

Course Code: OTA 112

Course Title: Therapeutic Media (Fieldwork I Experience)

Department: Allied Health

Effective Date: Summer 2026

PCS Code: 1.2 - Occupational/Technical Instruction

CIP Code: 51.0803

Repeatability: 0

Credit Hours

Catalog Notation: 2-4-3

Credit Hour Distribution:

Lecture: 2

Lab: 3

Clinical: 1

Total: 3

General Course Information

Catalog Description

Foundations in selecting, analyzing, adapting, and using goal-directed therapeutic activities and techniques to promote engagement in activities of daily living, work, play, and leisure. Fieldwork I experiences emphasize community services and observation/data collection skills. Experiential learning activities promote community health.

General Course Objectives

- Foundations in conducting activity analysis.
- Identify, describe, and utilize basic skills in positioning, transfers, splinting, and mobility aids.
- Identify, describe, and select basic modifications in work, self-care, home management, play, and leisure areas of occupation.
- Experiential learning assignments promote community health.
- Application of basic skills during Level I fieldwork assignments.

Minimum Placement Levels

English	Reading	Math
Placement out of ENG 099	Placement out of CCS 099	Placement out of MAT 072

Prerequisites

Credit in KIN 186

Concurrent enrollment in OTA 111

Admission into the Occupational Therapy Assistant program

Methods of Evaluation

13-17 quizzes, 2-4 exams, 3-5 activity analyses, 12-20 hours experiential learning, 2-4 proficiency exams, and 1 oral presentation.

Instructional Materials and Additional Supplies

Students will use the same textbooks required for OTA 111.

Course Content

General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Reasoning and Inquiry: Students will demonstrate the ability to solve problems using deductive reasoning and logic, quantitative reasoning, or the scientific method.

Course Segments and Student Learning Outcomes

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Basic Clinical Reasoning to Effectively Use Assessment Tools, Grade Treatment Programs, and Modify and Adapt Tools	<ol style="list-style-type: none"> 1. Demonstrate basic knowledge of activity and occupational analysis on sensorimotor, process, and social interaction components of performance. 2. Demonstrate basic knowledge of completing evaluations using goniometer, manual muscle strength, pinch, and grip strength. 3. Describe and apply principles of flexibility, strength, endurance, and coordination. 4. Select, analyze, grade, and adapt therapeutic exercise methods, tools, and equipment. 5. Fieldwork Activities: Select appropriate methods, grade, and adapt positioning for function in activities of daily living, meal preparation and home management, work, play, and leisure activities. 6. Identify positioning equipment and their proper uses. 7. List and apply principles of body mechanics, work simplification, and energy conservation. 8. Select, analyze, grade, and adapt tools and work settings. 9. Describe, grade, and demonstrate basic competency in bed mobility and patient transfers. 10. Demonstrate safe and effective body mechanics in lifting, carrying, and pushing. 11. Demonstrate knowledge of the purpose and key components of different types of static and dynamic splints. 12. Fabricate orthotics from patterns. 13. Define role of OT in functional communication and the use of low- and high-tech/assistive technology. 14. Describe procedures for proper fit of different types of wheelchairs, canes, and walkers. 15. Select, analyze, and adapt wheelchair, seating systems, and accessories. 16. List and describe how performance contexts impact occupational performance. 17. List and describe types of environmental barriers. 18. Fieldwork Activities: Apply basic concepts of the Americans with Disabilities Act to environmental modification. 19. Fieldwork Activities: Identify contextual barriers and accessibility for persons in wheelchairs in the community. 20. Select, analyze, grade, and adapt functional activities based on cognitive skills. 21. Describe the basic developmental sequence for food/meal preparation. 22. Define key factors to consider when selecting and/or fabricating adaptive equipment for self-feeding, meal preparation, and home management. 	27	40	2

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
<p>Basic Clinical Reasoning to Effectively Use Assessment Tools, Grade Treatment Programs, and Modify and Adapt Tools (cont'd)</p>	<ol style="list-style-type: none"> 23. Describe the basic developmental sequence of self-feeding skill acquisition. 24. Analyze self-feeding skills to include drinking, use of utensils, and opening containers and packets within performance contexts. 25. Describe recreation and games according to patterns of interaction and competition. 26. Adapt leisure activities for persons with different abilities. 27. Describe the basic developmental sequences of dressing, grooming, and hygiene skill acquisition (toddler to adults). 28. Identify, describe, and demonstrate basic adaptations and assistive technology used for dressing, grooming, and hygiene. 29. Describe the basic developmental sequence of play behavior and skill acquisition and characteristics of different play contexts. 30. Describe basic principles of appropriate selection and use of toys and play equipment. 31. Adapt and grade selected toys and play equipment for different abilities. 32. Define role of OT in functional communication and the use of low- and high-tech/assistive technology. 33. Demonstrate ability to select, analyze, grade, and adapt assistive devices to promote functional communication (phone, internet, writing, reading). 34. Fieldwork activity: Observe, measure assist level, and record dressing and hygiene routine for a simulated client in a skilled nursing facility (via recorded simulation videos). 			
<p>Professional Communication During Interaction with Experiential Learning Coordinator and Fieldwork Activity Coordinator; Written Papers and Presentations</p>	<ol style="list-style-type: none"> 1. Effectively break down selected occupations and write detailed occupational analysis. 2. Describe, illustrate, and write home evaluation and modifications. 3. Select and alter communication skills when interacting with persons who have communication limitations. 4. Demonstrate ability to select, analyze, grade, and adapt assistive devices to promote functional communication (phone, internet, writing, reading). 5. Use effective communication skills to explain and educate peers on selected topic. 6. Effectively instruct and educate community members in experiential learning activities. 7. Develop basic task sequence program using a web-based platform and/or similar computer-based programs. 	3	3	0
<p>Civic Engagement and Professional Responsibility During Experiential Learning Activities and Fieldwork Activities</p>	<ol style="list-style-type: none"> 1. Assist in and reflect on OT community education program. 2. Demonstrate professional behavior during experiential learning session in community programs for persons with various needs. 	0	0	11
<p>Interprofessional and Intraprofessional Collaboration with Occupational Therapy Team and Other Professionals</p>	<ol style="list-style-type: none"> 1. Effectively collaborate in experiential learning projects with peers and community members. 	0	2	1

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Teaching-Learning via In-Class Presentations and Experiential Learning	<ol style="list-style-type: none"> 1. Use effective verbal skills instruction to individuals and small groups in experiential learning projects. 2. Develop and create effective visuals for community education. 3. Prepare and present a final student project. 	0	0	1

Total Contact Hours

Lecture Hours	Lab Hours	Clinical Hours
30	45	15