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

OTH 6850: Psychosocial Level 1 Fieldwork (2 credits)
Summer Semester: 2019

Delivery Format: Thursdays, Individual site locations & times as assigned
Course materials http://elearning.ufl.edu/

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Office Hours: Dr. Struckmeyer M/T 11:30-12:15 in 2116
Ms. Pugh Tuesdays 11:00-12:00 in 2110
Preferred Course Communications: email or during office hours

Prerequisites: OTH 6002, OTH 6539, concurrent enrollment in or previous completion of OTH 6324

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 take place in community settings, inpatient substance abuse centers, adult day programs, and schools during summer semester.

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.

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Course Objectives:

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>ACOTE Standard</th>
<th>Theme</th>
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<tbody>
<tr>
<td>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.</td>
<td>B.5.7</td>
<td>Human Occupation and Health</td>
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<tr>
<td>2. Inform a holistic understanding of psychosocial influences on occupational performance in the realm of physical disabilities.</td>
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<tr>
<td>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.</td>
<td>B.5.1</td>
<td>Critical Thinking for Practice and Scholarship</td>
</tr>
<tr>
<td>4. 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.</td>
<td>B.2.8</td>
<td></td>
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<td>5. Document occupational therapy services to ensure accountability of service provision and to meet standards.</td>
<td>B.4.10</td>
<td></td>
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<tr>
<td>6. Apply and demonstrate effective professional behaviors on a day-to-day basis when working with clients/patients, multidisciplinary team members and peers</td>
<td>B.1.5</td>
<td>Professionalism</td>
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<td>7. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements.</td>
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<td>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.</td>
<td>B.1.4</td>
<td>Valuing of Diversity</td>
</tr>
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<td>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.</td>
<td>B.5.21</td>
<td>Collaborative Practice</td>
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DESCRIPTION OF COURSE CONTENT

COURSE POLICY AND PROCEDURES: Level 1 Fieldwork
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. Most sites are now requiring drug screens, fingerprints and background checks. Expect to pay $75 or more to obtain these. Site specific instructions are posted in the site file in Canvas.
2. Student will submit five preferences, from the list of available reservations, in specific ranking order.
3. The Academic Fieldwork Coordinator (AFWC) will make the final placement decisions. The software program “preference by choice” feature is set accommodate your preferences when possible.
4. The student will be notified of placements by a posting in Acadaware. The name and contact information for site will located there.
5. Requirements and other pertinent information is located in the CANVAS Fieldwork course.
6. Attendance: To meet the requirements of this fieldwork, students must complete a minimum of 36-40 hours at an assigned site. If due to illness or a similar emergency situation you must miss time, and you have not completed this 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: Some flexibility may be needed to accommodate individual site needs.

Thursdays: Time will be variable
In class instructions Monday May 13th 12:30 during FW meeting

<table>
<thead>
<tr>
<th>3 hours</th>
<th>Topic</th>
<th>Other</th>
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</table>
| May 16, 2019 | Site Orientation  
Start project needs assessment  
Visit with available clients | Observe a group one of these weeks.  
2-4 students per group |
| May 23 | 1) Meet client(s)  
2) Occupational Profile | |
| May 30 | 1) Administer Interest checklist  
2) Needs assessment for project | |
| June 6 | 1) Administer COPM  
2) Written Intervention plan- discuss with OT faculty & site mentor to finalize  
3) Spend time with client planning for next session | Observe a group one of these 3 weeks.  
2-4 students per group  
ALL: Project planning with site-ongoing each week |
| June 13 | 1) Intervention  
2) SOAP note  
3) Additional assessment, if needed | |
| June 20 | 1) Intervention  
2) SOAP note  
3) Additional assessment, if needed | |
| No Fieldwork June 27 (summer break) or July 4 (Holiday) | |

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### Course Materials and Technology

**REQUIRED**

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

<table>
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<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Grade to pass</th>
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<tbody>
<tr>
<td>1. Evaluation of Fieldwork</td>
<td>August 8</td>
<td>P/F 42/66 to pass this section</td>
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<tr>
<td>2a. SOAP notes (5)</td>
<td>August 2</td>
<td>*50 (10 points each)</td>
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<tr>
<td>2b. Case Study (pairs)</td>
<td>July 18</td>
<td>*150</td>
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*Combined 150/200 for SOAP note and case study 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. 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. You will also need to upload this form into the student portal.

**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 the fieldwork class. These notes will be based on individual or group treatment sessions you participated in while on your fieldwork experience. You are to write the note before leaving your fieldwork site 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.

**Case study:** The template for this will be posted in the fieldwork course on Canvas.

**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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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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](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 (36-40 hours) 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](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

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**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:*
**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 upholding 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](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/](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/](http://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](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

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