

2022-2024

# EASTERN WASHINGTON UNIVERSITY

College of Health Science and Public Health



DEPARTMENT OF OCCUPATIONAL THERAPY

# FIELDWORK EDUCATOR MANUAL

*Eastern Washington University*  
*College of Health Science and Public Health*  
*DEPARTMENT OF OCCUPATIONAL THERAPY*  
310 N. Riverpoint Blvd., Box R; Spokane, WA 99202  
PHONE: 509.828.1346 FAX: 509.828.1387



# TABLE OF CONTENTS

	<b>Page</b>
<b>Eastern Washington University – Occupational Therapy</b>	
Mission of the Program	5
Fieldwork Program Description	7
Schedule of Courses in Master of Occupational Therapy Program	8
<b>Fieldwork Personnel Roles and Responsibilities</b>	
Academic Fieldwork Coordinator Responsibilities	10
Student Manager/Coordinator Responsibilities	10
Fieldwork Educator Responsibilities	11
Student Responsibilities	11
Mutual Responsibilities of All Personnel	12
<b>Student Confidentiality and the Right to Privacy</b>	
General Student Guidelines and Requirements for Level I & II	13
Fieldwork Student Immunizations and Required Trainings	14
Drug & Alcohol Policy and Drug Testing	14
Student Record Documentation	14
Dress Code	15
Cell Phone Usage	15
Misconduct Policy	15
Academic Integrity Policy	16
Accommodations	16
Policy for Dismissal from Fieldwork	17
<b>Level I Fieldwork Requirements</b>	
Introduction & Overview	20
Level I Fieldwork Objectives	20
Scheduling of Level I Fieldwork Experiences	21
Attendance	21
Assessment of Student Performance	21
Student Evaluation of the Level I Experience	22
Management of Problems	22
Fieldwork I Occupational Performance and Adults Syllabus	24
Fieldwork I Occupational Performance and Mental Health Syllabus	37
Fieldwork I Occupational Performance in Children and Adolescents Syllabus	48
<b>Level II Fieldwork Requirements</b>	
Overview	62
Level II Fieldwork Objectives	62
Requirements for Site Schedule	62
Time Requirements	63
Fieldwork Level II Education Syllabus	66
Professional Behaviors	71
<b>Level I Fieldwork Appendix</b>	
Occupational Therapy Code of Ethics	77
Unprofessional Conduct or Gross Incompetency RCW	91
Level I Fieldwork Performance Evaluation Student	93
Evaluation of the Level I Fieldwork	98
Level I Fieldwork Time Sheet	100

**Level II Fieldwork Appendix**

Student Evaluation of the Level II Fieldwork Experience	103
Competencies Reference list for AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)	112

# Eastern Washington University

## Occupational Therapy

### Mission Statement

- To develop person-centered occupational therapists of the highest integrity who practice with a strong occupation-based foundation from which they support and promote quality of life and full participation.
- To prepare students for a broad scope of practice with consideration for addressing the needs of the underserved.
- To deliver an academic program which meets a spectrum of educational needs for students and professionals, in collaboration with community partners, while demonstrating teaching and learning excellence.
- To develop emerging practitioners to critically review and provide innovative and cost effective client services.

### Vision Statement

We envision a globally active community of students, faculty, and community partners who demonstrate a respect for diversity, a passion for learning, and a commitment to person-centered, occupation-focused, and evidence-based practice.





# FIELDWORK PROGRAM OVERVIEW

## OVERVIEW

The graduate academic program includes two plus years (five semesters) of graduate and/or post professional education, and six months of fieldwork (full time training in occupational therapy practice). During the professional program, education and training emphasizes life and human sciences, occupation-based theory and practice, developmental processes across the life span, occupational therapy practice and services, professional behaviors, cultural competence, and evidence-based practice. Practice experiences at the Level Fieldwork I and II levels are an integral part of the educational program. Level I Fieldwork is infused in coursework throughout the four semesters of the professional program and Fieldwork II is scheduled after successful completion of the academic coursework. Level II Fieldwork provides the learner with the opportunity to apply and integrate professional knowledge, skills, and behaviors to occupational therapy practice in traditional and emerging settings.

The Level II Fieldwork educational experience immediately follows the prerequisite academic coursework. This experience provides the final preparation of the student in skills of the entry-level occupational therapy practitioner. During the Level II Fieldwork experience, the supervised student provides occupational therapy services to individuals who are clients in clinical and/or community based treatment settings. The student develops the clinical knowledge, skills, and professional behaviors that are essential for the provision of entry-level occupational therapy services to clients with various occupational performance deficits.

## PHILOSOPHICAL BASE OF THE PROGRAM

The philosophy of the Professional Occupational Therapy Program at Eastern Washington University includes three foundations: (1) all human beings have intrinsic dignity and worth; (2) occupation is a basic human need; and (3) life-long learning is crucial for effective occupational therapy education and practice.

Each human being has intrinsic dignity and worth. Regardless of health status, disability, age culture or social condition, each being has the right to participate in meaningful and purposeful occupations contributing to life satisfaction. Human beings also possess the potential for change. Individuals who are at risk, are recovering from illness or disease, or are experiencing a disability all have the ability to adapt to participate more fully in life.

As an important determinant of health and well-being, occupation brings meaning, purpose, choice and satisfaction to individuals depending on their life phase, culture and social experience's. Occupation serves to organize a person's time and behavior in daily life. An individual's performance of occupation is influenced by the environment, context and situations surrounding the individual. The dynamic relationship between individuals, their environments, and occupations facilitates occupational performance. A change to any one of these three components may result in change of an individual's occupational performance, thus occupational therapy practitioners intervene with one of these components.

Continuous learning is crucial for effective occupational therapy education and practice. The learning environments offered are variable and diverse culminating in mentoring from occupational therapy practitioners in the community in order that students may acquire entry level competencies and professional behaviors.

## SCHEDULE OF COURSES IN OCCUPATIONAL THERAPY MASTERS PROGRAM

YEAR ONE	Courses	Semester Credits
Summer	(8-week session) 8 credits	
OCTH 501s	Applied Anatomy for Occupational Therapy	(4)
OCTH 502s	Clinical Kinesiology & Biomechanics	(3)
OCTH 505s	Impact of Human Disease on Occupational Performance (online)	(1)
Fall	(16-week session) 15 credits	
OCTH 503s	Applied Neurology for Occupational Therapy	(3)
OCTH 504s	Occupational Therapy Theory & Foundations	(4)
OCTH 506s	Practice Skills & Ethics	(1)
OCTH 507s	Occupational Analysis and Synthesis	(3)
OCTH 520s	Principles of Evidence Based Practice	(1)
OCTH 523s	Assessment and Evaluation of Occupational Performance	(3)
Spring	(16-week session) 12-13 credits	
OCTH 510s	Group Process	(3)
OCTH 515s	Inter-professional and Cross-cultural Learning for Occupational Therapy	(1)
OCTH 522s	Research Methods in Occupational Therapy	(3)
OCTH 531s	Occupational Performance and Adult	(4)
OCTH 595s	Clinical Fieldwork Level I (Physical Disabilities)	(1)
<i>Elective:</i>		
OCTH 599s	I/S (optional only for international trip associated with OCTH 515s)	(1)

YEAR TWO	Courses	Semester Credits
Fall	(16-week session) 15 credits	
OCTH 530s	Occupational Performance & Mental Health	(4)
OCTH 540s	Health, Wellness and Occupational Performance	(3)
OCTH 542s	Leadership in Enabling Occupation in Diverse Setting	(4)
OCTH 595s	Clinical Fieldwork I (Mental Health)	(1)
OCTH 601s	Professional Project I	(2)
Spring	(16-week session) 15 credits	
OCTH 512s	Fieldwork Seminar	(2)
OCTH 532s	Occupational Performance in Children and Adolescents	(4)
OCTH 533s	Occupational Performance and Older Adults	(3)
OCTH 541s	Technologies for Enabling Occupational Performance	(2)
OCTH 595s	Clinical Fieldwork Level I (Pediatrics)	(1)
OCTH 602s	Professional Project II	(3)

YEAR THREE	Courses	Semester Credits
Summer and Fall	(Two 12-week sessions) 16 credits	
OCTH 695s	Clinical Fieldwork Level II	(16)
1. Must be completed within 24 months of successful completion of academic coursework. 2. Must be taken for a minimum of 6 months. 3. Student must register for a total of 16 credits of OCTH 695S over two semesters (typically Summer and Fall of the last year)		



# **FIELDWORK PERSONNEL ROLES AND RESPONSIBILITIES**

## ACADEMIC FIELDWORK COORDINATOR RESPONSIBILITIES

- Collaborate with either the student coordinator or the fieldwork educator or manager on the availability of fieldwork opportunities at their facilities.
- Assess and develop an appropriate match between the student and the facility.
- Assign students appropriate fieldwork placements, confirming assignments in writing with the coordinator, manager or educator.
- Represent the university in the facilitation of written contracts with all fieldwork sites.
- Assure that all needed contractual documents are accurate, signed and current.
- Update and maintain current data and information of the placement sites via the AOTA Data Form, facility statement of philosophy and site-specific learning objectives.
- Collaborate with the site coordinator, manager, or fieldwork educator on the development of learning objectives and the fieldwork experience.
- Manage the documentation needed for student files related to fieldwork to include time sheets and student evaluations.
- Review fieldwork objectives with students.
- Maintain regular contacts with fieldwork sites and educators to review student progress.
- Assure the fieldwork educator has an understanding of the program's expectations and the proper evaluation tools needed.
- Identify new fieldwork sites to provide adequate choices for generalist practice as well as rural, frontier and emerging practice sites.
- Instruct students in the general health and safety requirements expected by the fieldwork sites.

## STUDENT MANAGER/COORDINATOR RESPONSIBILITIES

- Oversight of the management of the fieldwork program for the facility in collaboration with the Academic Fieldwork Coordinator at the University.
- Collaborate with the Academic Fieldwork Coordinator to develop appropriate philosophy and objectives for the fieldwork.
- Provide a written description of the fieldwork site.
- Provide completed / updated AOTA Data Form, Site Specific Objectives to the Academic Fieldwork Coordinator.
- Obtain contractual consent from appropriate facility administrators, reviewing and updating the agreement as necessary.
- Communicate with the university regarding any termination of the contract in writing.
- Coordinate annual scheduling and placement of both Level I and II Fieldwork students.

## FIELDWORK EDUCATOR RESPONSIBILITIES

- If the facility does not have a student coordinator, the Fieldwork Educator will also be responsible for the coordination activities listed under the student coordinator role.
- Fieldwork educators responsible for supervising Level II Fieldwork students will meet state and federal regulations governing practice, have a minimum 1 year of licensed practice experience subsequent to initial certification, and be adequately prepared to supervise.
- If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator will have three years of licensed practice experience.
- Provide the student with a thorough orientation to the facility and the student expectations at the beginning of the fieldwork experience.
- Provide supervision for patient/client care provided by the student in accordance with the Washington Occupational Therapy Licensure Code or the licensure code of the state where the fieldwork occurs.
- Meet with the student at least weekly to provide supervision appropriate to the student's abilities.
- Notify the Academic Fieldwork Coordinator immediately if it is assessed that the student is challenged or problems arise that are affecting the successful completion of the fieldwork experience.
- Complete the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) midterm and final using the online forms authorized by AOTA (see Level II appendix for reference list of FWPE competencies).
- Submit a copy of the midterm and final evaluations electronically to the occupational therapy field office.

## STUDENT RESPONSIBILITIES

- Complete, update and maintain Criminal Background Check, Immunization and vaccination records, Health Insurance Portability and Accountability Act (HIPAA) and CPR training and other requirements of sites assigned.
- Initiate timely contact with the fieldwork educator via email or letter (at least one week in advance of Level I Fieldwork start date and six weeks prior to start date of Level II Fieldwork).
- Notify fieldwork educator and AFWC of current address and phone number.
- Provide any fieldwork forms (as directed by the AFWC) to the fieldwork educator on the first day of fieldwork.
- Comply with all policies and procedures of the Fieldwork placement.
- Fulfill all duties and assignments including completion of learning objectives, special projects identified by the Fieldwork Educator and the AFWC within expected timeframe;
- Actively participate in the supervisory process.
- Proactively communicate any issues or concerns directly to the Fieldwork Educator as they arise.
- In collaboration with the Fieldwork Educator, proactively involve the Academic Fieldwork Coordinator if any issues or concerns continue.

