

PTHA 2435

Rehabilitation Techniques

Fall 2015

Faculty Information

Name: Tana Pipes PTA
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Office: HSB 103

Office Hours	
Campus Office Hours:	M - W: 1:00-3:00p M & W :10:30-11:30a TH: 2:30-3:30p F: 9-10a
Online Office Hours:	n/a

Preferred Method of Communication:

You are welcome to email me at tpipes@odessa.edu or leave a voicemail on my office phone 432-335-6836. You are always welcome to come by my office..

Expectations for Engagement for Instructor:

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provide my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Sunday; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or other PTA faculty) during the time I am unavailable.

As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Textbook Information and Required Hardware/Software

Textbook(s):

1. Neurologic Intervention for Physical Therapy – Second Edition; by Martin & Kessler; Saunders, 2007
2. PTHA 2435 2015 Course Packet is optional. The course packet will be posted on Black Board.

Hardware:

n/a

Software:

n/a

Websites:

See links provided on Blackboard

Methods of Presentation:

Lectures, reading assignments, videos, discussion, and outside projects and assignments.

Information about the Course

Course Description

Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected musculoskeletal, neuromuscular, cardiopulmonary, and integumentary disorders. Time management, creative thinking, decision-making, problem-solving and reasoning abilities as they relate to progressing the plan of care are emphasized

Course Prerequisites: PTHA 2460.

Corequisites: PTHA 2409 and PTHA 2201.

Course Topics:

BURN MANAGEMENT

- I. Incidence of Burn Injuries in the U.S.
- II. Etiology of Burns
- III. Classification by Depth
- IV. Classification by Severity
- V. Complications of Severe Burns (more than 10% TBSA)
- VI. Wound Care
- VII. Splinting / Positioning
- VIII. Scar Management
- IX. Ambulation and Exercise

OCCUPATIONAL REHABILITATION PROGRAMS

- I. Definition (as defined by the TWCC Medical Fee Guideline (2003) and CARF: The Rehabilitation Accreditation Commission)
- II. Terminology
- III. The Concept: How does it compare with traditional approaches?
- IV. Who benefits from Occupational Rehabilitation Programs?
- V. Client Eligibility
- VI. Provider Responsibility
- VII. Program Content
- VIII. Personnel Issues
- IX. Program Termination
- X. CARF (Commission on Accreditation of Rehab Facilities) Accreditation

RÉSUMÉS AND INTERVIEWS

- I. Attitude is Everything
- II. Finding the Right First Job

- III. Preparing Your Résumé
- IV. Cover Letter
- V. Interviewing Skills
- VI. Negotiating salary

RÉSUMÉ AND COVER LETTER ASSIGNMENT

CARDIAC REHABILITATION

- I. Cardiovascular disease
- II. Risk Factors
- III. Angina (stable or unstable)
- IV. MI (Myocardial Infarction) / Heart Attack
- V. CHF - Congestive Heart Failure
- VI. Arrhythmias and Ectopic Beats
- VII. Cardiac Medications
- VIII. Cardiac Rehabilitation

GERIATRICS

- I. Introduction
- II. Aging Changes
- III. Rehabilitation
- IV. Geriatric Pharmacology

CHEST PHYSICAL THERAPY

- I. Introduction
 - II. Assessment
 - III. Techniques
- Palpation and Breath Sounds

INCLINOMETRY LAB

- I. Cervical Flexion and Extension
- II. Cervical Lateral Flexion
- III. Cervical Rotation
- IV. Thoracic Flexion and Extension
- V. Thoracic Rotation
- VI. Lumbosacral Flexion and Extension
- VII. Lumbosacral Lateral Flexion

PEDIATRICS

- I. Introduction
- II. Terminology
- III. Reflexes
- IV. Postural Reactions
- V. Developmental Sequence (Chronological Motor Development or Developmental Milestones)
- VI. Normal Sensorimotor Development
- VII. Prenatal & Perinatal
- VIII. Environment
- IX. Disabled child
- X. Normal development - to 3 years.
- XI. General Sequence
- XII. Example of complex interplay of reflexes, reactions & practice

AGES AND STAGES

- I. Ages – various classification systems
- II. Generally
- III. Childhood
- IV. Adolescence
- V. Adulthood

AMPUTEES, PROSTHETICS & ORTHOTICS

- I. Orthotics
- II. Prosthetics
- III. Amputations
- IV. Surgical considerations
- V. Post-op Treatment
- VI. Prosthetic training

VII. Gait Deviations

SPORTS MEDICINE

- I. Definition
- II. Characteristics of Sports Injuries
- III. The Athletic Trainer
- IV. The Team Physician
- V. Professional Associations
- VI. Athletic Taping

Objectives:

After completing this course, the student should be able to:

- 1.0 Understand the effects of aging on individuals and the rehabilitation process.
- 2.0 Understand the classification and characteristics of burns and the physical therapy component of burn management.
- 3.0 Describe the requirements and components of occupational rehabilitation programs and physical therapy interventions typically used in the rehabilitation of injured workers.
- 4.0 Understand the role of physical therapy in the treatment of respiratory conditions.
- 5.0 Understand the role of physical therapy in the treatment of cardiac conditions.
- 6.0 Understand the roles of selected providers in the treatment of athletic injuries.
- 7.0 Understand the characteristics of normal and abnormal development and their impact on the rehabilitation process.
- 8.0 Understand the role of physical therapy in the treatment of amputees.
- 9.0 Describe the function and use of selected orthotics.
- 10.0 Describe the process of finding and securing a job.

Competencies:

- 1.0 1.0 To demonstrate competency in understanding the effects of aging on individuals and the rehabilitation process, the student should be able to:
 - 1.1. *Identify and describe normal and pathological physiological aspects of aging that impact the provision of physical therapy.
 - 1.2. *Identify and describe psychosocial aspects of aging that impact the provision of physical therapy.
 - 1.3. *Describe the rationale for modifications in the provision of physical therapy to geriatric patients.
 - 1.4. *Identify and describe typical modifications for geriatric physical therapy interventions.
 - 1.5. *Identify safety factors and precautions specific to geriatric physical therapy interventions.
 - 1.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 2.0 To demonstrate competency in understanding the classification and characteristics of burns and the physical therapy component of burn management, the student should be able to:
 - 2.1. *Identify and describe the pathology, symptoms, and sequelae of burn injuries.
 - 2.2. *Identify critical aspects of acute burn care.
 - 2.3. *Describe the rationale for physical therapy intervention in burn care.
 - 2.4. *Identify and describe important components of a physical therapy program for burn injury.
 - 2.5. *Identify safety factors and precautions specific to a physical therapy program for burn injury.
 - 2.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 3.0 To demonstrate competency in describing the requirements and components of occupational rehabilitation programs and physical therapy interventions typically used in the rehabilitation of injured workers
 - 3.1. *Describe the requirements for occupational rehabilitation programs in Texas.
 - 3.2. *Describe the rationale for occupational rehabilitation and differences between occupational rehabilitation and other rehabilitation programs.
 - 3.3. *Identify and describe typical components of occupational rehabilitation programs.
 - 3.4. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 3.5. *Describe the principles and clinical relevance of inclinometer measurements for spinal mobility.
 - 3.6. *Perform and explain inclinometer measurement techniques for spinal mobility.

- 4.0 To demonstrate competency in understanding the role of physical therapy in the treatment of respiratory conditions, the student should be able to:
 - 4.1. *Identify and describe selected respiratory pathologies and their clinical manifestations.
 - 4.2. *Describe the rationale for physical therapy in the treatment of respiratory conditions.
 - 4.3. *Identify and describe basic techniques for examination of the respiratory patient to include cough and sputum characteristics, chest wall expansion and excursion, recognition of cyanosis, thoracoabdominal movements and breathing patterns with activity, and activities that affect symptoms.
 - 4.4. *Identify and describe important components of a physical therapy program for respiratory conditions.
 - 4.5. *Identify safety factors and precautions specific to a physical therapy program for respiratory conditions.
 - 4.6. *Perform selected respiratory physical therapy interventions to include breathing exercises and coughing techniques.
 - 4.7. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 4.8. *Describe / discuss the role of respiratory physical therapy interventions in achieving short and long term goals within the plan of care.
- 5.0 To demonstrate competency in understanding the role of physical therapy in the treatment of cardiac conditions, the student should be able to:
 - 5.1. *Identify and describe selected cardiac pathologies and their clinical manifestations.
 - 5.2. *Describe the rationale for cardiac rehabilitation.
 - 5.3. *Identify and describe important components of a cardiac rehabilitation program.
 - 5.4. *Identify safety factors and precautions specific to a cardiac rehabilitation program.
 - 5.5. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 6.0 To demonstrate competency in understanding the roles of selected providers in the treatment of athletic injuries, the student should be able to:
 - 6.1. *Identify and describe typical components of a sports medicine program.
 - 6.2. *Identify characteristics of sports injuries.
 - 6.3. *Describe the role of the athletic trainer.
 - 6.4. *Identify precautions and safety concerns for the application and use of supportive taping.
 - 6.5. *Perform selected athletic taping procedures.
 - 6.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 6.7. *Describe / discuss the role of athletic taping procedures in achieving short and long term goals within the plan of care.
- 7.0 To demonstrate competency in understanding the characteristics of normal and abnormal development and their impact on the rehabilitation process, the student should be able to:
 - 7.1. *Identify and describe the normal sensorimotor developmental sequence from birth to three years.
 - 7.2. *Identify and describe selected neonatal reflexes and righting and equilibrium reactions.
 - 7.3. *Explain the interrelationship between the developmental sequence and neonatal and postural reflexes.
 - 7.4. *Describe the relevance of developmental activities to the provision of physical therapy
 - 7.5. *Describe the rationale for modifications in the provision of physical therapy to pediatric patients.
 - 7.6. *Identify and describe typical modifications for pediatric physical therapy interventions.
 - 7.7. *Identify safety factors and precautions specific to the provision of physical therapy to pediatric patients.
 - 7.8. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 8.0 To demonstrate competency in understanding the role of physical therapy in the treatment of amputees, the student should be able to:
 - 8.1. *Identify and describe various causes and levels of amputation and describe their functional implications.
 - 8.2. *Describe the rationale for physical therapy intervention in amputee care.
 - 8.3. *Identify and describe typical components of a pre-prosthetic and a prosthetic physical therapy program.
 - 8.4. *Identify safety factors and precautions specific to pre-prosthetic and prosthetic physical therapy programs.
 - 8.5. *Identify typical prosthetic care instructions to be given to patients/caregivers.
 - 8.6. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
- 9.0 To demonstrate competency in describing the function and use of selected orthotics, the student should be able to:
 - 9.1. *Describe the rationale for use of orthotics.
 - 9.2. *Identify the function of various types of orthotics.
 - 9.3. *Identify safety factors, precautions and application guidelines for proper use of selected orthotics.

