

2016

MOCT 691 692 Fieldwork

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**MOCT 691 (3 credit hours) and MOCT 692 (3 credit hours)
Fall 2016**

Course Syllabus

RESPONSIBLE FACULTY: Stacia Galey, OTR/L
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COURSE SCHEDULE: June 27 to September 16, 2016 and September 26 to December 16, 2016 unless otherwise stated per the fieldwork setting request.

COURSE DESCRIPTION:

Level two fieldwork will consist of a total of 24 weeks in a clinical field site or occupational therapy practice setting (a total of six months with populations of adult, geriatric, and/or pediatric) for the development of entry level competency as an occupational therapist (meeting ACOTE standard C.1.13).

ABBREVIATED PROGRAM MISSION STATEMENT:

The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

ABBREVIATED PROGRAM PHILOSOPHY STATEMENT:

We believe:

- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Meaningful occupations shape human beings and provide a bridge to health and wellness.
- Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

Furthermore, our student centered focus on learning is driven by our belief that students are self-directed, active learners who construct their own knowledge in authentic contexts.

The sequence of our curriculum is based upon a developmental model which builds knowledge and skills to form competent, caring & ethical practitioners.

RELATIONSHIP TO INSTITUTIONAL MISSION:

While participating in level two fieldwork experiences, the student should have an opportunity to engage in situations that involve examining ethical issues and values of self and others. The student will develop competence to meet the needs of society. The student will have an opportunity to demonstrate their commitment to creative and intelligent engagement with questions of peace and justice. The very nature of level two fieldwork involves service to others and promotion of justice for all. Students may be given opportunities to have genuine engagement with civic, social, cultural, and global issues during the fieldwork experiences.

RELATIONSHIP TO CURRICULUM DESIGN:

Level two fieldwork serves as a culmination of the educational process and is situated after three academic on-campus semesters. Level two fieldwork focuses primarily on the role of practitioner and provides students the opportunity to implement knowledge of theory into actual practice. It serves as the arena to further develop clinical reasoning and professional behavior skills. The departmental requirement of level two fieldwork rotations in physical dysfunction, pediatric conditions and/or psychosocial conditions aligns with the didactic portion of the curriculum design for educational preparation of students to work in a wider variety of occupational therapy practice areas.

COURSE OBJECTIVES:

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Upon successful completion of course requirements, student will demonstrate competence in:

Course Objective	ACOTE Standard (2011)	Course Evaluation Method (#)	ACOTE Assessment Measure
1. Creativity, clinical reasoning and reflective practice skills.	B.2.10; C.1.11	FWPE items # 8 & 18	3
2. Showing regard for psychosocial factors influencing engagement in occupation in developing client-centered, meaningful, occupation based outcomes.	B.1.4; B.2.4; B.2.6; B.2.9; C.1.12.	FWPE items # 11, 14, & 20	3
3. Oral and written communication skills that are reflective of an entry level practitioner skill level.	B. 2.3; B.5.20; B.5.21; B.5.32	FWPE items # 4, 5, 6, 8, 17, 18, 26, 32, 33, 34, & 35	3
4. Ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context, and client factors to formulate intervention plans.	B.2.7	FWPE items # 9 and 24	3
5. Using sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process.	B.2.8; B.5.15	FWPE items #2 & 3	3
6. Expressing support for quality of life, well-being, and occupation of individuals, groups, and populations to promote physical and mental health and prevention of injury and disease.	B.2.9	FWPE item # 4 & 5	3
7. Occupational therapy screening, evaluation and referral processes.	B.2.11; B.3.5; B.4.0 to B.4.11; B.5.22	FWPE items # 8 through 17	3
8. Occupational therapy intervention plan formulation and implementation and discharge/transition of services.	B.5.0 through B.5.31	FWPE items 18 through 26	3
9. Understanding the various contexts of occupational therapy service delivery.	B.6.0- B.6.6	FWPE items # 9, 11, and 29	3

10. Understanding management of occupational therapy services.	B.7.0- B.7.12	FWPE items #27 through 31	3
11. Using research literature to make evidence-based decisions regarding occupational therapy practice.	B.1.7; B.8.2; B.8.3; B.8.5	FWPE items # 9, 16, and 19	3
12. Responsible and ethical decisions in professional interactions, client interventions, and employment settings. Student will show ability to transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities.	B.1.5; B.9.0 through B.9.13	FWPE items #1, 4, and 36 through 42	3

Key to ACOTE Assessment Measure: 1 Assignment; 2 Lab Test; 3 Objective Test; 4 Essay Test; 5 Project; 6 Presentation; 7 Demonstration; 8 Other - specify

REQUIRED READINGS:

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

*Additional required or recommended readings may be assigned by the individual fieldwork site.

