

# OTAT-1850: PRACTICUM I

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## Cuyahoga Community College

**Viewing: OTAT-1850 : Practicum I**

**Board of Trustees:**

March 2023

**Academic Term:**

Fall 2023

**Subject Code**

OTAT - Occupational Therapy Assisting

**Course Number:**

1850

**Title:**

Practicum I

**Catalog Description:**

Under supervision of assigned agency personnel, students apply knowledge, skills and techniques learned in concurrent OTAT courses and weekly discussion seminar. Assignment to agencies includes traditional and non-traditional settings servicing clients with developmental disabilities.

Seminar: 15 hours per semester.

**Credit Hour(s):**

2

**Lecture Hour(s):**

1

**Lab Hour(s):**

0

**Other Hour(s):**

7

**Other Hour Details:**

Practicum: 105 hours per semester

## Requisites

**Prerequisite and Corequisite**

OTAT-1310 Task Analysis or concurrent enrollment, and departmental approval.

## Outcomes

**Course Outcome(s):**

Demonstrate therapeutic use of self.

**Objective(s):**

1. Establish effective rapport with patient/client/staff.
2. Discriminate between desirable and undesirable patient/client behaviors.
3. Initiate, sustain, and terminate conversations with patient/client/staff.
4. Demonstrate effective listening skills.
5. Demonstrate appropriate non-verbal communication.
6. Identify personal strengths/weaknesses and make efforts to improve weak areas.

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**Course Outcome(s):**

Participate in data gathering.

**Objective(s):**

1. Identify patient/client problems through observations, chart review and/or OTR evaluation.
2. Recognize the need for additional information and take initiative in obtaining information by going through proper channels.

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**Course Outcome(s):**

Participate in program planning and implementation.

**Objective(s):**

1. Under direct supervision, assist clinical instructor in basic treatment techniques such as positioning, play, verbal interaction, sensory stimulation, etc.
2. Observe clinical supervisor perform specialized treatment techniques with patient/client.
3. Maintain equipment, materials and treatment environment in good order and condition
4. Begin to identify appropriate treatment objectives to match patient/client needs.
5. Begin to select appropriate methods and activities to facilitate achievement of goals.
6. Consider medical and safety precautions and contraindications in implementing treatment.
7. Begin to display effective problem-solving skills related to patient/client problems.
8. Recognize and respect patient/client personal boundaries.

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**Course Outcome(s):**

Utilize appropriate written and verbal communication.

**Objective(s):**

1. Consistently communicate with supervisor at appropriate intervals.
2. Initiate communication with other team members/personnel with relevant to patient/client care.
3. Write clear, accurate, timely clinical notes using appropriate terminology.
4. Use clear and grammatically correct English in all communication.

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**Course Outcome(s):**

Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures.

**Objective(s):**

1. Maintain strict patient confidentiality.
2. Interact professionally and respectfully with patients, families, and staff.
3. Establish and maintain a therapeutic relationship with the patient.
4. Maintain quality patient care and patient satisfaction as guidelines for professional behavior

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**Course Outcome(s):**

Adheres to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accident.

**Objective(s):**

1. Utilize infection control precautions and procedures.
2. Maintain clear and orderly work area by returning equipment and supplies.
3. Follow facility policies in response to emergency code or drill situations.

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**Course Outcome(s):**

Display professional behavior.

**Objective(s):**

1. Check with supervisor when in doubt about situations, procedures, etc.
2. Comply with facility dress code and demonstrate good personal care and hygiene.
3. Demonstrate satisfactory time management skills; meet deadlines.
4. Express emotions appropriately.
5. Respond to feedback appropriately.
6. Accept and complete assigned responsibilities satisfactorily.
7. Keep personal matters from interfering with clinical duties.
8. Be punctual and reliable: fulfill responsibilities to instructors and assigned facility.

