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# Pediatrics FW I Experience

OTA1270 301

## Instructor Information

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**Phone:**

**Email:**

**Office Location:**

**Office Hours**

**Best Time to Contact:**

## Course Description

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This course prepares students for a pediatric off-site experience along with instruction on evidence based treatment. Designated Community-Engaged Learning course.

Prereq: Complete all first semester courses

Semester: Spring

**COURSE DESCRIPTION:**

This course prepares students for a pediatric off-site experience along with instruction on evidence-based treatment. Designated community-engaged learning course (more details below).

**COURSE FOCUS:**

Expose students to a variety of diagnoses, develop professional behaviors, develop clinical observation skills, and complete civic-engagement specific to pediatric populations. Reflect experiences in a round-table format, complete data collection and reports, and participate in a performance appraisal.

#### RELATIONSHIP TO THE CURRICULUM DESIGN:

OTA 1270 Fieldwork Experience is offered concurrently with OTA 1280 and OTA 1290 after students are enrolled in the professional occupational therapy assistant program. The intent is to provide practical learning opportunities to compliment the academic education obtained in the classroom.

### Course Student Learning Outcomes

- Recognize and abide by facility requirement for patient confidentiality and patient rights.
- Observe and participate in the Occupational Therapy (OT) process as it relates to evidence based practice and the individual fieldwork site.
- Improve clinical observation skills of evidence based practices and practice outcomes.
- Demonstrate the ability to participate in service maintenance including the demonstration of safety for client and clinician.
- Identify the uniqueness of service delivery models in various practice settings including medical/school based/community for pediatric OT practice.
- Establish understanding and implementation of models of practice and frames of reference for pediatric OT practice.
- Provide and accept feedback, modifying behavior as needed.
- Communicate and collaborate effectively through verbal, non-verbal, and written responses/documentation with all stakeholders.
- Identify self as an Occupational Therapy Assistant (OTA) student 100% of the time.
- Consistently use politically correct and people first language in written and oral communication.

- Read, understand, and analyze basic quantitative measures from a peer reviewed journal article for practice-based decisions.
- Report using quantitative measurements in all types of documentation.
- Integrate classroom knowledge demonstrated by identification of diagnosis, functional deficits, occupational areas, measurability of goals, treatment techniques, and client response to intervention.
- Analyze information to present in oral and/or written formats.
- Interpret pertinent information from peer reviewed journal articles to make the best evidence-based practice decisions.
- Discern levels of strength in research articles in choosing best practice evidence for treatment interventions and recommendations.
- Complete a service-learning project for facility/client use.
- Engage and participate in a community based outpatient clinic to enhance the academic experience.
- Interact with various stakeholders in a professional and ethical manner.
- Facilitate discharge planning by reviewing the needs of the client and other stakeholders; available resource; and discharge environment, and identify those needs to the OT, client and other stakeholders involved in discharge planning.
- Participate in service delivery of OTA clinic clients with a peer partner.
- Use technology and information literacy to access course materials and complete assignments.
- Effectively locate online evidence based resources including peer-reviewed scientific journal articles about occupational therapy interventions.

## Course Prerequisites

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CURRICULUM LEVEL:

Year 1, Semester 2

Average faculty/student ratio: 1:24

Clinical fieldwork educator faculty/student ratio: 1:1

Clock Hours for lecture: 1

Clock Hours for supervised instruction: 30

PREREQUISITES: Completion of all previous semester coursework

## Class Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Civic Engagement Project &amp; Reflection</a>	Assignment	50
	<a href="#">Evidence Based Practice Presentation: Article Synopsis</a>	Discussion	30
	<a href="#">Evidence Based Presentation Assignment</a>	Assignment	50
	<a href="#">Extra Credit</a>	Assignment	0
	<a href="#">Round Table Verbal Report</a>	Assignment	50
	<a href="#">Round Table Written Report</a>	Assignment	50
	<a href="#">Telehealth Clinic</a>	Assignment	40
1/26	<a href="#">Evidence Based Practice: Article Choice</a>	Discussion	0
2/16	<a href="#">Reading Assignment Week 6</a>	Assignment	5

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
4/12	<a href="#">Level II Fieldwork Site Request</a>	Assignment	5
4/19	<a href="#">MedBridge Hours</a>	Assignment	20
4/25	<a href="#">Client Data Collection</a>	Assignment	75
4/25	<a href="#">Fieldwork Assessment of Student Performance</a>	Assignment	100
4/25	<a href="#">Fieldwork Site Evaluation</a>	Assignment	10
4/25	<a href="#">Patient Synthesis Paper</a>	Assignment	100
4/25	<a href="#">Professionalism/Participation</a>	Assignment	25

## Brief Description of Assignments/Exams

COURSE EVALUATION (include weighting):

Level 1 Fieldwork Assessment of Student Performance- 40%

Fieldwork Assignments- 30%

Class Assignments- 20%

Participation/Professionalism – 10%

\*See canvas for assignment descriptions and instructions.

## Grading Scale

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\*Students must receive a 75% on their fieldwork I site assessment, or a designated C or better grade determined by the fieldwork educator to prevent retake of the OTA 1270 course. If a “C” grade is determined—the lowest C grade or a 75% will be given.

\*Grade will not be provided until student completes and turns in Fieldwork Site Assessment and AOTA Data Form.

### GRADING SCALE:

95-100% A 78-79% C+ 60-63% D-

90-94% A- 75-77% C 0-59% E

87-89% B+ 71-74% C- \*\* Course retake required for C- & below

83-86% B 67-70% D+

80-82% B- 64-66% D

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following

link: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Learning Support and Tutoring Services

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We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Additional Policies

STUDENT ATTENDANCE AND ABSENCE POLICY:

Please refer to the OTA Student Handbook for details regarding the Attendance and Absences Policy. Briefly, all students are expected to be in class unless a serious illness

or emergency occurs. Students will notify instructor prior to class if they will be missing. Students who are absent for an entire day will accumulate one unexcused absence for each course missed. Notification of the instructor does not assume the absence is excused. Being late to class, not coming back on time from break or leaving early is also considered an unexcused absence. Two unexcused absences will be followed with a Letter of Probation. Two Letters of Probation will result in dismissal from the OTA program.

#### LATE ASSIGNMENT POLICY:

Please refer to the Late Assignment policy in the OTA Student Handbook for details regarding late assignments. Briefly, in order to develop and establish professional behaviors, assignments for any given course must be turned in during the scheduled course time, unless other arrangements have been made with an instructor. After the class is dismissed for the day, assignments can be turned in up until 11:59 pm via email or Canvas (if approved by instructor) for 50% of the points. After that time, the assignment is still expected to be turned in, but the point value will decrease to zero. If a student has an unexcused absence for the class, no points will be awarded for assignments unless it is turned in prior to the start of the course electronically to the instructor.

Quizzes and other exams can only be made up with an excused absence. In the case of a practical or final exam, makeup is required but no point value will be awarded.

#### WITHDRAWAL NOTICE:

Instructors will not sign a student drop or withdrawal form if a student is not passing a course beyond the college deadline for drops, which is generally about three weeks into the course. Please check the official withdraw deadline on the College website at: <http://vwww.slcc.edu/academiccalendar/> .



## ELECTRONIC DEVICES:

Any paging or mobile telephone device must be turned off during class time. If students are required by an employer to be on call or have extenuating circumstances in which it is necessary to have a paging device on during class time, the instructor must give permission before the class starts. No recordings of the class should be done without the consent of the instructor unless specific accommodations from the Disability Resource Center have been established. Students using text messaging or surfing the internet on the phone or personal computer during class time will be asked to leave and will lose professionalism/participation points for that day's lecture.

## EVACUATION PROCEDURES:

In case of an emergency, please walk to the nearest exit on the east end of the building and meet outside next to East OTA/PTA entrance.

## WEATHER INFORMATION:

Classes may be cancelled in case of inclement weather conditions as defined by SLCC. Please call SLCC at 801-957-4636 for weather and emergency information.

## COMMUNITY-ENGAGED LEARNING

Community-engaged learning enhances course learning outcomes and student engagement while also addressing community-identified needs. Community-engaged learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Community-engaged learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities. Community-engaged learning commonly intersects with other High Impact Practices.

Examples of community-engaged learning in the OTA program include:

- Faculty and students work with an under-resourced non-profit community partner to create educational resources and trainings for staff and clients.
- Students practice critical reflection through such activities as journal writing, group discussion, or presentations that link the service they did in the community to course content.
- Faculty & students providing OT services and educational resources to uninsured populations through SLCC's onsite and telehealth pro bono clinic.