



Walters State Community College Course Syllabus

Course Information

Course Number and Name: OTAP 2610 Level II A

Section ID: 81427.202380

Semester and Year: Fall 2023

Credit Hours: 6

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: CLN - Clinicals

Catalog Course Description: Second of two eight-week fieldwork experiences (ACOTE requirement) designed to provide the OTA student the opportunity to work in an OT setting, under the supervision of an OTR or COTA. Students will participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting. Prerequisite(s): OTAP 1210, 1320, 1220, and 1340. **S**

Meeting Details: MTWRF; 08:00AM - 05:00PM;

Course Drop Deadline: October 27, 2023

Instructor Information

Name: Jennifer Lawson

Role: AFWC

Office Location: WSGC2 289

Office Hours: By appointment

Office Phone: 423-798-7972

Email: Jennifer.Lawson@ws.edu

Supervisor Name: Courtney Boren

Supervisor Phone: 423-798-8183

Secretary Name: Dawn Woodley

Secretary Phone: 423-798-8187

Required Textbook(s) and Materials

Textbooks used throughout the OTA program

Instructional Approach and Methods

Students will participate in the supervised delivery of occupational therapy services in a variety of settings, utilizing skills, concepts, techniques, and strategies learned through academic preparation. Opportunities will be provided for the students to synthesize, develop, and apply academic knowledge and entry level practice skills within the fieldwork setting.

Assessment, Evaluation and Testing Procedures

1. Supervision from Fieldwork Educator
2. Discussion Questions
3. Any additional assignments required by Fieldwork Educator
4. Student Evaluation of Fieldwork Experience
5. AOTA Fieldwork Performance Evaluation

Grading Scale

A	930-1000
B	850-929
C	750-849
D	749 - 651 failing
F	650 and below failing

Assignments

Weekly discussion posts, Student Evaluation of the Fieldwork Experience, and AOTA Fieldwork Performance Evaluation (pass/fail).

Class Participation

Refer to attendance policy in the WSCC Fieldwork Manual.

Course and Class Policies/Procedures

Refer to the WSCC Fieldwork Manual.

Student Learning Outcomes/Objectives

- 1. Promote clinical reasoning appropriate to the OTA role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. (ACOTE standard C.1.11) a. Performance Assessment – AOTA Fieldwork Performance Evaluation
- 2. Understand and integrate psychosocial factors influencing engagement in occupation for the development of client-centered, meaningful, occupation-based outcomes. (ACOTE standard C.1.12) a. Performance Assessment– AOTA Fieldwork Performance Evaluation
- 3. Use and document a mechanism that will evaluate the effectiveness of supervision and require a formal evaluation of student performance on Level II fieldwork. (ACOTE standard C.1.15 and C.1.18) a. Performance Assessment – AOTA Student Evaluation of Fieldwork Experience and AOTA Fieldwork Performance Evaluation
- 4. Demonstrate clinical reasoning appropriate to the OTA role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
- 5. Demonstrate an awareness and understanding of how psychosocial factors influence engagement in occupation and use that knowledge for the development of client-centered, meaningful, occupation-based outcomes.
- 6. Upon the conclusion of the experience, be able to meet all requirements, as identified by fieldwork site and school, demonstrating entry-level clinical competence in patient care and practice management.
- 7. Develop the entry-level competencies for the Level II Fieldwork by the end of the experience (entry-level competence is defined as achieving the minimal passing score or

above on the AOTA Level II Fieldwork Performance Evaluation). (LII Fieldwork Learning Outcomes)

- 8. Demonstrate the ability to require less direct supervision by the clinical instructor as appropriate for the fieldwork setting, severity of the client's condition and the ability of the student. (LII Fieldwork Learning Outcomes)
- 9. Demonstrate the ability to assume a full client caseload as defined by the fieldwork site by the completion of the fieldwork experience. (LII Fieldwork Learning Outcomes)
- 10. Demonstrate the ability to collect, utilize, and apply assessment data for effective intervention treatment plans. (LII Fieldwork Learning Outcomes)
- 11. Demonstrate the ability to complete accurate documentation in a timely manner according to the fieldwork sites policies and procedures. (LII Fieldwork Learning Outcomes)
- 12. Demonstrate professionalism as evident by consistently reporting on time to the fieldwork placement site. (LII Fieldwork Learning Outcomes)
- 13. Adhere to all fieldwork site and WSCC OTA Program policies and procedures. (LII Fieldwork Learning Outcomes)
- 14. Demonstrate enthusiasm and the initiative when exploring new learning opportunities. (LII Fieldwork Learning Outcomes)
- 15. Demonstrate effective utilization of all resources available to them and incorporate evidence-based practice at fieldwork placement sites. (LII Fieldwork Learning Outcomes)
- 16. Incorporate and demonstrate knowledge of the various frames of reference and evidence-based treatment interventions in occupational therapy practice during their treatment interventions and planning. (LII Fieldwork Learning Outcomes)
- 17. Demonstrate an understanding of psychosocial factors influencing engagement in occupation for the development of client-centered, meaningful, occupation-based outcomes. (LII Fieldwork Learning Outcomes)
- 18. Demonstrate the knowledge of the roles of the occupational therapist and occupational therapy assistant. (LII Fieldwork Learning Outcomes)

