

OTA 2450
Level II-A Fieldwork

INSTRUCTOR:

OFFICE:

OFFICE PHONE:

E-MAIL ADDRESS:

CONSULTATION HOURS:

CURRICULUM LEVEL:

Year 2, Semester 4

Average faculty/student ratio: 1:12

Clock Hours per Week: Lecture 2

Lecture/Lab: 40 hours @8 weeks block

CLASS MEETING TIME:

On-line class discussions are conducted between classmates and instructor weekly.
Instructor visits site at mid-term meeting with student and fieldwork educator.

Placement is full time 8 -week lab schedule with fieldwork educators per hours required by individual field sites, which may include weekends, extended hours (example: 10 hour days), or holidays.

PREREQUISITES:

Completion of all academic classes

COURSE DESCRIPTION:

Students will complete a full-time eight week clinical fieldwork experience in a community setting arranged by OTA faculty along with instruction from a course instructor. Students will practice skills necessary for entry-level performance as an occupational therapy assistant. Designated community-engaged learning course.

COURSE FOCUS:

Externship community based occupational therapy setting experience

RELATIONSHIP TO THE CURRICULUM DESIGN:

This externship fieldwork requirement builds on information taught in the academic program and fieldwork I experiences.

COMMUNITY-ENGAGED LEARNING

Community-engaged learning[Links to an external site.](#) 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[Links to an external site.](#).

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.

TEXTBOOKS and LEARNING RESOURCES:

Possible requirements as determined by individual field sites

REFERENCE MATERIALS:

All textbooks from courses included in the program's curriculum, as outlined in the individual courses' syllabi are available references to students completing their fieldwork experiences.

SUPPLIES AND TOOLS:

Possible requirements as determined by individual fieldwork sites

Possible uniform requirements as determined by individual field sites

SLCC Student Name Badge

COLLEGE WIDE LEARNING OUTCOMES/STUDENT LEARNING OUTCOMES:

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses. Students will complete and demonstrate competency in the following:

Acquiring substantive knowledge in Occupational Therapy

1. Make informed practice decisions based on published research and relevant informational resources.
2. Establish service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the service delivery setting.
3. Implement occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.
4. Grade activities to motivate and challenge clients in order to facilitate progress.
5. Monitor a client's status to update, change, or terminate the intervention plan in collaboration with the occupational therapy practitioner. (B.4.10)

Assessment of Skill: Fieldwork Performance Evaluation of the OTA Student (midterm & final), discussion post assignment

ACOTE Standards: B.2.1, B.3.6, B.4.0, B.4.2, B.4.3, B.4.4, B.4.6, B.4.10, B.5.1, B.5.4, B.4.18, B.4.24, B.4.28

Communicating effectively

6. Clearly communicate values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.
7. Develop client-centered and occupation-based goals in collaboration with the occupational therapist.
8. Effectively interact with clients to facilitate accomplishment of established goals.
9. Clearly and effectively communicate verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
10. Produce clear and accurate documentation according to site requirements in which all writing is legible, using proper spelling, punctuation, and grammar.
11. Respond constructively to feedback.
12. Report results accurately in a clear, concise manner that reflects the client's status and goals.

Assessment of Skill: Fieldwork Performance Evaluation of the OTA Student (midterm & final), discussion post assignment

ACOTE Standards: B.3.3, B.3.4, B.3.6, B.4.6, B.4.10, B.4.11, B.4.22, B.4.23, B.4.23, B.4.29

Developing quantitative literacies necessary for occupational therapy

13. Assist with interpreting assessments in relation to the client's performance and goals in collaboration with the occupational therapist.
14. Establish methods, duration, and frequency of interventions that are client-centered and occupation-based reflecting the context of setting and in collaboration with the occupational therapist.
15. Demonstrate effective time management.

