

**Level II Fieldwork A– Summer  
COURSE SYLLABUS**

**BASIC INFORMATION**

Course Number: OT 851

Course Title: Level II Fieldwork A

Course Credit: 6 credits

Format: ShenFlex/Online

Course Start Date: Start of Semester Course End Date: End of Semester

Proxy Content Includes: reading, research, writing, practicing skills

Synchronous Face to Face Meeting Days/Times: Tuesdays Building: HPB/Site Specific

Note: Coursework is divided into instructional contact hours and proxy hours. Courses must include a minimum of 12.5 instructional contact hours per credit. Instructional content should be interactive and assess learning. Additionally, there should be a minimum of 25 hours proxy content per credit. Proxy hours need not be interactive and may include projects, readings, audio/visual media, and other assignments.

**INSTRUCTOR INFORMATION**

Instructor: Kelly McClintock, OTD

Office: By Appt @ HPB or Online

Phone: 540-665-5540

Email: [kmclint@su.edu](mailto:kmclint@su.edu)

**COURSE DESCRIPTION**

This course is the first of two-Level II Experiences sequence; the sequence is intended to prepare competent, entry-level, generalist occupational therapists. Clinical placements expose students to a variety of client ages, diagnoses, and clinical settings, and provide experiences that promote clinical reasoning, professionalism, and reflective and ethical practice. Students complete a minimum of 24 weeks full-time supervised by an occupational therapist. (Part 1 of 2)

**ACOTE PRIMARY STANDARDS**

*Standard Number:*

*C.1.1 Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.*

*C.1.7 At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.*

*C.1.10 Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.*

*The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.*

***C.1.11 Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.***

***Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.***

***C.1.12 Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).***

***C.1.13 Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.***

***C.1.14 Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.***

***C.1.15 Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).***

***C.1.16 Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.***

## **COURSE FOUNDATION/PURPOSE**

**Students are required to apply doctoral level cognitive and reflective skills in order to successfully screen, evaluate, treat, and discharge clients with different diagnoses from various settings. Students need to apply previous knowledge in order to critically reason and apply theories to interventions to be successful in this course.**

## **CURRICULAR UNITS**

The Threads across the Units:

The hybrid curriculum design reflects the spiral of learning through the following curricular threads, guided by our accreditation standards. Bloom's taxonomy is used as a framework for course objectives and rationale, adding a developmental framework to the educational philosophy that builds from simple to complex and concrete to abstract.

**Foundational Science & Knowledge:** Understanding occupation, through analysis of various systems is a primary focus in the first-year courses. Students learn anatomy, neuroanatomy, human development,

health conditions and the nature of occupation. Through a variety of teaching approaches including lecture, lab activities, and discussion, students learn how foundational science and knowledge supports occupational performance. The following courses support this thread:

**Self-Reflection & The Occupational Therapy Process:** Promotes the knowledge and skills required to provide client-centered, culturally appropriate, and contextually responsive occupational therapy services for individuals, communities, and populations. Alignment with theory fosters a professional identity that promotes clinical reasoning, therapeutic use of self, and evidence-based practice. Application of research enhances the occupational therapy process in use of best practices and occupational-based outcome measures. Knowledge and skills acquired in this thread will promote recovery, health, and well-being in the screening, evaluation, intervention planning, intervention implementation, and documentation throughout the OT process. Research skills, scholarly writing skills, and procedural skills are applied throughout this curriculum.

**Best practices in experiential learning require the use of self-reflection in order to close the loop on the OT Process. This process requires students to critically think and clinically reasoning on both current, past, and future decision-making skills.**

**Critical Thinking & Leadership:** Involves the development of professional and ethical behaviors required to practice in various systems of care. Intrapersonal skills, interpersonal communication, and emotional intelligence is fostered through participation in lectures, labs, and experiential learning platforms. Knowledge of healthcare systems, profit and non-profit administration and management, and governmental agencies will be provided in order to develop effective leadership skills. Enriching these skills will promote students' abilities to advocate for service delivery that meets society occupational needs.