- 19. Establish and maintain a relationship with clients, families, co-workers, and other treatment team members involved in the occupational therapy intervention process. (LII Fieldwork Learning Outcomes)
- 20. Demonstrate an understanding of occupation and meaningful activities when assisting in the development of treatment plans and treatment activities. (LII Fieldwork Learning Outcomes)
- 21. Demonstrate the ability to use clinical reasoning skills, ethical behavior, life-long learning, professional behavior, and competence in OTA and career responsibilities. (LII Fieldwork Learning Outcomes)

Additional Course Requirements/Details/Information

Course Objectives

1. Demonstrate clinical reasoning and ability to perform all job duties as an entry-level occupational therapy assistant.

Objectives from Fieldwork Manual

- Develop the entry- level competencies for the Level II Fieldwork by the end of the experience (entry- level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Performance Evaluation).
- Demonstrate the ability to require less direct supervision by the clinical instructor as appropriate for the fieldwork setting, severity of the client's condition and the ability of the student.
- Demonstrate the ability to assume a full client caseload as defined by the fieldwork site by the completion of the fieldwork experience.
- Demonstrate the ability to collect, utilize, and apply assessment data for effective intervention treatment plans.
- Demonstrate the ability to complete accurate documentation in a timely manner according to the fieldwork sites policies and procedures.
- Demonstrate professionalism as evident by consistently reporting on time to the fieldwork placement site.
- Adhere to all fieldwork site and WSCC OTA Program policies and procedures.
- Demonstrate enthusiasm and the initiative when exploring new learning opportunities.

- Demonstrate effective utilization of all resources available to them and incorporate evidence-based practice at fieldwork placement sites.
- Incorporate and demonstrate knowledge of the various frames of reference and evidence-based treatment interventions in occupational therapy practice during their treatment interventions and planning.
- Demonstrate the knowledge of the roles of the occupational therapist and occupational therapy assistant.
- Establish and maintain a relationship with clients, families, co-workers, and other treatment team members involved in the occupational therapy intervention process.
- Demonstrate an understanding of occupation and meaningful activities when assisting in the development of treatment plans and treatment activities.
- Demonstrate the ability to use clinical reasoning skills, ethical behavior, life-long learning, professional behavior, and competence in OTA and career responsibilities.

Relationship to Curriculum Design

- This course is offered in the last semester -Occupational Therapy Practice Job Training Period as the Advanced OTA Student– “Application of Knowledge and Skills”.
- Using the PEO model as a guide, Students will put knowledge and skills from previous semesters into practice and use critical and clinical thinking to develop and perform client-centered, occupation-based tasks that will enhance occupational performance under the supervision of an occupational therapy practitioner. In addition to any requirements of the FW educator, the student will participate online with the AFWC in a series of discussions designed to enhance the fieldwork experience. Students will also meet with the AFWC following completion of both of their Level II fieldwork experiences to review the process for the NBCOT exam, and licensure in the state of TN.
- Upon completion of this course and OTAP 2620, Students will be able to effectively utilize the Occupational Therapy Practice Framework and the Person, Environment, Occupation Theory to ensure that service delivery is aimed at improving occupational performance at an entry-level OTA practitioner.
- Curricular Threads: Discovering Occupational Beings across the Lifespan, Facilitating Adaptation and Creativity, Promoting Occupational Performance, Developing the Professional

Online/Web-Enhanced Course Supplementary Information

Students are required to have eLearn and Remind for communication and completion of assignments.

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:
 - a. Using cut/paste tool from original document with no references given.
 - b. Copying another student's work and submitting it as one's own.
 - c. Forging or otherwise altering signatures.
 - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
 - a. Utilizing old tests, projects, notes or written papers.
 - b. Providing unauthorized information to a fellow student about exam content.
 - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
 - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
 - e. Consulting with a classmate or others when taking a computerized test.
 - f. Disregarding other specific policies and procedures outlined for a particular class.
 - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
 - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](#)
ws.edu/academics/humanities/writing-lab

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](#)
ws.edu/academics/mathematics/learning-lab

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](#)
helpdesk.ws.edu

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](#)
ws.edu/student-services/disability/

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://catalog.ws.edu/)
catalog.ws.edu/

[Walters State Timetable of Classes \(opens in new window\)](https://ws.edu/admissions/registration/)
ws.edu/admissions/registration/

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](http://www.waltersstate.edu/home/)
[ws.edu/home/](http://www.waltersstate.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)

<ws.edu/set/>

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)