

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 4, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 795 – Fieldwork Level 2

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.

Background/Rationale for Student Expectations and Student Outcomes for Fieldwork Level II Courses in Occupational Therapy

Fieldwork Level II in Occupational Therapy is a required course. It consists of two 12-week internships under the guidance of a Fieldwork Clinical Educator that meets the standards as per ACOTE to supervise an Occupational Therapy student.

In the OCCT 790 and OCCT 695 syllabi presented to council, the "C" standards are required by ACOTE as expectations from the Fieldwork Level II experience. ACOTE requirements do not allow programs to meet any of the 118 academic "B" ACOTE standards in Fieldwork Level II. The "B" standards are considered classroom SLO's. ACOTE differentiates classroom SLO's from the professional fieldwork experience. However, we are allowed to place student objectives other than the 118 "B" standards, which you will note in the syllabi OCCT 790 and OCCT 795 as "Objectives" following the "C" Standard "Expectations".

Another issue that arises from Fieldwork Level II experience is the grading system. Since ACOTE gives the Clinical Fieldwork Educator in the field the power of grading the student, it is highly recommended that we use a Pass/Fail system. I am using a consultant to finish up this last piece of accreditation and I asked her to explain why the Pass/Fail is recommended. I have supplied her response below. Please note that the school can override any grade given on Fieldwork Level II, but it is discouraged unless a significant grievance has occurred. We want to develop trust with the FW Educators in the field and not override their grades as much as possible. I have spoken with Dr. Eric Gumm about this issue and will be prepared to answer any questions at council regarding this matter.

Consultant's Response:

"The rationale for the Pass/Fail grading on fieldwork is that it removes the pressure on fieldwork educators to issue an A. Students these days are all very competitive and want all A's on everything. When it comes to FW, the scoring forms are quite clear that a rating of "4" is reserved for those students in the exceptional category and represents the top 5% of all students the fieldwork educator has supervised. If you were to issue letter grades for FW, then students would be pressuring their FWEds to change grades so their overall GPAs are not impacted."

Thank you for your time in reading this.

-Hope Martin, OTR, PhD, CHT

Background/Rationale for Student Expectations and Student Outcomes for Fieldwork Level II Courses in Occupational Therapy

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Thank you for your time in reading this.

-Hope Martin, OTR, PhD, CHT

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

OCCT 795: Fieldwork Le

Reviewer

David Christianson

Developer

Hope Martin

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

☒ Intended audience☐ Outline of topics**Teaching/Learning Methods and Format of Class Sessions**☒ Description of the types of activities students should expect in the course**Materials**☒ Required and optional materials, including textbooks, etc.**Learning Objectives/Competencies**☒ Specific competencies stated in measurable terms☒ Assignments or instruments that will be used to assess the competencies.**Assessment/Grading Criteria**☒ Complete and accurate details of factors and elements that will comprise the final grade☒ Weight or point value of all graded elements☒ Grading scale with clear expectations for grades☐ Extra credit opportunities (optional)**University Policies**☒ Special needs policy -ADA☒ Academic integrity policy (recommended)☒ Title IX policy (recommended)**Course Policies**

Expectations and consequences regarding:

☒ Participation☒ Attendance and tardiness☐ Course specific academic integrity policy (optional)**Calendar**

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

☒ Exam dates☒ Assignments☒ Due dates and other deadlines (and late assignment/exam policy)☒ Schedule of readings and topics☐ Statement to reserve the right to modify the calendar as necessary**Any comments?**

The title field of the syllabus and the Credit Hours section have different semesters listed. Please make these consistent.
Add a statement reserving the right to modify the calendar as necessary.

Submit

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Thursday, September 24, 2015

Abilene Christian University

Re: OCCT 795 Application

Dear Hope,

The Adams Center for Teaching and Learning has completed the review OCCT 795: Fieldwork 2. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please address the following before submitting the syllabus to the academic Council.

- The title field of the syllabus and the Credit Hours section have different semesters listed. Please make these consistent.
- Add a statement reserving the right to modify the calendar as necessary.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

Application for a New Course v10.5

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
Adams Center schedules review appointment within ten days of receipt of all items
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 795
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kari Williams, OTR, MS
2	Course Teacher	Kari Williams, OTR, MS
3	Course Title	Fieldwork Level II
4	Course Abbreviation (if title is over 30 characters)	
5	College	Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	6
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	6
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	6
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	6
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Fieldwork Level II is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. Students will develop entry-level competencies for the Level II fieldwork by the end of the experience.
18	List any prerequisites (course/s, test	OCCT 690, OCCT 655, OCCT 695, OCCT 790

	scores, class standing, major, etc.)	
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22a	How often will it be offered? Fall	0
22b	How often will it be offered? Spring	0
22c	How often will it be offered? Summer	1
23	Frequency? All, odd, or even years?	All
24	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>	Summer 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No. This course was included in the original degree plan previously approved
28	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. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets Standards C.1.1, C.1.11, C.1.12 and C.1.18 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). Standard C.1.1 - Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education. Standard C.1.11 - Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. Standard C.1.12 - Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. Standard C.1.18 - Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).
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.	The experience will provide the student with the opportunity to carry out professional responsibilities under the supervision of an

		occupational therapist. The Fieldwork Level II experience is an integral and crucial part of the overall educational experience that allows the student an opportunity to apply theory and techniques acquired through the classroom and Level I fieldwork learning. Level II fieldwork provides an in-depth experience in delivering occupational therapy services to clients, focusing on the application of evidence-based purposeful and meaningful occupations, administration, and management of occupational therapy services. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and to observe professional role models in the field (ACOTE, 2012)
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2. Competencies and Measurements

ACOTE	SLO's	Assignment
C.1.1	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.	Discussion board assignment Occupation kit assignment See Document A in syllabus
C.1.11	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.	Discussion Board Assignment AOTA Fieldwork Performance Evaluation
C.1.12	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	Discussion Board Assignment
C.1.18	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance	AOTA FWPE

	Evaluation for the Occupational Therapy Student or equivalent).	
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3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Texts and Readings

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.

Davis, L. & Rosee, M. (2015). *Occupational Therapy Student to Clinician: Making the Transition* SLACK, Inc: Thorofare, NJ.

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

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

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

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 ____ OCCT 795 Fieldwork Level 2 ____

Primary Department


Department Chair

11.4.2015
Date


Dean of the College

10.04.2015
Date

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

Department Chair

Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: OCCT 795

Course Title: Fieldwork Level 2

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Bruce Scott 11.04.2015
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

OCCT 795: Fieldwork Level 2

Summer 2016



College of Education and Human Services

Department of Occupational Therapy

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.

Course Scripture

"And let us not grow weary in doing good, for in due season we will reap if we do not give up"
Galatians 6:9

Credit Hours

Six (6) semester hours
Spring 2016

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

Fieldsite experiences will be scheduled May 9-July 29 2016.

About the Students

OCCT 795 is a graduate course in the Master of Science in Occupational Therapy degree.

Prerequisites

All didactic coursework in the MSOT curriculum, other than OCCT 791, must be satisfactorily completed prior to initiation of OCCT 795.

Course Description

Practicum or Level 2 fieldwork is designed to afford students the opportunity for hands-on assessment, evaluation, intervention planning and client intervention. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience (entry level competence is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation).

The experience will provide the student with the opportunity to carry out professional responsibilities under the supervision of an occupational therapist. The student is required to complete 12 weeks of full time (or equivalent based on the facility) of onsite supervised time at his/her fieldsite. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2012). The fieldwork Level II experience is an integral and crucial part of the overall educational experience that allows the student an opportunity to apply theory and techniques acquired through the classroom and Level I fieldwork learning. Level II fieldwork

provides an in-depth experience in delivering occupational therapy services to clients, focusing on the application of evidence-based purposeful and meaningful occupations, administration, and management of occupational therapy services. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and to observe professional role models in the field (ACOTE, 2012)

RELATIONSHIP TO INSTITUTIONAL MISSION:

- Offer formative learning experiences for students that promote occupational justice for those served.
- 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.

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)
- Students are expected to identify and participate in a service learning event to strengthen the understanding of the value of service as a professional.
- Student projects will be designed to provide a service to the facility they are assigned in the form of educational inservices, projects and other means.
- Students will be expected to utilize innovation, creativity and concepts introduced and reinforced in OCCT 607 and OCCT 733 and create or “make” a piece of equipment, or other artifact for the facility in which they are completing FW hours.

