

OCTH 7151 Fieldwork Education I
Spring 2024
SAMPLE SYLLABUS

This syllabus is intended as a guide for this course. Dates, assignments, and evaluation are subject to revision by the instructor and will be announced in advance when possible.

COURSE FACULTY

COURSE COORDINATOR

Ashley Efaw, DSc, OTR/L
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STAFF SUPPORT

Rabab Awad, **Academic Program Specialist**
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Students: Review the Department of Rehabilitation Sciences Student Handbook for Fieldwork and Clinical Education Guidelines in preparation for consulting with fieldwork educator and academic fieldwork coordinator to prevent and solve fieldwork problems. You may wish to speak with the academic fieldwork coordinator at times outside working hours. Feel free to e-mail or leave a voice mail message suggesting several possible times if you want a phone appointment, in-person meeting, or a meeting using the team station technology. The best way to contact me is via e-mail, which I check throughout the day.

COURSE DESCRIPTION

This clinical course integrates classroom based knowledge and skills acquired during the first two semesters. Clinical assignments emphasize the development of professional skills, including patient client interaction, documentation, physical examination, diagnosis, and case report methodology. The course provides a foundation of clinical experience that students will apply to subsequent courses. Fieldwork I is five, weekly half-day experiences at traditional and non-traditional sites.

RELATIONSHIP TO CURRICULUM DESIGN

Fieldwork I is a course in the 1st year of the OTD curriculum that supports the Health Promotion, Inquiring and Innovation, Occupational Performance and Collaborative Partnerships thread(s) of the OTD Curriculum Design. Students will apply knowledge from previous courses and through Fieldwork I's primary learning objectives through a lens of Occupational Salience to expand their mastery of Health and Well-Being Through Participation in Occupation, the conceptual core of the OTD curriculum.

PREREQUISITE(S)

By coordinator permission.

CLASS TYPE

Clinical

COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Utilize previous didactic coursework to observe and participate in selected aspects of the occupational therapy process to serve clients that focuses on applying purposeful and meaningful occupation.

STUDENT LEARNING OUTCOMES TIED TO ACCREDITATION STANDARDS

Course Objectives in Content Cores			
Numbers in parentheses relate to ACOTE Standards for the Occupational Therapist (2018)			
I. Health Promotion	II. Inquiry & Innovation	III. Occupational Performance	IV. Collaborative Partnerships
1. Articulates to clients and families the unique nature of occupation and its value for the client. (B. 3.3) <i>Activity:</i> Weekly fieldwork experience.	1. Analyzes activities relative to performance areas, performance components, and performance contexts. (B.3.6) <i>Activity:</i> COPM assignment, weekly fieldwork experience, SOAP note activities	1. Appreciates the influence of social conditions and the ethical context in which humans choose and engage in occupations. (B.1.2., B.1.3., B.5.1.) <i>Activity:</i> COPM assignment, weekly fieldwork experience	1. Participates actively and positively in the supervisory relationship with the fieldwork educator and academic fieldwork coordinator. (B. 4.24., B.4.25, B.7.1) <i>Activity:</i> Weekly fieldwork experiences, fieldwork educator evaluation.
2. Uses occupation-based, client-centered professional reasoning to document the meaning and dynamics of occupation and purposeful activity for clients. (B.3.6) <i>Activity:</i> COPM assignment, weekly fieldwork experience, SOAP Note activities	2. Uses the Canadian Occupational Performance Measure, and other standardized and non-standardized assessments, according to appropriate procedures. (B.4.4, B.4.5) <i>Activity:</i> COPM assignment.	2. Applies knowledge of the structure and function of the human body to include the biological and physical sciences and concepts presented in semesters 1-3. (B.1.1) <i>Activity:</i> Weekly fieldwork experience.	2. Uses safety precautions in line with site policies and standards with clients and families during screening, evaluation, planning, and intervention
	1. Reflects on one's personal and professional abilities and competencies related to responsibilities at the assigned fieldwork		

Course Objectives in Content Cores			
Numbers in parentheses relate to ACOTE Standards for the Occupational Therapist (2018)			
I. Health Promotion	II. Inquiry & Innovation	III. Occupational Performance	IV. Collaborative Partnerships
	setting. (B.3.1., B.4.1., B.7.1.) <i>Activity:</i> Student reflections	3. Appreciates the influence of social conditions and the ethical context in which humans choose and engage in occupations. (B.1.2., B.1.3., B.5.1.) <i>Activity:</i> COPM assignment, weekly fieldwork experience 4. Uses clinical reasoning to facilitate client occupation-based interventions that address client factors, performance patterns and performance skills. (B. 4.2, B.4.10.) <i>Activity:</i> Weekly fieldwork experiences, SOAP note activities	processes. (B.3.7) <i>Activity:</i> Weekly fieldwork experiences, fieldwork educator evaluation. 3. With supervision, uses professional documentation of occupational therapy services according to OUHSC & facility guidelines. (B. 4. 10, B.4.29, B.7.1) <i>Activity:</i> COPM assignment, O-site documentation during weekly fieldwork experiences, SOAP notes activities 4. Demonstrates professional identity by describing the meaning and dynamics of occupation and purposeful activity. (B.3.1.) <i>Activity:</i> Weekly fieldwork experiences

Course Objectives in Content Cores

Numbers in parentheses relate to ACOTE Standards for the Occupational Therapist (2018)

I. Health Promotion	II. Inquiry & Innovation	III. Occupational Performance	IV. Collaborative Partnerships

COMPUTER REQUIREMENTS

The laptop requirements set forth by the College of Allied Health can be found at

<https://ahstudentcomputinghandbook.ouhsc.edu/hbSections.aspx?ID=1466> :

Laptops must be encrypted in accordance with University policy. A laptop computer meeting minimum College of Allied Health specifications is required for in-class exams. It is your responsibility to ensure that your laptop is capable of connecting to the OUHSC wireless network and is running the latest version of the Respondus Lockdown Browser. A student whose computing device is not compliant with the College specifications will not receive extra time to complete the exam.

