

ZANE STATE COLLEGE

COURSE SYLLABUS

Course Title: OTAP 1302 - Directed Practice in Physical Dysfunction and Mental Health

Credit Hours: 1

Instructor: Nicole Wilkins

E-Mail: nwilkins@zanestate.edu

Course Description:

OTAP 1302 provides students with the opportunity for observation and participation in the community, the occupational therapy clinic, and/or a related service program. This experience is integrated with coursework in OTAP 2170. Focus of the learning experience is on development of professional communication skills with clients, colleagues, other health providers, and the public, and accurately documenting observations. In addition, skill development in case study, intervention planning and occupational therapy interventions will be initiated.

Co-requisites: OTAP 2170

Mailbox: Health Science Hall

Office Hours: by appointment

Contact: Adjunct faculty do not have a personal extension or voice mail. All contact must be made via your instructor's Zane State College email.

CLASS TIME:

Section 01: Lab time: TBD

Section 02: Lab time: TBD

CLASSROOM:

The date and time for this course's final exam will be announced by the instructor.

Required Text and Other Materials:

- 1) (C.C.) *Clinical Competencies in Occupational Therapy*, Kief & Scheerer, Prentice-Hall Inc., New Jersey. ISBN 0-8385-1248-8
- 2) (SOAP) *The OTAs Guide to Writing SOAP Notes*, Borchering, S. & Morreale, M., Slack Inc., New Jersey ISBN 978-1-55642-779-4

Students may want/need to use texts from other courses or other library reference to complete some course assignments.

Course Goals:

- 1.00 The student will develop an awareness of departmental or agency administration, policies and procedures, and personnel responsibilities.
- 2.00 The student will observe and participate at an appropriate level in various aspects of the therapeutic intervention.
- 3.00 The student will demonstrate basic data gathering skills.
- 4.00 The student will show proficiency in basic documentation skills.
- 5.00 The student will develop effective communication and interaction skills, with professional staff and consumers*.
- 6.00 The student will develop and display consistent professional behavior.
- 7.00 The student will develop an awareness of society and sociopolitical influences and the effects on consumers and their families.
- 8.00 The student will demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) OT Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions and employment settings.
- 9.00 Student will be aware of psychological and social factors that influence engagement in occupation.

Behavioral Objectives for Students

- 1.01 Accurately report the organizational structure of Occupational Therapy or other department or agency providing the experience.
- 1.02 Define relationships between the assigned department and related services, along with the role of inter-professional communication between them.
- 1.03 Briefly relate the philosophy and major goals of the facility or department.
- 1.04 Recognize and outline the roles and responsibilities of health/human service professionals (particularly OTRs and COTAs), noting similarities and differences in these roles.
- 1.05 Outline the referral process and sequence of events following receipt of a referral to treatment to discharge.
- 1.06 Identify the specific services provided by the program.

*The term "consumers" will be used to refer to those persons receiving services from programs providing fieldwork experiences. These may include patients, residents, clients, students, employees in the various settings.

The student will:

- 2.01 Observe and discuss illnesses and disabilities emphasizing the impact of illness or disability within the cultural context of family and society occupational performance
- 2.02 Identify why consumers are being served by the program.
- 2.03 Explore and verbalize personal reactions and feelings toward disability and treatment of same.
- 2.04 Explore and verbalize personal reactions and feelings towards treating patients with cultural, racial, and secular orientation differences.

- 2.05 Actively assist with intervention related activities including, but not limited to transportation of consumers, activity preparation, and clean up.
- 2.06 Take on role of an active observer in selected intervention activities, participating in both individual intervention and those of a group nature.(Example-educational session, recreational activities)
- 2.07 Assist consumers in follow through with activities initiated by an occupational therapist or other health/human services worker. (Examples-Completion of daily living task, follow through of exercise, 1:1 reality orientation, completion of classroom activity)

- 3.01 Obtain pertinent information on consumers from charts/records; team reports & other appropriate sources.
- 3.02 Accurately observe and record consumer behavior and verbalization.
- 3.03 Elicit basic pertinent information from the consumer data as directed/approved by the fieldwork educator/academic instructor.
- 3.04 Use all appropriate and available resources for data collection.