## MUTUAL RESPONSIBILITIES OF ALL PERSONNEL

- Collaborate on the development of fieldwork objectives as appropriate.
- Assure the equitability in terms of gender, race, creed, origin, orientation age or disability.
- Collaborate and problem solve as needed related to consequences for inappropriate student behavior, poor work, or health problems that may occur.
- Maintain open communication to facilitate the success of the fieldwork program.
- Collaborate with the student and the Fieldwork Educator in the management of any challenges or problems of a student; developing learning contracts/action plans for change.
- Collaborate with the student, Fieldwork Educator and/or the Student coordinator in the withdrawal or reassignment of a student from the site.

## GENERAL REQUIREMENTS AND POLICIES

### STUDENT CONFIDENTIALITY AND THE RIGHT TO PRIVACY

The Academic Fieldwork Coordinator(AFWC) and Fieldwork Educator(FWE) are ethically bound to “ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about students.

Two federal statutes provide guidelines for the sharing of information from students’ academic records-- the Health Insurance Portability and Accountability Act (HIPAA; 1996) and the Family Educational Rights and Privacy Act (FERPA; 1974). Specifically, the HIPAA privacy rule requires that an individual provide written permission for others to share his or her protected health information. Thus, to comply with HIPAA regulations, an AFWC may not share information about a student’s health or disability status with a fieldwork site without the student’s written permission.

FERPA protects the privacy of information contained in students’ academic records. Generally, students ages 18 years or older must give permission for academic personnel to share information contained in the students’ academic records. However, FERPA does allow sharing of information without students’ permission between academic officials with legitimate educational interests.

According to FERPA, an educational agency or institution may disclose personally identifiable information from an academic record of a student without the consent required...if the disclosure meets one or more of the following conditions: (a) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests. (b) a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official. (FERPA, 1974)

Thus, the AFWC and FWE may legally share information contained in students’ academic records (without students’ permission) with those who have legitimate educational interests of the student, including those under contractual agreement with a university (additional information about FERPA can be accessed at [www.ed.gov/policy/gen/guid/fpc/ferpa](http://www.ed.gov/policy/gen/guid/fpc/ferpa)).

The AFWC and FWE must balance the legal boundaries afforded by FERPA with their ethical responsibilities. Before sharing information from a student’s academic records without the student’s permission, the AFWC and FWE need to determine that sharing the information will be in the student’s best interest and support a student’s success in fieldwork.

It is unethical to share information not pertinent to a student’s fieldwork experience that could negatively bias relevant parties toward that student. It is ethical to share only information that is relevant to promoting a student’s successful completion of his or her fieldwork experience and only to those professionals directly involved in the student’s fieldwork experience.

## STUDENT IMMUNIZATIONS AND REQUIRED TRAININGS

Students participating in fieldwork in health care facilities must meet health and safety requirements as noted in the contractual agreement between the university and community facilities. The occupational therapy department is responsible for ensuring the requirements of the facility have been met prior to participation in any clinical experience. The immunization/documentation requirements include the following: measles, mumps; rubella; varicella, tetanus, diphtheria, pertussis (Tdap); hepatitis B (or waiver); annual QT-Gold and annual influenza (or waiver), COVID-19 (currently, not mandatory by EWU but if required by site student will be notified).

### ***Students without Immunizations***

The OT Department informs students of the department's policy related to students without immunizations as follows:

*If a student does not have current immunizations and is electing against immunizations due to personal reasons or religious beliefs, their Level I and II Fieldwork experiences may be significantly compromised, limited or delayed due to most facilities' immunization requirements. The delay of a fieldwork experience will delay completion in the program.*

It is understood that almost all health care facilities require immunizations. Efforts are made to secure sites for students who are not immunized, however there are no guarantees that the placement process will not be disrupted.

### ***CPR Certification; Universal Precaution Training, Health Insurance Portability and Accountability Act (HIPAA) Training***

Fieldwork facilities require all students to have a current Healthcare Provider CPR certification, a certificate of training in Universal Precautions and HIPAA training. The Department sponsors three of the required trainings early in the fall semester of the first year in the program. The Health Care Provider CPR training is facilitated by a local community program. The seven hour HIV/AIDS and Universal Precautions is completed through an online course. HIPAA training is facilitated by the Academic Fieldwork Coordinator.

### Drug and Alcohol Policy and Drug Testing

The department informs students of the policies related to drug and alcohol. The student handbook states the following: Facilities that provide fieldwork opportunities require students to comply with their drug and alcohol policies and procedures. The policies and procedures may include but are not limited to requirements prohibiting the use, possession, distribution or sale of drugs, drug paraphernalia or alcohol. Facilities may dismiss students who fail to comply with drug and alcohol policies and procedures. As well some agencies require drug/alcohol testing prior to providing a fieldwork experience. The Occupational Therapy Department will assume the cost of the mandated alcohol or drug testing. The student must submit a receipt to the department for reimbursement.

## Student Record Documentation - EXXAT Fieldwork Management System

Documentation of student records including immunizations, required trainings and criminal background checks (CBC) are managed via an electronic site, EXXAT is a service that allows the student to order their own background check and upload immunization records and other documents online. Information collected through EXXAT is secure, tamper-proof, and kept confidential. The results are posted on the EXXAT website and accessible to the student when proof by sites is required. The student is responsible to maintain annual currency of the records.

## Dress Code for Level I and II Fieldwork

The Program's dress code for Fieldwork Level I and Level II is as follows (Fieldwork sites may be more stringent in which case the student is to follow that site's dress code):

- ❖ Appropriate professional dress is expected as follows throughout each fieldwork experience.
- ❖ Students are expected to have their chest, midriff and buttocks fully covered at all times with no undergarments exposed.
- ❖ Exceptions to professional dress may occur when certain experiences require different attire as specified by the site supervisor.
- ❖ The student will be able to vigorously reach and move without exposing any portion of skin on the midriff, buttocks or chest.
- ❖ Pants should be appropriately loose fitting (no tight fitting jeans, slacks, skirts, shorts, yoga pants, etc.).
- ❖ Clothing should be clean and in good repair.
- ❖ It is permitted to wear casual (e.g. Dockers) but professional pants (no jeans) and shirts/blouses (no T-shirts or slogans) unless otherwise directed by site supervisors.
- ❖ Meticulous personal hygiene is expected and required.
- ❖ Shorts are not permitted.
- ❖ Sleeveless tops are not permitted.
- ❖ Fingernails need to be appropriately trimmed so as to avoid any skin damage to others.
- ❖ Wear close-toed low heeled shoes unless otherwise instructed. Shoes appropriate to the setting are required unless otherwise specified. Clogs or shoes with heels are not recommended.
- ❖ The wearing of hats, caps, etc. will be at the discretion of the site supervisor. Tattoos on the shoulder and chest area must be completely covered.
- ❖ Jewelry should be appropriate to the setting and pose no risk to student, volunteers, community members or clients. Do not wear loop earrings.
- ❖ Name tags are to be worn at all times during fieldwork.

## Cell Phone Usage

Students will follow the policies of the facility related to cell phone usage. However, in general, cell phones must be turned off or on vibrate only during fieldwork. Audible noises from cell phones and pagers are disruptive to others in the environment. The student is requested to be sensitive to this and use these devices judiciously.

## EWU Student Academic Integrity (Misconduct) Policy

Each student in the Professional Occupational Therapy Program is expected to demonstrate honesty and integrity in fieldwork experiences, and communications. The EWU Student Academic Integrity Policy states, EWU expects the highest standards of academic integrity of its students. Academic integrity is the responsibility of both students and instructors. The university supports the instructor in setting and maintaining standards of academic integrity. Academic integrity is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. Charges of violations of academic integrity are reviewed through a process that allows for student learning and impartial review. <https://sites.ewu.edu/policies/policies-and-procedures/wac-172-90-student-academic-integrity-3/>

## The Department of Occupational Therapy Academic Integrity Policy

Acts of academic dishonesty and violations of academic integrity will be sanctioned. Violations of academic dishonesty and integrity involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your university related work and/or program of study. Students found committing academic dishonesty and violations of academic integrity while enrolled in the professional Occupational Therapy Program will be reported to the appropriate university officials. Possible sanctions include a final course grade of zero (0.0) in the course where the violation has occurred.

If at any time during the program a student's behavior indicates or is reported to indicate academic misconduct, the student will be subject to disciplinary sanctions. For a full description of these sanctions and procedures, please read the Student Academic Integrity Policy on the Eastern Washington University website: <https://sites.ewu.edu/policies/policies-and-procedures/wac-172-90-student-academic-integrity-3/>

## Accommodations

Students are strongly encouraged to have any needed, reasonable accommodations in place more than 30 days prior to the start date for fieldwork, giving the program adequate time to make arrangements with the fieldwork site. Failure to provide advanced notice may preclude the program from being able to find an appropriate fieldwork site to accommodate a student.



## POLICY FOR DISMISSAL FROM A FIELDWORK EXPERIENCE

It is the expectation that students will successfully complete all clinical experiences. However, should the student experience difficulty leading to the dismissal from the clinical experience; one of the following criteria will be applied:

**Dismissal while Passing:** The student, Fieldwork Educator and coordinator mutually agree that the student is unable to perform to his/her potential due to personality differences or site-specific issues. The student will withdraw from the clinical experience and receive an incomplete. The student will be rescheduled for a new clinical experience when an alternative placement can be arranged.

**Dismissal for Medical Reasons:** If the student experiences a documented medical emergency or illness, a withdrawal or an incomplete for the course will be issued in accordance with EWU Academic Policy 303-30 (<https://sites.ewu.edu/policies/policies-and-procedures/ap-303-30-registration/>). A student who has been granted an exceptional circumstance withdrawal must notify the Department Chair/Program Director and Academic Fieldwork Coordinator in writing of the student's intent to return. The department strongly encourages students to provide notice of the intent to return at least 90-days prior to the start of a fieldwork experience giving the Fieldwork Office time to arrange for a fieldwork experience. Failure to provide adequate notice may impact the Department's ability to find a fieldwork placement and may result in a delay in the student's progression in the program. Other stipulations may apply if a student is absent for a long period of time. For example, the Department may need to review coursework taken to date and may require the returning student to retake certain courses and/or pass competencies prior to start of fieldwork. In all cases, the Fieldwork Level II experiences must be completed within 24 months after the completion of the academic/didactic segment of the program.

**Dismissal for Criminal Conviction:** Agencies that provide fieldwork/internship opportunities may require students to complete a criminal background check. If students have a disqualifying criminal conviction(s) as set forth in RCW 43.43 and/or if an agency that provides fieldwork/internship opportunities denies access to a student based on criminal history as permitted by RCW 43.43.842, the student may be dismissed from the clinical program.

**Dismissal while Failing:** If the student demonstrates one or more of the following conditions, dismissal from the clinical experience will occur and a failing grade will be recorded.

- Does not meet competencies or expectations.
- Receives a non-satisfactory (failing) at mid-term and final evaluation from the clinical supervisor.
- Fails to officially withdraw.
- Does not attend the clinical experience.
- Threatens the patient's safety or treatment.
- Violates the terms of the contract between the University and facility.

### **Dismissal for Violation of Academic Fieldwork/Internship Drug/ Alcohol Policy:**

As detailed in the Eastern Washington University Academic Fieldwork/Internship Drug and Alcohol Policy, agencies that provide fieldwork/internship opportunities may require students to comply with their Drug and Alcohol Policies and Procedures. Those policies and procedures may include, but are not necessarily limited to, requirements prohibiting the use, possession, distribution or sell of drugs, drug paraphernalia or alcohol. Agencies may dismiss students who fail to comply with drug and alcohol policies and procedures.

*Refer to specific Program for Appeals Policy*

*Refer to University policies for incomplete and withdrawal information*

*Refer to Student Handbook for Disqualifying Crimes, RCW 43.43 information*

*Occupational Therapy Code of Ethics - 2015*

# **LEVEL I FIELDWORK**



# LEVEL I FIELDWORK REQUIREMENTS

## Introduction

The Occupational Therapy Program's Level I Fieldwork experience is in keeping with the 2018 Standards for the Accredited Educational Program for Occupational Therapy which describes the goal of Level I Fieldwork to be three fold:

- ◆ Level I Fieldwork introduces students to the fieldwork experience.
- ◆ Level I Fieldwork integrates the application of classroom knowledge to the clinical setting.
- ◆ Level I Fieldwork offers opportunities to develop a basic comfort level with clients and an understanding of the needs of clients.

