



**Course Syllabus
SEMESTER
School of Nursing and Health Professions**

<i>Course Name:</i>	Intro to OT Domain and Process
<i>Course & Section Number:</i>	OTA 223-XXX; OTA 223-CXX
<i>Meeting Day(s) & Time(s):</i>	
<i>Credits:</i>	4
<i>Contact Hours:</i>	2 hours lecture: 14 clinical hours
<i>Instructors Names:*</i>	
<i>Office Hours & Location:</i>	
<i>OCC Phone:</i>	
<i>OCC Email:*</i>	

*Please use only Owens email for course communications.

Catalog description:

This course is an introduction to the domain of OT practice which outlines the profession's purview and the areas in which its members have an established body of knowledge and expertise. An introduction of the history and philosophical base of the profession of occupational therapy are presented. Focus on performance of occupation including the analysis of the dynamic intersection of activity demands, performance skills, performance patterns, client factors, context and environment, and areas of occupation that support health and participation in life through engagement in occupation.

Prerequisite/Corequisites:

Prerequisite: OTA 211

Corequisite: OTA 222

Course Materials:



Management And Administration For The OTA Leadership And Application Skills.
Jacobs (2015). Slack Incorporated ISBN 9781630910655



AOTA Membership: paid via course fees

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

What You Will Learn in the Course

Student Learning Outcomes:

SLO	2023 ACOTE Standard	Outcome	Where Assessed (List assignments, exams, discussions; items must be graded.)
1	B.2.1.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	-Evidenced Based Treatment Plan #1 and #2 -Evidenced Based Practice Presentation
2	B.2.3.	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.	
2	B.2.9.	Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. The plan must address the following: •Personal well-being. •Alignment with current accepted norms in occupational therapy practice. •Advocacy related to clients, occupational therapy, or the role of the occupational therapist or occupational therapy assistant. •Long-term career objectives. •A strategy to evaluate, refine, and update the plan over time.	-Personal and Professional Development Plan
3	B.2.11.	Demonstrate knowledge of effective leadership styles. Identify personal and professional strengths and areas for growth to become an effective leader.	-Leadership Role Playing and Self-Assessment
4	B.3.2.	Demonstrate professional reasoning to inform occupation-based interventions that focus on: •Client factors, performance patterns, and performance skills.	-Evidenced Based Treatment Plans #1 and #2 -Evidenced Based Practice Presentation

SLO	2023 ACOTE Standard	Outcome	Where Assessed (List assignments, exams, discussions; items must be graded.)
		•Creation, promotion, establishment, restoration, maintenance, modification, and prevention.	
5	B.3.7.	Monitor and reassess, in collaboration with the client and care partner, the effect of occupational therapy intervention and the need for continued or modified intervention and communicate the identified needs to the occupational therapist.	-Evidenced Based Treatment Plans #1 and #2
6	B.5.1	Explain how scholarly activities and literature contribute to the development of the profession. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.	-Evidenced Based Treatment Plans #1 and #2 -Evidenced Based Practice Presentation

Institutional General Education Competencies

Competency	Where Assessed
Communicate effectively.	Assignments Met By: • Leadership Role Playing and Self-Assessment • Evidenced Based Practice Presentation
Act with professional responsibility.	Assignments Met By: • Leadership Role Playing and Self-Assessment • Evidenced Based Practice Presentation • Evidenced Based Treatment Plans #1 and #2
Demonstrate sensitivity to others' beliefs and values.	Assignments Met By: • Leadership Role Playing and Self-Assessment • Evidenced Based Practice Presentation • Evidenced Based Treatment Plans #1 and #2
Think analytically, critically, and creatively.	Assignments Met By: • Leadership Role Playing and Self-Assessment • Evidenced Based Practice Presentation • Evidenced Based Treatment Plans #1 and #2

Interprofessional Education Competencies

Competency	Where Assessed
Interpret the knowledge, skills, abilities, and experiences of other professions – appropriate to the specific care situation- to inform care decisions that provide care that is ethical, safe, timely, efficient, and equitable.	Assignments Met By: • Evidenced Based Practice Presentation • Evidenced Based Treatment Plans #1 and #2 • Leadership Role Playing and Self-Assessment
Differentiate the unique cultures, values, roles/responsibilities, and expertise of one's own and other health professions.	Assignments Met By: • Evidenced Based Practice Presentation • Evidenced Based Treatment Plans #1 and #2 • Leadership Role Playing and Self-Assessment

Competency	Where Assessed
Demonstrate effective communication techniques in facilitating discussions and interactions that enhance team function and quality care.	Assignments Met By: - Evidenced Based Practice Presentation - Evidenced Based Treatment Plans #1 and #2 - Leadership Role Playing and Self-Assessment

Technology, Lab, and File Requirements:

Reliable Internet Connection

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy/Sexual Misconduct Procedures](#) and

Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

[Anti-Discrimination and Harassment](#)

[Anti-Discrimination and Harassment Procedures](#)

[Title IX/Sexual Misconduct Procedures](#)

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or prospective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Please refer to the OTA Procedures Manual for specifics. This is in your Class of 2026 Blackboard shell.

Classroom Environment:

We support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds and experiences, every member of this class will show respect for every other member of this class while we demonstrate diligence in understanding how other peoples’ perspectives, behaviors and worldviews may be different from their own.

Late Work: When Blackboard submissions are not in the appropriate location or format, and not corrected before grading process begins, the score will be a 0%.

Assignments turned in after the due date and up to 1 week late, with prior notice to instructor, expecting the assignment receives a passing score, will receive the lowest passing score of 76%. All other assignments will need to be turned in and will receive a 0% after 1 week late. All assignments must be turned in to receive a final grade in the course.

Attendance: Please refer to the OTA Procedures Manual for specifics. If you miss more than 30% of class time, disciplinary action may be taken by the instructor which may include assigning a failing grade for the course.

Lecture is asynchronous. Lecture materials should be completed on your own time **BEFORE LAB** and are on average 2 hours of work in addition to reading.

Lab is synchronous. Lab topics/tasks will be completed in a synchronous lab. Students are expected to complete assigned readings and lecture materials prior to lab. Students who have not done so will find it difficult to participate appropriately in lab activities. Students will attend their scheduled lab time on campus or designated meeting place.

How Grades are Determined and Major Assignments

Student course grades can be viewed in Blackboard. Students with a grade average of 76% or less will be counseled by the appropriate faculty member by the 4th week of the semester.

Submission links can be found on Black Board for the following:

Evaluation Measure <i>The grade points for the areas of work are as follows.</i>	Student Learning Outcome/ACOTE standard	Points/Percentage
Clinical Treatment Note	B.2.3 B.3.7. IPE – Differentiate professional cultures/roles IPE – Interpret knowledge/roles of other professions	5%
Evidenced Based Treatment Plan 1 and Presentation	B.2.1 B.2.3. B.3.7. Gen Ed – Communicate effectively Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking Gen Ed – Act with professional responsibility IPE – Differentiate professional cultures/roles IPE – Effective communication in teams	(TX)10% (Presentation) 5%
Evidenced Based Treatment Plan 2	B.2.2 B.2.3 B.2.7 B.3.7 Gen Ed – Communicate effectively Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking Gen Ed – Act with professional responsibility IPE – Differentiate professional cultures/roles IPE – Effective communication in teams	12.5%
Implementing Evidenced Based Practice Presentation	B.2.1 B.2.3. B.3.7. B.5.1. Gen Ed – Communicate effectively Gen Ed – Analytical/critical/creative thinking Gen Ed – Sensitivity to beliefs and values Gen Ed – Act with professional responsibility	25%