- 4.01 Correctly discuss subjective and objective reporting information.
- 4.02 Validate both subjective and objective information with examples, other resources, etc.
- 4.03 Utilize professional terminology in all reporting.
- 4.04 Document in a clear and concise manner according to standards of facility and outlines by the educational program.
- 4.05 Effectively use SOAP, narrative, check list, and outline note forms in completion of assessment, progress and discharge documentation as assigned by fieldwork educator and instructor.

- 5.01 Consistently establish rapport and trust with consumers. This may include greeting patients/clients, providing information, answering questions, supervisor providing positive reinforcement, encouragement and support, etc.
- 5.02 Develop meaningful and comfortable relationships with consumers. This may include superficial discussions or treatment related discussions, direct treatment or indirect service.
- 5.03 Recognize and utilize appropriate and accepted verbal and non-verbal interaction as has been outlined by the education program and fieldwork educator.
- 5.04 Achieve a positive working relationship with other staff members; this may include asking for directions, offering assistance and utilizing courtesy.
- 5.05 Participate effectively and responsibly in the supervisory relationship by initiating contact with the fieldwork educator, following through with suggestions, offering input, requesting guidance, being prompt and prepared for meetings, notifying fieldwork educator of needs and problems, etc.
- 5.06 Accurately explain occupational therapy to consumers and/or family as requested and appropriate in the setting.
- 5.07 Effectively utilize questioning and resourcing as learning tools.

- 6.01 Display reliable work habits, such as being on time, calling in if late, showing

- minimal absence and changing in schedules, following through with directions for assigned tasks, etc.
- 6.02 Display professional judgment in responding to unexpected or unusual circumstances.
 - 6.03 Follow all policies and procedures of affiliating facilities.
 - 6.04 Begin defining personal strengths and weaknesses, special interests and skills, discussing these with the fieldwork educator and instructor.
 - 6.05 Maintain appropriate therapeutic clinical distance.
 - 6.06 Attempt independent critical thinking as much as possible.
 - 6.07 Consistently respond by placing consumer needs first rather than personal needs or feelings.
 - 6.08 Display immediate response to supervisory input.
 - 6.09 Identify the mechanisms, systems, and techniques needed to properly maintain, organize, and prioritize workloads and intervention settings including inventories.
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- 7.01 Analyze and discuss how history, theory and the sociopolitical climate influence practice.
 - 7.02 Identify potential impacts of social, economic, political, geographic, or demographic factors on the practice of occupational therapy.
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- 8.01 Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
 - 8.02 Identify the variety of informal and formal ethical dispute-resolution systems that have jurisdiction over OT practice.
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- 9.01 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. B.2.9
 - 9.02 Articulate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. B.1.5
 - 9.03 Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. B.1.6

Diversity in the Classroom:

It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

Accessibility Services at Zane State College:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.

Interested students must make an appointment with Accessibility Services in the One Stop for Student Success (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.

After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

Free Tutoring Services:

Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

Minor Children:

According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

Electronics Policy:

Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.

Responsiveness Policy:

Faculty will respond to student inquiries within 24 hours on weekdays and 48 hours on weekends and single days the college is closed (holidays, weather emergencies, etc.).

PROCEDURES:**SCHEDULE:**

Students will be assigned to a clinic or fieldwork related experiences 5 hours per week. A regular schedule should be encouraged, but if mutually agreeable, arrangements need to be and can be made (for example, to cover supervisor's vacation time, student illness, etc.), hours can be rearranged, provided required hours are completed during the semester. The fieldwork sites will have been established during the previous semester by the method outlined in the student handbook. The instructor will visit the fieldwork site as needed to supervise students and coordinate with fieldwork educators. Online learning activities are designed to coordinate fieldwork, provide opportunities for sharing of experiences, provide opportunity for professional growth, and peer mentoring.

Guidelines for this class, and for other OTA classes, can be found in the student handbook. Students must wear a name tag during fieldwork experiences. Student ID can be used in a nametag sleeve that will be provided by OTA instructor. Students need to be aware of, and follow through with, fieldwork site requirements and regulations, in addition to class and college guidelines. Students should keep an attendance record of specific hours spent at fieldwork site, which should be signed by the fieldwork educator or instructor each visit. Absences from assigned fieldwork experience will need to be made up at a later time. In the event of an unavoidable absence, the student is responsible to contact: 1) fieldwork educator (one or more hours before scheduled time) and 2) instructor (one or more hours before scheduled time).

SUPERVISORY/FACILITY PREPARATION:

Prior to the beginning of fieldwork, fieldwork educators will be requested to:

- a. Read the course syllabus, including the specific learning objectives
- b. Review the final evaluation form
- c. Collaborate with instructor to develop a tentative student schedule

STUDENT PREPARATION:

Prior to the beginning of fieldwork, students will:

- a. Contact fieldwork educator as directed by instructor
- b. Request information on dress code and other pertinent requirements
- c. Provide fieldwork educator with phone number and email where the student can easily be reached

SUPERVISOR'S RESPONSIBILITIES:

During fieldwork, supervisors will be requested to:

- a. Provide learning experiences to meet objectives listed on syllabus; this includes both minimum learning activities and additional learning activities listed below.
- b. Review assignments as outlined in the syllabus and assignment packet (student should provide these).
- c. Complete a final evaluation on the student as outlined in this syllabus.

STUDENT'S RESPONSIBILITIES:

- a. Follow established schedule; adhere to facility and college guidelines in case of absence or difficulty with scheduling.
- b. Communicate with supervisor immediately with any concerns, problems, or issues regarding their experience.
- c. Complete all responsibilities and assignments according to facility and college guidelines.
- d. Allow "lead time" for supervisor to review assignments prior to due date (as agreed upon with supervisor, but recommended to be one (1) week).

LEARNING ACTIVITIES SHOULD INCLUDE AS MANY OF THESE AS POSSIBLE:

- a. interviewing of consumers
- b. documentation practice
- c. chart reviews
- d. observation of consumers engaged in a variety of experiences
- e. observing other departments, services
- f. attending in-services, meetings, team conferences
- g. preparing treatment activities
- h. maintaining of treatment areas and equipment
- i. relaying messages
- j. assisting with scheduling and attendance records
- k. additional documentation (“unofficially” in most cases)
- l. transporting patients/clients
- m. ordering, assisting with inventory

EVALUATION:

Students will be evaluated through the following activities and assignments:

1. Facility Research Assignment 1@ 10 points (PD)	10	Week 1
2. Observation Assignment 2@ 10 points each (PD/MH)	20	Week 4 and 11
3. Interview/data gathering Assignment 2 @ 10 points each (PD/MH)	20	Week 5 and 12
4. Documentation Assignment 2 @ 15 points each (PD/MH)	30	Week 6 and 13
5. Therapeutic Use of Self Competency, this is the Appendix B handout (2 pages), 2 @ 5 points each (PD/MH)	10	Weeks 2 & 14
Social Interaction Skills Assignment	10	Week 10
6. Blackboard Discussions (5 points each)	40	One due in each of the following weeks 1, 2, 6, 7, 8, 10, 14, and 16
7. Portfolio	25	Week 15
8. Professional Development Plan	15	Week 15
9. Self- Evaluation 2 @ 10 points each	20	Week 8 and Week 16
10. Evaluation by Supervisor (PD only)	100	Due by Thursday of Week 8 by mail, student delivery or fax. Fax number is 740-588-1332
Total	300	

*Note: You will complete several assignments twice, once for Physical Dysfunction and once for Mental Health portions of the class. These assignments are designated as "2 @ __ # of points each." The Therapeutic Use of Self Competency is just the 2 page Appendix B handout that you will be given at the beginning of the semester and is available in your Assignments Packet in BlackBoard under Modules/Assignments.

GRADING SCALE:

276 - 300	=	A
252 - 275	=	B
225 - 251	=	C
195 - 224	=	D
Below 195	=	F

The course instructor will grade all of the assignments except for the individual project and final evaluation. However, fieldwork educators will need to review the assignments #1-3 before the student hands it in to check for accuracy of information. Fieldwork educators will be provided with a written guideline sheet for each assignment and will be requested to provide brief written feedback and sign the assignment as verification of review. This can be the rough draft for the interview. Students should be provided with some time and opportunity to begin and work on assignments during their scheduled hours, but outside time for completion will likely be necessary.

SEMINAR LECTURE SCHEDULE

		READING Readings should be completed in the week listed to be discussed the following week	ASSIGNMENTS Assignments listed are <u>DUE in this week</u> <u>ALL</u> assignments are due at 11:59 p.m. Saturday of the week they are due.
WEEK 1	Introduction to the Clinic and Course Basic Awareness of Self	SOAP. Chs 1-4, and Appendix B handout titled "Self-Awareness" (2 pages long)	Facility Research Assignment Due on Bb BB discussion week 1
WEEK 2	Review Learning the Jargon Clinical Competencies Portfolio Preparation Training	SOAP. Ch 5,	BB discussion week 2 Appendix B handout (both pages)
WEEK 3	Student and Professional Expectations SOAP Ch 4 Avoiding Documentation Mistakes	SOAP . Chs. 6, 7, & 8	
WEEK 4	Professional Development and Responsibilities SOAP Chs 5, 6, & 7	SOAP chapters 9, 10, & 12	Observation Assignment due
WEEK 5	Therapeutic Relationships Communication SOAP Chs 8 & 9	SOAP chapters 11, 13, 14, & 15	Interview/data gathering Assignment due
WEEK 6	Patient Documentation Interviewing SOAP Chapters 10-12		Documentation Assignment Due BB discussion Week 6
WEEK 7	Values, Ethics, and Problem Solving Confidentiality	SOAP chapters 13, 16, 17, & 18	BB Discussion Week 7
WEEK 8	Clinic/ department Documentation Clinical Decision Making SOAP 13-16 Termination Preparing Patients/Clients for Transitions Professional Growth and Transition to Paraprofessional Role		BB Discussion Week 8 Final Evaluation by Supervisor Due by Thursday, March 5th by mail, student delivery, or Fax. Fax number: 740-588-1332 Self-Evaluation Due via link in BB
WEEK 9	SPRING BREAK – NO CLASSES March 7-12		
WEEK 10	Introduction to Mental Health Facilities and plan for second half of course Topics covered in this half of fieldwork coordinate with content in OTAP 1520	Reading to be determined	Social Interaction Skills Assignment Due BB Discussion Week 10

WEEK 11	Behavioral Intervention in Mental Health		Observation Assignment Due within 1-3 days of experience
WEEK 12	Using Evidence-based interventions in mental health		Interview/data gathering assignment due within 1-3 days of experience
WEEK 13	Planning for Group Interventions		Documentation Assignment Due Within 24 hours of experience
WEEK 14	Cognitive Strategies		BB Discussion Week 14 Therapeutic Use of Self Assignment (Appendix B) due on BlackBoard. Highlight changes that reflect your growth this semester.
WEEK 15	Preparing for termination of programming		Portfolio and Professional Development Plan Assignments Due
WEEK 16	Sensory Strategies		BB Discussion Week 16 Self-Evaluation Due via link in BB
Finals Week			

***Students are responsible for turning in assignments on time according to the timeline outlined in this syllabus.**

***All BlackBoard Discussion responses are due by Saturday at Midnight.**

***All Assignments are due by Saturday, 11:59 p.m. of the week indicated for the Physical Dysfunction portion of the class, and for assignments in Week 10, 15, 16.**

***Assignments in Mental Health will have varied due dates due to various student schedules. It is suggested to complete one Assignment per Mental Health experience.**

ZANE STATE COLLEGE

COURSE SYLLABUS

Course Title: OTAP 2330 – Seminar II

Credit Hours: 2

Instructor: Dr. Mary Arnold, OTR/L, FAOTA & Kim Lawler, OTR/L, MS

E-Mail: marnold@zanestate.edu or klawler@zanestate.edu

Course Description:

OTAP 2330 facilitates problem-solving and critical thinking during practicum experiences, including documentation, professional and ethical issues and transitioning to the professional role.

