Course Syllabus
Course Number: OTHA 2262
Course Name: Clinical III (Adults)

Catalog Description: The Clinical III (Adult) course is a health-related work-based learning experience that enables the student to apply specialized occupational therapy theory, skills, and concepts. Direct supervision is provided by the clinical professional. (Workforce Education Manual, 2015-2016)

Prerequisites: OTHA 1405, OTHA 1409, OTHA 1415, OTHA 1341, OTHA 2260, OTHA 2261, OTHA 2235, BIOL 2402

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: 510803
Class section meeting time:

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 Purposes: This course provides students with opportunities to synthesize, integrate and apply didactic information from OTHA 1349 and 2402. Through direct, supervised client contact, students are able to learn first-hand how various conditions affect the person and their preferred or required occupational roles. Students apply learned interviewing skills and techniques to develop occupational profiles and explore how the client's environment(s) supports or hinders occupational performance. Through course modules, students must demonstrate clinical reasoning skills as they are challenged to provide both individual and group activity selection and facilitation. Students will demonstrate proficiency in communication skills required of a COTA.

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, 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, lecture, laboratory, Canvas assignments, and other resources, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.

1. **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. B.3.7.

2. **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 B.4.1.

3. **Clinical Reasoning**: Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. (see the definition of CR provided in the Standards) B.4.2.

4. **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. B.4.3

5. **Standardized and Nonstandardized Screening and Assessment Tools**: 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. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. B.4.4.

6. **Reporting Data**: Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. B.4.6

7. **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. B.4.10

8. **Teaching-Learning**: 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, and to instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. B.4.21

9. **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. B.4.22.

10. **Effective Communication**: 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.4.23

11. **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. B.4.26

12. **Community and Primary Care Programs**: 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.4.27

13. **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. B.4.28

14. **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. B.4.29

15. **Promote Occupational Therapy**: Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. B.7.3
### SCANS

#### Basic Skill Competencies
- A. i, ii, iv, v
- B. i, ii, iii, iv, v
- C. i, ii, iii, iv, v

#### Workplace Competencies
- A. i, iii, iv
- B. i, ii, iii
- C. i, ii, iii, iv
- D. i

### Methods of Instruction/Course Format/Delivery:

Course material will be presented in a variety of formats. Clinical site pre-class assignments may include text readings, AOTA Website readings and videos. Student will be expected to discuss and apply pre-class assignment materials. Both in-class and online discussions will be required.

<table>
<thead>
<tr>
<th>ACOTE Standard/Objective</th>
<th>Measurement/Assignment</th>
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<tbody>
<tr>
<td>1, 2, 3</td>
<td>Practical Skills Exams</td>
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<tr>
<td>4, 5, 6, 7, 8, 9, 10, 11, 13, 14</td>
<td>Simulation Lab</td>
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<tr>
<td>3, 6, 9, 14</td>
<td>Case Study (ICE Video)</td>
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<td>2, 3, 4, 5, 6, 10, 12</td>
<td>Telewellness</td>
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<tr>
<td>7, 8, 12, 15</td>
<td>Community Teaching</td>
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<tr>
<td>1, 2, 3, 4</td>
<td>Clinic Experiences CSA’s</td>
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### Major Assignments/ Assessment/Course Grading Scale:

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Clinical Skills Assessments</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Modules</td>
<td>50%</td>
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<tr>
<td>Clinical Skills Practical Exams</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>% Score</td>
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<tr>
<td>90-100</td>
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<tr>
<td>80-89</td>
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<tr>
<td>75-79</td>
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<td>60-74</td>
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<td>Below 60</td>
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**Note 1:** No 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 skills practical exam (not achieving this level of mastery will result in failure of this course). Maximum achievable scores decrease by 10% upon 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.

### Texts, Materials, and Supplies:

None
Special Learning Accommodations and Course Withdrawal

If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123 to make arrangements for any required accommodations within the first seven days of the semester. For more specific information go to Http://www.panola.edu/strudent-success/disability-support-services/

Withdrawing from a course is the student's responsibility. If you do not withdraw yourself, you will receive an F on your transcript for this course.

It is the student's responsibility to:

1. Understand and comply with all instructional policies and procedures in the most current Panola OTA Student Policy Manual (attendance, assignment submission, makeup exams, professional and ethical behaviors and others).
2. Complete all pre-class assignments prior to class.
3. Actively participate in class discussions and experiences.
4. Take the initiative to obtain all materials missed due to absence.
5. Take the initiative to schedule any additional practice or instruction time needed with the course instructor.

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/elearning/testing.html
- 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-success/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.
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.