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**SYLLABUS**

**Yellow Class Graduating December 2015**

**FIELDWORK IIB: September 14 – December 4, 2015**

**COURSE NAME:** Fieldwork IIA, IIB

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

**CREDIT HOURS:** 12 credits each experience

**CAMPUS:** CA, FL, FL Flex

**DELIVERY METHOD:** Distance / Fully Online

**PROGRAM:** MOT

**COURSE FACULTY**

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**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. The instructor or student may seek an exception to the prerequisites/ co-requisites via the program director.

**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 [ILO/PLO1].

* 1. Identify factors that may bias assessment results, including culture, disability status, situational variables [B.4.7]

1.2 Develop and promote the use of appropriate home and community programming to support performance [B.5.5, B.5.17]

**CLO2:** Articulate the value of occupation as a method and desired outcome of occupational therapy to professional colleagues, clearly, confidently, and accurately [ILO/PLO2].

2.1 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. [B.2.1, B.2.2, B.2.3, B.2.5, B.4.5, B.5.16, B.5.18, B.9.8, B.5.25, B.5.26, B.5.27]

2.2 Identify and recommend referrals to other appropriate specialists for additional evaluation, consultation, or intervention based on individual needs [B.4.9; B.5.21, B.5.22, B.5.23].

**CLO3:** Modify task approach, occupations, and the environment based on client response to maximize client performance during interventions [ILO/PLO3].

3.1 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 [B.4.2].

3.2 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 [B.5.1, B.5.2, B.5.3, B.5.4, B.5.6, B.5.23, B.5.24].

3.3 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 [B.5.8, B.5.9, B.5.10, B.5.12].

**CLO4:** Establish accurate and appropriate documentation based on the evaluation results, client’s priorities, context, theories and evidence based practice [ILO/PLO4].

4.1 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 [B.4.1; B.4.2; B.4.3, B.4.4, B.5.30].

4.2 Develop collaborative discharge plans with the client by reviewing the client’s needs, resources, and the anticipated discharge environment [B.5.29].

4.3 Document OT services to ensure accountability of service provision and to meet standards for reimbursement of OT services [B.4.10; B.5.20, B.5.28; B.5.32].

**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 [ILO/PLO5].

5.1 Adhere consistently to American Occupational Therapy Code of Ethics, safety regulations and use sound judgment in regard to safety of self and others. [B.2.8, B.9.1]

5.2 Adhere to safety precautions during screenings, evaluations, and therapeutic interventions [B.2.8, B.9.1]

**CLO6:** Apply leadership skills that exemplify occupational therapy; including initiative, preparedness, dependability, professionalism, and work site maintenance [ILO/PLO6].

6.1 Train others, including the individual/family/significant others, professionals, and non-professionals in appropriate programming to meet individual needs [B.5.18].

6.2 Terminate OT services when outcomes have been achieved or when desired outcomes cannot be achieved [B.5.31].

6.3 Demonstrate therapeutic use of self in all verbal, non-verbal, and written interactions [B.5.7, B.7.7].

**CLO7:** Utilize evidence from published research and relevant resources to make informed intervention decisions [ILO/PLO7].

7.1 Accurately articulate rational for the evaluation process, interpret, document, and report evaluation findings relative to an individual’s meaningful occupations [B.3.5, B.4.6; B.4.8; B.4.10, B.6.1].

7.2 Monitor and re-assess the effect of OT intervention in collaboration with a client, including the need for continued or modified intervention [B.5.18, B.5.19, B.5.24, B.5.28].

**UNIVERSITY ASSESSMENT**

With the goal of continuous improvement of the achievement of student learning outcomes, USAHS conducts assessments of achievement of program and institutional learning outcomes, in addition to course outcomes. Student work is used in aggregate and anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

**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** |
| Distance Academic Engagement | Academic Fieldwork Experience  (40 hours/week) | 480 |
|  | Total Distance Academic Engagement | 480 |
| Online Academic Engagement | Weekly Assignments including EBP, Collaborative Discussion, and Weekly Updates | 12 |
| Exit Examination (IIB Only) | 2 |
|  | Total Online Academic Engagement | 24 (IIA) 26 (IIB) |
| Preparation (outside of class) | Homework and Reading for Fieldwork – Including Case Study and Projects  (4 hour/week) | 48 |
| Studying for the Exit Examination and NBCOT | 24 |
|  | Total Preparation | 72 |
| Overall Total |  | 564 (IIA) 566 (IIB) |

**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

Articles/readings for a course will be located within the course itself or through the USA online library. Information on using the USA library’s online resources is available: <https://my.usa.edu/ICS/Library/Finding_Journal_Articles.jnz>.

**TEACHING 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 is one online examination, the Occupational Therapy Knowledge Evaluation (OTKE), which is given during fieldwork IIB as the program exit examination. You will have weekly communication with your academic fieldwork coordinator (AFWC) during each twelve-week rotation. Dialogue between you and the AFWC is designed to enhance your learning experience throughout your fieldwork rotation with respect to area of practice. Any concerns regarding fieldwork management such as dates of the rotation, missed dates, supervision, site concerns or requirements, etc. will be managed by your AFWC 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 on Friday of that week by 5:00pm EST unless you have been granted an extension by the AFWC or clinical education associate (CEA).** 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 that prompt you to provide evidence or consider evidence or a reflection topic. 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. You will be instructed to post your EBP article or reflection, and then to respond to the posts of two classmates. The course instructor will also respond, giving feedback and encouragement. Please use these posts as opportunities to gain additional knowledge about yourself or about your practice area.

Posts will be graded for content, organization, mechanics, and participation out of 4 points, as follows.

**Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Organization** | **Mechanics** | **Participation** |
| Consistent, appropriate, rich, and specific.  **1 point** | Ideas are clear and logical  **1 point** | Rules of grammar, spelling, and punctuation usage are followed throughout.  **1 point** | Original post with 2 thorough replies.  **1 point** |
| Does not meet requirements  **0 points** | Does not meet requirements  **0 points** | Grammar etc. interfere with understanding  **0 points** | Does not complete original post or replies  **0 points** |

**All Unit Assignments are due on the Friday documented in the schedule, with the posts remaining open until Sunday evening to accommodate for students who are having really busy weeks.**

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.

**OTKE Exit Exam will be the week 4 assignment during Fieldwork IIB. The dates for this examination will be February 5 through February 14, 2016. You will be emailed your login and password for the OTKE the week prior to the opening of the test. This test will be pass/fail. Scores will be posted to the portal by February 19, 2016.**

**COURSE WRITTEN EXAM INFORMATION**

Students will take the NBCOT Occupational Therapy Knowledge Exam (OTKE) for your written exit exam. It is a 100-item test constructed using the same guidelines as the NBCOT certification exams. The cost of the 1st attempt is covered by the University of St. Augustine, if you do not reach the 70% minimum score you are required to pay $25 for subsequent attempts. You will have 2 hours to complete the exam. Information on accessing the exam will be provided to you the week before the testing window opens.

* You may choose any date within the testing window (See above for date range)
* Your username and password will be sent to you prior to the first date of the testing window.
* To get to the test, please go to: <https://secure.nbcot.org/testmodule>

There are a few things that are important for you to know in taking this test.

* You must score 70 or better (Adjusted) on this test to pass the written exit exam portion of this course.
* If you do not pass this examination with a 70, you will need to retake this test prior to the test close date. You will also be responsible for the re-take fee of $25 which will be payable to the registrar. If this is necessary, please contact your course instructor.
* You will need to take this examination within a 2 hour window. This test is not timed online. You will be responsible for pacing yourself and making sure that you complete the exam within the 2 hour time window required for the exit exam.

It is recommended that the best way to study for this examination is through the AOTA NBCOT test preparation course. This course can be found at: <http://nbcotexamprep.aota.org/>.

It is the student’s responsibility to purchase test preparation materials.

**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.

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.

**ATTENDANCE**

Attendance at the fieldwork site is mandatory and tardiness will not be tolerated. Students are expected to exhibit professional behaviors relating to work skills at all times. Sick days may be taken at the discretion of the site and with the permission of the academic fieldwork coordinator. Students are allowed no more than two (2) sick days during any fieldwork rotation (12 weeks) without requiring a make-up day. However, these days are granted at the discretion of the site and students may still be required to make up this time on alternative days or at the end of the rotation if the fieldwork educator requires it.

**LATE ASSIGNMENTS**

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.

**ACADEMIC INTEGRITY**

The University recognizes the principles of honesty and truth as fundamental to ethical business dealings and to a vibrant academic community of faculty and students. All members of an academic community shall be confident that each person's work has been responsibly and honorably acquired, developed, and presented. The work that a student submits shall be a fair representation of his/her ability, knowledge and skill. The University expects students to respect and exhibit these principles as they form the basis of the quality of the institution and the quality of USAHS’s graduates. The academic integrity policy is clearly defined in the student handbook. Penalties for not following this policy could range from a zero on an assignment to dismissal from the University.