ACOTE	Course Expectations per ACOTE
C.1.1.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.
C.1.11.	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
C.1.12.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

C.1.18.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).
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Level 2 Fieldwork Student Learning Objectives:

Upon completion of Level Two Fieldwork, the student will demonstrate entry level competency on the following items as specified on the AOTA Fieldwork Performance Evaluation (See AOTA FWPE)

1. Adhere to facility procedures, state laws, and ethical standards in accepting, responding to, and generating referrals as well as initiating OT services via educating others regarding the scope of OT practice. (*FWPE items # 1, 4, 5*)
2. Utilize client-centered, evidenced-based evaluation procedures and assessment tools to determine service recipients' occupational performance strengths and needs in order to screen, plan intervention, determine progression or regression, and prepare for transition and/or discontinuation. (*FWPE. items # 8-26*)
3. Develop and implement client-centered, occupation-based intervention plan according to current models of occupational therapy theory and practice, and supported by evidence in the literature. (*FWPE. items 5, 18-26*)
4. Facilitate the process of transition services and discontinuation based on client's satisfaction, achievement of maximum benefit, and/or contextual influences. (*FWPE. items 18-26 and 42*)
5. Produce effective oral and written communication relevant to the roles and duties of an occupational therapist, including ability to interact with consumers and staff in a professional manner, as well as using context-based terminology. (*FWPE. items 17, 26, and 32-35*)
6. Demonstrate appropriate professional and ethical behavior as evidenced by:
 - A. Establishing and maintaining therapeutic and supervisory relationships; (*FWPE. items 36-42*)
 - B. Incorporating sensitivity and respect for safety and confidentiality; (*FWPE items 1-3*)
 - C. Understanding the roles and working collaboratively with other health professionals, including the OTA and other team members; (*FWPE. items 7, 27, 28, and 32*)
 - D. Assessing, improving and maintaining self-competency and professional skills; *FWPE items 36, 37, 38, and 39*)
 - E. Accepting and applying feedback to promote self-directed learning and growth; (*FWPE. items 37 and 38*)
 - F. Developing a broad sense of professional responsibility to the facility and the community at large, and showing concern for social and health care issues based on efficient and effective intervention; (*FWPE. items 29, and 42*)
 - G. Developing a positive professional self-image. (*FWPE. items 37 and 41*)

7. Utilize critical thinking skills throughout daily practice to organize solutions that promote efficient, effective personal and professional performance. (FWPE. items 3, 8, 18, 19, and 24)

Teaching/Learning Methods

The student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. (C.1.14). Supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Supervision should initially be direct and in line of sight and gradually decrease to less direct supervision as is appropriate depending on the ability of the student at the discretion of the fieldwork educator (C.1.16)

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

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.

Davis, L. & Rosee, M. (2015). *Occupational Therapy Student to Clinician: Making the Transition*. SLACK, Inc: Thorofare, NJ.

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

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

Competencies and Measurements

ACOTE	SLO's	Assignment
C.1.1	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.	Discussion board assignment Occupation kit assignment See Document A

C.1.11	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.	Discussion Board Assignment AOTA Fieldwork Performance Evaluation
C.1.12	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	Discussion Board Assignment
C.1.18	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).	AOTA FWPE

Course Schedule

****Please Note:** 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. All assignments are to be posted in the proper assignment or discussion area on Canvas.