PREPARATION FOR CLINICAL EDUCATION

As outlined in the Department of Rehabilitation Sciences Student Handbook (1/21/20, p. 30):

1. Students' immunizations, major medical health insurance, drug screen, CPR, background check, and any other requirements must be current and uploaded into the fieldwork database.
 - **If requirements are not complete 45 days prior to the experience, the student will be placed on professional probation. If at 30 days the file is not complete, the student will not be allowed to participate in part-time or full-time fieldwork assignments.**
2. Read and signed the Internship Contract as evidence of your understanding of student responsibilities in fieldwork.
3. Send an email/letter of introduction and seek confirmation of start time and specific site requirements (e.g. dress code, parking, etc.) a minimum of two weeks in advance of the starting date or as directed by the AFWC. Include a brief description of your learning goals and expectations for the clinical experience.
4. Explain use of the appropriate performance assessment forms to the fieldwork educator and course completion requirements.

PROFESSIONALISM

Students must model professional behaviors outlined in the Occupational Therapy Code of Ethics and adhere to the Department of Rehabilitations Sciences Student Handbook. Any student demonstrating difficulty with professional behaviors may result in disciplinary action and failure of the course.

ATTENDANCE

As outlined in the Department of Rehabilitation Sciences Student Handbook (1/21/20, p. 31):

1. Comply with all policies and procedures of the site. Arrive on time; respect lunch breaks; and, always give prompt notification of absences. Complete necessary paperwork as requested.
2. Students attend every scheduled day of the fieldwork experience. The only excused absences are for 1) illness, 2) personal emergency (the student must notify the fieldwork educator as soon as possible) or 3) to allow the student to participate in a professional association meeting with permission for AFWC and coordination with clinical site. In the case of the latter, students are excused for the days of the meeting, and one day before and following the meeting for travel. If meetings distant and drive

time exceeds one day, students can negotiate to extend their fieldwork experience to accommodate this.

- a. At no time should any student schedule time away from the clinic for personal trips, including job interviews, vacations, wedding planning, or other such instances. Fieldwork educators may require a student to make up any time missed regardless of the reason.
3. Reschedule makeup time for any absences to the satisfaction of the fieldwork educator.
 - a. ****INCLEMENT WEATHER:** absence due to road conditions that make travel to the clinical site hazardous is at the discretion of the fieldwork educator per that facility's policy. Refer to the Department of Rehabilitation Sciences Student Handbook for more information.

DRESS CODE

Students should follow dress code specified by each clinical facility. Dress codes vary from scrubs, uniforms, casual attire, or more formal attired (including ties for men). It is the student's responsibility to ascertain proper dress code prior to participating in the clinic. Proper attire consists of clothing that covers chest, stomach, back and hip/buttock areas, suitable shoe wear (no open-toe shoes), socks or hosiery, and OUHSC nametag. Cologne, cosmetics, and jewelry should be conservative and kept to a minimum. Jewelry should be limited to close-fitting post earrings, watches, and simple rings. Visible body piercings, such as eyebrow, nose or tongue rings, are not acceptable. Visible tattoos should be covered. Fingernails should be trimmed and clean (Department of Rehabilitation Sciences Student Handbook, 1/21/20, p. 23).

CONDUCT OF THE COURSE

Supervision:

This course is the occupational therapy student's first exposure to full-time practice as developing therapists. Students will participate in a **Level I** practice experience in which they assume and observe patient care, applying the knowledge and skills they have acquired in previous didactic course work. Level I Fieldwork is not intended to develop independent performance, but **to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Qualified personnel for supervision of Level I Fieldwork include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience."** (AOTA, 2004. *The Essential Guide to Occupational Therapy Fieldwork Education*. Bethesda, MD: American Occupational Therapy Association.) Direct supervision entails that the fieldwork educator is with the student for new evaluations, and for most interventions. Such evaluations and interventions should be provided under the supervision of an occupational therapist. Supervision may decrease as the patient care becomes more routine and as assessed by the fieldwork educator.

Instruction Mode

Internship/Practicum: Students participate in an internship (fieldwork) experience in which they assume and observe patient care, applying the knowledge and skills they have acquired in previous didactic course work.

Required Texts and Materials

American Occupational Therapy Association. (2013). Guidelines for documentation of occupational therapy. *American Journal of Occupational Therapy*, 67(Suppl. 6), S32-S38.
<https://doi.org/10.5014/ajot.2013.67S32>

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1–S48.
<http://dx.doi.org/10.5014/ajot.2014.682006>

Continue to refine your use of the Framework to guide your professional reasoning and use of terminology.

Sames, K. M., & Sames, K. M. (2015). *Documenting occupational therapy practice* (3rd ed.). Upper Saddle River: Pearson Education, Inc.

Continue to use this text as the basis for documenting notes in the setting and for your note on clients.

Law, M., Baptiste, S., Carswell, A., McColl, M. A., Polatajko, H., & Pollock, N. (2014). *The Canadian Occupational Performance Measure* (5th ed.). Ottawa, Canada: CAOT Publications ACE

Course Website

The course uses CANVAS, a courseware program with a variety of course management options, in which is located the course syllabus, schedule, assignments, an assignment portal for submitting assignments and receiving feedback about assignments and a gradebook. Please contact pam-farmer@ouhsc.edu or gina-vile@ouhsc.edu if you experience problems with CANVAS.

Assignments

Students must complete and submit assignments by the date listed unless arranged with Dr. Efaw previously.

Assignment	Due Date
1. Fieldwork Site Information form	March 31 st , 2024 at 11:30pm
2. Signed Statement and Agreement Pages from FW Education Guidelines Handbook	March 10 th , 2024 at 11:30pm
3. FWE Evaluation of Student	April 26 th , 2024 at 11:30pm
4. SOAP Note Activities: Sames Text Exercises Exercise 15.4 Exercise 15.5 #5 and #10 ONLY Exercise 17.8	March 31 st , 2024 at 11:30pm
5. Schedule of Fieldwork Feedback Sessions Midterm form	April 12 th , 2024 at 11:30pm
6. Schedule of Fieldwork Feedback Sessions form	April 26 th , 2024 at 11:30pm
7. Interview, COPM, Occupational Profile, and Goals	Week following FW: Tues., noon
8. Student Reflections	Week following FW: Tues., noon

9. Thank You Note	Week following FW: Tues., noon
10. Fieldwork Site Evaluation	Week following FW: Tues., noon
11. Fieldwork Educator Evaluation	Week following FW: Tues., noon

1. **Fieldwork Site Information Form:** Complete form in its entirety at your first site to ensure up-to-date and accurate information. Reflect on your professional goals, set new goals, and add to the Fieldwork Site Information form. See form at end of syllabus.
2. **Signed Statements from Fieldwork Education Guidelines Manual:** Review the Fieldwork Education manual and sign the Fieldwork/Clinical Education Student Contract on Pages 16-17 and the Acknowledgement Page 18. Upload to CANVAS.
3. **FWE Evaluation of Student:** Meet with your fieldwork educator in Week 5 to complete your evaluation and upload to CANVAS.
4. **Sames Text Exercises:** Complete Exercise 15.4, Exercise 15.5 (numbers 5 and 10 only), and Exercise 17.8. Upload to CANVAS.
5. **Interview and COPM Summary, Occupational Profile, Occupation Based Goals, and Evidence-Based Intervention:** This assignment integrates knowledge, skills, and attitudes in the professionalism, professional reasoning, and sciences content cores. Students submit an interview summary, occupational profile template, and goals on an individual using the Occupational Therapy Practice Framework: Domain and Process, and the Sames text on goal writing.
6. **Student Reflections:** The objective of this reflection assignment is to help you to develop **reflective skills**. It is **not** intended to be a comprehensive description of all of your learning experiences. Select an experience that taught you something new about practice so that your subsequent practice has been changed or been transformed in some way.
7. **Thank You Note:** Upload a copy of your thank you note to CANVAS. Please send a note to the last fieldwork site you visited.
8. **Fieldwork Site and Educator Evaluations:** Complete the evaluations on Exxat associated with the FW I course and upload your responses to CANVAS.

Evaluation Methods

To successfully complete this course, student must satisfactorily complete all assignments. A student must receive a score of 3 or higher on all parts of the Evaluation of Student Performance.

Student Evaluation of the Course (Cannot be included in course grade)

Students will receive an email near the end of the semester to complete a course evaluation and an end of curriculum survey. The evaluations provide an opportunity to give feedback to the course coordinator and faculty of the occupational program in a de-identified manner.

EVALUATION AND GRADING

The academic fieldwork coordinator determines the final grade for the course based on established criteria on professional behaviors, feedback from fieldwork educators, completion of course objectives, and timely and complete submission of assignments as *Satisfactory* ("S") or *Unsatisfactory* ("U"). Policies in the Department of Rehabilitation Sciences Student Handbook will be utilized when challenges during fieldwork occur.

Students must meet criteria used for *Satisfactory* score on the Fieldwork Feedback Sessions form:

1. Achieve a "Satisfactory" ranking by the end of the 5-week fieldwork experience.

Assignment	Submission	Points
1. Signed Statement from FW Education Guidelines Manual	CANVAS	Satisfactory or Unsatisfactory
2. Fieldwork Site Information form	CANVAS Assignment	Satisfactory or Unsatisfactory
3. COPM Summary, Occupational Profile, and Occupation Based Goals Assignment	CANVAS Assignment	Satisfactory or Unsatisfactory
4. Student Reflection Assignment	CANVAS Assignment	Satisfactory or Unsatisfactory
5. Thank You Note	CANVAS Assignment	Satisfactory or Unsatisfactory
6. Schedule of Fieldwork Feedback Sessions	CANVAS Assignment	Satisfactory or Unsatisfactory
7. Evaluation of Student Performance on FW I form	CANVAS Assignment	Satisfactory or Unsatisfactory
8. SOAP Note Activities: Sames Text	CANVAS Assignment	Satisfactory or Unsatisfactory
9. Fieldwork Site Evaluation	CANVAS Assignment	Satisfactory or Unsatisfactory
10. Fieldwork Educator Evaluation	CANVAS Assignment	Satisfactory or Unsatisfactory

Grading Checklist for COPM Summary, Occupational Profile, and Occupation Based Goals

Use the grading form as a checklist before submitting your note. The Note will not be graded but must be completed following the outline provided in order to pass this course.

Assignment	Criteria	Satisfactory Unsatisfactory
Information and Informal interview	Occupational Profile and Intervention Plan reflect rapport, gathering of information, and how the problem affects the client's occupational performance and engagement.	S / U
Medical / Therapy History and Occupational Profile	Clearly and concisely address all components including medical and therapy history, reason for seeking service, client's successful occupations, personal interests and values, performance	S / U

	patterns, environment and context, and client goals.	
Canadian Occupational Performance Measure (Law et al., 2014)	The purpose of the COPM is clearly defined. One priority occupation is clearly identified and summarized.	S / U
Client-centered Occupation-based Goals	One long-term goal and 2-3 short-term goals to support the long-term goal. Goal writing format and type of goal direction/intervention approach is consistent with AOTA (2014, Table 8) and Sames (2015).	S / U
Part 5 Evidence based intervention	Succinct paragraph describing best evidence available with validity to population. Attached at least one article.	S / U
HIPPA rules are clearly followed	Must be followed to pass this assignment and course	
Total points		S / U

FIELDWORK EDUCATION TIMELINES

The following checklist is a guide to assist with timely completion of fieldwork assignments.

Please use this checklist to ensure completion of all Fieldwork Education I assignments. You must turn in all assignments to successfully complete this course and advance to the next semester.

PRIOR TO YOUR ROTATION:

- _____ Attend pre-fieldwork student fieldwork meeting.
- _____ **Send a letter or email of introduction and a copy of your personal data sheet three weeks prior to beginning of your fieldwork. You will also want to follow up with a phone call two weeks prior to the beginning of your fieldwork to ascertain parking instructions, dress code, etc.**
- _____ **Update Exxat contact and emergency contact information and all health requirements including online trainings.**
- _____ **Check Exxat and the Fieldwork Data Form to see if you need an additional background check (at student expense) and to see if they have listed any additional information that they need from you.**

- _____ Review the Fieldwork Education Guidelines Manual, located on CANVAS, the course description, and all materials necessary for successful completion of the course.
- _____ After reading the Fieldwork Education Guidelines Manual, **submit the signed statement on CANVAS reflecting that you have read and understand the content of the manual prior to fieldwork I.**
- _____ Read and sign the DRS Internship Contract and submit **on CANVAS prior to your rotation.** Keep a copy of this document with your fieldwork materials as a reminder of the expectations that others have of you as you fulfill your duties as a student occupational therapist representing The University of Oklahoma Department of Rehabilitation Science.

Week 1

- _____ Upload the “Fieldwork Site Information” form to CANVAS.
- _____ Upload your SOAP Note activities from the Sames text to CANVAS.

MIDTERM OR NO LATER THAN THE Monday OF WEEK 3 STUDENTS must upload a COPY OF SCHEDULE OF FIELDWORK SESSIONS. IF THERE ARE ANY CONCERNS THE STUDENT AND FIELDWORK EDUCATOR ARE ASKED TO CONTACT Dr. Efaw TO SCHEDULE AN APPOINTMENT TO MEET

AT THE END OF YOUR ROTATION, OR BY NOON ON TUESDAY FOLLOWING FIELDWORK Submit the Following on CANVAS:

- _____ Completed and signed **Schedule of Fieldwork Student Feedback Sessions** form.
- _____ Completed **Interview, COPM, Occupational Profile, and Goals** per guidelines in syllabus.
- _____ Completed **Student Reflections.**
- _____ Completed and signed **Evaluation of Student Performance on FW I** form.
- _____ Completed and or updated if older than two years **Fieldwork Data Form**
- _____ Copy of your **thank you letter** to your fieldwork educator.

- _____ Completed **Student Evaluation Fieldwork Experience Site (Form SEFWE I) on Exxat. Upload pdf on CANVAS**
- _____ Completed **Student Evaluation Fieldwork Educator (Form SEFWE II) on Exxat. Upload pdf on CANVAS**

AFTER YOUR FIELDWORK:

_____ **Mail or leave your thank you letter to your fieldwork educator. This should be neatly handwritten on a thank you card.**

*****Make sure all work is legible and upright when scanned in or uploaded to CANVAS on a pdf.***

COURSE POLICIES-UNIVERSITY

Required Policy Statements

This syllabus is intended as a guide for this course. Dates, assignments, and evaluation are subject to revision by the instructor. Any such revisions will be announced in advance.

Copyright. This syllabus and all related course material are protected under US Copyright Law and may not be further disseminated in any form or format without the prior explicit written consent of the faculty member. Failure to comply with this provision may subject the student to disciplinary action and/or state or federal action.

Student Professional Behavior in an Academic Program. Ethical and professional behaviors are considered a core competency in an academic program and thus are key factors in a student's good academic standing. Upon acceptance of an offer of admission, the student commits to comply with all professional conduct regulations established by the University, respective college, and program. The complete Student Professional Behavior in an Academic Program policy is at www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.

Academic Misconduct Code. The Academic Misconduct Code describes academic misconduct as any acts intended to improperly affect the evaluation of a student's academic performance or achievement. Academic Misconduct includes but is not limited to cheating, plagiarism, fabrication, fraud, destruction, bribery or intimidation, assisting others in any act proscribed by the Code, or attempting to engage in such acts. The policy and procedures related to academic misconduct are detailed in the Academic Misconduct Code found in Appendix C of the Faculty Handbook at www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.

Academic Appeals. The Academic Appeals policy outlines the procedure a student must follow to request a hearing for appeals related to evaluation in a course, thesis or dissertation defense, or general or comprehensive exam. It also outlines the appeal process for a suspension or dismissal or under the Student Professional Behavior in an Academic Program Policy and for appeals of decisions resulting in dismissal, expulsion, or suspension from a program or of being required to repeat a semester of year. The sole basis for an academic appeal is an alleged prejudiced or capricious academic evaluation or decision. Policy and procedure details are in Appendix C of the Faculty Handbook at www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf.

Accommodation on the Basis of Disability. The University of Oklahoma is committed to the goal of achieving equal educational opportunity and full participation for students with disabilities. Accommodations on the basis of disability are available by contacting the Disability Resource Center (DRC) by email at drc@ou.edu or by calling (405) 325-3852 or Voice (405) 325-4173/TDD. Information on policies and registration with the Disability Resource Center may be found on the DRC website at: www.ou.edu/drc. Students requesting accommodations related to work in a course must contact the DRC as soon as possible; accommodations are not made retroactively.

Sexual Misconduct. For issues regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including Advocates-On-Call 24/7, counseling services, mutual "No Contact orders," scheduling adjustments, and disciplinary sanctions against the perpetrator. Information is available from the Sexual Misconduct Office at (405) 325-2215 (8AM-5PM) or the Sexual Assault Response Team at (405) 605-0013 (24/7).

Adjustment for Pregnancy/Childbirth Related Issues. Students needing modifications or adjustments to course requirements because of documented pregnancy-related or childbirth-related issues should contact the college's Assistant/Associate Dean for Student Affairs (or academic advisor) or the Disability Resources Center (www.ou.edu/drc) as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. See www.ou.edu/content/eoo/faqs/pregnancy-faqs.html for answers to commonly asked questions.

Course Drop/University Withdrawal. The student is responsible to submit required University paperwork before the deadlines to drop or withdraw from a course, shown in the Academic Calendar at <http://admissions.ouhsc.edu/AcademicCalendar.aspx>. Missed homework and examination grades will be entered as a grade of zero if a student fails to formally drop the course or withdraw from the University.

Laptop/Device Encryption and Anti-Virus Software. In advance of examinations, students must check that their laptop or PC includes up-to-date encryption software and the necessary programs for securing the device. Students who obtain new or replacement devices at any time can request access to the Student Virtual Desktop at <http://ouhsc.edu/sde>. OU IT will grant student access within 24 hours of request submission. Students can log in at <https://mydesk.ou.edu>. All students should continue to encrypt their devices with Windows 10 and MacOS encryption tools and install anti-virus software. Instructions and recommendations are linked at: [Windows 10 Encryption](#), [MacOS Encryption](#), and [Anti-Virus Software](#).

Absences. If you will be absent from a course activity for any reason, it is your responsibility to notify the instructor as specified by the course syllabus.

COVID-19 Related Academic Policies. The OUHSC COVID-19 Return Plan ([here](#)) includes the HSC policies referenced below, as well as others intended to mitigate the spread of COVID-19. If you believe you have a medical condition that prevents you from complying with these requirements or others, please refer to the Reasonable Accommodations section of this syllabus. As a student, compliance with the following expectations is your responsibility:

1. **Social Distancing.** You must practice social distancing at all times when you are in class or are performing academic-related responsibilities or assignments in University facilities or outdoor spaces. Social distancing requires at least 6-feet be maintained between individuals. The sole exception to practicing social distancing in class or when performing academic-related responsibility is when the instructor informs you that the nature of a particular academic assignment, task, or activity cannot be performed with social distancing. You will be given specific instructions in such situations.
2. **On Campus.** You must wear an approved face covering ([see Return Plan section IV. Masks](#)) at all times when you are in University facilities. It must cover your nose and mouth when worn. If you need a mask, you may pick one up from the centralized Student Affairs office for your campus. Non-medical grade masks with exhalation valves are not permitted on campus unless a surgical style mask is worn over it. Scarves, bandanas, gaiters, buffs, and the like are also not permitted as substitutes for masks.
3. **On-Campus Clinical Laboratory or Simulation-based Instruction.** In academic activities where the assignment, task, or activity cannot be performed with social distancing, the instructor will provide specific directions for maintaining COVID-19 precautions during the assignment, task, or activity.
4. **Off-Campus and On-Campus Clinical or Experiential Instruction.** If your academic responsibilities or assignments require you to go to on- or off-campus facilities for clinical or other experiential instruction, you

must comply with the COVID-19 related policies of those facilities. You will receive specific directions from your instructor related to your particular class and the relevant guidelines.

COVID-19 Screening and Reporting. All students are responsible to know the University's COVID-19 Screening Guidance listed [here](#).

A. Initial Return to On-site Instruction or Clinic Rotation:

- 1) Complete the online [COVID-19 Screening & Reporting Tool](#). The Student & Employee Health Clinic will notify you, via your University email address, of your screening results.
- 2) After receiving your screening results, please send your results to the specified email address for your college/program outlined in your results email.

B. Each time you experience one of the scenarios listed in the online [COVID-19 Screening Guidance](#), you must follow the below steps:

- 1) Complete the [COVID-19 Screening & Reporting Tool](#). The Student & Employee Health Clinic will notify you, via your University email address, of your screening results.
- 2) After receiving your screening results, please send your results to the specified email address for your college/program outlined in your results email.
- 3) After forwarding your screening results to the specified college results email address, you can send your screening results to your individual instructors or preceptors.

Please note: If you have questions regarding the screening or reporting process, contact HSC Student Affairs at (405) 271-2416 or students@ouhsc.edu or OU-Tulsa Student Affairs at (918) 660-3100 or TulsaSA@ou.edu

HIPAA Compliance. The University of Oklahoma complies with all federal and state laws related to the confidentiality of patient and research participant medical information, including the Privacy and Security Regulations issued pursuant to the Health Insurance Portability and Accountability Act (HIPAA). Students are required to comply with these laws and related University policies and procedures, including the HIPAA Privacy and Security policies <http://ouhsc.edu/hipaa/policies.asp>. Students are required to complete the University's mandatory annual HIPAA training at <http://ouhsc.edu/hipaa>. Students must also comply with the related policies and procedures of their departments and any facilities in which they rotate.

COLLEGE of ALLIED HEALTH REQUIRED SYLLABUS STATEMENTS

Religious Holidays

It is the policy of the University to excuse student absences that result from religious observances unless such an accommodation would cause undue hardship to the educational and/or university process. In accordance with the procedures stipulated by each college to accommodate varying clinical and educational differences, students must make requests for accommodation of religious holidays in writing within the first week of the term in which the course/clinical experience is offered. Approved accommodations will be provided without penalty for rescheduling of examinations and/ or required clinical, lab, or class work that may fall on religious holidays. (Senior Vice President and Provost Approval, 11-9-2011)

Electronic Media

Students shall not post or forward photos, comments, or other forms of course related material of OU faculty, students, clinical personnel, or patients to web-based social media sites such as, but not limited to, Facebook,

My Space, Twitter, or blog sites, without the person's written permission or the patient's written authorization. Students should be especially careful to avoid discussing any information protected by the Health Insurance Portability and Accountability Act (HIPAA). Any student found to have posted, supplied, or forwarded copyright or protected materials for postings on web-based communication sites without written permission or authorization shall be subject to disciplinary action and/or state or federal action.

