



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

FIELDWORK I MANUAL

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OCCUPATIONAL THERAPY ASSISTANT PROGRAM

OCT117 Fieldwork I – Service Learning Rationale, Objectives and Policy

I. RATIONALE:

The American Occupational Therapy Association's (AOTA) Accreditation Council for Occupational Therapy Education (ACOTE) Standards describe the objective of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

See more at: <http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx#sthash.ar11FLb9.dpuf>

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include advocacy, research, services management and administrative experiences in therapeutic settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis specific clients.

See more at: <http://www.aota.org/Education-Careers/Fieldwork/LevelI.aspx#sthash.ar11FLb9.dpuf>

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, activity directors, etc. The supervisor must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

See more at: <http://www.aota.org/Education-careers/Fieldwork/LevelI.aspx#sthash.ar11FLb9.dpuf>

The Level I Fieldwork experience is intended to present opportunities for new learning and help the student integrate and apply his or her previously acquired knowledge. The Fieldwork I experience also provides real-life situations for reflective learning in subsequent coursework.

II. COURSE OBJECTIVES:

Through the Level I Fieldwork experience the student will be able to:

1. Practice observation, interviewing, and documentation skills.
2. Utilize interpersonal communication skills to develop professional relationships.
3. Participate, as appropriate to level of education, in the delivery of client services.
4. Gain a dynamic understanding of the concepts presented in in *The Occupational Therapy Practice Framework: Domain and Process. (AOTA 2014)*.
5. Discuss the roles of occupational therapy and other allied health personnel.
6. Become aware of the community facility's mission and organizational structure.
7. Further develop his/her personal and professional goals.

III. OCT117 FIELDWORK I POLICY:

Students are eligible to complete OCT117 Fieldwork I – Service Learning during the second semester of OTA coursework. Students will participate in the process of selecting the site for this assignment; final decision will be made by the Academic Fieldwork Coordinator (AFWC) based on student interests, learning needs and site availability.

Satisfactory Completion of Level I Fieldwork

Students must complete a minimum of 40 hours of service learning to receive credit for fieldwork I. Planning time will be taken into consideration. A student who completes OCT117 Fieldwork I satisfactorily has demonstrated an understanding of occupational therapy’s philosophy, theory, and processes. This student completed all assignments in a timely manner and demonstrated professional behaviors and effective interpersonal communication skills earning a letter grade of “C+”, or higher. This student is then eligible to continue with the OTA Program coursework sequence.

Unsatisfactory Completion of Level I Fieldwork

An unsatisfactory grade may result from any or all of the following: absences, tardiness, incomplete or poorly completed assignments, and/or failure to demonstrate and apply a basic understanding of occupational therapy philosophy, theory, and skills. A student who continuously disregards client safety and/or demonstrates unethical and unprofessional behavior will most likely be dismissed prior to the completion of the Fieldwork assignment. Early dismissal for any of these reasons will result in a failing grade.

Dismissal from a community placement must be communicated to the Academic Fieldwork Coordinator in a timely manner. Dismissal from Level I Fieldwork may be grounds for immediate dismissal from the OTA program. Students scoring below the minimum required grade may be allowed to repeat OCT117 Fieldwork I only once to obtain a satisfactory grade.

The Academic Fieldwork Coordinator will work with the student to develop a learning contract focused on remediation of the behaviors that lead to the failure or dismissal from the original Level I Fieldwork. Following successful completion of the identified goals, a repeat Fieldwork for the student will be scheduled at the discretion of the AFWC. The necessity to repeat OCT117 may delay continuation in the OTA program sequence and eligibility for graduation. Failure to achieve a satisfactory grade in Level I Fieldwork during a second placement will result in dismissal from the OTA program.