Level I Fieldwork emulates an aspect of Eastern Washington University Occupational Therapy program's mission: *to deliver an academic program which meets a spectrum of educational needs for students in collaboration with community partners, while demonstrating teaching and learning excellence.*

## Level I Fieldwork Overview

The overarching goal of Level I Fieldwork is to introduce students to the fieldwork experience.

Fieldwork is viewed as an integral aspect of the program's curriculum. The Level I Fieldwork experience is facilitated concurrently with three practice courses. This structure enables an application of concepts, knowledge and skills from courses when in the field. Opportunities for client observation, interviews, activity analysis, assessment and the students' intentional use of self within the OT process will occur throughout the Level I Fieldwork process.

Level I Fieldwork emphasizes:

- ❖ Professional behavior
- ❖ Effective communication
- ❖ Understanding of occupation-based practice
- ❖ Commitment to the common good throughout the occupational therapy process.

The adult physical disability and pediatric Level I Fieldwork courses occur over a six week period, one day each week. The mental health Level I Fieldwork course occurs over nine four hour days or a combination of half and full days to equal 36 hours. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations across the lifespan. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In addition to occupational therapy practitioners, supervision may be provided by psychologists, physician assistants, social workers, teachers, nurses and physical therapists.

## Level I Fieldwork Objectives

Eastern Washington University's Occupational Therapy Program identifies general objectives related to communication, work behavior, understanding of occupation-based practice and a commitment to the common good to be met during each Level I Fieldwork experience. Additionally, course instructors identify course-specific Level I Fieldwork objectives and assignments based upon course topics. (see syllabi; OTH 595)

## Scheduling of Level I Fieldwork Experiences

Level I Fieldwork sites will be located throughout the greater Spokane region and eastern Washington. The Academic Fieldwork Coordinator considers a number of factors including: a) the site's ability to provide appropriate experiences for the course content; b) an appropriate match of the student's learning style and learning needs to the site; and c) a consideration of any unique circumstances of a student.

Students are expected to contact their respective fieldwork sites at least one week prior to the initial, scheduled date of the experience. Additionally, some fieldwork sites may require an on-site student orientation or interview prior to confirming the fieldwork experience.

## Attendance

Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator so that arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator. Messages may be left by voice-mail, text or e-mail. However, the student will follow up to insure the message was received.
- The student is responsible for arrangements to make up time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of confirmed arrangements.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Educator and placed in the student's academic file.

## Assessment of Student Performance for Level I Fieldwork Education

At the conclusion of the fieldwork experience, the Fieldwork Educator will complete an evaluation of the student's performance in meeting the Level I Fieldwork objectives. AOTA FW competency evaluation(see page 78)The evaluation is reviewed with the student at the completion of the experience. The Academic Fieldwork Coordinator will be responsible for grading specific assignments to be completed during the fieldwork experience. Completion of the assignments will contribute to the student's overall course grade. All students will complete the document student evaluation of the Level I Fieldwork and will review it with site FW educator face-to-face prior to the end of the experience.

Students must pass all Level I Fieldwork placements. If a determination is made by the FWE the student is at risk of not passing OETH 595 course, the FWE will contact the AFWC in a timely manner.

## Student Evaluation of the Level I Fieldwork Experience

All students must complete an evaluation of the Level I Fieldwork experience prior to the end of the semester in which the experience was scheduled. Each student will be provided with an evaluation form at the beginning of the fieldwork experience. The student must provide the Academic Fieldwork Coordinator with the original copy of the fieldwork evaluation form at the end of the semester. Fieldwork Educators and students may together determine how information from the student's evaluation of the fieldwork experience will be shared at the completion of the fieldwork experience.

### ***Student Self Reflection of the Fieldwork Experience***

Level I Fieldwork is an integral part of the student's learning experience within the curriculum. The development of clinical reasoning skills, interpersonal communication, professional judgment and behaviors, and knowledge and skills for occupation-based practice occur during fieldwork experiences. An important component of learning these skills is reflecting upon fieldwork experiences to gain insight, knowledge, and understanding of one's professional development and socialization. Consequently, during each Level I Fieldwork experience, students will complete an assignment of self-reflection to enhance the learning experiences offered.

## Management of Problems Occurring During Level I Fieldwork Placement

If the student experiences a problem during the fieldwork experience, the student will discuss the issues immediately with the Fieldwork Educator and notify the Academic Fieldwork Coordinator. The goal of the fieldwork education program is to provide students with positive learning experiences. The Fieldwork Educator and Academic Fieldwork Coordinator are available to provide guidance to resolve problems. If further intervention is necessary, the Fieldwork Educator, student and Academic Fieldwork Coordinator will meet to define a plan to resolve the situation. This may involve the development of a learning contract.



## **OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork**

**Eastern Washington University – Occupational Therapy**

**College of Health Sciences and Public Health**

**COURSE NAME    Occupational Performance and Adults Level I Fieldwork**

**COURSE NUMBER   OCTH 595S - 42**

**COURSE CREDITS   1 credit**

### **COURSE SCHEDULE**

The schedule for community fieldwork days is based on a one day per week schedule in which each **Wednesday** during the semester is reserved for FWI.

Specific dates/schedule will be reviewed during orientation and site sign up the first Wednesday of the semester, January 12th, 1pm – 4pm, HSB 220.

Any alterations in scheduling must be developed in collaboration with the course instructor and the Fieldwork Educator at the site.

### **COURSE DESCRIPTION**

All FWI experiences are integrated within the academic course work at Eastern Washington University. Each course will include a **minimum** of 40 hours spread over 5 weeks for Level I Fieldwork continuing throughout the duration of the semester. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations across the lifespan. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In addition to occupational therapy practitioners, supervision may be provided by psychologists, physician assistants, social workers, teachers, nurses and physical therapists. OCTH595S-42 will provide students with an adult physical disability fieldwork I experience. All students are concurrently enrolled in OCTH531S, Occupational Performance and Adults.

This course is 1 credit and will adhere to EWU's policy (<https://inside.ewu.edu/policies/knowledge-base/ap-303-35-program-and-course-management/>) in relation to expectation for time devoted to course work outside of class time. The policy indicates a ratio that for every course credit, two hours of out-of-class study time per credit is



## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

required. The course has been designed to demand 2 hours out-of-class study time per week in addition to the 1 credit hours per week you're in field.

### COURSE GOAL

The goals of Level I Fieldwork are threefold:

- Level I Fieldwork introduces students to the fieldwork experience.
- Level I Fieldwork integrates the application of classroom knowledge to the clinical setting.
- Level I Fieldwork offers opportunities to develop a basic comfort level with clients and an understanding of the needs of clients.

### PROGRAM LEARNING OUTCOMES (PLO):

Course objectives will be measured via the Level I Student Performance Evaluation and through integration of knowledge to clinical practice demonstrated through the three course assignments.

This course adheres to the following Program Learning Objectives (PLO) and follows the concepts for *Ways of Knowing* as identified by Fink (2013):

PLO 1 (*Caring\**): Demonstrate fundamentals of practice in a variety of occupational therapy settings, as identified by the American Occupational Therapy Association. (See I. Fundamentals of Practice) *Ethics, safety regulations, judgment in safety*

PLO 2 (*Human Dimension & Caring\**): Clearly and confidently articulate the basic tenets of occupational therapy to a variety of stakeholders, as identified by the American Occupational Therapy Association (AOTA) (See II. Basic Tenets) *Values and beliefs, value of occupation as a method and desired outcome, the roles of the OT and the OTA, Collaborates with client, family, and significant others*

PLO 3 (*Application and Integration\**): Synthesize evaluation data in order to create effective client-centered, occupation-based interventions. **Articulate rationale, select relevant methods, determine occupational profile**, *assess client factors and context, obtain sufficient/necessary information, administer and adjust procedures, interpret results, establish plan, documents plan*

PLO 4 (*Learning how to learn\**): Implement motivating evidence-based interventions in a variety of occupational therapy settings. (See IV. Intervention) *Articulate rationale, choose motivating ideas, client-centered, occupation-based intervention plans, modify, updates, terminates, documents*

PLO 6 (*Application and Integration\**): Effectively communicates with a variety of stakeholders, while demonstrating cultural sensitivity. (See VI. Communication) *Verbal and nonverbal information, documentation, written communication, appropriate language*

## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

PLO 7 (*Human Dimension\**): Consistently demonstrates professional behaviors across occupational therapy settings, as identified by the American Occupational Therapy Association. (See VII. Professional Behaviors.) *Collaborates, professional competence, responding to feedback, demonstrates consistent work behaviors, effective time management, positive interpersonal skills, respect for diversity*

\*Fink, L.D. (2013). *Creating Significant Learning Experience: An Integrated Approach to Designing College Courses* (2<sup>nd</sup> ed.), San Francisco: Jossey-Bass.

### COURSE PREREQUISITES:

**This course is designed to build on your previously accomplished knowledge and understanding of all prior coursework and prerequisites of study in occupational therapy. It is the student's responsibility to review prior course materials to maximize your success in OCTH 595 - 41. The student is therefore responsible to review and refresh their working knowledge in the following competency areas previously achieved:**

Summer	Fall
Human disease (OCTH 505)	Activity Analysis and Synthesis (OCTH 507)
Applied Human Anatomy (OCTH 501)	Applied Neurology (OCTH 503)
Clinical Kinesiology and Biomechanics (OCTH 502)	Occupational Therapy Theory and Foundations (OCTH 504)
Impact of Human Disease (OCTH 505)	Practice Skills and Ethics (OCTH 506)
	Principles of Evidence Base Practice (OCTH 520)
	Assessments and Evaluations (OCTH 523)

### LEARNING OBJECTIVES:

The course objectives listed below are organized in a manner to demonstrate the link to ACOTE Standards. The objectives will be met/demonstrated through one or more of the following: direct instruction, readings and written assignments, presentations, classroom discussion, simulation, and community experiences. This course will build on a broad foundation in liberal arts, sciences as well as the basic tenets of Occupational Therapy provided by the Accreditation Council for Occupational Therapy Education (ACOTE, 2021). Upon successful completion of this course, the student will be able to:

## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

Course Learning Objectives	Assessment Method
<b>OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES</b>	
<b>1. Standard B.2.1:</b>  Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Assignment (s):  First Journal (PLOs 1 & 4)
<b>BASIC TENETS OF OCCUPATIONAL THERAPY</b>	
<b>Standard B.3.2:</b>  Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Assignment (s):  First Journal (PLO 3)
<b>REFERRAL, SCREENING, EVALUATION AND INTERVENTION PLAN</b>	
<b>Standard B.4.1:</b>  Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Assignment (s):  First Journal (PLO 6 & 7)
<b>Standard B.4.3:</b>  Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Assignment (s):  Second Journal (PLO 4)
<b>Standard B.4.4:</b>  Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.  Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.	Assignment (s):  Third Journal (PLO 3)

## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.	
---	--

### TEACHING/LEARNING EXPERIENCES

Learning opportunities will be provided through a variety of teaching methods including, but not limited to, community clinical experiences, self-directed learning, lecture, lab experiences, interactive discussions, self-reflection, and faculty mentoring

### COURSE TEXT(S) AND OTHER REQUIRED READINGS

There are no required texts specific to this course, however it is highly recommended that students review and research appropriate resources as needed for individual success in FWI placement.

