and Intervention strategies	<p>Bonder Ch 11 Neuromuscular and Movement Function: Coordination, Balance, and Gait.</p> <p>Bonder Ch. 16 Neuromuscular and Movement Function: Falls</p>	<p><b>**Assignment Due by Monday 11:59 PM</b></p> <p>8. Matrix Ch. 11</p> <p>9. Matrix Ch. 16</p> <p><b>Reading Quiz 6</b></p> <p><b>Elder In-class Case Study:</b></p> <p>-Determine Fall Risk status</p> <p>-Safety concerns</p> <p>-Interventions for fall prevention</p> <p><b>Elder Case Study Part 6</b></p> <p>-Perform Fall Risk Assessment</p>	<p>B.4.9</p> <p>B.4.1 0</p>
<b>Week 8</b> <b>3/11/25</b>	<b>SPRING BREAK!!!</b>			
<b>Week 9</b> <b>3/18/25</b>	Evaluation, Planning, & Care Coordination	<p>Bonder Ch.13: Cardiopulmonary and Cardiovascular Function: Health Conditions</p> <p>Bonder Ch. 8: Cardiopulmonary and Cardiovascular Function</p>	<p><b>Reading Quiz 7</b></p> <p><b>**Assignment Due by Monday 11:59 PM</b></p> <p>10. Matrix Ch. 13</p> <p>11. Matrix Ch. 8</p> <p><b>Elder In-class Case Study:</b></p> <p>-Assess cardiopulmonary function.</p> <p>-Safety concerns</p> <p>-Interventions to address cardiopulmonary issues</p>	<p>B.4.9</p> <p>B.4.1 0</p> <p>B.3.7</p>
<b>Week 10</b> <b>3/25/25</b>	Active Aging: Supporting Client Activities and	<b>Older Adult Screening Clinic</b>		

	Participation			
<b>Week 11</b> <b>4/1/25</b>	Service Delivery for the Older Adult	Bonder Ch. 30 Primary Care	<p><b>Reading Quiz 8</b></p> <p><b>**Assignment Due by Monday 11:59 PM</b></p> <p>1. Matrix Ch. 30</p> <p><b>Review Primary Care Assignment Rubric</b></p> <p><b>Select Primary Care Program</b></p>	B.4.1 4
<b>Week 12</b> <b>4/8/25</b>	Service Delivery for the Older Adult	<p>Bonder Ch. 20 Work and Retirement</p> <p>Bonder Ch. 22 Driving</p> <p>Community Mobility Ch. 23</p>	<p><b>Reading Quiz 9</b></p> <p><b>**Assignment Due by Monday 11:59 PM</b></p> <p>1. Matrix Ch. 22 2. Matrix Ch. 20</p> <p><b>Elder In-class Case Study Part 8</b></p> <p><i>-Evaluate client's ability to drive.</i></p> <p><i>-How meaningful is driving to your client?</i></p> <p><i>-Determine best course of action regarding to driving</i></p> <p><b>OT Process PART II: Screening of Occupational Performance Due</b></p>	B.4.1 4  B.4.2 7
<b>Week 13</b> <b>4/15/25</b>	Service Delivery for the Older Adult	<p>Bonder Ch. 29 Community-Based Services</p> <p>Bonder Ch. 28 Health and Wellness</p>	<p><b>**Assignment Due by Monday 11:59 PM</b></p> <p>2. Matrix Ch. 29 3. Matrix Ch. 28</p> <p><b>Elder In-class Case Study Part 9</b></p> <p><i>-What community-based services can your client benefit from?</i></p> <p><b>**Work on Individual Case Study: Assessment and Interventions.</b></p> <p><b>Primary Care Program Due</b></p>	B.4.1 0  B.4.1 4  B.4.2 7

			on April 20 <sup>th</sup> at 11:59 PM	
<b>Week 14</b> 4/22/25	Service Delivery for the Older Adult	Bonder Ch. 31 Home Health Care  Bonder Ch. 32 Rehabilitation	<b>Reading Quiz 10</b>  <b>**Assignment Due by Monday 11:59 PM</b> 1. Matrix Ch. 31 2. Matrix Ch. 32	B.4.9  B.4.1 0  B.4.2 0
<b>Week 15</b> 4/29/25	Service Delivery for the Older Adult	<i>Bonder Ch. 33 Long Term Care</i>  <i>Bonder Ch. 34 End of Life, Palliative Care, and Hospice</i>	<b>**Assignment Due by Monday 11:59 PM</b> 3. Matrix Ch. 33 4. Matrix Ch. 34  <b>Elder In-class Case Study Part 10</b> <i>-Could your client benefit from intervention by another discipline?</i> <i>-Determine continuum of care based on your client's present level of performance.</i>  <b>OT Process Part 3 Due: Assessment and Interventions</b>	B.4.9  B.4.1 0  B.4.2 0
<b>Week 16</b> 5/6/25	OT Process Paper Draft Due		<b>Case Study Paper Final Review</b>	
<b>Final's Week</b> 5/13/25	<b>OT PROCESS Paper Due</b>			

The University of Texas at El Paso  
College of Health Sciences: Occupational Therapy Department  
**OT 6333 Productive Aging**  
**SYLLABUS Spring 2025**

Student responsibilities:

1. Regular class attendance and participation. Understand **Punctuality and Attendance** policies.
2. All information presented in all learning activities.
3. Prior approval from instructor for any excused absence.
4. Completion of all reading materials before attending class.
5. Read information about **AI use** in the classroom.
6. All assignments are due as indicated on the course outline. Late assignments will be deducted **10 points** off the grade, per day they are late. If assignments are due at the beginning of class and turned in after class has begun, **5 points will be deducted.**
7. If a student is unable to take a scheduled exam or quiz, s/he is responsible for notifying the instructor before the examination. Another student informing the instructor of an absence is not acceptable. It is up to the discretion of the instructor to allow for rescheduling a quiz or exam.
8. Professional preparation of entry-level clinicians requires students to master the skill of active participation with team members; therefore, students are expected to participate in classroom and lab activities and discussions. Lack of consistent participation will result in a non-negotiable deduction of 5% off the final class grade.
9. For all clinical observations, it is recommended you wear pants (twill or chinos), closed-toe, non-skid shoes, and polo or button-up shirts.

**Disclaimer: Due to the content of this course, there will be physical contact with other classmates and instructors in order to fully comprehend and correctly perform specific evaluation and intervention techniques. By reading and signing this statement, you agree to fully participate and accept the necessity for physical contact by instructors, guest speakers, and other classmates for professional and educational purposes.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_