

**OCTH 7823 Fieldwork Education II**  
**Summer 2022**  
**3 Credit Hours**  
**Assigned Fieldwork Locations**  
**June 6 – July 29, 2022**  
**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 COORDINATORS**

Ashley Efaw, MOTR/L  
Clinical Assistant Professor  
Academic Fieldwork Coordinator  
E-Mail: [ashley-efaw@ouhsc.edu](mailto:ashley-efaw@ouhsc.edu)  
Office: TUL-2D29  
Telephone: (918) 660-3281  
Office Hours: Scheduled by appointment

**STAFF SUPPORT**

Rabab Awad  
Academic Program Specialist  
E-Mail: [rabab-awad@ouhsc.edu](mailto:rabab-awad@ouhsc.edu)  
Office: Tulsa 2D27  
Telephone: (918) 660-3274

*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 course continues the application of accumulated clinical and professional skills. Students will participate in an eight-week internship and make decisions about interventions; which include implementing alternatives to traditional care. Patient-family education, consultation, and use of extended care providers will be emphasized. Additionally, students will begin an outcome-based study that they will present in the clinic.

**PREREQUISITE(S)**

By coordinator permission.

**CLASS TYPE**

Clinical

**COURSE OBJECTIVES**

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

1. Deliver occupational therapy services to clients that focus on applying purposeful and meaningful occupation.
2. Demonstrate entry-level competence in performing the occupational therapy process.

## STUDENT LEARNING OUTCOMES TIED TO ACCREDITATION STANDARDS

The *OTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)* is the criteria for student performance for Level II Fieldwork experiences.

Within the context of the fieldwork site, and as appropriate to the individuals served, the student will:

1. articulate and apply the basic tenants of occupational therapy in the provision of services;
2. select, apply, interpret, and document standardized and non-standardized screening and assessment tools;
3. develop and implement individualized, occupation-based, intervention plans based on various models and frames of reference;
4. develop meaningful occupation-based outcomes with an understanding of the person's unique psychosocial factors which influence engagement in occupation;
5. design and deliver occupational therapy services consistent with the contexts and individuals served;
6. clearly and effectively communicate verbally and non-verbally with all stakeholders;
7. demonstrate consistent professional behaviors; and
8. take initiative in exploring learning opportunities.

## 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 Rehabilitation 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. Absences up to and including two work days are to be negotiated between the student and fieldwork educator. Absences greater than two work days must include discussion with the AFWC. Students who are absent two or more days are required to notify Dr. Isaacson by email immediately.
  - 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 attire (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

### **Instruction Mode**

**Internship/Practicum:** Students participate in an eight-week internship (fieldwork) experience in which they assume full-time patient care under the supervision of a licensed occupational therapist.

### **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.*

*AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE).*

*This assessment is the AOTA criteria for all Level II Fieldwork experiences. The Program provides students with the form to give to your FW educator for midterm and final evaluation additional copies are at student’s expense.*

Sames, K. M., & Sames, K. M. (2015). *Documenting occupational therapy practice* (3<sup>rd</sup> 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.*

**Recommended Texts and Materials**

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

*We encourage continued use of the Canadian Occupational Performance Measure (COPM) as an initial evaluation and outcome measure for appropriate clients.*

**Course Website**

The course uses D2L, 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](mailto:pam-farmer@ouhsc.edu) or [gina-vile@ouhsc.edu](mailto:gina-vile@ouhsc.edu) if you experience problems with D2L.

**Assignments**

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

<b>Assignment</b>	<b>Due Date</b>
1. Fieldwork Site Information form	Week 1: Friday, 11:30pm
2. Fieldwork Data Form	Week 2: Friday, 11:30pm
3. Site-Specific Objectives	Week 3: Friday, 11:30pm
4. Schedule of Fieldwork Feedback Sessions form	Week following FW: Tues., noon
5. Reflections and Stories Journal (10 pages)	Week following FW: Tues., noon
6. Weekly Student / Supervisor Review	Weeks 1-7: each Friday, 11:30pm
7. Midterm: AOTA Fieldwork Performance Evaluation form to Advisor	Week 4 or 5: scheduled with advisor, 11:30pm
8. Project Development: Materials with References	Week following FW: Tues., noon
9. Project Development: FWE Critique of Student Project	Week following FW: Tues., noon
10. Student Evaluation of Fieldwork Site Survey	Week following FW: Tues., noon
11. Student Evaluation of Fieldwork Educator Survey	Week following FW: Tues., noon