See current Maria College Catalog and OTA Program Handbook
ACOTE educational standards available at: <http://www.aota.org/en/Education-Careers/Accreditation.aspx>
Rev. 3/15

OCT117: Fieldwork I Service Learning Proposal

Fieldwork Facility Name and Location: _____

Fieldwork Supervisor Contact Information (name, title and e-mail/phone):

Fieldwork Description: _____

Student Participants:

Requests for equipment, assistance, materials from Maria College:



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Level I Fieldwork Evaluation Instrument

Instructions: Place the number (1-4) that best reflects this student's behavior as observed and/or demonstrated during the Fieldwork experience. Use the space provided for each of the following Performance Statements . The student should be evaluated on his/her demonstrated behavior/performance during this placement and without comparison to peers.		KEY: 4 = 100% - 90% 3 = 89% - 75% 2 = 74% - 65% 1 = 64% - 0%	Excellent Performance Average Performance Needs Improvement Unsatisfactory
Performance Statements:	Rating:	Comments:	
Follows facility rules, policies, and procedures.			
Follows instructions from supervisor and staff.			
Responds with positive attitude to assigned student responsibilities.			
Demonstrates personal responsibility by showing initiative.			
Establishes rapport with clients and staff.			
Demonstrates professional behaviors by practicing positive verbal and non-verbal interpersonal communication skills.			
Asks pertinent questions to gain knowledge.			
Observes safety precautions at all times.			
Respects and maintains confidentiality.			
Demonstrates flexibility by modifying performance after feedback is given.			

Signatures:

Fieldwork Supervisor/Title/Date

OTA Student

Fieldwork Site: _____

of Hours : _____

OCT 117: Fieldwork I Community Education Assignment

This assignment places you in the role of the educator. You will work individually or in a group of two to four classmates to collaborate on this project. You will go out into the community and educate a population about some aspect of OT, such as what OTAs do in everyday practice.

Please do the following:

1. Select your group members if you wish to work in a group (no more than 4 in a group).
2. Determine the demographic you would like to educate. For example: older adults, parents of children with special needs, potential college students looking into career options, etc.
3. Determine the type of facility in which you would like implement your project. For example: a nursing home, rehabilitation center, a local Y or a classroom.
4. Decide upon a topic of interest that you are comfortable presenting to your selected population. Material covered in your first year coursework is great for education!
5. Submit your presentation topic and plans on the course Discussion Board for your instructor's approval.
6. Arrange for your visit. Be sure to obtain the approval of the facility manager.
7. If you wish to document your visit with pictures or video to share with your instructor and classmates, be sure to ask about the facility's policy and get permission or clearance.
8. Prior to your visit, make sure the facility can provide you with anything you may need for the demonstration such as extra tables and chairs, AV equipment, etc.
9. You will be required to have the facility representative fill out an evaluation form and sign it. This form is to be returned to your instructor after completing your presentation.

Community Group Project Evaluation
Maria College OTA Program
(518) 861 - 2549

Name of Evaluator: _____ Title: _____

Facility: _____

Population: _____

Names of students in attendance:

1. _____ 2. _____

3. _____ 4. _____

Please describe the topic presented, how it was presented and how the audience responded to the presentation.

Please comment on the students' performance.

Signature: _____ Date: _____

Thank you for supporting our program! Please feel free to call with any additional comments.

Maria College
700 New Scotland Avenue
Albany, New York 12208

Course Information

OCT117 Fieldwork I – Service Learning
Occupational Therapy Assistant Program
1 Credit Hour

Instructor Information

Meghan DeNitto, BS, COTA/L, CH
(518) 861- 2549
malonem@mariacollege.edu

Course Description

A community-based fieldwork service learning experience in which students participate to help support the needs of the facility or organization. Assignments are designed to help the students gain an awareness of the services provided in the community setting, giving each student the opportunity to actively apply the knowledge and skills gained in the first year OTA courses as they work with clients and staff.

Recommended Resources

American Occupational Therapy Association (AOTA web site) - www.aota.org
AJOT and *OT Practice* at www.aota.org or as hard copy in the Maria College library.

