

University of Florida
College of Public Health & Health Professions Syllabus
Department of Occupational Therapy
Fieldwork Level II OTH 5849

Delivery Format: Off-Campus at assigned location
Course website on CANVAS

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Office Hours: by appointment, evening availability if needed
Preferred Course Communications: Email

Prerequisites:

- Successful completion of MOT course work including all Level 1 fieldwork experiences. Students exceeding one year from specific course content in a particular fieldwork may be subject to competency examination in that area, at the discretion of the faculty, prior to being allowed to complete their fieldwork requirements.
 - Enrolled in a liability insurance program under the blanket student policy.
 - Obtained CPR certification, physical examination, negative T.B. test or chest x-ray within one year, and Hepatitis B immunization or refusal letter. Other requirements may be requested in certain settings, including tests for background screening, drugs or alcohol.
 - Personal or family medical insurance coverage.
 - Completed HIPAA, HIV and OSHA training.
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PURPOSE AND OUTCOME

This course is the first of a two-part course sequence designed to meet the American Occupational Therapy Association guidelines for Level II fieldwork experiences. Students are assigned to a clinical setting on a full-time basis for a minimum of 12 weeks.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings. ACOTE Standard C.1.0

Relation to Program Outcomes

At the end of the clinical experiences under the supervision of registered occupational therapists, the student will demonstrate the following entry level competencies: applying occupational therapy theory and principles to a variety of diagnosis and populations; implementing the occupational therapy intervention process, including the phases of screening, evaluation/assessment, treatment planning, treatment implementation, and discharge planning; developing professional work habits; and achieving entry-level competency in working with patients/clients in the assigned area of practice.

Course Objectives and/or Goals

These objectives correspond to the assessment areas of the "AOTA Fieldwork Evaluation for Occupational Therapists" and may be used as a guide. The fieldwork educator may collaborate with the school Academic Fieldwork Coordinator to modify the specific behavioral objectives for the student's individual needs and the placement site.

Data Gathering:

1. Gathers necessary pre-test information or materials before interviewing or testing patient/client.
 - a. Identifies necessary pre-test information
 - b. Identifies sources of pertinent information
 - c. Records pertinent information gathered
2. Selects evaluation and/or tools which are appropriate to the patient/client.
 - a. Recognizes evaluative needs of patient/client
 - b. Identifies available evaluation procedures/instruments that will elicit desired information
 - c. Selects most appropriate evaluative technique/instrument
 - d. Discusses rationale for selection with supervisor
3. Administers test/interview evaluation in a climate appropriate to the patient's/client's disability, age and personality.
 - a. States environmental factors and/or patient-related behaviors likely to affect the evaluation
 - b. Selects testing area conducive to eliciting the best response.
4. Administers test/interview evaluation in a climate appropriate to the patient's/client's disability, age and personality.
 - a. Discusses evaluation procedures with supervisor.
 - b. Conducts occupational profile evaluation with client/patient according to recommended technique
 - c. Explains purpose of evaluation procedures to patient
 - d. Records results of evaluation accurately
5. Demonstrates competence in evaluation techniques/instruments by adapting method to elicit data when standardized or recommended technique is not possible.
 - a. Identifies need to adapt evaluation
 - b. States possible alternatives to standardized procedures
 - c. Modifies approach based on patient's response to situation
 - d. States in report any possible influence of adaptation on results
6. Obtains additional or supplementary information from appropriate persons & available records.
 - a. Determines needed supplementary information
 - b. Identifies resource persons/records
 - c. Consults with resource persons
 - d. Records obtained data
7. Assesses patient's/client's physical, **social, & emotional** needs.
 - a. Recognizes the importance of assessment of the patient as a whole
 - b. Records information gained from interview/evaluation
 - c. Identifies and prioritizes patient's strengths/weaknesses

Treatment Planning:

8. Defines problem areas for treatment using information from interviews and observations as well as data from appropriate tests.
 - a. Analyzes information obtained from evaluations, interviews, & observations of patient
 - b. Ranks problems according to priority and time frame
 - c. Records and reports defined problem area
 - d. Discusses problem areas with patient and records feedback
 - e. Re-evaluates problem list at appropriate intervals
9. Determine long-term treatment goals in accordance with probable discharge situation.
 - a. Communicates with team regarding possible length of hospitalization
 - b. Identifies and lists available resources that are appropriate to the social, economic, and functional level of the patient
 - c. Participates with interdisciplinary team in discharge planning
 - d. Differentiates between long-term & short-term goals appropriate to the treatment setting
10. Develops treatment plan with patient.
 - a. Discusses treatment goals and techniques with patient and family if present
 - b. Contracts with patient for treatment
11. Guides patient's/client's selection of appropriate activities to lead achievement.
 - a. States the purpose of the selected activity to the supervisor and patient
 - b. Presents patient a list of selected activities which will lead to goal achievement
12. Demonstrates ability to establish treatment priorities.
 - a. Lists goals in order of importance
13. Proposes several alternatives or solutions to problems
 - a. Redefines problem areas
 - b. Lists alternative solutions
 - c. Presents treatment alternatives to patient

Treatment Implementation:

14. Coordinates schedule with patient/client, other staff, and agencies.
 - a. Utilizes available information to schedule treatment time
 - b. Resolves schedule conflict
15. Adheres to precautions
 - a. Recognizes patient's current health status and needs
 - b. Recognizes side effects of medication
 - c. Reports unusual occurrences to appropriate personnel, following necessary documentation
 - d. Verbalizes knowledge of appropriate emergency procedures
 - e. Takes appropriate action in emergencies
 - f. Adheres to safety regulations maintaining OSHA Standards
 - g. Identifies risks related to diagnosis and treatment
 - h. Recognizes physical limitations and practices proper body mechanics
16. Arranges equipment and materials according to treatment purpose.
 - a. Prepares area in advance, if necessary
 - b. Returns equipment to designated storage area
17. Positions patient/client comfortably and appropriately.

- a. Assesses treatment environment according to patient's physical needs
 - b. Applies knowledge of body mechanics
 - c. Positions patient appropriately according to treatment session goals
18. Explains to patient/client what he/she will be doing and why, modifying plan as indicated.
19. Intervenes at signs of fatigue or frustration, if appropriate.
- a. Differentiates between true fatigue and manipulation
 - b. Recognizes appropriate level of fatigue or frustration for individual patient
 - c. Demonstrates awareness of precautions when monitoring signs of fatigue
20. Sets appropriate limits in response to undesirable physical or social behavior
- a. Recognizes which behaviors are appropriate and inappropriate within a given setting
 - b. Assists patient in differentiating appropriate and inappropriate behavior
 - c. Sets effective limits on behavior
21. Selects or modifies available treatment environment to support patient's/client's best performance
- a. Identifies possible distracting factors in environment and removes factors before treatment when possible
 - b. Adapts treatment to variables in environment
22. Establishes and maintains therapeutic relationship with patient/client.
- a. Defines therapeutic relationship with supervisor
 - b. Adjust approach to patient's needs
 - c. Interacts with patient in a manner which facilitates the treatment process
23. Takes initiative to re-evaluate patient's/client's status at appropriate intervals
- a. Records changes in status indicative of need for program or environmental changes
24. Demonstrates awareness of the patient's/client's status by making program modifications in response to changes in the patient/client or his environment
25. Informs and/or prepares the patient/client for programs or treatment change.
26. Plans for patient's/client's discharge in adequate time
- a. Consults with others to determine date of discharge
 - b. Conducts pre-discharge evaluation if indicated
 - c. Plans for home program if necessary
 - d. Explains home programs to patient's family member or significant other
27. Demonstrates ability to terminate treatment appropriately.
- a. Recognizes when treatment goals have been met
 - b. Recommends appropriate action to supervisor
 - c. Prepares patient for termination of treatment
 - d. Informs other disciplines and referring physician of impending termination
28. Evaluates the effectiveness of treatment procedures used.
- a. Evaluates treatment progress weekly
 - b. Determines if treatment procedures are meeting goals
29. Is alert to the needs of the total patient/client group.
- a. Chooses media not likely to disrupt other treatments taking place
 - b. Acquaints self with treatment goals and precautions for all patients being seen

- c. Assists other staff members when need arises
 - d. Implements group activities compatible with individual needs
30. Collaborates with others in promoting an atmosphere that will support the health and independent functioning of the patient/client.
 31. Considers the patient's/client's post-discharge program in relation to the treatment center and/or community resources
 - a. Identifies need for follow-up treatment and/or referrals
 - b. Acquaints self with available community resources
 32. Deals effectively with a variety of disability and age groups
 - a. Approaches each individual patient according to their needs
 33. Uses professional judgment, in selecting, interpreting, and reporting data.
 - a. Chooses appropriate data for reporting
 - b. Identifiers appropriate staff to be informed of patient's status
 - c. Protects patient's right to privacy
 - d. Reports data in an objective manner
 34. Substantiates statements with data from evaluation, observations and interviews.
 - a. Justifies subjective statements with qualifying objective information
 - b. Verifies observations with staff
 35. Communicates effectively with staff and other persons.
 - a. Identifies communication methods and channels available
 - b. Provides feedback to staff on an ongoing basis
 - c. Establishes and maintains appropriate interdisciplinary dialogues
 36. Communicates effectively with patients/clients.
 - a. Identifies available communication methods and channels
 - b. Provides feedback to staff on an ongoing basis
 - c. Establishes and maintains appropriate interdisciplinary dialogues
 37. Presents oral reports in appropriate form, content, and manner.
 - a. Presents oral reports in an organized manner
 - b. Selects information that has value to the listener
 38. Produces written reports according to requirements of the facility.
 - a. Follows established format for initial contact note, daily notes, evaluation summary, discharge summary, rounds reports, and out-patient reports
 - b. Submits legible reports
 - c. Completes work in a timely fashion
 39. Recognizes and uses nonverbal communication
 - a. Demonstrates knowledge of body language and other forms of nonverbal communication
 - b. Responds to nonverbal communication
 - c. Uses nonverbal communication effectively

Professional Characteristics:

40. Adheres consistently to the American Occupational Therapy Association Code of Ethics.
 - a. Adheres to Site's policies and procedures
 - b. When relevant, adheres to ethics related to human subject research

41. Prepares daily work program for self, scheduling appropriate amount of time for preparation and completion of tasks.
 - a. Identifies meetings, activities, and tasks to be attended to each day
 - b. Sets realistic priorities for responsibilities
 - c. Allots time for all activities on a daily schedule, to be reviewed at supervisor's discretion

42. Maintains working area in a manner conducive to efficiency and safety.
 - a. Follows written safety precautions
 - b. Reports potential safety hazards to supervisor
 - c. Clears/cleans area after each treatment
 - d. Contributes to cleanliness of total work area
 - e. Uses tools and materials appropriately

43. Shares responsibility in maintaining proper level of supply inventory
 - a. Reports to supervisor when supplies are low.
 - b. Assists, as requested, in ordering supplies, equipment

44. Assumes authority appropriately.
 - a. Recognizes which decisions require approval before implemented
 - b. Initiates contacts with other professionals in order to clarify patient's treatment program
 - c. Acts in an authoritative manner when necessary

45. Adjusts pace to program requirements.
 - a. Schedules work day to get things accomplished in order of priority
 - b. Adjust daily schedule to allow for last-minute changes in plans
 - c. Utilizes non-treatment time for patient related activities and professional development (education, reading)

46. Asks appropriate questions when in doubt.
 - a. Seeks guidance prior to performing unfamiliar procedures
 - b. Seeks opinions of staff for "on-the-spot" problems
 - c. Initiates discussions with supervisor about unfamiliar areas

