



# **INSTRUCTIONAL PACKAGE**

OTA 142  
Clinical Introduction I

Effective Term  
Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

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:**

Prerequisites: ENG 101 and BIO 210 and BIO 211 and PSY 201 and (MAT 110 or MAT 120), credit or minimal grade of "C"

### **RESTRICTIONS:**

Must be enrolled in the following Fields of Study: 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 learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

## **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. Describe the importance of and integrate professionalism and the Occupational Therapy Code of Ethics.  
B.2.3. Ethics & Professional Interactions  
Assessment: Level I Fieldwork Competency Evaluation
2. Apply and adhere to safety regulations, use sound judgment to ensure safety, and report any safety issues to supervisor.  
B.2.8. Safety of Self and Others  
Assessment: Level I Fieldwork Competency Evaluation
3. Develop and apply time management and organizational skills, self-directed learning, reasoning and problem-solving abilities.  
B.2.10. Ethics & Professional Responsibilities  
Assessment: Level I Fieldwork Competency Evaluation, Fieldwork Assignment
4. Illustrate appropriate verbal communication and interpersonal skills with patients/clients, staff, and caregivers.  
B.3.21. Effective Communication  
Assessment: Level I Fieldwork Competency Evaluation
5. Distinguish the definition of occupational therapy as relevant to the fieldwork setting or audience.  
B.4.2. Advocacy  
Assessment: Level I Fieldwork Competency Evaluation, Fieldwork Assignment
6. Utilize relevant evidence to make informed practice decisions and connect class concepts to fieldwork through inquiry or discussion.  
B.5.1. Evidence Synthesis, Professional Literature & Scholarly Activities  
Assessment: Level I Fieldwork Competency Evaluation, Fieldwork Assignment
7. 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  
Assessment: Fieldwork Assignment

<b>Dates:</b>	
<b>Week 1</b>	<p><b>Materials Covered:</b>          What is Level I Fieldwork?          Q&amp;A</p> <p><b>Assessments:</b> Level I FW Quiz</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Describe the purpose for Level I Fieldwork.</li> <li>2. Explain the value of occupational therapy fieldwork.</li> <li>3. Recognize the roles of the fieldwork educator and the OTA student.</li> <li>4. Describe the types of settings in which Level I Fieldwork occurs.</li> <li>5. Identify the requirements and assignments associated with Level I Fieldwork.</li> </ol>
<b>Week 2</b>	<p><b>Materials Covered:</b>          Time Management and Planning</p> <p><b>Assessments:</b> Contact FWE Assignment/FWCE</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recognize components of successful time management and organization.</li> <li>2. Apply time management and planning skills with orientation and fieldwork set up.</li> <li>3. Role-play and demonstrate appropriate time management and planning strategies.</li> </ol>
<b>Week 3</b>	<p><b>Materials Covered:</b>          Professionalism and What it Means          Safety Procedures &amp; Reporting</p> <p><b>Assessments:</b> Professionalism &amp; Procedures Quiz/FWCE</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Describe the components that make up professionalism in occupational therapy practice.</li> <li>2. Recognize the various generations and associated ideologies of occupational therapy clients.</li> <li>3. Demonstrate and role-play appropriate professional behaviors.</li> <li>4. Identify common safety procedures and precautions.</li> <li>5. Recognize the process of reporting safety issues.</li> <li>6. Analyze safety scenarios and explain appropriate action.</li> </ol>

<p><b>Week 4</b></p>	<p><b>Materials Covered:</b> Psychosocial FW Assignment</p> <p><b>Assessments:</b> Rough Draft of FW Assignment/FW Assignment</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the factors associated with the fieldwork assignment and plan and prepare for completion.</li> </ol>
<p><b>Week 5</b></p>	<p><b>Materials Covered:</b> Verbal and Nonverbal Communication</p> <p><b>Assessments:</b> Effective Communication Assignment/FWCE</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the importance of effective verbal and nonverbal communication.</li> <li>2. Observe and recognize appropriate verbal and nonverbal communication.</li> <li>3. Discuss and role-play effective communication skills.</li> </ol>
<p><b>Week 6</b></p>	<p><b>Materials Covered:</b> Fieldwork Objectives &amp; Fieldwork Forms Review</p> <p><b>Assessments:</b> FW Objectives &amp; Assignment Quiz</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the components of and recognize the importance of the LEVEL I FIELDWORK COMPETENCY EVALUATION associated with Level I Fieldwork.</li> <li>2. Describe and recognize the components of the STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) and how they correlate to occupational therapy.</li> </ol>
<p><b>Week 7</b></p>	<p><b>Level I Psychosocial Fieldwork</b></p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ethical behavior expectations of the profession in practice settings.</li> <li>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.</li> <li>3. Recognize the strategies used to collaborate with occupational therapy professionals, other healthcare professionals, and paraprofessionals, caregivers, and clients in a variety of contexts.</li> <li>4. Exhibit behaviors that reflect therapeutic use of self in individual, dyadic and/or group interactions.</li> <li>5. Distinguish and correlate the pathology, psychological and OT psychosocial</li> </ol>

	models, interventions and strategies learned in academic coursework in the fieldwork setting.
<b>Week 8</b>	<p><b>Finals Week</b></p> <p><b><i>FW Debrief</i></b>  <b>Turn in Psychosocial FW Assignment &amp; STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)</b></p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify and describe the settings in which occupational therapy services may be provided to a person with mental health problems.</li> <li>2. Recognize mental health and psychosocial disorders and associated signs, symptoms and behaviors that affect client occupational performance and roles.</li> <li>3. Illustrate the possible roles and interventions for occupational therapy in a mental health/psychosocial setting.</li> <li>4. Analyze and compare evidence-based research to correlate the effectiveness of occupational therapy in mental health.</li> </ol>

***\*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\***

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

Level I Fieldwork Competency Evaluation (FWCE) completed by the Fieldwork Educator with a minimum score of **48** 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.

3 Quizzes	5%
3 Lecture Assignments	5%
Fieldwork Assignment	13%
Student Evaluation of Fieldwork	2%
Student Fieldwork Competency Evaluation	<u>75%</u>
	100%

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

## **GRADING SYSTEM:**

A = 90% - 100%
B = 80% - 89%
C = 75% - 79%
D = 69% - 74%
F = below 68%

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 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 [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@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.



## HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

## STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## 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 Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu) or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: [OCR@ed.gov](mailto:OCR@ed.gov)).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [jacquelyne.snyder@hgtc.edu](mailto:jacquelyne.snyder@hgtc.edu).

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [melissa.batten@hgtc.edu](mailto:melissa.batten@hgtc.edu).

### **TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu).

## **PREGNANT ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [Pregnancy Intake Form](#).