- 9.4. *Identify typical orthotic care instructions to be given to patients/caregivers.
 - 9.5. *Describe patient responses that necessitate immediate action or adjustments within the plan of care and communication with the supervising physical therapist.
 - 9.6. *Describe / discuss the role of orthotics in achieving short and long term goals within the plan of care.
- 10.0 To demonstrate competency in describing the process of finding and securing a job, the student should be able to:
- 10.1. *Describe the essential elements of an effective résumé and cover letter.
 - 10.2. Prepare a résumé for submission to potential employers.
 - 10.3. *Describe effective interview strategies.

** Indicates integrated, core curriculum skills (math, reading, writing, communication, technological literacy and/or critical thinking)*

Grading

Type of Assignment	Percentage/Points	Learning Objective
Unit Exams	50%	
Assignments / Projects	10%	
Lab	10%	
Final Exam	30%	
	100%	TOTAL

Grading Scale:

- “A” = 90-100
- “B” = 80-89
- “C” = 70-79
- “D” = 60-69
- “F” = 0-59

Student Course Participation

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and
- access my course several times during the week to keep up with assignments and announcements.

As a student, I understand that I will have the opportunity to provide feedback on my experience in this course through an end-of-course Student Evaluation of Instruction (SEI).

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in a timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

The Physical Therapist Assistant Program at Odessa College requires students adhere to the highest standards of academic integrity. Students are entrusted to be honest in every phase of their academic life and to present as their own work only that which is genuinely theirs. Cheating, plagiarism, collusion, violation of test conditions, taking part in dishonest behavior, or other falsification of academic work is a serious breach of College standards. "Cheating on a test" shall include: a. Copying from another student's test paper; b. Using test materials not authorized by the person administering the test, c. Collaborating with or seeking aid from another student during a test without permission from the test administrator, d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test, e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test, f. Substituting for another student, or permitting another student to substitute for one's self, to take a test, g. Bribing another person to obtain an unadministered test or information about an unadministered test. "Plagiarism" shall be defined as the appropriating, 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 written work. "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Depending upon the nature of the case, a student guilty of academic dishonesty may receive penalties ranging from a grade of "F" for the work submitted to expulsion from the Program.

Course Alignment with Industry Standards

This course is required as a component of the degree plan for an AAS in PTA. CAPTE accreditation of the PTA program can be found on the PTA Program website www.odessa.edu/dept/pta

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate learning.

For online submissions, the electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time. Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to students with pertinent information and status reports. Assignments submitted electronically need to follow the file-type requirements provided by the instructor.

Attendance Policy

Regular attendance at lecture and lab is essential and has a direct effect on the final grade that a student earns in class. Non-attendance on the part of a student may result in grade penalty or may lead to dismissal from the program.

A student should attend all lecture and laboratory sessions. Habitual or patterned absenteeism in lecture or lab will not be tolerated. As soon as such a problem is identified, the student will be required to meet with the faculty to determine a course of action and, if the problem is not corrected, the student will be subject to dismissal from the program. Absences in laboratory sessions are particularly problematic because of the lost opportunity to practice skills; therefore, students will be penalized for missing more than one lab

session per semester. Should a student miss more than one lab session, one point for each missed session will be deducted from the final course grade.

All absences must be reported to the appropriate faculty member prior to the start of class. If the faculty member cannot be reached directly, a voice mail message may be left. Failure to notify the faculty prior to an absence will affect the student's Professional Behaviors Assessment. 3 unexcused absences will result in loss of 10 points from the student's final grade, at the discretion of the PTA instructor.

AVID

Multiple AVID strategies are utilized in this course, including but not limited to JigSaw, Think-Pair-Share, Quick Write, Muddiest Point.

Grade Inquiry

It is the responsibility of the student to keep track of assignment submissions and grades. At any point, you are welcome to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment.

Grading Policy

Please understand that this is a required course for the PTA program in order to prepare you for your first Acute Clinical Rotation. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time. A minimum grade of a 70 is required to pass PTHA 2435.

Note: Students must make a minimum grade of a 70 "C" in each PTA course in order to remain in the program.

Acceptance of Late Assignments:

Projects or outside assignments are due at the beginning of class on the assigned due date. Late papers will receive a 5% per day grade penalty. This penalty will continue to be assessed each day the assignment is not turned in.

Missing an Exam:

Exams are defined as formally scheduled examinations covering a major portion of the course content and cumulatively comprising a relatively large percentage of the overall grade for a course. Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified prior to the scheduled exam time and arrangements must be made for make-up. It is the instructor's option to give the same exam as the one missed or a different exam over the same content. If the exam is not made up within one class day, a 5% per day penalty will be assessed each day the exam is not taken.

Mid-Semester Conference

Each student in the PTA Program will have a mid-semester conference, in which retention and progression through the program will be addressed, hosted by a faculty member in the PTA Program. The scope of this conference will include the student's grades in each PTA course, professional behaviors in all PTA courses, and a plan for retention to promote progression in the PTA Program.

General Course Requirements

- Attend class and participate.
- Complete all scheduled unit exams.
- Complete all lab check-offs
- Complete all assignments
- Complete the final exam
- Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.
3. An Incomplete form is submitted

Course Schedule

(Please see calendar in course packet as well as on Black Board)

Odessa College Policies

Tuition Discounts

The “*First Course is Free*” discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The “*Academic Progress Discount*” provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, 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 written work.

- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2015-2016, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at <http://www.odessa.edu/dept/counseling/disabilities/index.htm>. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2015-2016, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2015-2016, page 36*)

Student Support Services and Technical Support

Blackboard Support

I can't log into my Blackboard Course, who do I contact?

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. The SSC can provide you with your Blackboard login name. If you are not sure what your password is, they can reset your password.

I'm having a problem in my Blackboard Course, who do I contact?

For any problem that you have in your online course, always contact your Instructor first. Refer to the Instructor's Contact Information area of the Syllabus for their preferred method of contact and the expected response time.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.
Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online Click here.
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online Click here.

Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

I can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities
How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu
Website	To find out more about services provided by the Special Populations office, please visit: http://www.odessa.edu/dept/counseling/disabilities/index.htm

Learning Resources Center (LRC; Library)
How do I contact the Learning Resource Center?

Main Number	432-335-6640
FAQ Service	LibAnswers: http://libanswers.odessa.edu
Contact a Specific OC Librarian	Pat Quintero at 432/335-6350 or pquintero@odessa.edu Donna Clark at 432/335-6645 or dclark@odessa.edu Carolyn Petersen at 432/335-6641 or cpetersen@odessa.edu
LRC Services and Guidelines Website	https://www.odessa.edu/dept/library/services/index.htm

Equipment and Services Provided:

The Murry H. Fly Learning Resources Center (LRC) supports the college's curriculum resulting in a primary emphasis on each student's individual study and research needs. The faculty and staff work with the LRC's Technical Services and Public Services Departments in choosing materials to support all college programs. More than 59,000 books, 50,000 electronic books, 350 current periodicals, 6,700 media holdings, eight newspapers, and 60 databases are available to enhance the educational process.

Equipment/Services Available	Used For	Available
Books, videos, CDs	Research	On Campus and Online
Specialized databases not available online for free	Research	On Campus and Online
Magazines, newspapers, & scholarly journals	Research	On Campus and Online
Computers	Research & word processing	On Campus
Selected textbooks for short-term use	Course work	On Campus
Trained staff	Answer "where do I find?"	On Campus and Online

Tutorials	Tips for research strategies	On Campus and Online
Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

Student Success Center (SSC) / AVID Center

How do I contact the Student Success Center?

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
Campus Location	1st floor of the Library
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	Click Here <i>(If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)</i>

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.
Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online Click here for more information.

		information.
Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu
Website	To find out more about services provided by the Veteran's Outreach office, please visit: http://www.odessa.edu/dept/counseling/veterans/index.htm