



INSTRUCTIONAL PACKAGE

OTA 142
Clinical Introduction I

Effective Term
Fall 2022

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Part I: Course Information

Effective Term: Fall 2022

COURSE PREFIX: OTA 142

COURSE TITLE: Clinical Introduction I

CONTACT HOURS: Lab 3.0

CREDIT HOURS: 1.0

RATIONALE FOR THE COURSE:

This course will introduce students to the fieldwork experience to gain an understanding of consumers and clients that occupational therapy practitioners encounter with psychosocial disorders and mental health diagnoses. This fieldwork rotation will correlate and build upon learned academic coursework to gain insight and real-world exposure to clients with psychosocial and mental health disorders, and how to plan and apply occupational therapy interventions to meet client needs. Students will be exposed to a variety of settings to obtain and grow their skills for professionalism, communication, ethics, cultural diversity, safety, interdisciplinary teamwork, documentation and the scope of occupational therapy practice.

COURSE DESCRIPTION:

This course introduces fundamental knowledge and the application of professional behaviors during the provision of occupational therapy services. Students will learn about observation and interaction skills under the guidance and direction of fieldwork supervisors.

PREREQUISITES/CO-REQUISITES:

(Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC) and (Credit level BIO 210 Minimum Grade of C or Credit level BIO 210 Minimum Grade of TC) and (Credit level BIO 211 Minimum Grade of C or Credit level BIO 211 Minimum Grade of TC) and (Credit level PSY 201 Minimum Grade of C or Credit level PSY 201 Minimum Grade of TC) and (Credit level MAT 110 Minimum Grade of C or Credit level MAT 110 Minimum Grade of TC or Credit level MAT 120 Minimum Grade of C or Credit level MAT 120 Minimum Grade of TC)

Restrictions:

Must be enrolled in one of the following Fields of Study (Major, Minor, or Concentration):
Occupational Therapy Assistant

REQUIRED MATERIALS:

- *Clinical Fieldwork Packet*

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
myHGTC and college email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

After successful completion of this course, the student will be able to meet the following outcomes:

1. Identify psychological and mental health disorders of occupational therapy consumers, as well as their occupational deficits and intervention needs throughout the lifespan.
[C.1.7. *Fieldwork in Behavioral Health or Psychological and Social Factors*]
 - a. Fieldwork Assignment
2. Describe the importance of and integrate professionalism and the Occupational Therapy Code of Ethics.
[B.7.1 *Ethical Decision Making*]
 - a. Level I Fieldwork Competency Evaluation
3. Apply and adhere to safety regulations, use sound judgment to ensure safety, and report any safety issues to supervisor.
[B.3.7. *Safety of Self and Others*]
 - a. Level I Fieldwork Competency Evaluation
4. Distinguish the definition of occupational therapy as relevant to the fieldwork setting or audience.
[B.5.2. *Advocacy*]
 - a. Level I Fieldwork Competency Evaluation, Fieldwork Assignment

5. Utilize relevant evidence to make informed practice decisions and connect class concepts to fieldwork through inquiry or discussion.
[B.6.1. Professional Literature and Scholarly Activities]
 - a. Level I Fieldwork Competency Evaluation, Fieldwork Assignment

6. Illustrate appropriate verbal communication and interpersonal skills with patients/clients, staff, and caregivers.
[B.4.23. Effective Communication]
 - a. Level I Fieldwork Competency Evaluation

7. Develop and apply time management and organizational skills, self-directed learning, reasoning and problem-solving abilities.
 - a. Level I Fieldwork Competency Evaluation, Fieldwork Assignment

Dates:		ACOTE Standard	Assessment
Week 1 October 18	<p>Materials Covered: What is Level I Fieldwork? Q&A</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the purpose for Level I Fieldwork. 2. Explain the value of occupational therapy fieldwork. 3. Recognize the roles of the fieldwork educator and the OTA student. 4. Describe the types of settings in which Level I Fieldwork occurs. 5. Identify the requirements and assignments associated with Level I Fieldwork. 	C.1.3.	Level I FW Quiz
Week 2 October 25	<p>Materials Covered: Time Management and Planning</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Recognize components of successful time management and organization. 2. Apply time management and planning skills with orientation and fieldwork set up. 3. Role-play and demonstrate appropriate time management and planning strategies. 	B.4.23	Contact FWE/Site Demographics -Dropbox
Week 3	Materials Covered:		

