



OCTD 714 Level I Fieldwork (1 credit hour)  
Total Immersive Diversity Experience (TIDE)

*Course Syllabus*

**FACULTY/ACADEMIC FIELDWORK COORDINATOR (AFWC):** Stacia Galey, OTD, OTR/L

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**COURSE SCHEDULE:**

Fieldwork Seminars: First and final week of semester; HUB  
International Level I Fieldwork: October 1-9, 2022 Guatemala

**COURSE DESCRIPTION:**

Students are provided an international fieldwork site to engage in a Total Immersive Diversity Experience (TIDE). The TIDE fieldwork experience is reflective of birth, pediatric, young adult, adult, and/or geriatric population for a one-week international experience, during the semester. The course also includes participation in on-campus seminars to discuss ACOTE standards for Level I fieldwork, service delivery models and settings, inter- and intra-disciplinary team relationships, referral to specialists, relevant ethical issues for site locales, cultural competence, sensitivity, and expectations for the TIDE. Supervisory relationships are explored, professional behavior developed, and self-reflection continues.

**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

**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 their (i.e. 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

### **RELATIONSHIP TO INSTITUTIONAL MISSION:**

Level I fieldwork can:

- provide experiences that challenge the student intellectually, morally, and spiritually
- 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
- promote interdisciplinary learning

### **RELATIONSHIP TO CURRICULUM DESIGN:**

Level I fieldwork provides:

- the student with a lived experience in which the student integrates curriculum threads and applies previous and current didactic course content in authentic clinical situations
- the student the opportunity to navigate experiences with attention to curricular threads (i.e. occupation-based, client-centered, ethically grounded, and evidence-based intervention)
- the occupational therapy process with application of a variety of clinical reasoning skills, roles of the occupational therapy practitioner, educator, researcher, and manager
- interpersonal communication and supervisory relationship skills via an authentic interaction with clients, supervisors, intradisciplinary and interdisciplinary team members
- the promotion of occupational justice inherent in the learning experience
- self-reflection whereby the student explores the impact of this experience 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:**

The Accreditation Council for Occupational Therapy Education (ACOTE) (2018) for occupational therapists states that:

- The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.
- Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process (C.1.1).
- Qualified personnel for supervised Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses and physical therapists (C.1.8)
- The Academic Fieldwork Coordinator (AFC) will ensure that at least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation (C.1.7)

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

<b>Course Objective</b>	<b>ACOTE Standard (2011)</b>	<b>Course Evaluation Method (#)</b>	<b>ACOTE Assessment Measure</b>
1. Apply, analyze, and evaluate knowledge and appreciation of the role of <i>sociocultural, socioeconomic, diversity factors and lifestyle choices</i> in contemporary society.	B.1.2	Level I FWE #3 & #5	3
2. Demonstrate knowledge of the <i>social determinants of health</i> for persons, groups, and populations with or at risk for disabilities and chronic health conditions	B.1.3	Level I FWE #8	3
3. Apply, analyze, and evaluate <i>scientific evidence, theories, models of practice, and frames of reference</i> 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	Level I FWE #5	3
4. Explain the process of <i>theory development</i> in occupational therapy and its desired impact and influence on society	B.2.2	Level I FWE #5	3
5. Apply, analyze, and evaluate the <i>interaction of occupation and activity</i> , including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	B.3.2	Level I FWE all items	3
6. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the <i>distinct nature of occupation</i> and the evidence that occupation supports performance, participation, health, and well-being	B.3.3	Level I FWE #8	
7. Demonstrate sound judgment in regard to <i>safety of self and others</i> and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice	B.3.7	Level I FWE #9 & #11	3
8. Demonstrate <i>therapeutic use of self</i> , including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction	B.4.1	Level I FWE #10	3
9. Identify occupational needs through <i>effective communication</i> 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	Level I FWE #6 & #10	3
10. Demonstrate knowledge of various <i>reimbursement systems and funding mechanisms</i> (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	B.4.29	Level I FWE #3	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 <i>personal and organizational ethical conflicts</i> .	B.7.1	Level I FWE #7	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 READINGS:**

- Eisner, D. (2016). *The Clinical Success Formula: How to Reduce Anxiety, Build Confidence, and Pass with Flying Colors*. Dan Eisner Consulting.
- Glittenberg, J. (1994). *To the Mountain and Back*. Prospect Heights, IL: Waveland Press.
- Sladyk, K. (Ed.). (2002). *The successful occupational therapy fieldwork student*. Thorofare, NJ: Slack.

**REQUIRED ELECTRONIC READINGS:**

- Accreditation Council for Occupational Therapy. (2018). 2018 Accreditation Council for Occupational Therapy Education (ACOTE) standards. *American Journal of Occupational Therapy*, 66, S6-S74.
- Dennis, C.S. (2016). Preparing students to be more confident: A dynamic and evolving process. *OT Practice*, 21(4), 16-18.
- Estes, J. & Brandt, L.C. (2011). Navigating fieldwork's ethical challenges. *OT Practice*, 16(7), 7-10.

Additional required readings will be posted on Canvas module.

**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) 7<sup>th</sup> edition formatting for written learning activities. If you are unfamiliar with APA Style (7<sup>th</sup> ed.), following is a listing of resources available:

- [CrossRef.org](#) - free DOI number lookup
- [Purdue OWL](#) – APA Formatting and Style Guide
- [Radford University](#) – APA 7<sup>th</sup> 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.

### **DRESS CODE**

Students are expected to comply with the standards of professional dress as defined by the specific fieldwork site. Failure to comply with the dress code will be addressed on the Fieldwork Performance Evaluation Form. It is recommended that all students wear khaki or beige colored slacks, the department provided polo shirt, and their Xavier name badge unless otherwise instructed.

### **REQUIRED RECORDS**

Students must provide the occupational therapy department annually with up to date documentation showing results of updated criminal background checks, results of TB test, current CPR certification, and all immunization records as outlined in the student handbook and reviewed in Level I fieldwork seminars. If a student fails to keep this information up to date with the department, the student will not be permitted to attend fieldwork as scheduled. This may result in a delay or termination in completing the course requirements with the time allotted for the semester. Students must also provide the clinical fieldwork site access to the repository, in which the above records are stored. All fieldwork sites will require access to up-to-date records prior to the start of the fieldwork placement.

### **TIDE Level I Fieldwork Experience**

It is the policy of Xavier University Occupational Therapy Program to support one international Level I fieldwork experience of one-week duration for all Level I students. Preparation for the TIDE will occur during the previous semester during the OCTD 624 Culture and Occupation, prior to the international fieldwork experience.

### **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.

All assignments and criteria must be met in order to receive a “Pass” grade for the course. In the event that one or more of the above criteria is not met, student will receive a “Fail” grade for the course.

## **EVALUATION METHODS**

### 1.Seminar Participation

Student will be expected to attend all seminar sessions and participate according to the guidelines suggested in the fieldwork manual.

### 2.Level I Fieldwork Student Evaluation Form

The purpose of the student evaluation form is to evaluate the student’s skills and competency in a particular fieldwork setting. The student will receive a *Level I Fieldwork Evaluation Form*, provided on Canvas, to then provide to the fieldwork educator on the first day. The fieldwork educator will complete the *Level I Fieldwork Evaluation Form* upon the student’s completion of each fieldwork rotation. The student must earn a minimum of 33 points on each of the *Level I Fieldwork Evaluation Forms* to pass Level I fieldwork. The evaluation form will then be returned to the AFWC.

### 3.Level I Evaluation of the fieldwork site

The purpose of the evaluation of the fieldwork site is to evaluate the fieldwork site in regards to the student’s ability to learn in that particular setting and for future student learning at that fieldwork site. An electronic link will be provided to the student for completion of the *Level I Evaluation of the Fieldwork Site* the final day of the student’s placement at that fieldwork site. Each of the evaluations of the fieldwork site forms must be completed within one week of the completion of that fieldwork site.

### 4.Level I Student Learning Plan

The 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 by the student 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 prior to returning to the AFWC.

### 5.Canvas Initial Posting

The 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. Four postings must be completed per fieldwork rotation, with a total of twelve initial canvas postings.

### 6.Weekly Canvas Discussion

Once the student has completed the initial Canvas posting, the student is to respond on Canvas to 1-2 other students each week, with thoughtful and insightful responses that further the discussion.

### 7.Cultural Competence Self-Assessment

The purpose of this assignment is for the student to increase cultural competency through the TIDE. The self-assessment will measure students’ cultural competency prior to and post international fieldwork placement, measuring the increase in the students’ cultural competency from the TIDE.

### 8.Cultural Photo Journal

The purpose of this assignment is to demonstrate students’ cultural competency through the use of a reflective photo journal. The student will complete a photo journal, placing the photos on an electronic-based journal through Canvas. The journal will consist of ten pictures and reflection on the reasons the

picture was chosen. The ten pictures will be chosen, based on the structural and contextual factors below as identified by the occupational justice theory (Stadnyk, Townsedn, Wilcock, 2010).

- Structural factors: Health and Community Supports, Transportation, Education, Universal Design and Accessibility, Income Supports
- Contextual factors: Urban/rural location, Disability/Ability, Ethnicity, Gender, Family/friend support

The photo journal will be returned to the student until competency is reached. See grading rubric for specific grading criteria.

### 9. Virtual Exchange

Students will participate in a virtual exchanges with students from Rafael Landivar University, Xela, Guatemala in order to increase their Spanish skills and prepare for the cultural fieldwork experience.

### 10. Boardmaker

Create a Boardmaker project for use with clients in Guatemala at fieldwork site. This can be utilized with any ADL for pediatric through geriatric population. This will be left at the fieldwork site to be used for future clients. Minimum of 8 steps with plastic folder, Velcro, before/then options

### **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.

1. Student will be expected to attend all seminar sessions and participate according to the guidelines suggested in the Participation and Professional Behavior Form.
2. Student will complete the required three World Health Organization modules and post the certificate to Assignments.
3. Student will read and sign the Risk and Release Waiver and post to Assignments.
4. 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.
5. Student will access the site’s Level I objectives located on Exxat. If not present for 2021, 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.
6. 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.
7. 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.
8. 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.

9. 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.
10. Self-Assessment: Students will complete the pre and post-test assessment provided by the instructor
11. Photo Journal: Students will create their own photo journal, using the criteria specified in the rubric.
12. Virtual Exchange: Students are to actively participate with their Rafael Landivar University student for all sessions.
13. Boardmaker: Students create a Boardmaker project for use with clients in Guatemala at fieldwork site. This can be utilized with any ADL for pediatric through geriatric population. This will be left at the fieldwork site to be used for future clients. Minimum of 8 steps with plastic folder, Velcro, before/then options.

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

<b>UNIVERSITY POLICIES</b>
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### **Copyright Policy**

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#). You can also [request copyright help](#) from the library if you have specific questions.

Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### **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](mailto: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](mailto: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](mailto: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 SCHEDULE

**Note: Schedule is tentative and subject to change per instructor discretion.**

Week #	Topic	Assigned Reading	Due
Week 1 August 24	Seminar	Introduction to Level I TIDE Fieldwork	
Week 2-6	Prepare for the international fieldwork experience (TIDE)	Virtual Exchange with Landivar Student	Cultural Competence Self-Assessment (pre test)  Answer Canvas question posted by instructor and respond to 2 classmates posts with insight regarding Cultural Competence Self-Assessment (pre test)
	Weekly readings	All articles will be posted on Canvas for required weekly readings (see above for list of articles)	

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	Self-reflection	Weekly Canvas Topics	Answer daily Canvas question posted by instructor and respond to 2 classmates posts with insight
Week 7 October 1-9 Guatemala	Level I Fieldwork Experience (TIDE)	1 international fieldwork experience through the lifespan	<p>Level I Fieldwork Student Evaluation form</p> <ul style="list-style-type: none"> <li>- completed by the fieldwork educator</li> <li>- signed by the fieldwork educator and student</li> </ul> <p>Level I Student Learning Plan</p> <ul style="list-style-type: none"> <li>- completed by the student</li> <li>- signed by the fieldwork educator and student</li> </ul> <p>Level I Student Evaluation of the Fieldwork Site</p> <ul style="list-style-type: none"> <li>- completed by the student within a provided electronic link</li> </ul> <p>Cultural Photo Journal – occurs during TIDE week</p> <p>Boardmaker for an ADL of student’s choice</p>
Week 10-12			<p>Cultural Competence Photo Journal</p> <p>Cultural Competence Self-Assessment (post test)</p> <p>Answer weekly Canvas question posted by instructor and respond to 2 classmates posts with insight regarding Cultural Competence Self-Assessment (post test)</p>
Week 16 December 7	Seminar		



OCTD 714: Level I Fieldwork  
Stacia Galey, OTD, OTR/L

**LEVEL I FIELDWORK STUDENT EVALUATION FORM\***

Student name: \_\_\_\_\_ Fieldwork site: \_\_\_\_\_

Dates of international fieldwork: \_\_\_\_\_

**Total number of hours present at facility:** \_\_\_\_\_

The Accreditation Council for Occupational Therapy Education (ACOTE) describes the objective of the level one fieldwork experience “to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients” (*AJOT, 2011, p.34*). **Keeping in mind the focus of level one fieldwork is not to be independent performance, please rate the following statements in each category as to your degree of agreement or disagreement with them concerning the performance of this student. Utilize the descriptors for each item for clarification of expected performance skills.**

- During the final fieldwork session, have a conference with student discussing your evaluation of him/her and his/her completed learning plan they shared on day one. Sign both completed forms.

Fieldwork Educator’s name: \_\_\_\_\_

Fieldwork Educator’s signature: \_\_\_\_\_

Position: \_\_\_\_\_ OTR: \_\_\_\_\_ COTA: \_\_\_\_\_ Other: \_\_\_\_\_

Absences: Number of Days/Hours: \_\_\_\_\_ Specific Dates: \_\_\_\_\_

Amount of Time Made Up: \_\_\_\_\_ Reasons for: \_\_\_\_\_

Please use this area for comments:

\*(Adapted with permission from the Philadelphia Region Fieldwork Consortium Level One Fieldwork Student Evaluation Form, *Journal of Allied Health*, Summer 2003, 86-91). Revised, Xavier University Department of Occupational Therapy June, 2016

**Level I Fieldwork Student Evaluation**

Student name: \_\_\_\_\_ Fieldwork site: \_\_\_\_\_

Please indicate the student's performance on each item using the rating scale below (circle the appropriate number):

- 1=Well Below Standards: Performance is weak in most required tasks and activities. Work is frequently unacceptable.
- 2=Below Standards: Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.
- 3=Meets Standards: Carries out required tasks and activities. **(This rating represents good, solid performance and should be used more than all the others.)**
- 4=Exceeds Standards: Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
- 5=Far Exceeds Standards: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

1. <b>Time Management Skills</b> Consider ability to be prompt, arrive on time, and complete assignments on time.	1 2 3 4 5
2. <b>Organization</b> Consider ability to set priorities, be dependable, be organized, and follow through with responsibilities.	1 2 3 4 5
3. <b>Engagement in the Fieldwork Experience</b> Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes.	1 2 3 4 5
4. <b>Self-Directed Learning</b> Consider ability to take responsibility for own learning; demonstrates motivation.	1 2 3 4 5
5. <b>Reasoning/Problem solving</b> Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.	1 2 3 4 5
6. <b>Use of Professional Terminology</b> Consider ability to respect confidentiality; appropriately apply professional terminology (acronyms, abbreviations, etc) in written and oral communication.	1 2 3 4 5
7. <b>Initiative</b> Consider initiative, ability to seek and acquire information from a variety of sources.	1 2 3 4 5
8. <b>Observation Skills</b> Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations.	1 2 3 4 5
9. <b>Participation in the Supervisory Process</b> Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels.	1 2 3 4 5
10. <b>Verbal Communication and Interpersonal Skills with Patients/Clients/Staff/Caregivers</b> Consider ability to interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication.	1 2 3 4 5
11. <b>Professional and Personal Boundaries</b> Ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.	1 2 3 4 5

**FINAL REVIEW:**

- This student has performed satisfactorily (Minimum of 33 points total).
- This student has performed unsatisfactorily (Less than 33 points total).

Student signature: \_\_\_\_\_ (Indicates student has read evaluation)

Fieldwork Educator signature: \_\_\_\_\_ Date: \_\_\_\_\_

OCTD 714: Level I Fieldwork  
Stacia Galey, OTD, OTR/L  
**LEVEL I FIELDWORK LEARNING PLAN**  
To be completed only by the student

Student name: \_\_\_\_\_

Name of fieldwork site: \_\_\_\_\_

Fieldwork Educator's name: \_\_\_\_\_

Fieldwork Educator's signature: \_\_\_\_\_

Dates of fieldwork:

Session One: **October 1-9, 2022**

Summer Session: \_\_\_\_\_

**Total number of hours present at facility:** \_\_\_\_\_

The Accreditation Council for Occupational Therapy Education (ACOTE) describes the objective of the level one fieldwork experience “to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients”. Please identify at least **THREE** goals you wish to achieve during this rotation, keeping in mind that you are not to be at independent performance.

