# SACRED HEART UNIVERSITY

# GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

# OT 529 – FIELDWORK TOPICS IN MENTAL HEALTH

# SPRING 2018

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| CREDIT HOURS: | .5 |
| COURSE INSTRUCTOR: | Joan Sauvigne-Kirsch Ed.D., OTR/L |
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| OFFICE EMAIL: | Sauvigne-Kirschj@sacredheart.edu |
| OFFICE HOURS: | Tuesday Thursday, Friday (by appointment) |
| CLASS DAY AND TIME: | Fieldwork experience – MON AM/PM;TUES-THURS AM; FRIDAY or SATURDAY or by arrangement on other days.  Fieldwork seminar - MONDAY 12:45pm – 1:45pm (meet as a group every 2 weeks per schedule-N166 |
| CLASS FORMAT: | Seminar and clinical fieldwork in settings as scheduled |

## COURSE DESCRIPTION

The purpose of Level I Fieldwork is for the student to integrate academic learning with clinical practice. It is designed to enhance clinical reasoning processes by integrating knowledge from previous educational and work experiences with current courses and weekly fieldwork experiences. Fieldwork in combination with PBL, lab, and seminar will focus on reflective processes, therapeutic relationships, ethical practice, and other professional issues for working pediatric and adolescent populations with a variety of needs for occupational therapy services. Self-directed, collaborative learning, and class participation are essential aspects of this course.

Students will engage in seminar and Level I fieldwork experiences during the semester. Each student will attend seminar classes during the semester (refer to Topical Outline for seminar dates). Students will participate in two Level I FW experiences once a week for 7-10 weeks. The “traditional” two-week fieldwork setting will have a structured occupational therapy program and the “non- traditional” setting will not have a structured occupational therapy program.

Fieldwork placement will be determined by the Academic Fieldwork Coordinator. Fieldwork experiences focuses on developing students’ observational skills for evaluation and intervention, understanding the role of the OTR and other members of the professional team, and practicing professional behaviors. Fieldwork experiences are one day a week and the settings are aligned with academic content.

RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND [AOTA’s VISION 2025](https://ajot.aota.org/article.aspx?articleid=2618318&resultClick=3&_ga=2.238281603.2085700628.1530556037-1464978303.1530556037)**-** *“Occupational Therapy maximizes health, well being, and quality of life of all people, populations, and communities through effective solutions that facilitate participation in everyday living,*”

This course content reflected occupational therapy practice and [the AOTA’s Centennial Vision](file:///Users/sauvigne-kirschj/Desktop/(http:/aota.org/AboutAOTA/Centennial-Vision/CV.aspx)) which describes Occupational Therapy as: *“a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs*.”

* ***Powerful.*** As future OT practitioners, you will assume roles in health care, education or emerging practice settings. This course will provide you with foundational specific knowledge of practice and delivery of OT services in mental health and potential mental health settings.
* ***Widely recognized.*** During this course you will be interacting with external stakeholders and clinicians and you will be required to consider and articulate the role and value of Occupational Therapy in mental health and potential mental health settings.
* ***Science-driven and evidence-based.*** As a future entry level practitioner, you will be prepared to consider theories of Occupational Therapy; how to blend science-based knowledge with occupation-based practice.
* ***Globally connected.*** As a student and a future OT practitioner, you will need to understand the extended context as it influences the practice of occupational therapy. You will be interacting with occupational therapy associations, and practitioners and consider differences in the delivery of services to people with mental health difficulties.

OT529 also reflects the AOTA Vision 2025 which builds upon the Centennial Vision and describes pillars or guideposts that further defines Occupational Therapist as being:

* ***Effective:*** As future OT practitioners, you will utilize evidence based, client centered and cost-effective as a matter of best practice.
* ***Leaders:***  In assuming therapeutic leadership roles, your developing clinical knowledge will support the clients you work with and the profession of occupational therapy within these settings.
* ***Collaborative:*** Collaborative and interprofessional experiences are at the core of occupational therapy practice with clients, their families, and support systems will enhance your ability to create effective outcomes.
* ***Accessible:*** Occupational therapists are leaders in providing culturally responsive and customized services that are mandated in healthcare, education and social support systems. In gaining experience with people with mental health difficulties, you will enhance your impact as a practitioner across all settings.

## RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is portrayed in the symbol of the tree of life. This tree reflects our beliefs about the complexity and dynamic nature of human learning. In this tree, the roots consist of the foundational knowledge students need to become an exemplary practitioner; the trunk symbolizes the process that supports the scaffolding of knowledge and critical thinking; and the branching of the tree and leaves symbolizes the skills, abilities, and professional behaviors of the entry level clinician graduating from our program. This process is not a hierarchical, but a heterarchical one whereby learning occurs not in linear isolation, but in a dynamic environment, which constantly creates a stream of knowledge to nurture the unique development and emergence of the professional. The tree’s branches circle back to its roots, demonstrating the continual process of learning and the integration of new information with the foundational roots as an occupational therapist grows throughout a lifetime of practice. The entire tree is set within a nutrient rich environment, the faculty and the university, that supports its growth. This course, in the second academic semester, is one that will allow the student to apply knowledge gained in the first semester to clinical practice, and learn to communicate effectively with a team to make team clinical decisions. Level I Fieldwork supports the scaffolding of knowledge and critical-thinking as it requires students to integrate what they learn in PBL, seminar, and lab and apply that knowledge to clinical practice. The expectation is that the student be given the opportunity to observe and interact with health professionals and clients to better understand the therapeutic process.

### CONCEPTUAL MODELS FOR THIS COURSE

We will be using the occupational therapy model PEO as the conceptual model for this course. PEO stands for Person, Environment, and Occupation. You have learned this model in your Introduction to Occupational Therapy course, and we will be applying this model as we consider evaluation and intervention planning for clients with mental health conditions.

Copied from: Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The Person-Environment-Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy, 63*, (1), 9-23 for this syllabus and educational purposes only.

Fieldwork will also utilize experiential learning theory (Kolb, 1984). ELT describes a learning cycle that includes four stages(below) which leaners progress through. Learners apply didactic and lab experiences in active field for deep understanding of course content.

**Diagram of four stages of experiential learning
1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation**

Figure 1 Four Stages of Experiential Learning Theory

*Copied frrom* Kolb, D., Boyatzis, R., Mainemelis, C. (2000) Experiential Learning Theory:

Previous Research and New Directions. In R. J. Sternberg and L. F. Zhang (Eds.), Perspectives on cognitive, learning, and thinking styles. NJ: Lawrence Erlbaum, 2000. For this syllabus and educational purposes only.

### OUR THOUGHTS ABOUT KNOWLEDGE AND LEARNING (and how they will impact you in this course)

Acquiring knowledge is a dynamic process that is layered and supported by a solid foundation. Building a foundation of knowledge in a particular area takes patience, persistence, active engagement, and a willingness to accept that proficiency takes time and hard work. I believe that students learn best in a safe environment and a student’s ability to learn is dependent on perceived self-efficacy to succeed, and whether the environment is conducive to success. It is my commitment to each student to provide a positive safe learning environment with the perceived intention that all students will succeed in this course. I will be diligent in working with fieldwork educators to ensure that their learning environments and supervisory strategies are conducive for student learning. In the event that a student does not feel they are safe, it is the student’s responsibility to discuss the concerns with us. I commit to advocating for each student’s safe learning and will do what is necessary to ensure a safe and productive learning environment inside and outside the classroom.

### WHAT YOU CAN EXPECT FROM ME

I am committed to providing all students with the resources they need to successfully engage, interpret, and analyze experiences observed and practiced during the fieldwork experience. I will provide a safe environment that encourages open discussion about fieldwork experiences. I will provide the resources to assist students in bridging the gap between academia and practical experience. I will start seminars on time and will make every effort to finish on time.

All assignments are posted on Blackboard at the beginning of the semester. I will make every effort to adhere to the course topical outline but unforeseen circumstances may arise that may require schedule flexibility. I will make every effort to post assignment grades within two weeks of receiving them.

### WHAT I EXPECT OF YOU

I expect all students to be committed to learning and be prepared to discuss and integrate fieldwork experiences. I expect all students to attend fieldwork as scheduled and to come to class on time and to be 100% present during seminars and during fieldwork. I expect all students to try as hard as they can but we do not expect perfection. I understand that students learn in different ways and expect students to communicate with us if our teaching style or the fieldwork environment is not conducive to your learning style. I will make every effort to modify our style within reason in order to ensure success.

