

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
OCCU 2201

Course Title
Fieldwork Level I

Course Description

Develops documentation and observation skills in clinical areas and applies theory to observation and experiences. Various occupational therapy settings. Practical skills associated with service delivery. Service Learning addressed. Acceptance into the Occupational Therapy Assistant Program.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

ACTS Course **Program Course** Occupational Therapy Assistant Program

ACTS Outcomes:

NA

Program Outcomes

- 6.1. Assist the Occupational Therapist, as requested, in data collection (including but not limited to the occupational profile), perform standardized/non-standardized assessments (analysis of occupational performance) according to directions and accurately report all results to the occupational therapist.
- 6.2 Assist the occupational therapist and client plan relevant intervention specific to the needs of the client, or the client group, based on best practice, including evidence based medicine.
- 6.3. Safely and effectively implement the intervention plan as approved by the occupational therapist and agreed upon by the client, change the intervention technique/plan based on the condition of the client, and report to the occupational therapist and document results.
- 6.4 Safely modify self-performance (including therapeutic use of self) according to the client's needs or condition and report to the occupational therapist and document results.
- 6.5 Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
- 6.6 Complete all duties in an ethical, legal, safe, and professional manner.
- 6.7 Demonstrate the importance of professional development, support professional organizations, and advocate for the future of occupational therapy services.

Course Learner Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Observe and participate in all aspects of the client care in the occupational therapy process as they relate to service delivery for client populations	1-33	na	1-5		C1		"Connect the Dots"

	associated with fieldwork visits. (intake, manipulation, apply, cross apply) (Find, illustrate, distinguish)						
CLO 2	Select occupational therapy interventions based on individual client needs and mechanisms to enhance client situations utilizing, but not limited to, client data. (intake, manipulation, apply) (make use of, explain)	1-33	na	7		C1	Advocacy Assignment
CLO 3	Identify, know, and present medical information and safety concerns for diagnoses typically associated with pathology, disease and occupational therapy service delivery. (intake, manipulation, apply) (choose, select)	1, 2, 3, 4, 6, 7, 8, 10, 25, 26, 29	na	6		R5	Fieldwork Evaluation Assessment (Professional Behavior Performance)
CLO 4	Collaborate professionally with occupational therapy professionals in learning, developing, and experiencing occupational therapy knowledge and client based interactions. (manipulation, apply) (adapt, take part in)	1-33	na	6	CT 5		Fieldwork Evaluation Assessment (Intervention and Implementation)

Unit Outcomes/ Competencies/Objectives

Individual Student Objectives

The student should, at the end of the course OCCU 2201 Fieldwork Level I:

1. Adhere to the institution's policies and procedures. B.9.6, B.9.1
2. Demonstrate an understanding of client's confidentiality. B.9.6, B.9.1
3. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. B.1.5, B.1.8, B.2.8, B.5.2, B.5.18
4. Demonstrate an understanding of client's rights. B.9.1, B.2.4, B.2.5
5. In order to bridge the distance between non-professional and professional responsibilities the student will demonstrate professional behavior in all course work and activities. Student will accept faculty input to correct any student faulty thinking regarding professional behavior expectations. (dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking, attitude). B.4.4, B.4.5, B.5.18, B.5.19, B.5.20, B.5.21, B.5.29, C.1.3, C.1.4, C.1.9
6. Communicate effectively with staff, client, families, significant others and caregivers. B.2.2, B.2.3, B.2.10, B.4.1, B.4.4, B.4.5, B.5.1, B.5.19, B.5.20, B.5.21, B.5.21, B.5.22, B.5.28
7. Gather appropriate and necessary information on assigned clients. B.4.1, B.4.4, B.5.1
8. Identify deficits in areas of occupation and performance skills seen in clients with specific diagnoses. B.2.2, B.2.5, B.2.6, B.2.7, B.2.11, B.4.4, B.5.3, B.5.23.
9. Identify and use adaptive and assistive enhancements, environmental adaptations, and compensatory techniques that are frequently used with the client. B.2.10, B.5.3, B.5.6, B.5.8, B.5.9, B.5.10, B.5.11, B.5.12, B.5.13
10. Report clear, concise verbal and written observation of occupational therapy. B.1.5, B.1.7, B.1.8, B.2.2, B.2.3, B.2.4, B.2.5, B.4.1, B.4.4, B.5.20, B.5.21, B.5.30,
11. Complete group protocol intervention planning, group goals and progress notes on various clients observed in accordance with the format assigned. B.1.5, B.1.7, B.1.8, B.2.2, B.2.3, B.2.4, B.2.5, B.4.1, B.4.4, B.5.4, B.5.20, B.5.21, B.5.30, C.1.7
12. Identify group therapeutic activities that promote occupation. B.5.1, B.5.4.
13. Explain the student and occupational therapy practitioner role in relationship to the occupational therapy process through group format. B.5.1, B.5.4, B.5.19, B.5.20, B.5.21, B.5.25, C.1.3, C.1.7.
14. Demonstrate an understanding of how self is used as a therapeutic tool. B.5.7, B.9.1.
15. Demonstrate an ability to appropriately work and interact with other members of the service delivery team and public. (intake, manipulation, application) B.2.3, B.4.1, B.4.4, B.4.10, B.5.20, B.5.21, B.5.22, B.5.25, B.5.26, B.5.27, B.5.28, B.5.29
16. Demonstrate an ability to plan group intervention and instruct clients in group intervention activities by integrating the various human realms of physical (motor and praxis), cognitive, sensory, perceptual, and psychosocial (communication and social and emotional regulation) needs and abilities. (manipulation, application) B.1.5, B.1.7, B.1.8, B.2.2, B.2.3, B.2.4, B.2.5, B.4.1, B.4.4, B.5.1, B.5.4, B.5.20, B.5.21, B.5.30, C.1.7

