



INSTRUCTIONAL PACKAGE

OTA 264
OTA Clinical Application II

Effective Term
Fall 2025

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Part I: Course Information

Effective Term: Fall 2025

COURSE PREFIX: OTA 264

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:

(Credit level [OTA 155](#) Minimum Grade of C or Credit level [OTA 155](#) Minimum Grade of TC) and (Credit level [OTA 221](#) Minimum Grade of C or Credit level [OTA 221](#) Minimum Grade of TC) and (Credit level [OTA 245](#) Minimum Grade of C or Credit level [OTA 245](#) Minimum Grade of TC) and (Credit level [OTA 264](#) Minimum Grade of C or Credit level [OTA 264](#) Minimum Grade of TC) and (Credit level [OTA 108](#) Minimum Grade of C or Credit level [OTA 108](#) Minimum Grade of TC)

RESTRICTIONS:

Must be enrolled in the following Fields of Study: Occupational Therapy Assistant.
Offered Fall Term Only.

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.

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. 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

***Assessment:**

Fieldwork Performance Evaluation (FWPE)

Fieldwork Presentation or Project

Sample OTA Level II Fieldwork Schedule:

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

Dates:	October 16, 2023 – December 8, 2023
Week 1	<p>(Days 1-3)</p> <ul style="list-style-type: none">• 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 <p>(Days 4-5)</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • SOTA maintains full case-load* of clients for last 3 weeks of fieldwork placement <ul style="list-style-type: none"> • In-service presentation or fieldwork project completed by SOTA • FWE completes final FWPE scoring and meets with SOTA to discuss results <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <p>* The facility determines what a full case-load is, as would be expected of an entry-level COTA.</p>

****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%
<u>Student Fieldwork Competency Evaluation</u>	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.

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 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.

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.

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](#).

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).

Student and prospective student inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

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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](#).