- During the first and last days of the fieldwork rotation, please discuss this form with your FWEd. Please ask the FWEd to sign it on the last day to indicate that you shared the information with them. Return this form to the Academic Fieldwork Coordinator (Stacia Galey, OTD, OTR/L).

Learning Plan Goal #1:

*Results:*

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Learning Plan Goal #2:

*Results:*

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Learning Plan Goal #3:

*Results:*



OCTD 714: Level I Fieldwork  
Stacia Galey, OTD, OTR/L  
**Cultural Self-Assessment**

The purpose of this assignment is for the student to increase cultural competency through the TIDE. The self-assessment will measure students' cultural competency prior to and post international fieldwork placement, measuring the increase in the students' cultural competency from the TIDE.

This cultural self-assessment tool is designed to explore individual cultural competence, in order to help you to consider your awareness in your interactions with others.

Following the completion of the pre cultural self-assessment, the student will discuss the individual learning process on Canvas prior to the international TIDE experience, in order to reflect on two areas in which the student can achieve greater cultural competency.

Following the TIDE and completion of the post cultural self-assessment, the student will again discuss the learning process on Canvas on the areas in which the student achieved the greatest change in their cultural competency.

Read each entry in the section below and place a check mark in the appropriate column. Remember that cultural competence is a process, and that learning occurs on a continuum, at an individual level.

Awareness		Never	Sometimes	Fairly Often/Pretty Well	Always/Very Well
Value Diversity	I view human difference as a positive and cause for celebration				
Know myself	I have a clear sense of my own ethnic, cultural, and racial identity.				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				
Reflect of hoe my culture informs my judgment	I am aware of how my cultural perspective influences my judgment about what are "appropriate," "normal," or "superior" behaviors, values, and communication styles.				
Accept ambiguity	I accept that in cross-cultural situations there can be uncertainty and that uncertainty can make me anxious. It can also mean that I do not respond quickly and take the time needed to get more information.				
Be curious	I take any opportunity to put myself I place where I can learn about differences and create relationships.				
Aware of my privilege	If I am a White person working with a person of color, I understand that I will likely be perceived as a person with power and racial privilege, and that I any not be seen as "unbiased" or as an ally.				

Reflection: At the end of each section add up the number of times you have checked that column

Never- 1

Sometimes/Occasionally - 2

Fairly Often/Pretty Well - 3

Always/Very Well - 4

The more points you have, the more culturally competent you are becoming.

Source: <http://static.diversityteam.org/files/414/cultural-competence-self-assessment-checklist.pdf?1342126927>





OCTD 714: Level I Fieldwork  
 Stacia Galey, OTD, OTR/L  
Cultural Photo Journal

The purpose of this assignment is to demonstrate students’ cultural competency through the use of a reflective photo journal. The student will complete a photo journal within one week following the international fieldwork placement, placing the photos on an electronic-based journal through Canvas. The journal will consist of ten pictures and reflection on the reasons the picture was chosen. The ten pictures will be chosen, based on the structural and contextual factors below as identified by the occupational justice theory (Stadnyk, Townsedn, Wilcock, 2010).

- Structural factors: Health and Community Supports, Transportation, Education, Universal Design and Accessibility, Income Supports
- Contextual factors: Urban/rural location, Disability/Ability, Ethnicity, Gender, Family/friend support

The student will receive one point for each of the ten factors in the three categories, i.e., the picture represented the category, was described succinctly, and the reasons for the selection demonstrated evidence of insight and learning, totaling 30 points, to receive full credit for the assignment. All criteria must be met.

<b>Factor</b>	<b>Represented the category</b>	<b>Evidence of insight and learning</b>	<b>Described succinctly</b>
<b>Structural:</b>			
1. Transportation			
2. Education			
3. Universal Design			
4. Income Supports			
5. Health and Community			
<b>Contextual:</b>			
6. Urban/Rural			
7. Disability/Ability			
8. Ethnicity			
9. Gender			
10. Family/Friend Support			