# Bryant & StRatton College

# Supplement TO cOURSE sYLLABUS

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| COURSE:  | OTAP 270 Fieldwork IIA | INSTRUCTOR: |  |
| TERM:  | Semester 5 | CAMPUS: |  |
| EMAIL: |  | OFFICE PHONE: |  |

Welcome to your final semester of the occupational therapy assistant program. In previous courses you have developed foundational knowledge of the philosophy, history and theoretical underpinnings of occupational therapy. In addition, you have also received instruction and demonstrated an understanding of the Occupational Therapy Practice Framework: Domain and Process III and its clinical application as well as intervention planning and implementation for application within pediatric, psychosocial and physical disability settings.

The goal of this Level II fieldwork is to develop your skills to become a competent, entry-level, occupational therapy assistant who can apply your classroom knowledge to the clinic setting. Level II fieldwork is integral to the program’s curriculum design and includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.

This course consists of an eight week, full time, supervised fieldwork experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapy Assistant, of the Accreditation Council for Occupational Therapy Education. Fieldwork IIA is an in-depth experiential field experience that is critical to the occupational therapy assistant education. In supervised settings, you will apply your academically acquired body of knowledge.

In addition to your onsite field experience, you will be enrolled in the OTAP 252 Professional Issues in OT course which will require you to complete assignments and respond to discussion questions in Blackboard. Please refer to the OTAP 252 tracking calendar for specific dates related to assignments and due dates. All of the following outcomes including course objectives, program outcomes (student learning outcomes), institutional outcomes, Workplace Capabilities, and Career Connects for this course will be addressed through this course:

**Course Objectives**

**Upon successful completion of this course, you will be able to:**

1. Demonstrate professional behavior and values, moral and ethical standards and attitudes consistent with the profession of occupational therapy.
2. Participate in the OT/OTA collaboration process.
3. Assist in assessment of clients and identification of occupational deficits.
4. Recommend to occupational therapist appropriate occupation-based therapeutic activities to address identified deficits with consideration given to socio-economic level, work history and cultural background.
5. Adapt environment/activities and utilize equipment, adaptive devices and orthotics to accommodate the physical, cognitive, psychological and social needs of the client.
6. Demonstrate professional and effective written, verbal and non-verbal communication skills with health-care staff and individuals receiving OT interventions.
7. Assist in coordination of care among different programs (i.e. facility, home, community).
8. Instruct and educate consumers and care partners in therapeutic interventions.
9. Present on a topic related to current trends or emerging practice settings in occupational therapy.

**Program Outcomes (Student Learning Outcomes)**

* Demonstrate professional behavior and values, moral and ethical standards and attitudes consistent with the profession of occupational therapy through case study application
* Appreciate the distinct roles and responsibilities of the occupational therapy assistant as they apply to interaction with clients, family members, and other professionals including occupational therapists by practicing assessment methods related to human movement.
* Be an advocate for clients, services and for the profession by understanding human motion/kinetics and its application to occupational engagement.
* Provide services to clients of varied backgrounds in various systems without bias by fabricating splints to support participation in desired occupations.
* Value research, evidence-based practice, the need to keep current and life-long learning by evaluating current research articles related to material presented within course.

**Institutional Outcomes**

* **Information Literacy and Communication:** Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
	+ This course requires that you complete an in-service within your fieldwork site. The in-service is to be evidence-based and will require use of technological resources to access the evidence. In addition, the presentation should be completed using a PowerPoint format.
* **Relational Learning:** Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
	+ The fieldwork experience will require that you synthesize theoretical and practical knowledge gained through classroom and laboratory experiences to provide occupational therapy services within your assigned fieldwork site.
* **Community and Career:** Participate in social, learning and professional communities for personal and career growth.
	+ This course will require that you engage with client, caregiver and various professionals to deliver occupational therapy services.

