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**SYLLABUS – Purple 0414**

**COURSE NUMBER:** OCT 5813; OCT 5824

**COURSE NAME:** Fieldwork IIA, IIB

**CREDIT HOURS:** 12 credits each experience

**CAMPUS:** Florida and California

**PROGRAM:** MOT

**Fieldwork Dates: IIA: October 7 – December 31, 2013**

 **IIB: January 13 – April 4, 2014**

**COURSE FACULTY**

Tammy J. LeSage MOT, OTR/L, CHT 904 826-0084 x 1269

 tlesage@usa.edu 800 241-1027 x 1269

 AFWC - Florida 386-871-8653 mobile

Holly Reed, MA, OTR/L 760 591-3012 x 2473

 hreed@usa.edu 800 241-1027 x 2473

AFWC - California 619-504-7175 mobile

**St. Augustine Faculty**

Karen Howell PhD, OTR/L, FOTA khowell@usa.edu

Bonnie Decker EdD, OTR/L bdecker@usa.edu

Erica Kiernan DPT, MOT ekiernan@usa.edu

Julie Watson MHS, OTR/L jwatson@usa.edu

Elisabeth McGee DPT, MOT, MTC, CHT emcgee@usa.edu

Sheri Montgomery OTR/L, FAOTA smontgomery@usa.edu

David Pallister JD, OTR/L dpallister@usa.edu

**San Marcos Faculty**

Judith Olson, PhD, OTR/L jolson@usa.edu

Erin Schwier, OTD, OTR/L eschwier@usa.edu

Jennie DiGrado, OTD, OTR/L jdigrado@usa.edu

Terri Roberts, OTD, OTR/L troberts@usa.edu

Rachel Stankey, OTD, OTR/L rstankey@usa.edu

**COURSE DESCRIPTION**

Fieldwork IIA and IIB are full-time, off-campus fieldwork experiences with emphasis on the evaluation and intervention of clients in two different occupational therapy settings. Students will apply occupational therapy theory and skills acquired in the didactic course work to clinical settings in a distance learning format. Additionally there will be weekly online interaction with the Academic Fieldwork Coordinator and/ or an assigned occupational therapy faculty member. Faculty facilitate student learning through reflective practice which takes place at a distance by means of independent study and online interaction. Each fieldwork rotation and online component will last twelve (12) weeks.

**COURSE PREREQUISITES**

Successful completion of all occupational therapy program courses.

**COURSE OBJECTIVES**

Upon completion of the Fieldwork II requirement, the student will be able to:

1. Adhere consistently to American Occupational Therapy Code of Ethics, safety regulations and use sound judgment in regard to safety of self and others. [B2.8, B9.1]

2. Clearly and confidently articulate the values and beliefs of the occupational therapy profession; the value of occupation and communicate the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleges, service providers and the public. [B2.1, B2.2, B2.3, B2.5, B4.5, B5.16, B5.18, B9.8]

3. Select relevant areas to screen or assess and administer appropriate standardized and non-standardized screening tools and/or assessment procedures needed to evaluate an individual’s current status and occupational profile [B4.1; B4.2; B4.3, B4.4].

4. Adapt administration of assessment procedures and adapt or grade intervention methods based on client performance and occupations that are pertinent to the client’s needs [B4.2].

5. Accurately articulate rational for the evaluation process, interpret, document, and report evaluation findings relative to an individual’s meaningful occupations [B3.5, B4.6; B4.8; B4.10].

6. Identify factors that may bias assessment results, including culture, disability status, situational variables [B4.7]

7. Develop, implement, and monitor occupationally based intervention plans and strategies that are established from the individual’s goals, evaluation findings, the individual’s current status, and evidence-based practice [B5.1, B5.2, B5.3, B5.4, B5.24].

8. Apply and teach compensatory strategies such as using technology, environmental adaptations, and involvement of humans and non-humans when desired life tasks cannot be performed [B5.8, B5.9].

9. Adhere to safety precautions during screenings, evaluations, and therapeutic interventions [B2.8, B9.1]

10. Identify and recommend referrals to other appropriate specialists for additional evaluation, consultation, or intervention based on individual needs [B4.9; B5.15, B5.23].

11. Monitor and re-assess the effect of OT intervention in collaboration with a client, including the need for continued or modified intervention [B5.19, B5.24, B5.25, B5.26, B5.27]

12. Develop and promote the use of appropriate home and community programming to support performance [B5.15]

13. Train others, including the individual/family/significant others, professionals, and non-professionals in appropriate programming to meet individual needs [B5.16; B5.18].