Assessment of Skill: Fieldwork Performance Evaluation of the OTA Student (midterm & final), discussion post assignment

ACOTE Standards: B.3.2, B.4.4

Thinking critically and creatively

16. Adhere consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures.
17. Adhere consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
18. Use sound judgment in regard to safety of self and others during all fieldwork-related activities.
19. Accurately gather relevant information regarding a client's occupations of self-care, productivity, leisure, and the factors that support and hinder occupational performance under the supervision of and in cooperation with the clinical supervisor.
20. Select and sequence relevant interventions that promote the client's ability to engage in occupations.

Assessment of Skill: Fieldwork Performance Evaluation of the OTA Student (midterm & final), discussion post assignment

ACOTE Standards: B.1.1, B.3.2, B.3.7, B.4.2, B.4.3, B.7.1, B.4.6

Developing the knowledge and skills to be civically engaged

21. Take responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
22. Demonstrate consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
23. Demonstrate positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

Assessment of Skill: Fieldwork Performance Evaluation of the OTA Student (midterm & final)

ACOTE Standard: B.4.1

Develop the knowledge and skills to work with others in a professional and constructive manner

24. Perform in the role of the occupational therapy assistant to clients, families, significant others, and service providers.

25. Clearly distinguish in practice and dialogue the difference in the role of the occupational therapist and occupational therapy assistant understanding that an OTA should not call oneself an occupational therapist.
26. Demonstrate respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Assessment of Skill: Fieldwork Performance Evaluation of the OTA Student (midterm & final), discussion post assignment

ACOTE Standards: B.1.2, B.4.24

Develop computer and information literacy

27. Utilize contemporary technology to complete on-line discussion board postings and assignments.

Assessment of Skill: Discussion post assignment, SEFWE

GRADING SCALE:

Pass/Fail

***COURSE EVALUATION:**

Student fieldwork supervisor(s) may have assignments, readings or projects required by their individual field site. Scoring of the AOTA Fieldwork Performance Evaluation may reflect student performance in these individual field site requirements.

To pass, the student needs to:

28. Achieve final score of 70 or above on the AOTA Fieldwork Performance Evaluation

OTA Fieldwork Performance Evaluation Scoring:

Midterm Score: 54 and above—Satisfactory/Passing

53 and below—Unsatisfactory/Failing

If student is not passing at midterm there will be collaboration between student, fieldwork supervisor, and fieldwork coordinator to determine if student will continue or discontinue placement at that fieldwork site.

29. Achieve a minimum of a score of 3 in any Fundamentals of Practice area (Numbers 1(ethics), 2 (safety), and 3 (safety) on the AOTA Fieldwork Performance Evaluation.

30. Submit the Fieldwork Performance Evaluation to the academic course instructor.

Hand-delivery from a student will require signed signature by the fieldwork educator over the seal of the envelope.

31. Complete and turn in a Student Evaluation of the Fieldwork Experience (SEFWE) from the AOTA website. Failure to complete or turn in this paperwork will result in an “incomplete” course grade until paperwork is received.

32. Complete the AOTA Site Data Form with the assistance of the fieldwork educator and submit either a paper copy or electronic copy to the instructor. Failure to complete or turn in this paperwork will result in an “incomplete” course grade until paperwork is received.

33. Participate in on- line discussions and achieve 75 or more points of the maximum available 100 points. Failure to complete on-line discussions with a score of 75 or more will result in the student receiving an “incomplete” and an alternate assignment will be required. The alternate assignment will be an *intensive* reflection written in APA format with the length of the paper and the topic to be chosen at the discretion of the faculty member.

*Course assignments, point values, due dates and discussion topics are subject to change per instructor.

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.

STUDENT CODE OF CONDUCT/PLAGIARISM

The student is expected to follow the SLCC Student Code of Conduct at all times. Violations are taken very seriously. Academic Standards, as stated in the Student Code of Conduct published by the Salt Lake Community College, are adhered to regarding Academic Honesty/Dishonesty including cheating, misrepresentation, out-of-class work, plagiarism, and other violations.

