



OT 640/641 Level II Fieldwork - Course Syllabus

Course Information

Course Title	OT 640/641 Level II Fieldwork		
Course Number	OT-640-SPL & OT-641-SPL		
Course Credit(s)	6	Format	Distance

Instructor Contact Information

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Course Description

The purpose of Level II fieldwork is to provide occupational therapy students with the opportunity to apply the academic knowledge and skills learned in the classroom to selected clinical settings under the supervision of a practicing clinician. Placements are selected to expose students to a variety of client ages and diagnoses and clinical settings, and provide experiences that promote clinical reasoning, professionalism and reflective, ethical practice. The goal of these placements is to produce competent, entry-level, generalist therapists. The American Occupational Therapy Association requires that Level II fieldwork be the equivalent of 24 full-time weeks and each of these courses involves 12 weeks of full-time supervised clinical practice. After completion of both fieldwork courses, students return to campus for sessions to prepare them for the registration exam and facilitate their transition to professional life. These two fieldwork courses may be taken in any order. Credit(s): 6 each course.

Course Foundation or Purpose

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must

include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings.

Credit(s): 6

Course Objectives

Level 2 Rotations 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 (C.1.3) 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 client 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
- Use evidence to support decision making and planning

The AFWC will share the objectives with CIs prior to the start of the rotation (C.1.3). The CI will sign off on understanding/agreement and/or can provide additional site specific objectives if applicable.

Students will have access to all of the objectives in Exxat.

ACOTE PRIMARY STANDARDS

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.
Potential placements will include but are not limited to; state mental health facilities, community mental health partners, clubhouses, homeless shelters, senior centers, substance abuse centers, and after school programs.	

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.

Please refer to the Shenandoah University Occupational Therapy Department Student Fieldwork Handbook with questions regarding policies for this course.

Students must complete all required paperwork for individual sites prior to the start of the fieldwork rotation and be in compliance with all Shenandoah University & facility requirements to remain at the assigned facility (fieldwork site).

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 3 times a week 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 absence from synchronous class meeting 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:
 - a. Collecting notes from fellow students;
 - b. Reading up on pertinent materials reviewed in class;
 - c. 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:
 - a. In the event of inclement weather on Thursday, 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.

- b. 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 Thursday, this is not a “day off” from academic activity. Important - 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).

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. Important - 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 Academic Integrity Code, and I do not tolerate academic dishonesty for any reason. If I suspect a violation has occurred, I will take action. If you have questions about the Academic Integrity Code, please come talk to me or refer to the Academic Integrity Code on the SU website. Logging in to a SU system with a SU issued login signifies that you are agreeing to abide by the SU Academic Integrity Code. See the full [Academic Integrity Code](#) for more information.

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 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 5% 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.

Assessment Standards and Criteria

Grading Scale:

Pass or Fail

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

73-76% = C

70-72% = C-

67-69% = D+

60-66% = D

<60% = F

Grading Criteria

- Fieldwork is considered part of Shenandoah University's academic program. Therefore, the ultimate responsibility for grading is that of Shenandoah University Occupational Therapy Department. Level II Fieldwork is graded with a Pass/Fail. Grades are based on the AOTA Fieldwork Evaluation of Performance that is filled out by the fieldwork site clinical instructor (CI) at the midterm and completion of student's fieldwork rotation, and on the work completed to fulfill course requirements.
- Fieldwork site clinical instructors (CIs) will use the AOTA's Fieldwork Performance Evaluation For The Occupational Therapy Student to evaluate student performance during Level II Fieldwork rotation. A passing grade on this evaluation is required for students to pass Level II Fieldwork. Students will review the AOTA's Fieldwork Performance Evaluation with their CI before leaving their placement site. Students are required to make a copy of the evaluation for their own records and ensure a copy of the evaluation is uploaded into Exxat within 1 week of completion of fieldwork rotation. **Fieldwork grades cannot be submitted until we have this evaluation on file.**
- Each student is required to email, call, or visit with the Academic Fieldwork Coordinator (AFWC) at Midterm to discuss his or her progress. The AFWC will make site visits to some but not all students during their Level II rotation. Students are free to request a site visit for any reason and the AFWC will try to accommodate the request.

- It is mandatory that students contact the AFWC at midterm if they do not pass the Midterm Review for OT 640 and/or OT 641 or if they are notified at any time in the rotation that they are not meeting the standards set for them at this facility.
- Students who are not performing at a satisfactory level at midterm will be considered at risk for failing. In this situation, the Academic Fieldwork Coordinator will work with the clinical instructor and the student to identify problem behaviors and develop a collaborative process to address this situation. In most cases, written Educational Contracts will be used to set measurable goals and establish a time frame for meeting goals and assessing progress.

