

Application for a New Course v10.1

Course ID	OCCT 690 Physical Disabilities Fieldwork Level I and Documentation
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Hope Martin, OTR, PhD, CHT
2	Course Teacher	Kari Williams, OTR, MS
3	Course Title	Physical Disabilities Fieldwork Level I and Documentation
4	Course Abbreviation (if title is over 30 characters)	Phys Dis FW 1 and Doc
5	College	College of Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	2
8	Instructor Workload	
9	Catalog Description (50 words or less)	The goal of this course is to introduce the student to documentation standards, occupational therapy service delivery standards and therapeutic use of self in preparation for fieldwork. Students will be introduced to real work environments and hands on application of occupational therapy services as related to concurrent courses.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	OCCT 617, OCCT 603, OCCT 601, OCCT 607
11	List any co-requisites	
12	How often will it be offered? Fall	
13	How often will it be offered? Spring	Spring
14	How often will it be offered? Summer	
15	How often will it be offered? Fall	
16	Frequency?	Every Year
17	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
18	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets 16 standards of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). The student will: C.1.8 Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. C.1.9 Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. C.1.10 Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II Fieldwork. B.5.21 Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. (Introduce) B.2.8 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. (Introduce) B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. (Introduce) B.2.10 Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. (Introduce) B.2.11 Analyze, synthesize, and apply models
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		of occupational performance. (Introduce) B.3.1 Apply theories that underlie the practice of occupational therapy. (Introduce) B.3.3 Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. (Introduce) B.5.20 Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (Introduce) B.5.7 Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (Introduce) B.4.10 Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. (Introduce) B.5.27 Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments. (Introduce) B.7.4 Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. (Introduce) B.9.8 Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant. (Introduce)
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT students
2	State the overarching course goal(s) in performance terms.	Practicum or Level 1 fieldwork is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The goal of Level 1 fieldwork per ACOTE standards is, "To introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients". This course is designed to enrich the didactic experience and learning in OCCT 639, OCCT 631, OCCT 641 and OCCT 637 which are also taught during the spring semester (C.1.8). Specific fieldsites including hospitals, outpatient clinics, skilled nursing facilities and community based programs that serve the adult and senior population experiencing physical dysfunctions are chosen for this course. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of an occupational therapist or other qualified professional (C.1.9). The student is required to complete 40 hours of onsite supervised time at their fieldsite. These hours and any additional hours cannot be substituted for any portion of the students Level II fieldwork, which will occur in subsequent terms. (C. 1.10). This course will also have an on-campus seminar to introduce the students to ACOTE standards for level

	one fieldwork, documentation practices, service delivery models and settings, intra- and inter-disciplinary team relationships, referral to specialists, and relevant ethical issues. The concept of therapeutic use of self and other theoretical constructs will also be introduced and explored and related back to didactic courses being taught concurrently (C.1.8). RELATIONSHIP TO INSTITUTIONAL MISSION: • Field experiences will challenge the student intellectually, morally and spiritually • Encourage formation of students for others in promotion of occupational justice • Integrate academic, practical and technological knowledge with human values and ethics. • Promote critical thinking, interaction with the whole person, respect of dignity and individual needs. • Genuine engagement in civic, social, and cultural issues. RELATIONSHIP TO CURRICULUM DESIGN: • Student lived experience; integration of all curriculum threads and application of previous and current didactic course content in authentic clinic situations. • Students navigate experience paying
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		special attention to curricular threads (occupation based, occupational justice, client centered, ethically grounded, and evidence based interventions) Key aspect continues to be self-reflection through reflective journaling previously introduced in OCCT 617.
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2. Competencies and Measurements

Competencies and Measurements:

ACOTE	SLO's	NBCOT	Assignment
B.9.8	Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.	020201 020202 040201 040205 040206	Midterm Exam -100 pts. (10%)
B.4.5	Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process		
B.7.4	Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.		

B.2.6	Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	010201 030201 030301	Case Study from fieldwork-150 pts. (15%) See Rubric Document A
B.2.11	Analyze, synthesize, and apply models of occupational performance.		
B.3.1	Apply theories that underlie the practice of occupational therapy.		
B.2.10	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.		
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	040202 040206	SOAP Notes -5 (20 pts. Each) 100 pts. (10%) See Rubric Document B
B.2.2	Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.	030307 030214 030115 020203 010203 010105	Reflection Journal (15%)-150pts. See Rubric Document C
C.1.8	Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich		

	didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.		
B.5.7	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	010106 020103 020201 020202	Fieldwork Practicum Evaluation- 500 pts. (50%) See Rubric Document D
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.		
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. (Introduce)		
B.2.8	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.		
C.1.10	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance.		

