

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

OTH 6850: Psychosocial Level 1 Fieldwork (2 credits)

Delivery Format: On-Campus/Hybrid and Individual Site Locations as assigned

Course materials <http://elearning.ufl.edu/>

Summer Semester: 2021 (Class on Mondays, Virtual FW Wednesday, and On-Site FW on Wednesday or Thursday)

Instructor Names: Heidi Horwitz, MEd, OTD, OTR/L
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 Office Hours: 2:45 to 3:45 pm Mondays or by appointment
 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 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.

Course Objectives/Fieldwork 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.	B.4.1	Professionalism
2. Apply and demonstrate effective professional behaviors on a day-to-day basis when working with clients/patients, multidisciplinary team members and peers.	B.7.4	Professionalism

3. Display professional behaviors consistent with the OT Code of Ethics and state regulatory requirements.	B.7.1	Professionalism
4. Based on a client from your fieldwork site, 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..	B.4.2	Critical Thinking for Practice and Scholarship
5. Examine and apply direct occupational therapy interventions and procedures to a client.	B.4.3	Critical Thinking for Practice and Scholarship
6. Address occupational needs of clients, as identified by site stakeholders, through a collaborative project.	B.4.10	Critical Thinking for Practice and Scholarship
7. 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.	B.3.7	Critical Thinking for Practice and Scholarship
8. Document occupational therapy services to ensure accountability of service provision and to meet standards.	B.4.6	Critical Thinking for Practice and Scholarship
9. Based on a client from your fieldwork site, consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.	B.1.2	Valuing of Diversity
10. Based on a client from your fieldwork site, delineate the roles of the healthcare and community providers necessary for care coordination, case management, and transition services.	B.4.20	Collaborative Practice
11. Given a patient case and guided fieldwork experiences, develop and demonstrate occupation based intervention plans to address psychosocial and cognitive needs of the client in collaboration with the client and others.	B.4.9	Critical Thinking for Practice and Scholarship
12. Through completion of a site-specific project, evaluate the resources available to a community site and support occupational performance for persons or groups at the site.	B.4.27.	Human Occupation and Health Critical Thinking for Practice and Scholarship

DESCRIPTION OF COURSE CONTENT

COURSE POLICY AND PROCEDURES: Level 1 Fieldwork

During the summer you will be assigned to a 40 hour, one time a week Level 1 fieldwork, after in the Gainesville area. Travel can be up to 60 miles/60 minutes. A preference list of 5 choices from the presented Psychosocial Site List can be submitted to the AFWC in February 2020.

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 fieldwork. Many sites are now requiring drug screens, fingerprints and background checks. Requirements and other pertinent information is located in the EXXAT Database.
2. The AFWC will make fieldwork assignments based on site availability. Student may contact AFWC in regards to special circumstances.
3. The student will be notified of placements by a posting in fieldwork data system or notification in fieldwork class or email. The name and contact information for site will located in Canvas.
4. Attendance: To meet the requirements of this fieldwork, students must complete a minimum of 36-40 hours at an assigned site in combination with a virtual case scenario. 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 (on-site: 3 hours, off-site: 1 hour for preparation/group meeting with peers)

Week	Date	Topic	Readings/Due Dates
1	Class: May 10	<ul style="list-style-type: none"> Review FW Assignments Directions for Site Project Planning (Pre-planning for FW Site Project Planning) Introduction to Documentation 	
	On Site FW: May 12 or 13 (Everyone)	<ul style="list-style-type: none"> Site Orientation Start Contextual and Environment Analysis (Pre-planning for Fieldwork Site Project) Visit with available clients 	
	Virtual FW: May 12	<ul style="list-style-type: none"> No Class 	
2	Class: May 17	<ul style="list-style-type: none"> SOAP Notes 	
	On Site FW: May 19 or 20	<ul style="list-style-type: none"> Meet Client(s) Occupational Profile 	
	Virtual FW: May 19	ClinEdWeb: Introduction	
3	May 24	Goal Writing Assistance Levels & Cuing	
	On Site FW: May 26 or 28	<ul style="list-style-type: none"> MOHOST or other assessment 	
	Virtual FW: May 26	<ul style="list-style-type: none"> ClinEdWeb: Client Outpatient Evaluation 	
4	Class: May 31	<ul style="list-style-type: none"> No Class 	DUE: FW Site Project Planning Form (Everyone)
	On-Site FW: June 2 or 3	<ul style="list-style-type: none"> Administer COPM to client Written Intervention plan- discuss with FW Supervisor to finalize Spend time with client planning for next session 	
	Virtual FW: June 2	<ul style="list-style-type: none"> ClinEdWeb: Client Outpatient Evaluation Continued 	
5	Class: June 7	<ul style="list-style-type: none"> Long and Short Term Goals/Group Goals 	

	On-Site FW: June 9 or 10	<ul style="list-style-type: none"> • Complete Intervention (Individual) • Write SOAP Note (Intervention) and have FW supervisor review • Complete Additional Assessment, if needed • Plan for Group, if needed 	DUE SOAP Note Draft
	Virtual FW: June 9	<ul style="list-style-type: none"> • ClinEdWeb: Client Intervention • Write Group Treatment Plan • Write ClinEdWeb SOAP Note 	
6	Class: June 14	<ul style="list-style-type: none"> • Level 2 Fieldwork (contacting sites, requirements, questions) 	
	On-Site FW: June 16 or 17	<ul style="list-style-type: none"> • Lead Group or Individual Session • Complete rewrite of SOAP Note after guidance from FW Educator • Review Fieldwork Performance Evaluation with Fieldwork Educator 	DUE Intervention Plan, SOAP Note Final
	Virtual FW: June 16	<ul style="list-style-type: none"> • Review ClinEdWeb SOAP Note • Complete Summative Exam (Complete by June 27, 2021) 	DUE: Group B: Group Intervention Protocol, ClinEdWeb SOAP Note
7	No Class or Fieldwork June 21- June 25 (summer break)		
8	Class: June 28	<ul style="list-style-type: none"> • Therapeutic Use of Self 	
	On-Site FW: June 30 or July 1	<ul style="list-style-type: none"> • Meet Client(s) • Occupational Profile 	
	Virtual FW: June 30	ClinEdWeb: Background History/Chart Review	
9	Class: July 5	Discharge Planning and SOAP Notes	
	On-Site FW: July 7 or 8	<ul style="list-style-type: none"> • MOHOST or other assessment 	
	Virtual FW: July 7	<ul style="list-style-type: none"> • ClinEdWeb: Interview Vera 	
10	Class: July 12	<ul style="list-style-type: none"> • Advocacy and Reimbursement 	DUE: Fieldwork Site Project Plan
	On-Site FW: July 14 or 15	<ul style="list-style-type: none"> • Administer COPM to client • Written Intervention plan- discuss with FW Supervisor to finalize • Spend time with client planning for next session 	
	Virtual FW: July 14	<ul style="list-style-type: none"> • ClinEdWeb: Assessments (ACLS, Medication Box) with Vera 	
11	Class: July 19	<ul style="list-style-type: none"> • Giving and Receiving Feedback 	DUE: All SOAP Notes
	On-Site FW: July 21 or 22	<ul style="list-style-type: none"> • Complete Intervention (Individual) • Write SOAP Note (Intervention) • Complete Additional Assessment, if needed • Plan for Group, if needed 	
	Virtual FW: July 21	<ul style="list-style-type: none"> • ClinEdWeb: Group Intervention - Vera and Simone • Write Group Intervention Protocol 	

12	Class: July 26	<ul style="list-style-type: none"> Reflection on Level 1 FW 	
	On-Site FW: July 28 or 29	<ul style="list-style-type: none"> Lead Group or Individual Session Review SOAP Note with FW Supervisor (edit note before submitting to Canvas) 	
	Virtual FW: July 28	<ul style="list-style-type: none"> Review ClinEdWeb SOAP Note Complete Summative Exam (Complete by August 1, 2021) 	
13	Class: August 2 Time Change: 9:30 am – 11:30 am (Everyone). No class with Dr. Galloway.	<ul style="list-style-type: none"> Course Evaluation Present FW Site Project to Peers 	DUE: Present Fieldwork Site Project and PowerPoint to Peers
	On-Site FW: August 4 or 5	<ul style="list-style-type: none"> Present Fieldwork Site Project and PowerPoint at Fieldwork Site Wrap up Complete Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE) Complete Level 1 Student Evaluation of the Fieldwork Experience (SEFWE) Complete Time log(s) and submit to Supervisor 	
	Virtual FW: No Class		
	Friday, August 6 th – No Class	Hard Copies Due to Dr. Horwitz	DUE: <ul style="list-style-type: none"> Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE) Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)
Minimum of 3 hours on site per week			

*****Hard Copies of Forms Completed On-Site Due to Dr. Horwitz by 5:00 pm Friday, August 6, 2021. You may submit the hard copies to your Fieldwork Educator on the last day of On-Site Fieldwork. This includes: Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE) and Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)**

Course Materials and Technology

REQUIRED

- Gateley, C. A. & Bourcherding, S.(2017) Documentation Manual for Occupational Therapy SOAP Notes (4th ed). Thorofare, NJ: SLACK..
- Subscription to Behavioral Health Course on ClinEdWeb - \$14.99
<https://www.clinedweb.com/courses/behavioral-health>
Students should bring a laptop to class on Virtual Fieldwork Days.