**ADDITIONAL VALUE**

Unique to Bryant & Stratton, courses and assignments are designed to increase your understanding and competencies that are linked to career success. Your tracking calendar indicates when such learning activities and assignments address one or more of the following:

* **Workplace Capabilities (WC)**

Workplace Capabilities, sometimes called “soft skills” refers to traits of successful workers that are highly valued in the workplace. Although there are many (see below), this course will emphasize one trait **(productivity)** throughout our class discussions, assignments, and assessments. The OTA program defines productivity as the ability to successfully demonstrate the role of the occupational therapy assistant including but not limited to documentation, intervention planning, treatment, inter-professional collaboration and teamwork.

Please note that the definition of this workplace capability is operational for the OTA program. Other Brant & Stratton programs may operationalize the definition using different terminology specific to their career field. In addition, while this course focuses on 1 specific workplace capability, there may be additional workplace capabilities that are addressed within the course content. Other workplace capabilities emphasized throughout the OTA program include:

* **Team Work Capabilities:**  Tolerance / Communication / Attitude
* **Service Orientation Capabilities:** Interpersonal Skills / Perseverance
* **Managerial Potential Capabilities:** Enthusiasm / Problem Solving / Persuasion
* **Work Discipline Capabilities:** Productivity / Dependability
* **Literacy Capabilities:**  Information / Technological / Financial
* Career Connect (CC)

The complete level II fieldwork experience is a career connection. As a fieldwork student, you will be delivering actual occupational therapy services to actual clients within a real life context. The experience will prepare you for competent and confident entry into the profession.

* Information Literacy (IL)

In completing the authentic assessments for this course, the student will develop his/her ability to access and evaluate primary sources. These skills and other learning experiences presented in this course will promote the development of transferable communication/clinical skills that can be utilized within the academic community of the College and the larger community of the dynamic workplace.

* + Authentic Assessment (AA)

This course will require that you complete a fieldwork site in-service. You will be required to select an in-service on an emerging topic area in occupational therapy. The topic should be selected in conjunction with your supervisor to assure that it meets the needs of the facility.

The in-service is meant to be used as an educational tool for staff members within the clinical site and contribute to evidence-based practice. The presentation is to be completed using PowerPoint. Professional presentation is required. Please see the assignment guideline and rubric for additional details.

* **Technical Skills Application (TA)**

Submitted assignments will also require use of word processing and electronic presentation software (i.e. Word and PowerPoint).

In addition, this course requires the use of Blackboard technology. It is important that students continue to stay connected to Bryant & Stratton College throughout the fieldwork experience. As many students are completing fieldwork in a variety of settings/geographical locations, Blackboard discussion groups will be used. The purpose of the Blackboard discussion groups is to create a virtual environment for clinical reasoning and discussion. Students will be expected to post on Blackboard discussion 2 times per week at a minimum. The course instructor will be positing discussion topics weekly for student input and feedback. It is encouraged that students utilize Blackboard discussion forum to poise clinical questions and support one another in the fieldwork process. In addition, specific paperwork may be requested and submitted through use of Blackboard. **Lifelong Learning**

Through completion of the various assignments, you will come to understand many of the resources available to practicing COTAs.

**GRADING**

* **This is a PASS/FAIL course**
* Students must earn a minimum of passing scores on the Fieldwork Performance Evaluation for the OT Assistant Student (FWPE) and all required assignments to receive a passing grade for the fieldwork education courses. Please note that the fieldwork site may require additional assignments that you will be required to complete.