14. Develop collaborative discharge plans with the client by reviewing the client’s needs, resources, and the anticipated discharge environment [B5.25].

15. Terminate OT services when outcomes have been achieved or when desired outcomes cannot be achieved [B5.27].

16. Demonstrate therapeutic use of self in all verbal, non-verbal and written interactions [B5.5].

17. Document OT services to ensure accountability of service provision and to meet standards for reimbursement of OT services [4.10; 5.28].

**COURSE LEARNING OUTCOMES:**

At the conclusion of this course students will demonstrate the ability to:

**CLO1:** Exhibit responsibility for lifelong learning and professional competence by seeking out learning opportunities and interactions with supervisor, peers, and evidence based resources.

**CLO2:** Articulate the value of occupation as a method and desired outcome of occupational therapy to professional colleagues, clearly, confidently, and accurately.

**CLO3:** Modify task approach, occupations and the environment based on client response to maximize client performance during interventions.

**CLO4:** Establish accurate and appropriate documentation based on the evaluation results, client’s priorities, context, theories and evidence based practice.

**CLO5:** Adhere consistently to the AOTA code of ethics and the site’s policies and procedures regarding ethics, safety, and judgment during the delivery of occupational therapy services.

**CLO6:** Apply leadership skills that exemplify occupational therapy; including initiative, preparedness, dependability, professionalism, and work site maintenance.

**CLO7:** Utilize evidence from published research and relevant resources to make informed intervention decisions.

**COURSE CREDIT**

**CREDIT HOUR DEFINED:** According to the US Department of Education’s Definition of Credit Hour and University of St. Augustine policy, Fieldwork/ Internships and Clinical Rotations are calculated at 45 contact hours equal = one credit hour.  The following table is a guideline for anticipated hours for Fieldwork IIA and IIB:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Assignments** | **Estimated hours for the average student** |
| Academic Engagement | Weekly Assignment through Online Faculty Assignments | 12 |
| Academic Fieldwork Experience (40hrs/wk) | 480 |
| TOTAL:  | 492 |
|  |  |
| Preparation (outside of class) | Homework and Reading for Fieldwork – Including Evidence Based Research and Projects (4hr/wk) | 48 |
| TOTAL:  | 48 |
| Overall Total |  | 540 |

**Total In Classroom Hours = 0**

**Total Hours Delivered Online or in Distance Education Activities = 540**

**Total Lab Hours= 0**

**PLEASE NOTE:** You will be accessing your course materials in an online format. The goal of using web enhanced instruction is to provide you with alternate methods of studying and learning materials. You can log into the course platform by clicking on MyUSA (<https://my.usa.edu/ICS/>) and selecting your course from the My Courses link in the left hand menu.

**REQUIRED RESOURCES/TEXTBOOKS:**

Required textbooks are dependent upon the fieldwork setting. It is recommended that students take all resources, including textbooks and course handouts to both fieldwork experiences.

**ARTICLES:** (optional for on-campus courses required for online courses)

Articles/readings for a course will be located within the course itself or by accessing the articles through the A-Z Journal Locater (USA Library). Here are some instructions for accessing the articles through the A-Z Journal Locater:

1. Go to the MyUSA portal and log in with your individual username and password: http://my.usa.edu/ICS/

2. Once logged, click on the “Library” tab

3. On the left side bar, click on the page called “Finding Journal Articles”

4. On the right hand side of the page is a box called “A to Z Journal Locater”. In this box, click on the link for the “A to Z Journal Locater”

5. A new page will load. In the “Find” field of the new page, type in keywords from the title of journal you are trying to find (For the Journal of Neurologic Physical Therapy, for example, you could type in “journal neurologic physical”)

6. Under the heading for the journal you need, click on the link that provides access to the year you need. If more than one link provides the year you need, choose one.

7. Another window will open with a list of volumes and issues from the journal (If a new window does not open, check that your browser is set to allow pop ups)

8. Choose the volume and issue you need

9. Choose the article you need from the list of articles in that issue. The full text may be a PDF (click on the link) or text directly on the screen.

PLEASE NOTE: YOU ARE RESPONSIBLE FOR PURCHASING THE COURSE TEXT(S)

Ed Map is the direct provider of course materials for the University of St. Augustine students. Please note that accuracy of your course materials can only be guaranteed if purchased through Ed Map.

