

University of Florida
College of Public Health & Health Professions Syllabus
Department of Occupational Therapy
OTH 6849: Level 2 Fieldwork I (6 credits)
Semester: Fall
Delivery Format: Off-Campus at assigned location and on-line
Course materials <http://elearning.ufl.edu/>

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Office Hours: Wednesday evenings, 7:00-8:00 pm by appointment and other times by request (on Zoom)

Preferred Course Communications: email and online office hours

Prerequisites:

- Successful completion of OTD course work through fifth semester of the program including all Level 1 fieldwork experiences. Students exceeding one year from specific course content in a particular fieldwork may be subject to competency examination in that area, at the discretion of the faculty, prior to being allowed to complete their fieldwork requirements.
- Enrolled in a liability insurance program under the blanket student policy.
- Obtained CPR certification, physical examination, and negative T.B. test or chest x-ray within one year, and Hepatitis B immunization or refusal letter. Other requirements may be requested in certain settings, including tests for background screening, drugs or alcohol.
- Personal or family medical insurance coverage.
- Completed HIPAA, HIV and OSHA training.

PURPOSE AND OUTCOME

This course is the first of a two-part course sequence designed to meet the American Occupational Therapy Association guidelines for Level II fieldwork experiences. Students are assigned to a clinical setting on a full-time basis for a minimum of 12 weeks.

The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings (ACOTE, 2018)

Relation to Program Outcomes

At the end of the clinical experiences under the supervision of registered occupational therapists, the student will demonstrate the following entry level competencies: applying occupational therapy theory and principles to a variety of diagnosis and populations; implementing the occupational therapy intervention process, including the phases of screening, evaluation/assessment, treatment planning, treatment implementation, and discharge

planning; developing professional work habits; and achieving entry-level competency in working with patients/clients in the assigned area of practice.

Course Objectives and/or Goals

These objectives correspond to the assessment areas of the "2020 AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student" (FWPE) and may be used as a guide. The fieldwork educator may collaborate with the school Academic Fieldwork Coordinator to modify the specific behavioral objectives for the student's individual needs and the placement site.

Level II Fieldwork Objectives & Site-Specific Objectives

1) Fundamentals of Practice

- Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.
- Adheres to safety regulations and reports/documents incidents appropriately.
- Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

2) Basic Tenets

- Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.
- Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.
- Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. This includes the holistic approach and the role of OT in addressing psychosocial and social factors of clients regardless of practice setting.

3) Screening and Evaluation

- Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
- Obtains sufficient, necessary information from relevant sources throughout evaluation process.
- Selects relevant screening and assessment tools based on various factors.
- Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.
 - Occupational profile: Summary of the client's occupational history and experiences, psychosocial factors, patterns of daily living, interests, values, and needs.
 - occupational performance: Act of doing and accomplishing a selected action(performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.
- Evaluates and analyzes client factors and contexts that support or hinder occupational performance. Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations.
 - Client factors include values, beliefs, and spirituality; body functions; and body structures.
 - Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, temporal, and virtual contexts.

- Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.

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- Modifies evaluation procedures based on client factors and contexts.
- Interprets evaluation results to determine the client's occupational performance strengths and challenges.
- Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.

4) Intervention

- Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.
- Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.
- Uses evidence from research and relevant resources to make informed intervention decisions.
- Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes. Demonstrates consideration of a client's psychosocial factors when selecting interventions.
- Implements client-centered and occupation-based intervention plans.
- Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.
- Modifies task and/or environment to maximize the client's performance.
- Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
- Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

5) Management of Occupational Therapy Services

- Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.
- Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.
- Demonstrates knowledge about the organization.
- Meets productivity standards or volume of work expected of occupational therapy students

6) Communication and Professional Behaviors

- Communicates clearly and effectively, both verbally and nonverbally
- Produces clear and accurate documentation.
- Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges.
- Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
- Responds constructively to feedback in a timely manner.
- Demonstrates consistent and acceptable work behaviors.
- Demonstrates effective time management.
- Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
- Demonstrates respect for diversity factors of others

Course Materials and Technology

RECOMMENDED TEXTS

Deluliis, E.D. (2017). Professionalism Across Occupational Therapy Practice. SLACK Inc., Thorofare, New Jersey

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2

<https://helpdesk.ufl.edu/>

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

ACADEMIC REQUIREMENTS AND GRADING

Grading/Assignments

Week	Assignment	Due Date	Completed By	Location
0	Fieldwork Educator Name & Email	8/18/2024	Student	Google Form
0	Fieldwork Educator License	8/20/2023	Student	Canvas
1	Week 1 Progress Form	8/27/2023	FW Educator and Student	Canvas
3	AOTA Fieldwork Data Form	9/10/2023	FW Educator or Coordinator/submitted by Student	Canvas
3	Week 3 Progress Form	9/10/2023	FW Educator and Student	Canvas
6	AOTA Fieldwork Performance Evaluation Midterm (FWPE)	10/1/2023	FW Educator	Formstack
6	Week 6 Progress Form	10/1/2023	FW Educator and Student	Canvas
9	Week 9 Progress Form	10/22/2023	FW Educator and Student	Canvas
12	AOTA Fieldwork Performance Evaluation Final (FWPE)	11/5/2023	FW Educator*	Formstack & Canvas

12	AOTA Student Eval of FW Experience	11/5/2023	Student	Formstack & Canvas
12	AOTA Student Eval of the FW Educator	8/6/2023	Student	Formstack & Canvas

*Student and Fieldwork Educator Must Sign

This is a Pass/Fail course resulting in S or U grade.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	70-79.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Letter Grade	WF	I	NG	S-U
Grade Points	0.0	0.0	0.0	111.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Required Attendance

Any missed time must be approved in advance and made up according to your supervisor's specifications. There are no approved holidays, sick time, vacations, and etc. while on fieldwork. If you are sick or absent for any reason you must notify your supervisor and the Fieldwork Coordinator immediately and make arrangements to make up missed time. UF OTD allows for up to two days absent, if approved by your fieldwork site. The absentee form found on the course website is required for all absences. Email it to the Academic Fieldwork Coordinator. If more than two days are missed, the Academic Fieldwork Coordinator must be contacted to discuss options for meeting fieldwork requirements.

Please note all faculty are bound by the UF policy for excused absences. See the *OTD Fieldwork Manual* for policies related to attendance. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students will be expected to wear professional dress as determined by the clinical site. The default profession dress is the UF OT polo and dress slacks and closed toed shoes.

Communication Guidelines

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

While at your fieldwork site follow site guidelines for cell phone use. Note that most sites do not allow cell phone use during clinical time, this includes checking text messages or using your phone for time keeping.

For more information for email and discussion posts see *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom

Guests of Students policy in its entirety. Link to full policy:
<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of

the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu