

## **OTAP-232 FIELDWORK LEVEL 1-B 1 CREDIT**

### **SYLLABUS**

---

#### **CATALOG 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. A minimum of 70 hours.

Prerequisites: Faculty Permission Required

Semester Offered: Fall

#### ***COMMON STUDENT LEARNING OUTCOMES***

*Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...*

##### **BROAD AND SPECIALIZED LEARNING**

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

##### **CRITICAL THINKING**

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

##### **CULTURAL AND CIVIC ENGAGEMENT**

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

##### **EFFECTIVE COMMUNICATION**

Students will exchange ideas and information with clarity in multiple contexts.

##### **INFORMATION LITERACY**

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

##### **INTEGRATING TECHNOLOGIES**

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

#### **COURSE LEARNING OUTCOMES**

*Upon successful completion of the course, the student will be able to...*

1. Demonstrate positive work behaviors.
2. Demonstrate critical thinking skills in safe clinic practices and by accurately reporting observations.
3. Demonstrate effective communication skills.

## SPECIFIC LEARNING OBJECTIVES

1. Demonstrate positive work behaviors.
  - a. Demonstrate understanding of the role of an occupational therapy assistant by conforming to procedures, regulations, laws and interactions associated with the assigned setting.
  - b. Demonstrate professional, legal, ethical behavior associated with the role of an occupational therapy assistant.
  - c. Demonstrates professional behavior including reporting to facility in a timely manner and adhering to facility routine/schedule.
  - d. Assists in storage and retrieval of supplies and equipment.
2. Demonstrate critical thinking skills in safe clinic practices and by accurately reporting observations.
  - a. Demonstrate safe use of specialized materials, tools, and equipment.
  - b. Demonstrate safe transfers and other procedures under direct supervision.
  - c. Assess, grade, and adapt client tasks, activities, or equipment for improved client performance.
  - d. Conducts a group or individual activity as assigned.
  - e. Locate a peer reviewed journal article which is relevant to the population or interventions used in the fieldwork site. (B.8.3)
3. Demonstrate effective communication skills.
  - a. Display interpersonal, inter-professional, and teamwork skills conducive to the assigned setting. (B.5.21)
  - b. Demonstrate written and verbal communication skills using acceptable Occupational Therapy Practice Framework and medical terminology.
  - c. In a written chart review, gather and share data for the purpose of screening and evaluation including, but not limited to, specified screening tools; assessments; skilled observations; checklists; histories; consultations with other professionals; and interviews with the client, family, and significant others. (B.4.1)
  - d. Interacts with and reports on the client's identified psychosocial and cultural factors, needs and background to collaborate on a client-centered intervention plan for engagement in occupation.
  - e. Demonstrates good communication skills by asking questions pertinent to client needs and/or the facility activities.
  - f. Clearly communicates the role of an occupational therapy assistant.
  - g. In a written chart review, gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, 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 body functions (e.g., neuromuscular, sensory, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, integumentary systems).
    - Performance patterns (e.g., habits, routines, roles) and behavior patterns.
    - Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.
    - Performance skills, including motor (e.g., posture, mobility, coordination, strength, energy), process (e.g., energy, knowledge, temporal organization, organizing space and objects, adaptation), and communication and interaction skills (e.g., physicality, information exchange, relations). (B.4.4.)

The numbers in parentheses following each objective correlate to the 2011 OTA educational standards established by the Accreditation Council for Occupational Therapy Education. [ACOTE Standards and Interpretive Guide](#)