TO ORDER YOUR COURSE MATERIALS:

1) Call Ed Map at 1-800-274-9104 or 1-740-753-3439. Fax: 1-800-274-9105/740-753-9402

24/7/365:

• Toll free telephone and fax ordering lines

• Extended hours of operation 8am-8pm EST M-F and 8am –noon Saturday

• Course materials guaranteed in stock and shipped directly to your doorstep

• Orders shipped within 24 hours

• Customer Service Desk

2) Order Online at the University of St. Augustine Online Student Bookstore at: http://www.storefront-edmap.biz/usa

Ed Map is the direct provider of course materials for University of St. Augustine students. Please note that accuracy of your course materials can only be guaranteed if purchased through Ed Map. The university is not a text book vendor and therefore has no involvement with pricing, purchase or refunds. Textbook refund policies may vary based on a variety of factors. Please verify the refund policy prior to purchase via Ed Map or other vendors. Please note that you can purchase your textbook from any online bookstore. Shop around for the best pricing and delivery.

**TEACHING AND TESTING METHODS**

Students must meet the learning and testing requirements of each individual fieldwork setting as assigned by their facility fieldwork supervisor. Please note these requirements may be different for each setting and for each student. It is the student’s responsibility to participate in the learning experiences required of each setting with which they are placed.

Students will participate in a weekly online learning component to enhance their fieldwork experience. The online component will consist of 12 Units for each 12 week fieldwork experience with weekly assignment submissions. There are no online examinations. You will have weekly communication with OT faculty during each twelve week rotation. Dialogue between you and the faculty member is designed to enhance your learning experience throughout your fieldwork rotation with respect to area of practice. Please understand your dialogue with faculty may only consist of topics associated with practice such as assessments, interventions etc. All other concerns regarding fieldwork management such as dates of the rotation, missed dates, supervision, site concerns or requirements, etc will be managed by your Academic Fieldwork Coordinator, and the Clinical Education Department.

**Online Assignments**

Assignments weeks 1, 3, 6, 9 and 12 with your AFWC consist of fieldwork documentation required for completion of your fieldwork experience. **All documents are due posted to the online portal or faxed to the clinical education office on Friday of that week by 5:00pm EST.**  It is the student’s responsibility to insure all appropriate paperwork is returned timely via this online platform, email or via fax per the timeline in this syllabus. Please contact your AFWC immediately if you need to request a change in the submission dates for these assignments.

Assignments for weeks 2, 4, 5, 7, 8, 10 and 11 are online bulletin board posts as a conversation with your assigned OT faculty member and will consist of reflective responses to each weekly posting which are due on Friday or as documented on the course syllabus in the event of a holiday. These assignments are designed to demonstrate student reflection on the occupational therapy process. Reflection assists in integrating didactic knowledge with fieldwork observation and participation to acquire new knowledge. Please refer to the “Course Writing” section of this syllabus for further instruction regarding scholarly writing. Faculty will reply to your postings by midnight Tuesday or within 48 hours of your posting if submission date of your posting is changed due to a holiday. Faculty will provide scholarly dialogue in order to enhance the students learning experience with fieldwork as well as inform the student if their assignment performance meets “satisfactory” standards. Although a grade is not assigned to the weekly submissions, in order to inform the student of a “satisfactory” submission, the number “1” will be assigned via the online grade book. Therefore “1” equates to a “satisfactory” performance; “0” equates to an “unsatisfactory” performance. Two (2) submissions of “unsatisfactory” will result in an “Incomplete” in the course until the submissions are redone to the satisfaction of the faculty member assigned to the student. Submissions of “unsatisfactory” will be graded on content, organization and mechanics of the responses via the following grading rubric.

Content 0-4 points possible

 Organization 0-3 points possible

 Mechanics 0 -3 points possible

**Grading Rubric**

|  |  |  |
| --- | --- | --- |
| **Content** | **Organization** | **Mechanics** |
| Consistent, appropriate, rich and specific. **3pts** | Ideas are clear and logical**3pts** | Rules of grammar, spelling, and punctuation usage are followed throughout.**3pts** |
| Usually consistent and appropriate **2pts** | Ideas are usually clear and arranged in acceptable sequence**2pts** | Mostly consistent, errors do not interfere with understanding**2pts** |
| Minimally effective, inconsistent or inappropriate **2pts** | Minimally effective problems in approach and sequence.**1pt** | Grammar etc. are distracting and could interfere with understanding.**1pt** |
| Does not meet requirements **0pts** | Does not meet requirements**0pts** | Grammar etc. interfere with understanding**0pts** |

**All Unit Assignments are due on the Friday documented in the schedule.**

In the event the server goes down and you cannot submit your assignments, there will be an extension of the assignment deadline. You will be e-mailed within 4 days of your unit assignment deadline if your assignment has not been received. If you do not hear from your instructor by four days, assume that your assignment was received. Unforeseen circumstances regarding late submissions must be discussed with the respective faculty and is up to the faculty’s discretion.

**COURSE GRADING**

This course is pass/fail and the grade will be determined by the academic fieldwork coordinator based upon scores from the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student and satisfactory completion of the online assignments as outlined previously in this syllabus under the heading of online assignments. The academic fieldwork coordinator will review scores on the AOTA Fieldwork Performance Evaluation (FWPE) to determine if the student has demonstrated sufficient skills at their fieldwork experience. Passing scores for each fieldwork experience, IIA and IIB are as follows:

The AOTA Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student is completed by the OT Fieldwork Supervisor. The passing score is 122 points. Students that fail to get at least 122 points will automatically fail the fieldwork experience. Students must also score at least a “3” on the Ethics and Safety items in order to pass the rotation. Grades will be assigned as follows:

 Pass = 122 points or higher

 Fail = 121 points or less

Students who do not reach passing scores for the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student will fail the course and receive the grade of “F”. Students who fail to receive a “satisfactory” for two (2) of their online assignments will receive an “Incomplete” for the course until the submissions are redone to the satisfaction of the faculty member assigned to the student.

A student that receives a grade of "Incomplete" via the fieldwork site will be required to participate in remediation assignments. These assignments include, but are not limited to:

1. The student must return to the University to meet with the Program Director

 and AFWC.

2. The student will be screened by those faculty members who instructed in the area's of academic and clinical deficiencies identified while on the fieldwork in order to determine appropriate classroom and self-study remediation assignments.

3. The student will participate in and complete assignments determined by the appropriate faculty, which may include classroom and self-study remediation.

4. The student will participate in a minimum of a 4-week clinical reassignment in the same type of setting where they received the "Incomplete".

**PROFESSIONAL BEHAVIORS**

These are determined by the clinical education site. Students are to adhere to all Clinical Education policies that are in the University of St. Augustine Student Handbook. Learners are responsible for all missed or incomplete work. Late assignments are subject to a penalty. In certain cases an extension may be granted. Please contact your instructor with any extension requests.

**PLAGIARISM AND CITATION OF SOURCES**

Academic honesty is expected of all students. It is expected that all student work will be that of the student’s, or it will be cited with a source if it is the work of another author or scholar. Plagiarism occurs when a student uses another person's ideas or words without properly citing the source of that material. A graduate student it is expected to have to properly cite their sources and to know what constitutes plagiarism. If you are not absolutely sure what constitutes plagiarism, I encourage you to visit the websites:

<http://sja.ucdavis.edu/files/plagiarism.pdf> and <http://gervaseprograms.georgetown.edu/honor/system/53377.html>

Most courses at the University of St. Augustine require students to follow the style guidelines of the American Psychological Association (APA) or the American Medical Association (AMA). Both styles have publications available to assist the student in conforming to these styles. You can also check these website: [www.apastyle.org](http://www.apastyle.org) and <http://www.ajph.org/misc/ama_references.shtml> for further assistance. Please check with your course instructor as to the preferred style.

**NOTE:** Instructors are trained to detect work that does not appear to be the original work of a student. This is done through the use of web search engines or library database tools as well as any number of plagiarism detection applications. If a student is found to have submitted a plagiarized work the result may be a failing mark for the assignment. Additionally, the faculty member may report the offense to university administration for further action as found in the universities policies on academic dishonesty.

**COURSE EVALUATIONS:**

Course evaluations for the online component of your course are due upon completion of the fieldwork rotation. Please locate the course evaluation link, which normally follows the last unit of your course; this link will take you to the course evaluation. Your feedback is valuable to this process as course evaluation and modification is dependent on your input. Make sure your feedback is constructive so course modifications can reflect your suggestions.

**SPECIAL NEEDS AND CONSIDERATIONS**

In accordance with the Americans with Disabilities Act, this university is dedicated to providing alternative learning and test-taking strategies to any student with a documented need. It is recommended that the student make any arrangements, in advance, with the instructor of each class in which the student desires alternative arrangements. Students are advised to divulge their ADA status and recommended accommodations to their Level II Fieldwork sites. Students who choose not to divulge this information to their sites must advise their Academic Fieldwork Coordinator (AFWC) before participating in Level II Fieldwork. The student is reminded that all documentation of disability related nature must be submitted to the Disability Awareness Committee at the University of St. Augustine for Health Sciences. The committee will make final recommendations on all accommodations.

**MID-COURSE WARNING:**

The University Registrar will be notified of any students with a mid-term grade of less than 70%. Students will receive a letter from the registrar outlining the responsibilities of the student. It is important that all students receiving this letter review the policy in the student handbook and set up a meeting with the course instructor.

PLEASE NOTE: You will login by going to <http://my.usa.edu/ics> and entering your myUSA username and password. Under “Quick Links” choose My Courses to select your desired course.

Other:

To open the PDF-files you need to download Acrobat Reader; this software is available free at [www.adobe.com](http://www.adobe.com).

For assistance with technical support and eRacer problems please visit: <https://my.usa.edu/ICS/eRacer_24_x7_Help_Desk.jnz>

**COURSE WRITING:**

All writing for this course (bulletin board postings, emails and submitted assignments) should reflect the attributes of clarity, precision and power. Please check all work for errors in spelling, punctuation and mechanics before submission. Please bring all errors in the course, or in any communication, to the attention of the course instructor.

The voice of the writings should be reflective and in the first person as if conducting a casual or scholarly conversation among colleagues and peers. Normally, first person present tense is not permitted in graduate writing. However, in this course (unless advised otherwise), a first-person style of writing is preferred. To promote our distant conversation, we would like to see phrases like, “I think”, “I believe” and tense language like “today” or last semester.”

Learning is not a top-down process. Each of us shares in the responsibility of educating and being educated. Students are expected to make positive contributions that foster a professional, analytic atmosphere. Healthy debate is encouraged, but students must remain mindful that remarks that demean others and/or their opinions are not tolerated.

**Video/ Audio:**

Please note that we have recently transitioned to use of streaming audio/video in our courses. To play this content you will only need a Flash-enabled web browser (Internet Explorer or FireFox) installed on your computer. (If you can watch videos on sites like YouTube then you already have this.)

For those students using a dial up connection please see our note at [www.usa.edu](http://www.usa.edu), scroll down to Campus Locations - Online Education, click on the Online Education tab and then on the course link labeled Support. The note is titled “What kind of internet connection do I need?” High speed internet is available through the telephone network via DSL, through cable television, through satellite television, and through the cell-phone network.

In case the server goes down and you cannot submit your assignments, there will be an extension of the assignment deadline. Assignments will normally be graded and returned within five to seven days. You will be e-mailed within 4 days of your unit assignment deadline if your assignment has not been received. If you do not hear from your instructor by four days, assume that your assignment was received. Physical attendance in a live classroom is not expected for this online course. It is expected, however, that the learner completes all designed learning experiences in both a timely and professional manner as identified in the course syllabus and as supported through asynchronous communications. In general, each unit is formatted to be completed in a weekly manner. The primary course interface will occur in an asynchronous manner through the use of course e-mail and discussion boards.

**COURSE SCHEDULE:**

**FIELDWORK IIA: 10/7/13 – 12/31/13**

**FIELDWORK IIB: 1/13/14 – 4/4/14**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit/ Faculty** | **Assignment** | **Due Date IIA** | **Due Date IIB** | **Comments** |
| Unit 1AFWC | Week One Form | Friday10/11/13 | Friday1/17/14 | Submit Week One Form |
| Unit 2Assigned Faculty | Read and Respond | Friday10/18/13 | Friday1/24/14 |  |
| Unit 3AFWC | Week Three Form | Friday10/25/13 | Friday1/31/14 | Submit Week Three Form |
| Unit 4Assigned Faculty | Read and Respond | Friday11/1/13 | Friday2/7/14 |  |
| Unit 5Assigned Faculty | Read andRespond  | Friday11/8/13 | Friday2/14/14 |  |
| Unit 6AFWC | Mid-Term Evaluation | Friday11/15/13 | Friday2/21/14 | Submit Mid-Term |
| Unit 7Assigned Faculty | Read and Respond | Friday11/22/13 | Friday2/28/14 |  |
| Unit 8Assigned Faculty | Read and Respond | Friday11/29/13 | Friday3/7/14 |  |
| Unit 9AFWC | Week Nine Form | Friday12/06/13 | Friday3/14/14 | Submit Week Nine Form |
| Unit 10 Assigned Faculty | Read andRespond | Friday12/13/13 | Friday3/21/14 |  |
| Unit 11Assigned Faculty | Read andRespond | Friday12/20/13 | Friday3/28/14 |  |
| Unit 12 AFWC | Final Evaluation | Friday12/31/13 | Monday4/4/14 | Submit Final |

**MID-COURSE WARNING:**

The mid-term deadline for FWIIA November 15, 2013

The mid-term deadline for FWIIB February 21, 2014