

University of Florida
College of Public Health & Health Professions Syllabus
Occupational Therapy

OTH 5816: Level 1 Adult Practicum Fieldwork (3 credits)
Fall Semester: 2018

Delivery Format: On-Campus Tuesday 8:30 -9:20 G-103 & Individual site locations as assigned
Course materials <http://elearning.ufl.edu/>

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Office Hours: Tuesday 3:30 pm - 5:00 pm
Preferred Course Communications: email or during office hours

*Please note that your email messages are important to me but it may take some time for me to respond depending on my schedule that week. Please allow me 24 hours during the week and 48 hours on the weekend to respond to email.

Prerequisites: OTH 5002 & OTH 6539 & OTH 5435.

PURPOSE AND OUTCOME

Course Overview

Level I fieldwork is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The student will learn to be part of the therapy team and professionally interact with clients and interdisciplinary teams. 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 in hospitals, nursing homes, and outpatient clinics during the week after Thanksgiving break.

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:

Student Learning Objective	ACOTE Standard	Theme
1. Through reflective activities and guided fieldwork experience, demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process. 2. Inform a holistic understanding of psychosocial influences on occupational performance in the realm of physical disabilities.	B.5.7	Human Occupation and Health
3. Given a patient case and the scope of your fieldwork practice setting, interpret evaluation findings to diagnose occupational performance and participation based on theory, evidence and interdisciplinary knowledge, to develop occupation based goals and intervention plans based on the stated needs of the client as well as the data gathered during the evaluation process in collaboration with the client and others. 4. Observe and assist in the provision of direct occupational therapy interventions and procedures. 5. Through fieldwork experience, apply 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. 6. Document occupational therapy services to ensure accountability of service provision and to meet standards.	B.5.1 B.5.2 B.2.8 B.4.10	Critical Thinking for Practice and Scholarship
6. Apply and demonstrate effective professional behaviors on a day-to-day basis when working with clients/patients, multidisciplinary team members and peers 7. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements.	B.1.5	Professionalism
8. Given a patient case and guided fieldwork experience, consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.	B.1.4	Valuing of Diversity
9. Given a patient case and guided fieldwork experiences, delineate the roles of the healthcare and community providers necessary for care coordination, case management, and transition services.	B.5.21	Collaborative Practice

DESCRIPTION OF COURSE CONTENT

COURSE POLICY AND PROCEDURES: Level 1 Fieldwork

During the week after Thanksgiving, you will be assigned to a 40 hour, one week Level 1 fieldwork. Facilities are available throughout Florida and in various regions of the country. A preference list of cities you would like to go to can be submitted to the AFWC in August. You will not be able to choose a particular facility. Travel from your requested cities can be up to 60 miles/60 minutes. At least 3 cities must be further than 30 miles apart (unless you have an accepted hardship to stay in the Gainesville area).

The Academic Fieldwork Coordinator (AFWC) 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 immunization, HIPAA and CPR requirements met prior to the start date of practicum. Many sites are now requiring drug screens, fingerprints and background checks.
2. Student will turn in form (posted in Canvas fieldwork course) with six preferences for location, in specific ranking order. Out of state requests are due before leaving for summer break. Please check with AFWC 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 (as determined by Google Maps) will be considered possible commuting distance.
3. The AFWC will make assignments with available facilities.
4. The student will be notified of placements by a posting in Acadaware. The name and contact information for site will located there.
5. Six weeks* prior to the start date, the student should call or email the supervisor. (*except UF Health Acute care). Remember most fieldwork coordinators are therapists and often difficult to get hold of. If you have emailed twice and are unsuccessful, **try a phone call to the site**, after that do not hesitate to contact the AFWC to help. 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. Also include the dates with year that you will 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 course files.
6. Attendance: To meet the requirements of this fieldwork, students must complete one week full time at an assigned site. If due to illness or a similar emergency situation you must miss time, and you have not completed one week full time, you must make the time up missed. Any missed time requires an absentee form be turned in to the AFWC.

Topical Outline/Course Schedule: Any changes will be posted as an announcement in the course web site.