**Lifelong Learning & Evidence-Based Practice/Research:** Students will gain the knowledge and skills needed to become lifelong learners who pursue evidence-based practice through the sequence of research and capstone courses in the curriculum. These courses begin in the first year of the program and continue through each semester. Skills such as self-directed learning, effective communication, collaboration, and critical thinking, as well as strategies for evidence search, retrieval and analysis will be addressed throughout the course sequence by means of participation in the research process and development and implementation of a capstone project. Traits for successful lifetime learning such as curiosity, perseverance, and flexible thinking will also be fostered through these experiences.

### **The Threads across the Units**

**Content from the five threads is woven across the units in deliberate incremental stages.**

***The Scholarship of Discovery*** is the thread that describes the student's journey in discovering new knowledge. This includes new knowledge about themselves as demonstrated by reflection as well as new knowledge that emerges because of the critically analyzing information from a variety of sources.

***The Scholarship of Integration*** is the thread that describes the process in which the students make connections within and across disciplines, perspectives, and bodies of knowledge, enabling them to interpret and bring new insight to original research and assist students with seeing knowledge in new ways.

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***The Scholarship of Application*** is the thread where students explore new ways that newly acquired knowledge can be utilized to solve real-world problems for individuals, groups, and populations.

***The Scholarship of Transmission*** is the thread where students comprehend and synthesize the information they have acquired, allowing them to transmit, transform, and extend knowledge to their peers or clients.

***The Scholarship of Research*** ties all Boyers threads of discovery, integration, application, and transmission within and throughout the students educational and professional journey. The elimination of one or more of these components diminishes the strength of scholarship and research.

While these five threads appear to be separate and distinct, in our curriculum, they are integrated and overlap. Each unit of study and each course have elements of multiple threads even though one may be more emphasized than others. Each unit also incorporates multiple hands-on experiences to allow the student the opportunity to engage in the learning process and not be simply a passive learner.

## **REQUIRED TEXTS AND MATERIALS**

1. **American Psychological Association. (Ed.). (2020). Publication Manual of the American Psychological Association. (7th Edition). Washington, DC: American Psychological Association. ISBN-13: 978-1433832178**

## **COURSE OBJECTIVES**

**At the completion of this course, the student will be able to:**

1. **Select and perform appropriate assessments and measures for initial evaluations, reevaluations, and discharges of clients.**
2. **Identify relevant intervention approaches in order to develop treatment goals and interventions that address client factors, performance skills, performance patterns, contexts and environments, and occupations.**
3. **Use evidence-based strategies to promote optimal outcomes for clients.**
4. **Document treatment goals, interventions, and outcomes in accordance with professional and ethical standards.**
5. **Communicate professionally and effectively with clients, families, caregivers, occupational therapy staff, other professionals, and employees of the setting.**
6. **Demonstrate professional behaviors and adhere to AOTA's Ethical Standards and Code of Conduct.**

### **Student Learning Objectives:**

Performance criteria are determined by the site to promote performance at an OT entry-level of acceptance as defined by that facility by the end of the experience. The student will be formally evaluated using the AOTA Fieldwork Performance Evaluation For the Occupational Therapy Student. The following objectives correlate with the evaluation as well as the major threads of the curriculum design. After successful completion of the clinical component of fieldwork, learners will demonstrate skills, knowledge and/or attitudes regarding:

### **PROFESSIONAL BEHAVIORS - COMMUNICATION:**

Orient client and client's family members to the nature and purpose of the occupational therapy program.

Communicate with the supervisor to facilitate implementation of treatment goals.

Communicate with relevant others to facilitate collaborative implementation of overall treatment goals.

Maintain accurately written records and reports, as required.

**PROFESSIONAL BEHAVIORS - PREPAREDNESS:**

Budget time for preparation, cleanup, or review, in addition to carrying out assigned treatment programs.

Maintain equipment, supplies, and treatment area in good order.

**PROFESSIONAL BEHAVIORS - PROFESSIONAL GROWTH:**

Utilize current research/evidence to support new treatment activities.

Modify behavior in response to supervisory feedback.

**PROFESSIONAL BEHAVIORS - ETHICS AND SAFETY:**

Respect the clients' rights to confidentiality, privacy, and choice.

Handle personal and professional problems so that they do not interfere with the performance of duties.

Adhere to policies and procedures of the facility.

Provide ethical client care.

Apply safety techniques to client care.

**OT PROCESS - EVALUATION/SCREENING:**

Use available sources for collecting evaluation/performance data relevant to the client.