9. Respect patient/client confidentiality.

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**Methods of Evaluation:**

- a. Student performance evaluation from clinical supervisor
- b. Graded clinical notes
- c. Graded observation notes
- d. Graded case study
- e. Graded student notebook

**Course Content Outline:**

- a. Introduction to field work in developmental disabilities
  - i. Facts about developmental disabilities
  - ii. Developmental milestones
  - iii. Developmental monitoring and screening
  - iv. Causes and risk factors
  - v. Who is affected?
  - vi. Living with a developmental disability
- b. Universal precautions
  - i. Standard precautions
  - ii. Four ways to spread germs
  - iii. HIV/AIDS
  - iv. How HIV is spread
  - v. How you cannot get HIV
  - vi. What is Hepatitis B?
  - vii. Symptoms of Hepatitis B
  - viii. How Hepatitis B is spread
  - ix. Components of Universal Precautions
    - 1. Personal protective equipment (PPE) - Gloves!!!!
    - 2. Handwashing
    - 3. Decontamination of surfaces and toys
    - 4. Waste disposal
  - x. Infection prevention and control
    - 1. Proper hand hygiene
    - 2. Wearing gloves
    - 3. Using CPR mask, eye protection/face shield
    - 4. Using bleach solution
    - 5. Wearing gown
    - 6. Patient care equipment
    - 7. Airborne infection isolation
    - 8. Respiratory protection
    - 9. Respiratory hygiene/Cough etiquette
  - xi. Exposure
  - xii. After exposure
  - xiii. Workplace exposure control plan
- c. Ethical considerations relevant to developmental disabilities
  - i. An overview of ethics
  - ii. Establishing ethical standards
  - iii. Ethical consideration in health care provider-patient relationships
  - iv. Confidentiality and the healthcare industry
    - v. The Health Insurance Portability and Accountability Act
  - vi. Exemptions to confidentiality in health care
    - 1. Child abuse
    - 2. Elder abuse
    - 3. Mental health patients who might pose a threat
    - 4. Matters of the greater good

- vii. Accountability - the medical record
- viii. Legal aspects of health care
- d. Disability awareness
  - i. What is disability awareness?
  - ii. Hidden disability awareness
  - iii. Disability etiquette
  - iv. Materials to raise awareness of disability
- e. Documentation in OT practice
  - i. Documenting the occupational therapy process
  - ii. Professional language and focus
    - 1. International classification of functioning, disability, and health
    - 2. Occupational Therapy Practice Framework
  - iii. Roles of the occupational therapist and occupational therapy assistant
  - iv. Types of notes
    - 1. Initial evaluation report
    - 2. Contact notes
    - 3. Progress reports
    - 4. Re-evaluation reports
    - 5. Transition plan
    - 6. Discharge or discontinuation notes
  - v. The health record
    - 1. Definition and purpose
    - 2. Electronic documentation
    - 3. Health Insurance Portability and Accountability Act (HIPAA)
  - vi. Billing and reimbursement
    - 1. Reasonable and necessary care
    - 2. Justification for skilled therapy
    - 3. Reimbursable services
    - 4. Use of AIDES
    - 5. Funding sources
    - 6. Billing codes
  - vii. Avoiding common documentation mistakes
  - viii. SOAP note
    - 1. Subjective
    - 2. Objective
    - 3. Assessment
    - 4. Plan
  - f. Sharing clinical experience
    - i. Clinical experience self-assessment
    - ii. Identify actions that need improvement
    - iii. Critically thinking on their experiences

## Resources

Morris, S., and M. Klein. *Pre-Feeding Skills: A Comprehensive Resource for Feeding Development*. 2nd. Therapy Skills Builders, 2010.

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Morreale M.J. *Developing Clinical Competence*. 1st. Thorofare: Slack Incorporated, 2015.

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Sames K.M. (2015) *Documenting Occupational Therapy Practice*, San Francisco: Pearson.

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Smith-Case J. O'Brien J. (2015) *Occupational Therapy for Children and Adolescents*, St. Louis: Elsevier.

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Wagenfeld A., Kandelberg J. (2017) *Foundations of Pediatric Practice for the Occupational Therapy Assistant*, Thorofare: Slack Incorporated.

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Morreale M.J., Borcharding S. (2017) *The OTA's Guide to Documentation Writing SOAP Notes*, Thorofare: Slack Incorporated.

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**Resources Other**

- a. Netscape.
- b. OhioLink.

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