Purpose and outcome

This course is the second 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, 2018).

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 “2020 AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student” (FWPE) 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.
Level II Fieldwork Objectives

1. Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research

2. Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures

3. Ensures safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

4. Articulates the values, beliefs, and distinct perspectives of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

7. Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.

8. Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process. Examples: record or chart reviews, client, family, caregivers, service providers

9. Selects relevant screening and assessment tool based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance

10. Determines the client’s occupational profile and occupational performance through interview and other appropriate evaluation methods.

Occupational profile: Summary of the client’s occupational history and experiences, patterns of daily living, interests, values, and needs.

Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.

11. Evaluates and analyzes client factors that support or hinder occupational performance. from relevant sources throughout the evaluation process. Examples: record or chart reviews, client, family, caregivers, service providers

12. Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable. Examples: follows assessment protocols, adheres to time guidelines.

13. Modifies evaluation procedures based on client factors and contexts.
Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instruction.

14. Interprets evaluation results to determine the client’s occupational performance strengths and challenges.

15. Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client’s occupational performance.

16. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations. Examples: contexts, theories, frames of references, practice models, and evidence

17. Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, practice models and evidence.

18. Uses professional literature to make informed intervention decisions. Examples: textbooks, journal articles, other relevant and reliable informational resources

19. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.

20. Implements client-centered and occupation-based intervention plans.

21. Chooses and, if needed, modifies the intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion.

22. Modifies the task and/or environment to maximize the client’s performance. Examples: upgrades/downgrades task; arranges client’s workspace for optimal performance

23. Recommends modification or termination of intervention plan based on the client’s status.

24. Documents the client’s response to services in a manner that demonstrates the effectiveness of interventions.

25. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide or others whom responsibilities might be assigned. Examples: paraprofessionals, nurses’ aides, volunteers

26. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment

27. Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications

28. Meets productivity standards or volume of work expected of occupational therapy assistant students.

29. Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, services providers, administration, the public
30. Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements

31. Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges

32. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.

33. Responds constructively to feedback in a timely manner.

34. Demonstrates consistent and acceptable work behaviors. Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance

35. Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe

36. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

37. Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

Course Materials and Technology

RECOMMENDED TEXTS

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

Additional Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.


Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

### ACADEMIC REQUIREMENTS AND GRADING

<table>
<thead>
<tr>
<th>Grading/Assignments</th>
<th>Due date*</th>
<th>This is a Pass/Fail course resulting in S or U grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
<td>Assignment</td>
<td></td>
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<tr>
<td>0</td>
<td>Level 2a Prep Form</td>
<td>August 25 Upload to Canvas</td>
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<tr>
<td>0</td>
<td>FW Educator Name and Email</td>
<td>ASAP Complete Google Form: <a href="https://forms.gle/4aBU3cpb8wqQyi5T7">https://forms.gle/4aBU3cpb8wqQyi5T7</a></td>
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<tr>
<td>0</td>
<td>Complete Fieldwork Educator Information under My Placements: To Do List</td>
<td>August 27 Complete On EXXAT</td>
</tr>
<tr>
<td>0</td>
<td>Copy of Fieldwork Educator’s License</td>
<td>August 27 Upload to EXXAT (Session: My Placements: To Do List: Required Documents)</td>
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<tr>
<td>0</td>
<td>Week 1 Progress Form</td>
<td>August 27 Upload to Canvas</td>
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<tr>
<td>1</td>
<td>AOTA Fieldwork Data Form</td>
<td>September 10 Upload to Canvas</td>
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<tr>
<td>3</td>
<td>Week 3 Progress Form</td>
<td>September 10 Upload to Canvas</td>
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<tr>
<td>6</td>
<td>Week 6 Midterm Progress Form</td>
<td>October 1 Upload to Canvas</td>
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<td>6</td>
<td>AOTA FWPE Midterm</td>
<td>October 1 Complete on Formstack</td>
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<tr>
<td>9</td>
<td>Week 9 Progress Form</td>
<td>October 22 Upload to Canvas</td>
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<tr>
<td>12</td>
<td>SEFWE</td>
<td>November 12 Upload to Canvas</td>
</tr>
<tr>
<td>12</td>
<td>AOTA FWPE Final</td>
<td>November 12 Complete on Formstack and upload copy to CANVAS</td>
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<td>Requirements to pass:</td>
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<tr>
<td></td>
<td></td>
<td>o All Fundamentals of Practice items require a score of 3</td>
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<td></td>
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<td>o All items must be scored at 2 or above</td>
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<tr>
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<td>o A total score of 111/148.</td>
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<tr>
<td>12</td>
<td>UF Faculty Evaluation for OTH 6849 (Horwitz)</td>
<td>November 12 On Canvas</td>
</tr>
</tbody>
</table>

*All Weekly Forms, Mid Term Form, Mid-Term FWPE, Final FWPE and SEFWE must be completed to pass this course.

*If you are following an alternate schedule for your fieldwork (i.e. not starting on August 23rd), please follow the week by week schedule that corresponds to your fieldwork timeline.*
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, and etc. while on fieldwork. If you are sick or absent for any reason you must notify your supervisor and the Fieldwork Coordinator 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. 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

COVID 19 and Attendance
Students will attend all assigned in-person activities as scheduled by the program UNLESS they opt out or a rotation is canceled by the community organization. Opting out could affect the progression in the program and delay graduation.
If students become ill with COVID-19, the OTD program will provide students a plan of re-entry and completion with approval of the Academic Performance Review Committee upon evaluation that they are safe to return to the program.
Cancellation by a community organization may mean delays in completion of program requirements and progression. Faculty will work with students as needed.
(Please see Guidelines for In Person Activities During COVID-19 Pandemic for more details)

Class Recordings
If we hold class sessions, they may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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.

Professionalism and COVID-19

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during

| Grade Points | 0.0 | 0.0 | 0.0 | 111.0 |

More information on UF grading policy may be found at: http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.uflhealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Communication Guidelines
Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

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 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

**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

**Changing your Canvas Display Name:** Canvas uses the “Display Name” as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as “Ally” instead of “Allison.” To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.