12. Thank You Note	Week following FW: Tues., noon
13. Final: original <i>AOTA Fieldwork Performance Evaluation</i> form	Week following FW: Tues., noon
14. Discussion Boards	Participate throughout FW and attest by Week following FW: Tues., noon

1. **Fieldwork Site Information Form:** Complete form in its entirety 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. **Fieldwork Data Form (FDF):** The FDF is the primary source of information that students use when selecting fieldwork experiences, and it is important that these forms contain the most current information on the clinic site. For this reason, students must complete and upload to D2L all 6 pages of the FDF for their fieldwork site.
  - a. FDF form in Typhon database: Update and upload to D2L if the form is over two years old or missing information.
  - b. No FDF form in Typhon database: Complete and upload to D2L. If more than one student is going to the same facility, the students share the responsibility of completing the FDF. Only one student will upload the form to D2L. For the student who did not upload the FDF, upload a note that your partner turned the in the form.

NOTE: If more than one student is going to the same facility, the students share the responsibility of completing the FDF. Only one student will upload the form to D2L. For the student who did not upload the FDF, upload a note that your partner turned the in the form.
3. **Site-Specific Objectives:** Each fieldwork site should have site-specific objectives that link to the *AOTA Fieldwork Performance Evaluation (FWPE)*. These objectives help students know what they need to do to perform satisfactorily in the setting. Site objectives are maintained in the Typhon database.
  - a. Site-Specific Objectives in Typhon database: Review and update the objectives with the fieldwork educator. Upload to D2L.
  - b. No Site-Specific Objectives in Typhon database: Complete and upload site specific objectives to D2L. The student will facilitate the process and work with the fieldwork educator to develop the objectives. Sites may use OUHSC's site specific objectives or create their own. See resources on D2L for developing site specific objectives.

NOTE: If more than one student is going to the same facility, the students share the responsibility of reviewing and updating or developing objectives. Only one student will upload them to D2L. For the student who did not upload the objectives, upload a note that your partner uploaded them.
4. **Schedule of Fieldwork Feedback Sessions:** Upload the completed Schedule of Fieldwork Feedback Sessions to D2L. See form at end of syllabus.
5. **Weekly Student / Supervisor Review form:** Schedule a weekly meeting with the fieldwork educator. Complete the form before each meeting. During the meeting, discuss your responses. Upload the completed weekly reviews (i.e., weeks 1-7) to D2L except during the week you complete the midterm. See form at end of syllabus.
6. **Midterm:** Participate in the midterm meeting with your fieldwork educator and advisor during week four or five.

- a. By the end of week 2, email your advisor with 2-3 options (dates/times) that will work for you and the fieldwork educator. If you are not in the central time zone, be sure to indicate the time in the central time zone.
  - b. Complete the FWPE with your fieldwork educator prior to midterm call. The meeting with your advisor should occur after your midterm meeting with your fieldwork educator.
  - c. At least 24 hours prior to the scheduled midterm call, email the completed midterm FWPE in its entirety to your advisor.
  - d. By the end of week five, participate in midterm call with both your fieldwork educator and advisor.
7. **Reflections and Stories Journal:** Keep a reflections journal throughout the 8-week experience as the basis of the autoethnography written in OETH 7812 Seminar: Clinical Reasoning II.
- a. Upload 10 handwritten or typewritten pages of the journal at the conclusion of this FW. (Note: you will hopefully have more than 10 pages of journaling. I am asking you to turn in only 10) (upload on D2L)
8. **Project Development and Critique:** Construct an educational program or similar product that meets the criteria outlined in the Project Development Guidelines (see at the end of syllabus). The project is critiqued by the fieldwork educator. Should a student receive a rating of “unsatisfactory,” the student will have one opportunity to complete a different project following guidelines set by the fieldwork educator and academic fieldwork coordinator. Should the second project be critiqued as “unsatisfactory, the student will receive an “unsatisfactory” for the course. Upload to D2L the fieldwork educator’s critique and project development materials and references.
9. **Student Evaluation of Fieldwork Site Survey:** Complete the Typhon Student Evaluation of Fieldwork Site survey. Upload as pdf to D2L.
10. **Student Evaluation of Fieldwork Educator Survey:** Complete the Typhon Student Evaluation of Fieldwork Educator survey. Upload as pdf to D2L.
11. **Thank You Note:** Upload a copy of your thank you note to your fieldwork educator to D2L.
12. **AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE):** Submit final FWPE form on Formstack.
13. **Discussion Boards:** Participate in discussion boards on D2L. There will be 8 discussion board topics to choose from D2L throughout your fieldwork. You will need to have 4 high quality and thoughtful original posts and 4 replies. Spread these throughout your 8 weeks according to when you have something meaningful to add. Do not wait until week 8 to submit all posts.

### **Evaluation Methods**

To successfully complete this course, student must satisfactorily complete all assignments.

### **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 the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)*, 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 *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)*, which serves as the standard for AOTA Level II fieldwork:

1. Achieve minimum passing scores at final ( $\geq 111$ ) ratings; and
2. Achieve ratings of 3 or above on the final evaluation for the Fundamentals of Practice section pertaining to ethics and safety items.

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

1. Achieve a "Satisfactory" ranking for last 4 weeks (i.e., 5-8) of the fieldwork experience.

Assignment	Submission	Points
1. Fieldwork Site Information form	D2L Assignment	Satisfactory or Unsatisfactory
2. Fieldwork Data Form	D2L Assignment	Satisfactory or Unsatisfactory
3. Site Specific Objectives	D2L Assignment	Satisfactory or Unsatisfactory
4. Midterm: <i>AOTA Fieldwork Performance Evaluation</i> form to Advisor	D2L Assignment	Satisfactory or Unsatisfactory
5. Reflections and Stories Journal (10 pages)	D2L Assignment	Satisfactory or Unsatisfactory
6. Project Development: Materials with References	D2L Assignment	Satisfactory or Unsatisfactory
7. Project Development: FWE Critique of Student Project	D2L Assignment	Satisfactory or Unsatisfactory
8. Student Evaluation of Fieldwork Site Survey	D2L Assignment	Satisfactory or Unsatisfactory
9. Student Evaluation of Fieldwork Educator Survey	D2L Assignment	Satisfactory or Unsatisfactory
10. Thank You Note	D2L Assignment	Satisfactory or Unsatisfactory
11. Schedule of Fieldwork Feedback Sessions	D2L Assignment	Satisfactory or Unsatisfactory
12. Weekly Student / Supervisor Reviews (weeks 1 thru 7)	D2L Assignment	Satisfactory or Unsatisfactory
13. Final: original <i>AOTA Fieldwork Performance Evaluation</i> form	OKC: Wade Hensley TUL: Rabab Awad	Satisfactory or Unsatisfactory

## FIELDWORK EDUCATION TIMELINES

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

FW Checklist	
Timeline	Task
<b>Prior to Fieldwork</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend pre-fieldwork student fieldwork meeting(s).</li> <li><input type="checkbox"/> Check Typhon to see if your site requires any prerequisites such as a different drug screening or background test. This is at the student's expense.</li> <li><input type="checkbox"/> Review FWPE and become familiar with site-specific objectives for your site.</li> <li><input type="checkbox"/> Send a letter or email of introduction and a completed Personal Data Sheet (see D2L) at least <u>three weeks prior to the beginning of your fieldwork</u>. Follow-up with a phone call prior to your fieldwork to ascertain parking instructions, dress code, etc. At this time, find out the</li> </ul>

FW Checklist	
Timeline	Task
	<p>details of your fieldwork and any materials that you should be studying to prepare for this Fieldwork.</p> <ul style="list-style-type: none"> <li>❑ Update Typhon before expiration dates. Update any immunizations, if needed, review the database, and look at the prerequisites to determine whether you need to have any additional tests completed for that site. Complete them. Fieldwork may be cancelled if this is not completed in a timely fashion.</li> <li>❑ Pull together your Fieldwork Education Notebook, which should include a current copy of your student health information form, liability insurance, and your FWPE. Have these available as/when needed.</li> <li>❑ Contact your fieldwork educator by phone one-two weeks before beginning the fieldwork experience.</li> <li>❑ Review Department of Rehabilitation Sciences Student Handbook, Fieldwork and Clinical Education Guidelines, the syllabus, and all materials necessary for the completion of the course.</li> <li>❑ Review your Professional Behavior goals, set new professional goals and add to the Fieldwork Site Information Form. The goals should reflect professional growth related to fieldwork.</li> </ul>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>❑ Upload the completed Fieldwork Site Information Form to D2L</li> <li>❑ Student / Supervisor Review <ul style="list-style-type: none"> <li>❑ Schedule weekly Student/Supervisor Review meeting</li> <li>❑ Complete Student/Supervisor Weekly Review form</li> <li>❑ Discuss completed Student/Supervisor Weekly Review form with your fieldwork educator</li> <li>❑ Upload the form to D2L</li> </ul> </li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>❑ Upload Fieldwork Data Form to D2L</li> <li>❑ Upload completed Student / Supervisor Weekly Review form to D2L</li> <li>❑ Email your advisor with 2-3 options (dates/CST times) for midterm call</li> <li>❑ Begin thinking about the Project you will develop for your site. Your fieldwork educator may have suggestions.</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>❑ Upload Site-Specific Objectives to D2L</li> <li>❑ Upload completed Student / Supervisor Weekly Review form to D2L</li> <li>❑ Confirm with your advisor and fieldwork educator date/time for midterm call</li> <li>❑ Reflect: How are you doing with your Generic Abilities? What can you do to reach your goals? What can you do to be an active learner? Set new professional goals and email to your advisor. Be prepared to discuss during the midterm meeting.</li> </ul>



