



## 2022-2023 "OT-801 Level I Specialization" Syllabus

School of Health Professions, Division of Occupational Therapy

Occupational Therapy Doctorate (OTD) Program

### Course Information

<b>Course Title</b>	Level I Specialization	
<b>Course Number</b>	OT-801-FLDW	
<b>Course Credit(s)</b>	1	<b>Format</b> Hybrid
<b>Contact Hours</b>	Student must complete at least 12 hours assigned site	<b>Proxy Hours</b> N/A
<b>Start Date</b>	8/17/2022	<b>End Date</b> 12/6/2022

### Instructor Contact Information

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<b>Title</b>	OTD, OTR/L	
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<b>Office Hours</b>	Tuesdays and by appointment	

### Course Description

This course is the last of the seven Level I experiences sequence. Students will explore and practice scientific, theoretical, and practical knowledge in areas of practice with individual learning projects.

### Course Foundation or Purpose

This experiential learning course allows students to complete specialized learning in an area of interest. With faculty and/or professional guidance, students will advance their observation and clinical reasoning skills in an area of specialized student interest.

## Course Objectives

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

1. Design and choose appropriate evaluation and treatment methods based on the client or patient population.
2. Demonstrate sound observation and clinical reasoning skills through appropriate documentation.
3. Demonstrate specialization skills utilized with specific client or patient population(s).
4. Demonstrate competence in ethical practice and professionalism.

The goal of Level I Fieldwork is “to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients.” (AOTA, 2020). Level I Fieldwork is not intended to develop independent performance, but to “include experiences designed to enrich didactic course work through directed observation and participation in selected aspects of the occupational therapy process.” (AOTA, 2020). (C.1.1).

By the end of Fieldwork I assignment, the student will meet the following objectives (C.1.9):

### FUNDAMENTALS OF PRACTICE

Adheres to ethics:

1. Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.
  - Maintains strict patient confidentiality
  - Interacts professionally and respectfully with patients, families, and staff
  - Establishes and maintains a therapeutic relationship with the patient
  - Maintains quality patient care and patient satisfaction as guidelines for professional behavior

Adheres to safety regulations:

2. Anticipates potentially hazardous situations and takes steps to prevent accidents.
  - Utilizes infection control precautions and procedures
  - Maintains clear and orderly work area by returning equipment and supplies
  - Follows facility policies in response to emergency code or drill situations
3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

- Provides safe supervision of patients during high-risk activities
- Refrains from use of equipment or procedures unless trained
- Seeks and is receptive to supervision to ensure patient safety
- Demonstrates willingness to function within constraints of center policies and procedures

## **PROFESSIONAL BEHAVIORS**

4. Demonstrate ability to implement professional behaviors such as time management, punctuality, courtesy, respect for others, and appropriate dress.
5. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
6. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
  - Arrives promptly to scheduled meetings and treatment sessions.
  - Completes assignments by scheduled deadlines
  - Utilizes unscheduled time to increase learning
  - Prepares in advance for meetings and treatments
  - Notifies supervisor and OT educator when problems arise
7. Articulates a clear and logical rationale for the OT process.
8. Collaborates with supervisor(s) to maximize the learning experience in terms of communication and observation skills.
  - Asks questions when uncertain
  - Notifies supervisor of unusual occurrences or circumstances
  - Identifies, communicates, and uses own optimal learning methods and styles
  - Recognizes communication styles of self and supervisor; adjusts style as needed to promote optimal communication with supervisor
  - Uses discretion in wording and timing of questions asked of supervisor
9. Demonstrates receptiveness to feedback and input from supervisors
  - Actively seeks feedback on performance
  - Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
  - All written communication is legible, using proper spelling, punctuation, and grammar.
  - Uses language appropriate to the recipient of the information, including,

but not limited to funding agencies and regulatory agencies.

10. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
11. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
12. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
  - Explains the role of OT within the practice setting, in terms and language that are clearly understood by the recipient

### **Psychosocial (C.1.3 & C.1.7)**

13. Demonstrate effective therapeutic use of self and trauma informed consent, including the awareness of the effects of one's attitudes, values, knowledge, and skills during interactions with clients and families across the lifespan including those who suffer from mental illnesses.
14. Effectively interact with clients, families, and professionals emphasizing trust and safety in a therapeutic relationship to improve occupational performance in all contexts.

### **Screening and evaluation**

15. Practice interview techniques and the use of standardized and non-standardized tools to assess occupational status.
16. If applicable, Participate in evaluations of client factors such as strength, range of motion and balance that may be affecting participation.
17. Generate sample treatment goals and activities for a selected client or group.

### **Intervention**

18. Create a sample progress note on a selected client.
19. Provide supervised treatment using therapeutic activities and/or occupation to address a specific limitation.

20. Learn new skills and practice skills on new client populations

## **ACOTE Primary Standards**

**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.1.3.** Ensure that fieldwork objectives for all experiences include a psychosocial objective.

**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 that influence engagement in occupation

**C.1.8** Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech-language pathologists, nurses, and physical therapists.

**C.1.9** Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.

The program must have clearly documented student learning objectives expected of the Level I fieldwork.

Level I fieldwork may be met through one or more of the following instructional methods: ·

Simulated environments

- Standardized patients  
  Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

All Level I fieldwork must be comparable in rigor.

### **CURRICULAR UNITS (C.1.1. & C.1.8)**

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.

**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.

### Assessment Standards and Criteria

<b>Grading Criteria:</b>
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Grading Scale:

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

Assignment	% of Total Grade	Due Week/Date
Site Evaluations	33%	13/14
Documentation --Student responsibility form, CI information, attendance log, modality journal	33%	Throughout the semester
Self Reflection	34%	15

## Other Course Responsibilities

### IPE

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: We have received the IPE dates for AY 2022-2023. They will all be completed over Zoom and are as follows below.

WS #3: 9/28/22, 3-5pm

WS #1: 11/2/22, 3-5pm

WS #2: 2/22/23, 3-5pm

WS #4: 4/12-4/19/23, exact dates/times TBD in the Spring



Y1 students will be participating in workshop #1 this fall and Y2 will be participating in workshop #3. In the spring, Y1 will be participating in workshop #2 and Y2 will be participating in workshop #4.

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.

## **Required Textbooks, Materials, and Technologies**

Required texts and other materials include:

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

## **Late Work Policy**

A 3% (OTD) 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.

## **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.

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

- Log in to Canvas at least **1** times 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 Zoom.

- If you attend class via Zoom, be sure both the app and your computer 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.
- Be respectful of your peers and the instructor regardless of whether you attend face-to-face or via Zoom.
- 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.

## **Cell Phone 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.

## **Class Engagement/Procedures**

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 7 service delivery. Points for in-class engagement will be awarded throughout the semester as indicated in the course syllabus.

## **Personal Conduct & Social Distancing Policy**

Refer to the [Personal Conduct & Social Distancing Policy](#) on the university website.

## **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.

## **Academic Integrity Code**

Shenandoah University adheres to principles and practices of the [Academic Integrity Code](#). The Integrity Code is the system of conduct that reflects the core of principles and values the university has established regarding individual responsibility and matters involving honorable conduct. The concept of honor may be defined in a variety of ways, however, at Shenandoah University, the code prohibits lying, stealing and cheating. Logging in to a SU system with a SU issued login signifies that you are agreeing to abide by the [Academic Integrity Code](#). As a faculty member of SU, I am dedicated to upholding the standards of academic integrity. If I suspect a violation has occurred, I will follow the process as outlined in the [Undergraduate Catalog](#) or [Graduate Catalog](#) as appropriate.

## **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 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 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 accommodation for 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 add/drop period. The policy also includes a list of holidays and how to add holidays to Google calendar in order to assist the instructor when making the course schedule.

## **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.

## **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 540-665-4298 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](#).

## **Inclement Weather Plan**

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. 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.

## Complaint Policy

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

## 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.

## Privacy

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

## Recording of Classroom Activities

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.

## Student Resources

### Academic Resources

- [Free Peer Tutoring](#). Howe 204. Extra help in a course of further clarification of key concepts.
- [Writing Center](#). Howe 204. One-to-one instruction in pre-writing, drafting, revising, and editing.
- [Math Enrichment Center](#). Howe 107. Free tutoring center open to all SU students.
- [Learning Support Services](#). Howe 107. Other support services available to SU students.
- [Bookstore](#). Brandt Student Center.

## **Canvas Information**

Canvas is where course content, grades, and communication will reside for this course. See the [Canvas Student Guide](#) for helpful resources and more information.

## **Technical Support**

For password assistance or other computer-related technical support, contact the [IC Help Desk](#) at 540-665-5555 or [helpdesk@su.edu](mailto:helpdesk@su.edu).

## **Student Support Services**

- [Academic Advising](#). Find your advising coordinator for help with your academic journey at SU.
- [Disability Services](#). Howe 204. Register for disability services and obtain accommodations.
- [University Libraries](#). Help is available 24/7 at the SU Libraries for online materials.
- [Counseling Resources](#). Visit the SU Counseling Center for counseling resources and information.
- [Off-Campus and Distance Education Support](#)