3. Text and Resources

Taylor, R. (2008). *The Intentional Relationship. Occupational Therapy and Use of Self*. F.A. Davis: Chicago, IL.

Gateley, C. & Borcharding, S. (2012). *Documentation Manual for Occupational Therapy*. SLACK, Inc: Thorofare, NJ.

Jacobs, K. & Simon, L. (2015). *Quick Reference Dictionary for Occupational Therapy, 6th Ed.* SLACK, Inc: Thorofare, NJ.

The following required reading will be provided in an electronic file from the library reserve desk. These readings include the following:

American Occupational Therapy Association (2013). Guidelines for Documentation of Occupational Therapy. *American Journal of Occupational Therapy*, 67, S32-S38.

American Occupational Therapy Association (2009). Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services. *American Journal of Occupational Therapy*, 63, 797-803.

Blechert, T., Christiansen, M., Kari, N. (1987). Intraprofessional Team Building. *American Journal of Occupational Therapy*, 41 (9). 576-582.

Fidler, G. (1996). Developing a repertoire of professional behaviors. *American Journal of Occupational Therapy*, 50, 583-587.

Herzberg, G. (1994). The Successful Fieldwork Student: Supervisor Perceptions. *American Journal of Occupational Therapy*, 48 (9), 817-823.

Leland, N., Elliot, S., O'Malley, L., and Murphy, S. (2012). Occupational Therapy in Fall Prevention: Current Evidence and Future Directions. *American Journal of Occupational Therapy*, 66 (2), 149-160.

Moyers, P. A., & Metzler, C. A. (2014). Health Policy Perspectives—Interprofessional collaborative practice in care coordination. *American Journal of Occupational Therapy*, (68), 500-505.

Tickle-Degnan, L. (1998). Working well with others: The prediction of students' clinical performance. *American Journal of Occupational Therapy*, 52, 133-142.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Physical Disabilities Fieldwork Level 1 and Documentation Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 690 Physical Disabilities
Fieldwork Level 1 and Documentation

General Course Information

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities.

Credit Hours

Two (2) semester hours
Spring 2014

Instructor and Contact Information

Kari Williams, OTR, MS
Assistant Professor and Academic Fieldwork Coordinator

Kxw14d@acu.edu
(325) 674-2789; Hardin Administration Building Ste. 204
Contact through email to set appointment

Class time and location

Spring 2015
Mondays 3:30pm-4:30pm
Hardin Administration Building Room 317

Fieldsite experiences will be scheduled the week of April 13-17, 2015 at an assigned site for 40 working hours during this week.

About the Students

OCCT 690 is a graduate course in the Master of Science in Occupational Therapy degree.

Prerequisites

OCCT 617, OCCT 603, OCCT 601, OCCT 607

Course Content**Course Description**

Purpose: Practicum or Level 1 fieldwork is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The goal of Level 1 fieldwork per ACOTE standards is, "To introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients". This course is designed to enrich the didactic experience and learning in OCCT 639, OCCT 631, OCCT 641 and OCCT 637 which are also taught during the spring semester (C.1.8). Specific fieldsites including hospitals, outpatient clinics, skilled nursing facilities and community based programs that serve the adult and senior population experiencing physical dysfunctions are chosen for this course. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of an occupational therapist or other qualified professional (C.1.9). The student is required to complete 40 hours of onsite supervised time at their fieldsite. These hours and any additional hours cannot be substituted for

any portion of the students Level II fieldwork, which will occur in subsequent terms. (C. 1.10).

This course will also have an on-campus seminar to introduce the students to ACOTE standards for level one fieldwork, documentation practices, service delivery models and settings, intra- and inter-disciplinary team relationships, referral to specialists, and relevant ethical issues. The concept of therapeutic use of self and other theoretical constructs will also be introduced and explored and related back to didactic courses being taught concurrently (C.1.8).

RELATIONSHIP TO INSTITUTIONAL MISSION:

- Field experiences will challenge the student intellectually, morally and spiritually
- Encourage formation of students for others in promotion of occupational justice
- Integrate academic, practical and technological knowledge with human values and ethics.
- Promote critical thinking, interaction with the whole person, respect of dignity and individual needs.
- Genuine engagement in civic, social, and cultural issues.

RELATIONSHIP TO CURRICULUM DESIGN:

- Student lived experience; integration of all curriculum threads and application of previous and current didactic course content in authentic clinic situations.
- Students navigate experience paying special attention to curricular threads (occupation based, occupational justice, client centered, ethically grounded, and evidence based interventions)
- Key aspect continues to be self-reflection through reflective journaling previously introduced in OCCT 617.

Course Objectives

ACOTE	SLO's
C.1.8	Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
C.1.9	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.
C.1.10	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II Fieldwork.
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention

	plan. (Introduce)
B.2.8	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. (Introduce)
B.2.9	Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. (Introduce)
B.2.10	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed. (Introduce)
B.2.11	Analyze, synthesize, and apply models of occupational performance. (Introduce)
B.3.1	Apply theories that underlie the practice of occupational therapy. (Introduce)
B.3.3	Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. (Introduce)
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (Introduce)
B.5.7	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (Introduce)
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B.7.4	Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. (Introduce)
B.9.8	Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant. (Introduce)

Teaching/Learning Methods:

This class will be taught in a hybrid model delivery. Seminar hours will be devoted to discussion of topics relevant to fieldwork experience as noted in course schedule. Onsite fieldwork will occur in clinical settings and teaching will occur through hands on experience and feedback from a professional in the field.

Library

You may access the Margaret and Herman Brown Library and its resources through the following link: <http://guides.acu.edu/ot>

Required Texts and Readings:

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Competencies and Measurements:

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B.2.6	Analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.	010201 030201 030301	Case Study from fieldwork-150 pts. (15%) See Rubric Document A
B.2.11	Analyze, synthesize, and apply models of occupational		

	performance.		
B.3.1	Apply theories that underlie the practice of occupational therapy.		
B.2.10	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.		
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	040202 040206	SOAP Notes -5 (20 pts. Each) 100 pts. (10%) See Rubric Document B
B.2.2	Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.	030307 030214 030115 020203 010203 010105	Reflection Journal (15%)-150pts. See Rubric Document C
C.1.8	Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.		
B.5.7	Demonstrate therapeutic use of self, including	010106	Fieldwork Practicum Evaluation- 500 pts. (50%)

	one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	020103 020201 020202	See Rubric Document D
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.		
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. (Introduce)		
B.2.8	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.		
C.1.10	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance.		

Course Schedule

**** Please note: This schedule is tentative and is subject to change**

Date	Topic	Assignment	Assignment Due and Percent of Grade
Week 1 1/12	Introduction; Review of the syllabus and assignments	Reading: AOTA Guidelines for documentation	
Week 2 1/19	Documentation types. SOAP note format	Reading: Gately	
Week 3 1/26	Documentation types and requirements	Reading: Gately	SOAP Note Due (2%)
Week 4 2/2	Documentation	Reading: Gately TBOTE OT Practice Act and OT Rules	SOAP Note Due (2%)
Week 5 2/9	Overview of Practice Acts and OT Rules	Reading: Guidelines for supervision Blechert article (1987).	SOAP Note Due (2%)
Week 6 2/16	Supervision of assistants, technicians, aides	Reading: Willard and Spackman Moyers article	SOAP Note Due (2%)
Week 7 2/23	Inter and Intra professional teams		
Week 8 3/2	Midterm Testing	Readings: Taylor	Midterm (10%)
Week 9 3/9	SPRING BREAK	Readings: Taylor	
Week 10 3/16	Therapeutic Use of Self	Readings: Taylor	
Week 11 3/23	Therapeutic Use of Self	Reading: Leland, et. al article (2012)	
Week 12 3/30	Safety In Clinic Settings, Universal Precautions.	Readings: Articles by Tickle-Degnan (1998) Fidler (1996)	
Week 13 4/6	Discussion on professional behavior, expectations	Herzberg article	
Week 14 4/13	FIELDWORK SITE- Mon-Fri all day 40 hours.		Fieldwork Professional Evaluation (50%)
Week 15 4/20	Discussion: Trends, Practice Patterns, Ethical Issues, case study		Journal Due (15%) Soap Note from site due (2%)
Week 16 4/27	Discussion: Practice Patterns, supervisory roles,		

	safety concerns, case study		
Week 17-Finals	No Class		Case Study Due 5/5 by 9am to OT offices. (15%)

Grade Criteria

Grade	Percent	Point Range	
A	90-100	900	-1000
B	80-89	800	-899
C	70-79	700	-799
D	60-69	600	-699
F	50-59	500	-599

Course Policies

ADA Compliance: The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call extension 2667 for an appointment with the Director of Disability Services.