Date		Assignment	
Week 1	Davis Chapters 1-3	Discussion Board: Identify 2 personal short term goals (by midterm) And 4 long term goals (by final) that you would like to accomplish on this FW	Due Sunday 5/15 by Midnight
Week 2	Davis Chapter 5-6	For Discussion Board: Post and respond to classmates (5 responses) regarding your role as an OT student at your facility.	Due Sunday 5/22 by midnight
		Identify an area where you are able to complete one service learning task in the community/fieldsite placement: Example: Volunteer at a support group, serve at the community shelter, serve in a local special needs ministry, serve at an event sponsored by the facility or to benefit the clients.	
Week 3	Taylor ch. 4	For Discussion Board: Identify FWed style of therapeutic use of self as referenced in Taylor ch. 4	Due Sunday 5/29 by midnight
Week 4	Davis ch. 3	Discussion Board: What is emotional intelligence and why is it important as a professional?	Due Sunday 6/5 by midnight
Week 5	Davis Ch. 5-6	Discussion Board: What type of "team" are you working with? Report any conflicts you have observed as a part of the team and how they were resolved along with how it could have been resolved better if needed.	Due Sunday 6/12 by midnight
Week 6	Davis Chapter 4	Midterm Evaluation with FWed Discussion Board: What is your communication style? What is your supervisors communication style? How is this impacting your FW experience both positive and negative.	Due Sunday 6/19 by midnight
Week 7		Discussion Board: Identify 3 situations in which you have identified an occupational injustice related to client care or client intervention/outcomes.	Due Sunday 6/26 by midnight
Week 8		For Discussion Board: Post and respond to classmates (5 responses) regarding the most difficult and most positive experience thus far during this FW experience	Due Sunday by 7/3 midnight
Week 9	Davis Chapters 8-9	Assignment: Complete Resume Discussion Board: Post 1 situation you observed/participated in an ethical decision making process and what was the outcome	
Week 10		For Discussion Board: Post and respond to	Due Sunday

		classmates (5 responses)	7/17 by midnight
Week 11		Assignment: Present your site with piece of needed equipment, occupation kit or other artifact and post picture and brief summary to class on canvas discussion board. Post details of your service learning event.	Due Sunday 7/24 by midnight
Week 12		Final Evaluation with FWed-AOTA FWPE (See attached document)	Due to OT office by July 29 5pm via email, fax.

Grade Criteria

Level 2 fieldwork is a Pass (P) or Fail (F) grade based on grading criteria of the American Occupational Therapy Association Fieldwork Performance Evaluation (FWPE) and is completed by the FWed on site.

****Grades will not be posted if all discussions/assignments are not completed. FWPE must be faxed, emailed or hand delivered to the OT office by end of day July 29 to ensure grade completion for graduation requirements. Failure to complete this requirement will result in delay of grade posting which can effect graduation status and ability to apply for board certification examination****

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. See Fieldwork manual for further details regarding technical standards expected on fieldwork.

Attendance

Absences are not acceptable during your scheduled fieldwork hours. If there is an emergency situation and you cannot complete your scheduled time, it is the student's responsibility to make up missed hours and provide fieldwork educator/AFWC with documentation supporting such. Non-excused absences can lead to a failure of the Level 2 fieldwork experience and the facility policy supersedes the University policy.

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

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. No fragrances, unnatural hair colors, facial piercings or extreme makeup will be allowed. 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. See Fieldwork handbook for further details.

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. 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. See Fieldwork handbook for further clarification.
2. 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.
3. At NO TIMES will the student utilize their personal cell phone to take pictures, videos or record or relay other personal health information per HIPPA of a client while on fieldwork. Such an act can result in immediate termination of the fieldwork experience and failure of the course as well as removal from the occupational therapy program.

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](http://www.acu.edu/campusoffices/studentlife/judicial/ForStudents/Harassment%20Policy)

Assignments

Discussions are to be completed at the end of the week in which they are due (Sunday by Midnight) No grade will be given until all discussions/assignments are completed.

Document A:**Product Fabrication, Occupation Kit, Equipment Fabrication Assignment**

The objective of this assignment is to “strengthen the ties between didactic and fieldwork education.” (C.1.1) as well as to encourage the student to utilize innovation, creativity and concepts introduced and reinforced in OCCT 607 and OCCT 733. The assignment will require the student to demonstrate an understanding of factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes.

The student will complete “market analysis” at fieldwork site and determine need of new equipment, new activities or improvements to current equipment/activity or “occupation kit”. An occupation kit is a contained activity that can be easily utilized for a broad range of patients that contains all needed instructions and supplies necessary to complete an occupation based activity. Examples include: medication management occupation kit; gardening kit; pet care kit, etc. The kit is to be completed based on the needs of the facility and left with the facility for future use as a means of serving the facility and leaving a positive artifact.