### LEARNING ASSIGNMENTS AND GRADE DISTRIBUTION

Assignment	Complete/Incomplete
Journaling Assignment 1	Due the Monday after your 2nd FW visit
Journaling Assignment 2	Due the Monday after your 4 <sup>th</sup> FW visit
Journaling Assignment 3	Due the Monday after your final and/or 5th FW visit
Required FW Paperwork	Due the Monday after your final/5th FW visit
<i>*All journaling assignments are to be submitted on Canvas</i>	

The following items must be completed in order to receive a Pass (*P*) for the course:

- The student will participate in all in-class preparatory sessions prior to start of FWI
- The student will attend all scheduled fieldwork days and actively participate in fieldwork
- The student will return the completed time sheet.
- The student will return the completed Site Evaluation.
- The student will return the completed Student Performance Evaluation by the Fieldwork Educator.
  - **Hardcopy – Student Evaluation/Timesheet**      **Email – Site Evaluation**
- All assignments will be graded as complete or incomplete. **If an assignment is graded as “incomplete” you will be required to complete and turn in the assignment prior to your next FW Visit.**

## **OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork**

### **DRESS**

The OCTH 595S classroom, lab, clinic, and community experiences are critical elements in your socialization process toward becoming a professional occupational therapist. Appropriate professional dress is expected as follows throughout the duration of this course:

- Students will be expected to have chest, midriff and buttocks fully covered at all times with no undergarments exposed – you should be able to vigorously bend, reach and move without exposing any portion of skin on your midriff, chest, and/or buttocks
- Sleeveless tops are permitted as long as underwear is properly covered
- Pants should be appropriately loose fitting (no tight-fitting jeans, shorts, etc.)
- No hats or caps
- Shoes must be close-toed and designed for stability to protect both you and clients
- Socks must be worn
- Clothing should be clean and in good repair
- You are to wear casual but professional pants (no jeans) and shirts/blouses (no T-shirts or slogans [with the exception of EWU OT program slogans]) on the following occasions, unless otherwise specified by instructors:
  - when giving formal presentations in class
  - when there are guest speakers in class/lab
  - when there are clients and/or their family members present in class/lab, and
  - during all community outings affiliated with the course as well as all fieldwork settings unless otherwise directed by site supervisors
- Meticulous personal hygiene is required during these occasions.
- Name badges must be worn and clearly visible when guests are present in the classroom/lab and at all times when on fieldwork assignments.

#### **Other considerations:**

- During class, lab, community and fieldwork activities you will be engaged in hands-on activities.
- Wash and/or sanitize your hands prior to handling clients/volunteers in the community, classroom volunteers and classmates. Sanitize tables and other working surfaces following each class period.
- Be prudent in regard to physical contact, which may spread illness among your peers and others.

### **LATE WORK POLICY:**

Time management and responsibility for assignments are essential skills in the professional environment. As such, all assignments are expected to be turned in by the assigned due date.

Students are responsible for all missed or incomplete work. In order to receive a passing grade, all work must be submitted by the end of the semester.

Students are expected to discuss timelines with all instructors if a student suspects they will miss a due date. Adjustments to timelines may be made and will be determined on a case-by-case

## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

basis (including penalty decisions) provided the student communicates the need prior to the due date.

Late assignments, **without approval** will only be accepted within the 24-hour time period following the due date and will receive a 10% grade reduction. Any assignments turned in after the 24-hours will not be accepted and the student will not receive points for the assignment.

A behavior pattern of late assignments violates the Responsibility behavior in the Professional Behaviors Assessment form (c. Completes all assignments on time and demonstrate ability to follow directives for assignment requirements) (II a) and a penalty may be reflected in the Professional Behavior assessment at the end of the semester.

### **TECHNOLOGY POLICY:**

Laptop computers are permitted in the classroom for the purposes of supporting and/or enhancing the academic experience as directly related to the course. No on-line activities are permitted unless expressly provided for by the instructors. Students observed to disregard this policy may receive a deduction from their total points earned for the course up to 10 points total from the Professional Behavior grade for the semester.

Cell phones may be on and in the silent mode during class for students with concerns regarding caregiver roles or as pre-arranged with instructors. It is the responsibility of the student to inform the lead instructor of any such circumstances. Any calls deemed important to take immediately must be done outside of the classroom. Please discreetly leave the room and return as promptly as possible. Failure to comply with this policy, or abuse of this privilege may result in a deduction from total points earned up to 10 points from the Professional Behavior grade for the semester. Further, additional action may be taken at the discretion of the instructors.

### **PROFESSIONAL BEHAVIORS:**

As students preparing for participation in a professional career, the demonstration of professional behaviors is an important element of that preparation. In line with the Eastern Washington University *Essential Student Functions*, students are expected to exhibit professional behaviors necessary for occupational therapy practice. These behaviors include, but are not limited to; responsibility, competence, communication, integrity, cooperation and teamwork, respect, and initiative. These behaviors may be exhibited as follows (not an inclusive list):

Professional behaviors to be assessed include, but are not limited to:

1. Arriving to class and on time and staying for the agreed-upon duration *without premature preparation to exit class*
2. Notifying and clearing all absences with the instructors prior to absences
3. Coming to class prepared with readings and assignments completed
4. Turning assignments in on time
5. Demonstrating professional grooming, hygiene, and dress for classes and associated class activities
6. Demonstrating active listening
7. Contributing verbally, actively and frequently to class discussions

## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

8. Actively participating in class activities and lectures by asking questions or offering comments useful for clarification of concepts, respectful discussion, and common understanding
9. Monitoring personal learning and taking steps to remediate when needed
10. Asking for clarification when needed and showing respect for and building positive relationships with the instructor and fellow students.

Acceptable professional behaviors will be determined by course instructors who will seek input from guest lecturers, classmates and other faculty as deemed appropriate and fair in order to reflect the most accurate level of professional behavior development. Students demonstrating a need for improvement in order to meet expected levels at any point in the course on any of the items listed above will be referred to their advisor for support and guidance. This is a professional development support NOT a punitive measure and is designed to assure your success in the program and in the profession.

If an individual student is demonstrating difficulty in meeting the expected professional behaviors for the course, the course instructor will first contact the student via EWU email identifying the issues and the desired behavior. If needed, the course instructor may ask to meet with the student and his/her advisor for further discussion.

Students showing exceptional potential for leadership may also be referred for additional mentoring in the interest of supporting the development of upcoming leaders in the profession.

**Students who have Professional Development Action Plans must meet the goals set forth in the plan in order to pass the professional behavior portion of this class.**

### **ZOOM ETIQUETTE**

- Zoom session will be open 10 minutes prior to start time. You are welcome, and encouraged, to socialize during this time. With the exception of Content Experts (Guest Lectures)
- Please log on and keep camera on for a minimum of the first 5 minutes of the Zoom session so that attendance can be taken. It is encouraged to leave your camera on for the entire lecture unless your internet bandwidth does not permit prolonged use of the camera.
- When the Zoom session commences, please mute your microphone.
- Please put all questions in the chat if possible. If you have an extensive questions/discussion, please use the “raise hand” feature and the instructor will call on you.
- Refrain from using chat for conversation other than direct questions for professor or unless chat has been opened up for discussion by the instructor.
- Use personal chat if only applies to one person – please note professor can see all chats, so keep discussion appropriate and applicable to session content.
- Be respectful to all shared ideas and perspectives in order to foster a safe learning environment.



## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

### COMMUNICATION PREFERENCES

- Please contact **Diane Levad** via email. If you have a more personal question, grading questions, or need direct one-on-one instruction questions/concerns. You will receive a response within 48 business hours.
- You can contact **Diane Levad** via e-mail to make an appointment for either a Zoom or face to face meeting.

### CLASS ATTENDANCE POLICY

Except for illness or emergency, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad) so arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad). Messages may be left by voice-mail, text or email; however, it is the student's responsibility to follow-up to ensure the message was received.
- The student is responsible for arrangements to make-up time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of any make-up arrangements and is responsible for confirming these arrangements with the Fieldwork Educator.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, they must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Coordinator and placed in the student's academic file.
- Course instructors may require documentation to verify illness or emergency

Regular attendance is expected as the curriculum's knowledge and skill content are expansive and critical to future professional practice. As a future occupational therapist, you have tremendous responsibility to those you will serve. Missing classes puts both you, the student, and your future clients at a disadvantage. If you must be absent, the following policies apply:

**1. Sickness:** If you are sick or incapacitated, you must notify the course instructor(s) by phone and/or email before the class begins. If you are sick for more than 2 consecutive days per semester, you must schedule a meeting with the primary instructors of each course and your Academic Advisor for further consultation. If a medical condition will result in the loss of a full week of academics (5 consecutive days) or repeated absences with more than 3 missed classes in



## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

an academic year you must consult with your Academic Advisor and each course instructor to see if the lost material can be recouped. A medical leave of absence may be necessary.

**2. Excused Absence - Bereavement and Religious Holidays:** Please see Student Handbook for EWU policies on excused absences for bereavement and religious holidays. Students must notify the course instructor(s) in advance of event and are responsible for making up any missed material.

**3. Excused Absence – Other:** Absences other than for sickness must be requested by student and reviewed by the primary instructor(s) for the course(s). Significant life events will be excused per instructor discretion (e.g., wedding of a family member/close friend, graduation, birth of a child, etc.). Labs, content expert lectures, and other special events will not be excused, as these are unable to be replicated. You are responsible to make up any material missed.

### DEPARTMENTAL POLICIES

#### **Citation Format:**

Unless otherwise specified, assignments are to be completed using The American Psychology Association (APA) citation format. You can access style information from the APA website at <https://apastyle.apa.org>, or from the APA Manual, 7<sup>th</sup> Edition, available in the Occupational Therapy Department library. **Wikipedia references will not be accepted.**

#### **Grading:**

This course adheres to all Department of Occupational Therapy policies presented in the *Department of Occupational Therapy (OT) Student Handbook*, EWU's Student Code of Conduct and the policies outlined in the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalogue* as well as the Chapter 172-120 WAC (<https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/>). Grades will be based on the percentage of earned points for the course. Grade equivalents will be based on the student handbook, current edition. Students must have a minimum average score of a 75% to pass the course. Students must also pass all practical applications assignments and examinations at an 80% in order to receive full- credit to content knowledge. Failure to pass any of these elements may result in an incomplete for the course. Students will have one semester to remediate an incomplete grade received for the course; you will then receive a final grade for the course based on performance with the remediation plan/assignments/activities.

### UNIVERSITY POLICIES

#### **Academic Integrity**

Academic integrity and honesty are central to the learning culture of Eastern Washington. Academic misconduct includes but is not limited to, cheating on examinations, plagiarism, fraudulent practices conducting research, and using others' materials without **acknowledgement or permission**. Any student violating the University's academic integrity policy will be subject to appropriate sanctions. The University's complete academic integrity

## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

policy and related information are available at: <http://access.ewu.edu/academic-planning-/curriculum-and-policies/academic-integrity> where the quote below can be found:

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

### **Disability Support Services**

Eastern Washington University assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Support Services. *Your experience in this class is important to us as the instructor(s). If you have already established accommodations with Disability Support Services (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.*

*If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 509-359-6871, 121 Tawanka, [dss@ewu.edu](mailto:dss@ewu.edu). DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Eastern Washington University to create inclusive and accessible learning environments consistent with federal and state law.*

### **Holidays and Religious Accommodations:**

As stated in EWU Policy 403-01, the University will provide reasonable accommodations to students who, due to the observance of a religious holiday, expect to be absent or endure a significant hardship during certain days of a course or program. Students may be granted an excused absence for reason of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Please refer to the full text of EWU Policy 403-01 for complete information related to this policy. You may access the policy at <https://inside.ewu.edu/policies/knowledge-base/ewu-403-01-holidays/>

### **Standards and Directive to Comply regarding COVID 19 protocols**

The academic preparation of a healthcare practitioner has potential risks including, but not limited to, physical injury or illness, emotional stress, and/or psychological impact to the student. Your candidacy application, orientation, and ongoing training in lecture, laboratory, fieldwork, and capstone classes/experiences provide you with knowledge of appropriate preventative measures and best practices to minimize these risks. The Student Handbook, EWU and DOT policies and procedures, and specific instructions provided in the syllabus and by the faculty are

## OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork

intended to mitigate these risks. Your responsibility is to comply with the risk mitigation. Thus, students are required to abide by the following EWU and DOT requirements:

- Current ruling from EWU is that all students, regardless of vaccine status, **MUST** wear their mask at all times and maintain social distancing. Please attend to any updated EWU policies or procedures related to COVID 19, vaccination requirements, and other content impacting full face-to-face participation.
- Please follow the response guidelines should you present with any of the symptoms related to COVID 19. If you have experienced an exposure or have developed COVID 19 symptoms, please inform your instructor(s), complete the EWU Report A Case document: [https://inside.ewu.edu/rcp/risk-management/covid19\\_concerns/covid-19-report-a-case/](https://inside.ewu.edu/rcp/risk-management/covid19_concerns/covid-19-report-a-case/) and contact Disability Support Services(if necessary) to obtain potential accommodations.
- Compliance with the Eastern Washington University (EWU) AND Department of Occupational Therapy (DOT) safety protocols is mandatory and failure to abide by such protocols may result in the student's removal from the lab/class/experience and a referral to *Student Rights and Responsibilities* (see <https://inside.ewu.edu/srr/>) and may receive a grade reduction related to any missing content.
- If a student refuses to abide by the EWU and DOT COVID-19 safety protocols, they will be reminded of the protocols and asked to comply. If a student still refuses to comply, they will be removed from the lab/class/experience on an emergency basis due to the threat to other's health and safety. Students will also be referred to *Student Rights and Responsibilities* (<https://inside.ewu.edu/srr/>) for possible discipline for failure to follow a university directive and may receive a grade reduction related to any missing content.
- If students indicate they are not able to comply with the protocols due to medical or disability-related reasons, they will be referred to Disability Support Services to request an accommodation.

We will make every effort to accommodate students requiring approved accommodations. Any accommodations or modifications to a course will be at the discretion of the course instructor(s).

### **Masks Required**

COVID-19 Safety Protocols: Everyone is required to wear a face mask while attending this course. EWU requires all persons to wear masks while attending in-person activities for this course. Students who fail to abide by this safety protocol will be reminded of the protocol and asked to comply. If a student continues to not comply, the instructor may ask the student to leave the learning environment on an emergency basis due to the threat to others' health and safety. The student will not be allowed back in the learning environment until the student meets the safety protocols. This absence may impact the student's grade and will be counted as an unexcused absence. The student may also be referred to Student Rights & Responsibilities for failure to comply with EWU Policy 602-02 (Immunization) and the Governor's and university directives. If a student is not able to comply with the face mask protocol due to medical or disability-related reasons, they should immediately contact Student Accommodations and Support Services and request an accommodation.

## **OCTH 595S – 42 Occupational Performance and Adults Level I Fieldwork**

Although this course is being offered in person, the university reserves the right to modify the method of delivering the course for health and safety reasons.

## **OCTH 595S-40: Clinical Level I Fieldwork**

### **Mental Health Experience**

*Eastern Washington University; College of Health Science and Public Health*

*Department of Occupational Therapy*

**SEMESTER:** Fall

**COURSE CREDITS:** 1 credit

### **COURSE SCHEDULE**

The schedule for community fieldwork days is based on a one day per week schedule in which each **Wednesday** during the semester is reserved for FWI.

Specific dates/schedule will be reviewed during orientation on the first Wednesday of the semester.

Any alterations in scheduling must be developed in collaboration with the course instructor and the Fieldwork Educator at the site.

### **COURSE DESCRIPTION**

All FWI experiences are integrated course within the academic course work at Eastern Washington University. This course will include a minimum of 36 hours of engagement in a mental health setting during the fall semester of the second year. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations related to mental health issues. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In addition to occupational therapy practitioners, supervision may be provided by psychologists, counselors, nurses, social workers, and psychiatrists. All students are concurrently enrolled in OCTH530S, Occupational Performance and Mental Health.

## **PROGRAM LEARNING OBJECTIVES (PLO):**

### **SPECIFIC FIELDWORK LEVEL I OBJECTIVES**

The learning objectives of Level I Fieldwork (three components - cognitive, affective and performance)

- Level I Fieldwork integrates the application of classroom knowledge from OETH 530 to the clinical setting.
- Level I Fieldwork offers opportunities to develop an increased comfort and knowledge level with clients with behavioral health issues, both mental illness and substance use disorders and an understanding of the needs of clients.
- Level I fieldwork offers opportunities to address issues of personal bias, work with a team of professionals in the behavioral health practice area and increase understanding of the role of Occupational therapy in behavioral health setting.

Course objectives will be measured via the Level I Student Performance Evaluation and through integration of knowledge to clinical practice demonstrated through the journaling course assignment.

This course adheres to the following Program Learning Objectives (PLO) and follows the concepts for *Ways of Knowing* as identified by Fink (2013):

Upon completion of Level I Mental Health Fieldwork, the student will be able to:

#### Cognitive Component:

1. PLO 3 (*Application and Integration\**): Describe the common medications used in the clinical setting and recognize the impact of medications on occupational performance -
2. PLO 4 (*Learning how to learn\**): Discuss the types of groups used for intervention with clients with mental illness and/or substance use disorders.
3. PLO 3 (*Application and Integration\**): Differentiate between the major mental disorders and substance use disorders as well as describe the signs and symptoms of the disorders.
4. PLO 7 (*Human Dimension\**): Discuss examples of recovery from mental illness/substance dependence and the impact of stigma upon the person in the recovery process.

#### Affective Component

1. PLO 7 (*Human Dimension\**): Demonstrate an understanding, unconditional positive regard, and empathy toward individuals with mental illness and their families.
2. PLO 2 (*Human Dimension & Caring\**): Relate effectively with clients, team members and supervisors in the mental health practice setting using interactional skills such as

open-ended questions, reflective listening, affirmations, and summarizing and other techniques associated with the motivational interviewing style.

3. PLO 2 (*Human Dimension & Caring\**): Utilize interpersonal reasoning applying the intentional relationship model appropriate for the context.

### Performance Component

1. PLO 7 (*Human Dimension\**): Demonstrate professional behaviors in the mental health setting.
2. PLO 7 (*Human Dimension\**): Participate actively in the programs of the facility.
3. PLO 4 (*Learning how to learn\**): Demonstrate clear, concise oral and written communication.
4. PLO 4 (*Learning how to learn\**): If appropriate plan and implement either an activity, a group experience, or an in-service for staff (employees) and communicate this experience.
5. Demonstrate appropriate modes and traits during Level 1 Fieldwork.
6. PLO 7 (*Human Dimension\**): Identify personal biases held re: mental illness/substance abuse and personal insights reactions and feelings regarding experiences in fieldwork 1.
7. PLO 1 (*Caring\**): Adhere to professional code of ethics within the profession of occupational therapy
8. PLO 2 (*Human Dimension & Caring\**): Communicate the profession of occupational therapy to others
9. PLO 2 (*Human Dimension & Caring\**): Maintain a journal record of insights, observations, reactions, and feelings regarding experiences during Level I Fieldwork. One final summary submitted midnight Saturday after last FW day.

\*Fink, L.D. (2013). *Creating Significant Learning Experience: An Integrated Approach to Designing College Courses* (2<sup>nd</sup> ed.), San Francisco: Jossey-Bass.

### **COURSE PREREQUISITES:**

This course is designed to build on your previously accomplished knowledge and understanding of all prior coursework and prerequisites of study in occupational therapy. It is the student's responsibility to review prior course materials to maximize your success in OETH 595S. The student is therefore responsible to review and refresh their working knowledge in the following competency areas previously achieved:

1 <sup>st</sup> Year (MOT Program)		
Summer	Fall	Spring
Human disease (OETH 505)	Activity Analysis and Synthesis (OETH 507)	Observation experiences/skills during

Applied Human Anatomy (OCTH 501)	Applied Neurology (OCTH 503)	FWI- Physical Disabilities (OCTH 595)
Clinical Kinesiology and Biomechanics (OCTH 502)	Occupational Therapy Theory and Foundations (OCTH 504)	Group Process (OCTH 510)
Impact of Human Disease (OCTH 505)	Practice Skills and Ethics (OCTH 506)	Occupational Performance in Adults (OCTH 531)
	Principles of Evidence Base Practice (OCTH 520)	Research Methods (OCTH 522)
	Assessments and Evaluations (OCTH 523)	
<b>2<sup>nd</sup> Year (MOT Program)</b>		
<b>Fall</b>		
Professional Behaviors (which are assessed and developed in every course)		
Leadership (OCTH 542)		
Health and Wellness (OCTH 540)		

### TEACHING/LEARNING EXPERIENCES:

Learning opportunities will be provided through a variety of teaching methods including, but not limited to, community clinical experiences, self-directed learning, interactive discussions, self-reflection, and AFWC/Fieldwork Educator mentoring.

### LEARNING ASSIGNMENTS AND GRADE DISTRIBUTION:

Assignment All assignments are graded as complete or incomplete
<p align="center"><b><u>Journal Entry Guidelines</u></b></p> <ul style="list-style-type: none"> <li>• Maintain a journal throughout your experience in Level I fieldwork in mental health</li> <li>• Produce <b>one</b> final journal summary from your Level I experience <b>summarizing</b> all your notes from the fieldwork experience.</li> <li>• Succinctly written summary; no more than three double spaced pages in length; use of headings to guide the reader (Main headings: Impressions, Traits/Modes; Observations about the Role of OT; Knowledge, Skills gained and Self Reflection (personal bias, etc.)</li> </ul>



- This course is a P/NP - Demonstration of quality completion of the above requirements will receive a Pass.

*Journal Entry will include the following topics:*

**Impressions, Traits and Modes**

- General comments about the facility
- Your emotional responses, thoughts impressions, observations
- Traits, modes, therapeutic use of self you used most frequently in your interactions with consumers

**Observations about the Role of Occupational Therapy**

- What is the role of OT in this setting if there is an OT
- What could be the role of OT in this setting if there is not an OT
- What does or could OT bring to the rehabilitation process?

**Reflect upon learning opportunities, to include: Group Facilitation, In-service Presentation, Practice Assessments, Observation, etc.**

- Take into consideration all the experiences and areas of practice you participated in:
  - List and describe 3-4 areas of increased knowledge you developed
  - List and describe 3-4 areas of increased skill you developed
  - List and describe your greatest learning about persons with mental illness.
  - List and describe greatest learning about yourself during this experience.

The following items must also be completed to receive a *Pass (P)* for the course:

- The student will participate in all in-class preparatory sessions prior to start of FWI
- The student will attend all scheduled fieldwork days and actively participate in fieldwork
- The student will return the completed Student Performance Evaluation by the Fieldwork Educator. **(Hardcopy to Diane)**
- The student will return the completed time sheet. **(Hardcopy to Diane)**
- The student will return the completed Site Evaluation. **(Email to Maria Barreras)**
- 

**DRESS**

The OCTH 595S classroom, lab, clinic, and community experiences are critical elements in your socialization process toward becoming a professional occupational therapist. Appropriate professional dress is expected as follows throughout the duration of this course:

- Students will be expected to have chest, midriff and buttocks fully always covered with no undergarments exposed – you should be able to vigorously bend, reach and move without exposing any portion of skin on your midriff, chest, and/or buttocks
- Sleeveless tops are permitted if underwear is properly covered
- Pants should be appropriately loose fitting (no tight-fitting jeans, shorts, etc.)
- No hats or caps
- Shoes must be close-toed and designed for stability to protect both you and clients
- **Socks must be worn – expect no shoes in pediatric outpatient clinics**
- Clothing should be clean and in good repair
- You are to wear casual but professional pants (no jeans) and shirts/blouses (no T-shirts or slogans [except for EWU OT program slogans]) on the following occasions, unless otherwise specified by instructors:
  - when giving formal presentations in class
  - when there are guest speakers in class/lab
  - when there are clients and/or their family members present in class/lab, and
  - during all community outings affiliated with the course as well as all fieldwork settings unless otherwise directed by site supervisors
- Meticulous personal hygiene is required during these occasions.
- Name badges must be worn and clearly visible when guests are present in the classroom/lab and when on fieldwork assignments.

**Other considerations:**

- During class, lab, community, and fieldwork activities you will be engaged in hands-on activities.
- Wash and/or sanitize your hands prior to handling clients/volunteers in the community, classroom volunteers and classmates. Sanitize tables and other working surfaces following each class period.
- Be prudent regarding physical contact, which may spread illness among your peers and others.

**Standards and Directive to Comply regarding COVID 19 protocols**

***\*\*\*When in field, students are required to follow all COVID-19 fieldwork site specific requirements. Please refer to the policy and protocol for specific sites regarding precautions and PPE use.***

**LATE WORK POLICY:**

Time management and responsibility for assignments are essential skills in the professional environment. As such, all assignments are expected to be turned in by the assigned due date.

Students are responsible for all missed or incomplete work. To receive a passing grade, all work must be submitted by the end of the semester.

Students are expected to discuss timelines with all instructors if a student suspect they will miss a due date. Adjustments to timelines may be made and will be determined on a case-by-case basis (including penalty decisions) provided the student communicates the need prior to the due date.

A behavior pattern of late assignments violates the Responsibility behavior in the Professional Behaviors Assessment form (c. Completes all assignments on time and demonstrate ability to follow directives for assignment requirements) (II a) and a penalty may be reflected in the Professional Behavior assessment at the end of the semester.

### **TECHNOLOGY POLICY:**

Cell phones may be on and in the silent mode for students with concerns regarding caregiver roles or as pre-arranged with FW Educators/FW Sites. It is the responsibility of the student to inform the lead instructor (FW Educator) of any such circumstances. Any calls deemed important to take immediately must be communicated to FW Educator. Please discreetly leave the room and return as promptly as possible. Failure to comply with this policy, or abuse of this privilege may result in a deduction from total points on AOTA midterm/final Student Performance Evaluation.

### **PROFESSIONAL BEHAVIORS:**

As students preparing for participation in a professional career, the demonstration of professional behaviors is an important element of that preparation. In line with the Eastern Washington University *Essential Student Functions*, students are expected to exhibit professional behaviors necessary for occupational therapy practice. These behaviors include, but are not limited to, responsibility, competence, communication, integrity, cooperation and teamwork, respect, and initiative. These behaviors may be exhibited as follows (not an inclusive list):

Professional behaviors to be assessed include, but are not limited to:

1. Arriving to site on time and staying for the agreed-upon duration *without premature preparation to exit from site.*
2. Notifying and clearing all absences with the instructors prior to absences
3. Coming to site prepared with readings and assignments completed
4. Turning assignments in on time
5. Demonstrating professional grooming, hygiene, and dress for classes and associated class activities
6. Demonstrating active listening
7. Contributing verbally, actively, and frequently to fieldwork discussions
8. Actively participating in fieldwork activities by asking questions or offering comments useful for clarification of concepts, respectful discussion, and common understanding
9. Monitoring personal learning and taking steps to remediate when needed
10. Asking for clarification when needed and showing respect for and building positive relationships with the instructor and fellow students.

Acceptable professional behaviors will be determined by Fieldwork Educator and AFWC. Students demonstrating a need for improvement to meet expected levels at any point in the course on any of the items listed above will be referred to their advisor (AFWC) for support and guidance. This is a professional development support NOT a punitive measure and is designed to assure your success in the program and in the profession.

If an individual student is demonstrating difficulty in meeting the expected professional behaviors for the course, the course instructor (FW Ed and AFWC) will first contact the student via EWU email identifying the issues and the desired behavior.

**Students who have Professional Development Action Plans must meet the goals set forth in the plan to pass OETH 595.**

### **COMMUNICATION PREFERENCES**

- Please contact **Diane Levad** via email. If you have a more personal question, grading questions, or need direct one-on-one instruction questions/concerns. You will receive a response within 48 business hours.
- You can contact **Diane Levad** via e-mail to make an appointment for either a Zoom or face to face meeting.

### **CLASS ATTENDANCE POLICY**

Except for illness or emergency, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad) so arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad). Messages may be left by voicemail, text, or email; however, it is the student's responsibility to follow-up to ensure the message was received.
- The student is responsible for arrangements to make-up time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of any make-up arrangements and is responsible for confirming these arrangements with the Fieldwork Educator.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, they must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Coordinator, and placed in the student's academic file.
- Course instructors may require documentation to verify illness or emergency

Regular attendance is expected as the curriculum's knowledge and skill content are expansive and critical to future professional practice. As a future occupational therapist, you have tremendous responsibility to those you will serve. Missing classes puts both you, the student, and your future clients at a disadvantage. If you must be absent, the following policies apply:

**1. Sickness:** If you are sick or incapacitated, you must notify the course instructor(s) by phone and/or email before the class begins. If you are sick for more than 2 consecutive days per semester, you must schedule a meeting with the primary instructors of each course and your Academic Advisor for further consultation. If a medical condition will result in the loss of a full week of academics (5 consecutive days) or repeated absences with more than 3 missed classes in an academic year you must consult with your Academic Advisor and each course instructor to see if the lost material can be recouped. A medical leave of absence may be necessary.

**2. Excused Absence - Bereavement and Religious Holidays:** Please see Student Handbook for EWU policies on excused absences for bereavement and religious holidays. Students must notify the course instructor(s) in advance of event and are responsible for making up any missed material.

**3. Excused Absence – Other:** Absences other than for sickness must be requested by student and reviewed by the primary instructor(s) for the course(s). Significant life events will be excused per instructor discretion (e.g., wedding of a family member/close friend, graduation, birth of a child, etc.). Labs, content expert lectures, and other special events will not be excused, as these are unable to be replicated. You are responsible to make up any material missed.

### **DEPARTMENTAL POLICIES**

#### **Citation Format:**

Unless otherwise specified, assignments are to be completed using The American Psychology Association (APA) citation format. You can access style information from the APA website at <https://apastyle.apa.org>, or from the APA Manual, 7<sup>th</sup> Edition, available in the Occupational Therapy Department library. **Wikipedia references will not be accepted.**

#### **Grading:**

This course adheres to all Department of Occupational Therapy policies presented in the *Department of Occupational Therapy (OT) Student Handbook*, EWU's Student Code of Conduct and the policies outlined in the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalogue* as well as the Chapter 172-120 WAC (<https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/>). Grades will be based on the percentage of earned points for the course. Grade equivalents will be based on the student handbook, current edition. Students must have a minimum average score of a 75% to pass the course. Students must also pass all practical applications assignments and examinations at an 80% to receive full- credit to content knowledge. Failure to pass any of these elements may result in an incomplete for the course. Students will have one semester to remediate an incomplete grade received for the course; you will then receive a final grade for the course based on performance with the remediation plan/assignments/activities.

## **UNIVERSITY POLICIES**

### **Academic Integrity**

Academic integrity and honesty are central to the learning culture of Eastern Washington. Academic misconduct includes but is not limited to, cheating on examinations, plagiarism, fraudulent practices conducting research, and using others' materials without **acknowledgement or permission**. Any student violating the University's academic integrity policy will be subject to appropriate sanctions. The University's complete academic integrity policy and related information are available at: <http://access.ewu.edu/academic-planning-/curriculum-and-policies/academic-integrity> where the quote below can be found:

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

### **Student Accommodations and Support Services (SASS):**

Eastern Washington University assures equal access to instruction through collaboration between students with disabilities, instructors, and SASS. *Your experience in this class is important to us as the instructor(s). If you have already established accommodations with Student Accommodations and Support Services (SASS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.*

*If you have not yet established services through SASS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact SASS at 509-359-6871, 121 Tawanka, [sass@ewu.edu](mailto:sass@ewu.edu). SASS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and SASS. It is the policy and practice of the Eastern Washington University to create inclusive and accessible learning environments consistent with federal and state law.*

**\*PLEASE NOTE MANY FIELDWORK SITES DO NOT RECOGNIZE ACADEMIC ACCOMMODATIONS – IF ACCOMMODATIONS ARE NEEDED Its STUDENT RESPONSIBILITY TO MEET WITH AFWC AND FIELDWORK EDUCATOR.**

## **HOLIDAYS AND RELIGIOUS ACCOMMODATIONS**

As stated in EWU Policy 403-01, the University will provide reasonable accommodations to students who, due to the observance of a religious holiday, expect to be absent or endure a

significant hardship during certain days of a course or program. Students may be granted an excused absence for reason of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Please refer to the full text of EWU Policy 403-01 for complete information related to this policy. You may access the policy at [https://inside.ewu.edu/policies/knowledge-base/ewu-403-01-holidays/Links to an external site](https://inside.ewu.edu/policies/knowledge-base/ewu-403-01-holidays/Links%20to%20an%20external%20site).

\*STUDENTS WILL ADHERE TO HOLIDAY POLICY OF ASSIGNED FIELDWORK SITE

**Finally, this course syllabus is a contract between you and the course instructors. You are responsible for the reading and understanding of the content. If you have any questions regarding assignments or other course guidelines, do not hesitate to speak with one of the course instructors.**

## **OCTH 595S – 40 Pediatrics Level I Fieldwork 2022**

**Eastern Washington University – Occupational Therapy**

**College of Health Sciences and Public Health**

**COURSE NAME    Pediatrics Level I Fieldwork**

**COURSE NUMBER   OCTH 595 - 40**

**COURSE CREDITS   1 credit**

### **COURSE SCHEDULE**

**Initially, there will be three days of instruction by Dr. Berg prior to going out in field.**

Students **MUST** attend all Level I Fieldwork (FWI) prep classes before they will be cleared to attend their FWI placements.

#### **Preparation sessions for Pediatric FWI experiences with Dr. Berg:**

Wednesday, 1/12/22 in HSB 274 1pm - 4pm

Wednesday, 1/19/22 in HSB 220 9am - 4pm

Wednesday, 1/26/22 in HSB 220 9am - 4pm

The schedule for community fieldwork days is based on a one day per week schedule in which each **Wednesday** during the semester is reserved for FWI.

Specific dates/schedule will be reviewed during orientation and site sign up the first Wednesday of the Semester, January 12th, 9am - 12pm, HSB 220.

Any alterations in scheduling must be developed in collaboration with the course instructor and the Fieldwork Educator at the site.



### COURSE DESCRIPTION

All FWI experiences are integrated within the academic course work at Eastern Washington University. Each course will include a **minimum** of 40 hours spread over 5 weeks for Level I Fieldwork continuing throughout the duration of the semester. Fieldwork sites encompass a variety of settings in the community allowing for the provision of services to diverse individuals and populations across the lifespan. Qualified personnel provide supervision of students during Level I Fieldwork experiences. In addition to occupational therapy practitioners, supervision may be provided by psychologists, physician assistants, social workers, teachers, nurses and physical therapists. OCTH595-40 will provide students with a pediatric fieldwork I experience. All students are concurrently enrolled in OCTH532S, Occupational Performance and Pediatrics.

This course is 1 credit and will adhere to EWU's policy (<https://inside.ewu.edu/policies/knowledge-base/ap-303-35-program-and-course-management/>) in relation to expectation for time devoted to course work outside of class time. The policy indicates a ratio that for every course credit, two hours of out-of-class study time per credit is required. The course has been designed to demand 2 hours out-of-class study time per week in addition to the 1 credit hours per week you're in field.

### COURSE GOAL

The goal of Level I Fieldwork is to introduce students to the fieldwork experience.

- Level I Fieldwork integrates the application of classroom knowledge to the clinical setting.
- Level I Fieldwork offers opportunities to develop a basic comfort level with clients and an understanding of the needs of clients.

### PROGRAM LEARNING OUTCOMES (PLO):

Course objectives will be measured via the Level I Student Performance Evaluation and through integration of knowledge to clinical practice demonstrated through the three course assignments.

This course adheres to the following Program Learning Objectives (PLO) and follows the concepts for *Ways of Knowing* as identified by Fink (2013):

PLO 1 (*Caring\**): Demonstrate fundamentals of practice in a variety of occupational therapy settings, as identified by the American Occupational Therapy Association. (See I. Fundamentals of Practice) *Ethics, safety regulations, judgment in safety*

PLO 2 (*Human Dimension & Caring\**): Clearly and confidently articulate the basic tenets of occupational therapy to a variety of stakeholders, as identified by the American Occupational Therapy Association (AOTA) (See II. Basic Tenets) *Values and beliefs, value of occupation as a method and desired outcome, the roles of the OT and the OTA, Collaborates with client, family, and significant others*

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

PLO 3 (*Application and Integration\**): Synthesize evaluation data in order to create effective client-centered, occupation-based interventions. **Articulate rationale, select relevant methods, determine occupational profile, assess client factors and context, obtain sufficient/necessary information, administer and adjust procedures, interpret results, establish plan, documents plan**

PLO 4 (*Learning how to learn\**): Implement motivating evidence-based interventions in a variety of occupational therapy settings. (See IV. Intervention) **Articulate rationale, choose motivating ideas, client-centered, occupation-based intervention plans, modify, updates, terminates, documents**

PLO 6 (*Application and Integration\**): Effectively communicates with a variety of stakeholders, while demonstrating cultural sensitivity. (See VI. Communication) **Verbal and nonverbal information, documentation, written communication, appropriate language**

PLO 7 (*Human Dimension\**): Consistently demonstrates professional behaviors across occupational therapy settings, as identified by the American Occupational Therapy Association. (See VII. Professional Behaviors.) **Collaborates, professional competence, responding to feedback, demonstrates consistent work behaviors, effective time management, positive interpersonal skills, respect for diversity**

\*Fink, L.D. (2013). *Creating Significant Learning Experience: An Integrated Approach to Designing College Courses* (2<sup>nd</sup> ed.), San Francisco: Jossey-Bass.