COURSE POLICIES:

ACADEMIC HONESTY

(Department Policy)

As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. At minimum, instances of plagiarism will result in a score of "0" on the assignment. As noted in the University catalogue, students found to be in violation of the Academic Honesty Policy may receive an "F" for the course and may be considered for expulsion from the University. Definitions of cheating, plagiarism, and collusion are as follows (*taken from XU OT Student Handbook Spring 2014):

A. "Cheating" includes, but is not limited to:

1. Use of unauthorized assistance in taking quizzes, tests, or examinations.
2. Dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments.
3. The acquisition, without permission, of tests or other academic materials belonging to a member of the faculty or staff.
4. Fabrication or falsification of documentation or data.
5. Deception for the purpose of academic gain.

B. "Plagiarism" includes, but is not limited to:

1. The use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement on any course assignment.
2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
3. Active/intentional and/or unintentional/passive use of another's material or thoughts. *See Commission on Standards and Ethics of the American Occupational Therapy Association Advisory Opinion on Plagiarism* (American Occupational Therapy Association, 2000) for further definitions. See also AOTA's Advisory Opinion for the Ethics Commission on Avoiding Plagiarism in the Electronic Age (Moodey, 2011).
4. Self-plagiarism: "...occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from all professors involved...Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous

permission from both professors.” (Retrieved from <http://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml>)

- C. “Collusion” includes, but is not limited to:
1. Collaboration with another person or persons for the purpose of engaging in acts which constitute academic misconduct as defined above; or
 2. Conspiring with another person for the purpose of aiding, abetting or contributing in a secondary way to an act of academic misconduct committed by another person as defined above.
 3. A student allowing access to his/her independent work, which is then misused by the second student, will be guilty of collusion even if the work is used without the first person’s knowledge.

ACCOMODATIONS

(Department Policy)

A student, who has a documented disability that requires accommodations in a classroom setting, must register with the Learning Assistance Center (LAC) before accommodations will be made. The first step of this process is to contact the Learning Assistance Center at (745-3280) on the Fifth floor of the Conaton Learning Commons, room 514, to coordinate reasonable accommodations. The fieldwork coordinator and fieldwork educator and Academic Fieldwork Coordinator will work with the student’s requests for accommodations. The Academic Fieldwork Coordinator will make every attempt possible, within reason, to secure a fieldwork setting for the student that can accommodate the identified student learning needs, but there is no guarantee that a field site will be able or willing to accommodate all requests made by a student.

ATTENDANCE POLICY

Each individual fieldwork site is responsible for establishing its own attendance policy. The fieldwork educator will determine how many absences will be allowed before the student is asked to make up missed time. If absences occur during a scheduled fieldwork rotation, the student must call the site to inform the fieldwork educator of the absence prior to the expected time of arrival. The student is to follow the fieldwork sites/fieldwork educators’ schedule, not the Universities.

CANVAS

The following items are/will be posted on Canvas: Course syllabus; AOTA Fieldwork Data Form, SEFWE, and topics for discussion.

ELECTRONIC MEDIA USAGE

(Department Policy)

As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic devices (cell phones) should not be within sight during your fieldwork placement, as a professional courtesy. Electronic distractions and text messaging are not permitted during class. Exceptions maybe approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have your cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class related purposes only. Classroom activities may be recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor’s permission, but may not be further copied, distributed, published or used for any purpose.

E-MAIL ACCOUNTS

While on level two fieldwork, students will be expected to use their Xavier portal email account systems for communication with the Academic Fieldwork Coordinator (AFWC). Email should be checked on a daily basis for any announcements or information from the AFWC.

ESSENTIAL FUNCTIONS

(Department Policy)

To pass this course students must meet all expectations, with or without LAC generated and instructor approved accommodations, that might arise in this class as identified on the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document.

