Course Syllabus
Course Number: OTHA 1260
Course Name: Clinical III
Revised: 1-2014

Hours: Block weeks as assigned
Semester Credit Hours: 2
Lecture Hours per week: 0
Lab Hours per week: 0
Contact Hours per Semester: 128
Prerequisites: All previous OTHA classes
Co-Requisite: OTHA 2309

Instructor’s Office Location and Phone Number: Terrie King, OT, W. C. Smith Health Science Building Rm# 143, 903-692-3463 cell and 903-694-4027 office
E-mail Address: tking@panola.edu

Course Description:
A health-related work-based learning experience that enables the student to apply specialized occupational therapy theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Purpose and Goals of the Course:
As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Course’s Relationship to Curriculum:
This clinical rotation is the last of three experiential learning opportunities that supports the didactic process provided within the classroom setting. The student continues to develop and build their understanding of the importance and application of theories, OT models of practice and frames of references through guided discussions, video presentations, and learning modules. By completing minimally 128 clinical hours in community organizations such as school systems, assisted living centers, state hospitals, memory care centers, and drug/alcohol recovery centers, students have opportunity to implement OT based intervention strategies under the direct supervision of a facility professional. Using the PEO Model as a guide, the student will investigate how factors within the person, environment and occupation subsystems affect occupational performance. In addition the student will continue to integrate concepts found within the OTPF that correlate with the PEO model within these settings. The focus of this course is for the student to have a better understand of and the ability to implement meaningful occupations with individuals across the lifespan. The student will develop skills to plan and implement therapeutic activities while managing individual and group dynamics. Professional development includes awareness of healthy interpersonal skills, professional boundaries, basic safety, documentation skills, and resource management.
Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical III Fieldwork Modules</td>
<td>70%</td>
</tr>
<tr>
<td>Clinical Reasoning and Knowledge</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment (CRAK) Tests</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Note 1: No scores will be rounded.
Note 2: All rules and regulations printed in the College catalog, *The Pathfinder* and the OTA Student Policy Manual will be reinforced throughout this course.
Note 3: The OTA Program will not tolerate any form of academic dishonesty as defined in *The Pathfinder* or unethical behaviors as defined in the OTA Program’s Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors of any type will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.

Student Responsibilities
1. Students are expected to show respect for fellow classmates and instructors by being punctual for all class periods.
2. Students should complete all reading assignments and/or lab assignments prior to class.
3. Students are expected to participate actively in class discussions and experiences.
4. It is the student’s responsibility to consistently monitor the class process through the use of the online learning management system. Students are expected to print out all course materials prior to the class date listed on the learning management system. Given this expectation, the student should maintain access to a reliable computer system to remain in good standing in the course.
5. Students should notify the instructor in advance if unable to take a scheduled examination. If not, unexcused absence will result and the student will receive a zero for the exam. A make up test will not be given in this circumstance.
6. Students are responsible for all materials missed due to absences.
7. Grades or points allotted for daily work, quizzes, and labs cannot be made up in the case of an absence.
8. Students are expected to turn in completed assignments on time. The course instructor may extend the deadline if notified of extenuating circumstances prior to the due date. Students can expect a 20 point deduction for every day it is late.
9. Students are expected to accept constructive feedback and modify behavior as appropriate.
10. When interacting with students, College staff and faculty, students are expected to be positive, sensitive, considerate, polite and tolerant.
11. For specific conduct and behavior expectations, refer to the OTA Program Student Policy Manual.

Attendance:
Any student who does not come to class (all or in part) and does not call Mickie Cash, OTA department secretary in advance will lose 5 points from his/her overall COURSE grade per
occurrence. For example, if you have a 93% average at the end of the semester and you failed to report one absence or arrived at class late without reporting, your average will be adjusted to an 88% which would cause you to earn a “B” for the course. **If Mickie does not answer, please leave a message as a last resort.** It’s simple common courtesy—call if you are going to be late or absent. When a student arrives late or leaves early, for any reason, it is considered a tardy. Three tardies equates to one absence. Because of the experiential nature of OTA education, attendance is required to master the course objectives. If a student is absent for more than 11% of the course hours, the instructor may withdraw the student from the course.

If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123 to make arrangements for any required accommodations within the first seven days of the semester. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will receive an F on your transcript for this course.

After studying the material presented in the texts, lecture, laboratory, Canvas assignments, and other resources, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.

**Learning Objectives:**

1. Under the guidance of a FW educator, participate in the OT process including the development of an occupational profile through interviews, gathering data through screening and evaluation tools as appropriate to the setting. B.4.1.

2. Under the guidance and supervision of a FW educator, select and provide direct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. B.5.1.

3. Under the guidance and supervision of a FW educator, promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all contexts relevant to the client. B.5.17.

4. Under the supervision and guidance of a FW educator, participate in the collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist. B.5.28.

5. Under the supervision and guidance of a FW educator, participate in the documentation process to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.4.10.

6. Under the supervision and guidance of a FW educator, participate in discharge planning by reviewing the needs of the client, caregiver, family, and significant others; resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming. B.5.29.

