Carroll University  
Master of Occupational Therapy Program  
OTH 521 Introduction to Level I fieldwork  
Fall 2017

Course Offering  
2 Credit Hours  

Prerequisites  
Admission to the MOT Program.

Format  
Seminar and Practicum Experience

Class Day/Time  
Varies

Class Location  
CGS 119 and as assigned according to section

Faculty  
Dr. Nicole Boyington, OTD, MOT, OTR/L  
Professor Mary Morris, OTR/L  
Dr. Wendie Leveille, OTD, OTR/L

Office  
Charles Street House 106

Office Hours  
Dr. Boyington: Thursday 11:00-1:00pm; by appointment  
Professor Mary Morris, OTR/L  by appointment  
Dr. Wendie Leveille, OTD, OTR/L by Appointment

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Course Description  
This course focuses on introductory fieldwork experiences which foster an awareness of how scientific and discipline-specific foundational knowledge, and the values and philosophy of occupational therapy link to various clinical settings that endorse the therapeutic value of occupation. Students are provided opportunities to observe and professionally interact with clients and other health care providers within a clinical environment, developing behaviors towards becoming working health care professionals. Experiences include exposure to potential areas of practice and growth areas for OT, situations that enhance an understanding of the developmental stages, tasks and roles of individuals across the life span, and learning opportunities directly related to occupational therapy. Students will gain an understanding of the psychosocial factors that affect the quality of interpersonal relationships and engagement in occupation. Fieldwork experiences will vary from site to site.

Course Rationale  
Level I Fieldwork experiences are designed to familiarize students with the clinical setting and with the intent to provide learning opportunities that also link theoretical knowledge received in the classroom, to the clinical setting. Level I experiences are meant to guide the development of a student’s humanistic perspective, foster a sense of professional responsibility and identity, improve critical thinking, strengthen clinical reasoning and enhance professional behaviors. In addition, progression through Level I Fieldwork alongside didactic studies, prepares the student for the rigor of Level II clinical education leading to entry-level practice. Introductory fieldwork experiences are essentially the building blocks with which students construct their sense of self, grow professionally, and evolve as future practitioners.

Relationship to Curriculum Design
Level I Fieldwork is a community-based learning experience offered within local organizations. This first introductory rotation is designed to not only introduce students to different community populations, but to complement students’ learning to date. At this point in the curriculum, students have been exposed to founding theoretical and scientific content, and have developed a basic understanding of ethical principles, as well as a sensitivity to that idea that personhood is culturally constructed. Learning experiences are arranged concurrently with didactic coursework to provide students with exposure to traditional, nontraditional, and emerging areas of practice, using an interdisciplinary framework of patient care. Students receive exposure to the health care system and service delivery with consideration for socio-cultural and psychosocial implications for practice.

<table>
<thead>
<tr>
<th>Student Learning Objectives/Instruction/Assessment</th>
<th>Instructional Methods/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Objectives</strong> <em>(At course conclusion, students are expected to:)</em></td>
<td><strong>Instructional Methods/Learning Activities</strong></td>
<td><strong>Assessment Methods</strong></td>
</tr>
</tbody>
</table>
| *Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.* | B.2.5 | *Group Presentation*
| | | *Written Feedback*
| | | *Class Participation and Attendance*
| | | *Rubrics*
| *Use sound judgement in regard to safety of self and others, adhere to safety regulations, and engage in ethical decision making in all professional interactions.* | B.2.8 | *Individual Performance*
| | | *Class Participation and Attendance*
| | | *Written Feedback*
| | | *Verbal Feedback*
| | | *Self-Assessment*
| *Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context and environment.* | B.2.9 | *Group Presentation*
| | | *Class Participation and Attendance*
| | | *Written Feedback*
| | | *Rubrics*
| *Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.* | B.4.7 | *Group Presentation*
| | | *Class Participation and Attendance*
| | | *Written Feedback*
| | | *Rubrics*
| *Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgements, as part of the therapeutic process in both individual and group interaction.* | B.5.7 | *Individual Performance*
| | | *Self-Assessment*
| | | *Class Participation and Attendance*
| | | *Written Feedback*
ACOTE Standards Relating to Course Objectives

This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

- B.2.5 Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
- B.2.8 Use sound judgement in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
- B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context and environment.
- B.4.7 Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context.
- B.5.7 Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgements, as part of the therapeutic process in both individual and group interaction.
- B.7.8 Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.
- B.9.3 Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

Required Text:


Course Assessment
This is a pass/fail course. Students will be awarded a “Satisfactory” or “Unsatisfactory” grade. Students must pass both the experiential section and the didactic assignments to receive an “S” grade for the
course. A letter grade of a “U” requires the student to repeat the course to successfully complete the practicum and validate theoretical knowledge before progressing to Level I Fieldwork. A course may be repeated only one time.