Elicit pertinent data from observation

Administer assigned evaluation/screening procedures to obtain relevant information regarding client performance.

Document evaluation/performance data in a manner that is appropriate for the facility.

**OT PROCESS - INTERVENTION:**

Design interventions that are meaningful to the client.

Develop interventions that address the psychosocial factors that influence engagement for consumers.

Implement intervention plans that reflect the identified goals/objectives of individuals or groups of clients.

Communicate instructions to clients and/or others involved in client's care.

Apply techniques of group process to achieve group goals when working with a group.

Identify and report the need for client program/treatment change.

Display consideration for client's needs and background when initiating and establishing a relationship or rapport.

Attend to the safety needs of clients.

Respond in a therapeutic manner, to specific manifestations of client behavior.

Document treatment notes in a manner that is appropriate for the facility.

Use evidence to develop and implement innovative treatment interventions.

**REASONING SKILLS:**

Identify appropriate solutions to issues/problems/needs.

Justify intervention choices.

Grade/modify activities, treatment plans, and/or goals to meet the client's needs  
Display the ability to be dynamic in his/her approach to treatment  
Use multiple frames of reference and/or theories.  
Use evidence to support decision making and planning.  
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### **Required Materials and Technologies:**

Students should have a computer and Internet access that meets or exceeds the guidelines recommended by Institutional Computing on the Tech Support page. Students will utilize their university issued login and password for access to Canvas, a learning management system used for this course. [See Student Tech Quick Start](#) for minimum computer requirements.

### **Canvas Information:**

Canvas is where course content, grades, and communication will reside for this course.

- For Canvas, passwords, or any other computer-related technical support contact the [Help Desk](#).
  - 540-665-5555
  - helpdesk@su.edu
- See the [Canvas Student Guide](#) for more information.

### **Expectations of Students with Respect to Technology:**

- Log in to Canvas at least 1 time a day to check announcements and the schedule. (It's good to get into the habit of checking Canvas daily for each of your courses.)
- Participate in class (e.g., answer polls and ask/answer questions as appropriate) regardless of whether you attend face-to-face or via streaming technology (like Zoom).
- If you attend class via streaming technology, make sure that your technology is updated and ready for each class. (It is recommended that you log in 5-10 minutes early to check updates and connections).
  - Note: Public Wi-Fi connections sometimes may not support the bandwidth necessary for streaming technology (like Zoom). Also, you may find headphones useful for listening more effectively.
- If you attend class via streaming technology, once you enter the Zoom room, all you need to do is wait in the waiting room to be admitted.
- Be respectful of your peers and the instructor regardless of whether you attend face-to-face or via streaming technology.

### **Attendance:**

All students are required to attend all scheduled lectures, laboratories, and clinical experiences. Acceptable excuses for absence are personal illness, death in the immediate family, and professional or school-sanctioned activities that have prior approval from the instructor via email. Being absent from synchronous class meetings for physician and dental appointments (other than emergencies) and social engagements are not acceptable excuses and are considered unexcused absences.

Students are required to attend all community and campus learning experiences in order to meet the objectives in each course.

Two (2) excused or one (1) unexcused absences from synchronous class meetings are considered to be excessive and may result in a reduction of one letter grade for the course.

Three (3) excused or two (2) unexcused absences from synchronous class meetings are considered to be unacceptable and may result in failure of the course.

If the student is unable to physically attend class whether for an excused or unexcused reason, they should make every effort to attend virtually through Skype, Zoom, or other means. The student's virtual attendance does not equate to in-person class attendance and will still count as an absence unless the student completes SU's protocol for attending remotely for an extended time and is approved. The student's grade for classroom engagement and any grade associated with the missed experiential learning will be impacted.

Students missing required learning experiences due to excused absences, including experiences in the community and classroom, are responsible to initiate and work with the course instructor to develop a plan to make up for any missed experience required by the course instructor. Students missing required learning experiences due to unexcused absences are not guaranteed the opportunity to make up the experiences and may earn a loss of or reduction in grade associated with the experience.

### **Religious Observance Policy:**

If a student requires an accommodation for a religious observance, please refer to the [Academic Catalog](#) to access the Religious Observances Policy, complete the required paperwork and notify the University (coordinator/instructor) before the end of the drop/add period.

### **Inclement Weather:**

As health care professionals in training, students are expected to use proper judgment and caution regarding travel when conditions are not safe. Remember that part of an occupational therapist's job is maintenance of safe environments for others; we must also do so for ourselves. The university policy requires the following adverse weather procedures:

1. If severe weather impedes our class, plan to check your SU email for announcements or we will plan to meet online via Zoom. Plan to check your SU email for the link. See the [SU Campus Closure Policy](#) for more information.
2. If the University is open but travel is unsafe, exercise appropriate judgment and do not travel to class. Please contact the office manager (540/678-4313) or leave a message if you will be unable to attend class. Students will be responsible for making up the material covered in class by:
  - Collecting notes from fellow students;
  - Reading up on pertinent materials reviewed in class;
  - Contacting faculty members only after you have made the effort to obtain and learn the information presented. Do not contact faculty as a first strategy for obtaining missed information.
3. Due to the nature of our program and the distance that most of our commuter students travel, the SUDOT program has decided to implement an internal (separate from the university) snow policy. This policy is as follows:
  - In the event of inclement weather on Tuesday, the OT Program Director and the Dean of Health Professions will determine by 8:00 p.m. the evening before face-to-face (on campus) classes a final decision regarding the cancellation of face-to-face (on campus) classes. This decision will only be made if the university has not made a final decision regarding the closure of campuses.

- Students will be notified via email upon determination of the OT Program Director and the Dean of Health Professions. This notification will come from the OT Program Director. Please follow your regular schedule for the semester applicable online. Faculty will have prepared online coursework for you to complete for your classes.

When the university is closed due to inclement weather on a Tuesday, this is not a “day off” from academic activity. All students are required to monitor emails and Canvas, as each faculty will communicate with you regarding alternative ways to make up the missed time. This may mean alternative online tasks will be required.

### **Student Conduct:**

In order to create a constructive learning environment, students are to be respectful of the work and opinions of others in class. Students are expected to be actively engaged in learning.

### **Class Engagement:**

Class engagement is expected of all students and is defined as meeting attendance requirements as stated in Shenandoah University Division of Occupational Therapy Handbook. Additionally, students will engage in demonstration of application, analysis, evaluation, and creation of professional standards and skills that align with client-centered and evidence-based service delivery. Points for in-class engagement will be awarded throughout the semester as indicated in the course syllabus.

### **Professional Behavior:**

Students are expected to act professionally at all times. This includes dress, communication and general behaviors.

The SU Division of OT has adopted and adheres to the American Occupational Therapy Association Code of Ethics (found at [www.aota.org](http://www.aota.org)).

Any student who demonstrates inappropriate professional behavior (including, but not limited to, the following: poor attendance or tardiness to class, missed examinations, lack of participation in required curricular activities, inappropriate behavior or dress in classroom or clinic, poor personal hygiene, violation of Student Handbook policies, unsafe behavior, or lack of respect for the dignity and rights of others) may receive disciplinary action. Particularly egregious behavior may result in immediate dismissal from the program. The Program Director in consultation with the faculty and student will determine the appropriate disciplinary action. Appropriate actions may include consultation with the advisor/student affairs committee or other appropriate party, disciplinary suspension from the program, and/or dismissal from the program. All offenses will be documented and a copy will be placed in the student's file.

All offenses will be considered cause for a Professional Behaviors Assessment by the faculty and a self-assessment by the student as described in the Student Handbook. Based on the assessment, a remediation plan will be initiated including specific goals and objectives. Failure to meet the stated goals and objectives in the stated time frame or further incidents of a similar nature may be grounds for dismissal from the program.

### **AOTA Membership:**



All students are required to be active members of The American Occupational Therapy Association in order to access necessary documents and resources used in this course. Membership documentation should be uploaded to Exxat and kept updated throughout the program.

### **Cell phone/laptop usage:**

Cell phones should not be used in classes. Cell phone use is considered unprofessional behavior, and students must silence the phone to avoid disruptions.

Laptops are assigned to students in order to assist them with their course studies. Students are required to be ethical and responsible users of Shenandoah University's computing network. Please refer to the SU Information Technology Policy Statement for all of the university's policies and procedures of appropriate use. Use of laptops during the face-to-face classes is limited to the discretion of the instructor and to be limited to course learning.