I expect every student to represent the University and the Program in a professional manner at all times. I expect every student to reflect the Program’s vision of P.R.I.D.E. during fieldwork experiences.

### TEACHING AND LEARNING METHODS

Students will participate in Level I FW experience once a week for 6-8 weeks. Level I fieldwork involves observation and interaction with adults and adolescents in a variety of mental health and community-based psychosocial settings. Each student will be assigned a traditional AND a nontraditional fieldwork setting. The traditional Level I fieldwork educator will be an occupational therapist in a traditional setting. Student will visit the traditional setting wither one full day or 2 ½ days for a total of 7 hours. The non-traditional fieldwork educator may be from various backgrounds other than OT. A faculty or adjunct faculty member will facilitate non-traditional experiences through weekly supervision either at the site or at SHU. This person will be a Teaching Assistant on Blackboard. Students will attend non-traditional experiences for ½ days for 5 weeks and a total of 20 hours. Non-traditional fieldwork educators may include and are not limited to teachers, nurses, social workers, physical therapists and psychologists. Students are expected to follow the guidelines listed in the Level I fieldwork information sheet of the *Fieldwork Manual* for professional behaviors, dress code, conduct and confidentiality.

Students will also participate in classroom discussion and activities related to fieldwork experiences (refer to topical outline for seminar dates). This course requires the completion of structured assignments that enable occupational therapy students to reflect on the evaluation and intervention of clients as they engage in areas of occupational performance.

## COURSE POLICIES

### CLASS/FIELDWORK ATTENDANCE POLICY & PROCEDURE

Attendance at all classes, seminars, PBL tutorials, laboratories, special events, and fieldwork is mandatory. Faculty will take attendance at the beginning of all classes per University policy. Individual course requirements for attendance and participation will vary according to course syllabi but missing class sessions will result in grade reductions.

Procedures:

Students are expected to attend, come prepared, and participate in scheduled and online classroom, clinical, and related activities.

1. An 85% attendance rate for all classes is required. An absence rate of greater than 15% in any course for any reason will result in a full letter grade deduction from the final course grade. Rationale: The Program uses multiple active and engaged learning strategies in all courses. Workshops, laboratories, PBL, and group experiences cannot be made up or replicated in the event of an absence. Clinical and professional behavior skills critical for practice are learned during in-class experiences and laboratories.
2. Students are responsible to learn all material and course requirements missed due to absence or lateness. Opportunities to make up activities will be at the complete discretion of the course instructor.
3. **Attendance is mandatory for all specified Level I FW dates (refer to topical outline). Students who miss FW are required to make up the time as long as the supervisor is amenable to a make-up date and time. Students are required to inform the AFC and the FW educator of any absences prior to the day of FW. Absence or tardiness related to illness or other emergency situation should be discussed with AFC and FW educator as soon as possible. Documentation may be required.**
4. In the event of an emergency, the student must contact the AFC and FW educator within 24 hours, in order to make arrangements for a rescheduling the FW experience. The FW educator decides if and when the student is allowed to reschedule or make up a missed experience. Unexcused absences may result in a lower final grade for FW. Students are responsible to make up the time missed and coordinate the make-up date with their fieldwork educator. Students must notify the AFC of the make-up arrangements.

### ACADEMIC INTEGRITY: refer to *Program Manual*

### PROFESSIONAL BEHAVIORS: refer to *Program Manual*

### RECOMMENDED TEXT

**Napier, B. (2011). *Occupational Therapy Fieldwork Survival Guide. Bethesda, MD:* American Occupational Therapy Association.**

**Sames, K.M (2009). *Documenting Occupational Therapy Practice* *(2nd ed).* Upper Saddle River, NJ: Prentice Hall.**

**Select Readings (refer to BB under assignment/reading tab)**

## PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education **(**ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed below. To review each standard, please refer the AOTA website at www.aota.org

The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. The program’s objectives were developed based upon our PRIDE vision. The chart below shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course. By the time you graduate from the program and in preparation for entry-level practice, you should meet the course objectives, program objectives, and ACOTE standards.

All course expectations are designed according to Bloom’s Taxonomy of Learning Domains---Remember, Understand, Apply, Analyze, Evaluate, and Create. This course will facilitate students to perform within the Domains of Understanding, Applying, Analyzing, Evaluating and Creating

Refer to <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

### The student will actively participate to accomplish and meet the objectives to:

| **Learning Objective** | **Program Objective** | **ACOTE standard** | **Learning Experiences** | **How will the Learning Objective be Measured?** |
| --- | --- | --- | --- | --- |
| Demonstrate understanding of psychological and social factors that influence client(s) engagement in occupation while on Level I fieldwork. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of occupational therapy process. | C.1.7. Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation. | Class room discussion, FW experience,  Discussion  Board | Discussion board, Final FW evaluation  Assignment checklist #2- Complete one standardized psychosocial OT assessment in the presence of your fieldwork supervisor, and document your findings |
| Summarize the clinical presentation of an occupational therapy client with a mental health condition, describing strengths and weaknesses in occupational performance and the impact of client’s contextual factors on occupational therapy practice. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of occupational therapy process. | B.5.1 Evaluate client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and non-standardized assessment tools includes • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). • Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. | Classroom discussions, FW experience,  Chart review/Occupational profile item on checklist | Assignment checklist Task #1 - Review the charts of two different clients, and compare and contrast their occupational profiles based on the info available in the charts  FW final evaluation |
| Demonstrate emerging professional, written, and oral communication skills in interactive learning with peers, building relationships with clients, and participating in mental/behavioral health or psychosocial practice arenas | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of occupational therapy process. | B.5.20 Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers and the public in a professionally acceptable manner | Classroom discussion; FW experience | Assignment checklist and final FW evaluation |
| Conduct professional observations and prepare written documentation that reflects knowledge of how psychological and social factors affect occupational performance in relation to environment/context, development expectations, and challenges to occupational performance for various individuals | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of occupational therapy process.  . | B.2.10 Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. | Classroom discussion; FW experience | Assignment checklist and final FW evaluation |
| Demonstrate cultural/ethical awareness and respect for diversity when discussing, interpreting, reporting, and engaging with others in classroom and professional practice environments | Respond to unmet occupational and educational needs in underserved communities through leadership, advocacy, and service.  . | B.1.5 Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. | Class room discussion; FW experience | Assignment checklist and final FW evaluation |
| Participate in assigned psychosocial level I FW placement and adhere to University’s, the OT Program’s, and the settings’ policies and procedures, including safety requirements | Practice in a safe, legal and ethical manner. | B.2.8 Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. | Class room discussion; FW experience | Assignment checklist and final FW evaluation |
| Develop skills in self-assessment and reflection in order to support personal and professional development and professional behaviors | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of occupational therapy process. | B.5.7 Provide therapeutic use of self, including one’s personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction | Class room discussion; FW experience | Assignment checklist and final FW evaluation |
| Understand and adhere to the AOTA *Code of Ethics* and begin to formulate one’s own ethical practice | Practice in a safe, legal and ethical manner.  . | B.9.1 Demonstrate a knowledge and understanding of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics, Core Values and Attitudes of Occupational Therapy Practice* and AOTA *Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interactions, and employment settings | Class room discussion; FW experience | In-class AIR ethical analysis, Assignment checklist, and Final FW evaluation |
| Demonstrate understanding of own values and background, and the impact of these on developing roles as occupational therapy professionals in traditional and emerging psychosocial practice arenas | Practice in a safe, legal and ethical manner. | B.9.10 Explain strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts | Class room discussion; FW experience | Assignment checklist and final FW evaluation |

## DESCRIPTION OF ASSIGNMENTS AND GRADING

| **DUE DATE** | **ASSIGNMENT** | **DESCRIPTION** | **PERCENT OF GRADE** |
| --- | --- | --- | --- |
| **End of FW** | **Mental Health**  **Assignments Checklist** | **Students must record the 3 checklist assignments on E\*Value and submit on Blackboard(15 pts each)** | **45%** |
| **Last week of 5 week non- traditional FW experience** | **Discussion Board** | **Blackboard Discussion Board on how client/consumers psychological and social factors effect engagement in occupation** | **15%** |
| **Attendance** | **FW & Seminar Attendance** | **Time logs on E\*Value – must be approved by fieldwork educator.** | **20%** |
| **After completion of FW experience** | **Level I Fieldwork Evaluation** | **Evaluation tool on E\*Value to be completed by non-traditional FW educator** | **20%** |

**TOPICAL OUTINE**

| **DATE** | **TOPIC** | **READINGS** | **CLASS ACTIVITIES** | **ASSIGNMENTS AND DUE DATES** |
| --- | --- | --- | --- | --- |
| **Week 1**  **Jan 7** | **Group A Seminar: Introduction to FW** | **Napier Reading on BB** | **Discuss level I fieldwork policies and procedure, and process. Review course syllabus, topical outline, and assignments.** | **Review the schedule for seminars.** |
| **Week 2**  **Jan 15** | **Group B Seminar: Intro to Fieldwork**  **Receive fieldwork assignments.**  **Contact fieldwork educator or faculty liaison** | **Napier Reading** | **For those assigned to fieldwork: begin contacting your fieldwork educator for specific instructions for day 1 of Fieldwork 1. Be sure you can: complete any background checks required for your specific site.** |  |
| **Week 3**  **Jan 21** | **(No Seminar)**  **Fieldwork**  **Week 1** |  |  |  |
| **Week 4**  **Jan 28** | **Group A Seminar: Professional Behaviors**  **Attend**  **Fieldwork**  **Week 2** | **Chapter 6, Napier**  **Posted on BB** | **Discuss the development of professional behaviors** | **Complete the professional behaviors checklist in Napier reading.** |
| **Week 5**  **Feb 4** | **Group B Seminar**  **Professional Behaviors**  **Attend**  **Fieldwork** | **Chapter 6, Napier**  **Posted on BB** | **Discuss the development of professional behaviors** | **Complete the professional behaviors checklist in Napier reading.** |
| **Week 6**  **Feb 11** | **Group A Supervision**  **Attend fieldwork**  **Attend Fieldwork** | **Chapter 10: Sladyk, K & Chapter 7: Napier pgs 113-118** | **Discuss the supervisory process. In class complete the readings and conceptualize the type of supervision that you are used to receiving / would like to receive based on your learning style** | **Do in class activity on learning/supervisory styles**  **Complete Discussion Board on Bb. Respond to two of your peers posts** |
| **Week 7**  **Feb18** | **Group B Supervision**  **Attend Fieldwork** | **Chapter 10: Sladyk, K & Chapter 7: Napier pgs 113-118** | **Discuss the supervisory process. In class complete the readings and conceptualize the type of supervision that you are used to receiving / would like to receive based on your learning style** | **Do in class activity on learning/supervisory styles**  **Complete Discussion Board on Bb. Respond to two of your peers posts** |
| **Week 8**  **Feb 25th** | **Group A Therapeutic Rapport**  **Seminar**  **Attend fieldwork – some groups will switch** | **Napier Reading** | **Discuss therapeutic rapport and current issues on fieldwork.** | **Bring examples from your fieldwork experience of similarities and differences between what is learned in the classroom and what is practiced at your fieldwork sites, describe your learning process in both fieldwork settings** |
| **Week 9 –Spring Break**  **March 4-8** | **Attend fieldwork at your discretion** |  | **.** |  |
| **Week 10**  **March 11** | **Group B**  **Therapeutic Rapport**  **Seminar**  **Attend fieldwork – some groups will switch** | **Napier Reading** | **Discuss therapeutic rapport and current issues on fieldwork.** | **Bring examples from your fieldwork experience of similarities and differences between what is learned in the classroom and what is practiced at your fieldwork sites, describe your learning process in both fieldwork settings** |
| **Week 11**  **March 18** | **Group A Seminar: Safety**  **Attend FW** |  | **Discuss safety issues related to the therapeutic process observed** |  |
| **Week 12**  **March 25** | **Group B Seminar: Safety**  **Attend FW** |  | **Discuss safety issues related to the therapeutic process observed** |  |
| **Week 13**  **April 1** | **Group A Ethical Reasoning**  **Attend FW** | **Ethics reading – AIR analysis** | **Discuss ethical thoughts/issues related to the therapeutic process observed.** | **Complete ethical dilemma activities in class** |
| **Week 14**  **April 8** | **Group B Ethical Reasoning**  **Attend FW** | **Ethics reading – AIR analysis** | **Discuss ethical thoughts/issues related to the therapeutic process observed.** | **Complete ethical dilemma activities in class** |
| **Week 15**  **April 15** | **Group A/B**  **Documentation**  **FW Make up** | **Reading: Sames (2015) *Documenting Occupational Therapy Practice* Chapters 1-3** | **Sample documentation in class** | **Submit Student Evaluation of Fieldwork Experience on E\*Value** |
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