

XAVIER UNIVERSITY  
DEPARTMENT OF OCCUPATIONAL THERAPY  
**MOCT 607 Level I Fieldwork Domains and Process I Pediatrics** (1 credit hour)

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**OFFICE HOURS:** by appointment

**COURSE DESCRIPTION:**

Student assigned to clinical sight reflective of birth-young adult age group for 40 hours during semester. Includes on-campus seminar to discuss ACOTE standards for level one fieldwork, service delivery models and settings, impact of setting on practice, inter- and intra-disciplinary team relationships, referral to specialists, and relevant ethical issues. Supervisory relationships explored, professional behavior developed, and self-reflection via journaling continues.

**RELATIONSHIP TO INSTITUTIONAL MISSION:**

- ◆ Field experience that challenges student intellectually, morally, and spiritually
- ◆ Encourage formation of students for others in promotion of justice
- ◆ Integrate academic, practical, and technological knowledge with human values and ethics
- ◆ Promotes critical thinking, interaction with whole person (mind, body, spirit), respectful of dignity and needs of individual
- ◆ Genuine engagement with civic, social, and cultural issues
- ◆ Interdisciplinary learning

**RELATIONSHIP TO CURRICULUM DESIGN:**

- ◆ Student lived experience; integration of all curriculum threads and application of previous and current didactic course content in authentic clinic situations
- ◆ Students navigate experience paying special attention to curricular threads (occupation based, client centered, ethically grounded, and evidence based intervention); OT process with application of a variety of clinical reasoning skills; and roles of practitioner, educator, researcher, and manager
- ◆ Interpersonal communication and supervisory relationship skills developed via authentic interaction with clients, supervisor, and intra- and interdisciplinary team members
- ◆ Confluence and promotion of occupational justice inherent in learning experience
- ◆ Key aspect of course continues to be self reflection whereby student explores impact of this experience on personal and professional growth and development

**COURSE OBJECTIVES:**

ACOTE Standard (1998)	Objective
6.1, 6.2, 6.3, 6.5; 7.1, 7.2	1. Describe intervention settings and models of service intervention and analyze impact of setting/service delivery model on practice intervention.
4.9; 5.15, 9.10	2. Discuss roles of inter- and intra-disciplinary team members, indications and implications of referral to specialist, and ethical ramifications related to these issues.
7.14, 7.16, 7.17	3. Explore supervisory issues and apply problem-solving methods to resolve issues.
9.10, 9.11	4. Resolve ethical issues using ethical reasoning strategies and problem-solving models.
7.1, 7.2, 7.9-7.11, 7.16, 7.17	5. Demonstrate professional work characteristics: a. display appropriate dress, grooming, and hygiene b. demonstrate reliable work habits c. display flexibility d. contribute to positive working relationships with staff
7.14, 7.16, 7.17; 9.4, 9.6, 9.10	6. Contribute to a positive supervisory relationship by: a. facilitating open communication b. giving and receiving feedback appropriately c. asking questions in an appropriate manner d. contributing to a positive atmosphere
1.1; 4.1-4.3, 4.5-4.8, 4.10; 5.1-5.5, 5.8-5.13, 5.17, 5.19, 5.20	7. Perform the OT process in client intervention by: a. screening for necessity of services b. performing assessments toward an initial evaluation c. developing client-centered goals and occupation-based intervention strategies with client/significant others d. implementing treatment intervention e. performing re-assessment at appropriate intervals and revising plan as indicated f. determining client's discharge needs g. documenting process according to standards
1.1; 5.7; 9.3, 9.6, 9.8, 9.10	8. Establish rapport and communicate effectively with client, significant others, and members of intra- and interdisciplinary team
7.16; 9.1, 9.4, 9.10, 9.11	9. Adhere to student and professional ethical standards.
9.4	10. Display initiative and responsibility for self continued learning.
9.4, 9.6	11. Evaluate the fieldwork experience in terms of self growth in OT knowledge and professional characteristics.

**REQUIRED TEXTBOOK:**

Sladyk, K. (Ed.). (2002). *The successful occupational therapy fieldwork student*. Thorofare, NJ: Slack.

## **SELECTED BIBLIOGRAPHY:**

- American Occupational Therapy Association. (1995). *Guide to fieldwork education manual*. Bethesda, MD: Author.
- Fidler, G. (1996). Developing a repertoire of professional behaviors. *American Journal of Occupational Therapy, 50*, 583-587.
- Herberg, G. (1994). The successful student: Supervisor perceptions. *American Journal of Occupational Therapy, 48*, 819-822.
- Hinojosa, J., Sproat, C. T., Mankhetwit, S., & Anderson, J. (2002). Shifts in patient-therapist Partnerships: Twelve years of change. *American Journal of Occupational Therapy, 56*, 556-563.
- LaGarbe, T. (1991). *Self paced instruction for clinical educators*. Bethesda, MD: American Occupational Therapy Association.
- Palladino, J., & Jeffries, R. N. (2000). *The occupational therapy fieldwork manual for assessing professional skills*. Philadelphia, PA: F. A. Davis.
- Peloquin, S. (1993). The depersonalization of patients: A profile gleaned from narratives. *American Journal of Occupational Therapy, 47*, 830-837.
- Peloquin, S. (1993). The patient-therapist relationship: Beliefs that shape care. *American Journal of Occupational Therapy, 47*, 935-942.
- Sladyk, K. (Ed.). (1997). *OT student primer: A guide to college success*. Thorofare, NJ: Slack.
- Smith, V. (1994). *Occupational therapy: Transition from classroom to clinic – physical disability fieldwork applications*. Bethesda, MD: American Occupational Therapy Association.
- Stancliff, B. (1996). Anger: How this emotion affects your patient, you, and the rehab process. *OT Practice, 1*, 36-45.
- Swinehart, S., & Schwartz, S. (1993). Level one fieldwork: Creating a positive experience. *American Journal of Occupational Therapy, 47*, 68-73.
- Tickle-Degnan, L. (1998). Working well with others: The prediction of students' clinical performance. *American Journal of Occupational Therapy, 52*, 133-142.
- Vergeer, G., & MacRae, A. (1993). Therapeutic use of humor in occupational therapy. *American Journal of Occupational Therapy, 47*, 678-684.

## **Video Resources**

- American Occupational Therapy Association, Inc. (1996). *Creating a multicultural approach and environment*. Bethesda, MD: Author. 30 min.
- Frum, D., & Opacich, K. (1987). *Supervision: Development of therapeutic competence*. Bethesda, MD: American Occupational Therapy Association. 30 mins.

## **EVALUATION METHODS:**

Seminar Participation  
Level I Fieldwork Evaluation Form

## **PASS/FAIL POLICY:**

Grades are calculated by the Academic Fieldwork Coordinator; students must meet **each** of the following three criteria in order to earn a “Pass” grade for the course.

- A. Seminar participation: Student will be expected to attend all seminar sessions and participate according to the guidelines suggested in the Participation and Professional Behavior Form. Student will also submit journal for review at midterm and final. In order to pass course, student must complete the journal and attend the seminars.
- B. Students will receive a “Fieldwork Level I Evaluation Form” completed by the clinical site supervisor and must earn a minimum of 42 points on the Fieldwork Level I Evaluation Form

In the event that **one or more of the above criteria** is not met, student will receive a “Fail” grade for the course.

**ATTENDANCE:**

Students are expected to attend all scheduled clinical site appointments. If for any reason the student is not able to participate at the fieldwork site on a scheduled date, they must notify the clinical site supervisor as soon as possible. Absences for any reason (other than physician documented illness) must be made up with permission of and at the convenience of the clinical site supervisor. Failure to comply with the stated attendance policy could result in student failing the course. Students missing more than 6 hours of unexcused absences that are not made up will result in failure of the course and the entire fieldwork experience will have to be repeated.

**DRESS CODE:**

Students are expected to comply with the standards of professional dress as defined by the specific clinical site. Failure to comply with the dress code will be addressed on the Fieldwork Evaluation Form.