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**Course Introduction**

* Credit Hours: 6
* Prerequisite Courses: Occupational Therapy Students Only
* Method of Instruction:
* Instructor: Brian Scaife, MOT, OTD, OTR/L
* Catalog Description: Students are placed in one 12-week, or 2 6-week placement(s) depending on the facility and the needs of the student. Students will be placed in facilities where individualized instruction can occur. (Course will be graded S/U.)
* Course Description: OTH 540 Level II fieldwork rotation represents the first and final full-time, long term clinical placement in the occupational therapy curriculum. The length of this clinical rotation is twelve weeks; there is some variation as to how the 12 weeks can be structured. Instructional methods consist of demonstration and individual assignments as per the clinical fieldwork instructor. By the end of the rotation, students should have successfully completed the clinical education goals /objectives of the program and their specific site. Clinical education goals and objectives are developed by the site or through the academic fieldwork program and carried out in collaboration with clinical site supervisors. The clinical education process allows the students to practice and refine both professional and clinical skills. Students practice under the supervision of a licensed qualified occupational therapist in a qualified practice setting, which may include but are not limited to hospitals, home health agencies, nursing homes, schools, or outpatient clinics.

**Learner Support**

* Instructor Office Location: HSC 8303
* Office Hours: on Zoom times by appointment
* Instructor Email: bscaife@hsc.wvu.edu
* Response Time and Feedback Plan: Emails to the professor will be responded to within 24 hours on weekdays, and within 48 hours on the weekends.
* Phone: 304.293.0218 office 724-366-9580 cellular
* Method of Making Appointment: email is preferred
* ITS contact: 293-3631 for support with SOLE. (304) 293-4444 for email and other support

**Instructional Materials**

* No textbooks are required for this course. However, in order to effectively prepare for this rotation students may need to refer to class notes and textbooks from prior classes. *Students are responsible for providing texts that may be necessary for the rotation that were included in the didactic portion of the educational program. Students should not expect the fieldwork site to provide copy of textbooks.*

**Course Learning Objectives**

**Please refer to the WVU OT Level 2 student objectives on SOLE**

**Fieldwork Course Goals:**

The goal of the fieldwork process is to provide integration of classroom knowledge, attitudes, and professional development with the skills and attitudes and professionalism needed to practice occupational therapy.

Upon successful completion of the fieldwork experiences, the occupational therapy student will perform at or above the minimum entry level expected of the occupational therapy professional.

“Graduating therapists are increasingly expected to take on expanded responsibilities, assume leadership roles, and be active participants not only as service providers but as decision makers as well.” (ACOTE)

The student will be able to assess client adaptive behaviors and occupational performance as they relate to the client’s life expectations. The student will implement and supervise treatment programs for improving and/or maintaining occupational performance and adaptive responses throughout the life span. The student will demonstrate entry-level ability in administration, supervision, consultation, and application of research to practice.

**ACOTE Standards for Master/Doctoral Degree Level Education:**

**This class addresses in full or part (italicized) the following standards for OTD/MOT education.**

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| **ACOTE Standards for Master/Doctoral Degree Level Education:**   | **Course Learning Objectives**  | **Learning Activity** | **Method of Assessment** |
| C.1.1. Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education. (Reflection Assignment) |  |  |  |
| C.1.3. Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective. (Objectives assignment) |  |  |  |
| C.1.12 Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice). (AOTA SEFWE) |  |  |  |
| C.1.15 Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent). (AOTA FWPE) |  |  |  |

**Assessment**

Major Assignments/Assessments:

**Grading**

OTH 540 is given a grade of Pass or Fail in accordance with University grading policy for clinical sites. The student is evaluated at mid-term and at finals. *The AOTA Fieldwork Performance Evaluation (FWPE)* is currently used to measure student's clinical performance. One FWPE is used for both mid-term and final evaluation of the student, refer to FWPE for details. The complete FWPE and SEFWE must be received by the academic fieldwork coordinator prior to a grade be issued. If the documents are not received before final grades are due the student will receive an “I” for a course grade. This may delay the student’s graduation. Verbal confirmation from the fieldwork site supervisor **WILL NOT** substitute for receipt of the physical evaluation by the Fieldwork Coordinator.

**Students must obtain at least a score of '3' on Items 1, 2, and 3 on the FWPE and a total performance score of 122 to pass the fieldwork experience.** A student that obtains a final score of 122 or above but doesnot score at least a '3' on those three items will receive a Fail for thefieldwork course. This is a national expectation set by the Accreditation council for Occupational Therapy Education and cannot be over-ruled by the course instructor and/or the Academic Fieldwork Coordinator.

Assignments: There are a variety of assignments due throughout the fieldwork experience. They are worth 1 point each one of them must be completed before a grade will be given. There are 3 journal entries, a reflection assignment, fieldwork objectives, the SEFWE, and AOTA Data Form and a final survey.

**Grading Scale:**

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| **Performance Score on FWPE** | **Grade** |
| 122 or greater **and** a score of at least 3 on items 1, 2, &3 and completion of all assignments | Pass |
| 122 or greater and a score **of below 3** on items 1, 2 and/or 3 or failure to complete all assignments | Fail |
| <122 | Fail |

**Course Policies**

**Attendance Policy:**

There is a strict attendance policy for this course. Please see the attendance policy under course content on the course web site. ACOTE requirements clearly state that students must complete 12 full time weeks at their site. “full-time” is determined by the site. There are no allowed “days off” within the 12 weeks. The standard does not allow for sick days, vacation days or other personal days. All missed time must be made up either through time onsite or other acceptable learning activities. Failure to follow the attendance policy or attempts to circumvent the policy by “making agreements” with the site supervisor **without knowledge** of the course instructor/academic fieldwork coordinator may result in failure of the experience or extension of the experience. This may delay your graduation.

***Social Distancing and PPE Syllabus Statement:***

***WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Until further notice, this commitment requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when applicable and wear the required PPE. Should a student forget to bring required PPE, the instructor will provide it if possible. Students who fail to comply will be dismissed from the classroom for the class period and may be referred to the Office of Student Conduct for further sanctions.***

***If a student becomes sick or is required to quarantine during the semester, they should notify the instructor immediately using the contact method described in this syllabus. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes.***

**Division Policies**

Division policies are available on “OT Student Handbook” on SOLE.

Dress Code Policy: The full dress code policy is available in the student handbook. If you come to class and are not dressed appropriately, you will be sent home with an unexcused absence. It is important to follow the dress code at all times because you will have direct contact with patients within the facility and other professionals. Shirts or pants that reveal the stomach or back are unacceptable. You must also wear your nametag during all classes. Specific dress code guidelines for each setting are described below:

Lectures-All students must follow the dress code policy of the Occupational Therapy Department during classes held at the university.

Off campus division activities: All classes held off campus must follow the dress code policy of the hospital or facility. All students must wear khaki dress pants, a polo shirt, shoes that are closed toe with socks, and a nametag.

Labs-All students must wear khakis and a polo or scrubs with tennis shoes.

Practical Exams-All students must wear khakis, polos and a nametag.

**Institutional Policies**

Students are responsible for reviewing policies (https://tlcommons.wvu.edu/syllabus-policies-and-statements) on academic integrity, academic standards, accessibility, adverse weather, campus safety, inclusivity, incompletes, sale of course material, sexual misconduct, as well as student evaluation of instruction, and days of special concern/religious holiday statements.

**Mental Health:** Your mental health is important. School, family, work, and everything included in trying to maintain a life balance can be overwhelming. The West Virginia University Division of Occupational Therapy is dedicated to serving the “whole student” and we want you to come to a trusted adviser, faculty member, staff member, or friend for help. Please seek help early - we want to help make your educational journey successful, and we know that getting help before problems seem unmanageable is key to thriving. It is also recommended that you view your mental health as something to be proactive about- so take advantage of wellness activities that could keep your mind and spirit in optimal function ahead of any problems. West Virginia University offers an array of services to support your mental health, whether its peer support, professional therapeutic services, professional administrative student support, or mental wellness campus activities. Below are some resources for you to have on hand:

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| Service  | Website and Info  | Location  | Number  |
| Counseling and Psychological Services – Carruth Center  | https://carruth.wvu.edu/services  We provide a variety of counseling services for a wide range of student concerns. This includes individual, group counseling, couples counseling and drug or alcohol counseling.   | Health and Education Building 390 Birch Street    | (304) 293-4431  |
| Psychiatry and Psychological Services – Carruth Center  | https://carruth.wvu.edu/services/psychiatry  Our psychiatry staff offers outpatient evaluation and treatment for problems such as depression, anxiety disorders, bipolar disorder, and attention deficit disorder.   | Health and Education Building 390 Birch Street  | (304) 293-4431  |
| Student Wellness – WELLWVU   | https://well.wvu.edu/  Delivers comprehensive wellness education to all WVU students. Programs include: * Alcohol and drug prevention
* Sexual health
* Stress Management
* Nutrition
* Sleep
* Exercise

  | Health and Education Building 390 Birch Street  | (304) 293-5054  |
| National Suicide Prevention Lifeline (will triage to a local provider/crisis line)  | https://suicidepreventionlifeline.org/  Calling the National Suicide Prevention Lifeline will connect you immediately to a crisis worker, who will triage you to a local crisis worker.  | All of the U.S.  | 1-800-273-8825   |
| Crisis Text Line  | https://www.crisistextline.org/  A trained crisis worker will assist you in working through your immediate needs related to mental health or other crises.  | All of the U.S.  | Text HELP to 741741  |

***Special Note:*** *Information supplied in this syllabus is as accurate as possible at the time of distribution to the class. However, elements in this syllabus are subject to change and/or correction based on recognized or necessary course modifications, typing/printing errors found in the syllabus after distribution to students, etc. Major changes or modifications impacting course assignments, course or assignment grading, etc., will be announced via e-mail by course instructor and are thereafter recognized as binding within the course.*