Course Offering
2 Credit Hours

Prerequisites
Admission to the MOT Program. OTH 521 Intro to Level I Fieldwork

Format
Seminar and Practicum Experience

Class Day/Time
As required
Section A: Monday 8am-12pm
Section B: Monday 3:00pm-7:00pm
Section C: Wednesday 9:30am-1:30pm
Section D: Wednesday 3:00-7:00pm

Class Location
CGS 119 and as assigned according to section

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

Office
Charles House 109

Office Hours
Dr. Boyington: Tuesday 11:00-1:00pm; by appointment
Professor Morris: by Appointment

Phone
Dr. Boyington: 262-951-3109

Email
nboyingt@carrollu.edu
memorris@carrollu.edu

Course Description:
This course focuses on introductory fieldwork experiences that afford students opportunities to begin applying the scientific and discipline-specific foundational knowledge and the values and philosophy of occupational therapy learned thus far, to various clinical settings that endorse the therapeutic value of occupation. Students are exposed to situations that allow them to professionally interact with clients and other health care providers within a clinical environment, and focus on the development of 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:**
Students have now progressed from foundational content courses to applied OT specific course sequences and have been exposed to content that fosters Profession-related analytical and critical thinking activities in a developmental sequence. This second introductory rotation is designed to complement students’ learning to date, and allow students to further develop an understanding of the needs of clients and apply discipline-specific knowledge learned thus far. Community based learning experiences offered within local organizations introduce opportunities for students to apply critical thinking and clinical reasoning skills to situations and activities where traditional occupational therapy services are not offered. Learning experiences are arranged concurrently with didactic coursework to provide students with exposure to traditional, nontraditional, and emerging areas of practice, and the health care system, 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>
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<tbody>
<tr>
<td><strong>Student Learning Objectives</strong> <em>(At course conclusion, students are expected to:)</em></td>
</tr>
<tr>
<td>1. Articulate to consumers, potential employers, colleagues, third party payers, regulatory boards, policy makers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health and well-being.</td>
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<tr>
<td>2. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.</td>
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3. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.

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<tr>
<th>ACOTE Standards Relating to Course Objectives</th>
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<tbody>
<tr>
<td>This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:</td>
</tr>
</tbody>
</table>
• B.2.3 Articulate to consumers, potential employers, colleagues, third party payers, regulatory boards, policy makers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health and well-being.

• B.2.4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.

• 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.5.20. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.

• B.5.27 Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments.

• 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.9.3 Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

**Required Text**


Fieldwork Education Manual
**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 3 assignments to receive an “S” grade for the course. A letter grade of a “U” requires the student to repeat the course and successfully complete the practicum to validate theoretical knowledge before progressing to Fieldwork Practicum III. 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 850 points, with an “S” being the equivalent of greater or equal to 80% for 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:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Experiential Component</th>
<th>Didactic Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 80% = S</td>
<td>≥ 70% = S</td>
<td></td>
</tr>
<tr>
<td>≤ 80% = U</td>
<td>≤ 70% = U</td>
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</table>