47. Modifies behavior accordingly in response to supervision.
 - a. Listens to constructive criticism
 - b. Offers own viewpoint about behavior without adopting a defensive attitude
 - c. Responds with appropriate action to supervisor's suggestions
 - d. Requests information, suggestions, resources from supervisor to modify behavior

48. Works appropriately with persons of varied racial, ethnic, and sociological backgrounds.
 - a. Recognizes and respects differences in personal life style and value systems and those of the patient/staff
 - b. Designs treatment respecting the life style and values of the patient/client
 - c. Elicits the participation of the patient in designing treatment to fit background
 - d. Discusses with supervisor, frustrations or apprehensions related to working patients/staff with a different racial, ethnic, or sociological background

49. Handles frustrations appropriately.
 - a. Conducts work without the interference of personal or professional frustrations
 - b. Requests assistance from supervisor to handle personal frustration if indicated

- c. Acknowledges supervisor's indication if personal or professional frustrations are interfering with student's work
50. Recognizes own strengths and weaknesses.
- a. Identifies own strengths and weaknesses in communications with supervisor
 - b. Requests feedback concerning own strengths and weaknesses when in doubt
51. Demonstrates active interest in areas other than occupational therapy.
- a. Consults other health care services in relation to assigned patients
 - b. Seeks information about function and organization of their health care services
 - c. Attends relevant lectures/seminars as responsibilities allow
52. Improves level of skills and knowledge by independently participating in learning experiences.
- a. Attends available lectures/seminars/workshops as responsibilities permit
 - b. Reads occupational therapy literature and/or literature related to field work
 - c. Asks questions about observations, demonstrations, and lectures
 - d. Practices new skills
53. Interprets occupational therapy to others according to their level of interest and understanding.
- a. Assesses level of interest and understanding of others
 - b. Answers questions clearly and concisely
54. Demonstrates ability to collaborate with OT assistant and OT aide.
- a. Assigns tasks/responsibilities to appropriate persons
 - b. Presents information clearly and concisely at an appropriate level of understanding

COURSE CONTENT

Content and assignments will vary according to site requirements and population seen.

ACADEMIC REQUIREMENTS AND GRADING

Grading/Assignments

Requirement	Due date	This is a Pass/Fail course resulting in S or U grade
Prep form	2 weeks prior	Required to start FW experience – Upload to Canvas
Week one report	Monday of 2 nd week	Upload to Canvas
Midterm follow up	Monday after midterm	Upload to Canvas
Copy of AOTA form Midterm Score	Monday after midterm	Upload to Canvas Must have 90 or above to continue course
Original AOTA Evaluation of Fieldwork	One week after last day of FW	Fundamentals of Practice require a score of 3 and a total score of 122/168 is required to pass. Hard Copy to Dr. Horwitz
SEFWE	One week after last day of FW	Email or Hard Copy to Dr. Horwitz
UF Faculty Evaluation for OTH 5849 (Horwitz)		On Canvas

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

For greater detail on the meaning of letter 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>

RECOMMENDED TEXTS

DeLuliis, E.D. (2017). Professionalism Across Occupational Therapy Practice. SLACK Inc, Thorofare, New Jersey.

Policy Related to Required Attendance

Any missed time must be approved in advance and made up according to your supervisor's specifications. There are no approved holidays, sick time, vacations, etc. while on fieldwork. If you are sick you must notify your supervisor immediately and make arrangements to make up missed time. The absentee form found on the course website is required for any absences. Email it to the Academic Fieldwork Coordinator. If more than two days are missed, the Academic Fieldwork Coordinator must be contacted to discuss options for meeting fieldwork requirements.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

http://www.registrar.ufl.edu/catalogarchive/01-02/catalog/academic_regulations/academic_regulations_013_.htm

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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> This feedback is vital for use in improvements to the course preparation done on campus. It also has a direct influence they have on faculty tenure and promotion, so your input is valuable. 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 fieldwork educator when requesting accommodation.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and *interpersonal issues that arise in the course of pursuing higher education or 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 (7/16)