

**RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE**

**OTAH 272 - OTA FIELDWORK II B**

**I. Basic Course Information**

A. Course Number and Title: OTAH 272 - OTA Fieldwork II B

B. New or Modified Course: New

C. Date of Proposal: Semester: Spring Year: 2022

**D. Effective Term: Fall 2022**

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 5

G. Weekly Contact Hours: Field Experience. A total of 40 hours of fieldwork per week, for 8 weeks, for a total of 320 hours required.

H. Prerequisites:       OTAH 250 – Adult/Geriatric Physical Rehab OTA  
                              OTAH 251 – Adult/Geriatric Physical Rehab Fieldwork I  
                              OTAH 252 – Adult/Geriatric Physical Rehab Clinical Conditions  
                              for the OTA  
                              OTAH 270 – OTA Management and Ethics

Co-requisites:       OTAH 275 – OTA Professional Seminar

**I. Laboratory Fees:** None

**J. Name and Telephone Number or E-Mail Address of Department Chair at time of approval:** Linda Romaine [linda.romaine@raritanval.edu](mailto:linda.romaine@raritanval.edu) 908-526-1200 x8290

**II. Catalog Description:**

Prerequisites:       OTAH 250 – Adult/Geriatric Physical Rehab OTA  
                              OTAH 251 – Adult/Geriatric Physical Rehab Fieldwork I  
                              OTAH 252 – Adult/Geriatric Physical Rehab Clinical Conditions  
                              for the OTA  
                              OTAH 270 – OTA Management and Ethics

Co-requisites:       OTAH 275 – OTA Professional Seminar

This is the second required off-Campus experience in a clinical setting and is designed to promote clinical reasoning and reflective practice. This course provides clinical experience under the direct supervision of an experienced and licensed Occupational Therapist Registered or Certified Occupational Therapy Assistant personnel in varied areas of practice. It is designed to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA in settings such as geriatrics, pediatrics and/or psychosocial.

### **III. Statement of Course Need:**

- A. This course provides the OTA student the ability to apply the knowledge and theory gained through the OTA program coursework. Emphasis is on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies established by the curriculum and the American Occupational Therapy Association guidelines for entry-level practice.
- B. There is no lab in this course.
- C. This course is not designed to transfer.

### **IV. Place of Course in College Curriculum:**

- A. Free Elective
- B. This course meets a program requirement for the AAS in Occupational Therapy Assistant.

### **V. Outline of Course Content**

- A. Orientation to the agency and department including:
  - 1. Introduction to personnel and organizational structure
  - 2. Review of policies, procedures, confidentiality, HIPPA regulations, AOTA ethical code, and Standards of the Profession
  - 3. Review of objectives and grading criteria for the affiliation
  - 4. Expectations of professional appearance, attitude and behavior
  - 5. Expectations regarding documentation and professional written and oral communication
- B. Observation of supervisor and therapist activities including:

1. Identifying treatment approaches and principles used
  2. Identifying assessment findings and treatment plans
- C. Under the supervision of, and in conjunction with, a therapist, conduct treatment sessions including:
1. Use of selected assessments
  2. Treatment planning activities for selected clients
  3. Documentation of all occupational therapy activities
  4. Assessment of client goal achievement
  5. Documentation of client progress and results of treatment
  6. Reporting all findings to therapist
  7. Recommendations for client care including referral services if needed
  8. Discontinuation of treatment
- D. Conclude the affiliation by:
1. Completing all written work
  2. Completing all clinical work
  3. Terminating with clients
  4. Terminating with the agency
  5. Completing all other assigned responsibilities