Course Requirements

Students are required to comply with the following course requirements:

1. *Professional Behaviors*

OTA students are expected to demonstrate professionalism throughout their college career, in the classroom and laboratory, as well as in the community while representing the Maria College OTA Program. You are expected to abide by the AOTA Code of Ethics while out in field settings. A Professional Behaviors Assessment Rubric including ten essential elements of professionalism will be used to track student behaviors throughout their enrollment in the OTA program. Students are expected to comply with all of the elements at all times and failure to do so can result in dismissal from the OTA program. Fieldwork Supervisors will use a modified version of the Professional Behaviors Assessment as an evaluation of student participation in Fieldwork I.

2. *Timely Completion of Assignments*

You are expected to complete all assignments by the required due dates. It is up to the discretion of the instructor on whether specific late assignments will be accepted. No late assignments will be accepted ten days after the due date, or after the date of the final examination.

3. *Assignments and Assessments and Their Evaluation*

Class assignments and assessments will include an initial proposal for fieldwork site, written reports, presentations, and a reflective journal entry. Possible points for assignments and assessments will vary. Assignments and assessments will be evaluated for completeness, accuracy, content, form, knowledge of subject matter, application of knowledge, and the ability to communicate effectively.

Course Learning Outcomes

Upon completion of this course, the student should be able to:

1. Practice observation, interviewing, and documentation skills.
2. Utilize interpersonal communication skills to develop professional relationships.
3. Participate, as appropriate to level of education, in the delivery of client services.
4. Gain a dynamic understanding of the concepts present in *The Occupational Therapy Practice Framework: Domain and Process. (AOTA 2014)*.
5. Discuss the roles of occupational therapy and other allied health personnel.
6. Become aware of the community facility's mission and organizational structure.
7. Further develop his/her personal and professional goals.

8. Promote Occupational Therapy by educating other professionals, service providers, consumers, and the public.

Course Policies and Requirements

****Please see Fieldwork I Rationale, Objectives and Policy posted within your Blackboard course.**

Student Preparation: It is expected that the student will draw on a broad scope of resources as they engage in and participate in this community-based course and related written assignments. Students are encouraged to use their knowledge acquired during the first two semesters of the OTA program, handouts, lectures, textbooks, peers and other professionals. Students are expected to use the unit objectives on this outline and the course assignments to direct their studies. Students are encouraged to engage their Fieldwork Supervisor and classmates in discussions that will generate information and understanding necessary for completion of written assignments.

Course Delivery Process

The majority of this course will be completed by participating in the Level I Fieldwork and supplemented by using Blackboard to participate in discussions of specific topics, submission of reflective journals and written assignments. Learning materials, readings, and assignments will be posted in Blackboard. Online discussion forums will be made available for students discussions with the instructor and peers.

This is primarily a self-directed course. You are expected to incorporate Fieldwork experiences into the written responses given for the assigned topics. In addition to the observations of and discussions with other professionals while on Fieldwork, you are expected to conduct web searches to obtain pertinent information and pursue additional reading in order to advance your understanding about current issues influencing your Fieldwork site.

Grading Criteria/Policy

1. Fieldwork Proposal	10%
2. Community Education Project	10%
3. Service Learning Participation	50%
4. Reflective Journal	10%
5. Assessment by Supervisor	<u>20%</u>
	100%

Grades are issued at midterm and at the end of the semester using a letter system and quality point values:

Numerical average	Grade	Quality Points
92.6 - 100 (93 - 100)	A	(4.0)
89.6 - 92.5 (90 - 92)	A-	(3.7)
86.6 - 89.5 (87 - 89)	B+	(3.3)
82.6 - 86.5 (83 - 86)	B	(3.0)
79.6 - 82.5 (80 - 82)	B-	(2.7)
76.6 - 79.5 (77 - 79)	C+	(2.3)
72.6 - 76.5 (73 - 76)	C	(2.0)
69.6 - 72.5 (70 - 72)	C-	(1.7)
66.6 - 69.5 (67 - 69)	D+	(1.3)
62.6 - 66.5 (63 - 66)	D	(1.0)
59.6 - 62.5 (60 - 62)	D-	(0.7)
59.5 (59) and lower	F	(0.0)

Note: A minimum grade of C+ is required to continue in the OTA program.

