

**SOUTHEAST COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
OCCUPATIONAL THERAPY
Created Date: 03/2025**

I. CATALOG DESCRIPTION

Course Number: OTAS 2600
Course Title: Level II: Fieldwork A
Prerequisite(s):

Catalog Description: This clinical experience provides students with hands-on training under the direct supervision of an occupational therapist or occupational therapy assistant. Emphasis is placed on developing entry-level competency, professional behaviors, and clinical reasoning skills necessary for effective patient care. Upon completion, students should demonstrate proficiency in all critical competencies for entry-level practice as outlined by the curriculum, AOTA guidelines, and regulatory standards.

Credit Hours: 6
Class Hours: 0
Clinical Hours: 270
Total Contact Hours: 270

II. COURSE OBJECTIVES: *Course will:*

1. Provide supervised, in-depth fieldwork experiences that enable students to integrate academic knowledge with clinical application and demonstrate entry-level competence as occupational therapy assistants.
2. Facilitate engagement in the full occupational therapy process, offering opportunities to collaborate with supervising occupational therapists in evaluation, intervention planning and implementation, documentation, and outcome measurement.
3. Foster professional behaviors, ethical reasoning, and effective communication by immersing students in interprofessional and client-centered practice environments.
4. Support the integration of evidence-based practice and clinical reasoning through guided reflection, discussion, and supervision that link current research to intervention choices.
5. Promote reflective learning and self-assessment to encourage students' professional growth, adaptability, and readiness for transition to independent practice.
6. Encourage advocacy and cultural responsiveness by exposing students to diverse client populations and emphasizing occupational justice and the distinct value of occupational therapy.

Note: Unit objectives are located in the learning management system within each unit of study.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. STUDENT LEARNING OUTCOMES: *The student will be able to:*

1. Demonstrate entry-level competence in the delivery of occupational therapy services under appropriate supervision, integrating knowledge, skills, and professional reasoning to provide safe, effective, and ethical care.
2. Apply the occupational therapy process by collaborating with the supervising occupational therapist

to gather data, plan and implement occupation-based interventions, adapt activities, and evaluate outcomes across diverse practice settings.

3. Exhibit professional behaviors and communication that reflect the values, ethics, and standards of the profession, including respect, accountability, cultural responsiveness, and effective teamwork with clients, caregivers, and interprofessional colleagues.

4. Integrate evidence-based practice and clinical reasoning to support decision-making, justify interventions, and adapt services based on client needs, performance data, and current research.

5. Demonstrate professional growth and self-assessment through reflective practice, receptiveness to feedback, and identification of strengths and areas for continued development as an emerging practitioner.

6. Advocate for clients and the occupational therapy profession by recognizing barriers to participation, promoting inclusivity, and articulating the value of occupational therapy within the healthcare and community context.

B. Clinical Fieldwork Competencies: (Obtained from AOTA FWPE for the OTAS, revised 2020)

The student will be able to:

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.
2. Adheres to safety regulations and reports/documents incidents appropriately.
3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.
4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.
5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.
6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.
7. Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.
8. Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.
9. Administers delegated assessments using appropriate procedures and protocols.
10. Assists with interpreting information in relation to the client's needs, factors, and performance.
11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.
12. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.
13. Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.
14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.
15. Implements client-centered and occupation-based intervention plans.
16. Modifies the task and/or environment to maximize the client's performance.
17. Recommends modification or termination of intervention plan based on the client's status.
18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
19. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be

assigned.

20. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.
21. Demonstrates knowledge about the organization.
22. Meets productivity standards or volume of work expected of occupational therapy assistant students.
23. Communicates clearly and effectively, both verbally and nonverbally.
24. Produces clear and accurate documentation.
25. Collaborates with fieldwork educator(s) to maximize the learning experience.
26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
27. Responds constructively to feedback in a timely manner.
28. Demonstrates consistent and acceptable work behaviors.
29. Demonstrates effective time management.
30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
31. Demonstrates respect for diversity factors of others.

C. GENERAL EDUCATION LEARNING OUTCOMES

GELO 6: Career and Life Skills

Outcome: Employ effective interpersonal and intrapersonal communication skills.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

A. UNITS

1. Level II Fieldwork expectations
2. Observation
3. Reflection
4. Level II Fieldwork assignment

V. INSTRUCTIONAL MATERIALS REQUIRED

A. Required Text(s):

*Note: Students will continue to reference all texts previously required in the program.

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Lecture
2. Demonstration
3. Handout Materials
4. Class Participation/Presentations
5. Case Studies and Group Work
6. Guest Presenters
7. Websites
8. Power Point slides and videos
9. Pretests and worksheets
10. Games may be used to augment some of the units.

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of assignments, quizzes, exam, projects, skill checkoffs, etc. For grading expectations please see the course information document

SCC STANDARD GRADING SCALE POLICY:

A+ 95-100	C+ 75-79
A 90-94	C 70-74
B+ 85-89	D+ 65-69
B 80-84	D 60-64
	F Below 60

VIII. SPECIFIC COURSE REQUIREMENTS

- A.** Must pass all program courses (OTAS) with a C+ to progress to the next term.
- B.** Must follow all expectations as outlined in this document, student handbook, and course information document.

Please see course information document and student handbook for program policies related to grading, expectations, assignments, assessments, and participation.