## **VI. General Education and Course Learning Outcomes**

### **A. General Education Learning Outcomes:**

#### **At the completion of the course, students will be able to:**

1. Analyze information and ideas on interventional approaches, strategies, and techniques carefully and logically from multiple perspectives to develop reasoned solutions to utilizing appropriate OT treatments of children and/or adults in a wide variety of diagnosis and conditions. (GE-NJ 1, 3, 8, ER, IL)\*
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems presented to the OT practitioner. (GE-NJ 3)\*
3. Obtain basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry through laboratory, activity, and/or field-based study to facilitate understanding of OT performance skills and patterns. (GE-NJ 1, 3, 4)\*
4. Identify, locate, evaluate, and use information on OT interventional approaches, strategies, and techniques pertaining to the client effectively and responsibly to increase understanding on how to treat these clients. (GE-NJ 1, 3, 4, ER, IL)\*
5. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate occupational therapy interventional approaches, strategies, and techniques in writing for the purpose and audience. (GE-NJ 1, 2, 4, IL)

\*embedded critical thinking

## **B. Course Learning Outcomes:**

**Based on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student, at the completion of the course, students will be able to:**

1. Adhere strictly to American Occupational Therapy Association Code of Ethics and policies set forth by the site.
2. Adhere to all safety policies and procedures and ensure patient safety at all times by avoiding hazardous situations.
3. Understand role of the OTA student, OTA, OT and/ or clinical supervisor at the specific site.
4. Gather information with use of appropriate tools regarding client factors and contexts that affect occupational performance.
5. Provide detailed information regarding the client's occupational performance during the treatment planning process.
6. Collaborate with the rehabilitation team, care-givers, site staff as well as the patient in determining client-centered goals.
7. Understand the role of client factors across the lifespan, psychosocial factors, and lifestyle choices and its effect on patient treatment.
8. Provide information to occupational therapist regarding need for referral to other services.
9. Implement appropriate treatment addressing ADLs/ IADLs, work, play, sleep, social participation based on goals to obtain desired functional outcomes in occupational performance.
10. Grade up/down treatment as well as be able to modify treatment based on client needs.
11. Implement appropriate environmental modifications to enhance patient's occupational performance.
12. Document client progress appropriately, according to guidelines. Documentation should be legible, with use of correct spelling, punctuations and grammar.
13. Modify intervention plan as needed with the occupational therapist.
14. Promote health and wellness by providing an in-service, educational materials to address the needs of the clients, care-givers, site staff and other persons on site.
15. Communicate clearly the values, beliefs of occupational therapy, to clients, families, site personnel/staff, service providers and the public.
16. Demonstrate clear and effective communication skills in interactions with supervisor, clients and other staff.
17. Demonstrate effective time management skills.
18. Demonstrate professionalism in performing responsibilities and in upholding standards of the profession.

**All above Course Learning Outcomes represent ACOTE Standards C 1.11, C 1.15, C1.18 required for accreditation.**

## **C. Assessment Instruments**

1. Demonstrations

2. Projects
3. AOTA assessment
4. Presentations
5. Weekly Discussion
6. Participation
7. Online Forums
8. Observational opportunities

## VII. Grade Determinants

- A. Project
- B. AOTA assessment
- C. Return Demonstrations
- D. Class Participation
- E. Presentations
- F. Weekly discussion
- G. WebStudy
- H. Online Forums

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. Discussion
- B. Collaboration with site supervisor
- C. Student presentations
- D. Student collaboration
- E. Independent study
- F. Case studies
- G. Audiovisual (DVD's, YouTube)
- H. Online Forum assignments
- I. Observational opportunities

## VIII. Texts and Materials

Supplemental textbooks

Boyt Schell, B. A., Gillen, G., & Scaffa, M. E. (2014). *Willard & Spackman's Occupational Therapy (12<sup>th</sup> ed.)*. Baltimore, MD: Lippincott, Williams & Wilkins  
ISBN-13: 978-1451110807 ISBN-10: 1451110804

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3<sup>rd</sup> ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1) S1-S48.

<http://dx.doi.org/10.5014/ajot.2014.682006>

ISBN-13: 978-1569003619 ISBN-10: 1569003610

Thomas, H. (2015). *Activity Analysis (2<sup>nd</sup> ed.)*. Thorofare, NJ: Slack Incorporated

ISBN-13: 978-1617119675    ISBN-10: 1617119679

\*Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

## **IX. Resources**

- A. Library
- B. Computer/computer lab