	IPE – Differentiate professional cultures/roles IPE – Effective communication in teams	
Peer review of OTA 111 Speeches	B.2.11. B.2.9. Gen Ed – Communicate effectively Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking Gen Ed – Act with professional responsibility IPE – Effective communication in teams	5%
Personal and Professional Development Plan	B.2.9 B.2.11 Gen Ed – Analytical/critical/creative thinking Gen Ed – Act with professional responsibility	12.5%
Leadership Role- Play and Self- Reflection	B.2.9. B.2.11 Gen Ed – Communicate effectively Gen Ed – Sensitivity to beliefs and values Gen Ed – Analytical/critical/creative thinking Gen Ed – Act with professional responsibility IPE – Effective communication in teams IPE – Differentiate professional cultures/roles IPE – Interpret knowledge/roles of other professions	15%
Lecture Assignments	B.2.9. B.2.11. B.3.7. B.5.1.	10%
		GRAND TOTAL: 100%

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcome Assessed
Presentations	30%	1,4,6; Gen Ed 1-4
Assignments	70%	1-6; IPE 1-3; Gen Ed 1-4

Grading Scale

Grade	Points
A	93-100
B	83-92
C	76-82
D	60-75
F	0-59

Grading Procedure:

The final grade for the course will be the letter grade achieved in class, provided the clinical lab evaluation and the lab skills checkoff grades are satisfactory, **and a score of 76% or higher in test mastery has been achieved**. Students must earn a passing grade of 76% or higher in both the lecture and laboratory components of each course. There will be no rounding of grades. Grades will be posted on the course Blackboard shell and will be considered final 5 days after posting. **Refer to OTA Student Procedures Manual for more specifics.**

While not all assignments in this course carry a grade or point value, each assignment is essential for your learning and progress. To ensure your success, it is important that every assignment is completed and turned in. Failure to submit any assignment will result in an incomplete grade for the course, as all tasks are designed to help you achieve the learning objectives.

Remediation

If your exam score falls below 76%, you'll have the opportunity to strengthen your understanding by attending a required 1-hour open lab session. This dedicated time is meant for you to actively engage with the material, practice skills, ask questions, and seek clarifications. While instructors will be available to assist, please note that these sessions are focused on enhancing your grasp of the content rather than re-teaching it. Your proactive participation is key to making the most of this resource. After remediation, you will be allowed 1 opportunity to retake **exams only**.

Grades will be calculated on the following scale.

93% and Above	A
83% to Less than 92%	B
76% to Less than 82%	C
60% to Less than 75%	D
Less Than 60%	F

Course Calendar:

TA 223 Syllabus Calendar and Assignments

Date	Topics & Readings & Preparation Readings Due prior to date	Assignments Due to BB by 11:59 p.m.
Week 1	Start Level 1 A Maintenance • Site visits will be announced through course • FW Manual and FW Performance Interventions Seminar: • “Fieldwork” - Jacobs, Ch. 8 • “Training Materials for FW Education” - Jacobs, p. 111-112 • “Enhancing Professionalism Among OT Students: The Culture of Professionalism” in BB • Start updating AOTA Fieldwork Data Form • Start processing the SFEE • Have printouts / access to the FW PE forms	• Complete AOTA Membership renewal form (through course fees)
Week 2	Read FW Manual – found in BB Read: Emotional Intelligence Presentation Complete: Emotional Intelligence Self Assessment (found in the presentation) Be prepared to discuss during lecture	DATE, TIME Due: Professionalism and Cultural Effectiveness Self Reflection
Thursday		• AOTA FW Data Form • Clinical Treatment Note
Friday	**In Person Lecture** -Breaking down FW and conflict resolution -Review FW Manual -Review EBP Presentation Assignment	
Week 3	• “Ethics” - Jacobs, Ch. 10 • “AOTA Code of Ethics” – AOTA	