GRADE DISCREPANCY POLICY

Any student who feels a grade received from the fieldwork educator is in error (but not due to difference of opinion) may request the grade be reconsidered within one week of receiving the assigned grade. To do so, a written statement of the specific area of discrepancy needs to be submitted to the Academic Fieldwork Coordinator. Such a statement needs to include documented and sound justification. Verbal requests for change of grade consideration will not be considered. It is understood that a closer look at a previously assigned grade will have the potential to change that grade in either direction (i.e. additional points may be deducted for issues not detected in 1st write). All discrepancies must be resolved no later than the last grading day of the semester (i.e. December 16, 2016).

GRADE “ROUNDING UP” POLICY

No half point credits are used in the rating system for the FWPE, therefore no rounding up will be applied in the grading policy for this course.

ON-LINE SOCIAL NETWORKING

(Department Policy)

On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another’s site. Make every effort to present yourself as mature, responsible, and professional. For further details see the advisory opinion published by the American Occupational Therapy Association's **Ethics Commission** at: ESTES, J., & CHENY, L. (2010). ON-LINE SOCIAL NETWORKING: ADVISORY OPINION. IN D. SLATER (ED.) *REFERENCE GUIDE TO OCCUPATIONAL THERAPY CODE OF ETHICS AND ETHICS STANDARDS* (PP. 213-217). BETHESDA, MD: AOTA PRESS

PROFESSIONAL BEHAVIOR

Professional behavior is expected at all times both within the fieldwork setting and as well as with communications and interactions outside of the fieldwork setting. Students are expected to attend fieldwork; arrive on time and, accept responsibility for actions. Students are also expected to Communicate effectively and proficiently in English both verbally and in writing utilizing accurate and appropriate terminology with classmates, faculty, clients, caregivers, families, members of the healthcare team and with individuals of all ages, races, genders, socioeconomic and cultural backgrounds. Communication must be conveyed in a professional, assertive, timely, and confident manner. Students must interact appropriately with others and demonstrate a high level of professional and procedural judgment decisions under typical, stressful, and/or emergency conditions, emergent demands and a distracting environment. Students must present professional behavior and appearance and implement measures to maintain own physical and mental health, and emotional stability, including demonstrating ethical behavior, while being flexible and able to work under stressful conditions and irregular hours. Students must complete productivity to facility standards and complete documentation in the time frame established by the facility. Students must adhere to safety procedures, react professionally in emergency situations and take appropriate actions as indicated.

TIMELY SUBMISSION OF ASSIGNMENTS

Student will complete required canvas posting in a timely fashion. Student will complete and submit the Student Evaluation of the Fieldwork Site Form (SEFWE) within one week of the last day of completing the fieldwork placement. The SEFWE which is designed to gather meaningful and useful information regarding the students' perception of the fieldwork site and its alignment with the educational program's content and goals for fieldwork education.

“Academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs. [Using the SEFWE can] ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design”. (AOTA SEFWE Task Force, June 2006)

GRADING SCALE

As established by the American Occupational Therapy Association, the following established scores are used to determine successful completion of level two fieldwork. There are a total possible 168 points on the FWPE. In keeping with stated guidelines for the FWPE, the items related to the “All items in this area” (ethics and safety) “must be scored at a 3 or above on the final evaluation in order to pass fieldwork” regardless of the overall final score total (AOTA 2002, *Fieldwork Performance Evaluation*, p. 2). Both MOCT 691 and MOCT 692 are pass/fail courses. The FWPE is not designed to be correlated to a letter grading scale.

<u>Overall Midterm Score:</u>	Satisfactory: 90 & above Unsatisfactory: 89 & below
<u>Overall Final Score:</u>	Pass: 122 & above No Pass: 121 & below

EVALUATION METHODS

Students will be formally evaluated at midterm and at the final week of the 12 weeks of fieldwork placement using the American Occupational Therapy Association document *Fieldwork Performance Evaluation (FWPE) for Occupational Therapy Students*. Assignments may be required at individual fieldwork sites at the discretion of the fieldwork educators. Performance on completing such assignments may be taken into consideration by the fieldwork educator when rating the student on the FWPE.