



Course Syllabus

OTHA 2230 - Workplace Skills for the OTA

Catalog Description: Seminar-based course designed to complement Level II fieldwork by creating a discussion forum addressing events, skills, knowledge, and/or behaviors related to the practice environment. Application of didactic coursework to the clinic and test-taking strategies for certification exams.

Prerequisites: OTHA 1405, 1360, 1341, 1415, 2360, 2335, 1409, 1349, 2402, and 2361

Corequisites: OTHA 2266 and 2267

Semester Credit Hours: 2

Lecture Hours per Week: 1

Lab Hours per Week: 4

Extended hours: 0

Contact Hours per Semester: 80

State Approval Code: 51.0803

Class Section Meeting Times: OTHA 2230 is a sixteen-week hybrid course with 60% online and 40% face-to-face. Web-based, synchronistic small-group meetings will occur sixteen times a semester on Sunday afternoons per group assignment schedule listed in the course. Three days of on-campus face to face instruction is mandatory at the end of the semester. Any other campus visits will be announced at least two weeks before the scheduled date unless an emergency occurs. Students must participate in both in-class and online discussions. Students are also expected to spend at least 5 hours per week reading, reviewing, and participating in assigned activities to complete this course successfully. OTA program attendance policy per the OTA student handbook will be observed.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Instructional Goals and Purpose: The purpose of the course is to demonstrate appropriate resource management; demonstrate stress management skills; discuss appropriate treatment interventions based on research; and discuss effective communication skills with supervisors, peers, clients, and other professionals. Students will also initiate the application process for professional credentialing, identify techniques to increase employment marketability, and demonstrate proficiency on simulated certification exams. See specific course objectives for more information.

Learning Outcomes:

1. Practice resource management.
2. Demonstrate self-management.
3. Implement interventions based on research.
4. Communicate effectively with supervisors, peers, clients, and other professionals.
5. Process applications for professional credentialing.
6. Practice techniques to increase employment marketability.

Specific Course Objectives (includes SCANS):

After studying the material presented in texts, lectures, course handouts, CANVAS assignments, and other resources, the student should complete all learning objectives listed below with a minimum competency of 75%.

1. **B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference** - Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
2. **B.3.2. Interaction of Occupation and Activity** - Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.
3. **B.3.3. Distinct Nature of Occupation** - Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.
4. **B.4.2. Clinical Reasoning** - Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.
5. **B.4.3. Occupation-Based Interventions** - Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.
6. **B.4.4. Standardized and Nonstandardized Screening and Assessment Tools** - Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.

7. **B.4.6. Reporting Data** - Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.
8. **B.4.19. Consultative Process** - Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.
9. **B.4.22. Need for Continued or Modified Intervention** - Monitor and reassess, in 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.
10. **B.4.23. Effective Communication** - Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.
11. **B.4.24. Effective Intraprofessional Collaboration** - Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.
12. **B.4.26. Referral to Specialists** - Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.
13. **B.4.27. Community and Primary Care Program** - Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.
14. **B.4.28. Plan for Discharge** - Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.
15. **B.5.5. Requirements for Credentialing and Licensure** - Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.
16. **B.6.1. Scholarly Study** - Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. * Explain how scholarly activities and literature contribute to the development of the profession.
17. **B.7.1 Ethical Decision Making** - Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.
18. **B.7.2. Professional Engagement** - Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.
19. **B.7.4. Ongoing Professional Development** - Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
20. **B.7.5. Personal and Professional Responsibilities** - Demonstrate knowledge of personal and professional responsibilities related to: * Liability issues under current models of service provision. *Varied roles of the occupational therapy assistant providing service on a contractual basis.

21. Increase personal employment marketability by developing a **professional portfolio**.

*Alphanumeric codes in **bold** indicate educational standards as described in the 2018 ACOTE Standards.

Scans Workplace Competencies

SCANS	SCANS
Basic Skill Competencies	Workplace Competencies
A. i, ii, iv, v	A. i, iii, iv
B. i, ii, iii, iv, v	B. i, ii, iii
C. i, ii, iii, iv, v	C. i, ii, iii, iv
	D. i

Course Content:

A general description of lecture/discussion topics included in this course is in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual and The Pathfinder.
2. Have access to a computer with high-speed internet service, printer, and scanning device with necessary compatible software for course content retrieval and document submissions.
3. This course requires the consistent use of the CANVAS learning management system for access to the course schedule, daily reading assignments, instructor correspondence, classroom discussion, quizzes, and examinations. As such, the student is expected to have access to internet services and a device capable of accessing and utilizing CANVAS as designed/intended. If students need assistance in obtaining these items, they are encouraged to contact Panola Student Services at <https://www.panola.edu/student-services>.
4. For technical support, students should contact Distance Learning Services at dl@panola.edu or call them M-Th, 7:30 am - 5 pm or F 7:30 am - 12:30 pm

It is the student’s responsibility to understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual (attendance, assignment submission, makeup exams, professional and ethical behaviors, and others).

Methods of Instruction/Course Format/Delivery:

This hybrid course is 60% online and 40% face-to-face. Web-based, synchronistic small-group meetings will occur sixteen times a semester. Three days of on-campus face-to-face instruction is mandatory at the end of the semester. Any other campus visits will be announced at least two weeks before the scheduled date unless an emergency occurs. Course assignments are available via CANVAS and may include, but are not limited to, text readings, content page readings, voice-over PowerPoint presentations, web-based instruction, and videos. Students must participate in both in-class and online discussions. At least two proctored activities are required for this course.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade:

Assignments	Weight
Class Assignments	50%
Simulated licensure and certification exams	20%
Case Study	15%
Professional Portfolio Assignment	15%

Course Grade: Letter grades will be assigned by the following percentage score:

Score (in percentages)	Letter Grade
90-100	A
80-89	B
75-79	C
60-74	D
Below 60	F

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 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.

Textbook, Materials, and Supplies:

- Fleming-Castaldy, R.P. (2020). *National OTA Certification Exam Review and Study Guide*. Evanston, IL: TherapyEd (With three practice exams access).

Required Readings: as assigned in CANVAS modules

Recommended Readings: as assigned in CANVAS modules

Other:

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings:
<https://www.panolacollegestore.com>
- For testing services, use the following link:
<https://www.panola.edu/student-services/student-support>
- 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
<https://www.panola.edu/student-services/student-support> 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 Handbook, The Pathfinder:
<https://www.panola.edu/student-success/documents/pathfinder.pdf>

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 online 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 a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

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.