Date	Topic	Assignments
Aug. 28	<ul style="list-style-type: none">Preparing for Level 1SOTA/ASD delegate	<ul style="list-style-type: none">Review syllabusLevel 1 adult preferences
Sept. 4	<ul style="list-style-type: none">Class meeting with Dr. MyersProfessionalism on FW	
Sept. 11	<ul style="list-style-type: none">GOAL WRITINGClinical reasoning on FWUF Health Requirements	<ul style="list-style-type: none">Read Sames chapter 15Bring Sames book to class
Sept. 18	<ul style="list-style-type: none">Goal writing continuedSelf- reflection on FW	<ul style="list-style-type: none">Bring goal(s)OTAS
Sept. 25	<ul style="list-style-type: none">SOAP notes	<ul style="list-style-type: none">Sames chapters 16 & 17Bring Sames book to class
Oct. 2	<ul style="list-style-type: none">SOAP notes (focus on O & A)Psychosocial Level 1	<ul style="list-style-type: none">SOAP NoteUF Health Requirements<ul style="list-style-type: none">Forms/documents
Oct. 9 (Guest Lecturer) ☀	<ul style="list-style-type: none">Blood Borne Pathogens<ul style="list-style-type: none">Elizabeth Trembly	
Oct. 16 (Guest Lecturer) ☀	<ul style="list-style-type: none">HIV presentation FL DOH Gay Koehler-Sides, MPH	
Oct. 23 (Guest Lecturer) ☀	<ul style="list-style-type: none">Reporting Blood Borne @UF: TentativeLevel 1 prep.	
Oct. 30	<ul style="list-style-type: none">SAFE reviewPsychosocial Level 1	<ul style="list-style-type: none">Sames Chapters 16 & 17
Nov.6	<ul style="list-style-type: none">Bio mechanics review	<ul style="list-style-type: none">Review MMT & ROM prior to class
Nov. 13	<ul style="list-style-type: none">Instructions for case studyPediatric Level 1	<ul style="list-style-type: none">Review case study rubric & Sames chapter 17
Nov. 20	REVIEW WEEK ACTIVITES see adults calendar * Pediatric out of state requests due	
Nov. 25- Dec. 1 LEVEL 1 Adult FW OTH 5816 location & time as assigned		
*Monday Dec. 3 8:30-10:30	<ul style="list-style-type: none">Processing FW experienceCourse evaluations (OTH 5816)	<ul style="list-style-type: none">SEFWESOAP noteSelf-reflection on FW
*Thursday Dec.6 Time, Groups & Rooms to be assigned	<ul style="list-style-type: none">Case study presentations	<ul style="list-style-type: none">Case studyPediatric in state requests

Course Materials and Technology

REQUIRED

Sames, K. (2015). Documenting Occupational Therapy Practice, 3rd ed. Pearson.

RECOMMENDED TEXT BOOK

Vroman, K & Stewart, E. (2014). Occupational Therapy Evaluation for Adults: 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
1. Evaluation of Fieldwork	Dec. 3 rd	P/F 42/66 to pass this section
2a. SOAP note	Dec. 3 rd	*50
2b. Case Study/presentation	Dec. 6 th	*150
		*Combined 150/200 for SOAP note and case to pass this section

Evaluation of Fieldwork: This is the form your fieldwork educator will use to evaluate your performance during the onsite fieldwork week. This form is posted in Canvas and will also be emailed to your site fieldwork coordinator. Take a hard copy with you to discuss on your first day. After reviewing and signing the form make a copy for your records before submitting the scored and signed hard copy original at the beginning of class.

SOAP note: The template and grading rubric are posted in the fieldwork course on CANVAS. You will have the opportunity to practice writing a SOAP note and have it peer reviewed in class prior to fieldwork. You will write this note based on a treatment session you participated in or observed while on your fieldwork experience. You are to write this note prior to the last day of your fieldwork and get feedback and a signature on it from your fieldwork educator. You will then need to make corrections and turn in both copies with the rubric stapled on top. Due Dec. 4th at beginning of class.

Case study: The template for this will be posted in the fieldwork course on Canvas. You will give a 7-10 minute oral presentation of your case to a faculty member and small group of peers.

Grades: 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

While at your fieldwork site follow site guidelines for cell phone use. Note that most sites do not allow cell phone use during clinical time, this includes checking text messages or using your phone for time keeping.

For more information for email and discussion posts see *Netiquette Guidelines*:
<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

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 instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework and fieldwork.

U Matter, We Care

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