17. Participate in scheduled observations with various clients seen in occupational therapy and various health care or community settings. B.1.5, B.1.7, B.1.8, B.2.2, B.2.3, B.2.4, B.2.5, B.4.1, B.4.4, B.5.1, B.5.4, B.5.20, B.5.21, B.5.30, C.1.7
18. Participate in occupational therapist-occupational therapy assistant partnership process and demonstrate ability to comply with fieldwork educator input. B.4.1, B.4.2, B.4.4, B.4.5, B.4.9, B.5.0, B.5.1, B.5.19, B.5.20, B.5.21, B.5.25, B.5.29, B3.5.31
19. Safely demonstrate functional community mobility wheelchair skills. B.2.10, B.5.2, B.5.5, B.5.6, B.5.8, B.5.9, B.5.10, B.5.12, B.5.13
20. Reflect on the importance and role of the fieldwork educator. B.5.20, B.5.21, B.5.26, B.5.28, B.7.8, and B.9.8
21. Identify cultural information relevant to intervention and demonstrate use of said information. B.1.4, B.1.5, B.1.6, B.2.2, B.2.3, B.2.5, B.2.7, B.2.9, B.4.1, B.4.4, B.5.1, B.5.2, B.5.17, B.5.23.
22. Outline pediatric mental health information in order to prepare for site visit. B.1.2, B.1.3, B.1.4, B.2.2, B.4.4, B.5.1, B.5.6
23. Identify occupational therapy process areas within various settings for occupational therapy service delivery and apply past academic knowledge to clinical practice. B.4.4, B.5.1, B.5.27, B.5.31,
24. Experience wheelchair use (client and caregiver role) in the community and document feelings of said experience. B.2.10, B.5.6, B.5.8, B.5.9, B.5.10, B.5.11, B.5.12, B.5.13
25. Identify information needed to advocate on behalf of clients. B.1.6, B.2.3, B.5.21, B.6.4, B.9.12
26. Identify and apply therapeutic use of self as a practitioner. B.5.7
27. Learn the importance of Service; Perform Service Learning activity; and Reflect and Discuss participation in Service Learning and future Service projects. B.9.3., B.9.5.
28. Accurately and safely administer active range of motion measurement testing using appropriate procedures and share feedback of performance to client. B.1.1, B.2.6, B.4.1, B.4.2, B.4.4, B.4.5, B.4.10, B.5.7, B.5.19, B.5.20, B.5.25, B.5.28, B.5.30
29. Be able to articulate the Ethical and Practical considerations of Health and Wellness. B.1.5, B.1.6, B.2.5, B.2.6, B.2.9, B.5.7, B.5.17, B.5.18, B.5.20, B.5.26, B.6.1, B.6.2, B.6.4, B.7.1, B.7.2, B.9.3, B.9.12
30. Complete the occupational profile for group members of Stepping Stones to carry out roles in home, school, and community environments. B.5.1.
31. Provided education to group members in the areas of self-care, self-management, health management and maintenance, home management, school and community integration. B.5.5
32. Develop strategies/interventions to remediate or compensate for cognitive deficits that affect occupational performance. B.5.8
33. Implement group interventions based on principals of group development and group dynamics for the Stepping Stones class. B.5.4

Assessment Description(s)

1. Observe and comprehend service delivery via "Connect The Dots" with 75% or greater accuracy. (apply, cross-apply) (find, illustrate, distinguish, elaborate).
2. Complete Advocacy Assignment with 75% or greater accuracy. (apply, manipulation) (make use of, explain).
3. Students will interact with all concerned parties in an ethical, legal and safe manor as assessed with the Fieldwork Evaluation Assessment – Professional Behavior Performance with 80% or greater accuracy. (manipulation and application) (choose, select)
4. Students will interact with all concerned parties in an ethical, legal and safe manor as assessed with the Fieldwork Evaluation Assessment – Intervention and Implementation with 80% or greater accuracy. (manipulation and application) (adapt, take part in)

Materials and Technological Requirements

- American Occupational Therapy Association membership
- Access to Black Board
- Hand Sanitizer
- Wrist watch or pocket watch with a second hand or a stop watch
- Small covered note pad
- Black pens in the clinic
- Program Uniform and clothing as determined by individual fieldwork sites
- Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. 2014. By: American Occupational Therapy Association. ISBN-13: 9781569003619
- DropBox for saving ALL assignments
- Lab Uniform

McHugh Pendleton, H. & Schultz-Krohn, W. (2011) *Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction*. St. Louis, MO: Elsevier. ISBN-13: 9780323059121

Morreale, M. (2015). *Developing Clinical Competence*. Thorofare, NJ: Slack Books. ISBN 13: 9781617118159

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week..... 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Date of Revision: 9/7/2016