

**CASPER COLLEGE COURSE SYLLABUS**  
**School of Health Science**  
**COTA 2160: Leadership Skills: Lab B**

**Semester/Year:** Fall 2015

**Lecture Hours:** 0

**Lab Hours:** 4

**Credit Hours:** 2

**LAB A**

**Class Time**

Mon 10:00-11:50  
Tues 8:00-9:50

**Days:** Mon and Tues

**Room:** Lecture: LH 109C  
Lab: LH 109C

**LAB B**

**Class Time**

Mon 10:00-11:50  
Thurs 8:00-9:50

**Days:** Mon and Thursday

**Room:** Lecture: LH 109C  
Lab: LH 109C

**Instructor's Name:** Cassady Hoff, MS, OTR/L  
Program Director  
Occupational Therapy Assistant Program

**Instructor's Contact Information:**  
E-mail or phone: leave a message if not available

**Office Phone:**  
307-268-2867; LH 113B  
**Cell Phone:**  
307-262-0662

**E-mail:**  
choff@caspercollege.edu

**Office Hours:**

Monday: 1:00-3:00 pm  
Tuesday: 11:00-12:00 am, 1:00-2:00  
Wednesday 11:00-12:00 p.m.

**Course Description:** This course promotes effective interpersonal communication for group and professional leadership, evaluation of self and others, and therapeutic-use-of-self techniques necessary for effective occupational therapy service provision. Group leadership and interactive skills are practiced along with activity analysis, adaption and grading of group activities.

**Statement of Prerequisites:**

Taken concurrently with COTA 2100 and 2210.  
Prerequisites: COTA 2200, 2150, 2300 and 2420.

**Goal:**

Upon completion of this course the student will demonstrate beginning skills in group leadership, therapeutic communication and professional communication/relationships.

**Specific Course Objectives:** Upon completion of this course, the student will be able to:

- Demonstrate knowledge of leadership styles, functions of groups and roles as a provider of occupational therapy interventions
- Demonstrate beginning professional communication skills

- Demonstrate ability to plan, adapt and lead therapeutic group activities
- Demonstrate beginning knowledge of theoretical approaches to group interventions
- Provide development, remediation and compensation for physical, cognitive, perceptual, sensory, and neuromuscular and behavior skills.
- Provide therapeutic use of self, including one's personality, insights, perceptions and judgments as part of the therapeutic process.
- Effectively interact through written, oral and nonverbal communication with the client, family, signification others, colleagues, other health providers and with the public in a professional acceptable manner.
- Teach compensatory strategies such as use of technology, adaptations to environment, and involvement of humans and non-humans in completion of tasks.

**COMPETENCIES:**

- Lead 7-step group or identified alternative demonstrating therapeutic use-of-self
- Analyze, adapt and grade activities

**OUTCOMES:** As graduates of Casper College, students will be able to:

- Demonstrate effective oral and written communication skills
- Solve problems using critical thinking and creativity
- Demonstrate knowledge of diverse cultures
- Appreciate creative activities

**Accreditation Standards:**

B.2.11. Identify interventions consistent with models of occupational performance.

B.5.4. Implement group interventions based on principles of group development and group dynamics across the lifespan.

**Methodology:** Students will complete a combination of learning experiences which include lectures, labs, written assignments, class presentations and discussions, examinations/quizzes, assigned readings, and simulated group situations.

**Evaluation Criteria:** Students must have at least a 75% in each of the below areas to pass this course. A student will not pass the course until all assignments are turned in. Assignments will be lowered 10% per day for each day late.

- 93-100% - Excellent (A)
- 84-91% - Superior (B)
- 75-83% - Average (C)
- 74% and below - Not passing in the OTA major

**Course Assignments:**

Simulation Lab	20 points
Adaptation Worksheets (2 @ 30 points each)	60 points
Paper to People Adaptation/Grading	30 points
Group Protocol	50 points
Group Treatment Plan	40 points
Group Leadership	
2 @ 35 points Group Planning	70 points
2 @ 25 points: Leadership	50 points
Participation/professionalism	45 points
Weekly Quizzes (8 @ 10 points, 1@15)	95 points
Final – Practical	60 points

Final – Written		<u>50 points</u>
	TOTAL	570 points
Weights:		
Written	46%	
Verbal	28%	
Exam/Quiz	26%	

**Casper college may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.**

**Required Text, Readings, and Materials:**

- Cole, 2012. Group Dynamics, 4th Edition, Slack, Inc., ISBN: 978-1-61711-5  
 Schell, Gillen, Scaffa 2014. Willard & spackman’s Occupational Therapy.  
 Lippincott, Williams & Wilkins, 12<sup>th</sup> Edition. ISBN: 13:978-1-459-1080-7.

**Class Policies:**

- Last Date to Change to Audit Status or to Withdraw with a W Grade: Nov 14, 2015.

**Class attendance:** Attendance is expected. Students with less than 90% attendance in course work will be expected to meet with program faculty to address the problem. If an assignment is late, students will receive a C for that assignment upon re-do as long as the assignment demonstrates 75% competency of the total allowed points. All exams also must be passed with a minimum of 75% of the total grade. A student will not pass the course until all assignments are turned in/passed and all exams passed. The final grade will be a total of all requirements. If a student requires more than one re-take of an exam or re-do of an assignment their grade will be recorded as a 0. Students must still complete the assignment/exam at a least of 75% to prove competency and pass the course. If a student does not achieve the above outlined expectations, they will be required to meet with faculty and a plan will be developed, which may include termination from the program.

**Cell Phone Policy:** It is the policy of the OTA Program that all students are required to adjust their cell phones to "silent" mode prior to entering classroom. If your cell phone does not have this feature you are required to turn your cell phone off while class is in session. Under no circumstances may you answer a cell phone while class is in session. Under no circumstances should you be text messaging or using your cell phone for some form of entertainment while class is in session. Violations of the cell phone policy will be result in loss of professionalism points. If the policy is not followed after the first incident student will have loss of access to phone and double point deduction.

- **Professional Appearance:** In all off-campus activities, guest speakers and class presentations students will be expected to wear Occupational Therapy Assistant Program logo polo shirts and khaki/dress pants or skirts. **THIS WILL INCLUDE ALL GROUPS STUDENTS LEAD.**
- **Professionalism:** Students are developing expected professional behaviors throughout the program. Each class includes points for professionalism. This includes coming to class prepared for discussion and interaction, involvement in class activities, turning assignments in on time and conducting themselves with professional behaviors including respect for class members and instructors.

**Curriculum Design:** The Casper College Occupational Therapy Assistant Program curriculum is designed based on Erik Erikson’s theory of psychosocial development over the lifespan and Schkade and Schultz’s Occupational Adaptation integrative frame of reference. COTA 2160 is designed to

promote effective interpersonal communication and leadership skills. This class continues application of therapeutic self-awareness and therapeutic use of self and the concepts of COTA 2150: Group Dynamics. This course progresses into group leadership, application of therapeutic-use-of-self, self-assessment, feedback and adaptation concepts are employed for self-review and occupational adaptation.

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the Department Head/Program Director, the Dean, School of Health Science, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

### COURSE SCHEDULE

**Due to the nature of this course students need to be flexible with course topics and completion of course material. Topics listed on one day may carry over to another class time.**

UNIT I: Group Leadership, dynamics and skills.

Objectives: At the completion of Unit I the student will be able to:

1. Verbalize knowledge of leadership styles and functions of groups
2. Verbalize the development and importance of therapeutic-use-of-self
3. Verbalize effective communication skills for group leadership

