



## Course Syllabus

### OTHA 2361 - Clinical Occupational Therapy Assistant

**Catalog Description:** A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

**Prerequisites:** BIOL 2401, BIOL 2402, ENGL 1301, HUMA 1301, PSYC 2301, PSYC 2314, OTHA 1405, OTHA 1360, OTHA 1415, OTHA 1341, OTHA 2360, OTHA 1409, and OTHA 2335

**Corequisites:** OTHA 1349 and OTHA 2402

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 0

**Lab Hours per Week:** 0

**Extended hours:** 10

**Contact Hours per Semester:** 160

**State Approval Code:** 51.0803

**Class section meeting time:** Clinical Hours to be completed as per individualized clinical schedule, including Simulated environments, Standardized patients, Faculty practice, Faculty-led site visits, and Supervision by a fieldwork educator in a practice environment.

**Alternate Operations During Campus Closure:** In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

**Instructional Goals and Purposes:** This course allows OTA students to synthesize, integrate, demonstrate, and apply didactic information from OTHA 1349 and 2402. Through direct client contact supervised by a fieldwork educator, online clinical simulations, and faculty-led standardized patient scenarios, students learn first-hand how various conditions affect the person and their preferred or required occupational roles. Students apply interviewing skills and techniques to develop occupational profiles and explore how the client's environment(s) supports or hinders occupational performance. Students must demonstrate clinical reasoning skills to provide safe, occupation-based, preparatory, or purposeful interventions to individuals and groups. Students will demonstrate proficiency in various formal/informal communication skills required of a COTA, both written and verbal, with emphasis on inter-and intra-professional communication with other healthcare providers and interpersonal communication with clients/patients/community members/families/groups. Students will also participate in multiple supervised and faculty-led community service opportunities to promote the OT profession, improve their

understanding of the needs of adult populations, and develop community-based programs for the elderly/aged.

**Learning Outcomes:**

1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.
2. Demonstrate legal and ethical behavior, safety practices, and interpersonal and teamwork skills.
3. Demonstrate appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

**Specific Course Objectives (includes SCANS):** After studying the material presented in the texts, lectures, class discussions, Canvas assignments, and other resources, the student should be able to master all learning objectives listed below with a minimum competency of 75%.

1. **B.3.7. Safety of Self and Others** - 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.
2. **B.4.1. Therapeutic Use of Self** - 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.
3. **B.4.2. Clinical Reasoning** - Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.
4. **B.4.3. Occupation-Based Interventions** - Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.
5. **B.4.6. Reporting Data** - Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.
6. **B.4.10. Provide Interventions and Procedures** - Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.
7. **B.4.15. Technology in Practice** - Demonstrate knowledge of the use of technology in practice, which must include: \* Electronic documentation systems \* Virtual environments \* Telehealth technology
8. **B.4.19. Consultative Process** - Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.
9. **B.4.21. Teaching–Learning Process and Health Literacy** - Demonstrate the principles of the teaching– learning process using educational methods and health literacy education approaches: - To design activities and clinical training for persons, groups, and populations. - To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.
10. **B.4.22. Need for Continued or Modified Intervention** - Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.
11. **B.4.24. Effective Intraprofessional Collaboration** - Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.
12. **B.4.25. Principles of Interprofessional Team Dynamics** - Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

13. **B.4.26. Referral to Specialists** - Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.
14. **B.4.27. Community and Primary Care Program** - Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.
15. **B.4.28. Plan for Discharge** - Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.
16. **B.4.29. Reimbursement Systems and Documentation** - Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services
17. **B.5.7. Quality Management and Improvement** - Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.
18. **B.7.3. Promote Occupational Therapy** - Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

**SCANS implemented in these course objectives include:**

| Foundation skills                     | Workplace Competencies                      |
|---------------------------------------|---|
| Basic Skills: i, ii, iv               | Resources: i, ii, iii                       |
| Thinking Skills: i, ii, iii, v, vi    | Interpersonal Skills: i, ii, iii, iv, v, vi |
| Personal Qualities: i, ii, iii, iv, v | Information: i, ii, iii, iv                 |
|                                       | Systems: i, ii, iii                         |
|                                       | Technology: i, ii, iii                      |

**Course Content:** This is the third clinical course of three with each focusing on a specific area of the OT Process and application of concepts learned in co-requisite courses. Each clinical assignment has a specific content area, with this clinical focusing on the occupational needs of adult and senior populations. A general description of topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus. The psychosocial objective for the course is addressed as client factors in 3. B.4.2. Clinical Reasoning and 4.B.4.3. Occupation-Based Interventions as listed in the Specific Course Objectives above and is assessed by the Clinical Skills Assessment.

**Students in all sections of this course will be required to do the following:**

1. Understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual and The Pathfinder.
2. Have access to a computer with high-speed internet service, printer, scanning device with necessary compatible software for course content retrieval and document submissions.
3. If a student receives less than a 75% grade on their midterm check-in, if their overall grade point average drops below 80% after week 4, or if their weekly timesheets are not kept up-to-date, they may be required to schedule an academic advising session (AAS) with the professor.
  - a. With the professor's guidance, the student will create a measurable academic success plan for remediation.
  - b. The academic success plan will remain in effect until the end of the semester.
  - c. Subsequent advising sessions will be mandatory at a rate established by the professor in the first academic advising session.

It is the student's responsibility to understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual (attendance, assignment submission, makeup exams, professional and ethical behaviors and others).

**Methods of Instruction/Course Format/Delivery:** Course material will be presented online and within clinical onsite assignments including Simulated environments, Standardized patients, Faculty practice, Faculty-led site visits, and/or Supervision by a fieldwork educator in a practice environment.

| ACOTE Standards/Objectives | Method of Measurement              |
|----------------------------|------------------------------------|
| 1-18                       | Graded Clinical Assignments        |
| 3-7, 10, 14-16             | Online Clinical Simulations        |
| 1-12, 14-18                | Live Clinical Simulations          |
| 1-6, 8-9, 11-14, 17-18     | Community Service Assignments      |
| 1-6, 8, 10                 | Clinical Skills Assessments (CSAs) |

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

| Assignments                        | Weight |
|------------------------------------|--------|
| Graded Clinical Assignments        | 40%    |
| Online Clinical Simulations        | 30%    |
| Live Clinical Simulations          | 10%    |
| Community Service Assignments      | 10%    |
| Clinical Skills Assessments (CSAs) | 10%    |

**Course Grade:**

| % Score  | Letter Grade |
|----------|--------------|
| 90-100   | A            |
| 80-89    | B            |
| 75-79    | C            |
| 60-74    | D            |
| Below 60 | F            |

**Note 1:** No assignment or final scores will be rounded.

**Note 2:** All rules and regulations printed in the College catalog, *The Pathfinder* and the current OTA Student Policy Manual will be reinforced throughout this course.

**Note 3:** The fieldwork educator will use the Clinical Skills Assessment (CSA) form to assess student performance. This form evaluates basic professional behaviors of the student rather than specific, technical skills. The student is responsible for submitting this finalized, scored, document to the corresponding course instructor on the designated date. Students must achieve a 75% on each Clinical Skills Assessment to pass the course.

**Texts, Materials, and Supplies:**

- Hall, C.A. (2018). *Occupational therapy toolkit: patient handouts and treatment guides* (7th ed.). Timonium, MD: Hallen House Publishing.
- OT bag (provided in OTHA 1409, includes a stethoscope, gait belt, Pulse Oximeter, etc.)
- Access to a computer with high speed internet service, printer, scanning device with necessary compatible software for course content retrieval and document submissions is required for this course.

**Required Readings:** As instructed in CANVAS modules

**Recommended Readings:** As instructed in CANVAS modules

**Other:**

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings:  
<https://www.panolacollegestore.com>
- For testing services, use the following link:  
<https://www.panola.edu/student-services/student-support/academic-testing-center>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to  
<https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/> (located at the bottom under students)

## SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
  - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    - v) Speaking: Organize ideas and communicate orally.
  - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - i) Creative Thinking: generate new ideas.
    - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
    - iii) Problem Solving: recognize problems and devise and implement plan of action.
    - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
    - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
    - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
    - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
    - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
    - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
    - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
    - v) Integrity and Honesty: choose ethical courses of action.

**2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
  - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
  - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
  - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.

Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
  - i) Participate as a Member of a Team: contribute to group effort.
  - ii) Teach Others New Skills.
  - iii) Serve Clients/Customers: work to satisfy customer's expectations.
  - iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
  - v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
  - vi) Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
- c) **Information:** A worker must be able to acquire and use information.
  - i) Acquire and Evaluate Information.
  - ii) Organize and Maintain Information.
  - iii) Interpret and Communicate Information.
  - iv) Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.
- d) **Systems:** A worker must understand complex interrelationships.
  - i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
  - ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
  - iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e) **Technology:** A worker must be able to work with a variety of technologies.
  - i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
  - ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  - iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.