Concurrent with: OTAP 2320 and OTAP 2420

Office: HSH 325K

Office Hours: As posted on the HSH reception area window

Phone: Zanesville local calls: (740) 454-2501, Ext. 1313 (Mary) or Ext. 1223 (Kim)
Cambridge local calls: (740) 432-6568, Ext. 1313 (Mary) or Ext. 1223 (Kim)
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 1313 (Mary) or Ext. 1223 (Kim)

Class Time:

Section 01: R, 4:00 – 6:50 p.m. or per syllabus schedule

Section 02: R, 4:00 – 6:50 p.m. or per syllabus schedule

Classroom:

C161

C161

The date and time for this course's final exam will be announced by the instructor.

Required Materials:

Each student must make arrangements to have at least weekly Internet access. This can be from home, a public library, Zane State College lab or other location.

Recommended Materials:

OTA Certification Exam Review Book – will be discussed in class

NBCOT Practice Certification Exam Access – Username and Password information (purchased in the Zane State College Bookstore (purchase no later than Week 8))

Goals: Upon Successful completion of seminars the student will display the following competencies:

1. The student will be able to describe and explain their Level II Fieldwork experience to fellow students and will recognize the correlation to knowledge gained in OTAP coursework.
2. The student will recognize and be accepting of contextual differences between their Level II Fieldwork experience and others.
3. The student will display necessary knowledge and skills for making application for an OTA or related position in the facility of their choice.
4. Student will display the ability to perform timely and constructive peer review on the facility and academic program for program assessment using the “Student Evaluation of Fieldwork” form.
5. The student will develop and display consistent professional behavior.

Objectives:

- 1.01 Accurately report the organizational structure of Occupational Therapy department providing the experience.
- 1.02 Accurately communicate intra-professionally with fellow students and/or OTA faculty either verbally in class or in writing.
- 2.01 Verbalization of acceptance of difference between the Level II Fieldwork experiences of OTA students.
- 2.02 Demonstration of appropriate coping skills with regard to contextual differences.
- 3.01 An acceptable resume will be presented to OTA faculty and understanding of application procedure displayed during practice opportunities.
- 3.02 Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.
- 4.01 The “Student Evaluation of Fieldwork” form will be completed by the student and signature obtained from their fieldwork educator in a timely fashion as assigned.
- 5.01 Consistently establish rapport and trust with consumers, coworkers and supervisors
- 5.02 Develop meaningful and comfortable relationships with consumers, coworkers and supervisors including respect for diversity factors of others, including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices..
- 5.03 Recognize and utilize appropriate and acceptable written, verbal and non-verbal interaction as has been outlined by the education program and clinical supervisor.
- 5.04 Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
- 5.05 Effectively defining personal strengths and weaknesses, special interests and skills and displaying the ability to discuss these with fieldwork educator and instructor.
- 5.06 Display reliable work habits, such as being on time, calling in if late, showing minimal absence, following through with directions for assigned tasks, etc.
- 5.07 Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
- 5.08 Identify professional responsibilities related to liability issues under current models of service provision.

- 5.09 Identify professional responsibilities and issues when providing services on a contractual basis.

Diversity in the Classroom:

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Evaluation:

Weekly Certification Exam Practices (9 total)	90 points
Weekly Assignments (10 assignments)	100 points (10 points each)
Resume – First Submission	25 points
Licensure and Certification Exam Forms	50 points (25 points each)
Resume – Final Submission	25 points
Live Seminars (5 @ 20 points each)	100 points
Student Evaluation of Fieldwork Form	50 points (25 for each rotation)
Final Supervisor Evaluation Form (AOTA FWPE)	50 points (25 for each rotation)

490 Total Possible Points

Grading Scale:	478-520	A (92%)
	337-477	B (84%)
	390-336	C (75%)

Tentative Schedule

Week	Assignments	Due Dates
1	Week 1 Assignment	Due by 11:59 p.m. Fri.
2	1 Certification Exam Practice #1 2 Week 2 Assignment	Due by 11:59 p.m. Fri.
3	1 Certification Exam Practice #2 2 Week 3 Assignment	Due by 11:59 p.m. Fri.
4	1 Certification Exam Practice #3 SEMINAR #1	Due by 11:59 p.m. Fri., Thursday, 1/28/16; 4:30-7:30p.m., Rm. TBD
5	1 Certification Exam Practice #4 2 Week 5 Assignment	Due by 11:59 p.m. Fri
6	1 Certification Exam Practice #5 2 Week 6 Assignment	Due by 11:59 p.m. Fri.,
7	1 1 st Draft of Resume Due	Due by 11:59 p.m. Friday
8	1 Certification Exam Practice #6 2. Complete and turn in (a) Licensure form and (b) Certification Exam form <u>in seminar</u> SEMINAR #2 –MUST BRING OT/PT/AT Board Licensure and NBCOT applications (printed from online) with you! No Exceptions!	Due by 11:59 p.m. Friday Thursday, 3/3/16; 4:30-7:30p.m., Rm. TBD

	Student Evaluation of Fieldwork Form completed and submitted at seminar Final evaluation by clinical supervisor completed and submitted at seminar	
9	<u>SPRING BREAK WEEK</u>	
10	1. Certification Exam Practice #7 2. Week 10 Assignment	Due by 11:59 pm Friday
11	1. Final Draft of Resume Due SEMINAR #3 – Saturday - Practice NBCOT Exam-Must have Username & Password Information that you purchased at the bookstore	Due by: Saturday, 4/2/16; 9a.m.-1p.m. Room – TBD
12	1.Certification Exam Practice #8 2.Week 12 Assignment	Due by 11:59 pm Friday
13	1.Certification Exam Practice #9 2.Week 13 Assignment	Due by 11:59 p.m. Friday
14	1 Certification Exam Practice #10 2 Week 14 Assignment	Due by 11:59 p.m. Friday
15	1 Certification Exam Practice #11 2 Week 15 Assignment SEMINAR #4 – Job Fair and Mock Interviews	Due by 11:59 p.m. Friday Wednesday, 4/20/16; 3:00-7:30p.m.; C161
16	1 Certification Exam Practice #12	Due by 11:59pm Friday
17	SEMINAR #5 Student Evaluation of Fieldwork Form completed and submitted in Seminar Final evaluation by clinical supervisor completed and submitted in seminar	Thursday, 5/5/16; TBD <u>Forms due by Thursday May 5th in seminar</u>

ZANE STATE COLLEGE

COURSE SYLLABUS

Course Title: OTAP 2320 – Practicum I
Credit Hours: 4
Instructors: Dr. Mary Arnold, OTR/L, FAOTA & Kim Lawler, OTR/L, MS |
E-Mail: marnold@zanestate.edu or klawler@zanestate.edu |

Course Description:

OTAP 2320 is the first of two eight-week assignments of advanced clinical experience under the supervision of a licensed occupational therapist or occupational therapy assistant. The student will have a full-time equivalent experience in the clinical setting. The student will have an in-depth experience in delivering occupational therapy services to a variety of clients and the application of purposeful and meaningful occupation across the lifespan.

Prerequisites: Successful completion of all prior OTAP courses

Concurrent: Enrollment in OTAP 2330

Office: Health Science Hall, 325K |

Office Hours: As posted on HSH reception area window |

Phone: Zanesville local calls: (740) 454-2501, Ext. 1313 (Mary) or Ext. 1223 (Kim)
Cambridge local calls: (740) 432-6568, Ext. 1313 (Mary) or Ext. 1223 (Kim)
Calls outside the Zanesville & Cambridge area: 1-800-686-8324,
Ext. 1313 (Mary) or Ext. 1223 (Kim)

Class Time: TBA-Full-time equivalent for assigned facility with a minimum of 35 hours |

Classroom: Off Campus |

Schedule to be arranged for lab directly with fieldwork educator after assignment by academic fieldwork coordinator. |

Required Text and Other Materials:

Jacobs, K. & Jacobs, L. (2009). *Quick reference dictionary for occupational therapy* (5th ed.). Thorofare, NJ: Slack. ISBN: 978-1-55642-865-4

Reed, K.L. (2013). *Quick reference to occupational therapy* (3rd ed.). Gaithersburg, MD: ProEd Incorporated. ISBN 13: 978-1-41640-545-0; ISBN 10: 1416405453

BCI and/or FBI background check must be completed as per assigned facility requirements.
|

Goals: Upon successful completion of Level II fieldwork, the student will complete the following at entry OTA competency:

1. Assist, as directed by OTR/L, in completing patient/client occupation-based evaluation intervention planning and discharge planning including need for referring clients for additional evaluation.
2. Provide therapeutic use of occupation and activities (e.g. occupation-based activity, practice skills, preparatory methods)
3. Follow through with, occupation-based intervention planning appropriately utilizing and grading treatment activities to meet patient/client goals.
4. Communicate in an effective and therapeutic manner with patients/clients.
5. Communicate effectively and work cooperatively with other members of the health care team.
6. Document OT services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state and federal reimbursement agencies, including effectively documenting the need and rationale for OT services.
7. Display professional behavior and ethics in patient treatment, relationships with supervisor and co-workers, and management of time and other responsibilities.
8. Actively participate in service management aspects of O.T. service delivery.
9. Recognize the role and responsibilities of an OTA in different clinical settings.
10. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the OT process.

Objectives: Additional specific goals and objectives are determined by the clinical supervisor.

- 1.01 Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of OT intervention and the need for continued or modified intervention, and communicate identified needs to the occupational therapist
- 1.02 Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; resources and discharge environment, and identify those needs to the occupational therapist, client and others involved in discharge planning including, but not limited to: identification of community, human and fiscal resources; recommendations for environmental adaptations; and home programming.

- 1.03 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 and assist with developing a summary of OT outcomes, recommendations and referrals.
- 3.01 Provide training in self-care, self-management, home management, and community and work integration.
- 3.02 Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory (e.g. vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills.
- 4.01 Provide therapeutic use of self, including one's own personality, insights, perceptions and judgments as part of the therapeutic process in both individual and group interaction.
- 5.01 Effectively communicate and work inter-professionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan.
- 6.01 Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of practice outcomes.

Diversity in the Classroom:

It is the responsibility of the instructor and the student to foster and maintain a harmonious, non-threatening and non-discriminating environment in the classroom. Although students are encouraged to express their ideas freely; an instructor must be vigilant against any inflammatory and demeaning statements or arguments (in classrooms) that may promote hate toward people, beliefs, and ideals. The College is committed to follow a non-discriminatory policy and accepts diversity as part of the community environment. Therefore, all individuals regardless of their ethnicity, beliefs, age, gender, and life style, are to be respected as equal and contributing partners of our society.

Accessibility Services at Zane State College:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Zane State College makes reasonable accommodations available to qualified students. Accessibility services may be available for students with health conditions, illnesses, or physical or learning disabilities that may affect student attendance, participation, health, or behavior. Examples include, but are not limited to severe allergies, seizures, heart conditions, asthma, vision or hearing impairment, etc.

Interested students must make an appointment with Accessibility Services in the One Stop for Student Success (College Hall, Room 115) at 740-588-5000 to discuss accommodations. Accommodations and services are based on documentation from a qualified professional and student interview.

After discussing accommodations with Accessibility Services, students who choose to take advantage of the services must request the services each semester from each instructor as needed prior to the first exam.

Free Tutoring Services:

Because Zane State College wants to optimize the opportunity for all students to be successful, free tutoring is offered to students in a variety of formats. In-person and eTutoring services are available on the Zanesville and Cambridge campuses and coordinated through The Learning Center. For detailed information, consult the Academic Help section of the Student Resources Tab in My Z-Online.

Minor Children:

According to college policy, minor children should not be brought to classrooms, laboratories, or other facilities of the college. This practice is disruptive to the learning process.

Electronics Policy:

Use of personal electronic devices, including but not limited to cell phones, beepers, and other personal message devices must be turned off during all Zane State College classes and academic functions.

Responsiveness Policy:

Faculty will respond to student inquiries within 24 hours on weekdays and 48 hours on weekends and single days the college is closed (holidays, weather emergencies, etc.).

Procedures:

This fieldwork course requires the student to spend 8 full-time weeks in an O.T. practice setting. Specific objectives and learning activities for this time will be determined by the fieldwork educator in collaboration with the course instructor. Objectives from each clinical site program will be on file with the program director. Students will receive these as part of their orientation as fieldwork is initiated.

Evaluation:

The course instructor will collaborate with the fieldwork educator to structure assignments consistent with student needs and course goals. The course instructor can provide suggestions and recommendations for completion of these assignments, but approval of the assignments will be made by the fieldwork educator. The fieldwork educator will be requested to provide the student with frequent feedback regarding clinical performance; a midterm and final evaluation will be given to each student by his/her direct fieldwork educator. **The AOTA Fieldwork Performance Evaluation for OTA students will be used for midterm and final evaluation and to determine the course grade.** The OTA program director, academic fieldwork coordinator, and/or instructor will maintain contact with the fieldwork educator by phone calls and/or site visit. Any concerns or problems regarding fieldwork should be immediately brought to the attention of the program director, academic fieldwork coordinator, and/or instructor.

The Zane State College student is a guest in the affiliating facility. Should the clinical or field site facility request or demand removal of a student due to the student's inappropriate or unprofessional behavior, the student will be removed immediately and be assigned an F in the course.

ZANE STATE COLLEGE

COURSE SYLLABUS

Course Title: OTAP 2420 – Practicum II
Credit Hours: 4
Instructor: Dr. Mary Arnold, OTR/L, FAOTA and Kim Lawler, MS, OTR/L
E-Mail: marnold@zanestate.edu, or klawler@zanestate.edu

Course Description:

OTAP 2420 is the second of two eight-week assignments that will continue the opportunity of advanced clinical experience under the supervision of a licensed occupational therapist or occupational therapy assistant. The student will have a full-time equivalent experience in the clinical setting. The student will have a further in-depth experience in delivering occupational therapy services to a variety of clients and the application of purposeful and meaningful occupations across the lifespan.

Prerequisites: OTAP 2320

Concurrent: Enrollment in OTAP 2330

Office: H325K

Office Hours: As posted on HSH reception area window

Phone: Zanesville local calls: (740) 454-2501, Ext. 1313 (Mary), 1223 (Kim)
Cambridge local calls: (740) 432-6568, Ext. 1313 (Mary), 1223 (Kim)
Calls outside the Zanesville & Cambridge area: 1-800-686-8324, Ext. 1313 (Mary), 1223 (Kim)

Class Time: TBA-Full-time equivalent for assigned facility

Classroom: Off Campus

The date and time for this course's final exam will be announced by the instructor.

Required Materials:

Most textbooks used in OTA and related technical courses and course notes will be helpful for fieldwork. Fieldwork educators may provide or recommend reference materials. A specific text book is not required for the course.

BCI and/or FBI background check must be completed as per assigned facility requirements.

Goals: Upon successful completion of Level II fieldwork, the student will complete the following at entry OTA competency:

1. Assist, as directed by OTR/L, in completing patient/client occupation-based evaluation intervention planning and discharge planning including need for referring clients for additional evaluation.
2. Provide therapeutic use of occupation and activities (e.g. occupation-based activity, purposeful activity, preparatory methods)
3. Follow through with, occupation-based intervention planning appropriately utilizing and grading treatment activities to meet patient/client goals.
4. Communicate in an effective and therapeutic manner with patients/clients.
5. Communicate effectively and work cooperatively with other members of the health care team.
6. Document OT services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state and federal reimbursement agencies, including effectively documenting the need and rationale for OT services.
7. Display professional behavior in patient treatment, relationships with supervisor and co-workers, and management of time and other responsibilities.
8. Actively participate in service management aspects of O.T. service delivery.
9. Recognize the role and responsibilities of an OTA in different clinical settings.
10. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the OT process.

Objectives: Additional specific goals and objectives are determined by the clinical supervisor.

- 5.01 Identify strategies to assist the consumer in gaining access to OT services.
- 8.01 Demonstrate the ability to participate in the development, marketing, and management of service delivery options.
- 8.02 Participate in the documentation of ongoing processes for quality improvement and implement program changes as needed to ensure quality of services.

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This course may require assignments to be completed in the clinical setting in which you are engaged. These assignments will need to be proof read and approved by your fieldwork educator prior to being turned in to the course instructor. Details of the required assignments will be provided in the Assignment Guidelines section of this syllabus.

The Zane State College student is a guest in the affiliating facility. Should the clinical or fieldwork site facility request or demand removal of a student due to the student's inappropriate or unprofessional behavior, the student will be removed immediately and be assigned an F in the course.