DATE	TOPIC: Lecture	ASSIGNMENT
Aug 24	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Class Overview</li> <li>• Working in a Group</li> <li>• Expressing yourself</li> </ul>	Cole: Ch2

	clearly, listening, group problem solving	
Aug 27	<ul style="list-style-type: none"> <li>Preparing, guiding, leading groups and discussions</li> <li>Leading a Group; building cohesions, managing conflict</li> <li>Group dynamics</li> </ul>	Cole Ch. 2, Appdx D, F Schell: Ch 34, 35
Aug 31	<ul style="list-style-type: none"> <li><b>Quiz</b></li> <li>Group Leadership</li> <li>Sample group application</li> <li>Planning Social Contexts</li> </ul>	Continued: Cole Ch. 1, Appdx A Schell: Ch 57, 58, Appendix A, D, E and F
Sep 3	<ul style="list-style-type: none"> <li><b>Quiz: 7-steps/Leadership</b></li> <li>Sample group application</li> <li>Client-center theory</li> </ul>	Cole: Ch 3, Appdx E
Sep 7	NO CLASS LABOR DAY	NO CLASS LABOR DAY
Sep 10	<ul style="list-style-type: none"> <li>Giving and Receiving Feedback</li> </ul>	

Unit II: Effective Group Process, Feedback and Goal Development

Objectives: Upon complete of Unit II, the student will be able to:

1. Critique class and own performances addressing group leadership styles, theoretical guidelines and group functions.
2. Demonstrate the ability to plan activity for varied group settings
3. Demonstrate an awareness of types of groups commonly used in OT settings.
4. Demonstrate the ability to participate positively in the group process
5. Adapt activities for varying functional levels and populations
6. Demonstrate the ability to plan a therapeutic activity which is consistent with an identified type of OT group
7. Demonstrate an awareness of self as a group leader and member
8. Demonstrate an ability to interact positively with other group members
9. Recognize the importance of listening and giving/receiving feedback in interpersonal communications
10. Demonstrate the concept of the therapeutic use of self

DATE	TOPIC	ASSIGNMENT
Sep 14	<b>Quiz: Client-centered Psychoanalytic</b>	Cole: Ch 5, Appendix E
Sep 17	<b>Group Leadership (4)</b>	
Sep 21	<b>Quiz: psychoanalytic Cognitive Behavior</b>	Cole: Ch 6, Appdx E
Sep 24	<b>Group Leadership (4)</b>	
Sep 28	<b>Quiz: Cognitive Behavioral Allen</b>	Cole: <b>Ch 7, Appdx E</b>
Oct 1	<b>Group Leadership (4)</b>	
Oct 5	<b>Quiz: Allen Developmental</b>	Cole: Ch 8, Appendix B, C, E

Oct 8	<b>Group Leadership (4)</b>	<b>Adaptation worksheet #1 due</b>
Oct 12	<b>Quiz: Developmental Sensory Approaches</b>	Cole: Ch 9, <b>Appdx E</b>
Oct 15	<b>Groups Leadership (2) Begin Group Treatment Plans</b>	Bring COTA 2100: Early book to class Cole: Ch 11, 12, 13, Early: Appendix A and B
Oct 19	No Class Fall Break	No Class Fall Break
Oct 22	No Class Fall Break	
Oct 26	<b>Quiz: Sensory Approaches Model of Human Occupation</b>	Cole: Ch 10, Appdx E
Oct 29	Group Treatment plans Begin Protocols	Cole: Ch 11, 12, 13, Early: Appendix A and B
Nov 2	<b>LEVEL I ROTATIONS</b>	<b>LEVEL I ROTATIONS</b>
Nov 5	<b>LEVEL I ROTATIONS</b>	<b>LEVEL 1 ROTATIONS</b>
Nov 9	Group Treatment Plans/ Protocols <b>Quiz MOHO</b>	Continue Cole 11, 12, 13, and Early: Appendix A and B
Nov 12	<b>3 present final group</b>	<b>Group Treatment plans due</b>
Nov 16	Protocols	<b>Adaptation Worksheet #2 due</b> Cont readings
Nov 19	<b>Final Lab practical (3)</b>	
Nov 23	Paper to People Activity	
Nov 26	<b>NO CLASS THANKSGIVING</b>	
Nov 30	<b>Learning Styles</b>	<b>Paper to People Assignment due</b>
Dec 3	<b>LEVEL I FIELDWORK ROTATIONS</b>	
Dec 7	<b>LEVEL I FIELDWORK ROTATIONS</b>	
Dec 10	<b>Final Lab Practical's (3)</b>	<b>Protocol assignment due</b>
Dec 14	<b>Finals</b>	<b>TBA</b>