LBCC Occupational Therapy Assistant Program

Course Syllabus

OTA 270 Level IIB Fieldwork

Spring Term

**Day/Time:** As scheduled by your Fieldwork Educator

**Location:** As determined by your Fieldwork Educator

**Academic Fieldwork Coordinator:**

● Name: Jo Shear, OTR/L

● Office Hours: Wednesdays, 1:00 p.m. – 2:00 p.m. (Other days and times are

available by request)

● Office Location: HOC 219

● Phone Number: (541) 918-8832

● Virtual Office Link: Please see Moodle Link to ZOOM in OTA 270

● Email Address: [shearj@linnbenton.edu](mailto:shearj@linnbenton.edu)

**\*If you need to reach me before the next scheduled office hour, please do so via email. I will respond to your email within 48 hours. If you need a response sooner than 48 hours, please note this in the subject heading of your email.**

**Resource(s):**

● LBCC OTA Fieldwork Manual (available in course shell)

● Napier, B, *Occupational Therapy Fieldwork Survival Guide: A Student Planner, 2nd Edition.* AOTA Press (2011)

● Fieldwork site-specific resources (e.g. manuals, forms) provided by fieldwork site/fieldwork educator

● LBCC Student Identification Badge (to be worn at all time’s onsite)

● Fieldwork Performance Evaluation Form

● Student Evaluation of Fieldwork Experience Form (to be reviewed with fieldwork educator at midterm and on final day of fieldwork)

● The *NBCOT Official COTA Study Guide.* National Board for Certification in Occupational Therapy, Inc. (2015)

**Course Description:** This course provides students the opportunity to further develop the knowledge, skills, behaviors, and attitudes needed to function as competent, entry-level, generalist occupational therapy assistants. Students will carry out professional responsibilities of the occupational therapy assistant under supervision, including delivery of occupational therapy services to a variety of clients. Together, Level II Fieldwork A and Level II Fieldwork B form the “capstone” experience for the Occupational Therapy Assistant Associate of Applied Science Degree Program.

**ACOTE Standards:** This course meets the following ACOTE standards: C.1.11, C.1.12, C.1.13 and C.1.18

**Course Learning Outcomes:**

1. Use a client-centered, holistic, occupation-based approach to assessment and intervention.

2. Establish therapeutic relationships with clients.

3. Employ entry-level activity analysis, critical thinking, and clinical reasoning.

4. Demonstrate entry-level technical skill and clinical competency.

5. Follow current standards of practice and use evidence-based research.

6. Display professional attitudes and behaviors. This involves following the professions’ code

of ethics, and adhering to all laws and regulations governing the practice of occupational

therapy.

7. Communicate appropriately and effectively with clients, healthcare team members, and the public. This includes both verbal and written communication.

**Learning Activities:** Carrying out occupational therapy assistant professional responsibilities under supervision.

**Assessment Tasks:** Formal Evaluation by Level II Fieldwork Educator using AOTA Fieldwork Performance Evaluation Form for Occupational Therapy Assistant Students

**Grading Criteria:**

#1- In order to pass this course, the student MUST meet the following 4 criteria\*:

● Complete 8 weeks, full-time fieldwork within the time frame assigned

● Have no significant professional behavior concerns reported to the Academic Fieldwork Coordinator by the Fieldwork Educator

● Achieve a passing score on the Fieldwork Performance Evaluation

● Achieve a total score of 75% or higher on the assignments listed in Grading Criteria #2 below:

#2- If the student meets the criteria for passing this course, his/her course grade will be determined as follows:

* 10% = Level II FW Assignment #1: Initial meeting/Curriculum & Objectives Review
* 10% = Level II FW Assignment #2: Midterm Meeting/Objectives Review
* 45% = Level II FW Assignment # 3: Case Study OR Project
* 10% = Level II FW Assignment #4: Final Meeting/Objectives Review
* 15% = Fieldwork Performance Evaluation of Student by FW Educator
* 10% = Student Evaluation of Fieldwork Experience

Assignments and Evaluations **MUST BE SUBMITTED BY DUE DATE. Your name, the name of the assignment and page numbers must be put on every page of your assignment for it to be considered for grading.**

**Grading Scale:**

● A = 90% to 100% AND meeting all 4 criteria for passing this course listed above\*

● B = 80% to 89% AND meeting all 4 criteria for passing this course listed above\*

● C = 75% to 79% AND meeting all 4 criteria for passing this course listed above\*

● Fail = < 75% OR failing to meet any of the 4 criteria for passing this course listed above\*