**The following describes the method of computing the final grade for this course:**

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| **EVALUATION:**  |  |
| * FWPE for the OTA Student (Midterm)
 | =Satisfactory/Unsatisfactory |
| * FWPE for the OTA Student (Final)
 | = Pass/Fail |
| * Student Evaluation of Fieldwork Experience
 | = Pass/Fail |
| **ONLINE FORUM** |  |
| * Blackboard Discussion/Assignments
 | = Pass/Fail |
| **ASSIGNMENTS:** |  |
| * Fieldwork Site In-service
 | = Pass/Fail |
| **TOTAL** | **PASS/FAIL** |

**Grading Policy**

The AFWC reserves the right, on behalf of the Occupational Therapy Assistant Program, to assign a “passing” or “failing” grade other than that which is reflected by earned points on the FWPE alone. Justification for doing so may include but are not limited to such reasons as the failure of the student to maintain and/or provide in a timely fashion proof of health requirements/ clearances/evaluation forms, evidence of academic misconduct, failure to maintain required correspondence with AFWC/and or faculty, unethical behavior or violation of the Occupational Therapy Assistant Program Professional Behavior Rubric.

**EVALUATION FORMS:**

The fieldwork educator will receive a copy of the AOTA Fieldwork Performance Evaluation form (FWPE). The form may be mailed to the facility or provided by the student on the first day of fieldwork. This form is used for the mid-term evaluation as well as the final evaluation. **The final evaluation must be sent to the Bryant & Stratton College OTA Program on the last day of the internship**.

Sometimes the standard fieldwork evaluation may not address the unique circumstances of the fieldwork site. In such cases, with approval of the academic fieldwork coordinator, individual FWPE items may be modified or substituted with more appropriate wording to reflect the role of the occupational therapy assistant in that setting.

**Mid-term Evaluation**

Mid-term evaluation *(approximately between week #4 and #5)* is an expected part of the educational experience. The purpose of the mid-term is to provide constructive feedback to the student about approaching entry-level competence. The fieldwork educator and the student will reference the fieldwork site objectives and week-by-week plans to see how the student‘s skills compare with the expectations. **If the student** **has not made sufficient progress at the mid-term, receiving an unsatisfactory rating, or if there are any concerns about the student’s future performance, a copy of the mid-term evaluation will be forwarded to the academic fieldwork coordinator as soon as possible, and a meeting will be initiated to discuss a course of action.**

**Final Evaluation**

On the last day of the fieldwork experience, the fieldwork educator should review the completed final FWPE with the student. After the FWPE has been reviewed and signed, the student should review the Student Evaluation of the Fieldwork Experience (SEFWE) with the fieldwork educator. **The SEFWE must be signed by the intern and the supervisor as well. The supervisor and intern should retain a photocopy of each form. The originals of each form must be immediately sent to Bryant & Stratton College OTA Program to assure proper credit for course work.** The academic fieldwork coordinator, and not the fieldwork educator, assigns final fieldwork grades. Students must receive a minimum score of 70 or above on the FWPE. Additionally, ratings of 3 or above must be earned on all items in Section 1 of the evaluation (Fundamentals of Practice).

MAKE-UP POLICY

As in the health field, timely, accurate work is expected in this class. You should treat your classes as if they were your job. Your punctuality, attendance, and participation in class are expected.

If you miss a due date for the submission of work or you miss an exam/quiz, you will be given one week from the original due date and/or exam/quiz date to submit any late assignment and/or complete any missed exam/quiz. You will incur a full letter grade reduction on the late assignment or make-up exam/quiz (10 points).

**Special Accommodations**

Under the guidelines of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the college is required to provide reasonable accommodations to students with identified disabilities.  Reasonable accommodations will be provided for qualified students with disabilities.  If you have a diagnosed learning disability or other condition that might affect your performance in this class, and you would like to request special accommodations, you must provide documentation to the Testing Center Coordinator and meet with him or her at the beginning of each term.  The Coordinator will review documented needs for accommodation to determine the appropriate course of action. All information regarding conditions and accommodations will be kept confidential, with the exception of the relevant instructors. Unless you have a documented learning disability or other condition impacting your ability you must take the exam with the class.

**RESOURCES**

**Internet Resources**

* **The American Occupational Therapy Association (AOTA)**
A national organization that provides professional and continuing educational support for occupational therapy practitioners. The AOTA website provides a wealth of information and resources that is available to members. Please visit [*http://www.aota.org*](http://www.aota.org)for additional information.
* **National Board for Certification in Occupational Therapy (NBCOT)**
A national organization that offers a nationally recognized certification examination. The website offers many resources and downloadable forms to document professional development activities. Please visit [*http://www.nbcot.org*](http://www.nbcot.org) for further information.
* **New York State Occupational Therapy Association**

NYSOTA is the only professional organization for Occupational Therapy in New York State. Our success as a profession in New York State depends on member participation. Students are offered free membership. Annual conference, held in Albany, is a professional highlight of the year. Visit [www.NYSOTA.org](http://www.NYSOTA.org) for more information.

**Bryant & Stratton College Library**

The Library and Virtual Library supports the educational programs of the college by meeting the critical information needs of students, faculty, staff, and alumni. The Virtual Library is a gateway to reference materials and program resources including a broad array of full-text, academic databases through EBSCOhost as well as specialized business and financial information through Mergent Online. You will likely utilize the Virtual Library assignments when completing your grading, adapting, direct skills teaching, and reflection assignments.

Academic reference librarians are available to assist students either in person or online 24 hours a day, 7 days a week by clicking on “QuestionPoint: Ask A Librarian.” The Bryant & Stratton College Virtual Library also provides access to electronic books, select web resources, tutorials, and course reserve materials. The libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources).

The campus librarians and the online 24/7 reference librarians will be invaluable resources for research help, as is the free SmartThinking service. All of these resources can be accessed through our College library webpage, any time, day or night, at <http://vl.bryantstratton.edu>.

The Bryant & Stratton College APA Style Guide will provide necessary guidance in correctly citing research references using the APA citation format. Copies are available on reserve in the Library and on the campus Library Portal. At minimum, one assessment will require use of the virtual library.

ATTENDANCE POLICY

Attendance is required for all fieldwork education experiences. No excused days are given upfront; therefore, you are not entitled to any days off during fieldwork. While the possibility of extenuating life and/or crisis circumstances is acknowledged, absences from the experiential learning environment causes significant concern regarding clinical and professional skill development. This impacts knowledge acquisition as it relates to the integration and utilization of occupational therapy theory and best practice. Personal illness and personal or family emergencies are the only excused absences. Students must request time off for religious observances from the FWE in advance and must make up the time.

Requests for time off/variances in schedule to attend conferences, interviews, study for exams, personal appointments, outside employment, weddings/honeymoons, family vacations/ reunions or other personal purposes are not considered valid excuses for missing fieldwork and/or alternating start/end dates of experiences.

The AFWC must be notified of all planned/unplanned absences. In the event of an illness or emergency, students must notify the FWE prior to the start of the work day. It is recommended that the student and FWE exchange phone numbers and for the student to be aware of the attendance policy/call-off procedure of the site. The student must speak with both the FWE and AFWC. Voicemails and messages are not acceptable forms of communication.

Students are to follow the work schedule established by the clinical facility, not the academic calendar of Bryant & Stratton College. Students need to be aware that the hours/schedule may include evenings, weekends, and holidays. Make-up days for absences on fieldwork are only an option when the missed days are determined excusable (i.e. unplanned emergencies/circumstances), according to the reasons listed above, and at discretion of the AFWC. The plan for make-up days must be created with permission of, and at the convenience of the FWE, and agreed upon by the AFWC; therefore, any changes to the fieldwork schedule (including but not limited to start/end date) need approval from the AFWC. It is not permitted that the student/FWE changes the end date if no days are missed, or based upon good performance.

professional behaviors

As a health professional in training, students should demonstrate appropriate professional behavior during all clinical activities. Remember that on fieldwork, students are representing Bryant & Stratton College, the Occupational Therapy Assistant Program, and the profession of occupational therapy. Professional behavior criteria along with occupational therapy values and attitudes are outlined in the AOTA Code of Ethics as mentioned above. They include but are not limited to:

• Being punctual for and attending all clinical activities

• Arriving before scheduled time to begin and not asking to leave early

• Notifying supervisor and AFWC of emergencies and/or illnesses

• Being respectful of others

• Being organized and self-directed

• Completing assignments (from college and fieldwork site) in a timely manner

Students should feel free to ask questions, but not to challenge the supervisor’s authority or competence..

SKILLS ASSISTANCE/COURSE ENHANCEMENT

I will be available after class to serve as a resource and support. I bring much experience to this job and am eager to offer my knowledge, life lessons, and resources. As you engage in group work, I anticipate that teams will meet with me outside of class time to discuss questions, progress, and ideas.

**TIME COMMITMENT NECESSARY TO EARN COURSE CREDIT**

Bryant & StrattonCollege subscribes to a philosophy commonly held by institutions across higher education: achievement of success with college-level study will necessitate that the student devotes both scheduled in-class time as well as significant out-of-class time to meet the course outcomes. In order to successfully achieve all outcomes for this 6-credit hour, it is expected that each student will participate in the scheduled fieldwork weeks as listed below. In addition, students will dedicate an approximate six hours per week or a total of 42 hours during the term for out-of-class preparation and work time. Out-of-class time will be necessary for completing textbook readings and related assignments, completing an in-service project, as well as preparing for client caseload.

**Tasks & Time Allocation for this 6-Credit Hour Course*:***

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| --- | --- |
| **Tasks** | **Approximate Time\*** |
| Fieldwork site requirement | 8 weeks full time |
| Completing textbook readings and related assignments, and completing in-service project | Approx. 2 hours per week = 16 hours  |
| Studying/reviewing material presented in course lectures  | Approx. 2 hours per week = 16 hours over the term |
| Practicing presentations outside of class time | Approx. 1 hours per week = 8 hours  |

\*Though each student’s actual allocation of time to specific out-of-class activities will vary, he/she should anticipate that the overall time commitment, in class and out of class, will be necessary for successful completion of this course.

**Program Jeopardy Status**

* A student who earns **one** non-passing grade (F) or a withdrawal (W) from a OTA or BIOL course is placed on program jeopardy status and remains in such status until the student completes the program.

* Students who fall below a 2.0 grade point average (GPA) will be placed on program jeopardy status for one semester with the opportunity to get back in good standing.

* Program Jeopardy Status is distinct from academic probation as set forth in the College *Official Catalog’s* description of the College’s satisfactory academic progress policy.  A student may be in Program Jeopardy Status in the OTA Program yet may be maintaining satisfactory academic progress at the College.  Such a student will be in jeopardy of being released from the OTA Program but may not necessarily be on academic probation.

**Release from the OTA Program**

1. Students will be released from the OTA Program for any one of the following reasons:
2. **Student earns a total of two non-passing grades (F) or withdrawal (W) in any OTA course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned;**
3. **Student earns a total of two non-passing grades (F) or withdrawal (W) in any BIOL course, whether the non-passing grades are earned in the same course or two different courses and regardless of the semester in which the two non-passing grades are earned;**
4. **Student falls below the minimum 2.0 (CGPA) and does not get back in good standing in the subsequent semester; or**
5. **Student engages in unethical or unsafe conduct while providing patient care.**

Students who earn the two non-passing grades as described in paragraphs a., b, or d. in one semester will be released from the OTA Program and will not be provided the benefit of program jeopardy status.

**Additional Information**

* Please refer to the Bryant & Stratton College Occupational Therapy Assistant Program Fieldwork Policies and Procedures manual for additional information to help with the successful completion of the fieldwork component of the program.
* Please note that the policies and procedures of the fieldwork site supersede the college fieldwork policies and procedures manual. If you have any questions related to this, please do not hesitate to contact the OTA fieldwork coordinator.