### **Academic Integrity Code:**

Academic Integrity Code. The SU Academic Integrity Code prohibits lying, stealing, and cheating. As a faculty member of SU, I am dedicated to upholding the standards of academic integrity prescribed by the

**Copyright:** Some course materials are being made available to you pursuant to the Technology, Education and Copyright Harmonization (TEACH) Act. Materials are subject to copyright protection as noted below and may not be reproduced, distributed or publicly displayed without the prior written consent of the copyright owner.

### **Complaint policy:**

Students with complaints should refer to the policy outlined in the [Academic Catalog](#) available on the university website.

### **Privacy:**

For the university FERPA policy, see the [Academic Catalog](#).

### **Recording of Classroom Activities:**

- In general: When a class meeting is being recorded, Zoom provides an on-screen notification; if you are attending by phone, an announcement is made prior to you joining the class.
- By students: Recording of classroom activities by students is only permitted in the case of accommodation for a documented disability unless the instructor has given prior written permission for such recording. Such recordings may be used only for your personal viewing; you may not post or otherwise share your recordings with others.
- By faculty: The instructor may want to record and archive the activities of the classroom for students to review later. These recordings cannot be shared with anyone outside of the course without express permission from a designated university official.

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities. Under ADA, a disability is defined as a physical or mental impairment that substantially limits a major life activity. If you need accommodations because of a disability, please register with the [Office of Learning Resources and Services](#) (located in the Academic Enrichment Center in Howe Hall, room 204) at the beginning of each semester, or as soon as possible, so that arrangements can be made.

Accommodations are granted on a case-by-case basis with the support of proper documentation. Please call the [Office of Learning Resources and Services](#) at 540-665-4928 or email [dss@su.edu](mailto:dss@su.edu) for information and/or to make an appointment to discuss your needs. You will find more information by visiting the [SU Office of Disability Services](#).

**Student Support Services:**

Help is available 24/7 at the [SU Libraries](#) for online materials and the [IC Help Desk](#).

**Counseling resources:**

Visit the [SU Counseling Center](#) for counseling resources and information.

**Late Work Policy:**

A 3% grade reduction will incur each day an assignment is late for 7 days. Work that is more than 1 week overdue will not be accepted and a student will receive a zero for the assignment. Due to the emphasis on interactive learning, late discussion board posts will not be accepted. If a student anticipates the need for an extension for submitting work, the instructor must be notified at least 24 hours in advance and it is the discretion of the instructor to approve any extensions.

<b>ASSESSMENT STANDARDS AND CRITERIA:</b>
<b>Didactics:</b>
<b>Lab: (or Clinical or Practicum, etc.)</b>
<b>Grading Criteria:</b>
<b>Grading Scale:</b> 94-100% = A 90-93% = A- 87-89% = B+ 84-86% = B 80-83% = B- 77-79% = C+ 74-76% = C 70-73% = C- 61-69% = D 60% or below = F

**Course Requirements and Percentage of Grade:**

<u>Assignments</u>	<u>% of Total Grade</u>	<u>Due Date</u>
<b>Discussion Boards/Interactive Google Doc Assignments</b>	<b>25</b>	<b>Throughout the Semester</b>
<b>Mid Term and Final Evaluations</b>	<b>35</b>	<b>Week 7 and 15</b>
<b>Case Study Assignment</b>	<b>40</b>	<b>Week 14</b>

**Other Course Responsibilities:****IPEC:**

Interprofessional Education & Collaboration (IPEC) at Shenandoah University aligns with the mission, vision, and strategic plan of the school. Health professions students at Shenandoah University are required to participate in activities through the Office of Interprofessional Education and Collaboration. Interprofessional educational activities may be required by some program accrediting bodies.

Activities may include participation in some or all of the IPEC Core Workshops that are offered throughout a student's time in their program. Students may also be required to participate in other interprofessional educational or practice experiences offered to them as part of their program's curriculum. All IPEC learning experiences will require students to actively participate in the event and complete a survey upon completion for tracking of their participation.

Location/Timing: The IPEC Core Workshop Series for this academic year will be taking place online, in small interprofessional groups with a faculty facilitator from one of the participating programs. Any change to this delivery method will be decided by the IPEC Council and communicated to programs. Programs will notify students of their obligations to participate in IPEC activities at the start of each semester, with dates, times, locations, and expectations for each event.