In alignment with ACOTE and MOT Program Academic Progression Standards, grading for this course will be based on a total possible accumulation of 1000 points, with an “S” being the equivalent of greater or equal to 80% on the experiential component, and an “S” being the equivalent of greater or equal to 70% for the didactic component. Letter grades applied to a percentage of this total are as follows:

Grading Scale: Experiential Component Didactic Component

- ≥ 80% = S
- ≤ 80% = U
- ≥ 70% = S
- ≤ 70% = U

The course will be evaluated by the following means:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS OF GRADE</th>
<th>LINKED TO STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Experiential Component</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fieldwork Educator Assessment of Student Professional Behavior</td>
<td>Pass/Fail</td>
<td>2, 5</td>
<td>B.2.8, B.5.7</td>
</tr>
<tr>
<td>Self-Assessment of Interpersonal Skills and Professional Behaviors</td>
<td>Pass/Fail</td>
<td>2, 5</td>
<td>B.2.8, B.5.7</td>
</tr>
<tr>
<td>Level I Fieldwork Site Student Evaluation</td>
<td>Pass/Fail</td>
<td>7</td>
<td>B.9.3</td>
</tr>
<tr>
<td>Didactic Component</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Review</td>
<td>50</td>
<td>7</td>
<td>B.9.3</td>
</tr>
<tr>
<td>Weekly Reflection Journal/Log</td>
<td>300</td>
<td>1, 3-4, 6</td>
<td>B.2.5, B.2.9, B.4.7, B.7.8</td>
</tr>
<tr>
<td>Exploration of clinical practice</td>
<td>50</td>
<td>1,3,4</td>
<td>B2.5, B.2.9, B4.7</td>
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<tr>
<td>Completed pain scale</td>
<td>50</td>
<td>2, 3, 5, 7</td>
<td>B2.8, B.2.9, B5.7, B9.3</td>
</tr>
<tr>
<td>Self-Reflection: How Professional are you?</td>
<td>50</td>
<td>2, 3, 5, 7</td>
<td>B2.8, B.2.9, B5.7, B9.3</td>
</tr>
<tr>
<td>Subjective Interview</td>
<td>50</td>
<td>1, 3, 4, 5, 7</td>
<td>B2.5, B 2.9, B4.7, B5.7, B9.3</td>
</tr>
<tr>
<td>Group Project/ Presentations</td>
<td>250</td>
<td>1, 3-4, 6</td>
<td>B.2.5, B.2.9, B.4.7, B.7.8, B.9.3</td>
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<tr>
<td>HRSA Modules</td>
<td>30</td>
<td>1-7</td>
<td>B.2.5, B.2.8, B.2.9, B.4.7, B.5.7, B.7.8, B.9.3</td>
</tr>
</tbody>
</table>
The following community based fieldwork experiences are available to students:

**Adult Day Service of Southeast Wisconsin** - is a supportive program for adults with developmental disabilities. Individuals can increase social interactions, volunteering, participate in community outings, and engage in educational opportunities. The goals are designed to increase independence and self-esteem.

ADSSW provides a safe and supportive environment for adults with developmental disabilities to learn and perform ADLs like preparing meals and grocery shopping independently. ADSSW also provides support for building employment skills such as managing money. Individuals choose to participate in activities and community outings based on personal abilities and interests, in which programs are tailored to meet individual goals and expectations.

**Curative Care Network (CC)** - Community Services to enrich the lives and support the independence of adults 18 or older who have a developmental disability or other limiting condition. Programs offer a variety of goal-orientated activities and opportunities that promote independence.

**Club Curative**: The Club Curative program provides a safe and supportive environment for young adults ages 18-29 with developmental disabilities and learn and perform ADLs like doing the laundry, preparing meals and grocery shopping independently. Club Curative also provides support for building employment skills such as managing money, including making change at a cash register. Individuals choose to participate in activities and community outings based on personal abilities and interests, in which programs are tailored to meet individual goals and expectations.

**Senior Services**: Community-based program for older adults with memory loss, dementia and/or health concerns who want to remain active. Students will work with participants on memory-boosting activities, mental fitness, social engagement, and health and well-being through community outings and other ADL based activities.
United Community Center (UCC) - Students will participate in activities designed to enrich the lives of seniors suffering from the symptoms of Alzheimer’s disease/Dementia. Students will gain experience in participating and leading health promotion activities for elder residents of the Latino Community through culturally centered occupation based meaningful activities such as cooking, garden club, and leisure/recreational activities. Activities may also include training staff/caregivers in the facilitation of ADLs, use of adaptive equipment, transfer training, as well as the promotion of health and wellness to prevent further illness and disability.

Easter Seals of Southeastern Wisconsin (ES) - Two experiences are offered within this community-based organization. Students will gain exposure to Workforce Development Program and Adult Day Program services, which serve adults with disabilities.

Workforce Development Program (WF): Students will participate in activities to facilitate the development of skills needed to successfully enter the workforce, or to return to work after an illness or injury. Opportunities for participation in Supported Employment services and School-to-Work Transition Services to assist youth with disabilities in their transition from school to the workplace through a range of employment and education-based services, including academic preparation, social, life and job skills training, job exploration and development, employment coaching and placement.

Adult Day Services: Students will gain valuable learning experiences in various activities through the Adult Day Services Program. This program provides social, and life support to adults with disabilities, for a chance to live satisfying lives in their communities. The adult day services provides a place outside the home for adults with Alzheimer's disease/dementia, Parkinson's disease, cerebral palsy, developmental disabilities, and many other disabilities to socialize with their peers and receive needed health and personal care services.

Lifestriders Therapeutic Riding Center – An integrative intervention program that seeks to achieve functional outcomes using equine movement which is multidimensional, variable, rhythmic, & repetitive. Equine movement provides a dynamic base of support, making it an excellent tool to increase trunk strength/control, balance, postural endurance, weight bearing, & motor planning. OTs work on FM control, sensory integration, feeding skills, attention skills, and functional daily living skills. Therapeutic Riding Instructors incorporate elements of Cognitive Behavioral Therapy (CBT), PT, and OT into the session. Students will be active participants in assisting the riders to achieve GM, FM, and ADL skills using the horse and the environment as the medium of therapy.

Social Skills Program: Designed for children ages 5 – 18 with challenges in the area of social-communication, the social skills program focuses on the skills needed to build social connections. The goals of the participants include increasing social awareness, understanding other peoples’ perspectives, and understanding the impact of their own behavior on the impressions that other people form of them. Students will gain an understanding of the psychosocial factors that affect the quality of interpersonal relationships.
The MOT Program at Carroll has deemed the experience at lifestriders a unique opportunity for students to focus on the psychological and social factors that influence engagement in occupation. As such, the experience will encompass populations that are culturally diverse, may be subjected to health disparities, and often present as occupationally impoverished because of psychosocial, developmental or cultural factors.

All students registered in the MOT Program will be afforded the opportunity to rotate through this fieldwork site. Students will be evaluated both on their performance in the clinical setting, and through reflection journal assignments and a group project, specific to the lifestriders’ experience, that attempt to integrate the concepts centered on psychosocial dysfunction, and supports or barriers that factor into capacity for occupational engagement and/or provision of and access to health care services. Students are challenged to identify and articulate the potential effects that psychological and social factors have on health and wellness and what may hinder/help community populations participate in community and life activities and occupations.

Fieldwork Level I Assignments: Please see attached student level I assignment list.

The following fieldwork forms are required to pass the experiential requirements of this course: These include The Fieldwork Educator Student Assessment of Professional Behavior Form (FWSAPB) a self-evaluation of interpersonal skills and professional behaviors, and an evaluation of the fieldwork experience. These forms are designed guide the development of a student’s role of ownership and responsibility in the profession, foster a sense of professional responsibility and identity, and enhance professional behaviors.

1. **Student Performance Evaluation:** The Fieldwork Educator Student Assessment of Professional Behavior Form (FWSAPB) is used as a student performance evaluation for fieldwork educators, and a tool for student fieldwork advising. The fieldwork supervisor is asked to fill out the form, review it with the student, and cosign with the student. Return of the form to the Academic Fieldwork Coordinator is expected within one week of completion. The AFWC will facilitate the return of the form, and Fieldwork supervisors are encouraged to either mail, fax, or email the form.

   The Carroll MOT Program faculty have established the minimum passing score for skill checks to be 80%. In alignment with the Practical Examination and Skill Check Minimum Standard Policy, students must receive a minimum score of 92/115, which is the equivalent of greater or equal to 80%, on the FWSAPB to pass the experiential component of this course. Students scoring below 92 points will receive a “U” grade, and will be required to repeat the course and successfully complete the practicum to validate theoretical knowledge, before progressing to Fieldwork Practicum II. This means that a student will be unable to take further courses in the next occurring semester as a result of this policy. The student will be placed on academic suspension and will repeat the course during the next appropriate semester.

2. **Student Self-Assessment of Interpersonal Skills and Professional Behaviors** – students are expected to submit a self-assessment of 10 core professional behaviors after each introductory fieldwork experience to enhance self-awareness and reflective practice in preparation for clinical internships. Students are required to submit the Self-Assessment to receive an “S” grade for the experiential component of this course.
3. **Level I Student Evaluation of the Fieldwork Experience** – students are expected to complete and submit an evaluation of their specific fieldwork experience. Depending on the fieldwork site, learning experiences may vary. This tool allows the AFWC, facility, and fieldwork supervisor to ensure that learning objectives are being met, and ensure that experiences are relevant and strengthen the ties between didactic coursework and clinical skills in real life settings. Students are required to submit the Student Evaluation Form to receive an “S” grade for the experiential component of this course.

**The following Assignments are required to pass the didactic requirements of this course:** These include weekly reflection journals, group project/presentation, and final paper. Assignments are designed to facilitate introspection and self-reflection, and integration of core values and concepts of occupational therapy as well demonstrate ability to use scholarly evidence to support health and wellness benefits of occupational therapy.

1. **Weekly reflection journal/fieldwork log:** Students are expected to keep a reflection journal/fieldwork log during the duration of the practicum to discuss each week’s experiences interacting with clients and other health care providers. Reflection Journals/Logs are designed to facilitate introspection and self-reflection, and develop the ability to consider how the core values and concepts of occupational therapy apply to their fieldwork experience. Content of the journal/log is structured. Questions guide the development of the student’s humanistic perspective, foster a sense of professional responsibility and identity, improve critical thinking, and strengthen clinical reasoning.

   Students who are assigned to Lifestriders Therapeutic Riding Center, will be exposed to specific reflection journal questions that facilitate the development of an understanding of the psychological and social factors that affect the quality of interpersonal relationships and engagement in meaningful occupation. As such, this offers students’ opportunities to reflect upon, identify, and articulate the potential effects that psychological and social factors have on the value of therapeutic occupation and meaningful being and doing that supports healthy participation and engagement in chosen activities and occupations.

2. **Curriculum Review:** The purpose of this assignment is to assist the fieldwork educator to understand the MOT Program curricular threads and course sequence toward ensuring that the knowledge gained from didactic study links fieldwork education. This assignment will be completed as a group in collaboration with the FWEd in week 1 of the fieldwork affiliation. Each student however is responsible for submitting a form individual to their own areas of strengths and areas of improvement.

3. **Exploration of Clinical Practice:** The purpose of this assignment is to assist the student in learning different areas an OT practitioner may practice. This assignment will be completed on the student current placement setting.

4. **Pain Scale:** This assignment will give the MOT student a chance to interview a participant about their pain. The student will learn interview skills and practice at writing a subjective narrative for OT documentation.
5. **Self-Reflection: How Professional are you?:** This assignment will help students look at their own professional behaviors. This assignment will help students increase their understanding of how to behave as an occupational therapist. It will give students insight to the way they interact with participants.

6. **Subjective Interview:** This assignment will be completed with a participant at a fieldwork placement. Students will increase interview skills in order to evaluate clients in practice. The students will learn what to include in a subjective area of the SOAP note.

7. **Group Assignment:**

Assignment: Identify and reflect on community-based occupational therapy settings.

Purpose: The purpose of this assignment is to help students identify community based and non-traditional occupational therapy positions and /or settings. You will identify the changes in healthcare and how occupational therapists can establish their roles in the changing environment. “...Because community practice occurs in environments where people work, play, go to school, and participate in activities of daily living, the profession is more likely to be aware of and meet society’s occupational needs”. (Scaffa & Reitz, 2014).

Objectives:
- B.2.5 Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
- B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context and environment.
- B.9.3 Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

Steps for Success:

1. Students will be assigned a type of community based setting
2. Each group will submit a group paper (minimum of 6 pages). The paper should include a description of the setting that is clear and described comprehensively.
   a. Paper should include the population served. Including the cultural demographics that could influence the setting. This can include socioeconomic groups, ethnic groups, educational background, religious background, and/or gender. How do these factors affect the occupational therapist? How do these factors affect the setting’s programs? Does any of these factors affect who can be in these settings? **How do psychosocial factors play a role in this setting?**
   b. Paper should include the different occupations served at the community setting. What purpose is the setting? What does occupation look in this setting? How does (or can) the occupational therapist address purposeful occupations in this setting? How does it serve its participants? How does this help the community? Is there any related resources in the community?
c. Lessons learned. How can the information in this paper be applied throughout the Carroll University MOT program? What other settings could occupational therapists apply their skills? How can you apply this knowledge in level I and Level II fieldwork?

3. Find a minimum of three references to support your topic and include a reference page in APA style.

4. Design a Power point presentation to share with the class. Power Point presentations should cover information from the paper, what the group learned about community settings, and how this knowledge is beneficial to level I and Level II fieldwork. How this information can help you grow of occupational therapy in community settings in the future.
   a. PowerPoints should not be more than 10 slides.
   b. Group Presentations to the class should be no more than 15 minutes.
   c. Be sure to present in a professional manner.
   d. Include something you were surprised to learn during this group project.

5. Each student will complete a self and peer evaluation of the project. These evaluations will be considered in the final grade of the project.

Late Submission of Assignments: course assignments are expected to be submitted on time as specified by the syllabus. Late assignments will be subject to a -5% per day late penalty. Work submitted more than one week late will not be graded.

Group Assignments:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C –</th>
<th>Group D –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Nicholopoulos</td>
<td>Jennifer Ankrom</td>
<td>Nathan Croatt</td>
<td>Collin Rodgers</td>
</tr>
<tr>
<td>Allison Bluhm</td>
<td>Alanna Joslin</td>
<td>Leah Glodowski</td>
<td>Jillian Entinger</td>
</tr>
<tr>
<td>Dylan Griess</td>
<td>Jacob Lanzendorf</td>
<td>Alyssa Clark</td>
<td>Whitney Bujak</td>
</tr>
<tr>
<td>Emma Shilowich</td>
<td>Rocio Talamantes</td>
<td>Andrew Warden</td>
<td>Samantha Fiedler</td>
</tr>
<tr>
<td></td>
<td>Megan Bush</td>
<td>Emily Johnson</td>
<td></td>
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<table>
<thead>
<tr>
<th>Group E</th>
<th>Group F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raeleah Schaeffer</td>
<td>Monica Emerson</td>
</tr>
<tr>
<td>Mariah Vertovec</td>
<td>Maggie Ruble</td>
</tr>
<tr>
<td>Sydney Gerbig</td>
<td>Olivia Pesce</td>
</tr>
<tr>
<td>Jack Pamperin</td>
<td>Lauren Loef</td>
</tr>
<tr>
<td>Jessica Krause</td>
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</tbody>
</table>
**Participation:** Students are required to take an active role in learning, participation is required. This can make or break your grade. Therefore, you should pay close attention to your assigned readings. Class participation means more than simply being present; you must regularly contribute in a meaningful way. Failure to do so will ensure less than a C in discussion. This is a significant portion of your grade.

**Fieldwork Attendance & Professional Expectations:** Promptness and attendance are mandatory during fieldwork internships. Absences for communicable illness, health emergencies, family emergencies and presentations at program-approved professional conferences are allowed during clinical internships/fieldwork rotations, however, in the event of any absence, the clinical facility must be notified in a timely manner and the absence must be accounted for and made up. Make-up time is dependent upon clinical faculty and facility/clinical instructor availability. The student will not be allowed to progress or graduate until the make-up time has been satisfactorily completed. Unexcused absences are not acceptable and subject to disciplinary action as determined by the Director of the MOT program.

