INSTRUCTIONAL PACKAGE

OTA 262
OTA Clinical Application I

Effective Term
Fall 2024/Spring 2025/Summer 2025

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Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer2025

COURSE PREFIX: OTA 262

COURSE TITLE: OTA Clinical Application II

CONTACT HOURS: Lab 21.0

CREDIT HOURS: 7.0

RATIONALE FOR THE COURSE:
This course will allow students to apply prior academic knowledge and fieldwork experience in the clinical setting to further their understanding and demonstration of the occupational therapy process with clients diagnosed with physical and psychological dysfunction disorders. This fieldwork rotation will allow students to collaborate with occupational therapy practitioners to gain insight, real-world exposure to clients, and to design and implement occupational therapy interventions to meet client needs. Students will practice and formulate the fundamental components of effective documentation to justify the need for occupational therapy services. Students will be exposed to a variety of settings to develop the skills required to become an entry-level occupational therapy assistant.

COURSE DESCRIPTION:
This course provides clinical experiences under the direct supervision of an experienced OTR or COTA, enabling students to transition into the role of entry-level OTA. Students are assigned to various settings working with individuals with developmental, physical or emotional challenges.

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:

- *Electronic device with access to D2L*

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.

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. Student will develop entry level competencies for the Level II fieldwork by the end of the experience (entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation)
2. Student will assume full client caseload, as defined by fieldwork site, by end of experience
3. Student will submit correct and complete documentation in a timely manner, according to policies and procedures of fieldwork site
4. Student will consistently report to site on time
5. Student will attend all meetings as directed by supervisor
6. Student will follow all policies and procedures of as directed by the fieldwork site and the HGTC OTA Program
7. Student will take initiative when exploring new learning opportunities
8. Student will actively participate in the supervisory process
9. Student will utilize resources available to them when planning and performing assigned duties. These resources include, but are not limited to other personnel at the fieldwork site, reference material, experts outside of those available at the fieldwork site
10. Student will plan and implement treatment/intervention plans that address the person, occupation and environmental issues presented by the client
11. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various frames of reference in Occupational Therapy practice
12. Student will demonstrate professional behaviors as indicated on the Professional Behavior Competence Document. Competence demonstrated by achieving at least the minimum passing score on the PBCD

Assessment:

Fieldwork Performance Evaluation (FWPE)
Professional Behavior Competence Document
Fieldwork Presentation or Project

Sample OTA Level II Fieldwork Schedule:

- SOTA – Student Occupational Therapy Assistant
- FWE – Fieldwork Educator

Dates:	
Week 1	**(Days 1-3)** • In-person introduction of SOTA to FWE • SOTA receives a tour of facility and orientation (may continue through the first week)

	• SOTA begins to review facility policy and procedure manuals
	• SOTA participates in structured clinical observation
	(Days 4-5)
	• SOTA observes evaluations and assists with client treatment sessions
	• SOTA receives first patient/client/consumer from FWE's caseload to begin on week 2
	• SOTA and FWE have first weekly feedback meeting
Week 2	• Ongoing treatment planning, treatment of first assigned patient/client/consumer
	• Schedule observations as possible of other disciplines or activities.
	• Some examples include therapeutic feeding evaluation and treatment, home visit, patient/family conferences, IEP, treatment groups, driving evaluation, surgery, etc.
	• SOTA continues to observe patients/clients/consumers on FWE's caseload
	• FWE assigns SOTA additional patients/clients/consumers as deemed appropriate by FWE and site.
	• Weekly feedback meeting
Week 3-4	• SOTA continues observations
	• Continue joint weekly feedback meetings
	• Schedule in-service presentation or fieldwork project for week 7 or 8
	• FWE assigns SOTA additional patients/clients/consumers as deemed appropriate by FWE and site
	• FWE completes the student Fieldwork Performance Evaluation (FWPE) midterm and meets with SOTA to discuss scoring, student strengths, and areas for student growth
	• AFWC will schedule site visit to meet with SOTA and FWE to observe and discuss SOTA's performance during weeks 5-8
Week 5-8	• SOTA maintains full case-load* of clients for last 3 weeks of fieldwork placement
	• In-service presentation or fieldwork project completed by SOTA
	• FWE completes final FWPE scoring and meets with SOTA to discuss results
	• FWPE-Final is automatically submitted to school, and the FWE should receive a certificate upon completion
	• SOTA completes Student Evaluation of the Level II Fieldwork Experience and meets with FWE to discuss results

	• SOTA submits this document with FWE and SOTA signatures to the AOTA Formstack Portal • FWE signs the final version of SOTA timesheet and ensures details are correct ***** The facility determines what a full case-load is, as would be expected of an entry-level COTA.

*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 II Fieldwork Performance Evaluation (FWPE) completed by the Fieldwork Educator with a minimum score of **91** 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 to safety regulations and reports/documents incidents appropriately.

3) Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents

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

Fieldwork Presentation/Project	5%
Student Evaluation of Fieldwork	2%
Student Evaluation of Fieldwork Educator	2%
Professional Behavior Competence	5%
Student Fieldwork Competency Evaluation	86%
	100%

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 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.

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 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 or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: 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.

> 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.

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.

PREGNANY 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**.