Maria College
700 New Scotland Avenue
Albany, New York 12208

Course Information

OCT 210 Fieldwork I-Psychosocial
Occupational Therapy Assistant Program
1 Credit Hour

Instructor Information

Meghan DeNitto, BS, COTA/L, CH
(518) 861- 2549
malonem@mariacollege.edu

Course Description

A fieldwork learning experience that allows students to apply previous and concurrent learning, especially concepts related to psychological and social components necessary for a healthy, functional life. Utilizing interview, occupational profile, task analysis, group process and group dynamics, the students will engage individuals, groups, and/or populations in selected play, leisure and social occupations. While these occupation-based activities may reinforce a participant's motor, cognitive, and sensory skills, the primary focus of group activities will be on psychosocial skills necessary to enhance one's quality of life. Students will have opportunities to plan and lead occupational group activities based on identified interests of the participants. These group activities will be provided in community settings such as assistive living facilities, adult day programs, preschools, and group homes.

Resources and Recommended Readings

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, March 2014, Vol.68, S1-S48.

Course Learning Outcomes

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

1. Identify contraindications and demonstrate safety precautions to be taken when performing and/or teaching skills. (B.2.8)
2. Guide clients in exploring and participating in leisure and social activities. (B.5.2, B.5.4)
3. Instruct others in occupations that support engagement in leisure and social participation. (B.2.9)
4. Provide therapeutic use of occupation and therapeutic use of self as part of both individual and group interactions. (B.5.3) (B.5.6)
5. Describe the therapeutic value of occupation, and the relevance of activity/task to:
 - a. The application of creative activities to the client's use of leisure time.
 - b. The life tasks at each age level for which the skill is applicable.
 - c. the individual's contexts
6. Demonstrate the ability to educate others to facilitate skills in areas of occupation including: (B.5.18)
 - a. Ability to articulate the teaching-learning process and choose appropriate educational methods for clients. (B.5.19)
 - b. Instruction of others through effective written, oral and nonverbal communication (B.5.20)
7. Analyze each activity chosen:
 - a. As it relates to client factors, performance skills, activity demands and context.
 - b. To employ the concepts of gradation and modification in analyzing and modifying activities to address intervention goals. (B.5.23)
 - c. As the environment, tools, materials, occupations and interventions could be adapted or modified to meet the needs of the client when desired tasks cannot be performed. (B.5.23)

Course Requirements

Facility Entrance Requirements- Students cannot participate in this course without an updated physical and ALL required immunization records on file with the Maria College OTA department.

Attendance Policy- You are expected to attend all classes unless excused by the instructor. If you are unable to attend class please notify the department as soon as possible. A missed community outing cannot be duplicated or made-up, and carries a weight of 10% of your grade for each session.

Grade Policy- Passing is at least a “C +” (77%) to meet OTA program performance standards. Grades will be recorded in Blackboard. Students are expected to submit session plans on Blackboard for instructor review.

Timely Completion of Assignments- You are expected to complete all assignments by the required due dates. No assignments will be accepted after the due dates. A grade of zero will be entered for any assignments past due. Talk to the instructor if you have extenuating circumstances which impact your ability to turn in an assignment on time. Assignments not handed in may jeopardize successful completion of the course. Papers for this course should be handed in through the Assignment tab of Blackboard on the due date OR a hard copy should be submitted on the due date to the instructor. DO NOT submit papers as an attachment in e-mail unless instructed to do so.

Supplies/Equipment- Bring all needed supplies for group activities, pencil and paper for note taking.

Student Dress Code- Students should wear student identification tag while in the facilities. Remember that we are being invited into residents’ homes at residential sites, and be mindful of how you present yourself. More specifics on your facility’s dress code will be provided by the instructor during the first day of class. Turn off all cell phone ring tones to show courtesy to clients. Cell phone use is prohibited and can be considered a violation of privacy when being used at facilities.