Fire and Building Evacuation

OKC: In the event of a fire, activate the nearest fire alarm pull station. Call OUHSCPD at 405-271-4911. Notify occupants and help those needing assistance in the immediate areas. When the fire alarm is activated, evacuation of the AHB is mandatory. Take all personal belongings (keys, purses, wallets).

Close doors as you exit. Evacuate the building at the nearest exit. Do not use elevators. Proceed to the south east corner of Parking Lot 'L', immediately behind (to the East) the Allied Health Building. Do not re-enter the building until authorized to do so by emergency personnel.

OU-TULSA: In the event of a fire, follow the instructions provided for fire notification and evacuation specific to the building in which you occupy. Activate the nearest fire alarm pull station. Call OU-Tulsa Campus Security at 918-660-3333. Notify occupants and help those needing assistance in the immediate areas. Make your way from the nearest exit, closing doors as you go and proceed to the designated meeting area for the respective building for further instructions.

Active Shooter on Campus

If possible, exit the building immediately and call: **OUHSCPD at 405-271-4911 or OU-Tulsa Campus Security at 918-660-3333.**

If you cannot exit: Clear the hallway immediately and/or remain behind closed doors in a locked or barricaded room, if possible. Stay away from windows. Remain calm and quietly call: **OUHSCPD at 405-271-4911** or if on the **OU-Tulsa campus call Campus Security at 918-660-3333.**

Evacuate the room only when authorities have arrived and instructed you to do so. Do not leave the room or unlock the door to see "what is happening." Do not attempt to confront or apprehend the shooter, unless as a last resort. Do not assume someone else has called police or emergency personnel.

COURSE POLICIES

All policies in University, College, and Department *Student Handbooks* dated for your entry year apply to this course. Students are responsible for following the policies described in the Division of Rehabilitation Sciences Student Handbook and in the AOTA Code of Ethics.

HIPPA Regulations

The HIPAA (Health Insurance Portability and Accountability Act) Regulations place stringent requirements on practitioners to protect the privacy of patients. Refer to the College of Allied Health Student Handbook for further HIPAA guidelines. When completing assignments that include patient-related information, students must comply with the following guidelines:

- Maintain confidentiality concerning all patient information.
- Change the names of the patient, patient's relatives, household members, employers, the referring provider, and the facility to preserve the anonymity of the patient.

- Restrict the use and/or disclosure of information, even though permitted, to the minimum necessary to accomplish the intended educational purpose.
- De-identify patient films or paperwork by removing the following items before leaving the clinical setting:
 - All names
 - All address: including street, city, county, zip code, e-mail address, URL's, Internet Protocol address
 - All dates (except year): including birth date, admission date, discharge date, procedure date, etc.
 - All numbers: including medical record, health plan, account, certificate/license, vehicle identifiers, device identifiers, and serial numbers, telephone, fax, social security, etc.
 - Biometric identifiers and photographic images
 - All other unique identifying numbers, characteristics or codes

Refer questions about HIPAA compliance to the OUHSC Office of Compliance at (405)271-2511.

Academic Integrity

The Department of Rehabilitation Sciences strictly adheres to the University of Oklahoma Academic Misconduct Code. Refer to these policies and general guidelines within the College of Allied Health and Department of Rehabilitation Sciences Student Handbooks. Study files of past examinations or test questions do not exist for this course. It is expected that all work related to this course will be completed independently. Sharing of work from previous students is considered academic misconduct. Plagiarism is considered academic misconduct. To ensure the integrity of this course and the academic programs, instructors encourage students to report all activities of suspected cheating. Academic misconduct will not be tolerated and is means for dismissal from the program.

Religious Holidays

A student who is absent from fieldwork for a religious observance may have fieldwork rescheduled without penalty. It is the student's responsibility to notify the instructor/fieldwork educator of the absence prior to the religious holiday. Rescheduling of make-up activities will be at the fieldwork educator's discretion. After the absence, the student must make contact with the fieldwork educator to arrange make-up within one week of the absence.

Accommodations for Disability

Students become successful learners in a variety of ways. The OUHSC College of Allied Health complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodation must talk with the course coordinators about special needs related to work in this course 2 weeks prior to the semester. Students must contact their advisor and formally request reasonable accommodations for documented disabilities through the Division of Educational Services (BSEB-200) at (405) 271-2655. This office will confirm the disability and work with the course instructor and student in making reasonable accommodations. If you are requesting accommodations at your fieldwork site, you will need to self-identify with your request to your Academic Fieldwork Coordinator and Fieldwork Educator one month prior to starting fieldwork.

Registration and Withdrawal

The student is responsible for being sure that all university paperwork required for this course is completed correctly and turned in before the deadline. In particular, if you choose to withdraw from this course you must complete the appropriate university form, obtain the required signatures, and turn the form in before the deadline. If you stop attending the course and do not complete required coursework, but do not complete the required paperwork to drop the class, then your grade will be calculated with missed homework and examination grades entered as zero. This could result in receiving an Unsatisfactory in the course. Deadlines are shown in the Academic Calendar, available from the Office of Admissions and Records or online at <https://admissions.ouhsc.edu/Academic-Calendar>.