**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, visit the websites:

<http://sja.ucdavis.edu/files/plagiarism.pdf>

and

<http://bulletin.georgetown.edu/regulations/honor/>

This course at the University of St. Augustine requires students to follow the style guidelines of the American Psychological Association (APA). This style has a publication manual that assists the student in complying with this style. There is also a website available for further assistance at:

[www.apastyle.org](http://www.apastyle.org) and <http://my.usa.edu/ICS/Library/Referencing.jnz>

Please note that failing to comply with APA requirements will result in a reduced grade.

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.

**TURNITIN POLICY**

The University of St Augustine’s OT program is committed to helping students elevate their writing skills and to teach them about academic integrity. To that end, the OT program requires that students use(s) Turnitin, a plagiarism prevention tool, which gives students an opportunity to be proactive in identifying potential issues with plagiarism and improper citation. Additionally, Turnitin supports faculty members as they review work, to ensure students have met academic integrity requirements addition, your assignments must adhere to APA formatting style and must include the proper citing of references. 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. Turnitin checks your work against all the material stored in its database to see if your writing contains borrowed passages. The database includes, but is not limited to, websites, books, journals, and previous student papers. You must ensure that references to outside sources are paraphrased and summarized appropriately.

**COURSE EVALUATIONS**

Course evaluations are due upon completion of your course. You will be notified by email to complete your assigned course evaluation. Please locate the course evaluation link(s) at MyUSA. All assigned course evaluations will be listed and each link will take you to the course evaluation of the corresponding course. Some instructors may choose to offer a mid-course evaluation as well. **Your feedback is valuable to this process as course evaluation and modification is dependent on your input**. Make sure you criticism is constructive; course materials depend on your feedback.

**SPECIAL NEEDS AND CONSIDERATIONS**

The University of St. Augustine for Health Sciences is committed to providing students with disabilities equal access to all its programs and services. To register with Disability Services and request accommodations for a disability, contact staff at [disability@usa.edu](mailto:disability@usa.edu). Accommodations are determined, on a case-by-case basis, by the Director of Disability Services after review of medical documentation.

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.

**MID-COURSE WARNING**

**The mid-term deadline for Fieldwork Level IIB is October 23, 2015.** On that date, 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.

**WITHDRAWAL DATE**

Please refer tothe current Student Handbook, Clinical Education Section regardingLevel II fieldwork withdrawalpolicy andprocedures. Students are not allowed to withdraw from a Level II fieldwork experience without approval from the AFWC of their respective campus. If a student has permission to withdraw, the final date allowed for withdrawal is **November 13, 2015 for** **Fieldwork Level IIB.**

**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**.

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 four (4) days of your unit assignment deadline if your assignment has not been received. If you do not hear from your instructor by four (4) 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: Yellow 1215**

**FIELDWORK IIA: June 15 – September 4, 2015**

**FIELDWORK IIB: September 14 – December 4, 2015**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit/ Faculty** | **Assignment** | **Due Date IIA** | **Due Date IIB** | **Comments** |
| Unit 1  AFWC | Week One  Form | Friday  June 19 | Friday  September 18 | Submit Week One Form submit via online course |
| Unit 2  Assigned Faculty | Read and  Respond | Friday  June 26 | Friday  September 25 |  |
| Unit 3  AFWC | Week Three  Form | Friday  July 3 | Friday  October 2 | Submit Week Three Form via Fax |
| Unit 4  Assigned Faculty | Read and  Respond | Friday  July 10 | OTKE Exit Exam  October 2-8 |  |
| Unit 5  Assigned Faculty | Read and  Respond | Friday  July 17 | Friday  October 16 |  |
| Unit 6  AFWC | Mid-Term  Evaluation | Friday  July 24 | Friday  October 23 | Submit Mid-Term via Fax |
| Unit 7  Assigned Faculty | Read and  Respond | Friday  July 31 | Friday  October 30 |  |
| Unit 8  Assigned Faculty | Read and  Respond | Friday  August 7 | Friday  November 6 |  |
| Unit 9  AFWC | Week Nine  Form | Friday  August 14 | Friday  November 13 | Submit Week Nine Form via Fax |
| Unit 10  Assigned Faculty | Read and  Respond | Friday  August 21 | Friday  November 20 |  |
| Unit 11  Assigned Faculty | Read and  Respond | Friday  August 28 | Friday  November 27 |  |
| Unit 12  AFWC | Final Evaluation | Friday  September 4 | Friday  December 4 | Submit Final Fax before mailing original |