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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<tbody>
<tr>
<td><strong>Experiential Component</strong></td>
<td></td>
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<tr>
<td>Fieldwork Educator Assessment of Student Professional Behavior</td>
<td>Pass/Fail Due 8/11/17</td>
<td>1, 4, 9</td>
<td>B.2.3, B.2.8, B.5.7</td>
</tr>
<tr>
<td>Student Self-Assessment of Interpersonal Skills and Professional Behaviors</td>
<td>Pass/Fail Due 8/11/17</td>
<td>4, 9</td>
<td>B.2.8, B.5.7</td>
</tr>
<tr>
<td>Level I Fieldwork Site Student Evaluation</td>
<td>Pass/Fail Due 8/11/17</td>
<td>7</td>
<td>B.5.20</td>
</tr>
<tr>
<td><strong>Didactic Component</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Review</td>
<td>150 Due 6/16/17</td>
<td>7, 10</td>
<td>B.5.20, B.9.3</td>
</tr>
<tr>
<td>Weekly Reflection Journal/Log</td>
<td>300 Due weekly</td>
<td>2-3, 5-6, 8</td>
<td>B.2.4, B.2.5, B.2.9, B.4.7, B.5.27</td>
</tr>
<tr>
<td>Occupational Profile</td>
<td>50 Due 6/23/17</td>
<td>1,3,4,5</td>
<td>B.2.4, B.2.5, B.2.9, B.4.7, B.5.27</td>
</tr>
<tr>
<td>Occupational based exercise program</td>
<td>100 Due 6/30/17</td>
<td>1,3,4,5,6,7,8</td>
<td>B.2.4, B.2.5, B.2.9, B.5.20, B.4.7,</td>
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<tr>
<td>Screening Tool—The Barthel Index</td>
<td>100 Due 7/7/17</td>
<td>1,3,4,5,6,7,8</td>
<td>B.2.4, B.2.5, B.2.9, B.4.7, B.5.2, B.5.27</td>
</tr>
<tr>
<td>Assessment-ACIS for children and QOLI for adults</td>
<td>100 Due 7/14/17</td>
<td>1,3,4,5,6,7,8</td>
<td>B.2.4, B.2.5, B.2.9, B.4.7, B.5.2 B.5.27</td>
</tr>
<tr>
<td>Activity Analysis</td>
<td>50 Due 7/21/17</td>
<td>1,3,4,5,6,7</td>
<td>B.2.4, B.2.5, B.2.9, B.5.20, B.4.7,</td>
</tr>
<tr>
<td>Activity/craft appropriate for setting</td>
<td>100 Due 7/28/17</td>
<td>1,3,4,5,6,7,8</td>
<td>B.2.4, B.2.5, B.2.9, B.5.20, B.4.7,</td>
</tr>
<tr>
<td>Reimbursement Q&amp;A</td>
<td>50 Due 8/4/17</td>
<td>5,8</td>
<td>B.2.9, B5.27, B.9.3</td>
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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 activities.
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.

**Life Enhancement Opportunities (LEO) Program:** Students will gain valuable learning experiences in various activities through the Adult Day Services Program, which provide social, and life support to adults with disabilities, for a chance to live satisfying lives in their communities. LEO 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.
Fieldwork Level I Assignments: TBD

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Placement Location</th>
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<tbody>
<tr>
<td>Rachel Cole</td>
<td>ES Work</td>
<td>Oksana Chernykhivsk</td>
<td>ES Work</td>
</tr>
<tr>
<td>Katherine Goebel</td>
<td>ES Work</td>
<td>Danielle Connor</td>
<td>ES Work</td>
</tr>
<tr>
<td>Jimmy Hwang</td>
<td>UCC</td>
<td>Sarah George Wittak</td>
<td>UCC</td>
</tr>
<tr>
<td>Linda Lin</td>
<td>UCC</td>
<td>Heidi Hingtgen</td>
<td>UCC</td>
</tr>
<tr>
<td>Stephanie Lyons</td>
<td>Adult Day services of WI</td>
<td>Melissa Jonardi</td>
<td>UCC</td>
</tr>
<tr>
<td>Jason Schroedel</td>
<td>ES Camp</td>
<td>Lauren Kolar</td>
<td>Curative—92nd street</td>
</tr>
<tr>
<td>Ho Chul Shin</td>
<td>ES Camp</td>
<td>Elyse Maturo</td>
<td>Curative—Forest Home</td>
</tr>
<tr>
<td>Hannah Morrow</td>
<td>Curative-Waukesha</td>
<td>Shannon Touhey</td>
<td>ES Camp</td>
</tr>
<tr>
<td>Rebecca Goldenstein</td>
<td>Curative-MF (9-1)</td>
<td>Kaila Walter</td>
<td>ES Camp</td>
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<tbody>
<tr>
<td>Mary Barbato</td>
<td>LifeStriders</td>
<td>Marissa Monk</td>
<td>LifeStriders</td>
</tr>
<tr>
<td>Chloe Ebel</td>
<td>LifeStriders</td>
<td>Kasey-Marie Pike</td>
<td>LifeStriders</td>
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<tr>
<td>Kelly Ertl</td>
<td>LifeStriders</td>
<td>Courtney Seib</td>
<td>LifeStriders</td>
</tr>
<tr>
<td>Madison Hausherr</td>
<td>LifeStriders</td>
<td>Wilhelmmina Swanson</td>
<td>LifeStriders</td>
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<tr>
<td>Katie Okamoto</td>
<td>LifeStriders</td>
<td>Vivian Tran</td>
<td>LifeStriders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christina Willey</td>
<td>LifeStriders</td>
</tr>
</tbody>
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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 the equivalent of greater or equal to 80%, on the FWSAPB to demonstrate proficiency and pass the experiential component of this course. Students scoring below an 80% will receive a “U” grade, and will be required to repeat the course to successfully complete the practicum and validate theoretical knowledge, before progressing to Fieldwork Practicum III. 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 a 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.

