Catalog Description:
This course is a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the instructor or clinical professional.

Prerequisites: All previous OTHA classes

Semester Credit Hours: 2

Lecture Hours per week: 0
Lab Hours per week: 6

Contact Hours per Semester: 96

State Approval Code: 510803

Class Section Meeting Times:

Instructional Goals: As outlined in the learning plan, the student will 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 delivery of OT services at the clinical site; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using industry terminology. (Workforce Education Manual, 2012-2013)

Relationship to Curriculum:
This course provides students an opportunity to synthesize and integrate didactic information from OTHA 1341 and OTHA 2301 Clinical reasoning skill development focusing on community based pediatric service provision is the intent and focus of this course. Students acquire 96 hours of direct hands on service learning projects, observations and clinical reasoning question scenarios. Using both Canvas and in class discussion formats, students are guided to compare and contrast typical/atypical client factors that affect development patterns, develop a better understanding of how pathology and environment can affect occupational performance and practice documentation skills.
After studying the material presented in the texts, lecture, laboratory, Canvas assignments, and other resources, the student will complete course assignments obtaining minimum course grade of 75%.

Specific Course Objectives (includes SCANS):
1. B.2.8.Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
2. B.4.10.Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
3. B.5.2.Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.
4. B.5.3.Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
5. B.5.4.Implement group interventions based on principles of group development and group dynamics across the lifespan.
6. B.5.6.Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).
7. B.5.19.Use the teaching–learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods.
8. B.5.20.Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
9. B.5.21.Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan.
10. B.5.17. 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.

SCANS Workplace Competencies

<table>
<thead>
<tr>
<th>Basic Skills</th>
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<tbody>
<tr>
<td>A. i, ii, iv, v</td>
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<tr>
<td>B. i, ii, iii, iv, v</td>
</tr>
<tr>
<td>C. i, ii, iii, iv, v</td>
</tr>
</tbody>
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Course Content:
A general description of lecture/discussion topics included in this course are listed in the LearningObjectives/ Specific Course Objectives sections of this syllabus

Methods of Instruction/Course Format/ Delivery:
This course provides students the opportunity to participate in a number of supervised opportunities to work with children within the community setting. Pre-class assignments available via Canvas may include text readings, and content page readings.
**Acute Standard/Objective** | **Method of Measurement**
---|---
1,3,4,5,6,7,8,9,10 | Clinical Assignments
1,3,4,5,6,7,8,9,10 | Pedi- Clinical Reasoning And Knowledge Assessment
1,3,4,6,7,8,9 | Pediatric Skills Testing
2 | Documentation

**Major Assignments / Assessments:**
The following items will be assigned during the semester and used to calculate the student’s final grade:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Clinical Skills Assessments CSA’s</td>
<td>40%</td>
</tr>
<tr>
<td>Practical Skills Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Clinical Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical Reasoning and Knowledge Assessment</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
</tr>
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<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.

**Texts, Materials, and Supplies:**
Oden, Athena (2016) Ready Bodies Learning Minds: Cultivating The Complete Child David Oden Publisher
Additional handouts and resources will be linked on schedule. This course requires the consistent use of online learning management system (Canvas) to access course materials. Other projects will require access to high speed internet services and libraries.

**Other:**
• For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
• For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
• If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
• Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.


Student Are Required To:
1. Comply with all instructional policies and procedures in the Panola OTA Student Policy Manual.
2. Complete all pre class assignments prior to class.
3. Actively participate in class discussions and experiences.
4. Take the initiative to obtain all materials missed due to absences.
5. Take the initiative to schedule any additional practice or instruction needed with the course instructor.

SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
   a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.
   b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize (“Seeing Things in the Mind's Eye”): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
   c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
      v) Integrity and Honesty: choose ethical courses of action.
2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
   i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
   Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) Interpersonal Skills: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
   ii) Teach Others New Skills.
   iii) Serve Clients/Customers: work to satisfy customer's expectations.
   iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
   vi) Work with Diversity: work well with men and women from diverse backgrounds.
   Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
   Examples: draw and interpret an organizational chart; develop a monitoring process; choose an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

e) Technology: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.