**SACRED HEART UNIVERSITY**

GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

**OT 577 LEVEL I FIELDWORK**

**Late Spring/Summer 2019**

COURSE SYLLABUS

Credit Hours: 1

Course Instructor: Joan Sauvigne-Kirsch Ed.D., OTR/L

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Office Hours: By appointment

Class Format: Seminar and fieldwork experience

Class Time: Fieldwork experience – M, T, TH, F

Seminar – Th 1 -2 pm (meet as a group every other week)

**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 adult 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). Each student will attend (1) six-week fieldwork experiences in a non- traditional adult setting and one full day traditional setting. The group going to Saratoga will only complete the traditional assignment in addition to their trip there.

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, OTA, and other members of the professional team, and practicing professional behaviors. Fieldwork experiences are aligned with academic content.

**RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND THE CENTENNIAL VISION**

*“a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs*.”

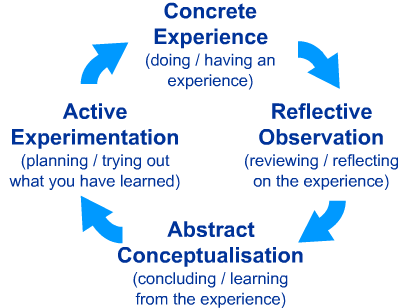
**RELATIONSHIP TO CURRICULUM DESIGN**

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 community based and health professionals and clients to better understand the therapeutic process.

**CONCEPTUAL MODEL FOR THIS COURSE**

The framework for this course is the experiential learning theory (ELT) (Kolb, 1984) and the person, environment, and occupation model (Law et al, 1996). Please read the attached two articles to familiarize yourself with the framework.

Experiential Learning Theory



*Copied from:* 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.

Person, Environment, and Occupation Model

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.

**MY 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 me. I commit to advocate 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 class on time everyday and will make every effort to finish on time. I will give you 100% of myself when we are in class and will be physically, emotionally, cognitively, and spiritually present.

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 come to class on time and to be 100% present during the class session and during fieldwork. I expect all students to try as hard as they can but I 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 my 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.

**TEACHING LEARNING METHODS**

Students will participate in two Level I FW experiences, one in an outpatient setting and one in an inpatient setting, once a week for six weeks for a minimum of 4 hours each experience. Level I fieldwork involves observation and interaction with adult/geriatric populations Students are expected to follow the guidelines listed in the Level I fieldwork section 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 adult clients as they engage in areas of occupational performance.

**PULLING IT ALL TOGETHER**

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 <http://www.aota.org/nonmembers/area13/links/LINK13.asp>.

Our learning objectives are linked to the standards as well as our program objectives, our program mission and vision, and our overall curricular design. So, to pull this all together for you, here are 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.

**LEARNING OBJECTIVES:**  As occupational therapists we need to understand anatomy and movement in order to understand how to adapt, modify, simplify, and or streamline occupations for humans who may have difficulty being successful in occupations of choice or for those who may need refinement to improve occupational proficiency and well health. One of our program’s philosophical statements reads: Every human being is a unique and valued person, with dignity and worth. Each person is an occupational being capable of continual change from the interaction between the internal and external environments of the individual person. The person, environment, and occupation are embedded and embodied in each other, and life’s meaning emerges through their interaction. This purposefulness of life emerges in ways that cannot always be controlled, defined, or anticipated, but can potentially be facilitated. A meaningful life is derived from the person’s inner values and spiritual self. We believe engagement in balanced and meaningful occupations, leads to optimal wellness and life satisfaction.

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

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| --- | --- | --- | --- | --- |
| Learning Objective | Program Objective | ACOTE standard | Learning Experiences | How will the Learning Objective be Measured? |
| Demonstrate emerging professional, written, and oral communication skills in interactive learning with peers, building relationships with clients, and participating in professional 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 and the public in a professionally acceptable manner | Class room discussion; FW experience | Assignment checklist, midterm and final FW evaluation |
| Conduct professional observations and prepare written documentation that reflects knowledge of 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. | Class room discussion; FW experience,  Discussion boards | Discussion Board on psychosocial factors affecting occupational performance, assignment checklist and midterm 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 and 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 | Midterm and final FW evaluation |
| Participate in assigned 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 | Final FW evaluation |
| Participate in the evaluation process with fieldwork educator and administer at least one screening or assessment tool adhering to appropriate procedures and protocols | Practice in a safe, legal and ethical manner. | B.4.1 Use standardized and non-standardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.  4.3 Use appropriate procedures and protocols (including standardized formats) when administering assessments. | FW experience  Checklist items | Assignment Checklist |
| Develop and perform at least 2 occupation- based therapeutic interventions appropriate to specific client(s) and setting (refer to checklist) | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of occupational therapy process. | B.5.3 Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods). | FW experience  Checklist items | Assignment checklist |
| Develop skills in self-assessment and reflection in order to support personal and professional development and professional behaviors | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | 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 | Midterm self -assessment and final FW evaluation |
| Develop skills in patient mobility with a fieldwork educator (refer to checklist) | Practice in a safe, legal and ethical manner. | 5.12 Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. | FW experience  Checklist items | Assignment Checklist |
| Conduct professional observations and prepare written documentation that reflects knowledge of occupational performance in relation to environment/context, development expectations, and challenges to occupational performance for various individuals | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency | **B.5.32.** Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered | Classroom experience  FW experience | OT Progress Report on E\*Value |
| 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, and Ethics Standards* 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 | Written assignments and final FW evaluation |
| Demonstrate understanding of own values and background, and the impact of these on developing roles as occupational therapy professionals | Practice in a safe, legal and ethical manner | B.9.10 Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts | Class room discussion;  Discussion Board, FW experience | Discussion board, Final FW evaluation |

## THE PROGRAM WILL MEET THE FOLLOWING ACOTE STANDARDS FOR LEVEL I FIELDWORK

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| Ensure that Level I fieldwork is integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. |
| Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. |
| Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork. |

## RECOMMENDED TEXT

Napier,B. (2012) *Occupational Therapy Fieldwork Survival Guide*. MD:AOTA Press.

McConnell, T.H. (2007). *The Nature of Disease: Pathology for the Health Profession.* NY:

Lippincott Williams & Wilkins.

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)

**GRADING**

**Maintaining Pre-requisites 10%**

**Attendance 30%**

**Assignments 40%**

**Site Evaluation-eValue 20%**

**DESCRIPTION OF ASSIGNMENTS\***

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| --- | --- |
| **Assignment** | **Description** |
| **Maintaining Pre-requisites** | Maintaining all health and safety pre-requisites as required by the program and individual sites. Individual sites will often have extra requirements that must be completed in the timeframe provided by course instructor. Pre-requisite requirements will be emailed through SHU email. |
| **Attendance** | Students are expected to attend traditional fieldwork for a minimum of 7.5 hours and non-traditional fieldwork for a minimum of 20 hours over the course of the summer. |
| **Assignments** | Students are to complete assignments as explained on the Assignment Checklist. Assignments are **DUE** within 2 weeks of corresponding traditional or non-traditional fieldwork experience. |
| **Site Evaluation** | A site evaluation form will be completed for each traditional and traditional fieldwork placement. The forms will be sent and completed through eValue. |

**CLASS/FIELDWORK ATTENDANCE POLICY & PROCEDURE**

Attendance at all Seminars 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**

* Absence or tardiness related to illness or other emergency situation should be discussed with the course instructor as soon as possible. Documentation from a physician will be required for 3 or more days of absences due to illness, and other types documentation will be required for absences due to reasons other than illness.
* In the event of absence or lateness, it is the responsibility of the student to obtain and learn missed materials from another student or from the instructor.

**Policy**

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. This is true for fieldwork hours If you are 3 hours below the standard of 20 hours, your grade will be impacted.
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 are expected to attend fieldwork even during University closings if the fieldwork site is open.** 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. In the event that a student is unable to attend FW, it is the responsibility of the student to inform the AFC and FW educator of the intended absence prior to the day of the FW experience. 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.

**TOPICAL OUTLINE**

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| DATE | TOPIC | | READINGS/  ASSIGNMENT  (Reading are to be completed before class) | | KEY CONCEPTS |
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| **Week 1**  **Week beginning 4/29** | **5/2 NO SEMINAR** –  Check to ensure you are in compliance with Student Service Coordinator |  | | **FW placements, contact list and instructions posted on Bb** | |
| For Week #1, be sure you can: complete any background checks required for your specific site. Review the schedule for seminars | | | | | |
| **Week 2**  **Monday**  **5//6/19** | **5/9 SEMINAR–**  **Topic: review syllabus.**  **Discussion with PY2s** |  | | Begin to contact fieldwork supervisors | |
| **For Week #2, be sure you can: understand the assignments required for this semester** | | | | | |
| **Week 3**  Week beginning  5/13/18 | **5/16 NO SEMINAR** | **Attend FW** | |  | |
|  | | | | | |
| **Week 4**  **Week beginning**  **5/20/18** | **5/23 SEMINAR Topic: Documentation.**  **Review assignments** | **Chapter 7: Sladyk, K; Chapter 13**  **Napier-Tibere, B & Haroun, L.**  **Attend FW** | |  | |
|  | | | | | |
| **Week 5**  **Week beginning 5/28/17** | **5/30 NO SEMINAR** | **Attend FW** | | **Reflect on strengths and areas to develop** | |
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| **Week 6**  **Week beginning June 3h** | **6/6 SEMINAR**  **Topic: Level IIs with Sheelagh** | **Attend FW** | |  | |
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| **Week 7**  **Week beginning June 10th** | **6/13 NO SEMINAR** | **Attend FW** | |  | |
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| **Week 8**  **Week beginning June 17th** | **6/20 SEMINAR**  **Topic: Documentation- Goals**  **Fieldwork debrief** | | **Attend FW** | |  |
| For Week # \* bring feedback to the group about your fieldwork and bring specific situations where you need faculty input | | | | | |
| **Week 9**  **Week beginning June 24th** | **6/27 SEMINAR**  **Topic – Safety on FW** | **Attend FW** | |  | |
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| **Week 10**  **Week beginning July 1st** | **7/4 NO SEMINAR** | **Attend FW** | |  | |
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| **Week 11**  **Week beginning July 8th** | **7/11 SEMINAR:**  **Topic: Transfers/ADLS with patient actors** | **Attend FW**  **\*\*Readings**  **Transfers – ON BB\*\*** | |  | |
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| **Week 12**  **Week beginning July 15th** | **7/18 NO SEMINAR** | **Attend FW** | |  | |
|  | | | | | |
| **Week 13**  **Week beginning July 22th** | **7/25 SEMINAR –**  **Topic**: **Therapeutic Rapport** | **Attend FW** | |  | |
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| **Week 14**  Week Beginning July 29th | **8/1 NO SEMINAR** | **Attend FW**  **Hand in site evaluation forms, attendance log and assignments** | |  | |