

**OCTD 720 and OCTD 722 (6 credit hours each)  
Spring 2023**

*Course Syllabus*

<b>FACULTY:</b>	Stacia Galey, OTD, OTR/L Academic Fieldwork Coordinator	<b>OFFICE:</b>	Cohen 10
<b>TELEPHONE:</b>	Office: (513) 745-3104 Cell: (513) 708-1337	<b>OFFICE HOURS:</b>	By appointment
<b>E-MAIL:</b>	galeys@xavier.edu		

**COURSE SCHEDULE:**

January 9-March 31, 2023 and April 10-June 30, 2023 unless otherwise stated per fieldwork site request.

**COURSE DESCRIPTION:**

Level II fieldwork will consist of a total of 24 weeks' full-time in an occupational therapy practice setting (with populations of adult, geriatric, and/or pediatric) for the development of entry level competency as an occupational therapist (meeting ACOTE standard C.1.10).

**ABBREVIATED PROGRAM MISSION STATEMENT:**

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

**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:**

Level II fieldwork serves as a culmination of the didactic educational process and is situated after five academic semesters. Level II fieldwork focuses primarily on the role of practitioner and provides students the opportunity to implement knowledge of theory into actual practice. It serves as the arena to further develop clinical reasoning and professional behaviorskills.

- 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:

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Upon successful completion of course requirements, student will demonstrate competence in the following course objectives.

### Course Objectives:

	Objective	ACOTE Standard (2018)	Evaluation Method (FWPE, 2020)	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	37	1, 3
2.	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	4, 5, 6	1, 3
3.	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	4, 5	3
4.	Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	B.3.4	4, 5, 18	1, 3
5.	Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	B.3.5	11	1, 3
6.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	B.3.6	19, 21, 22	3
7.	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	2, 3	3
8.	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	B.4.2	8-26	3
9.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	B.4.3	16-24	3
10.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a	B.4.23	4-7, 15-16, 24, 29-31, 36	3

	responsive and responsible manner that supports a team approach to the promotion of health and wellness.			
11.	Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	B.4.25	6, 31, 36	1, 3
12.	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	26, 30	1, 3
13.	Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the: Level of evidence, Validity of research studies, Strength of the methodology, Relevance to the profession of occupational therapy. Locate, select, analyze, and evaluate scholarly literature to make evidence- based decisions.	B.6.1	9, 18	1, 3
14.	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	1, 32, 34, 37	3
15.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	B.7.3	4, 5, 6	3
16.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	B.7.4	18	3
17.	Demonstrate knowledge of personal and professional responsibilities related to liability issues under current models of service provision and varied roles of the occupational therapist providing service on a contractual basis.	B.7.5	1, 32	1, 3
18.	Show regard for psychosocial factors influencing engagement in occupation in developing client-centered, meaningful, occupation based outcomes.	C.1.3	11, 13, 19	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 READINGS:

- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4<sup>th</sup> 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*.
- Occupational Therapy Code of Ethics. (2020). *American Journal of Occupational Therapy*, 74(Suppl. 3). <https://doi.org/10.5014/ajot.2020.74S3006>
- 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.

## 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.

### **ATTENDANCE POLICY**

Each individual fieldwork site is responsible for establishing its own attendance policy. The fieldwork educator will determine how many absences will be allowed before the student is asked to make up missed time. If absences occur during a scheduled fieldwork rotation, the student must email and call the site to inform the fieldwork educator of the absence prior to the expected time of arrival. The student is to follow the fieldwork sites/fieldwork educators' schedule, not the University.

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. Students will may be required to wear a mask or PPE at their fieldwork setting.

### **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 items are/will be posted on Canvas: Course syllabus; AOTA Fieldwork Data Form, Level II objectives, SEFWE, and topics for discussion.

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. Course Questions (per instructions stated).
4. Modules (including specific course content).
5. Readings (primary readings will be noted on syllabus; additional readings will be assigned as needed).

### **EXXAT**

The followings items are/will be posted on Exxat for students to view prior to the fieldwork placement: AOTA Data Form, Level II objectives, SEFWE completed by previous students from the fieldwork site.

### **ELECTRONIC DEVICE USAGE**

When at 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 class. A student using the same in the classroom may be asked to turn off the device and/or leave the classroom for the remainder of the session.

Students must obtain prior written permission from the fieldwork educator to audio and/or video record any fieldwork content provided by the fieldwork educator.

**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.

**E-MAIL ACCOUNTS**

While on Level II fieldwork, students will be expected to use their Xavier portal email account systems for communication with the Academic Fieldwork Coordinator (AFWC). It is the responsibility of the student to check this e-mail on a regular basis for course and Department communications. The AFWC 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](#).

**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.

**PROFESSIONAL BEHAVIOR**

Professional behavior is expected at all times both within the fieldwork setting and as well as with communications and interactions outside of the fieldwork setting. Students are expected to attend fieldwork; arrive on time and, accept responsibility for actions. Students are also expected to communicate effectively and proficiently in English both verbally

and in writing utilizing accurate and appropriate terminology with classmates, faculty, clients, caregivers, families, members of the healthcare team and with individuals of all ages, races, genders, socioeconomic and cultural backgrounds. Communication must be conveyed in a professional, assertive, timely, and confident manner. Students must interact appropriately with others and demonstrate a high level of professional and procedural judgment decisions under typical, stressful, and/or emergency conditions, emergent demands and a distracting environment. Students must present professional behavior and appearance and implement measures to maintain own physical and mental health, and emotional stability, including demonstrating ethical behavior, while being flexible and able to work under stressful conditions and irregular hours. Students must complete productivity to facility standards and complete documentation in the time frame established by the facility. Students must adhere to safety procedures, react professionally in emergency situations and take appropriate actions as indicated.

### **GRADE DISCREPANCY POLICY**

Any student who feels a grade received from the fieldwork educator is in error (but not due to difference of opinion) may request the grade be reconsidered within one week of receiving the assigned grade. To do so, a written statement of the specific area of discrepancy needs to be submitted to the Academic Fieldwork Coordinator. Such a statement needs to include documented and sound justification. Verbal requests for change of grade consideration will not be considered. It is understood that a closer look at a previously assigned grade will have the potential to change that grade in either direction (i.e. additional points may be deducted for issues not detected in 1<sup>st</sup> write). All discrepancies must be resolved no later than the last grading day of the semester.

### **GRADE “ROUNDING UP” POLICY**

No half point credits are used in the rating system for the FWPE, therefore no rounding up will be applied in the grading policy for this course.

### **GRADING SCALE**

As established by the American Occupational Therapy Association, the following established scores are used to determine successful completion of Level II fieldwork. There are a total possible 148 points on 37 items for the *Fieldwork Performance Evaluation* (AOTA, 2020). Both OCTD 720 and OCTD 722 are pass/fail courses. The FWPE is not designed to be correlated to a letter grading scale.

**FWPE:** <https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Occupational-Therapy-Student.pdf>

All items included must be scored to receive a Pass on the FWPE for OTS

Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

A score of 3 or higher on the items

- # 1 (Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations)
- # 2 (Adheres to safety regulations and reports/documents incidents appropriately)
- # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS

#### FWPE Rating Scale:

4- Exemplary performance

3- Proficient performance

2- Emerging performance

1 -Unsatisfactory performance

#### Overall Final Score:

Pass: 111 & above

No Pass: 110 & below

## EVALUATION METHODS

Students will be formally evaluated at midterm and at the final week of the 12 weeks of fieldwork placement using the American Occupational Therapy Association document *Fieldwork Performance Evaluation (FWPE) for Occupational Therapy Students*. Assignments may be required at individual fieldwork sites at the discretion of the fieldwork educators. Performance on completing such assignments may be taken into consideration by the fieldwork educator when rating the student on the FWPE.

## ASSIGNMENT DESCRIPTIONS

1. Waiver: Assumption of Risk and Release provided by Xavier University. Post to Canvas Assignments.
2. World Health Organization (WHO): Certificates stating completion of the following modules <https://openwho.org/courses/COVID-19-IPC-EN>. Post to Canvas Assignments.
  - a. How to put on and remove PPE
  - b. Infection Prevention and Control for COVID-19
  - c. eProtect Respiratory Infections: 6 ways to protect yourself from COVID-19
3. Personal Data Sheet: Complete and send to fieldwork educator. Post to Canvas Assignments.
4. Canvas: The student will respond to all Canvas questions posted by instructor within the posted timeframe and respond to classmate's posts for self-reflection in order to enhance their learning.
5. AOTA Data Form: The student is to review the current year's AOTA Data Form in Exxat for the fieldwork site. If not current, the student will have the fieldwork educator(s) or fieldwork coordinator accomplish this prior to the student's arrival. The student will have the fieldwork educator or fieldwork coordinator email the form to the AFWC upon completion.
6. Level II Fieldwork Objectives: The student is to review the current year's Level II fieldwork objectives in Exxat for the fieldwork site. If not current, the student will have the fieldwork educator(s) or fieldwork coordinator accomplish this prior to the student's arrival. The student will have the fieldwork educator or fieldwork coordinator email the form to the AFWC upon completion.
7. SEFWE: The student will complete and submit the Student Evaluation of the Fieldwork Site Form (SEFWE) within one week of the last day of completing the fieldwork placements. The SEFWE is designed to gather meaningful and useful information regarding the students' perception of the fieldwork site and its alignment with the educational program's content and goals for fieldwork education. The SEFWE is due to the AFWC within one week of the last day of completing the fieldwork placement. This is to be signed by the student and the fieldwork educator(s) prior to sending to the AFWC.
8. FWPE: The fieldwork educator(s) will complete the FWPE at the student's midterm and final. This allows the fieldwork educator(s) to formally evaluate the student performance on Level II fieldwork. The FWPE is due to the AFWC within one week of the last day of completing the fieldwork placement. This is to be signed by the student and the fieldwork educator(s) prior to sending to the AFWC. The fieldwork educator will receive an electronic link for the FWPE, from the AFWC. The student must receive a passing score on the FWPE in order to pass Level II fieldwork.

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

## TIMELY SUBMISSION OF ASSIGNMENTS

Unless otherwise directed all assignments must be submitted through Canvas. Student will complete required canvas posting in a timely fashion. Student will complete and submit the Student Evaluation of the Fieldwork Site Form (SEFWE) within one week of the last day of completing the fieldwork placement. The SEFWE which is designed to gather meaningful and useful information regarding the students' perception of the fieldwork site and its alignment with the educational program's content and goals for fieldwork education.

"Academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs. [Using the SEFWE can] ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design". (AOTA SEFWE Task Force, June 2006)

<b>UNIVERSITY POLICIES</b>
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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](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.