<p>November 1</p>	<p>Professionalism and What it Means Safety Procedures & Reporting</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the components that make up professionalism in occupational therapy practice. 2. Recognize the various generations and associated ideologies of occupational therapy clients. 3. Demonstrate and role-play appropriate professional behaviors. 4. Identify common safety procedures and precautions. 5. Recognize the process of reporting safety issues. 6. Analyze safety scenarios and explain appropriate action. 	<p>B.7.5 B.3.7</p>	<p>Professionalism & Safety Scenario Quiz</p>
<p>Week 4 November 8</p>	<p>No Class – Election Day</p>		
<p>Week 5 November 15</p>	<p>Materials Covered: Verbal and Nonverbal Communication</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the importance of effective verbal and nonverbal communication. 2. Observe and recognize appropriate verbal and nonverbal communication. 3. Discuss and role-play effective communication skills. 	<p>B.7.5</p>	<p>Effective Communication Assignment</p>
<p>Week 6 November 22</p>	<p>Materials Covered: Fieldwork Objectives, Forms, and Assignment Review</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the components of and recognize the importance of the LEVEL I FIELDWORK COMPETENCY EVALUATION associated with Level I Fieldwork. 2. Describe and recognize the components of 	<p>C.1.1.</p>	<p>Psychosocial FW Assignment</p> <p>Level I Fieldwork Competency Evaluation</p>

	<p>the STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) and how they correlate to occupational therapy.</p> <p>3. Identify the factors associated with the fieldwork assignment and plan and prepare for completion.</p>		
<p>Week 7</p> <p>November 28 – December 2, 2022</p>	<p>Level I Psychosocial Fieldwork: November 28 – December 2, 2022</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate the ethical behavior expectations of the profession in practice settings. 2. Utilize therapeutic principles for selection of and analysis of purposeful activities and occupations to enhance role function in individuals or groups with psychosocial and/or cognitive impairment. 3. Recognize the strategies used to collaborate with occupational therapy professionals, other healthcare professionals, and paraprofessionals, caregivers, and clients in a variety of contexts. 4. Exhibit behaviors that reflect therapeutic use of self in individual, dyadic and/or group interactions. 5. Distinguish and correlate the pathology, psychological and OT psychosocial models, interventions and strategies learned in academic coursework in the fieldwork setting. 	C.1.7.	<p>Level I Fieldwork Competency Evaluation</p> <p>Psychosocial Fieldwork Assignment</p>
<p>Week 8</p>	<p>Finals Week</p> <p>FW Debrief</p> <p>Turn in Psychosocial FW Assignment & STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify and describe the settings in which occupational therapy services may be provided to a person with mental health 		<p>Psychosocial Fieldwork Assignment</p> <p>Level I Fieldwork Competency Evaluation</p>

	<p>problems.</p> <p>2. Recognize mental health and psychosocial disorders and associated signs, symptoms and behaviors that affect client occupational performance and roles.</p> <p>3. Illustrate the possible roles and interventions for occupational therapy in a mental health/psychosocial setting.</p> <p>4. Analyze and compare evidence-based research to correlate the effectiveness of occupational therapy in mental health.</p>		
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****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students’ performance will be assessed, and the points associated with the various measures/artifacts are listed below.

EVALUATION*

Level I Fieldwork Competency Evaluation (FWCE) completed by the Fieldwork Educator with a minimum score of 58 to Pass.

A score of 3 or higher on the following items is required to receive a Pass on the FWPE for OTAS:

- 1) Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.
- 2) Adheres consistently to safety regulations and uses sound judgment to ensure safety.

Scores of 1 on any of the items are not allowed to receive a Pass on the FWCE for OTAS.

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Minimum score of 58 on Level I Fieldwork Competency Evaluation (FWCE) to Pass

Grades earned in courses impact academic progression and financial aid status. Before withdrawing

from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu