



OCTD 614 Level I Fieldwork Pediatrics

(1 credit hour)

Course Syllabus

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OFFICE HOURS: by appointment

COURSE SCHEDULE: Fieldwork Seminars Wednesday, August 24, 2022; 9:00-11:00 am
Wednesday, December 7, 2022
Fieldwork Rotations Wednesdays starting August 31 and ending Wednesday
November 23
Times to be determined by specific fieldwork sites.

COURSE DESCRIPTION:

Student assigned to two clinical fieldwork rotations reflective of birth through young adult age group for approximately 72 hours during semester. Course includes participation in two on-campus seminars to discuss ACOTE standards for Level I fieldwork, service delivery models and settings, impact of setting on practice, inter- and intra-disciplinary team relationships, referral to specialists, psychosocial/behavioral health relevance within practice settings, and relevant ethical issues. Supervisory relationships explored, professional behavior further developed, and self-reflection via journaling on Canvas.

PROGRAM MISSION STATEMENT:

To educate and prepare future occupational therapists who:

- Practice as ethical, competent, and caring professionals using critical, creative, and reflective thinking as lifelong learners
- Utilize and support the production of scholarship to promote occupational participation and advance the profession
- Promote and advocate for occupational justice for persons, groups, and populations
- Respond to the occupational needs of a diverse, complex, interdependent, and ever-changing global society

The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

ABBREVIATED PROGRAM PHILOSOPHY STATEMENT:

We believe:

- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Participation in meaningful occupations shapes human lives and is intrinsically connected to one's health and well-being.
- Occupational therapists form a dynamic and collaborative relationship with service recipients to maximize service recipients' occupational participation and realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

- Students learn best through active engagement in authentic and learner-centered learning experiences

The sequence of our curriculum is based upon a developmental model which builds knowledge and skills to form competent, caring & ethical practitioners.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- Develop strategies to respond to society’s changing needs
- Foster self-reflection
- Encourage the student to promote justice for others
- Integrate academic, practical, and technological knowledge with human values and ethics
- Promote critical thinking
- Promote interaction with the whole person (mind, body, spirit) with respect to the person’s dignity and needs
- Allow the student to engage in civic, social, and cultural differences

RELATIONSHIP TO CURRICULUM DESIGN:

- Provides an educational experience leading to competency as an occupational therapist
- Applies principles of evidence-based practice as a basis for clinical decision making in the community-based setting
- Promotes students’ personal growth
- Prepares student to become change agent in the community
- Develops valuable life skills related to communication and service provision
- Promotes student learning that is contextual and experiential
- The promotion of occupational justice inherent in the learning experience
- Demonstrates self-reflection whereby the student explores the impact on personal and professional growth and development
- Supports the OTD Program’s **Practice, Ethics, and Leadership** thread per the Curricular and Learning Outcomes acronym of PEALS

COURSE OBJECTIVES:

Upon successful completion of the course, the student will demonstrate competence in the following:

	Objective	ACOTE Standard (2018)	Course Evaluation Method (FWPE)	ACOTE Assessment Measure
1.	Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations.	B.1.2	10	1, 3
2.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.	B.1.3	3, 4, 5	1, 3
3.	Explain the process of theory development in occupational therapy and its desired impact and influence on society.	B.2.2	5	1, 3
4.	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	B.3.2	5	1, 3

5.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	B.3.3	6	1, 3
6.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	B.3.7	3, 4, 5	3
7.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	B.2.1	5	1, 3
8.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	B.4.1	3, 10	3
9.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	B.4.23	3, 10	3
10.	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third-party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	B.4.29	5, 6	1, 3
11	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	B.7.1	6, 8	1, 3
12	Show regard for psychosocial factors influencing engagement in occupation in developing client-centered, meaningful, occupation based outcomes.	C.1.3	3, 10	1, 3

Key to ACOTE Assessment Measure: 1 Assignment; 2 Lab Test; 3 Objective Test; 4 Essay Test; 5 Project; 6 Presentation; 7 Demonstration; 8 Other - specify

REQUIRED TEXTBOOK:

- American Occupational Therapy Association. (2020). *Occupational Therapy Code of Ethics*. *American Journal of Occupational Therapy*, 74(Supplement_3). doi: <https://doi.org/10.5014/ajot.2020.74S3006>
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), <https://doi.org/10.5014/ajot.2020.74S2001>
- Eisner, D. (2016). *The clinical success formula: How to reduce anxiety, build confidence, and pass with flying colors*.
- Sladyk, K. (ed.) (2002). *The successful occupational therapy fieldwork student*. Thorofare, NJ: Slack.

Additional required or recommended readings may be assigned by the individual fieldwork site.

SELECTED BIBLIOGRAPHY:

- Accreditation Council for Occupational Therapy. (2018). 2018 Accreditation Council for Occupational Therapy Education (ACOTE) standards. *American Journal of Occupational Therapy*, 72(Suppl. 2), <https://doi.org/10.5014/ajot.2018.72S217>
- American Occupational Therapy Association. (1995). *Guide to fieldwork education manual*. Bethesda, MD: Author.
- Deluliis, E. (2013). Answering questions about level I fieldwork. *OT Practice*, 8-9.
- Rezaee, M., Rassafiani, M., Khankeh, H., & Hosseini, M. (2014). Experiences of occupational therapy students in the first fieldwork education: a qualitative study. *Medical Journal of the Islamic Republic of Iran*, 28.110, 1-12.

Additional required readings will be posted on Canvas module.

UNIVERSITY POLICIES

Copyright Policy

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Gender-based Discrimination and Violence

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's confidential [Advocacy & Prevention Coordinator](#) and to report to Xavier's [Title IX and Interpersonal Violence Response Coordinator](#) and/or [Xavier University Police Department](#).

Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Advocacy & Prevention Coordinator and/or Title IX and Interpersonal Violence Response Coordinator so you are provided with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. Individuals experiencing Sex Discrimination should review Xavier's [Gender-Based and Sexual Misconduct Reporting and Support Options](#) resource sheet.

Student Academic Support

Academic support to facilitate student learning is provided free of charge via the [Office of Academic Support](#)

and/or [Disability Services](#).

Office of Academic Support

Email Stephanie Daniels at danielss3@xavier.edu for tutoring-related services including supplemental instruction and study group sessions.

Disability Services

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in Disability Services at 745-3280 or jonesc20@xavier.edu to coordinate reasonable accommodations.

Wellness Support

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Xavier University Counseling Services can help students cope with difficult emotions and life stressors. Xavier's Counseling Services is staffed by experienced, professional psychologists, social workers and counselors, who are attuned to the needs of college students. The services are free and completely confidential. [Find out more, here](#) or call (513) 745-3022.

Writing Center

The only source of external assistance with writing learning activities sanctioned by the Department of Occupational Therapy is the Writing Center. The [Writing Center](#) offers free one-on-one tutoring on writing learning activities for all Xavier students. Students can contact the Center at 745-2875 or writingcenter@xavier.edu to set up an appointment. The Writing Center is located in the Conaton Learning Commons room 400. Email and/or Zoom appointments are available.

COURSE POLICIES

ACADEMIC INTEGRITY

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You must be aware of the University policy on [Academic Honesty](#). Further, XU's Library has multiple resources to help you learn how to [Find](#), [Evaluate](#), and [Use](#) resources in order to maintain academic integrity to the highest degree.

“Penalties for violations of this policy may include, but are not limited to, one or more of the following: a written warning, academic integrity training, a zero or an “F” for that assignment or test, an “F” in the course, university probation, suspension, or expulsion from the University” (XU Catalog, 2021). Additionally, your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written learning activities.

APA WRITING STYLE

The Department of Occupational Therapy requires use of the American Psychological Association (APA) 7th edition formatting for written learning activities. If you are unfamiliar with APA Style (7th ed.), following is a listing of resources available:

- [CrossRef.org](https://crossref.org) - free DOI number lookup
- [Purdue OWL](#) – APA Formatting and Style Guide
- [Radford University](#) – APA 7th Edition quick look-up tool

ATTENDANCE POLICY

Students are expected to attend all scheduled fieldwork rotations. 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 prior to the fieldwork start time. 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.

Additionally, fieldwork site will dictate the use of their own mask-wearing/face-shield/PPE policy. The above is subject to change per Xavier University, the Department of Occupational Therapy, the State of Ohio, and/or the Center for Disease Control (CDC) guidelines at any point during the semester.

CANVAS

Canvas is the online learning platform used by Xavier. Access course materials via Canvas and be sure to check Canvas Announcements regularly to make sure you do not miss important information.

The following features of Canvas will be activated for this course:

1. Home Page (including associated information).
2. Assignments (including date due for each).
3. Gradebook (including all assignment grades and weightings).
4. Course Questions (per instructions stated).
5. Modules (including specific course content).
6. Readings (primary readings will be noted on syllabus; additional readings will be assigned as needed).

COURSE QUESTIONS

Post general questions about the course and specific questions about assignments and exams to the designated Discussion Board(s) on Canvas so that all students benefit from the answers to questions. Students may email questions related to their own personal circumstances to the course instructor's email address.

ELECTRONIC DEVICE USAGE DURING CLASS

When in fieldwork students are expected to turn off, and avoid using, all cell phones, and other non-course related electronic media. Use of the same is considered impolite and a disruption to the student and entire fieldwork experience. Students must obtain prior written permission from the course instructor to audio and/or video record the fieldwork seminar. Approval to interview a course instructor must be obtained in writing. Specific use of the interview must be specified.

E-MAIL ACCOUNTS

Students are required to use their Xavier e-mail accounts for communication with the instructor. It is the responsibility of the student to check this e-mail on a regular basis for course and Department communications. The course instructor will answer all emails received during business hours within approximately 24 business hours of receipt. NOTE: Please do not use the Canvas email system to communicate with instructor, as this will result in delayed or undelivered messages.

ESSENTIAL FUNCTIONS

To pass this course students must meet all expectations, with or without Office of Disability generated and instructor approved accommodations, that might arise in this class as identified on the [Department of Occupational Therapy Essential Functions](#) document.

GRADE DISCREPANCY POLICY

The Department of Occupational Therapy adheres to Xavier University's grade grievance procedures. Students are expected to follow the outlined procedures, independently navigate the process, and to do so in a timely manner completing all steps as specified in the [University Catalog](#).

INCLUSIVITY STATEMENT

As course instructor, I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community I ask each student to:

- Share your unique experiences, values and beliefs;
- Be open to the views of others ;
- Honor the uniqueness of your peers;
- Appreciate the opportunity we have to learn from each other in this community;
- Communicate in a respectful manner;
- Keep confidential discussions among the community of a personal or professional nature;
- Utilize this opportunity to discuss together ways in which we can create an inclusive environment in this course and across the Xavier community;
- Respectfully advocate for yourself and others.

ON-LINE SOCIAL MEDIA USE

On-line social networking (e.g., Facebook, Instagram, SnapChat, TikTok, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another's site. Make every effort to present yourself as mature, responsible, and professional. For further details see the advisory opinion published by the American Occupational Therapy Association's Ethics Commission at:

Estes, J., & Cheny, L. (2010). On-line social networking: Advisory Opinion. In D. Slater (Ed.) *Reference Guide to Occupational Therapy Code of Ethics and Ethics Standards* (pp. 213-217). AOTA Press.

PROFESSIONAL BEHAVIOR

The Department of Occupational Therapy faculty are committed to facilitating student growth and development in their professional behavior by providing informal as well as formal feedback and guidance. Specific syllabi in designated courses will include assignments and/or tasks in support of advancing your professional behavior skill set.

SUBMISSION OF ASSIGNMENTS

Unless otherwise directed all assignments must be submitted through Canvas. Assignments are due no later than the start of class on the due date unless otherwise specified.

EVALUATION METHODS

- A. Seminar Participation
- B. World Health Organization modules
- C. Risk and Release Waiver

- D. Level I objectives
- E. Level I Fieldwork Performance Evaluation Form (FWPE): The fieldwork educator will complete, in order to evaluate the student's Level I skills
- F. Level I Evaluation of each Fieldwork Site: An electronic link will be provided to the student, for completion of the site evaluation, for each fieldwork site during the semester
- G. Level I Learning Plan for each site
- H. Weekly Canvas Initial Posting
- I. Weekly Canvas Student Discussion

PASS/FAIL POLICY

Grades are calculated by the Academic Fieldwork Coordinator. Students must meet each of the following criteria in order to earn a "Pass" grade for the course.

- A. Student will be expected to attend all seminar sessions and participate according to the guidelines suggested in the Participation and Professional Behavior Form.
- B. Student will complete the required three World Health Organization modules and post the certificate to Assignments.
- C. Student will read and sign the Risk and Release Waiver and post to Assignments.
- D. Students will receive a "Level I Fieldwork Performance Evaluation Form" (FWPE) to provide to the fieldwork educator which will then be completed by the fieldwork educator upon completion of each fieldwork rotation. The student must earn a minimum of 33 points on each of the Fieldwork Level I Evaluation Forms. The fieldwork educator and student will both sign the fieldwork performance evaluation form. The FWPE will be uploaded to Canvas Assignments within one week of completion of the fieldwork rotation.
- E. Student will access the site's Level I objectives located on Exxat. If not present for 2022, student will have the FWEd review and sign the form. The form will then be emailed to the AFWC by the student or the FWEd.
- F. Students will receive a "Level I Evaluation of the Fieldwork Site" as an electronic link, following each fieldwork rotation. This will need to be completed within one week following the fieldwork rotation. This evaluation of the site will be completed by each student and then shared with the fieldwork educator in order to assist in the further development of the students' communication skills and constructive feedback with the site. The fieldwork educator will then receive this written feedback from the student.
- G. Student will complete a Learning Plan on the first day of each rotation and share that with the fieldwork educator. The plan will be updated with progress towards goals and shared with the fieldwork educator on the last day of the rotation. The fieldwork educator and student will both sign the completed form. The learning plan will be uploaded to Canvas Assignments within one week of completion of the fieldwork rotation.
- H. In order to pass the course, student must complete the Canvas assignments by responding to the weekly "journal" questions which will be reviewed weekly by the AFWC and comments added for further consideration. Postings must be completed by midnight of the day in which the fieldwork experience occurred. Six postings must be completed per fieldwork rotation, with a total of twelve initial canvas postings for two fieldwork placements.
- I. Once the student has completed the initial Canvas posting, the student is to respond on Canvas to two other students each week, with thoughtful and insightful responses that further the discussion.

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