Student Preparation for Class- Students are encouraged to use the unit objectives on this outline to direct their studies. Activity groups will select student leaders; group members are responsible to report to the group leader. The leader(s) is responsible for contacting the facility contact person to alert them of the upcoming activity one week ahead of time. They are also responsible for gathering necessary supplies for the sessions. ALL group members are required to turn in a session plan to the instructor a week ahead of time. Due dates will be posted on Blackboard and within this syllabus.

Attendance and Punctuality- You are expected to attend class (meeting at the assigned facilities on time) as in-class activities, class discussion, and client interaction contribute highly to and are a significant factor in your learning and your success. Your time in the classroom and at the field sites is a model of the real world. In a professional setting, you are expected to arrive on time, be punctual, and to engage yourself in the work expected of you. The same is expected from you in this course.

Grading Scale:

Numerical average	Grade	Quality Points
92.6 - 100 (93 - 100)	A	(4.0)
89.6 - 92.5 (90 - 92)	A-	(3.7)
86.6 - 89.5 (87 - 89)	B+	(3.3)
82.6 - 86.5 (83 - 86)	B	(3.0)
79.6 - 82.5 (80 - 82)	B-	(2.7)
76.6 - 79.5 (77 - 79)	C+	(2.3)
72.6 - 76.5 (73 - 76)	C	(2.0)
69.6 - 72.5 (70 - 72)	C-	(1.7)
66.6 - 69.5 (67 - 69)	D+	(1.3)
62.6 - 66.5 (63 - 66)	D	(1.0)
59.6 - 62.5 (60 - 62)	D-	(0.7)
59.5 (59) and lower	F	(0.0)

***Please see the OTA Student Handbook for the complete grading policy. A minimum grade of “C+” is required to meet performance standards for this course.**

Grading Criteria:

Attendance/Participation (5 sessions at 10% each).....	50%
Group Session Plans (4 @ 5% each).....	20%
Student Group Project Self Evaluation and Reflection.....	10%
Occupational Profile on one client.....	10%
Final Evaluation.....	10%
Total	100%

Description of Assignments: You will plan and implement client occupation based activity groups with your assigned peer group. All students are responsible in contributing to each group session plan, which will be turned in to the instructor for review one week prior to the date scheduled for the activity. In addition to this, you will be responsible to show up for each class and contribute to implementing the group activity with clients. Each week, there will be one or two assigned “group leaders”, who will be responsible for contacting the facility to review the plan, and collect any materials that the student group members have decided on. Group leaders will also take an active role in explaining the activity to the client group. Each student will also select ONE client to interview for an occupational profile at some point throughout the semester. The specifics of this will be discussed further during class lecture times. You will fill out a student group project self- evaluation and reflection to turn in and review with the instructor on the last scheduled day of this class. At that time, the instructor will review your final evaluation with you.

Topical Course Outline and Tentative Course Calendar

<u>Date</u>	<u>Topic</u>
September 7	Review Fieldwork Course Syllabus Low Vision Presentation by Instructor
September 14	Continue group activity planning discussion and fieldwork discussions Create occupational profile questions as a group
September 21	Continue upcoming Fieldwork discussions and Q and A with Instructor
<i>*September 28</i>	<i>Tour of specific facility where you will be placed</i>
October 1	Session Plan 1 is due (for activity on October 5)
<i>*October 5</i>	Session plan 2 is due (for activity on October 12)
<i>*October 12</i>	Session plan 3 is due (for activity on October 19)
<i>*October 19</i>	Session plan 4 is due (for activity on October 26)
<i>*October 26</i>	Final activity with client group
October 29	Occupational Profile is due.
November 2	Meet back on Campus with instructor to review your final evaluation privately. Turn in and discuss your group project self -evaluation and reflection at this time.

***All above italicized dates consist of off-campus student groups leading occupation-based activities and one tour day.**