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MOCT 607 Level I Fieldwork Domains and Process I: Pediatrics

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XAVIER UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
MOCT 607 Level I Fieldwork Domains and Process I Pediatrics (1 credit hour)
Fall 2012

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OFFICE HOURS: by appointment

COURSE DESCRIPTION:

Student assigned to clinical sight reflective of birth-young adult age group for 40 hours during semester. Includes on-campus seminar to discuss ACOTE standards for level one fieldwork, service delivery models and settings, impact of setting on practice, inter- and intra-disciplinary team relationships, referral to specialists, and relevant ethical issues. Supervisory relationships explored, professional behavior developed, and self-reflection via journaling continues.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- ◆ Field experience that challenges student intellectually, morally, and spiritually
- ◆ Encourage formation of students for others in promotion of justice
- ◆ Integrate academic, practical, and technological knowledge with human values and ethics
- ◆ Promotes critical thinking, interaction with whole person (mind, body, spirit), respectful of dignity and needs of individual
- ◆ Genuine engagement with civic, social, and cultural issues
- ◆ Interdisciplinary learning

RELATIONSHIP TO CURRICULUM DESIGN:

- ◆ Student lived experience; integration of all curriculum threads and application of previous and current didactic course content in authentic clinic situations
- ◆ Students navigate experience paying special attention to curricular threads (occupation based, client centered, ethically grounded, and evidence based intervention); OT process with application of a variety of clinical reasoning skills; and roles of practitioner, educator, researcher, and manager
- ◆ Interpersonal communication and supervisory relationship skills developed via authentic interaction with clients, supervisor, and intra- and interdisciplinary team members
- ◆ Confluence and promotion of occupational justice inherent in learning experience
- ◆ Key aspect of course continues to be self reflection whereby student explores impact of this experience on personal and professional growth and development

COURSE OBJECTIVES:

ACOTE Standard (2006)	Objective
B.1.1.	1. Demonstrate ability to establish and maintain a <u>basic level</u> therapeutic relationship with clients.
B.1.1.; B.9.6.; B.9.8.	2. Display a <u>basic level</u> of ability to participate effectively in the supervisory process, including requesting and receiving feedback, and changing behavior accordingly.
B.2.4.; B.2.5.	3. Demonstrate <u>basic level</u> of ability to use the holistic approach when observing, evaluating, and treating patients/clients in a variety of settings.
B.2.11.; B.3.1.; B.3.2.; B.3.3.	4. Express a <u>basic level</u> of awareness of how occupational therapy theory is integrated into practice.
B.9.10.	5. Identify personal and professional feelings associated with the client/therapist relationship and related staff or facility issues.
	6. Perform <u>basic level</u> professional work behaviors.
B.1.1.	7. Demonstrate <u>basic level</u> of written and verbal reporting skills.
B.4.1.; B.4.2.; B.4.3.	8. Identify various evaluation tools and/or methods and their administration.
B.5.2.; B.5.3.; 5.19.	9. Show a <u>basic level</u> of ability to begin to formulate intervention plans, focusing on client-centered, occupation based practice.
B.5.19.	10. Demonstrate a <u>basic level</u> of ability to review and revise group protocol where appropriate.
B.9.7.	11. Differentiate the various roles of practitioner, educator, researcher, and manager in which an occupational therapist does or could function in the setting to which the student is assigned.
B.6.1.; B.6.5.	12. Identify and recognize multidisciplinary and interdisciplinary approaches to treatment.
B.2.3.; B.6.6.	13. Verbalize or demonstrate a basic understanding of the use of a client-centered, occupation focused, and evidenced-based practice approach within a site specific program.

REQUIRED TEXTBOOK:

Sladyk, K. (Ed.). (2002). *The successful occupational therapy fieldwork student*. Thorofare, NJ: Slack.

SELECTED BIBLIOGRAPHY:

- American Occupational Therapy Association. (1995). *Guide to fieldwork education manual*. Bethesda, MD: Author.
- Fidler, G. (1996). Developing a repertoire of professional behaviors. *American Journal of Occupational Therapy*, 50, 583-587.
- Herberg, G. (1994). The successful student: Supervisor perceptions. *American Journal of Occupational Therapy*, 48, 819-822.