Students are expected to follow attendance requirements specific to the placement site, including punctual arrival at clinical sites. Students are expected to stay until released by the clinical instructor. Any tardiness or early departure from a clinical site will be reported to the Clinical Education Coordinator/Academic Fieldwork Coordinator at the discretion of the Clinical Instructor.

Any expected absences must be submitted in writing, and approved by the Clinical Education Coordinator/Academic Fieldwork Coordinator and Clinical Instructor. Students are responsible for determining in collaboration with the Clinical Education/Fieldwork Coordinator and Clinical Instructor how the absence will be made up. The plan for making up the time must be in writing and submitted to the CEC/AFWC and fieldwork educator. In all cases, make-up time is dependent upon clinical faculty and facility availability and must be approved by the CEC/AFWC.

**Disability/Illness:**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss the specific need(s). For students with documented disabilities, please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate accommodations within reason.

If you are ill and unable to attend a class/fieldwork experience, it is your responsibility to notify faculty in a timely fashion. In order to make up an assignment you must provide documentation of that illness. Make-up time is dependent upon clinical faculty and facility availability and must be approved by the AFWC.

**Extended illness may make it impossible for you to complete the fieldwork practicum requirements.**
LifesStriders orientation  
9/8/17 @ 4:00pm  
S11 W29667 Summit Avenue (US HWY 18) Waukesha, WI 53188

Easter Seals orientation  
9/15/17 @ 3:30pm  
505 Northview Rd, Waukesha, WI 53188

All information relevant to the HRSA grant activities can be found in the “Inter-Professional Integrative Approach to Health: II” syllabus or on the “Inter-Professional Integrative Approach to Health – HRSA PCTE Grant” Canvas page.

### Course Overview:

<table>
<thead>
<tr>
<th>Dates</th>
<th>TOPIC/THEME</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13/17</td>
<td>Introduction to Fieldwork – Review of Fieldwork Manual, Policy, Procedures and paperwork</td>
<td>BRING FIELDWORK MANUAL TO CLASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction emails</td>
<td></td>
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<tr>
<td>9/20/17</td>
<td>Introduction to Mindfulness</td>
<td>Gately &amp; Borcherding Ch. 2, 7</td>
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<tr>
<td></td>
<td>Introduction to Documentation in Health Care: The S &amp; O in SOAP</td>
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<td></td>
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<tr>
<td>9/22/17-9/23/17 Various times</td>
<td>Boots and Bling—</td>
<td></td>
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<tr>
<td>9/27/17</td>
<td>Community Based Occupational Therapy Practice</td>
<td>Scaffa &amp; Reitz Chapter 1, 12, 17, 22, 24, 29</td>
<td></td>
</tr>
</tbody>
</table>
Dress Code

As a healthcare professional, you are expected to comply with the dress code of each clinical site. Students are required to wear professional attire for all practicum experiences:

- MOT Program name tags worn at all times
- MOT Program shirts. Shirts must be properly fitting to allow adequate freedom of movement yet secured so they are not revealing, are long enough, and tucked in.
- Business casual pants (no jeans), no shorts, or capris
- No athletic wear. Some exceptions will be made, but must be cleared by the Academic fieldwork coordinator.
- Shoes: clean, sensible shoes; no open toes/heels, heels, clogs, or slides
- No hats are to be worn during the experiences, unless specifically required by the site
- Conservative jewelry which does not interfere with daily activities or present a safety hazard.
- Visible tattoos should be covered.
- Long hair should be secured with a barrette, headband or in a ponytail
- No perfume, scented hair spray, or scented lotions
- No gum chewing
- Sunglasses are not to be worn on top of your head.

(Adapted from the Carroll University physical therapy program TLP dress code for the MOT Program)

Carroll University MOT Program
Fieldwork Cell Phone Policy
Cell Phones are not to be used during Fieldwork Level I and Level II fieldwork experiences. Cell phones should be kept hidden in vehicles or in a secure location, not on a student, during fieldwork rotations. In an emergency, the fieldwork educator/supervisor and the academic fieldwork coordinator must give special permission for a student to carry a cell phone. During community partnership events, cell phones should not be with the student. Cell phones are distracting when working with clients/patients and can cause harm. In addition, cell phones carry germs that can be transferred to other clients/patients or student family members. Cell phones can interfere with technology in medical buildings. Any student using a cell phone during fieldwork or community partnership events will be subject to disciplinary action.