### **COURSE PREREQUISITES:**

**This course is designed to build on your previously accomplished knowledge and understanding of all prior coursework and prerequisites of study in occupational therapy. It is the student's responsibility to review prior course materials to maximize your success in OCTH 595 - 40. The student is therefore responsible to review and refresh their working knowledge in the following competency areas previously achieved:**

Prerequisites Prior to Program		
Life Span: Typical human development, general psychology, abnormal psychology, general biology, human anatomy at the undergraduate level		
Clinical documentation and medical terminology (OCTH 292)		
Introductory Course to Occupational therapy (OCTH 101)		
1 <sup>st</sup> Year (MOT Program)		
Summer	Fall	Spring

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

Human disease (OCTH 505) Applied Human Anatomy (OCTH 501) Clinical Kinesiology and Biomechanics (OCTH 502) Impact of Human Disease (OCTH 505)	Activity Analysis and Synthesis (OCTH 507) Applied Neurology (OCTH 503) Occupational Therapy Theory and Foundations (OCTH 504) Practice Skills and Ethics (OCTH 506) Principles of Evidence Base Practice (OCTH 520) Assessments and Evaluations (OCTH 523)	Observation experiences/skills during FWI- Physical Disabilities (OCTH 595) Group Process (OCTH 510) Occupational Performance in Adults (OCTH 531) Research Methods (OCTH 522)
<b>2<sup>nd</sup> Year (MOT Program)</b>		
<b>Fall</b>		
Professional Behaviors (which are assessed and developed in every course) Leadership (OCTH 542) Health and Wellness (OCTH 540) Observation experiences/skills during FWI- Mental Health (OCTH 595)		

### **LEARNING OBJECTIVES:**

The course objectives listed below are organized in a manner to demonstrate the link to ACOTE Standards. The objectives will be met/demonstrated through one or more of the following: direct instruction, readings and written assignments, presentations, classroom discussion, simulation, and community experiences. This course will build on a broad foundation in liberal arts, sciences as well as the basic tenets of Occupational Therapy provided by the Accreditation Council for Occupational Therapy Education (ACOTE, 2021). Upon successful completion of this course, the student will be able to:

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

Course Learning Objectives	Assessment Method
<b>OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES</b>	
<b>1. Standard B.2.1:</b>  Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Assignment (s):  First Journal (PLOs 1 & 4)
<b>BASIC TENETS OF OCCUPATIONAL THERAPY</b>	
<b>Standard B.3.2:</b>  Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Assignment (s):  First Journal (PLO 3)
<b>REFERRAL, SCREENING, EVALUATION AND INTERVENTION PLAN</b>	
<b>Standard B.4.1:</b>  Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Assignment (s):  First Journal (PLO 6 & 7)
<b>Standard B.4.3:</b>  Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Assignment (s):  Second Journal (PLO 4)
<b>Standard B.4.4:</b>  Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.  Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.  Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.	Assignment (s):  Third Journal  (PLO 3)

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

### TEACHING/LEARNING EXPERIENCES

Learning opportunities will be provided through a variety of teaching methods including, but not limited to, community clinical experiences, self-directed learning, lecture, lab experiences, interactive discussions, self-reflection, and faculty mentoring

### COURSE TEXT(S) AND OTHER REQUIRED READINGS

There are no required texts specific to this course, however it is highly recommended that students review and research appropriate resources as needed for individual success in FWI placement.

### LEARNING ASSIGNMENTS AND GRADE DISTRIBUTION

Assignment	Complete/Incomplete
Journaling Assignment 1	Due the Monday after your 2nd FW visit
Journaling Assignment 2	Due the Monday after your 4 <sup>th</sup> FW visit
Journaling Assignment 3	Due the Monday after your final and/or 5th FW visit
Required FW Paperwork	Due the Monday after your final/5th FW visit
<i>*All journaling assignments are to be submitted on Canvas</i>	

The following items must be completed in order to receive a *Pass (P)* for the course:

- The student will participate in all in-class preparatory sessions prior to start of FWI
- The student will attend all scheduled fieldwork days and actively participate in fieldwork
- The student will return the completed time sheet.
- The student will return the completed Site Evaluation.
- The student will return the completed Student Performance Evaluation by the Fieldwork Educator.
  - **Hardcopy – Student Evaluation/Timesheet**      **Email – Site Evaluation**
- All assignments will be graded as complete or incomplete. **If an assignment is graded as “incomplete” you will be required to complete and turn in the assignment prior to your next FW Visit.**

### DRESS

The OCTH 595S classroom, lab, clinic, and community experiences are critical elements in your socialization process toward becoming a professional occupational therapist. Appropriate professional dress is expected as follows throughout the duration of this course:

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

- Students will be expected to have chest, midriff and buttocks fully covered at all times with no undergarments exposed – you should be able to vigorously bend, reach and move without exposing any portion of skin on your midriff, chest, and/or buttocks
- Sleeveless tops are permitted as long as underwear is properly covered
- Pants should be appropriately loose fitting (no tight-fitting jeans, shorts, etc.)
- No hats or caps
- Shoes must be close-toed and designed for stability to protect both you and clients
- **Socks must be worn – expect no shoes in pediatric outpatient clinics**
- Clothing should be clean and in good repair
- You are to wear casual but professional pants (no jeans) and shirts/blouses (no T-shirts or slogans [with the exception of EWU OT program slogans]) on the following occasions, unless otherwise specified by instructors:
  - when giving formal presentations in class
  - when there are guest speakers in class/lab
  - when there are clients and/or their family members present in class/lab, and
  - during all community outings affiliated with the course as well as all fieldwork settings unless otherwise directed by site supervisors
- Meticulous personal hygiene is required during these occasions.
- Name badges must be worn and clearly visible when guests are present in the classroom/lab and at all times when on fieldwork assignments.

### Other considerations:

- During class, lab, community and fieldwork activities you will be engaged in hands-on activities.
- Wash and/or sanitize your hands prior to handling clients/volunteers in the community, classroom volunteers and classmates. Sanitize tables and other working surfaces following each class period.
- Be prudent in regard to physical contact, which may spread illness among your peers and others.

### LATE WORK POLICY:

Time management and responsibility for assignments are essential skills in the professional environment. As such, all assignments are expected to be turned in by the assigned due date.

Students are responsible for all missed or incomplete work. In order to receive a passing grade, all work must be submitted by the end of the semester.

Students are expected to discuss timelines with all instructors if a student suspects they will miss a due date. Adjustments to timelines may be made and will be determined on a case-by-case basis (including penalty decisions) provided the student communicates the need prior to the due date.

Late assignments, **without approval** will only be accepted within the 24-hour time period following the due date and will receive a 10% grade reduction. Any assignments turned in after the 24-hours will not be accepted and the student will not receive points for the assignment.

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

A behavior pattern of late assignments violates the Responsibility behavior in the Professional Behaviors Assessment form (c. Completes all assignments on time and demonstrate ability to follow directives for assignment requirements) (II a) and a penalty may be reflected in the Professional Behavior assessment at the end of the semester.

### **TECHNOLOGY POLICY:**

Laptop computers are permitted in the classroom for the purposes of supporting and/or enhancing the academic experience as directly related to the course. No on-line activities are permitted unless expressly provided for by the instructors. Students observed to disregard this policy may receive a deduction from their total points earned for the course up to 10 points total from the Professional Behavior grade for the semester.

Cell phones may be on and in the silent mode during class for students with concerns regarding caregiver roles or as pre-arranged with instructors. It is the responsibility of the student to inform the lead instructor of any such circumstances. Any calls deemed important to take immediately must be done outside of the classroom. Please discreetly leave the room and return as promptly as possible. Failure to comply with this policy, or abuse of this privilege may result in a deduction from total points earned up to 10 points from the Professional Behavior grade for the semester. Further, additional action may be taken at the discretion of the instructors.

### **PROFESSIONAL BEHAVIORS:**

As students preparing for participation in a professional career, the demonstration of professional behaviors is an important element of that preparation. In line with the Eastern Washington University *Essential Student Functions*, students are expected to exhibit professional behaviors necessary for occupational therapy practice. These behaviors include, but are not limited to; responsibility, competence, communication, integrity, cooperation and teamwork, respect, and initiative. These behaviors may be exhibited as follows (not an inclusive list):

Professional behaviors to be assessed include, but are not limited to:

1. Arriving to class and on time and staying for the agreed-upon duration *without premature preparation to exit class*
2. Notifying and clearing all absences with the instructors prior to absences
3. Coming to class prepared with readings and assignments completed
4. Turning assignments in on time
5. Demonstrating professional grooming, hygiene, and dress for classes and associated class activities
6. Demonstrating active listening
7. Contributing verbally, actively and frequently to class discussions
8. Actively participating in class activities and lectures by asking questions or offering comments useful for clarification of concepts, respectful discussion, and common understanding
9. Monitoring personal learning and taking steps to remediate when needed
10. Asking for clarification when needed and showing respect for and building positive relationships with the instructor and fellow students.



## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

Acceptable professional behaviors will be determined by course instructors who will seek input from guest lecturers, classmates and other faculty as deemed appropriate and fair in order to reflect the most accurate level of professional behavior development. Students demonstrating a need for improvement in order to meet expected levels at any point in the course on any of the items listed above will be referred to their advisor for support and guidance. This is a professional development support NOT a punitive measure and is designed to assure your success in the program and in the profession.

If an individual student is demonstrating difficulty in meeting the expected professional behaviors for the course, the course instructor will first contact the student via EWU email identifying the issues and the desired behavior. If needed, the course instructor may ask to meet with the student and his/her advisor for further discussion.

Students showing exceptional potential for leadership may also be referred for additional mentoring in the interest of supporting the development of upcoming leaders in the profession.

**Students who have Professional Development Action Plans must meet the goals set forth in the plan in order to pass the professional behavior portion of this class.**

### **ZOOM ETIQUETTE**

- Zoom session will be open 10 minutes prior to start time. You are welcome, and encouraged, to socialize during this time. With the exception of Content Experts (Guest Lectures)
- Please log on and keep camera on for a minimum of the first 5 minutes of the Zoom session so that attendance can be taken. It is encouraged to leave your camera on for the entire lecture unless your internet bandwidth does not permit prolonged use of the camera.
- When the Zoom session commences, please mute your microphone.
- Please put all questions in the chat if possible. If you have an extensive questions/discussion, please use the “raise hand” feature and the instructor will call on you.
- Refrain from using chat for conversation other than direct questions for professor or unless chat has been opened up for discussion by the instructor.
- Use personal chat if only applies to one person – please note professor can see all chats, so keep discussion appropriate and applicable to session content.
- Be respectful to all shared ideas and perspectives in order to foster a safe learning environment.

### **COMMUNICATION PREFERENCES**

- Please contact **Diane Levad** via email. If you have a more personal question, grading questions, or need direct one-on-one instruction questions/concerns. You will receive a response within 48 business hours.
- You can contact **Diane Levad** via e-mail to make an appointment for either a Zoom or face to face meeting.



### CLASS ATTENDANCE POLICY

Except for illness or emergency, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad) so arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad). Messages may be left by voice-mail, text or email; however, it is the student's responsibility to follow-up to ensure the message was received.
- The student is responsible for arrangements to make-up time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of any make-up arrangements and is responsible for confirming these arrangements with the Fieldwork Educator.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, they must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Coordinator and placed in the student's academic file.
- Course instructors may require documentation to verify illness or emergency

Regular attendance is expected as the curriculum's knowledge and skill content are expansive and critical to future professional practice. As a future occupational therapist, you have tremendous responsibility to those you will serve. Missing classes puts both you, the student, and your future clients at a disadvantage. If you must be absent, the following policies apply:

**1. Sickness:** If you are sick or incapacitated, you must notify the course instructor(s) by phone and/or email before the class begins. If you are sick for more than 2 consecutive days per semester, you must schedule a meeting with the primary instructors of each course and your Academic Advisor for further consultation. If a medical condition will result in the loss of a full week of academics (5 consecutive days) or repeated absences with more than 3 missed classes in an academic year you must consult with your Academic Advisor and each course instructor to see if the lost material can be recouped. A medical leave of absence may be necessary.

**2. Excused Absence - Bereavement and Religious Holidays:** Please see Student Handbook for EWU policies on excused absences for bereavement and religious holidays. Students must notify the course instructor(s) in advance of event and are responsible for making up any missed material.