**Group Project/Presentation:** Assignment: Design and develop an education program to support caregivers.

**Purpose:**
The purpose of this assignment is to promote occupational therapy by educating other professionals and service providers during an educational presentation as a health care professional. Your audience includes caregivers that work with clients/patients in the community. These types of presentations can be used across settings and across populations. Occupational Therapists regularly provide education groups in all levels of care.

“*Psychoeducation strategies that combine caregiving skill building with stress management and coping skill development had a moderate effect on caregiver scores of depression, anger and hostility, fatigue, confusion, physical symptoms, anxiety or mood disorder, and suicidality and depression*”. (Thinnes & Padilla, 2011)

There are many benefits to educating caregivers: which include increased life satisfaction, less depression and injury, and better care for the population they serve. This assignment will prepare you to complete an education group or presentation when practicing occupational therapy.

**Objectives:**
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.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.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 sign up for a topic that caregivers have identified as a need in a community based setting.
2. Each group will submit a group paper (minimum of 6 pages). The paper should include the topic of the group that is stated clearly and described comprehensively, delivering all relevant information for full understanding.
   - The paper should include a caregiver perspective. How did this topic help the caregiver? How will the caregiver implement the education given? How does this topic assist the caregiver with the client/patient? What was found on the topic in the evidence that discusses benefits for the caregivers?
   - The paper should reflect how this topic would benefit the OT. Why would the OT educate on this topic? In what settings would the OT use this information? What populations would benefit from this information? What type of media can be used to deliver this information?
   - Lessons learned: How did the group go? What were the strengths of the presentations? What were the weaknesses or the items that needed to be changed for better understanding of the topic? How can you apply this knowledge in Level I and Level II fieldwork placements?
3. Find a minimum of 3 references to support your topic and include in a reference page in APA style.
4. Design a poster presentation citing references. Posters should include:
   - Definition of OT, presented to the education level of the population.
   - Frequently asked questions
• Areas of interest to the population
• Resources for caregivers are explained and included in the poster. How to find more information on the topic and how to get additional support.
• Graphics and pictures should be creative, related to topic, and clearly labeled
• There should be no grammatical errors on the poster.

5. Caregiver handout needs to be included for caregivers to be able to take with after the education is completed.
   • Use the trifold brochure from a Word template.
   • Should include the information on the poster.

6. Present to caregivers in your current level I fieldwork placements. Be sure to present in a professional manner. Group presentations should be no longer than 30 minutes

7. Design a 10-minute presentation to present to your classmates sharing your topic, discuss your caregiver group, and something you were surprised to learn.

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

Students assigned to LifeStriders this semester MUST pick a topic that has a psychosocial emphasis.

Group Project Assignments: TBA

These assignments will be completed at fieldwork placements:

1. AOTA Occupational Profile Template: Students will follow the AOTA Occupational profile template and fill in information by observing and interacting with participants and caregivers.
2. Occupational based exercise program: Students will develop an occupational based exercise program working with students assigned to the same setting. They will implement the program at their respective locations.
3. Screening tool: Students will complete the Barthel Index screening tool on one of the participates in the setting. Screening tool will be introduced in OTH 550 Evaluation & Assessment in OT
4. Assessment: Students will have a pediatric assessment or an adult assessment to administer in their placements. These assessments will be introduced in OTH 550 Evaluation & Assessment in OT. If a student is in an adult setting the Quality of Life Inventory (QOLI) will be administered. If a student is in a pediatric setting, the Assessment of Communication and Interaction Skill (ACIS) will be administered. Presentations will be presented in OTH 550.
5. Activity Analysis: Students will complete and Activity Analysis while on fieldwork level I. They will follow the template introduced in previous OTH classes
6. Activity/Craft Group: Students will design an activity/craft group appropriate for their setting and implement it together as a group.
7. Reimbursement Q & A: Students will complete the handout found in the Occupational Therapy Fieldwork Survival Guide on page 220. They will answer how their facility gets reimbursement for the services they provide.

Course Policy:
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.

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 CEC/AFWC 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.

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 CEC/AFWC at the discretion of the Clinical Instructor. Students are expected to follow all site-specific policies, and MOT program and Carroll University policies and expectations as outlined in the MOT handbook, MOT Fieldwork Manual, and the CU Student Handbook. Professional behavior and ethical standards must be adhered to at all times. Please refer to your handbooks for additional details.

If a student misses >10% of class periods in a course s/he must remediate or s/he will not meet progression standards. If a student’s absence is excused, every attempt to remediate will be made prior to beginning of the following semester.

Social Media Policy:
The following pertains to the use of social media. Carroll University Occupational Therapy Program reserves the right to interview a student in violation of this policy for disciplinary action or dismissal from the program pending review by the program and the university faculty. Social media includes, but is not limited to: use of cell phones, Facebook, Twitter, Instagram, YouTube, LinkedIn, MySpace, multimedia sites etc. These guidelines apply to the use of all forms of social media, including postings on personal blogsites or posting comments on other sites.

1. Students will not share confidential information about Carroll University, the Occupational Therapy Program Faculty or staff, clinical sites, clinical fieldwork instructors, or clinical staff.
2. Students will not use any instance or application of social media to engage in unprofessional or unethical behavior that violates the integrity of the program, profession, and humanistic perspective of the university. Students are encouraged to use good judgement so as not to reflect poorly on themselves and the university.
3. Students will maintain patient privacy and confidentiality at all times, refraining from sharing images and identifying information about health, finances, age, race, culture, religion, and socioeconomic status.
4. Personal use of social media should not interfere with program requirements or patient care.
5. Use of Carroll University’s name or logo in any social media activity is restricted. Any affiliation to Carroll University or the Occupational Therapy Program must be consistent
with the university’s standards of professional conduct. Activity should clearly illustrate that the views are not Carroll University’s or The Occupational Therapy Program.

Cell Phone Use Policy

Cell Phones are not to be used during Level I and Level II Fieldwork experiences and/or during community-based outreach and learning experiences. Cell phones should be kept hidden in vehicles or in a secure location, not on a student. If a circumstance necessitates student access to a cell phone, the fieldwork educator/supervisor and the academic fieldwork coordinator must give special permission for the student to carry a cell phone. Cell phones are distracting when working with clients/patients and can interfere with technology in medical buildings. In addition, cell phones carry germs that can be transferred to other clients/patients or family members. Any student using a cell phone during fieldwork or community partnership events will be subject to disciplinary action.

Make up time for Unexcused Absences: Generally, make up time for unexcused absences from a fieldwork experience will occur at a 2:1 ratio. For example, if you were unable to attend your regular 4 hour scheduled fieldwork rotation, make up time (which is at the discretion of the Clinical Education Coordinator) will result in an 8 hour make up requirement.

Student Advising: Each student is required to attend routinely scheduled advising sessions for all matters related to fieldwork. Advising meetings ensure that the student is making an informed decision when requesting clinical fieldwork placements, meeting didactic course requirements, completing and submitting fieldwork placement prerequisite documents in a timely manner, and meeting the learning objectives developed on the learning contract in preparation for introductory fieldwork and clinical internship experiences. Poor performance on fieldwork, is addressed immediately through a student advisement session, in which the CEC/AFWC and student develop a learning contract focusing on areas of improvement.

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.

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 Clinical Education 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)

**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 Removal from Fieldwork Experience**

In any situation in which a patient's welfare may be adversely affected, the clinical site may take immediate corrective action, including removing a student from a clinical assignment, and/or requesting that a student leave a patient care area without prior consultation of the Clinical Education Coordinator (CEC)/Academic Fieldwork Coordinator (AFWC). The fieldwork site is expected to notify the CEC/AFWC immediately after the removal of the student and communicate the reasons for the action(s) taken. In any situation not involving patient welfare in which a student is not performing satisfactorily, or is in violation of the MOT Program and/or clinical site’s policy or procedure, removal of the student is at the discretion of the AFWC/CEC in collaboration with the fieldwork supervisor.

In alignment with MOT Program Academic Progression Standards, removal from any fieldwork practicum or clinical internship experience must be remediated and reassessed to ensure competence. In the event that a student is removed from the fieldwork experience any make-up time is dependent upon clinical faculty, facility availability, and is at the discretion of the AFWC/CEC.

**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
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
1. Student contacts their fieldwork educator, supervisor or supervising faculty member
2. 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
   • Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).

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, -20% per day late
   ➢ Multiple offenses may result in a full letter grade deduction
   ➢ Remediation as determined to meet academic progression standards

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 avoidable, 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).