Catalog Description: The Clinical III (Adult) course is 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. (Workforce Education Manual, 2015-2016)

Lecture Hours: 0  Lab Hours = 144
Prerequisites: OTHA 1405, OTHA 1409, OTHA 1415, OTHA 1341, OTHA 2260, OTHA 2261, OTHA 2235, BIOL 2402
Semester Credit Hours: 3
Lecture Hours per week: 0
Lab Hours per week: 9
Contact Hours per Semester: 144
State Approval Code: 510803

Instructional Goals and Relationship to Curriculum:
This course provides students with opportunities to synthesize, integrate and apply didactic information from OTHA 1349 and 2402. Through direct, supervised client contact, students are able to learn first-hand how various conditions affect the person and their preferred or required occupational roles. Students apply learned interviewing skills and techniques to develop occupational profiles and explore how the client's environment(s) supports or hinders occupational performance. Through course modules, students must demonstrate clinical reasoning skills as they are challenged to provide both individual and group activity selection and facilitation. Students will demonstrate proficiency in communication skills required of a COTA, including mastery of basic health care Spanish terminology.

Learning Outcomes:
1. 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;
2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills.
3. Demonstrate appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Specific Course Objectives (includes SCANS):
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%.

1. 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. B.2.8
2. Gather and share data for the purpose of evaluating client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes
   • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. B.4.4

3. 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. B.4.4

4. 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. B.5.19

5. 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. B.5.20

6. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. B.5.23

7. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention. B.5.22

8. 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. B.5.28

9. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming. B.5.29

10. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals. B.5.31

11. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered. B.5.32

12. Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes. B.5.30

13. 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. B.5.21

14. Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance. B.5.8

15. Demonstrate proficiency in gathering, documenting and sharing data for the purpose of screening and evaluating. B.4.1

16. Articulate the importance of and demonstrate the use of statistics, tests and measurements in the process of analyzing occupational performance. B.1.

17. Administer selected assessments linking their outcomes to occupational performance. B.4.2

18. Explain the role of the OTA in the referral, screening and assessment phases of the OT process. B.4.5

19. Demonstrate the ability to use therapeutic use of self. B.5.7

20. Demonstrate the ability to collect, organize and report objective measures to assess upper extremity edema, tactile sensation, grip/pinch strength and UE coordination for evaluation of practice outcomes. B.5.30

21. Demonstrate safety and proficiency in the development and implementation of select OT interventions (occupations & activities, preparatory methods & tasks, education & training, advocacy & self
advocacy) that address client factors, performance patterns, and performance skills in their relative context(s). B.5.1

22. Identify when to recommend to the OT the need for referring clients for additional evaluation. (B. 4.9)

23. Demonstrate personal and professional abilities and competencies as they relate to job responsibilities. (B.9.7)

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

### Methods of Instruction/Course Format/Delivery:
Course material will be presented in a variety of formats. Clinical site pre-class assignments may include text readings, AOTA Website readings and videos. Student will be expected to discuss and apply pre-class assignment materials. Both in-class and online discussions will be required.

<table>
<thead>
<tr>
<th>ACOTE Standard/Objective</th>
<th>Measurement/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2,4,5,6,11,14, 24</td>
<td>Windridge</td>
</tr>
<tr>
<td>1,2,4,5, 12, 23</td>
<td>Memory Care Community</td>
</tr>
<tr>
<td>1, 2, 3, 5,11, 12, 24</td>
<td>Home Health OT visit</td>
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<tr>
<td>7, 14,22, 24</td>
<td>Home Health Nurse visit</td>
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<tr>
<td>1,2,9, 24</td>
<td>Wheelchair Ramp Build</td>
</tr>
<tr>
<td>2,6,7,8,11,14</td>
<td>Clinical Reasoning and Knowledge (CRAK) Exams</td>
</tr>
<tr>
<td>1,11,12,15,16,17,18,19,20</td>
<td>Practical Skills Exams</td>
</tr>
<tr>
<td>4</td>
<td>Perot Museum</td>
</tr>
</tbody>
</table>

### Assessment:
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>
<th>Grading Scale</th>
<th>% Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Modules</td>
<td>20%</td>
<td></td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Clinical Reasoning and Knowledge Exams</td>
<td>20%</td>
<td></td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Clinical Skills Assessments</td>
<td>50%</td>
<td></td>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>Clinical Skills Practical Exams</td>
<td>10%</td>
<td></td>
<td>60-74</td>
<td>D</td>
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<td></td>
<td></td>
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<td>Below 60</td>
<td>F</td>
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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.
**Note 4:** Because technical skills must be mastered in order to function as an OTA, all students must demonstrate a basic level of proficiency by earning at least a 75% on each skills practical exam (not achieving this level of mastery will result in failure of this course). Maximum achievable scores decrease by 10% upon each re-take (for example, skill test 1 max score =100%, skills test 2 max score =90%, skill test 3, max score =80%). Any student not earning at least a 75% on each, separate skills exam will be required to repeat this course. In this case, the final course grade will reflect the non-passing score.

**Texts, Materials, and Supplies:**

**Other:**

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
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<tbody>
<tr>
<td>1. Students are expected to show respect for fellow classmates and instructors by being punctual for all class periods.</td>
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<tr>
<td>2. Students should complete all reading assignments and or lab assignments prior to class.</td>
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<tr>
<td>3. Students are expected to participate actively in class discussions and experiences.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>6. Students are responsible for all materials missed due to absences.</td>
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<td>7. Grades or points allotted for daily work, quizzes, and labs cannot be made up in the case of an absence.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>9. Grades or points allotted for daily work, quizzes, and labs cannot be made up in the case of an absence.</td>
</tr>
<tr>
<td>10. Students are expected to accept constructive feedback and modify behavior as appropriate.</td>
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<tr>
<td>11. When interacting with peers, College staff and faculty, students are expected to be positive, sensitive, considerate, polite and tolerant.</td>
</tr>
<tr>
<td>12. For specific conduct and behavior expectations, refer to the OTA Program Student Policy Manual.</td>
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</tbody>
</table>

**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.
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.