Plagiarism is not tolerated and will be treated seriously. All students will be honest in completing all exams and assignments and do their own work. SLCC's plagiarism will be strictly enforced. Group work is to be shared equally. Students not contributing their share of the group work may be placed on probation as they are receiving credit for someone else's work. Students should not protect other students who are not participating equally. The code of Conduct can be found online at

http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

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/Links to an external site.](http://vwww.slcc.edu/academiccalendar/Links%20to%20an%20external%20site) .

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.

STUDENT LIFE AND LEADERSHIP:

All Students may contact Student Life and Leadership and the SLCC Student Association at any time for questions or concerns related to the following: Student Issues call 801-957-4566 or email student.issues@slcc.edu. Campus Activities/Events and opportunities to get involved on campus are available by calling 801-957-4015 or stopping by the office at the Jordan Campus in the Student Pavilion or online <http://www.slcc.edu/sllLinks> to an external site. .

THE DISABILITY RESOURCE CENTER:

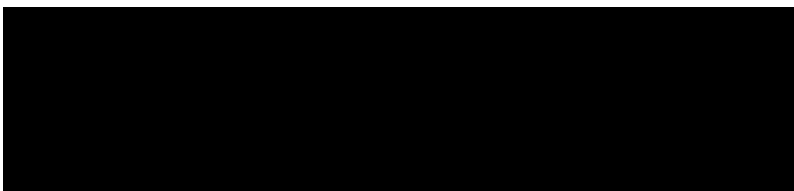
SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659; (email) drc@slcc.edu; (website) www.slcc.edu/drcLinks to an external site..

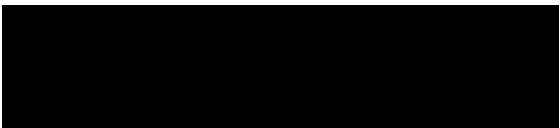
THE STUDENT CODE OF CONDUCT:

All students are expected to follow the [SLCC Student Code of Conduct](#)Links to an external site..


TITLE IX STATEMENT:

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:





Online Reporting Form: <http://www.slcc.edu/title-ix/complaint.aspx>Links to an external site.

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling,  For more information about Title IX, go to: <http://www.slcc.edu/title-ix/index.aspx>Links to an external site.

GENERAL EDUCATION:

Regardless of your major, [General Education](#)Links to an external site. courses build a foundation of broad knowledge and skills that help you in your further career and life.

LEARNING SUPPORT AND TUTORING SERVICES:

General Learning Support & Tutoring Services provide support for SLCC students enrolled in any class at the College. All resources are provided free-of-charge. Ask your instructor about discipline-specific learning support and tutoring services.

- [Tutoring](#)Links to an external site.: index of all tutoring resources.
- [STEM Learning Centers](#)Links to an external site.: provide free assistance in Math, Science, Accounting, CSIS and Allied Health Classes at 6 campus locations.
- [Student Writing Center](#)Links to an external site.: provides in-person and online feedback on all writing assignments.
- [Academic Literacy Center](#)Links to an external site.: provides tutoring in reading and conversation.
- [Library Services](#)Links to an external site.: provides research help, print and online resources, computers and study space.
- [ePortfolio Lab](#)Links to an external site.: provides drop-in assistance for all ePortfolio questions.
- [eLearning Support](#): provides support for navigating online and hybrid classes.

- [Business Resource and Innovation Center](#)Links to an external site.: provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.

ADVISING AND COUNSELING SUPPORT SERVICES:

Advising and Counseling Support Services provide support for students enrolled in any class as the college.

- [Center for Health and Counseling](#)Links to an external site.: provides health care, mental health counseling, massage therapy services and healthy lifestyle programs.
- [Veterans' Services](#)Links to an external site.: assists hundreds of students in using their VA education benefits each semester.
- [Academic and Career Advising](#)Links to an external site.: helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.
- [Academic Achievement Center](#)Links to an external site.: helps students achieve GPA requirements for graduation.