Attendance: As stated in the ACU Course Catalogue, class attendance is expected. Attendance is imperative for development of understanding and meeting course objectives; therefore, attendance will be recorded. Zeros will be recorded for any quiz, exam or assignment due during or completed in class when a student is absent (only exception: see University Sponsored Events). A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation). **Absences are not acceptable during your scheduled fieldwork hours. If there is an emergency situation and you cannot complete your 40 hours during the scheduled week, it is the student's responsibility to make up missed hours and provide fieldwork coordinator/University with documentation supporting such.**

UNIVERSITY SPONSORED ABSENCES: It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours PRIOR TO THE UNIVERSITY SPONSORED ABSENCE.
2. CHECK before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

Attire and Professionalism: At all class meetings, attire should be comfortable, but in good taste and reflecting professional demeanor. Hats/caps, for males or females, are not to be worn during any test, quiz or other evaluation period. During fieldsite hours students are expected to comply with the dresscode at their respected site. ACU Occupational Therapy Polo Style shirts and dress

slacks are to be worn if it is within the dresscode. ACU Occupational Therapy name badges are to be worn on the upper 1/3 of the body at all time when on site for fieldwork.

Academic Integrity: University Policy for Academic Integrity and Honesty

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices:

1. Unless being utilized for academic purposes as instructed by the professor, to prevent disruption of classes, all cell phones must be turned to the OFF or vibrate (w/out sound) setting and put away during class time. No cell phone is to be answered inside the classroom or in close proximity to the classroom door – be courteous with usage just outside the class.
2. Cell phone usage is limited to the policy of the facility of fieldwork assignment. Typically this means the phone is turned OFF during hours on site. Please verify the facility policy with your fieldwork site supervisor.
3. With the possibility that sensitive information can be accessed, students are not to leave their phones in sight during examinations. Likewise, students are cautioned that inappropriate use of a cell phone outside of the classroom shall be construed as cheating and result in associated penalties.

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: www.acu.edu/campusoffices/studentlife/judicial/ForStudents/Harassment_Policy

Document A

Grading rubric for the OCCT 690 Case Study (150 points):

Research and locate an **evidence-based** occupational therapy article **that relates to your Case Study intervention from OCCT 637 or OCCT 639**

Required Points	Criteria for the Required Points/Letter grade
150-135 points	The case study thoroughly encompass the OTPF, 100% Roman numeral categories and subcategories are addressed; is thorough, clear, and concise; 10 typed SS pages with DS between each section / paragraph; written in third person, a 12 font, with 1" margins, and is completed in full sentences (no bullet points). The Occupational Profile addresses an OTPF area the client would like to accomplish and that goal is the treatment analyzed in the Activity & Occupational Demands section. In the Process category under Therapeutic Use of Self, the student addresses his/her skills and talents; student's name appears on each page; STG, LTG, and Tx Plan correlate and are measurable 100% of the time; there are no spelling or grammar errors; and the EBP topic relates to the domain of OT correlating with that semester's foundational focus.
120-134 points	Everything stated for above grade but only has 9 typed pages; 90% Roman numeral categories and subcategories are addressed; the STG, LTG, and Tx plan correlate and are measurable 75% of the time; there are no spelling or grammar errors; and the EBP topic relates to the domain of OT correlating with that semester's foundational focus.
100-119 points	Everything stated for above grade but only has 8 typed pages; 80% Roman numeral categories and subcategories are addressed, and the STG, LTG, and Tx plan correlate and are measurable 50% of the time; there are a few spelling or grammar errors; and the CAT relates to the domain of OT correlating with that semester's foundational focus.
100 or less points	Everything stated for above grade but there are less than 7 typed pages; less than 80% Roman numeral categories and subcategories are addressed, and the STG, LTG, and Tx plan correlate and are measurable less than 50% of the time; the CAT is not attached; and there are significant grammar and spelling errors.