FW Checklist	
Timeline	Task
<b>Week 4</b>	<input type="checkbox"/> Upload completed Student / Supervisor Weekly Review form to D2L <input type="checkbox"/> Midterm <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the FWPE with your fieldwork educator prior to midterm call</li> <li><input type="checkbox"/> At least 24 hours prior to the schedule midterm call, email the completed midterm FWPE in its entirety to your advisor.</li> <li><input type="checkbox"/> Participate in midterm call with both your fieldwork educator and advisor. Be available at the number in which you requested the call.</li> </ul>
<b>Week 5</b>	<input type="checkbox"/> Upload completed Student / Supervisor Weekly Review form to D2L
<b>Week 6</b>	<input type="checkbox"/> Upload completed Student / Supervisor Weekly Review form to D2L
<b>Week 7</b>	<input type="checkbox"/> Upload completed Student / Supervisor Weekly Review form to D2L
<b>Week 8</b>	<input type="checkbox"/> Complete the FWPE with your fieldwork educator
<b>Following Fieldwork</b>	<p>1. Upload to D2L, by noon the Tuesday following fieldwork:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed Schedule of Fieldwork Feedback Sessions form</li> <li><input type="checkbox"/> Journal reflections</li> <li><input type="checkbox"/> Fieldwork Educator’s Critique of Student Program form</li> <li><input type="checkbox"/> Completed Program Development materials and references</li> <li><input type="checkbox"/> Completed online Student Evaluation of Fieldwork Site Survey</li> <li><input type="checkbox"/> Completed online Student Evaluation of Fieldwork Educator Survey</li> <li><input type="checkbox"/> Copy of your thank you letter to your fieldwork educator</li> </ul> <p><i>Make sure all work is readable and upright when scanned in or uploaded to D2L in pdf format.</i></p> <p>Students participating in out-of-town internships may wish to mail the above materials to the school. Make copies of all the materials to be mailed. Mail the <u>original</u> AOTA FWPE using either <u>certified or registered mail</u> to the following address:</p> <p style="padding-left: 40px;">Wade Hensley  University of Oklahoma Health Sciences Center  College of Allied Health  1200 N. Stonewall Ave., Rm 3106  Oklahoma City, OK 73117</p> <p><b><i>Mailed materials must be post marked by the Monday following your fieldwork.</i></b></p> <p>NOTE: Incomplete materials or turning in the materials <u>late</u> may result in an “incomplete” in the course causing a delay in fieldwork and/or graduation or may result in the grade of “Unsatisfactory” in the fieldwork course.</p>

### 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](http://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](http://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](http://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](mailto: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](http://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](http://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](http://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](#).

**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](mailto:students@ouhsc.edu) or OU-Tulsa Student Affairs at (918) 660-3100 or [TulsaSA@ou.edu](mailto:TulsaSA@ou.edu)

**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.

- **Review and Approval**
- 06/04/20 Academic Programs Council Draft
- 07/30/20 Academic Affairs Policy Council Final Draft
- 08/06/20 Academic Programs Council Review
- \_\_\_\_\_ Vice Provost Academic Affairs
- \_\_\_\_\_ POSTED Admissions & Records

## 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 II FW I <input type="checkbox"/> Level II FW II <input type="checkbox"/> FW III <input type="checkbox"/> FW IV	
OUHSC Contacts: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Ashley Efaw, MOTR/L            Clinical Assistant Professor, Department of Rehabilitation Sciences            Academic Fieldwork Coordinator            E-Mail: Ashley-efaw@ouhsc.edu            Office: Tulsa-2D29            Telephone: (918) 660-3281</p> </div> <div style="width: 45%;"> <p>Rabab Awad            Academic Program Specialist            E-Mail: rabab-awad@ouhsc.edu            Office: Tulsa 2D27            Telephone: (918) 660-3274</p> </div> </div>		
FIELDWORK EDUCATION SITE INFORMATION		
Fieldwork Site: _____		
Address: _____		
(Department)	(Street Address)	
(City)	(State)	(Zip)
Phone: _____	Fax: _____	
(include area code)	(Extension)	(include area code)
Best Phone to call at midterm: _____		
Fieldwork Educator Name: _____		
Email: _____	Cell, if applicable: _____	
Years in Practice: _____ License #: _____	Approx. # OT students supervised in past: _____	
Fieldwork Educator Name: _____		
Email: _____	Cell, if applicable: _____	
Years in Practice: _____ License #: _____	Approx. # OT students supervised in past: _____	
Professional Behavior Goals (previously known as generic abilities) for this rotation		
1. _____		
2. _____		
3. _____		



## **Assignment: Reflections and Stories Journal**

Keep a regular journal of your reflections throughout the 8-week experience. While following HIPAA guidelines and de-identifying protected data, keep pseudonyms of clients and others consistent throughout the journal.

Your journal is a record of your reflections on various aspects of your FW experience, including areas of strength and confidence as well as areas of uncertainty and doubt. Emphasize questioning and reflecting. The reflections consist of stories about your experiences and the people with whom you interact.

Give as much detail in your stories as possible, including (a) the context of an action, (b) the intentions and meanings that organize the action, (c) the evolution and development of the action, and (d) presentation of action as a text or story that can be interpreted (Denzin, 2001, p. 53). In other words, tell stories with lots of details about what happened externally (what your clients, families, fieldwork educator, therapists, etc., did and said) and internally (your thoughts and feelings); these are equally important.

Think about who you are. How does this affect what you see and do in the clinic?

In your reflections and stories, consider themes of practice, clinical reasoning, and the experience of being an occupational therapy student as you journal. Entries may include, but are not limited to

1. Reflections and stories about questions that arise in the course of the person's care and questions about best practice. Examples include evaluation, assessments, intervention, and the pragmatics of the health delivery system and setting, reimbursement, and contexts for intervention.
2. Reflections and stories about your own clinical reasoning processes. Journal on questions such as: What am I thinking about this person? How am I thinking about this person? How does my reasoning reflect occupational therapy? What are my thoughts about occupational therapy for this person? How am I reasoning and acting as an almost entry-level occupational therapist with this person? How is my reasoning changing? How is the provision of other services affecting my clinical reasoning?
3. Reflections and stories about the unique role of occupational therapy in this setting. Ask yourself questions such as how occupational therapy differs in service provision and clinical reasoning compared to the other professionals you are working with in this setting. What is occupational therapy's unique contribution to these clients and their families?
4. Reflections and stories about what is going on in your life, and how this affects your fieldwork experience. How does this affect your relationship with your FWE? How does this affect your interactions with your patients and coworkers?

Conclude your reflection and stories journal by reflecting in the final week on the fieldwork experience as a whole. Consider how and in what ways you and your reasoning have changed because of your experiences, what you have learned and will integrate into your own practice, and the overall changes experienced by the clients about whom you have reflected.

An example of how to go about your reflections from an autoethnographer: I pay attention to my physical feelings, thoughts, and emotions. I use what I call systematic sociological introspection and emotional recall to try to understand an experience I have lived through. (Ellis, 2000, p. 737)

**Upload to D2L at least 10 pages of the *Reflections Journal* with a cover sheet.**

## Project Development Guidelines

As a third-year student, you now have a significant amount of experience in developing and presenting in-services to the staff at fieldwork facilities. For your final fieldwork experience, you will build on these experiences by developing an original project that will benefit your fieldwork site and future clients. You will consult with your fieldwork educator to develop a project that is helpful to the site.

### Here are some examples for a project:

- New educational program grounded in evidence
- Educational brochure for patients based on research
- Specific plan of care for a patient with certain diagnosis (like a clinical pathway) based on occupation-based and/or client factors.
- Critically Appraised Topic (CAT) minimum of two different articles synthesized. You can use the template located <http://otcats.com/> or follow examples from <https://www.aota.org/Practice/Researchers/EBP-Resource-Directory.aspx>. Use this if you would like to dig in deeper to something that intrigues you on your fieldwork or if your site would like more information.
- Other project your site suggests (please email this to me to get approval)

### Criteria:

- It must be an **original** piece of work, based in evidence from the literature, referenced using use the DRS writing guidelines and APA style manual.
- Your fieldwork educator must approve your project to ensure that the project benefits your fieldwork site.
- Your reference list should reflect a thorough use of the available literature on the subject of your project, reflecting the final stage of your maturity as a scholarly practitioner
- Share the finished project with the site through in service or avenue that works for your site.

### Steps to take as you develop this project:

1. During the first two weeks of your fieldwork experience, identify a project that will benefit your fieldwork site. Discuss your idea with your fieldwork educator and request approval for the project.
2. During weeks three through eight of your fieldwork experience, develop the project using the appropriate resources. Projects with deficient reference lists will be graded unsatisfactory by the Academic Fieldwork Coordinator.
3. Confirm the planned project with your advisor on the midterm visit.
4. After completing your project, ask your fieldwork educator to provide you feedback using the *Fieldwork Educator's Critique of Student Project* form.
5. In the event that your project is Unsatisfactory, you will have one opportunity to develop a different project following guidelines set by the fieldwork educator and Academic Fieldwork Coordinator. In the event that the second project is Unsatisfactory, the student will receive an "Unsatisfactory" for the course.
6. At the conclusion of the fieldwork experience, the student uploads the ***Fieldwork Educator's Critique of Student Project*** form completed by the fieldwork educator, plus a copy of the project with references. These are due on D2L (or google site/doc) no later than the assigned due date and time identified on the ***Fieldwork Education Timelines*** Sheet.

### Fieldwork Educator's Critique of Student Project

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Fieldwork Educator's Name: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

Brief Description of Student's Project (student to complete):

Briefly describe how this project will benefit the clinic (student to complete):

Fieldwork Educator's Critique (circle one):

• Is the project evidence-based?                      **Yes**                      **No**

• Is the project adequately referenced?                      **Yes**                      **No**

• Please rate the project using the following scale:

**Excellent**                      **Good**                      **Satisfactory**                      **Unsatisfactory**

Comments:

Students: Upload this form to D2L

### Schedule of Fieldwork Feedback Sessions

Name of Fieldwork Student: \_\_\_\_\_

Name of Fieldwork Educator: \_\_\_\_\_ Facility: \_\_\_\_\_

Fieldwork students and educators should meet informally and formally throughout the fieldwork to ensure timely, open communication and to assess performance. Informal sessions will occur as the need arises within the occupational therapy process. Formal feedback sessions should occur at least **weekly**, during which time both the student and the fieldwork educator discuss the:

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

In addition to the above items, the formal discussions during **week four** (considered "midterm") and **week eight** (considered "final") uses the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)* as the assessment tool. The fieldwork educator ranks student's performance and provides written comments on the appropriate skills.

To document the formal feedback sessions, students and fieldwork educators complete the following table. **Students should use the weekly progress sheet** and have it completed prior to your meetings.

Formal Feedback Session	Date	Is the Student Making Satisfactory Progress?		Fieldwork Educator's Initials	Student's Initials	Weekly review sheet completed
Week One		Yes	No *			
Week Two Schedule midterm call for week 4 or 5 with your advisor		Yes	No *			
Week Three		Yes	No *			
Week Four <b>Midterm:</b> Fieldwork educator and student: <input type="checkbox"/> Rate and discuss FWPE <input type="checkbox"/> Participate in midterm telephone call with advisor		Yes	No *			
Week Five		Yes	No *			
Week Six		Yes	No *			
Week Seven		Yes	No *			
Week Eight <b>Final:</b> Fieldwork educator rates FWPE and discusses it with student.		Yes	No *			

***\*If the student is not making satisfactory progress, the Fieldwork Educator and Student must contact Ashley Efav to assist in developing an appropriate action plan.***

## Student/Supervisor Weekly Review Form

*Students: Complete this BEFORE your scheduled weekly meeting. Your fieldwork educator can add to this and make other suggestions. You may want to use the site-specific objectives as a guide to look at progress and for goals*

Week #: \_\_\_\_\_ Date: \_\_\_\_\_ Student: \_\_\_\_\_ Fieldwork  
Instructor: \_\_\_\_\_

**What did you learn this week?**

**Strengths:**

**Growth areas:**

**Goals for next week:**

**Meetings, assignments due, etc.:**