Course Syllabus

OTHA 1260 – Clinical Occupational Therapy Assistant

Catalog Description:
This course is 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 instructor or clinical professional.

Prerequisites: BIOL 2401, ENGL 1301, PSYC 2301, HUMA 1301, Co-requisites: PSYC 2314, OTHA 1405, 1415

Semester Credit Hours: 2
Lecture Hours per week: 0
Lab Hours per week: 6
Extended hours: 0
Contact Hours per Semester: 96

State Approval Code: 51.0803

Class section meeting time: Clinical schedule is provided to student on CANVAS course per student enrollment. Note: Should it become necessary to provide online only learning options, the same small groups will meet the same lab hours using the Zoom platform. More instruction will be provided on the CANVAS course page if required.

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) 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 Relationship to Curriculum: This is a 96 hour clinical course which focuses on community mental health across the lifespan. Students engage in a variety of learning opportunities including development of a service learning project, design and facilitation of group interventions, clinical reasoning application experiences within a variety of community settings. Optional integration of a hybrid learning format, discussions and simulated lab experiences, students are guided to apply models of practice and frames of reference to understand the role of OT in community mental health settings. Students are also able to experience electronic documentation formats as part of the learning process.

Learning Objectives:
1. Apply the occupational therapy process, models of practice and frames of reference in order to provide a general purpose occupational therapy program within a community setting focusing on individual and group facilitation for children through adults.
2. Demonstrate effective legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.
**Specific Course Objectives:**
After studying the material presented in texts, lecture, 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%.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.3.7</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>B.4.1</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>B.4.2</td>
<td>Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.</td>
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<tr>
<td>4</td>
<td>B.4.3</td>
<td>Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.</td>
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<tr>
<td>5</td>
<td>B.4.4</td>
<td>Contribute to the evaluation process of client(s)’ occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies.</td>
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<tr>
<td></td>
<td></td>
<td>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</td>
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<tr>
<td>6</td>
<td>B.4.6</td>
<td>Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.</td>
</tr>
<tr>
<td>7</td>
<td>B.4.10</td>
<td>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.</td>
</tr>
<tr>
<td>8</td>
<td>B.4.18</td>
<td>Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.</td>
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</tbody>
</table>
| 9   | B.4.21| 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| 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.4.23| Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. |
B.4.26 Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.

B.4.27 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.

B.4.28 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.

B.4.29 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.

SCANS implemented in these course objectives include:

<table>
<thead>
<tr>
<th>Foundation skills</th>
<th>Workplace Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills: i, ii, iv</td>
<td>Resources: i, ii, iii</td>
</tr>
<tr>
<td>Thinking Skills: i, ii, iii, v, vi</td>
<td>Interpersonal Skills: i, ii, iii, iv, v, vi</td>
</tr>
<tr>
<td>Personal Qualities: i, ii, iii, iv, v</td>
<td>Information: i, ii, iii, iv</td>
</tr>
<tr>
<td></td>
<td>Systems: i, ii, iii</td>
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<tr>
<td></td>
<td>Technology: i, ii, iii</td>
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</tbody>
</table>

Course Content: A general description of lecture/discussion topics included in his course are listed in the Learning Objectives/ Specific Course Objectives sections of this syllabus.

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.

<table>
<thead>
<tr>
<th>ACOTE Standards/Objectives</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>1-4, 7</td>
<td>Clinical Skills Assessments</td>
</tr>
<tr>
<td>5, 6, 8, 9 - 15</td>
<td>Learning Modules</td>
</tr>
</tbody>
</table>

Major Assignment/Assessment:
The following will be assigned during the semester and used to calculate the student’s final grade.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Clinical Skills Assessments</td>
<td>70%</td>
</tr>
<tr>
<td>Learning Modules</td>
<td>30%</td>
</tr>
</tbody>
</table>

Course Grade:
The grading scale is as follows:

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>
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 OTA Student Policy Manual will be reinforced throughout this course.

Note 3: Because technical skills must be mastered in order to function as an OTA, all students must demonstrate a basic level of proficiency by earning at least a 75% on each skill tested (not achieving this level of mastery will result in failure of this course). Maximum scores decrease by 10 percent each re-take (for example, skill test 1 max score =100%, skills test 2 max score =90%, skill test 3, max score =80%). Any student not earning at least a 75% on each, separate skills exam will be required to repeat this course. In this case, the final course grade will reflect the non-passing score.

Note 4: 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.

Required Texts, Materials, and Supplies:

Access to 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.

Other:
- 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/elearning/testing.html
- If a student has special classroom or testing needs due to an approved ADA accommodation category, the student should contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to https://www.panola.edu/student-success/disability-support-services/ for more information. It is the student’s responsibility to provide accommodation documentation to the instructor within the first two weeks of the course.
- 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.
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.