Abilene Christian University
Department of Occupational Therapy
Case Study: Using the OTPF 3rd Edition as a guide

Occupational Profile

DOMAIN

OCCUPATIONS

A. ADLs (BADLs & PADLs):

B. IADLs:

C. Rest & Sleep:

D. Education:

E. Work:

F. Play:

G. Leisure:

H. Social Participation:

CLIENT FACTORS

A. Values, Beliefs, & Spirituality (Persons, Groups, & Populations):

B. Body Functions:

C. Body Structures:

PERFORMANCE SKILLS

A. Motor Skills:

B. Process Skills:

C. Social Interaction Skills:

PERFORMANCE PATTERNS

A. Habits:

B. Routines:

C. Rituals:

D. Roles:

CONTEXTS & ENVIRONMENTS

A. Cultural:

B. Personal:

C. Temporal:

D. Virtual:

E. Physical:

F. Social:

PROCESS

Therapeutic Use of Self:

TYPES OF OCCUPATIONAL THERAPY INTERVENTIONS

A. Occupations & Activities:

B. Preparatory Methods & Tasks:

C. Education & Training:

D. Advocacy:

E. Group Interventions

ACTIVITY & OCCUPATIONAL DEMANDS

A. Relevance & Importance to Client:

B. Objects Used & Their Properties:

C. Space Demands:

D. Social Demands:

E. Sequence & Timing:

F. Required Actions & Performance Skills:

G. Required Body Functions:

H. Required Body Structures:

APPROACHES TO INTERVENTIONS:

[Create/Promote, Establish/Restore, Maintain, Modify, & Prevent]

OUTCOMES:

[Occupational Performance, Prevention, Health & Wellness, Quality of Life, Participation, Role Competence, Wellbeing, Occupational Justice]

Rehab Potential: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

Problem Areas:

Short term goals are written to address client problems, incorporate occupations, and relate to long term goals.

Short Term Goals: _____ weeks

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Long Term Goals: _____ weeks

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Treatment Plan:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Treatment Frequency; _____ **times / week** **Duration:** _____ **weeks**

(Signature, credentials, and date)

Document B**Grading rubric for the OCCT 690 S.O.A.P. note (20 points):**

Points	Criteria for Required Points/Letter grade
19 - 20 points	The note contains complete, clear, and concise information; the information is located in the appropriate categories 100% of the time; is one page or less; and the note is signed.
16 - 18 points	Everything in the above grade section are met, the information is located in the correct categories 90% of the time.
14 - 15 points	Everything in the above grade section are met, the information is located in the correct categories 80% of the time.
13 or less points	The note does not focus on the appropriate factors that influence engagement in occupation; the information is located in the correct categories less than 80% of the time, is > 1 page; and the note is not signed.

Document C

Grading Rubric for Student Journal:

The student is required to complete a minimum of a six page journal during each Level I fieldwork experience. The journal is worth 30 points and must outline the ten content areas listed below and the Roman Numerals must separate each section. The journal must be single spaced (SS) and double spaced (DS) between each paragraph each section. The journal must be linked to ten classroom / lab experiences and correlate to that semester foundations. **The links must be identified and highlighted.** The links are one mechanism to ensure Level I fieldwork is *integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process (C.1.8).*

- I. Confidentiality, the student is expected to maintain complete confidentiality of all personal, social and medical history, etc. of the clients with whom they work (HIPAA). While pertinent client information is required for educational purposes, it will never include ANY identifying information such as names, identifying numbers, etc. When documenting information for academic purposes, use first initial or a fictional name only.
- II. Describe two challenging events that occurred during your fieldwork experience. Describe your feelings and how you dealt with those challenges.
- III. Specify objective data you obtained during fieldwork (i.e. data obtained from evaluations). Use professional medical/occupational therapy terminology (refer to Quick Reference for OT book).
- IV. Identify and describe six (6) things that were learned on fieldwork (various techniques observed, in-services attended, and information about specific diagnoses, etc).
- V. What was the role of the occupational therapist in various situations/settings? If an occupational therapist was not on site, what role would the OT show?
- VI. Describe three ways you actively participated during fieldwork, be specific.
- VII. Outline and explain in detail four (4) areas, statements, observations, or other circumstances that needed clarified during fieldwork.
- VIII. Identify six (6) resources and describe the need for these resources during the fieldwork experience. The resources can include team members, books, the Internet, ACU OT faculty, etc.