Thursday	Due: Padlet Self Reflection	• Evidence Based Treatment Plan 1 – 1 EBJA and 1 treatment handouts • Evidence Based Treatment Plan 2 – 1 EBJA and 1 treatment handouts
Week 4	• Read “Five professional development hacks” Read: “Understanding Professional Identity in Occupational Therapy: A Scoping Review” and “Exploring Professional Identity in Rehabilitation Professions: A Scoping Review” – on BB	DATE by TIME Midterm PE Due (by student)
Thursday		
Week 5	Prep for Lecture: Complete Professional Identity Mapping activity – on BB.	
Thursday		Part 1: Implementing EBP Presentation Due TIME
Friday	**In Person Lecture** -Discuss FW -Personal and Professional Development Plans	
Week 6	“Communication Skills: Health Literacy” - Jacobs, Ch. 9	
Thursday	Padlet Self Reflection Due	• FW Level I Student Self-Assessment • PE – by FW Supervisor(s) • PE – by Student • SFEE • Timesheet
Friday	**In Person Lecture** -Discuss FW -EBP Treatment Plan Presentations	
Week 7	Start Level 1-B • Complete weekly readings found in BB • “The Importance of Scholarship and Scholarly Practice for the OTA” - Jacobs, Ch. 11 • Complete Scholarship and Competence Reflection	

Thursday	Scholarship and Competence Reflection Due 11:59pm	Personal and Professional Development Plan Due TIME
Friday	**In Person Lecture – Bridges Out of Poverty Speaker for OTA 222. This will replace your 222 lab for this week**	
Week 8	- Read “Rethinking clinical decision-making to improve clinical reasoning” – found in BB - Complete Padlet DB – found on BB	AOTA FW Data Form due DATE at TIME
Thursday		Feedback for 111 Speeches Link to Rubric and Videos Clinical Treatment Note
Week 9	- Issue FW Level 2 Assignments via email - Prep for Lecture: “How to Make Your OT Resume Stand Out”	Padlet’s 1 and 2 Due by DATE, TIME
Thursday	Contact Level 2	- Evidence Based Treatment Plan 3 1 EBJA and 1 treatment handouts - Evidence Based Treatment Plan 4 1 EBJA and 1 treatment handouts - Midterm PE (by student)
Friday	**In Person Lecture** - Guest Speaker from Career Services - Resume building and cover letters	
Week 10	Read: “Quality Indicators for Occupational Therapy: A Scoping Review” and complete reading guide– BB	
Thursday	Padlet: Quality Indicators Case Study	Part 2: Implementing EBP Presentation Due TIME
Week 11	“Documentation and Quality Improvement” - Jacobs, Ch. 6 -Complete Documentation Padlet -Complete table 6-1 Padlet	
Thursday		
Week 12	Read: Healthcare Leadership Model Be sure to click on “find out more” under each of the 9 dimensions.	Part 3: Implementing EBP Presentation Due TIME

	Complete the Healthcare Leadership Model Self Assessment. – Link on BB **If your site is closed for Veterans Day, you are not required to make up the hours. If your site is open, you are still required to attend FW. If you miss that day and your site is open, you will have to make up those hours**	
Thursday		- FW Level 1 Student Self-Assessment - PE – by FW Supervisor(s) - PE – by Student - SFFEE - Timesheet
Week 13	Prep for lecture: Leadership and Advocacy, Chapter 2 Jacobs	Due: - Create account through Owens' College Central Network - Upload cover letter to BB - Upload resume to Owens College Central Network
Friday	**In Person Lecture** -Leadership Role Playing and Self-Reflection	
Week 14	Review for Final exam	Part 4: Implementing EBP Presentation Due DATE by TIME
Thursday		Finalize DB 5
Week 15	PE meetings, by request Complete Course Evaluations	
Friday	**In Person Lecture** -Part 5: Implementing Evidenced Based Practice Presentations.	
Week 16	Final Exam in Testing Center	Final Grades Submitted to transcripts

Week	Date	Topics & Preparation (completed prior to class)	Assignments Due to BB by 11:59 p.m. , unless otherwise specified
Unit 1: History, Activity Analysis, OTPF Domain Occupations and Context			
1		Lecture: Class Introduction History of occupational therapy	· Have available everyday: OTPF
		Lab: Historical Figures Presentation	
2		Lecture:	Due on BB by TIME by DATE -DB #1 - Introduction

		Lab:	
3		Lecture: Quiz on preparatory materials Activity Analysis Overview Discuss Activity Analysis Assignment Chapter 1 OBAA - What is Activity Analysis	
		Lab: AA Activity	
4		Lecture: Quiz on preparatory materials Chapter 2 OBAA – Determining what is being analyzed OTPF Domain – Occupations and Contexts	
		Lab: - Occupations Mind Map - AA Activities	
5		Lecture: Quiz on preparatory materials Chapter 3 – Determining the Relevance and Importance to the Client Chapter 5 – Determine Object, Space, and Social Demands	
		Lab: AA Activities	
		Unit 1 Exam Opens at TIME – Must Take in Testing Center	Exam Closes at TIME on DATE
Unit 2: OTPF Domain – Client Factors			
6		Lecture: Quiz on preparatory materials OTPF Domain – Client Factors (part 1) Please Review these websites prior to class: Your 8 Senses STAR Institute (sensoryhealth.org) Neuroscience for Kids - Vision Exp. (washington.edu) Smell and Taste Video Taste and Smell 2 Video Visual Perception	
		Lab: AA Activities, foundational anatomy: overview of central and peripheral	

		nervous systems, tie sensory input to brain structures - anatomy-based checklists/lab warm-ups, mapping anatomical structures to movement and task performance - Sensory relay simulation using tactile/visual/auditory stations	
7		Lecture: Quiz on preparatory materials · OTPF Domain – Client Factors (part 2) and Performance Skills	
		Lab: - AA Activities - focus on musculoskeletal structures and how they support occupational performance - trace movements in real-time	
8		Lecture: Quiz on preparatory materials · Chapter 4 – Determine the Sequencing and Timing	
		Lab: AA Activities	
		Comprehensive Midterm Exam Opens at TIME – Must Take in Testing Center	Exam Closes at TIME on DATE
9		Lecture: Quiz on preparatory materials · Chapter 6 – Determine Required Body Functions Chapter 7 – Determine Required Body Structures	
		Lab: AA Activities - Structure-to-function mapping Clinical reasoning cases	
10		Lecture: Quiz on preparatory materials Continue: Chapter 6 – Determine Required Body Functions Chapter 7 – Determine Required Body Structures Introduce: Chapter 8 – Determining Required Actions and Performance Skills	
		Lab:	

		AA Activities - Structure-to-function mapping Clinical reasoning cases	
11		Lecture: Quiz on preparatory materials · OTPF Process – Overview and evaluation, Intervention, Outcomes Chapter 9 OAA – Occupational and Activity Analysis for Evaluation, Intervention Planning, and Outcomes	Written AA Assignment Due by TIME by DATE **This Lecture will NOT be included in the Unit 3 Exam**
		Lab: Peer Review AA Assignment	
		Unit 3 Exam Opens at TIME – Must Take in Testing Center	Exam Closes at TIME on DATE
<i>Unit 3: OTPF Process – Overview and Evaluation, Intervention, and Outcomes, History of Arts and Crafts in Occupational Therapy</i>			
12		Lecture: Quiz on preparatory materials · History of Arts and Crafts and Occupational Therapy • Holiday Craft Presentation Review	
		Lab: Monday Lab Meets (Work on Holiday Craft Presentation) Tuesday Lab *does not meet* due to Veterans Day	
13		Lecture: Practice for Activity Analysis Oral Competency	
		Lab: · Activity Analysis Oral Competencies	Work on Holiday Craft Presentation when not doing your competency
14		Lecture: Quiz on preparatory materials · Teaching and Learning as an OT practitioner	
		Lab: Functional Anatomy Check-Offs	Work on Holiday Craft Presentation when not doing your competency
15		Lecture: · Student Presentations - Holiday Craft Intervention	
		Lab: · Student Presentations - Holiday Craft Intervention	
16		Comprehensive Final Exam in Testing Center	

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.