



INSTRUCTIONAL PACKAGE

OTA 142
Clinical Introduction I

Effective Term
Fall 2025/Spring 2026/Summer 2026

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Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: OTA 142

COURSE TITLE: Clinical Introduction I

CONTACT HOURS: Lab 3.0

CREDIT HOURS: 1

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:

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.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

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 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.2.10. Ethics and 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

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.1.6. Fieldwork in Mental Health, Behavioral Health, or Psychosocial Factors

Assessment: Fieldwork Assignment

Week 1	<p>Materials Covered: What is Level I Fieldwork? Q&A</p> <p>Assessments: Level I FW Quiz</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.
Week 2	<p>Materials Covered: Time Management and Planning</p> <p>Assessments: Contact FWE Assignment/FWCE</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.
Week 3	<p>Materials Covered: Professionalism and What it Means</p> <p>*Assessment(s): Level I Fieldwork Competency Evaluation</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.

Week 4	<p>Materials Covered: Psychosocial FW Assignment Safety Procedures & Reporting</p> <p>Assessments: Professionalism & Procedures Quiz/FWCE, Rough Draft of FW Assignment/FW Assignment</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify common safety procedures and precautions. 2. Recognize the process of reporting safety issues. 3. Analyze safety scenarios and explain appropriate action. 4. Identify the factors associated with the fieldwork assignment and plan and prepare for completion.
Week 5	<p>Materials Covered: Verbal and Nonverbal Communication Fieldwork Objectives & Fieldwork Forms Review</p> <p>Assessments: FW Objectives & Assignment Quiz, Effective Communication Assignment/FWCE</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. 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 the STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) and how they correlate to occupational therapy.
Week 6	No Class – Thanksgiving Break
Week 7	<p>Level I Psychosocial Fieldwork</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,

	<p>and clients in a variety of contexts.</p> <ol style="list-style-type: none"> Exhibit behaviors that reflect therapeutic use of self in individual, dyadic and/or group interactions. Distinguish and correlate the pathology, psychological and OT psychosocial models, interventions and strategies learned in academic coursework in the fieldwork setting.
Week 8	<p>Finals Week</p> <p><i>FW Debrief</i> <i>Turn in Psychosocial FW Assignment & STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)</i></p> <p><i>Learning Outcomes:</i></p> <ol style="list-style-type: none"> Identify and describe the settings in which occupational therapy services may be provided to a person with mental health problems. Recognize mental health and psychosocial disorders and associated signs, symptoms and behaviors that affect client occupational performance and roles. Illustrate the possible roles and interventions for occupational therapy in a mental health/psychosocial setting. Analyze and compare evidence-based research to correlate the effectiveness of occupational therapy in mental health.

****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 weight 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 **48** to Pass.

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

- Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations.
- 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:

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 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.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

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 Academic Coaching for 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 or coaching, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [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. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. 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.



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 have librarians and staff who can aid with research, computers to support academic research and related school-work, and

individual/group study rooms. Printing is available as well at each location. 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.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

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 or visit the website the [Counseling Services webpage](#).

Statement of Equal Opportunity/Non-Discrimination Statement:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II 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

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator
Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@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).

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PREGNANCY 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* that can be found [here](#).

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