**Methods of Evaluation:**

<table>
<thead>
<tr>
<th>Performance/ Learning Outcome</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>The student will achieve at least an 80% on the Clinical III Fieldwork Module</td>
</tr>
</tbody>
</table>
The student will achieve at least a 75% on each Clinical Reasoning and Knowledge Assessment (CRAK) Modules.

**SCANS implemented in these course objectives include:**

**Texts, Materials, and Supplies:**
None listed but all resources to date will be helpful.

**Evaluation/Assignment Descriptions:**

**Clinical III Fieldwork Module**
Students are assigned to a variety of settings to obtain experience working with individuals across the lifespan. Focus of the experience is to understand how client factors can affect development, education, wellness and mental health. Each student will complete a minimum of 128 hours through a variety of methods including directly working with individuals across the lifespan.

- **Level I Fieldwork – Clinical III – Mental Health - Student Evaluation Form - (30%)**
  Completed by the Fieldwork Educator (FWE) and discussed with student. This should be reviewed together prior to the end of the clinical rotation. Research indicates that employers seek workers who are conscientious, can communicate well, are energetic, motivated, dependable and self-initiated. These six qualities can guarantee success in both academic and fieldwork education. The student should sign the form as well as the FWE providing the original to the school per the due date.

- **Student Evaluation of FW Site - (10%)**
  This is a critical aspect for both student and FWE. Students are expected to provide the FWE with a typed form at the end of the rotation when the FWE shares the student evaluation form. Giving and receiving constructive feedback is an art and students are expected to do both in a professional manner. The student should sign the form as well as the FWE providing the original to the school per the due date.

- **Clinical Time Log - (5%)**
  This should be completed as any professional document – clear, neat and accurate. Your FWE should sign their entire name on your attendance log/timesheet each day you are there. The timesheet is to be completed with 100% accuracy. Create a separate attendance log for each site. This document MUST be completed in a neat and professional manner. Scribbles, entries that are difficult to read, missing signatures, and addition mistakes will result in two point deductions from the level I student evaluation grade, per incident.

**Clinical Reasoning and Assessment of Knowledge (CRAK) Module**

**Clinical Reasoning and Knowledge Assessment (CRAK) Tests - 30%**
This tests are multiple choice and generally formatted as close to the NBCOT exam as possible. Question topics relate to pediatrics and mental health practice areas. You will have opportunity to practice these questions in class with your team and individually online. Grade weight will be decided by students as part of the Team Based Learning format.

- **Team** - Weight of this area will be decided in class - TBA
- **Individual** - Weight of this area will be decided in class - TBA

All grading rubrics and forms are attached below.
Student Name:  
Fieldwork Educator’s Name:  
Facility Name:  

OTHA 1260  
Level I Fieldwork – Clinical III – Mental Health  
Student Evaluation Form

The fieldwork educator should keep each of the following areas in mind as the student completes his/her fieldwork rotation. Please complete this form and discuss your grading with the student on their last day of fieldwork. Keep a copy for your records and give the original to the student to submit to the course instructor. Please justify your numerical scores as your comments are vital to the student’s growth. Circle the number of the appropriate performance score for each area per the following scale. Partial points may be given where appropriate. Total all points to determine the student’s final numerical and letter grade. A 75 total (75%) is the cutoff score for passing this aspect of the course.

1 ------ 7.5 passing ------ 10.  
(Average)

1. PROFESSIONALISM
   a. Commitment to Learning: The ability to self assess, self correct and self direct; identify needs and sources of learning; continually seek new knowledge and understanding. Examples- asks appropriate questions, is consistently engaged, actively observing and is enthusiastic about learning.

   1 2 3 4 5 6 7 8 9 10

   b. Professional Behavior: The ability to exhibit appropriate professional conduct and to represent the profession effectively. Examples- handles personal problems/stress without it interfering with fieldwork duties, expresses empathy to client situations, arrives to fieldwork at specified time, responds appropriately to constructive feedback.

   1 2 3 4 5 6 7 8 9 10

   c. Professional Appearance: The ability to demonstrate appropriate professionalism in dress, hygiene, grooming, and alertness. Examples- adheres to facility dress code, keeps hair and nails neat where they don’t interfere with tx, is “in the moment with the client”- gives full attention to situation at hand.

   1 2 3 4 5 6 7 8 9 10

COMMENTS:
2. **EFFECTIVE RELATIONSHIPS**  
   a. **Interpersonal Skills**: The ability to communicate effectively with patients, families, colleagues, other health care professionals and the community; deals effectively with cultural/ethnic diversity issues. **Examples**- Shows respect for others, easily and readily establishes rapport, works effectively with others.

   ![Score Scale](1 2 3 4 5 6 7 8 9 10)

   b. **Use of Constructive Feedback**: The ability to identify sources, seeks out and effectively asks for feedback to improve performance. **Examples**- actively listens asking for clarification and then modifies behaviors as requested.

   ![Score Scale](1 2 3 4 5 6 7 8 9 10)

   **COMMENTS**:  

3. **COMMUNITY SERVICE**  
   a. **Responsibility**: The ability to fulfill commitments and be accountable for actions and outcomes. **Examples**- consistently carries out given tasks without redirection, timely completion of assignments or group activities, takes responsibility and apologizes for mistakes and then takes steps to remedy or correct the situation.

   ![Score Scale](1 2 3 4 5 6 7 8 9 10)

   b. **Effective Use of Time and Resources**: The ability to obtain the maximum benefit from available resources. **Examples**- completes task within given time frame, takes initiative to remain productive throughout the day, mindful to not waste resources.

   ![Score Scale](1 2 3 4 5 6 7 8 9 10)

   **COMMENTS**:  

4. **REASONING SKILLS**  
   a. **Evaluation/Screening**: In collaboration with and under direct supervision of facility staff, the student will accurately complete an interview to gather relevant data about the client that supports the intervention process. **Examples**- able to obtain basic information from files, demonstrates ability to collaborate with other disciplines to understand client's "story" and needs, completes screening tools using professional terminology.

   ![Score Scale](1 2 3 4 5 6 7 8 9 10)

   b. **Intervention**: In collaboration and under the direct supervision of facility staff, the student will select, provide and adapt therapeutic activities that enhance occupational performance. **Examples** - seems prepared and able to facilitate group or individual session, adapts session process as needed, ends session in a timely basis, able to adjust subsequent interventions as needed.

   ![Score Scale](1 2 3 4 5 6 7 8 9 10)
a. **Safety Awareness:** The ability to recognize and respond to the safety needs of clients, self, and other disciplines working in the setting. **Examples:** notices potential hazards in group or ax facilitation, keeps track of and safely handles media supplies, monitors w/c and other equipment for problems, is aware of environment and removes all items that may lead to a potential fall or other injury.

**COMMENTS:**

---

**STUDENT PERFORMANCE OVERALL FEEDBACK**

**Areas of Strength:**

**Areas of Growth:**

**SCORE:** ________/100%

---

Fieldwork Educator’s Signature ___________________________ Date ________

Student’s Signature ___________________________ Date ________
Panola College OTA Program
Student Evaluation of Fieldwork Instruction

Student Name: ________________________________ Course: ____________________

Facility Name: ________________________________
This evaluation tool should be completed by the student and discussed with the clinical instructor (CI) by the last week of the fieldwork rotation. A copy should be left with the CI and the original returned to the course instructor. Students not submitting this completed form by the scheduled due date can expect to lose 5 points a day from their fieldwork grade.

**Complete the questions below thoughtfully and accurately. Provide constructive feedback with examples for your score in each area.**

1. **Clinical Site**
The clinical site provides a student-friendly environment that supports the learning process.

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Below average</th>
<th>3 Average</th>
<th>4 Above average</th>
<th>5 Exceptional</th>
</tr>
</thead>
</table>

Comments:

2. **Professionalism**
The clinical instructor demonstrates professional behaviors consistent with those required by the Panola College OTA program. (ie. initiation, dependability, respectfulness, organization, communication skills, cooperation, and adherence to safety requirements)

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Below average</th>
<th>3 Average</th>
<th>4 Above average</th>
<th>5 Exceptional</th>
</tr>
</thead>
</table>

Comments:

3. **Therapeutic Use of Self**
The clinical instructor cultivates a therapeutic relationship (planned use of personality as a part of the intervention process) and demonstrates the ability to connect interpersonally with their clients.

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Below average</th>
<th>3 Average</th>
<th>4 Above average</th>
<th>5 Exceptional</th>
</tr>
</thead>
</table>

Comments:

4. **Clinical Reasoning**
The clinical instructor demonstrates and discusses clinical reasoning for selection of evidence based treatment intervention types. (explains why the intervention is the best choice)

<table>
<thead>
<tr>
<th></th>
<th>1 Poor</th>
<th>2 Below average</th>
<th>3 Average</th>
<th>4 Above average</th>
<th>5 Exceptional</th>
</tr>
</thead>
</table>

Comments:
5. **Practice Skills**
The clinical instructor demonstrates the ability to implement effective occupation based, client centered interventions (meaningful to client and goal directed).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Below average</td>
<td>Average</td>
<td>Above average</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

**Comments:**

6. **Suggestions**
The best part about being at this facility was....

Something you might consider trying is...

We have mutually shared and clarified the information above.

Date: ______________________________

Clinical Instructor: ______________________________
(printed name)

Student: ______________________________
(printed name)

Clinical Instructor: ______________________________
(signature)

Student: ______________________________
(signature)
Panola College OTA Program  
Level I Fieldwork – Clinical III – Mental Health  
Attendance Log/Time Sheet  
(To be completed by the student)

Student Name: __________________________ Facility: ______________________________

Fieldwork Educator: __________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>In</th>
<th>Out</th>
<th>Daily Time</th>
<th>FWE Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1-26-09</td>
<td>7:55</td>
<td>12:00</td>
<td>12:45</td>
<td>4:23</td>
<td>7 hrs 43 min</td>
<td>Mary Smith, OTR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Time</th>
</tr>
</thead>
</table>

For Office Use Only – Verified Total Time