

OTA 280
PROFESSIONAL TRANSITION

COURSE DESCRIPTION:

Prerequisites: OTA 260 or OTA 261

Corequisites: Enrollment in either OTA 260 or OTA 261

This course provides closure to the educational program following Fieldwork II placements. Emphasis is on portfolio development and presentation, program evaluation, Fieldwork II experience analysis and synthesis, and final preparation for the certification examination. Upon completion, students should be able to enter the occupational therapy work force with supportive documentation demonstrating progress toward meeting critical competencies set forth by the curriculum. Course Hours Per Week: Lab, 2. Semester Hours Credit, 1.

LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

- A. Function effectively on the job
 - 1. Recognize impact of affiliation experiences on educational experience
 - 2. Identify the degree to which the affiliation experiences assisted in the achievement of personal goals and objectives
 - 3. Discuss the relationship of facility objectives and policies with student objectives and goals
 - 4. Assume leadership for one discussion topic and provide necessary organizational structure for the team to complete the task assignments within the established framework

- B. Communicate effectively
 - 1. Obtain information from classmates regarding their experiences to develop a team report on affiliation experiences
 - 2. Express ideas clearly and concisely in group discussions
 - 3. Provide clear and thorough written documentation of results of group discussion
 - 4. Demonstrate use of therapeutic communication techniques during discussion sessions with team members
 - 5. Identify barriers and facilitators of communication at three points during the team discussions
 - 6. Modify the team/group process to overcome identified problems in effective communication among all members
 - 7. Evaluate the effectiveness of communication and leadership skills through the use of self, peer, and instructor feedback

- C. Demonstrate professionalism
 - 1. Complete all paperwork necessary for licensure requirements
 - 2. Complete resume, cover letter and response letter for employment seeking activities
 - 3. Discuss topics and issues with a professional demeanor using feedback to modify behavior and improve the functioning of the team
 - 4. Identify methods and plans to address deficit areas in learning by individual students

- D. Use the Occupational Therapy process
 - 1. Clinical experience discussion
 - 2. Curriculum discussion
 - 3. Practice issues discussion

- E. Assist in the development of the Occupational Therapy Assistant curriculum
 - 1. Provide personal feedback to the curriculum regarding the effectiveness of academic preparation in the clinical experience
 - 2. Participate as a team leader and a team member in discussion groups
 - 3. Collaborate with team members to provide feedback and a proposal for intervention to address potential changes in the curriculum

OUTLINE OF INSTRUCTION:

- I. Review and Discussion of Clinical Experiences
 - A. Individual reports
 - B. Group discussion on selected topics
 - C. Listing of positive and negative experiences
 - D. Discussion of experiences using the OT process as a framework
 - 1.) sensorimotor learning
 - 2.) cognitive learning
 - 3.) affective learning
 - 4.) ability to communicate effectively with supervisors
 - 5.) application of therapeutic approaches in practice
 - E. Discussion of potential changes
 - 1.) what to change
 - 2.) how to change
 - 3.) rationale for change
 - 4.) value of existing situation
 - 5.) recommendations
 - 6.) methods to evaluate proposed changes

- II. Identify practice issues encountered in clinical rotations
 - A. Setting specific concerns
 - B. Population specific concerns
 - C. Practice area specific concerns
 - D. OT - OTA relationship issues
 - E. Supervisor - student issues
 - F. Motor skill issues
 - G. Processing skill issues
 - H. Interactional issues
 - I. Other issues

- III. Discussion of practice issues that were raised during affiliations using the OT process as a framework
 - A. Considerations for addressing practice issues
 - B. Researching selected issues in teams
 - C. Developing plans and ideas to resolve issues

- D. Sharing of findings between teams
- IV. Perception of adequacy of academic preparation for clinical rotations
 - A. Match of preparation to expectations of clinical supervisors
 - B. General overview of the curriculum
 - C. Specific course review
 - D. Identification of strengths and weaknesses in the curriculum
 - E. Identification of alternatives to improve skills in selected areas
 - 1.) continuing educational opportunities
 - 2.) self-teaching
 - 3.) work with a mentor
 - 4.) work with peers
 - 5.) formal classroom experiences
 - 6.) other alternatives
- V. Recommendations for continuation or changes in the curriculum
 - A. content
 - B. order
 - C. emphasis
 - D. other considerations
- VI. Complete and present the results of portfolio development
- VI. Concluding the program
 - A. Readiness for graduation
 - B. Completing all requirements
 - C. Providing opportunities for continued involvement in the curriculum
 - D. Other topics of student concern

REQUIRED TEXTBOOKS AND MATERIALS:

None required

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.