SELECTED BIBLIOGRAPHY: (continued)

- Hinojosa, J., Sproat, C. T., Mankhetwit, S., & Anderson, J. (2002). Shifts in patient-therapist Partnerships: Twelve years of change. *American Journal of Occupational Therapy, 56*, 556-563.
- LaGarbe, T. (1991). *Self paced instruction for clinical educators*. Bethesda, MD: American Occupational Therapy Association.
- Palladino, J., & Jeffries, R. N. (2000). *The occupational therapy fieldwork manual for assessing professional skills*. Philadelphia, PA: F. A. Davis.
- Peloquin, S. (1993). The depersonalization of patients: A profile gleaned from narratives. *American Journal of Occupational Therapy, 47*, 830-837.
- Peloquin, S. (1993). The patient-therapist relationship: Beliefs that shape care. *American Journal of Occupational Therapy, 47*, 935-942.
- Sladyk, K. (Ed.). (1997). *OT student primer: A guide to college success*. Thorofare, NJ: Slack.
- Smith, V. (1994). *Occupational therapy: Transition from classroom to clinic – physical disability fieldwork applications*. Bethesda, MD: American Occupational Therapy Association.
- Stancliff, B. (1996). Anger: How this emotion affects your patient, you, and the rehab process. *OT Practice, 1*, 36-45.
- Swinehart, S., & Schwartz, S. (1993). Level one fieldwork: Creating a positive experience. *American Journal of Occupational Therapy, 47*, 68-73.
- Tickle-Degnan, L. (1998). Working well with others: The prediction of students' clinical performance. *American Journal of Occupational Therapy, 52*, 133-142.
- Vergeer, G., & MacRae, A. (1993). Therapeutic use of humor in occupational therapy. *American Journal of Occupational Therapy, 47*, 678-684.

Video Resources

- American Occupational Therapy Association, Inc. (1996). *Creating a multicultural approach and environment*. Bethesda, MD: Author. 30 min.
- Frum, D., & Opacich, K. (1987). *Supervision: Development of therapeutic competence*. Bethesda, MD: American Occupational Therapy Association. 30 mins.

EVALUATION METHODS:

Seminar Participation

Level I Fieldwork Evaluation Form

PASS/FAIL POLICY:

Grades are calculated by the Academic Fieldwork Coordinator; students must meet **each** of the following three criteria in order to earn a “Pass” grade for the course.

- A. In order to pass course, student must complete the journal and attend the seminars.
Seminar participation: Student will be expected to attend all seminar sessions and participate according to the guidelines suggested in the Participation and Professional Behavior Form. Student will also respond via Blackboard to the weekly “journal” questions which will be reviewed weekly by the AFWC and comments added for further

consideration. In order to pass course, student must complete all “journal” questions and attend the seminars.

- B. Students will receive a “Fieldwork Level I Evaluation Form” completed by the clinical site supervisor and must earn a minimum of 33 points on the Fieldwork Level I Evaluation Form
- C. Student will demonstrate understanding of HIPAA and FERPA guidelines through achieving passing score on written exams.

In the event that **one or more of the above criteria** is not met, student will receive a “Fail” grade for the course.

ATTENDANCE:

Students are expected to attend all scheduled clinical site appointments. If for any reason the student is not able to participate at the fieldwork site on a scheduled date, they must notify the clinical site supervisor as soon as possible. Absences for any reason (other than physician documented illness) must be made up with permission of and at the convenience of the clinical site supervisor. Failure to comply with the stated attendance policy could result in student failing the course. Students missing more than 6 hours of unexcused absences that are not made up will result in failure of the course and the entire fieldwork experience will have to be repeated.

DRESS CODE:

Students are expected to comply with the standards of professional dress as defined by the specific clinical site. Failure to comply with the dress code will be addressed on the Fieldwork Evaluation Form. It is recommended that all students wear khaki or beige colored slacks, the department provided polo shirt, and their Xavier name badge unless otherwise instructed.