



## OTHA 1360 - Clinical I Course Syllabus

### Description

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 clinical professional.

**Prerequisites** [BIOL 2401](#), [ENGL 1301](#), [PSYC 2301](#)

**Corequisites** [OTHA 1405](#)

**Prerequisite or Corequisite** HUMA 1301, PSYC 2314, BIOL 2402

### Semester Offered

Fall

**Credits** 3

**Lecture Hours** 0

**Lab Hours** 0

**Extended Hours** 10

**Contact Hours** 160

**State Approval Code** 51.0803

**Instructor Name** Julie Green, OTR, MOT, CLA

**Semester/Year** Fall 2025

### 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](http://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.

### Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

### Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Instructional Goals and Purposes**

The purpose of this course is to provide OTA program students the opportunity to synthesize, integrate, demonstrate, and apply didactic learning content. Clinical courses are a crucial part of professional preparation and are integrated throughout a student's preparatory studies as a component of the curriculum design. This work-based learning course is a competency-based learning experience that supplements lectures and laboratory instruction. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. The experiences provide the student the opportunity to carry out professional responsibilities under the supervision of qualified personnel. Students learn how various conditions affect the person and their preferred or required occupational roles. The course provides the opportunity to demonstrate clinical reasoning skills to provide safe, occupation-based, preparatory, or purposeful interventions to individuals and groups. Students will demonstrate proficiency in various formal/informal communication skills required of a COTA, both written and verbal, with emphasis on inter- and intra-professional communication with other healthcare providers and interpersonal communication with clients/patients/community members/families/groups. Clinical experiences promote the OT profession, improve students' understanding of the needs of populations, and engage students in community-based programs. Upon completion of the course, the student will demonstrate an understanding of the role of occupational therapy practitioners in addressing mental health, behavioral health, and the psychosocial aspects of client performance to support their engagement in occupations.

### **Learning Outcomes**

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.

### **Specific Course Objectives (includes SCANS)**

**After studying all materials and resources presented in the course, the student will be able to:**

Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to implement the intervention plan.	B.2.7. Activity Analysis
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Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	B.2.8. Safety of Self and Others
Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	B.3.1. Therapeutic Use of Self
Provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations. This must include the ability to collaborate with the occupational therapist related to interventions and selecting and delivering occupations and activities: <ul style="list-style-type: none"> <li>• Occupations as a therapeutic intervention</li> <li>• Interventions to support occupations including therapeutic exercise</li> <li>• Interventions to support well-being (e.g., complementary health and integrative health)</li> <li>• Interventions to support self-advocacy related to the person, groups, or populations</li> <li>• Virtual interventions</li> </ul>	B.3.6. Provide Interventions and Procedures
Monitor and reassess, in collaboration with the client and care partner, the effect of occupational therapy intervention and the need for continued or modified intervention and communicate the identified needs to the occupational therapist.	B.3.7. Need for Continued or Modified Intervention
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 teams by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	B.3.10. Plan for Discharge
Demonstrate knowledge of the use of technology in practice, which must include: • Electronic documentation systems • Virtual environments • Telehealth technology	B.3.18. Technology in Practice
Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons, groups, and populations. • To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.	B.3.19. Teaching-Learning Process and Health Literacy
Identify and communicate to the occupational therapist the need to design community programs to support occupational performance for persons, groups, or populations.	B.3.20. Community and Primary Care Programs
Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.	B.3.21. Effective Communication

**Note:** Alphanumeric codes, descriptions, and objectives, as indicated above, are retrieved from the Accreditation Standards for an Associate-Degree-Level Education Program for the Occupational Therapy Assistant.

**Citation:** Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. <https://acoteonline.org/accreditation-explained/standards/>

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

Foundation skills	Workplace Competencies
Basic Skills: i, ii, iv	Resources: i, ii, iii
Thinking Skills: i, ii, iii, v, vi	Interpersonal Skills: i, ii, iii, iv, v, vi
Personal Qualities: i, ii, iii, iv, v	Information: i, ii, iii, iv
	Systems: i, ii, iii
	Technology: i, ii, iii

**Course Content**

This is the first of three clinical courses in the OTA Program. Each clinical assignment has a specific content area, focusing on the occupational needs of adult clients, including the psychosocial aspects of client performance, and supporting their engagement in occupations. The psychosocial objective for this course is assessed using the Clinical Skills Assessment.

**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 current Panola College *OTA Student Policy Manual* and the Panola College *Student Handbook*, including but not limited to attendance, assignment submission, makeup exams, professional and ethical behaviors, etc.
2. If a student receives less than a 75% grade on their midterm check-in, their overall grade point average drops below 80% after week 4, or their weekly timesheets are not kept up-to-date, they may be required to schedule an academic advising session with the course instructor. As a part of the academic advising session:
  - a. The student will create a measurable academic success plan for remediation with the instructor's guidance.
  - b. The academic success plan will remain in effect until the end of the semester.
  - c. Subsequent advising sessions will be mandatory at a rate established by the instructor in the first academic advising session.

### **Methods of Instruction/Course Format/Delivery**

Course material will be presented online, during on and off-campus assigned clinical experiences, and in the clinical fieldwork settings with associated assignments. Clinical fieldwork learning experiences can include one or more instructional methods: Virtual environments, Simulated environments, Standardized patients, Faculty practice, Faculty-led site visits, and Supervision by a fieldwork educator in a practice environment.

### **Major Assignments/Assessments**

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

#### **Assignments**

#### **Assignments**

The following items will be included in assignments during the clinical course:

- Graded Clinical Assignments\*
- Graded Simulation Assignments

**\*Note:** Students participating in Level I Clinical Fieldwork must complete and submit a Clinical Time Assignment that verifies attendance required for this clinical fieldwork experience. Students are responsible for ensuring the accuracy of the time log entries, obtaining required signatures, and keeping a running total of fieldwork hours completed. Inaccurate or incomplete time logs will be considered an ethical violation and may result in disciplinary action and/or course grade reductions. If a student does not complete the minimum 160 hours requirement of the Level I Clinical Fieldwork experience, this will result in an "F" for the course.

#### **Assessments**

#### **Assessments**

Clinical fieldwork educators will use the Clinical Skills Assessment (CSA) form to assess student performance. This form evaluates the student's demonstrated performance during clinical experiences. The student is responsible for submitting this finalized, scored document to the course instructor by the designated date. To pass the course, students **must achieve a 75% on each Clinical Skills Assessment.**

#### **Course Grade**

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

Assignments/Assessments	Weight
Graded Clinical Assignments	30%
Graded Simulations Assignments	35%
Clinical Skills Assessments (CSAs)	35%

**Numeric grades in the course will be converted to Letter Grades according to the following conversion chart:**

% Score	Letter Grade
90-100	A
80-89	B
75-79	C
60-74	D
Below 60	F

**Note 1:** No assignment or final scores will be rounded.

**Note 2:** All rules and regulations printed in the College catalog, the Panola College *Student Handbook*, and the OTA Student Policy Manual will be reinforced throughout this course.

**Note 3:** Clinical fieldwork educators will use the Clinical Skills Assessment (CSA) form to assess student performance. This form evaluates the student's demonstrated performance during clinical experiences. The student is responsible for submitting this finalized, scored document to the course instructor by the designated date. To pass the course, students **must achieve a 75% on each Clinical Skills Assessment.**

### **Texts Materials, and Supplies**

This course requires access to a computer with high-speed internet service, a printer, and a scanning device with compatible software for retrieving course content and document submissions.

### **Required Readings**

All required readings, videos, and pre-class preparatory learning activities will be posted on your Canvas course.

### **Recommended Readings**

All recommended readings, videos, and pre-class preparatory learning activities will be posted on your Canvas course.

### **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/academic-testing-center>.
- The Accommodations & Disability Support (A&DS) Office at Panola College provides and facilitates support services and accommodations for students with disabilities. The A&DS office works under the federal guidelines included in Section 503 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Please contact the Accommodations & Disability Support (A&DS) Office located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/disabilitysupport> 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: <https://www.panola.edu/> (located on at the bottom under student)

### **SCANS Criteria**

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
  1. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    1. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    2. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.

3. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
5. Speaking: Organize ideas and communicate orally.
2. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  1. Creative Thinking: generate new ideas.
  2. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
  3. Problem Solving: recognize problems and devise and implement plan of action.
  4. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  5. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  6. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
3. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
  1. Responsibility: exert a high level of effort and persevere toward goal attainment.
  2. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  3. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  4. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  5. Integrity and Honesty: choose ethical courses of action.
2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
  1. Resources: A worker must identify, organize, plan, and allocate resources effectively.
    1. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    2. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    3. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline 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.
  2. Interpersonal Skills: A worker must work with others effectively.
    1. Participate as a Member of a Team: contribute to group effort.
    2. Teach Others New Skills.
    3. Serve Clients/Customers: work to satisfy customer's expectations.
    4. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
    5. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
    6. 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.
  3. Information: A worker must be able to acquire and use information.
    1. Acquire and Evaluate Information.
    2. Organize and Maintain Information.
    3. Interpret and Communicate Information.

4. 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 databases to research a report; use a computer spreadsheet to develop a budget.
4. Systems: A worker must understand complex interrelationships.
  1. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
  2. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
  3. 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.
5. Technology: A worker must be able to work with a variety of technologies.
  1. Select Technology: choose procedures, tools or equipment including computers and related technologies.
  2. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  3. 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.