Catalog Description: Practical, general, workplace training supported by an individualized learning plan collaboratively developed by the fieldwork educator, college and student.

Prerequisites: OTHA 1405, 1260, 1415, 2301, 1341, 2260, 1409, 2335, 1349, 2262, and 2402.

Lecture Hours: 0   Lab Hours: 0
Semester Credit Hours: 2
Lecture Hours per week: 0
Lab Hours per week: 0
Extended hours: -- 20
Contact Hours per Semester: 2

State Approval Code: 51.0803

Instructional Goals and Relationship to Curriculum: As outlined in the learning plan, the intent of the course is to provide an opportunity for the student to apply 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 delivery of occupational therapy services. The student will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills. This course is the first of two capstone experiences for the student to demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation of the occupational therapy process while under the guided supervision of an occupational therapy practitioner.

Learning Objectives:
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, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Specific Course Objectives (includes SCANS):
After participating in the FWE experiences and completing the online course assignments, the student should be able to master all learning objectives below with a minimum competency of 70%.
1. The student will identify and apply fundamentals of practice to maintain an ethical and safe clinical environment.
2. The student will show understanding of the basic tenets of occupational therapy by creating evidenced based treatment interventions that highlight the use of occupations.
3. The student will gather data, administer selected assessment tools, assist with interpretation of the information and collaborate with the OT to establish client centered, occupation based goals.

4. The student, in collaboration with the occupational therapist practitioner, will design, implement and modify occupation based therapeutic activities to meet the treatment goals of their clients.

5. The student will demonstrate the ability to establish a therapeutic relationship with clients by using his or her personality, insights, perceptions and judgments in a way that facilitates the accomplishment of established client goals.

6. The student will illustrate professionalism through verbal and written communications with peers, staff, clients and family members.

7. The student will identify and implement professional work behaviors including responding to feedback, time management, interpersonal skills and respect for cultural diversity.

Note: There may be additional student learning objectives developed in collaboration with the fieldwork educator that is specific to the work setting and services provided by at the facility/site.

<table>
<thead>
<tr>
<th>SCANS Basic Skill Competencies</th>
<th>SCANS Workplace Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. i, ii, iv, v</td>
<td>A. i, iii, iv</td>
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<tr>
<td>B. i, ii, iii, iv, v</td>
<td>B. i, ii, iii</td>
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<td>C. i, ii, iii, iv, v</td>
<td>C. i, ii, iii, iv</td>
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<td>D. i</td>
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**Methods of Instruction/Course Format/Delivery:**
Students will complete an eight (8) week full time Level II fieldwork experience with full time hours based on the fieldwork site’s usual and customary personnel policies. A minimum of 320 documented educational hours under the supervision of a qualified fieldwork educator is required. Educational hours can be obtained through direct patient care service, patient chart reviews, projects, research and other educational experiences determined by the fieldwork educator.

<table>
<thead>
<tr>
<th>ACOTE Standard/Objective</th>
<th>Measurement/Assignment</th>
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<tbody>
<tr>
<td>C.1.11, C.1.13, C.1.14, C.1.15, C.1.16, C.1.17</td>
<td>Fieldwork Performance Evaluation (FWPE)</td>
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<tr>
<td>C.1.18, C.1.19</td>
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**Assessment:**

**Course Grade:** This course is a Pass/Fail grade with a minimum score of 70 as determined on the Fieldwork Performance Evaluation (FWPE) to pass. In addition, the student must earn at least a “3” on items 1 -3 on the FWPE which involve ethical and safety issues. Failure to do so will result in failure of this course. The final course score will be the responsibility and decision of the instructor.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Fieldwork Performance Evaluation (FWPE)</td>
<td>80%</td>
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<tr>
<td>• Midterm</td>
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<tr>
<td>• Final</td>
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<tr>
<td>Note: Student must earn “3” on 1-3 of the FWPE by the final evaluation and earn at least a 70% to pass the course.</td>
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<tr>
<td>Documentation Submissions</td>
<td>20%</td>
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<tr>
<td>• Syllabus Quiz</td>
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<tr>
<td>• FWE Feedback Assignments</td>
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<td>• Time logs and Time Tracker</td>
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Revised 12-2019
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<th>Grading Scale</th>
<th>Letter Grade</th>
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<tr>
<td>70-100</td>
<td>Pass</td>
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<tr>
<td>69 or below</td>
<td>Fail</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:** The OTA Program will not tolerate any form of academic dishonesty as defined in *The Pathfinder* and the OTA Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors of any type will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.

**Note 4:** It is the student’s responsibility to make sure that the course instructor receives grading forms and to support their FEW’s timely completion of all required forms. If forms are not received by deadline, a 20% point reduction per day will be deducted. If there are difficulties with this aspect of instruction, please call the course instructor.

**Texts, Materials, Supplies:**
No new text will be required; however a portion of student fees will be allocated for fieldwork management.

**Student Responsibilities**

1. When interacting with peers, agency staff and fieldwork educators, students are expected to be respectful, positive, sensitive, considerate, polite and tolerant.

2. Students are expected to accept constructive feedback and modify behavior as requested by Course instructors and FWEs.

3. Students are expected to follow the Attendance Policy as listed below:

   **Attendance Policy:**
   Given the nature of this course, if students are absent, a specific make up plan must be created at the discretion of the fieldwork educator and course instructor in order to obtain the minimum required 320 hours. Should a student need to schedule an elective absence or tardy, the student MUST submit a written request to the course instructor and obtain prior approval before any elective changes are made to the FW rotation schedule. Any student failing to follow this protocol will lose 10 points off the overall grade and a Disciplinary Strike will be acquired.

   In the event that a student has an unscheduled absence or arrives late, the student MUST notify both the fieldwork educator and the OTA office secretary prior to the designated work shift. If you leave the site early, you must also notify both the fieldwork educator and the OTA office secretary. Any student failing to adhere to this requirement will lose 10 points from his/her overall COURSE grade per event and a Disciplinary Strike will be acquired. For example, if you have a 70% average at the end of the semester and you failed to report one absence, your average will be adjusted to 60%, which would result in failure of the course. Try to talk to the fieldwork educator and OTA office secretary if at all possible—leave a message as a last resort for the fieldwork educator and get the name of the person taking the message. If you are late and/or absent a total of three times within this course, you will fail the course and receive an “F” for the rotation and have to retake the rotation. You will also earn a “Disciplinary Strike”.

   Note: In the event of a special circumstance, the instructor will meet with the student to discuss needs and arrangements. Please follow the attendance policy. It’s very simple and professional to call if you are going to miss any portion of your assigned day. A voice
message is required, texting or email do not fulfill the attendance policy. For additional specific attendance requirements, refer to the current *Panola College Pathfinder and the OTA Student Manual.*

Other:
- If any student has documented accommodation, please contact ADA Counselor in the Administration Building, telephone 903-693-1123 to make arrangements and provide the accommodation documentation to the course instructor at least by day seven of the semester.
- 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.
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 online 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.