**Academic Progression Standards**

Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade.

The minimum passing score for practical examinations and skill checks is 80%. If a student does not pass the exam in the initial attempt, remediation occurs and reassessment is performed to ensure competence. The recorded grade from the initial examination remains unchanged. The maximum number of attempts varies between courses/faculty and depends on examination content and faculty judgment. Failure to meet this standard results in a failing grade in the course and an inability to progress in the program. In addition, students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

**Student Writing Guidelines**

The MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded. It is strongly recommended that students purchase the Publication Manual of the American Psychological Association, 6th Edition. Thus, all work submitted in written or presentation form (including references), must be APA style and format.

**Statement on Academic Integrity**

The Carroll University Academic Integrity Policy is located in your student handbook on the University website. http://www.carrollu.edu/campuslife/. Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or fail the student in the course.

Some examples of violations will be discussed on the first day of class. These will include:

1. Plagiarism
   - Must use OWN words
• If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
• A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.

(2) Failure to return or removal of an exam

(3) Submitting work completed by another individual
• A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.

(4) Discussing quiz/exam questions with students who have not yet taken the quiz/exam.

(5) Any other forms of cheating

Core Professional Behaviors

1. PERSONAL RESPONSIBILITY
• Student will attend all fieldwork experiences 100% of the time
• Student will be punctual
• Student will complete all assignments and tasks in a timely manner with submission of required assignments time

2. PERSONAL HONESTY & INTEGRITY
• Student is honest in word and actions and is accurate in reporting all information
• Student maintains a positive learning environment
• Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
• Student gives full attention to fieldwork supervisor/educator, does not speak out of turn, and treats classmates, other professionals and clients/patients with dignity
• Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops) unless it is directly related to the fieldwork activity

4. TEACHABILITY/ADAPTABILITY
• Student takes responsibility for own actions and understands consequences of inappropriate actions
• Student behavior is appropriate during times of high stress

5. COMMUNICATION
• Student properly formats emails to instructors and fieldwork educators/supervisors with respect (i.e., correct punctuation and salutations)
• Student will not spread rumors regarding instructors and course assessments
• Student follows appropriate procedures for discussion of course issues and concerns
  ➢ 1st ➔ Student contacts their fieldwork educator, supervisor or supervising faculty member
  ➢ 2nd ➔ Student communicates concerns to the Academic Fieldwork Coordinator (should the need arise, the coordinator will direct the student to the Departmental Chair)

6. RELATIONSHIP WITH PEERS
• Student participates in class and small group discussions
7. **PERSONAL APPEARANCE**
   - Student will comply with dress code guidelines at all times
   - Student will dress professionally for all fieldwork experiences, see fieldwork manual for list of appropriate dress items.

**CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)**

*At the discretion of the Instructor:

- A deduction in course points (i.e., -10 pts for cell phone use)
- Removal from class/fieldwork experience
- Tardiness of required assignments, -2% per day late
- Multiple offenses may result in a full letter grade deduction

**Courtesy:**
Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students. Therefore, please do the following:

1. **Turn off your cell phone, beeper, or anything else that might make noise.**
2. **Do not converse while the fieldwork supervisor or learning opportunity leader is facilitating interaction with the client/patient.**
3. **You are expected to arrive on time.** If, because of some problem, a late arrival is unavoidable, do come in. However, do so quietly and do not disturb the client/patient during the activity. There is no excuse for chronic lateness. Those who are routinely late may be invited to withdraw from the fieldwork experience and/or may result in an unsatisfactory grade. If you have an emergency, please let me or the supervising faculty member know.
4. **Cell phone use policy: cell phone use on a fieldwork experience is NOT tolerated.** Cell phones are to be turned off or switched to a silent setting for the duration of the fieldwork experience. If you require the use of your cell phone for emergency contact purposes, please notify me or the supervising faculty at the beginning of the fieldwork experience. Cell phone use for any other purpose, may result in an invitation to withdraw from the fieldwork experience and/or an unsatisfactory grade.

**Statement of the Right to Modify Course Content**
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).