Other Course Responsibilities (specific to Level II placements)

Students are required to complete a minimum total of 24 weeks of full-time Level II Fieldwork. These are completed across two Level II fieldwork placements. Successful completion of both courses is required for graduation.

Health/Medical Requirements

- Current Tuberculosis test (PPD) within 12 months of the previous TB test
- Hepatitis B Inoculations-Documentation for three shots
- Measles, Mumps, Rubella (MMR) titer
- Polio (show the last date in series)
- Tetanus/Diphtheria (within 10 years)
- Tdap (if Td is greater than 2 years old)
- Varicella/Chicken Pox (two dates are required for the Varicella/Chicken Pox.)
- Physical examination
- Personal Health Insurance card

(fieldwork sites may require additional/specific health requirements, review site requirements in Exxat for more details)

Educational Requirements

Current Basic Cardiac Life Support for Healthcare Providers (BLS) program offered by the **American Heart Association (AHA)**. This is the **ONLY** acceptable certification for all fieldwork sites. Students will have to redo CPR certification if not completed through AHA. The student is responsible to complete classroom training* and keep their CPR card updated and upload a copy of CPR card (both sides) into Exxat.

*100% classroom training means students are with an AHA instructor for their entire learning experience.

BLS - Instructor-Led Training

The BLS Instructor-led course teaches both single-rescuer and team basic life support skills for application in both pre-hospital and in-facility environments, with a focus on High-Quality CPR and team dynamics.

Details can be found in the Student Fieldwork Handbook, 2.7 Health and Education Requirements, including the AHA link.

Travel

Travel time to each clinical site can be up to 90 miles one way from residency. Travel could increase for those living in rural locations depending on selection of clinical sites in the area. Due to limited availability of mental health settings, the rotation focused on psychosocial factors could be outside the 90-mile radius and may be in the Winchester and/or Leesburg areas.

**Details can be found in the Student Fieldwork Handbook.

Attendance at Fieldwork Site

- Level II fieldwork placements are full-time assignments. Students follow the same work schedule as their clinical supervisors or full-time staff.
- Students are required to comply with the facility's attendance policies and procedures for routine workday scheduling and absences. Students should clarify the site's "call-in" policy (e.g., "call your supervisor in the OT Department one hour before your shift starts if you are ill.")
- Students should also be aware of the facility's health requirements before reporting to work after an illness (e.g. provide documentation if this is required to show that the student is free from communicable diseases, etc.)
- Students need to be aware that there are NO "official" sick days, vacation days or other forms of leave during the Level II Fieldwork rotations. Any days missed for whatever reason **MUST** be made up during the Fieldwork assignment. This means that students with absences will have to extend their Fieldwork rotation beyond the "typical" 12-week period.
- Prolonged absence for any reason may result in termination of the fieldwork placement. Students are advised to discuss attendance problems with the Academic Fieldwork Coordinator and their Clinical Instructor and/or Fieldwork Site Coordinator. Students who are absent for extended periods may be required to withdraw from the fieldwork placement or accept a grade of "Incomplete" until the missed time can be completed.
- Please do not schedule vacations or travel during the 24-weeks of fieldwork. Due to circumstances that cannot be foreseen the dates of the proposed rotations may change. Also, some experiences may have to be extended in order to provide the best learning situation possible for each student. Your time at the site may change depending on the successful completion of the rotation.

Classroom Attendance

In December, all students will complete academic work online and at Shenandoah University campus following their Level II Fieldwork rotation. Gate Week is a requirement for graduation (students will be given the dates via email/Canvas at a later date). If any videos are posted in Canvas, it is student's responsibility to view and complete any/all required assignments.

Course Assignments:

<p>1. Student Responsibility Form: For each fieldwork placement, students must complete the student responsibility form prior to beginning your fieldwork hours and upload it into Exxat as a PDF document. To receive credit for this assignment, type the date it was uploaded into Exxat into the corresponding text box in Canvas. This form can be found in Exxat.</p> <p>Due: PRIOR TO START OF Rotation</p>	5 Pts
<p>2. Clinical Instructor(CI) Information: Please fill out the CI Contact Information in Exxat. There are directions in Exxat. This MUST include: the CI's <i>name, email, phone number, the % of supervision</i> (should equal 100%), and the average hours per week you CI works. In the assignment in Canvas, please copy and paste this information as well as type in the text box the date in which you added this information into Exxat.</p> <p>Due: Within 1 Week of start of Rotation</p>	5 pts

<p>3. <u>Online discussion forums:</u> Students are required to share their clinical learning experiences with classmates/Academic Fieldwork Coordinator by participating in the Level II Fieldwork - Canvas Discussion Board. The Canvas Discussion Board helps students keep in touch with classmates, share resources, and/or post questions to classmates. Canvas postings are to be made in the first two weeks of the rotation, following the midterm exam, and prior to the completion of the rotation. Due dates for each discussion are in Canvas.</p> <p>Due: First 2 Weeks; Midterm and Final</p>	<p>30 pts (10 each)</p>
<p>4. <u>AOTA Midterm Evaluation Form:</u> Your CI will be provided a link to the AOTA Midterm evaluation. This will be completed by your CI and then reviewed with you. In the assignment in Canvas, please type in the text box the date in which your CI returned/submitted the evaluation to SU.</p> <p>Due: End of Week 6-midterm</p>	<p>50 pts</p>
<p>5. <u>AOTA Final Evaluation Form:</u> Your CI will be provided a link to the AOTA Final evaluation. This will be completed by your CI and then reviewed with you. In the assignment in Canvas, please type in the text box the date in which your CI returned/submitted the evaluation to SU.</p> <p>Due: End of week 12-final</p>	<p>50 pts</p>
<p>6. <u>For 640 ONLY–Case Study:</u> Choose 1 client from your 640 Fieldwork rotation and write a comprehensive case study. Case studies should be uploaded in Canvas within 1 week of the end of the rotation. The specifics for this assignment are as follows:</p> <ul style="list-style-type: none"> ● Limit to 3-5 typewritten pages. ● Include a detailed Occupational Profile (e.g. client history, age, gender, diagnoses, reason for referral etc.). ● Explain the setting in which the client was receiving occupational therapy services. ● Assessments that you used or that you observed being used to evaluate the client. ● Identify the areas that were considered problematic or potential risks for the client. Briefly describe the process of how the areas were identified as being problematic for the client (e.g. were deficits based on assessments). ● Discuss the Frame of Reference(s) being used at your fieldwork site. Did the Frame of Reference guide the intervention for the client? ● Discuss the psychosocial factors, which influence the client’s occupational performance. Explain how you integrated the impact of psychosocial factors for this individual client into your client centered, occupation-based intervention plan. ● Provide an example of the short and long-term goals for the client. ● Briefly explain the intervention plan – discuss specific activities that you used when working with the client to meet their goals. ● Explain briefly why you chose this specific client for a case study. ● What if any challenges did you face when providing services to this client? ● Are there any recommendations you would make based on your 	<p>25 pts</p>

experiences to OT's and/or OT students who may work in this type of setting with a client who has similar needs.

Due: Within 1 Week of Completion of FW Rotation

7. **For 641 ONLY-Poster for Gate Week:** Instead of writing up a case study for this placement, please create a digital poster (powerpoint slide, google slide, etc.) that will be presented on Gate Day to your peers, faculty and other students. This is meant to be fun, interactive and showcase your creativity and unique experiences in fieldwork!! Please submit your poster to canvas, and be sure you include all of the information requested to receive full credit.

25pts

Please choose one of the following topics to complete your poster:

- **Case Study--** select a client from either of your rotations and present on their case. Please include the following information:
 - Occupational Profile (e.g. client history, age, gender, diagnoses, reason for referral etc.) -5 points
 - Setting in which the client was receiving occupational therapy services -2 points
 - Assessments that you used or that you observed being used to evaluate the client. -2 points
 - Strengths and areas of concern -2 points
 - Discuss the psychosocial factors, which influence the client's occupational performance. -2 points
 - Intervention plan – specific activities that you used when working with the client to meet their goals. (5 bonus points for bringing in or demonstrating an activity you performed with your client) -5 points
 - Why you chose this client -2 points
 - Visual Appearance of Poster (font size, variation, color use pictures/graphics, spelling/grammar)--5 points

OR

- **Site Project--**if you completed a project/in-service/presentation for your one of your sites, please present on what you created or worked on, include the following information:
 - What was your project? (presentation, in-service, device, activity, project, etc?)- 5 points
 - What was your site? -1 point
 - Did you choose this project or did the site ask you to do it? -2 point
 - Why did you choose this particular project? -2 points
 - Did you have any challenges when you were preparing this project for your site? -3 points
 - Did you present this project to your site? How did it go? -2 points
 - Does your site intend to continue utilizing what you prepared for them? -3 points

<ul style="list-style-type: none"> ○ Would you have done anything differently? -2 points ○ Visual Appearance of Poster (font size, variation, color use pictures/graphics, spelling/grammar)--5 points ○ ***5 bonus points for bringing in your project <p>OR</p> <ul style="list-style-type: none"> ● Client Centered Activity--choose an activity that your developed or completed with one of your clients in either of your fieldwork rotations <ul style="list-style-type: none"> ○ What was your client centered activity? -5 points ○ Who (specific diagnosis, age, setting, brief occ profile) was this activity created for?- 3 points ○ Why did you choose this activity? -2 points ○ How did you (or would you) grade this activity up (3 ways) and down (3 ways)? -5 points ○ How did the client respond to the activity? -3 points ○ Anything you would have or would do differently in the future? 2 points ○ Visual Appearance of Poster (font size, variation, color use pictures/graphics, spelling/grammar)--5 points ○ ***5 bonus points for bringing in your activity <p>Due: End of week 12-Final</p>	
<p>8. <u>Student Evaluation of the Fieldwork Experience:</u> Students will use the AOTA Student Evaluation for Fieldwork Experience (SEFWE) to evaluate each Level II fieldwork placement. This form should be jointly reviewed by the student and the clinical instructor at the conclusion of the fieldwork and submitted by the final day of the rotation as one PDF file into Exxat. For Exxat instructions go to Exxat main left side menu, look for Resource Materials > Uploading documents into Exxat. To receive credit for this assignment, type the date it was uploaded into Exxat into the corresponding text box in Canvas.</p> <p>Due: End of week 12-Final</p>	25 pts
<p>9. <u>Fieldwork Attendance Log:</u> Each student must maintain and submit an Attendance Log for each rotation; documenting the hours completed at the fieldwork site each week. This log should be jointly reviewed by the student and the clinical instructor weekly through Exxat. In order to receive credit for this assignment please ensure you send your timesheet to your CI weekly by Sunday at 9PM for review.</p> <p>Due: Weekly-Sundays at 9PM</p>	5 pts/ week 60pts total
<p>Total Points:</p>	250
<p>All fieldwork experiences are considered part of Shenandoah University's academic program. Therefore, the ultimate responsibility for grading is that of the Academic Fieldwork Coordinator. Grades for this course will reflect the student's overall performance in all aspects of the Level 1 fieldwork course as specified above</p>	

Shenandoah University
Division of Occupational Therapy
Student Responsibility Acknowledgement for Fieldwork Education
(This form must be completed prior to engaging in fieldwork rotation)

Name of Student:

Fieldwork Facility/:

Dates of Placement: / / to / /
Month / Day / Year Month / Day / Year

Contractual Agreement between Shenandoah University and

(Name of Facility)

The Fieldwork Data Form (if available) is dated: /
Month / Year

I understand that I must abide by all information in SU OT Program & Fieldwork Manual.

I understand that it is my responsibility to provide transportation to each clinical site, up to 90 miles one way from my residency.

I understand that I must meet the requested requirements (i.e. drug test, interview, background checks, physical exam, immunization records, etc.) of each **fieldwork** site that I am assigned to, prior to the beginning of each fieldwork experience. If these have not been met SUOT will **NOT** sign off on fieldwork placement.

I confirm to have read both the Contractual Agreement and the Fieldwork Data Form (if available) for each of my placements. I understand it is my responsibility as an occupational therapy fieldwork student to meet the health and general requirements, as outlined in the Contractual Agreement.

I have obtained, and will maintain, personal health insurance through all fieldwork placements. I will provide a copy of coverage upon request.

I understand that it is my responsibility to follow all policies & procedures of the fieldwork site while completing the fieldwork experience at each facility.

I understand it is my responsibility to review the Standards of Practice for Occupational Therapy and the AOTA Code of Ethics in preparation for my fieldwork experiences.

I acknowledge my responsibility under HIPPA to keep confidential any information regarding patients, as well as all confidential information about the facility. I agree not to reveal any person(s) except authorized staff and associated personnel, any specific information regarding any client and further agree not reveal to any third party any confidential information of the facility, except as required by law or authorized.

I understand the Academic Fieldwork Coordinator (AFWC) will consider each student's interests and geographical location with respect to fieldwork placements and the AFWC cannot guarantee that student requests will be granted. Fieldwork assignments will be determined by the AFWC and will be based upon the availability of experiences, the program's desire to provide a variety of different practice-based experiences, and each student's abilities or needs.

Student's Signature Date

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code

Address

Placement Dates: from _____ to

Order of Placement: First Second Third Fourth

Living Accommodations (*include type, cost, location, condition*):

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site:

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)* _____

FW Educator's Name and credentials *(Please Print)* _____

FW Educator's years of experience _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequacy		Organized		Timely		N/A
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							

13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3		
					4	5		
2. Client/patient evaluations <i>(Use specific names of evaluations)</i>								
				1	2	3		
					4	5		
				1	2	3		
					4	5		
				1	2	3	4	
					5			
				1	2	3		
					4	5		
				1	2	3		
					4	5		
				1	2	3		
					4	5		
3. Written treatment/care plans				1	2	3		
					4	5		
4. Discharge summary				1	2	3		
					4	5		

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE
 Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (Check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5
	N/A				
Evidence-based practice presentation: Topic:	1	2	3	4	5
	N/A				
Revision of site-specific fieldwork objectives	1	2	3	4	5
	N/A				
Program development Topic:	1	2	3	4	5
	N/A				

In-service/presentation Topic:	1 N/A	2	3	4	5
Research Topic:	1 N/A	2	3	4	5
Other (list)	1	2 4	3 5		

ASPECTS OF THE ENVIRONMENT

1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently				
1	2	3	4	

	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				

Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
How would you describe the pace of this setting? (Circle one)	Slow	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: ____ # of clients per week or day				
Ending student productivity expectation: ____% per day (direct care)				

SUPERVISION

What was the primary model of supervision used? (Check one)

one supervisor : one students

one supervisor : group of students

two supervisors : one student

one supervisor : two students

distant supervision (primarily off-site)

three or more supervisors : one student (Count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement				Relevance for Placement			
	Low	High			Low	High		
Anatomy and Kinesiology	1	2	3	4	1	2	3	4
		5				5		
Neurodevelopment	1	2	3	4	1	2	3	4
		5				5		
Human development	1	2	3	4	1	2	3	4
		5				5		
Evaluation	1	2	3	4	1	2	3	4
		5				5		
Intervention planning	1	2	3	4	1	2	3	4
		5				5		
Interventions (individual, group, activities, methods)	1	2	3	4	1	2	3	4
		5				5		
Theory	1	2	3	4	1	2	3	4
		5				5		
Documentation skills	1	2	3	4	1	2	3	4
		5				5		
Leadership	1	2	3	4	1	2	3	4
		5				5		
Professional behavior and communication	1	2	3	4	1	2	3	4
		5				5		
Therapeutic use of self	1	2	3	4	1	2	3	4
	5				5			
Level I fieldwork	1	2	3	4	1	2	3	4
		5				5		

Program development	1	2	3	4	1	2	3	4
		5				5		

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

Informatics	Occ. as Life Org	A & K	Foundations	Level I FW
Pathology	Neuro	Administration	Theory	Peds electives
Env. Competence	Research courses	Prog design/eval	Consult/collab	Older adult elect.
Interventions	Evaluations	Adapting Env	Human comp.	Community elect.
Social Roles	History	Occupational Sci	Other:	

What changes would you recommend in your academic program relative to the needs of THIS Level II fieldwork experience?

SUMMARY

1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
1	2	3	4	5

Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

FIELDWORK EDUCATOR NAME:

FIELDWORK EDUCATOR YEARS OF EXPERIENCE:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = No opinion
- 4 = Agree
- 5 = Strongly agree

1 2 3 4 5

Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					

Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision:

AOTA SEFWE Task Force, June 2006

Fieldwork Attendance Log --OT 640 / OT 641 - Level Two

Facility: _____

*Week of	Hours Worked:** <i>include time in and time out as well as total hours</i>							Total Hours Per Week
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Example								
May 19 - 25		8:00AM-3:00 PM 7hrs	9AM-3PM 6hrs	8:00AM-3:00 PM 7hrs	8:00AM-3:00 PM 7hrs	8:00AM-3:00 PM 7hrs		30 hours
May 26 - June 1		8:15 AM-6:15 PM 10 hrs	8:15 AM-6:15 PM 10 hrs	8-6 10hrs	8:30-6:30 10hrs			40 hours

Total Hours Per Rotation *Minimum requirement 12 weeks full time (approximately 480 hours)								

Student Signature _____ Date _____

Supervisor Signature _____ Date _____