Fieldwork Site Information Form
To be completed by occupational therapy student

STUDENT INFORMATION	
Student Name: _____	
Dates of Clinical Experience: _____	Check One: <input type="checkbox"/> Level I: FW I <input type="checkbox"/> Level II: FW II <input type="checkbox"/> FW III
OUHSC Contacts: Ashley Efaw, DSc, MOTR/L Academic Fieldwork Coordinator Assistant Professor, Rehabilitation Sciences E-Mail: ashley-efaw@ouhsc.edu Office: Tulsa-2D29 Telephone: (918) 660-3281	
Rabab Awad Academic Program Specialist E-Mail: rabab-awad@ouhsc.edu Office: Tulsa 2D27 Telephone: (918) 660-3274	
FIELDWORK EDUCATION SITE INFORMATION	
Fieldwork Site: _____	
Address: _____	

<i>(Department)</i> <i>(Street Address)</i>	

<i>(City)</i> <i>(State)</i> <i>(Zip)</i>	
Phone: _____	Fax: _____

<i>(include area code)</i> <i>(Extension)</i> <i>(include area code)</i>	
Fieldwork Educator Name: _____	

Email: _____	Cell, if applicable: _____

Years in Practice: _____	License #: _____
Approx. # OT students supervised in past: _____	
Professional Behavior Goals for FW I	
1. _____	
2. _____	
3. _____	

Assignment: SCHEDULE OF FIELDWORK FEEDBACK SESSIONS

Name of Fieldwork Student: _____

Name of Fieldwork Educator: _____

Fieldwork Facility: _____

Fieldwork students and fieldwork educators meet informally and formally throughout the fieldwork to ensure timely, open communication, and to assess performance. Informal sessions will occur as the need arises

(following treatment sessions, initial evaluations, etc.). Formal feedback sessions should occur at least **weekly**, during which time both the fieldwork student and the fieldwork educator discuss the:

- Fieldwork student's strengths
- Areas in which the fieldwork student needs to improve
- Fieldwork student's overall performance during each week (satisfactory or unsatisfactory)
- Fieldwork student's comments regarding supervision and other feedback for the Fieldwork educator
- Learning strategies and goals for the upcoming week

To document the formal feedback sessions, fieldwork students and fieldwork educators complete the following table. Note that the only items that require documenting for feedback sessions other than midterm and final are the meeting date and whether the student is making satisfactory progress.

Formal Feedback Session	Date of Meeting	Is the Fieldwork Student Making Satisfactory Progress?	Fieldwork Educator's Initials	Fieldwork Student's Initials
Week One		Yes No *		
Week Two		Yes No *		
MIDTERM	Upload on CANVAS	Fieldwork Educator, Please check one below: <input type="checkbox"/> Yes, I need a meeting with the AFWC. <input type="checkbox"/> No I do not need a meeting with the AFWC		
Week Three		Yes No *		
Week Four		Yes No *		
Week Five Final COMMENTS		Yes No *		

***If the student is not making satisfactory progress, the fieldwork educator and student must contact Dr. Efaw who will meet with you and assist in developing an appropriate action plan. Student should upload this form to CANVAS by the Monday of week 3.**

**Assignment: INTERVIEW AND COPM SUMMARY, OCCUPATIONAL PROFILE,
OCCUPATION BASED GOALS, AND EVIDENCE-BASED INTERVENTION**

This assignment integrates knowledge, skills, and attitudes in the professionalism, professional reasoning, and sciences content cores. Students submit an interview summary and goals on an individual using the Occupational Therapy Practice Framework: Domain and Process, and the Sames (2010) text on goal writing. If there is more than one student at a site or with a fieldwork educator, you will interview one client in your group, but will complete the following individually.

Submission: Submit your typed summary including a copy of your COPM with a standard DRS cover page on CANVAS.

NOTE: The goal focuses on occupational performance of ONE occupation identified by the client through the COPM as either the highest priority goal for intervention, using guidance from your FW educator on feasibility. We will refer to this occupation as “**the priority occupation**” in the note. Use the bold & underlined headings shown to organize your writing

Resources: OT Framework (AOTA, 2020); Sames (2010);

See the grading form for an outline view of note headings. See the specific criteria for writing each section below.

Part 1

Background Information and Informal interview: use this as an opportunity to develop rapport with the client and find out more about them. For example: Where they are from, live, married, kids, type of house, how they enjoy living or working where they are in the community, etc. Use this time to get to know the individual that you are working with. How has their disability affected them in their everyday life? Use guidelines or suggestions from previous coursework and experiences.

Part 2

COPM: Use the Canadian Occupational Performance Measurement (COPM) to learn about your client and to set goals. Identify ONE priority occupation and report the initial performance and satisfaction scores for it. Summarize the purpose of the COPM and the results of this one priority occupation into your note.

Part 3

Occupational Profile: Complete the Occupational Profile Template. Use this information to then write two paragraphs that include the client’s occupational history and experience, patterns of living, interests, values, and needs from the client’s perspective that are relevant to the current situation (AOTA Framework pg. 16, 21-22; Occupational Profile Template).

Part 4

Client Centered Occupation Based Goals: Write goals (short term and long term) based on the client’s ONE priority occupation.

Goals should be summarized as restorative, habilitative, maintenance, modification, preventive, or health promotion (Sames, Ch. 11).

Write your long-term goal and short-term goal(s) for this one task following the process that has been utilized in clinical process For SMART goals or the process below.

1. Who (this is always the patient)
2. Will do what (an activity important to the patient. This should be identified through the COPM).
3. Under what conditions (pertains to the conditions of the activity to be performed. These conditions address the environment(s) in which the activity is performed and may include adaptation of the activity itself.)
4. How well (independently, or with assistance. Quantify the amount of assistance.)
5. By when (the date the goal is to be achieved)

Your goals should provide enough detail that another therapist could pick this client up in your absence and know what the goals are.

Part 5

Evidence-Based Intervention: Identify the intervention you would choose to address the patient identified goals. Classify the intervention according to OTPF (Table 12) and find what you consider to be the highest level of evidence that has good external validity to your patient to support its use. Provide a brief and to the point paragraph of the best evidence, you would use to support your decision and **submit a copy of the article(s).**

NOTE: The purpose of this assignment is to allow you to practice your interview skills; administration of the COPM, and the opportunity to develop occupation based goals and apply evidence. Utilize the following outline to document this assignment

INTERVIEW AND COPM SUMMARY, OCCUPATIONAL PROFILE, AND OCCUPATION BASED GOALS

PART 1

BACKGROUND INFORMATION AND INTERVIEW:

PART 2

COPM:

Name of instruments or use of observation

Purpose of instrument

Method of scoring instrument

Scores and meaning of scores

PART 3

OCCUPATIONAL PROFILE: Describe the client's occupational history and experience, patterns of living, interests, values, and needs from the client's perspective that are relevant to the current situation. Submit the template as an attachment at the end of this form as well.

PART 4

CLIENT CENTERED OCUPATION BASED GOALS

Occupation Based Long-term SMART goal (*Who, will do, under what conditions, how well, by when*): *Goals should be summarized as either restorative, habilitative, maintenance, modification, preventive, or health promotion (Sames, Ch 11):*

Occupation Based Short-term goal(s) (*Who, will do, under what conditions, how well, by when*):

Include 2-3 short-term SMART goals that all tie to your one long-term goal. Goals should be summarized as either restorative, habilitative, maintenance, modification, preventive, or health promotion

PART 5

Evidence-Based Intervention: Identify the intervention you would choose to address the patient identified goals. Classify the intervention according to OTPF (TABLE 6) and find what you consider to be the highest level of evidence that has good external validity to your patient to support its use. Provide a brief and to the point paragraph of the best evidence you would use to support your decision. Attach article(s) in CANVAS.

Signature

Date

Sames, K. M. (2010). Documenting Occupational therapy practice. Upper Saddle River New Jersey: Pearson Education, Inc.

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

Assignment: STUDENT REFLECTIONS

The objective of this reflection assignment is to help you to develop **reflective skills**. It is **not** intended to be a comprehensive description of all of your learning experiences. Select an experience that taught you something new about practice so that your subsequent practice has been changed or been transformed in some way. This experience can be **one** of the following:

- **An experience in which you feel you really made a difference in the client's outcome**
- **An experience that went unusually well**
- **An experience in which things did not go as planned**
- **An experience that was very ordinary and typical**
- **An experience that you think captures the quintessence of what occupational therapy is about**
- **An experience that was particularly demanding**
- **An experience that was extraordinary and thought-provoking**
- **Thoughts on occupation based interventions relative to your practice experience**
- **An experience or conversation that changed your thinking about OT.**

In 2-3 pages, (double-spaced), include all of the following:

- **The context of the experience**
- **A detailed description of what happened, what your concerns were at the time, what you were thinking about as it was taking place, and what you were feeling during the experience**
- **What psychosocial factors** contributed to the experience from the client's perspective and your own
- **What you were thinking and feeling after the experience**
- **Why the experience was an important learning opportunity for you**
- **How this learning event may affect your future practice**

When preparing your submission, please follow HIPPA guidelines. This assignment will not be graded, but must be completed and turned in to pass this course.

References

Benner P. (1984) *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Menlo Park, CA: Addison-Wesley.

Higgs J, Jones M. Clinical reasoning in the health professions. In Higgs J, Jones M (eds) (2000). *Clinical Reasoning in the Health Professions*. Oxford: Butterworth Heinemann; 3-14.

Evaluation of Student Performance on FW I and course objectives

Fieldwork educators will use this tool to evaluate the student at the end of the 5-week practice experience. Each item is a **course objective** in headings that refer to areas of the curriculum design. Numbers in parentheses relate to ACOTE Standards for the Occupational Therapist (2018).

Student: _____ Fieldwork Educator _____ Facility: _____

Rate student performance on each item using the following rating scale:
 1=Never 2= Seldom 3=Sometimes 4= Often 5=Consistently

Evaluation of Student Performance			
I. Health Promotion	II. Inquiry & Innovation	III. Occupational Performance	IV. Collaborative Partnerships
1. Articulates to clients and families the unique nature of occupation and its value for the client. (B. 3.3) 1 2 3 4 5 2. Uses occupation-based, client-centered professional reasoning to document the meaning and dynamics of occupation and purposeful activity for clients. (B.3.2) 1 2 3 4 5	2. Analyzes activities relative to performance areas, performance components, and performance contexts. (B.3.2) 1 2 3 4 5 3. Uses the Canadian Occupational Performance Measure, and other standardized and non-standardized assessments, according to appropriate procedures. (B.4.4, B.4.5.) 1 2 3 4 5	1. Appreciates the influence of social conditions and the ethical context in which humans choose and engage in occupations. (B.1.2., B.1.3., B.5.1.) 1 2 3 4 5 2. Applies knowledge of the structure and function of the human body to include the biological and physical sciences and concepts presented in semesters 1-3. (B.1.1) 1 2 3 4 5 3. Appreciates the influence of social conditions and the ethical context in which humans choose and engage in occupations.	1. Participates actively and positively in the supervisory relationship with the fieldwork educator and academic fieldwork coordinator. (B. 4.24., B.4.25) 1 2 3 4 5 2. Uses safety precautions in line with site policies and standards with clients and families during screening, evaluation, planning, and intervention processes. (B. 3.7) 1 2 3 4 5 3. With supervision, uses professional documentation of occupational therapy services

Evaluation of Student Performance			
I. Health Promotion	II. Inquiry & Innovation	III. Occupational Performance	IV. Collaborative Partnerships
		(B.1.2., B.1.3., B.5.1.) 1 2 3 4 5 4. Uses clinical reasoning to facilitate client occupation-based interventions that address client factors, performance patterns and performance skills. (B. 4.2, B.4.10.) 1 2 3 4 5	according to OUHSC & facility guidelines. (B. 4.10., B.4.29.) 1 2 3 4 5 4. Demonstrates professional identity by describing the meaning and dynamics of occupation and purposeful activity. (B.3.1.) 1 2 3 4 5

 Signature of Fieldwork Educator (Date)

 Signature of Fieldwork Student (Date)

Comments or Recommendations: