

# OTAT-2860: PRACTICUM III

## Cuyahoga Community College

**Viewing: OTAT-2860 : Practicum III**

**Board of Trustees:**

MAY 2025

**Academic Term:**

Fall 2025

**Subject Code**

OTAT - Occupational Therapy Assisting

**Course Number:**

2860

**Title:**

Practicum III

**Catalog Description:**

Under supervision of assigned agency personnel, students apply knowledge, skills and techniques learned in concurrent OTAT courses and weekly discussion seminar.

Assignments to health care agencies include, but are not limited to, hospitals, nursing homes, and rehabilitation centers serving adult and/or geriatric populations with physical conditions referred to occupational therapy. Grading for OTAT-2860 is P for Pass or NP for No Pass.

**Credit Hour(s):**

2

**Lecture Hour(s):**

0

**Lab Hour(s):**

0

**Other Hour(s):**

8

**Other Hour Details:**

Practicum: 105 hours per semester; Seminar: 15 hours per semester

## Requisites

**Prerequisite and Corequisite**

OTAT-1860 Practicum II, and departmental approval.

## Outcomes

**Course Outcome(s):**

Demonstrate the ability to plan, select, and implement intervention; demonstrate the effective use of therapeutic self with clients to facilitate and accomplish goals, grade and adapt activities; and modify the intervention plan as needed in collaboration with the occupational therapist according to the policies and procedures of the assigned clinical site

**Objective(s):**

1. Identify patient/client problems through observation, chart review and/or Occupational Therapist Registered evaluation.
2. Recognize the need for additional information and take initiative in obtaining information through the proper channels.
3. Observe and/or participate in patient interview/screening process.
4. Identify appropriate treatment objectives to match patient/client needs.
5. Select appropriate methods and occupations to facilitate achievement of treatment goals.
6. Consider medical and safety precautions and contraindications for treatment at all times.
7. Demonstrate effective problem-solving, clinical reasoning skills related to patient/client problems.
8. Discuss insights gained about a variety of diagnoses, impairments and disabilities through observation and interaction with clients.

9. Observe and assist with activity selection and adaptation for individuals with various dysfunctions.
10. Explain the occupational therapy process of evaluation, intervention, reassessment, and termination of services as it applies to the individuals at the clinical site, especially those with dysfunction in clinical areas relevant to course content.
11. Recognize and identify the impact of dysfunction on individuals' daily lives, including activities of daily living, work, play, socialization, etc.

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**Course Outcome(s):**

Demonstrate ability to effectively interact through written, oral and nonverbal communication with client/family/caregivers, colleagues, other health providers and the public in a professionally acceptable manner.

**Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers and the public.
2. Document and record evaluation findings and produces clear and accurate documentation according to site requirements.
3. Recognize and handle personal and professional frustrations.
4. Work with others cooperatively, considerately, and effectively; and be responsive to social cues.
5. Demonstrate respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
6. Demonstrate positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
7. Respond to feedback appropriately.
8. Accept and complete assigned responsibilities appropriately.

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**Course Outcome(s):**

Demonstrate the ability to adhere to ethical and safety standards as defined by the American Occupational Therapy Association and in accordance with the policies and procedures of the assigned clinical site.

**Objective(s):**

1. Maintain strict patient confidentiality.
2. Interacts professionally and respectfully with patients, families, and staff.
3. Establishes and maintains therapeutic relationships with clients/patients.
4. Maintain quality patient care and patient satisfaction as guidelines for professional behavior.
5. Apply information of applicable regulations, guidelines, and reimbursement systems as they relate to the documentation of occupational therapy practice.
6. Learn proper use of supplies and contribute to keeping the clinic organized
7. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Rights and Privacy Act (FERPA).
8. Respects privacy of client.
9. Follows ethical standards for clinical setting.

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**Course Outcome(s):**

Demonstrate the ability to utilize sound judgement in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process.

**Objective(s):**

1. Follows clinical setting's policies and procedures for client safety.
2. Demonstrates awareness of hazardous situations, and report safety issues to supervisor.
3. Utilizes infection control precautions and procedures.
4. Maintain equipment, materials, and treatment environment in good order and condition.
5. Recognize and respect patient/client personal boundaries.

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**Course Outcome(s):**

Demonstrate consistent professional behavior in student interaction with clients, colleagues, service providers, significant others, and the public.

**Objective(s):**

1. Demonstrate effective time management.
  2. Collaborates with supervisor (s) to maximize learning experience.
  3. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
  4. Works with others cooperatively, considerately, effectively, and maintains professional boundaries.
  5. Modifies behavior or performance in accordance with feedback.
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**Methods of Evaluation:**

1. Graded observation reports
2. Graded clinical notes
3. Case study
4. Student clinical notebook
5. Patient education presentation
6. Student performance evaluation from clinical supervisor

**Course Content Outline:**

1. Introduction to field practice in physical dysfunction:
  - a. Acute
  - b. Subacute
  - c. Rehab
  - d. Home health
  - e. Long-term care
  - f. Hospice
2. Review universal precautions
  - a. Potential Hazard
    - i. Employee exposure to bloodborne pathogens
  - b. Standard Precautions
  - c. Transmission-based precautions
  - d. Needlesticks/sharps injuries
3. Law & ethics
  - a. Why study laws and ethics?
  - b. Comparing aspects of law and ethics
  - c. Codes of Ethics and Ethics Guidelines
  - d. Bioethics
  - e. Qualities of successful health Care practitioners
    - i. Courtesy
    - ii. Compassion
    - iii. Common sense
    - iv. People skills
    - v. Technical skills
    - vi. Critical thinking skills
4. Facts and feelings about aging
  - a. Understanding age stereotypes and ageism
  - b. The United States of Aging Survey National Findings
  - c. Facts on aging
  - d. Geriatric evaluation in home health
5. Medicare documentation
  - a. Documentation errors
  - b. General principles of documentation
  - c. Common sets of codes used to bill for occupational therapy services
  - d. Selecting the code that best represents the service furnished
  - e. Durable medical equipment
6. Basic concepts of patient education
  - a. Significance of patient education in health care
  - b. Patient education versus health education
  - c. The Patient-Centered Care Model

- d. Benefits of patient education in health care
- e. Significance of patient education in occupational therapy
- 7. Death and dying
  - a. Death, dying, and bereavement
  - b. Kubler-Ross Model
- 8. Sharing clinical experience

## Resources

Royeen M., & Crabtree, J. T. (Eds.). (2006) *Culture in rehabilitation: From competency to proficiency*, Pearson.

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Chishom D., Dolhi, C., & Schreiber, J. (2004) *Occupational therapy intervention resource manual: A guide for occupation-based practice*, Thomson/Delmar Learning.

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Morreale M.J. (2015) *Developing clinical competence: A workbook for the OTA*, SLACK Incorporated.

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Meriano, C. & Latella, D. (2016) *Occupational therapy interventions: Function and occupations*, SLACK Incorporated.

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Jacobs, K., & MacRae, N. (2017) *Occupational therapy essentials for clinical competence, (3rd ed.)*, SLACK Incorporated.

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Sladyk, K., Jacobs, K., & MacRae, N. (2017) *Occupational Therapy Essentials for Clinical Competence*, Thorofare: SLACK Incorporated.

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Lippert, L. S. (2023) *Clinical kinesiology and anatomy*, F.A. Davis Co.

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Coffey, M.S., Lamport, N.K. & Hersch G.I. (2024) *Creative engagement in occupation building professional skills*, SLACK Incorporated.

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(2022) Occupational Therapy Fieldwork Education: Value and Purpose. *American Journal of Occupational Therapy*, 76, 1-3. <https://doi.org/10.5014/ajot.2022.76S3006>

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Commission on Practice. "Occupational Therapy Practice Framework: Domain and Process" Vol. 74 (Supplement 2). *American Journal of Occupational Therapy*, August 2020. [https://research.aota.org/ajot/article-abstract/74/Supplement\\_2/7412410010p1/8382/Occupational-Therapy-Practice-Framework-Domain-and?redirectedFrom=fulltext](https://research.aota.org/ajot/article-abstract/74/Supplement_2/7412410010p1/8382/Occupational-Therapy-Practice-Framework-Domain-and?redirectedFrom=fulltext)

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(2020) *Occupational Therapy Practice Framework: Domain and Process*, *American Journal of Occupational Therapy*, 74, 1–87. <https://doi.org/10.5014/ajot.2020.74S2001>

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Hamed, R. (2023) Difficult Conversations in Fieldwork Education. *OT Practice*, 28, (3), 10-11. American Occupational Therapy Association.

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Steen, L., & Menninger, B. (2023) "REAP the rewards: A successful Level II fieldwork experience for supervisors and students", 28(9), 26-28.

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**Resources Other**

1. OhioLINK.
2. Clark, J., Humphrey, C., & Skubik-Peplaski, C. (2024). Professional Behaviors on the Fieldwork Performance Evaluation: Perspectives of Fieldwork Educators...American Occupational Therapy Association (AOTA INSPIRE) Annual Conference & Expo, March 21-23, 2024, Orlando, Florida. *American Journal of Occupational Therapy*, 78, 1. <https://doi.org/10.5014/ajot.2024.78S2-PO1>

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