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| Week | Assignment | Due Date |
| 1 | **Assignment #1**: Initial meeting/Curriculum Review/Share Objectives with Fieldwork Educator  *(Meeting date to be set the first week. Actual day is on individual basis, no later than Friday, April 19, 2019.)*    ***All students must******submit Assignment #1 to Moodle by 8:00 a.m. on Monday, April 22, 2019. MUST include signature to be considered for grading.***  ***Be sure to provide your fieldwork educator with a copy of your updated AOTA Personal Data Sheet on your first day.*** | April 19  (Fri)  April 22 (Mon)      Data Sheet (updated): First Day of Fieldwork |
| 2 | *Choose client for Case Study OR* ***submit proposal for a Project to the AFWC for approval.*** *You do NOT submit a proposal for Case Study.*  ***All students completing a Project must submit a proposal, via email, to the AFWC by 8:00 a.m. on Monday, May 6, 2019.***  *Project is to be mutually agreed upon by the student and fieldwork educator.* ***It must then be typed and submitted for approval by the AFWC.*** *Submit* ***one*** *page describing the project and how it will benefit the patients/clients of that particular setting.*  *Final Project paper submission includes:*  *A.* ***Original proposal write-up***  *B.* ***Photographs of the finished product***  *C.* ***Two ideas for grading up***  D. ***Two ideas for grading down***  *E.* ***Precautions***  *F.* ***Psychosocial factors impacting engagement in this occupation*** | Project Proposal:  May 6 (Mon) |
| 3 | *Begin research for Case Study or begin Project.* |  |
| 4 | **Assignment #2**: Midterm Meeting/Objectives Review with Fieldwork Educator **AND** AOTA Fieldwork Performance Evaluation (Midterm) by **Friday, May 10, 2019.**  ***NOTE: If your fieldwork educator needs to complete your AOTA Fieldwork Performance Midterm Evaluation (and your Assignment #2) meeting on any day other than Friday, May 10, 2019, the AFWC must be notified in advance.***    ***All students must******submit Assignment #2 to Moodle by 8:00 a.m. on Monday, May 13, 2019. Assignment #2 MUST include score and signature to be considered for grading.*** | May 10 (Fri)          May 13 (Mon) |
| 5 | Submit Case Study/Project for review and input ***to your Fieldwork Educator***. Incorporate their suggestions into final Case Study/Project. |  |
| 6 | *Present on Case Study or Project at Fieldwork Site* ***if requested to do so*** *by Fieldwork Educator.* |  |
| 7 | **Assignment #3**: Case Study **or** Project  ***All students must******submit Assignment # 3 (case study or project) to Moodle by 8:00 a.m. Monday, June 3, 2019.*** | June 3 (Mon) |
| 8 | **Assignment #4**: Final Meeting/Objectives Review with Fieldwork Educator **AND** AOTA Fieldwork Performance Evaluation (Final) by **Friday, June 7, 2019.**  ***NOTE: If your fieldwork educator needs to complete your AOTA Fieldwork Performance Final Evaluation (and your Assignment #4) meeting on any day other than Friday, June 7, 2019, the AFWC must be notified in advance.***  **4 THINGS NEED TO BE TURNED IN BY MONDAY, June 10, 2019:**  1. Assignment #4: Final Meeting/Objectives Reviewwith Fieldwork Educator. **All students must** **submit Assignment #4 to Moodle by 8:00 a.m. on Monday, June 10, 2019. MUST include score and signature to be considered for grading.** | June 7  (Fri)          June 10 (Mon) |
| **2.** AOTA Fieldwork Performance Evaluation-FWPE (Fieldwork Educator’s Evaluation of Student) Front Page. **All students must submit a copy of the FRONT PAGE (ONLY) OF AOTA Fieldwork Performance Evaluation to Moodle by 8:00 a.m. on Monday, June 10, 2019. Front page MUST have FINAL SCORE (Pass/Fail), HOURS and SIGNATURES.**    **3.** **All FIELDWORK EDUCATORS must mail Original of AOTA Fieldwork Performance Evaluation to:**    **Health Occupations Center**  **300 Mullins Drive**  **Lebanon, OR 97355**  **Attention: OTA Program - Jo Shear, OTR/L.**  **The original must be post-marked no later than June 10, 2019. *\*\*Be certain that your Fieldwork Educator makes a copy of the Evaluation before mailing the original, in case it is lost in the mail.*** | June 10 (Mon)      June 10 (Mon) |
| 4. AOTA Student Evaluation of Fieldwork Experience (SEFWE) **to Moodle by 8:00 a.m. on Monday, June 10, 2019.** | June 10 (Mon) |

**Diversity Statement:**

The LBCC community is enriched by diversity. Each individual has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

**Services to Students with Disabilities Statement:**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Center for Accessibility Resources, 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**Philosophy on Attendance and Participation:**

See Occupational Therapy Assistant Student Manual

**Policy on Late Assignments and Missed Examinations:**

See Occupational Therapy Assistant Student Manual

**Policy on Academic Integrity:**

See Occupational Therapy Assistant Student Manual

**This syllabus is subject to change.**

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**General Classroom Expectations**

**Course Questions:** If you have a personal question or one that pertains to the course, please contact the instructor via email for the timeliest response as **email is the instructor’s preferred method of communication**. Please allow 24-48 hours for the instructor to respond to email.

**Preparation:** Students are expected to come to class on time and prepared. Additionally, **all students** (both traditional and DE) are expected to have the required technology in place and in good working order at the beginning of each term, per the OTA bulletin. Frequently tardiness or absence due to chronic technology issues could negatively impact your overall grade in this course.

**Cell phones:** Cell phones must be turned off, silenced or set to “vibrate” during lecture. If there is an emergency and you need to take a call, please excuse yourself from class so as to not distract your classmates.

**Assignments:** All written assignments for this course must be submitted electronically via the assignment link in Moodle on or before the due date listed for each particular assignment, ***unless otherwise noted***. Please read the following instructor expectations for assignments:

* The required format for written assignments is either MS Word (97 or higher) or PDF. Assignments submitted in all other formats (JPEG, OpenOffice, RTF, WordPad, Pages, etc.) are unacceptable and will be returned to the student.
* The required font size for all written assignments is 12pt. Calibri or Arial with 1” margins and single-spaced (unless otherwise noted).
* **All assignments** must have the student’s name, course number, assignment name and page number in the ***upper left hand corner*** of the document. Assignments without a name will be returned to the student **and points will be deducted automatically.**

**For DE students:** Use of the chat window in Zoom during lecture is **not allowed**, as it is distracting to both the instructor and the traditional students. However, the instructor will monitor the chat window in the event that there are technical issues or if there is an emergency that the instructor needs to be aware of. Persistent use of the chat window during lecture may result in the chat window be disabled by the instructor for the duration of the term.