

**University of Florida
College of Public Health & Health Professions Syllabus
Occupational Therapy
OTH 5812: Level 1 Pediatric Practicum**

2019

**Delivery Format: On-Campus and Individual site locations as assigned
Course materials will be in CANVAS & Acadaware Portal**

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Office Hours: **Wed 3:30-4:30 and Thursday 11:30-12:30**

Preferred Course Communications: email or during office hours

Prerequisites: Completion of OTH 5002, OTH 5115, OTH 6539, and OTH 6635 & OTH 6641 assignments due prior to your fieldwork date.

PURPOSE AND OUTCOME

Course Overview: Practicum also known as Level I fieldwork is designed to afford students the opportunity to assist with hands-on assessment, treatment planning, and client intervention. The student will learn to be part of the therapy team and professionally interact with clients and healthcare providers. This fieldwork provides the opportunity for students to translate their professional behavior, observation skills, performance skills, and clinical application of their knowledge into a clinical setting. These experiences may take place at hospitals, outpatient clinics, or schools.

Relation to Program Outcomes: ACOTE Standard C.1.0. Fieldwork Education

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. 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.

Course Objectives and/or Goals: Upon completion of the assigned fieldwork experience the students will:

1. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in individual interaction. (B.5.7)
2. Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities. (B.9.6)

3. Effectively interact through written, oral and nonverbal communication with the client, family, significant others, colleagues and other health providers in your assigned setting in a professionally acceptable manner. (B.5.20)
4. Documentation of (pediatric) occupational therapy services to ensure accountability of service provision and to meet standard for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services. (B.4.10)
5. Develop the ability to use appropriate screening and assessment tools and procedures to evaluate the client's occupational performance. (B.4.1, B.4.2, B.4.3, B.4.4)
6. Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies. (B.5.1)
7. Grade and adapt the environment, tools, materials, occupations and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.(B. 5.23)
8. Observe and provide occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADL's and IADL's. (B.5.2)
9. Gain understanding of the interdisciplinary, referral, and consultative processes. (B.5.22)
10. Understand the continuum of care to include understanding of the role of OT in care coordination, case management, & transition services. (B.5.27)

DESCRIPTION OF COURSE CONTENT

COURSE POLICY AND PROCEDURES: Practicum Level 1 Fieldwork

During one week of **March**, you will be assigned to a 36-40 hour, one week fieldwork. Facilities are available in most areas of Florida, and in various regions of the country. You will have the option of doing your fieldwork over spring break and taking your spring break the following week. You will not be able to choose a particular facility as we must currently have an active contract in good standing at the facility in order for you to participate there. You will have the opportunity to turn in a list of cities you prefer (including out of state). In state city preference list must be 30 miles apart. See Acadaware for potential cities. Travel from your requested cities can be up to 60 miles/60 minutes. Pediatric sites are VERY limited, so please try to provide as many options as you can. You may be somewhat familiar with available locations from the files you reviewed when you selected preferences for your internships.

The Fieldwork Coordinator will make the final placement decisions and try to accommodate your preferences when possible. This course sequence is designed to meet the American Occupational Therapy Association guidelines for Level 1 Fieldwork Experience.

1. All students must have immunizations, HIPAA and CPR requirements met prior to the start date of practicum. Many sites are now requiring drug screens, fingerprints and background checks.
2. Attendance: To meet the requirements of this practicum, students must complete on week of full time. If due to illness or a similar emergency situation you must miss time, and you have not completed the full time hours, you must make the time up missed.
3. By Friday of the first week of spring semester, the student will turn in form with **five** in state preferences for location, in specific ranking order. Out of state requests are due by before leaving for winter break. Please check with fieldwork coordinator prior to listing out of state cities. If you are requesting a small city/town, please be sure to indicate what other cities are nearby and driving distance (**one hour** will be considered possible commuting distance). Also note that you must indicate which week(s) you prefer for this fieldwork experience.

4. The fieldwork coordinator will make assignments with an available pediatric facility.
5. The student will be notified of placements by a posting on the Acadaware Portal website. The name and contact information for site will be noted on this posting.
6. No less than one month prior to the start date, the student should call or email the supervisor. Remember they are therapists and often difficult to get hold of, be persistent. If you have tried many times and are unsuccessful, try a phone call to the site, after that do not hesitate to contact the fieldwork coordinator to help locate them. Include the following in your initial contact:
 - a. Be sure to thank them for the opportunity they are offering you to train with them.
 - b. Include your full name and that you are a University of Florida Occupational Therapy student, and the dates, including year, you are assigned to be there.
 - c. Ask about any preparations you may need, such as vaccinations, influenza shot, drug test, fingerprinting or background checks. There may be a cost involved in these.
 - d. Inquire about the start time, dress code, directions and parking.
 - e. Inquire about specific evaluations or treatment modalities used onsite so that you can refresh your skills as necessary.
 - f. Ask about specific physical expectations of the site, particularly if you have physical limitations. If accommodations are to be made, please notify the fieldwork coordinator and the Dean of Students Office.
 - g. Be sure to check in the site file for any other information that may be pertinent. These files are located in the CANVAS Fieldwork course under files. This will also give you some information about the site, assessments & interventions, and patient populations served.

Topical Outline/Course Schedule:

See week by week schedule posted in Canvas

Course Materials and Technology

Required Text Book

Sames, K. Documenting Occupational Therapy Practice. Current Edition.

Recommended Text Book

Mulligan, S. (2014). Occupational Therapy Evaluation for Children: A Pocket Guide 2nd ed. Lippincott Williams & Wilkins

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments/Grading

Requirement	Due date	Grade to pass
<i>Evaluation of Fieldwork</i>	3/19/19	P/F 42/66 to pass
<i>2a. SOAP note</i>	3/19/19	50
<i>2b. Case Study</i>	3/26/19 (hard copy & presentation)	150 Combined 150/200 for SOAP note and case to pass this section

This is a pass/fail course. You must pass **both** the experiential section and the 2 assignments to pass the course. If you do not pass this course you will be required to repeat it prior to starting Level 2 Fieldwork. Grades will be S for Satisfactory Completion, U for Unsatisfactory Completion and I for Incomplete

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	I	NG	S-U
Grade Points	0.0	0.0	0.0

For greater detail on the meaning of grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Attendance

This course requires the equivalent of one week full time work in a clinical setting. Any time missed must be made up. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students will be expected to wear professional dress as determined by the clinical site. The default profession dress is the UF OT polo and dress slacks and closed toed shoes.

Communication Guidelines

No cell phone use is permitted during clinical hours.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

If you require fieldwork accommodations because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> prior to fieldwork assignment of placement. The Dean of Students Office will provide documentation to you, which you then give to the Academic Fieldwork Coordinator and the onsite fieldwork educator when requesting accommodation.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit

their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

College of Public Health and Health Professions: Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu