Instructor: Gibson P. Gelladuga, OTR, Lisa Simon, OTR.

How to Reach the Instructor

Office Hours and Location:
Mondays thru Fridays from 8am to 4pm.
HCC Coleman College for Health Sciences.
1300 Pressler St., Room 385 (Gelladuga), Houston, TX, 77030
Phone: (713) 718-7283/ (713) 718-7190
Email: gibson.gelladuga@hccs.edu / lisa.simon2@hccs.edu

Course 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:
Successfully complete all OTHA courses and concurrent enrollment in clinical and Workplace Skills 1161 and 1162 course.

Course location:
On assigned Clinical Sites

Course Calendar:
The published HCCS calendar is followed; as well as any differences specific to the on-site clinical calendar.

Class Days / Times:
TBA – As assigned by the clinical site. Eight week clinical. Hours are specific to the on-site OT clinic hours.

Credit Hours:
(3) Credit Hours. (288) lab hours
Relationship to Curriculum Design
A final semester clinical capstone learning experience. It allows students to participate as a part of the treatment team in the occupational therapy setting. Emphasis is placed in a Psychosocial Dysfunction setting and students apply the theories, practice models, concepts and skills as they demonstrate manipulation of the OT supervision of the experience occupational therapy practitioner.

Course Goals

<table>
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<tr>
<th>Learning Objectives</th>
<th>Teaching Methods</th>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>1. Demonstrate task analysis in areas of occupation, performance skills,</td>
<td>Lecture; Fieldwork</td>
<td>Fieldwork Evaluation</td>
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<tr>
<td>performance patterns, activity demands, context(s) and environments, and client</td>
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<td>factors to formulate an intervention plan. (ACOTE Standard B.2.7).</td>
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<td>2. Use sound judgment in regard to safety of self and others and adhere to safety</td>
<td>Lecture; Fieldwork</td>
<td>Fieldwork Evaluation</td>
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<td>regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (ACOTE Standard B.2.8).</td>
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<td>3. Use standardized and non-standardized screening and assessment tools to</td>
<td>Lecture; Fieldwork</td>
<td>Fieldwork Evaluation, Logs</td>
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<td>determine the need for occupational therapy intervention. These tools include, but</td>
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<td>are not limited to, specified screening tools; assessments; skilled observations;</td>
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<td>occupational histories; consultations with other professionals; and interviews with</td>
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<td>the client, family, significant others, and community. (ACOTE Standards B.4.1).</td>
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<td>4. Evaluate client(s)’ occupational performance in activities of daily living</td>
<td>Lecture; Fieldwork</td>
<td>Fieldwork Evaluation, Logs</td>
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<td>(ADLs), instrumental activities of daily living (IADLs), education, work, play,</td>
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<td>rest, sleep, leisure, and social participation. Evaluation of occupational</td>
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<td>performance using standardized and non-standardized assessment tools includes</td>
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<td>• The occupational profile, including participation in activities that are</td>
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<td>meaningful and necessary for the client to carry out roles in home, work, and</td>
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<td>community environments.</td>
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<tr>
<td>• Client factors, including values, beliefs, spirituality, body functions (e.g.,</td>
<td></td>
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<tr>
<td>neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body</td>
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<td>structures (e.g., cardiovascular, digestive, nervous,</td>
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</table>
5. Interpret the evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks, and interdisciplinary knowledge. (ACOTE Standard B.4.4).

Fieldwork
Fieldwork Evaluation, Logs

6. 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. (ACOTE Standard B. 4.10).

Lecture; Fieldwork Logs

7. Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence.

Interventions address the following components:

- 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,
8. 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. (ACOTE Standard B.5.2).

| Lecture, Fieldwork | Fieldwork Evaluation |

9. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods). (ACOTE Standard B.5.3)

| Lecture; Fieldwork | Fieldwork Evaluation, Logs |


| Fieldwork | Fieldwork Evaluation, Logs |

11. 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). (ACOTE Standard B.5.6).

| Fieldwork | Fieldwork Evaluation |

12. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. (ACOTE Standard B.5.18).

| Fieldwork | Fieldwork Evaluation, Logs |

13. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public. (ACOTE Standard B.5.19).

| Lecture, Fieldwork | Fieldwork Evaluation, Logs |

14. Effectively communicate and work inter-professionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. (ACOTE Standard B.5.21).

| Fieldwork | Fieldwork Evaluation |

15. Identify and demonstrate techniques in skills of supervision and collaboration with occupational therapy assistants and other professionals on therapeutic interventions. (ACOTE Standard B.5.25).

| Fieldwork | Fieldwork Evaluation |

16. Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments. (ACOTE Standard B.5.27).

| Fieldwork | Fieldwork Evaluation |
17. Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals. (ACOTE Standard B.5.29).

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<thead>
<tr>
<th>Lecture, Lab</th>
<th>Fieldwork Evaluation, Logs</th>
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18. Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. These processes include developing a summary of occupational therapy outcomes, appropriate recommendations, and referrals and discussion of post-discharge needs with the client and with appropriate others. (ACOTE Standard B.5.31).

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<tr>
<th>Fieldwork</th>
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19. 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. (ACOTE Standard B.5.32)

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<tr>
<th>Lecture, Fieldwork</th>
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20. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. (ACOTE Standard B.7.4)

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<tr>
<th>Lecture, Fieldwork</th>
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Occupational Therapy Assistant Program

Required texts:


References:


Requirements for Each Grading Source Follows:

Grading System.

Grading Criteria is on a point system, with each evaluation item worth a specified number of points to be determined by the Academic Fieldwork Coordinator following collaboration with Clinical Educator. Certain behaviors on the AOTA FWPE are considered critically important. Violation in any identified critical area (i.e., safety, Ethics) will result in student failing the Fieldwork Experience even if the accumulated points exceeds the passing score for FWPE / OTA.

90% - From Fieldwork/ Clinicals
10% - Assignments in Canvas Online.

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<tr>
<th>GRADE</th>
<th>PERCENTILE</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
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<tr>
<td>B</td>
<td>85.0-92.9</td>
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<tr>
<td>F</td>
<td>84.9-0</td>
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Grades will not be rounded. In order to pass a course, a student must have an 85.0% (or above) average at the time of completion. If the average is below 85.0%, the student will not pass the course.

Minimum = 85.0% (stated in program handbook). Any score less than 85.0% will require the student to repeat the equivalent clinical experience.

THE GRADE OF "D" IS NOT GIVEN IN THE HEALTH CAREERS DIVISION - OTHA PROGRAM.
Course Requirements.
Regular attendance. Various duties assigned on clinical site and successful completion of all required assignments.

Learning Experiences.
Actual clinical (skills) practice.

Evaluation Methods.
The Academic Fieldwork Coordinator is responsible for assignment of this Level II Fieldwork Course. Students will be evaluated on the Clinical Educator’s (Instructor’s) assessment of student performance using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student. The rating form used in the evaluation process is submitted to the Academic Fieldwork Coordinator for conversion to a letter grade.

SCANS / TEJAS Skills.
While in the clinical setting, SCANS foundational and competencies will be practiced and refined. Both categories of skills have been introduced and taught the first and second semester of the Program in all on-campus courses.

Learning Outcomes.
As outlined in the learning plan, student will observe the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social and legal systems associated with occupational therapy; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills. Ease the transition from classroom to practitioner.

ADA Statement.
Any student with documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Service Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Office. If you have any questions, please contact the disability counselor at Coleman College Micah Bell at (713) 718-7082.

DE students who are requesting special testing accommodations may choose the most convenient office for assisting each semester:

- Coleman College Brandwyn Lerman 713-718-7376
- Central ADA Counselors Jette Lott and Senta Eastern 713.718.6105
- Northeast ADA Counselor Tamara Petty 713.718.8322
- Northwest ADA Counselor Lisa Parkinson and LaRonda Ashford 713.718.5667
- Southeast ADA Counselor John Reno 713.718.8397
- Southwest ADA Counselor Mary Selby 713.718.7729
Academic Honesty
Students are expected to follow the ethics and standards as outlined per OTHA Program and AOTA for behavior appropriate when in the clinical setting.

Attendance and Withdrawal Policies
Refer to OTHA Student Handbook/Fieldwork Handbook Projects, Assignments, Portfolios, Service Learning, Internships, etc. (Available upon acceptance into the OTHA Program.)

Course Content
I. Orientation to facility.
   A. General Layout of facility
   B. Treatment Area
   C. Storage Supply Area
   D. Safety Precautions
   E. Treatment Modalities
   F. Expectations of facilities for students

II. Observation and Participation in Data Gathering
   A. Chart reading
   B. Patient staffing
   C. Patient Observations
   D. Department Evaluations
   E. Discussions with supervisor

III. Participation in Patient Treatment Interventions
   A. Individual Patient Care
   B. Media Analysis and Use
   C. Responsibility for groups of patients

IV. Oral Communication Skills
   A. Feedback to clinical supervisor and fieldwork coordinator
   B. Participation in meetings
   C. Presentation of case study, report of therapeutic media

V. Written Communications
   A. Progress Notes
   B. Case Studies
   C. Special Reports
   D. Treatment Plans
   E. Student Evaluation of Fieldwork Performance
   F. Discharge Summary
VI. Program Support Tasks
   A. Clinical Management
   B. Supply Inventory
   C. Tool count (sharp or dangerous tools)

VII. Professional Behavior
   A. Attendance
   B. Appearance
   C. Attitude and relationship toward staff members
   D. Attitude and relationship toward client / consumers

VIII. Evaluations
   A. Supervisor’s Evaluation of Student
   B. Student’s Evaluation of facility / program

Course Calendar with Reading Assignments: To be determined by the clinical affiliate.

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.
Student’s Attestation.

I, ____________________________, with HCC student number ____________________, have read and understood this course master syllabus for OTHA 2267: Clinical Practicum for the Spring semester of 2017. I have understood that:

- There will be no make-up midterm or final test offered.
- Final grades will not be rounded.
- In order to pass a course, a student must have a grade of 85.0% (or above) average at the time of completion.
- There are no remediation exams given for quizzes, midterm, and the final examination.
- A final rating scale of 2 or 1 on any item under the heading of Fundamentals of Practice on the Fieldwork Performance Evaluation for the OTA is a NO PASS for the entire course, regardless of the final grade.
- A final total score of less than 70 points on the Fieldwork Performance Evaluation for the OTA is a NO PASS for the entire course, regardless of the final grade.
- Contact your academic fieldwork educator if the total score for midterm is categorized as Unsatisfactory Performance (53 points and below).

______________________________

Student’s name and signature

__________________________

date