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

<i>Requirement</i>	<i>Due date</i>	<i>Grade to pass</i>
1. Contextual and Environment Analysis (Pre-planning for Fieldwork Site Project)	May 14	7/10
2. Intervention Plan	June 2/3 (Group A) or July 14/15 (Group B)	21/30
3. Group Treatment Plan	June 16 (Group B) or July 28 (Group A)	21/30
4. Fieldwork Site Project Plan Assignment	July 2	7/10
5. SOAP notes (2)	June 18 and July 30	18/26
6. Fieldwork Site Project Presentation	August 2	18/25
Total:		157
1. Self-Evaluation of Fieldwork Experience Level 1	July 26	Complete/Incomplete
2. Student Evaluation of the Fieldwork Experience Level 1 (SEFWE)	August 1	Complete/Incomplete
3. Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE)		P/F 42/66 to pass this section
4. ClinEdWeb Summative Exam		

Contextual and Environment Analysis (Pre-planning for Group Project) (on-site fieldwork): In this assignment you will examine how contextual and environmental factors influence performance and occupations. You will use this information as a pre-planning sheet for your fieldwork site project to address the psychosocial needs of your clients at your fieldwork site. The instructions and rubric for this assignment are on CANVAS. This is a group assignment and all students at that site should contribute. Due May 14th.

Intervention Plan (on-site fieldwork): In this assignment, you will create a plan for an individual client that addresses goals and interventions based on your assessment results. The instructions and rubric for this assignment are on CANVAS. This assignment can be done individually or in pairs. This is due during your on-site fieldwork to review with your fieldwork supervisor and should be uploaded to Canvas. Due June 2nd or 3rd (Group A) or July 14 or 15 (Group B).

Group Treatment Plan (virtual fieldwork): In this assignment you will create a group treatment plan for 2 clients in the ClinEdWeb virtual fieldwork. The instructions and rubric are on CANVAS and ClinEdWeb. This will be done in pairs. Due June 16 (Group B) or July 28 (Group A).

Fieldwork Site Project Plan (on-site fieldwork): In this assignment, you will describe the plan for your site project based on your Contextual and Environment Analysis. The instructions and rubric for this assignment are on CANVAS. This is a group assignment and all students at that site should contribute. This is due July 2nd.

SOAP Notes (one in virtual fieldwork and one in on-site fieldwork): These notes will be based on individual or group treatment sessions you participated in while on your fieldwork experience on-site or virtual. For the on-site setting, you will write the note before leaving your fieldwork site and get feedback. You will then rewrite the note, have it signed by your fieldwork supervisor and upload both copies to Canvas the next week. For the virtual fieldwork, you will have it peer reviewed with input from the instructor, rewrite it and upload it to Canvas the next week. The template and grading rubric are posted in the fieldwork course on CANVAS. These are due June 18th and July 30.

Fieldwork Site Project Presentation (on-site fieldwork): You will complete a site project based on your Contextual and Environment Analysis of your fieldwork site and your Fieldwork Site Project Plan. You will present your project along with a PowerPoint or Poster to your classmates and to your site's staff and/or stakeholders. Instructions and rubric for this assignment are on CANVAS. This is a group assignment. You will present this in class on **August 2nd** and to your fieldwork site on **August 4th or 5th**.

Self-Evaluation of Fieldwork Experience Level 1: You will complete a self-assessment of your professional growth and development in class. This form will be given to you in class on **July 26th**. This is graded as complete/incomplete.

Student Evaluation of Fieldwork Experience Level 1 (SEFWE) (on-site fieldwork): This is the form you will use to evaluate your fieldwork site. This form is posed in Canvas. Please complete and upload this form to Canvas by **August 1st**. This is graded as complete/incomplete.

Fieldwork Performance Evaluation of the Occupational Therapy Student Level 1 (FWPE) (on-site fieldwork): This is the form your fieldwork educator will use to evaluate your performance during the onsite fieldwork. This form is posted in Canvas. After reviewing and signing the form (both you and your fieldwork educator), make a copy for your records before submitting the scored and signed hard copy original. The signed hard copy is due in class **August 7th**.

Fieldwork Logs (on-site fieldwork): This is a timesheet that demonstrates your time spent on Level 1 Fieldwork. This log will be kept in your Fieldwork Supervisor's Fieldwork Manual. You will complete this form each week and submit to your Fieldwork Supervisor.

Grades: This is a pass/fail course. You must pass both the experiential section, complete the Student Evaluation of Fieldwork Experience Level 1 (SEFWE) and pass the Fieldwork Performance Evaluation of Student Performance Level 1 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	110.0

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 (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>

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. The absentee form found on the course website is required for any absences. Email it to the Academic Fieldwork Coordinator. For information regarding the UF Attendance Policy see the Registrar website for additional details:

Please note all faculty are bound by the UF policy for excused absences. See the *OTD Fieldwork Manual* for policies related to attendance. 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 who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. **Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.**

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