- IX. Document different feedback received from at least **four (4)** people.
Describe what was learned from the feedback. The feedback can be from your FE, a volunteer, a client, a family member, an employee, a fellow student, etc.
- IX. Identify and describe three (3) situations you problem-solved during fieldwork.

Required Points	Criteria for Required Points/Letter grade
150-135 points	All 10 sections are addressed; there are 10 links to the correlating semester's taught foundations; the links are highlighted; the information is thorough , clear, and concise; SS throughout with DS between paragraphs and sections; follows Roman numeral outline; name appears on each page, and is six pages in length.
120-134 points	Everything outlined in the above grade; there are 9 links to the correlating semester's classroom/lab, and is five pages in length.
100-119 points	Everything outlined in the above grade; there are 8 links to the correlating semester's classroom/lab, and is four pages in length.
100 or less points	Less than 10 sections addressed, there are less than 8 links to the correlating semester's taught foundations, is less than four pages in length, student's name does not appear on each page.

Document D: Fieldwork Site Evaluation

STUDENT INFORMATION

Student Name:	_____	Date:	_____
	First Middle Last		
Student ID:	_____	Site Name:	_____
	(please ask student for ID)		
OT/OTA School:	_____	Course Number:	_____
		FW Sequence:	1 ☐ 2 ☐ 3 ☐ 4 ☐

PRIMARY FW EDUCATOR INFORMATION

FWEd Name:	_____	Past Experience:	Click to Select	Click to
	First Last Credential s		(# of FWI Students)	(# of FWII students)
FWEd License #:	_____	FWEd Credentials:	☐ OT: Click to Select	
Years of Experience:	_____		☐ Non OT: Click to Sel	
Have you attended the AOTA Fieldwork Educator Certificate Course?				If other:
☐ Yes ☐ No				

Indicate the student's level of performance using the scale below.

- 1=Well Below Standards:** Performance is weak in most required tasks and activities. Work is frequently unacceptable.
- 2=Below Standards:** Opportunities for improvement exist however student has not demonstrated adequate response to feedback.
Work is occasionally unacceptable.
- 3=Meets Standards:** Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
- 4=Exceeds Standards:** Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
- 5=Far Exceeds Standards:** Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

	1	2	3	4	5
1. Time management Skills Consider ability to be prompt, arrive on time, complete assignments on time. Comments: _____	Click to Select				

2. Organization Consider ability to set priorities, be dependable, be organized, follow through with responsibilities Comments:	Click to Select
3. Engagement in the fieldwork experience Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes. Comments:	Click to Select
4. Self-Directed Learning Consider ability to take responsibility for own learning; demonstrate motivation. Comments:	Click to Select
5. Reasoning/Problem solving Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process. Comments:	Click to Select
6. Written Communication Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills. Comments:	Click to Select
7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments:	Click to Select
8. Observation skills Consider ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations. Comments:	Click to Select
9. Participation in the Supervisory Process Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels. Comments:	Click to Select

10. Verbal communication and Interpersonal skills with patients/clients/ staff/caregivers Consider ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence. Comments:	Click to Select
11. Professional and Personal Boundaries Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work w/others cooperatively, considerately, effectively; responsiveness to social cues. Comments:	Click to Select
12. Use of professional terminology Consider ability to respect confidentiality; appropriately apply professional terminology (such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc) in written and oral communication. Comments:	Click to Select

Final score: _____

Requirements for passing: No more than one item below a "2" **OR** No more than two items below a "3"

Student signature: _____

***Supervisors:** please print a hard copy to provide to the student and e-mail an identical copy of the document directly to the academic fieldwork coordinator at _____.

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Score of 48-60	500 points
Score of 41-47	475 points
Score of 35-40	450 points
Score of 34 or below is unacceptable	No points awarded.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 4, 2014
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 690 – Physical Disabilities Fieldwork Level 1 and Documentation

The library has examined the course proposal and is able to support the proposed course. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu), if additional library resources are needed to support the proposed course. Thank you.