**3. Excused Absence – Other:** Absences other than for sickness must be requested by student and reviewed by the primary instructor(s) for the course(s). Significant life events will be excused per instructor discretion (e.g., wedding of a family member/close friend, graduation, birth of a child, etc.). Labs, content expert lectures, and other special events will not be excused, as these are unable to be replicated. You are responsible to make up any material missed.

### **DEPARTMENTAL POLICIES**

#### **Citation Format:**

Unless otherwise specified, assignments are to be completed using The American Psychology Association (APA) citation format. You can access style information from the APA website at <https://apastyle.apa.org>, or from the APA Manual, 7<sup>th</sup> Edition, available in the Occupational Therapy Department library. **Wikipedia references will not be accepted.**

#### **Grading:**

This course adheres to all Department of Occupational Therapy policies presented in the *Department of Occupational Therapy (OT) Student Handbook*, EWU's Student Code of Conduct and the policies outlined in the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalogue as well as the Chapter 172-120 WAC* (<https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/>). Grades will be based on the percentage of earned points for the course. Grade equivalents will be based on the student handbook, current edition. Students must have a minimum average score of a 75% to pass the course. Students must also pass all practical applications assignments and examinations at an 80% in order to receive full- credit to content knowledge. Failure to pass any of these elements may result in an incomplete for the course. Students will have one semester to remediate an incomplete grade received for the course; you will then receive a final grade for the course based on performance with the remediation plan/assignments/activities.

### **UNIVERSITY POLICIES**

#### **Academic Integrity**

Academic integrity and honesty are central to the learning culture of Eastern Washington. Academic misconduct includes but is not limited to, cheating on examinations, plagiarism, fraudulent practices conducting research, and using others' materials without **acknowledgement or permission**. Any student violating the University's academic integrity policy will be subject to appropriate sanctions. The University's complete academic integrity policy and related information are available at: <http://access.ewu.edu/academic-planning-/curriculum-and-policies/academic-integrity> where the quote below can be found:

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity.

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

### **Disability Support Services**

Eastern Washington University assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Support Services. *Your experience in this class is important to us as the instructor(s). If you have already established accommodations with Disability Support Services (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.*

*If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 509-359-6871, 121 Tawanka, [dss@ewu.edu](mailto:dss@ewu.edu). DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Eastern Washington University to create inclusive and accessible learning environments consistent with federal and state law.*

### **Holidays and Religious Accommodations:**

As stated in EWU Policy 403-01, the University will provide reasonable accommodations to students who, due to the observance of a religious holiday, expect to be absent or endure a significant hardship during certain days of a course or program. Students may be granted an excused absence for reason of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Please refer to the full text of EWU Policy 403-01 for complete information related to this policy. You may access the policy at <https://inside.ewu.edu/policies/knowledge-base/ewu-403-01-holidays/>

### **Standards and Directive to Comply regarding COVID 19 protocols**

The academic preparation of a healthcare practitioner has potential risks including, but not limited to, physical injury or illness, emotional stress, and/or psychological impact to the student. Your candidacy application, orientation, and ongoing training in lecture, laboratory, fieldwork, and capstone classes/experiences provide you with knowledge of appropriate preventative measures and best practices to minimize these risks. The Student Handbook, EWU and DOT policies and procedures, and specific instructions provided in the syllabus and by the faculty are intended to mitigate these risks. Your responsibility is to comply with the risk mitigation. Thus, students are required to abide by the following EWU and DOT requirements:

- Current ruling from EWU is that all students, regardless of vaccine status, MUST wear their mask at all times and maintain social distancing. Please attend to any updated EWU policies or procedures related to COVID 19, vaccination requirements, and other content impacting full face-to-face participation.
- Please follow the response guidelines should you present with any of the symptoms related to COVID 19. If you have experienced an exposure or have developed COVID 19

## OCTH 595S – 40 Pediatrics Level I Fieldwork 2022

symptoms, please inform your instructor(s), complete the EWU Report A Case document: [https://inside.ewu.edu/rcp/risk-management/covid19\\_concerns/covid-19-report-a-case/](https://inside.ewu.edu/rcp/risk-management/covid19_concerns/covid-19-report-a-case/)

and contact Disability Support Services(if necessary) to obtain potential accommodations.

- Compliance with the Eastern Washington University (EWU) AND Department of Occupational Therapy (DOT) safety protocols is mandatory and failure to abide by such protocols may result in the student's removal from the lab/class/experience and a referral to *Student Rights and Responsibilities* (see <https://inside.ewu.edu/srr/>) and may receive a grade reduction related to any missing content.
- If a student refuses to abide by the EWU and DOT COVID-19 safety protocols, they will be reminded of the protocols and asked to comply. If a student still refuses to comply, they will be removed from the lab/class/experience on an emergency basis due to the threat to other's health and safety. Students will also be referred to *Student Rights and Responsibilities* (<https://inside.ewu.edu/srr/>) for possible discipline for failure to follow a university directive and may receive a grade reduction related to any missing content.
- If students indicate they are not able to comply with the protocols due to medical or disability-related reasons, they will be referred to Disability Support Services to request an accommodation.

We will make every effort to accommodate students requiring approved accommodations. Any accommodations or modifications to a course will be at the discretion of the course instructor(s).

### **Masks Required**

COVID-19 Safety Protocols: Everyone is required to wear a face mask while attending this course. EWU requires all persons to wear masks while attending in-person activities for this course. Students who fail to abide by this safety protocol will be reminded of the protocol and asked to comply. If a student continues to not comply, the instructor may ask the student to leave the learning environment on an emergency basis due to the threat to others' health and safety. The student will not be allowed back in the learning environment until the student meets the safety protocols. This absence may impact the student's grade and will be counted as an unexcused absence. The student may also be referred to Student Rights & Responsibilities for failure to comply with EWU Policy 602-02 (Immunization) and the Governor's and university directives. If a student is not able to comply with the face mask protocol due to medical or disability-related reasons, they should immediately contact Student Accommodations and Support Services and request an accommodation.

Although this course is being offered in person, the university reserves the right to modify the method of delivering the course for health and safety reasons.

## **LEVEL II FIELDWORK**

## LEVEL II FIELDWORK REQUIREMENTS

### Overview

Level II Fieldwork is an integral component of the Eastern Washington University Occupational Therapy program's curriculum. The Occupational Therapy Program's Level II Fieldwork experience is in keeping with the 2018 Standards for the Accredited Educational Program for Occupational Therapy.

The standards states, *"The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings."*

Students in Eastern Washington University's occupational therapy program complete two full time 12 week (480 hours) experiences in the delivery of occupational therapy services with exposure to a variety of persons across the lifespan in variable settings. The focus of practice is client centered, strengths and occupation based. Students have opportunities as well in experiences in administration and management of services. Fieldwork sites encompass a variety of settings to allow the student a wide range of choices to individualize their preferences for a particular practice setting. Qualified occupational therapists with a minimum of one year of experience post certification and licensure provide supervision. If the student is in a role-emerging (non-traditional) practice area there is a minimum of 8 hours per week of direct supervision by a qualified licensed occupational therapist with three years of experience. The contracts management department at Eastern Washington University in collaboration with the occupational therapy department will maintain current contractual agreements and comply with all site requirements.

Level II Fieldwork emulates an aspect of Eastern Washington University Occupational Therapy program's mission: *to deliver an academic program which meets a spectrum of educational needs for students in collaboration with community partners, while demonstrating teaching and learning excellence.*

### Level II Fieldwork Objectives

The emphasis of Level II Fieldwork is to further develop student's skills in professional behaviors, communication and occupation-based practice. The overall objective is to enable the student to function as an entry level occupational therapist with competencies in occupation based practice that will enable the graduate to provide occupational therapy services in health care, human service systems, community settings and emerging areas of practice.

### ***Site Selection and Scheduling Process***

Level II Fieldwork is located throughout the United States however, the majority of sites are in the northwest. In conjunction with the Occupational Therapy Department's mission, the program highly encourages rural, frontier, and emerging practice Level II Fieldwork placements in the Pacific and Inland Northwest. In keeping with this mission, students may be required to complete one Level II Fieldwork experience outside the Spokane/Coeur D'Alene region in a rural, frontier, or emerging practice site.

- ◆ Specific obligations that preclude a student from leaving the area need to be discussed with and approved by the Academic Fieldwork Coordinator. (Typical obligations may include situations such as, a working spouse, family residency in Spokane or home ownership).

Level II Fieldwork sites will be selected based upon the student's prioritized list of geographic areas and practice areas. Every effort will be made to provide the student with a least one of the top three selected geographic or practice areas, however, this is not guaranteed. The student will not independently solicit sites for placements. If there is an interest in a specific site, the student will communicate this to the AFWC who will then contact the site if appropriate. It is expected that the student will collaborate with the fieldwork office to find a good match.

- ◆ Level II Fieldwork placements will not be made based upon the convenience of the student.
  - The site selection process occurs in the spring semester of the first year.
  - The Academic Fieldwork Coordinator meets with the student to explain the process.
  - Time is allotted for students and the Academic Fieldwork Coordinator to meet individually to discuss the student's interests, options and selections. The best fit possible is the goal.
  - Once the student has made their prioritized selections of target population and geographic location, the field office facilitates a matching process with those sites that have indicated a willingness to host a student for the upcoming academic calendar year.
  - When a site has been located that is considered an appropriate match, the student, site and AFWC will all sign a confirmation form (see appendix).
  - A copy of this form is given to the student.
  - Signature of the student indicates a good faith agreement to commit to the site for Level II Fieldwork.
  - The confirmation form is then sent to the selected site for signature and verification that the site Fieldwork educator assigned to the student has been a licensed therapist for 1 year or more.

### ***Miscellaneous Requirements for Site Preparation***

An email communicating with the fieldwork site is completed via a fieldwork seminar course in spring semester of the second year and sent to the student coordinator and/or the Fieldwork Educator 45 days prior to the beginning of each fieldwork experience. The email includes the student's resume, an introduction of the student, a list of questions the student has about the site in preparation for the fieldwork experience and a number of individualized learning objectives the student has defined.

Facilities that provide fieldwork/internship opportunities require students to comply with their Policies and Procedures, which may include drug/alcohol tests, criminal background checks, TB tests, etc.

- ❖ EWU does not mandate and is not responsible for payment or administration of criminal background checks, titers or immunizations, etc. The student is responsible for payment of required tests/checks.
- ❖ Sites that provide fieldwork/internship opportunities may dismiss students who have a positive drug test, criminal backgrounds, or incomplete TB tests, etc.
- ❖ Any students not registering or adhering to the requirements for Level II Fieldwork will be subject to cancellation of their fieldwork.

### ***Time Requirements***

All Level II Fieldwork experiences are 40 hours in duration per week for a total of 480 hours.

- There may be some sites in which the full time equivalency of the Fieldwork Educator is less than a 40 hour work week. If this is the case, a portion of the fieldwork experience may be spent on special projects related to the practice site and directed by the Fieldwork Educator or to meet the time requirement there may be two supervisors involved in the supervision of the student.

- Any arrangements for an altered work week or multiple site supervisors will be made by the Academic Fieldwork Coordinator in collaboration with the student coordinator of Fieldwork Educator prior to the beginning of an experience.

## **Attendance**

- Except for illness, personal or family emergencies, there are no acceptable reasons for absence from the scheduled fieldwork experience. If the student must be absent due to an illness or an emergency, the student will adhere to the following:
- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator so that arrangements to make up the time can be made. Students are given a maximum of 3 days for emergencies or illness during their scheduled time in fieldwork. The coordination of this occurs between the student and the Fieldwork Educator.
- If an absence is sudden in nature the student must contact the Fieldwork Educator. Messages may be left by voice-mail, text or e-mail. The student will follow up to insure the message was received and communicate with the Fieldwork Educator regarding the absence.
- The student is responsible for arrangements to make up time lost due to absences beyond the allotted 3 days. Time made up will be scheduled at the convenience of the site and Fieldwork Educator.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, s/he must notify the Fieldwork Educator of the expected arrival time.

## **Student Self Reflection of the Fieldwork Experience**

Level II Fieldwork is an integral part of the student's learning experience within the curriculum. The development of clinical reasoning skills, interpersonal communication, professional judgment and behaviors, and knowledge and skills for occupation-based practice occur during fieldwork experiences. An important component of learning these skills is reflecting upon fieldwork experiences to gain insight, knowledge, and understanding of one's professional development. Consequently, students will complete assignments for self-reflection to enhance the learning experiences offered. The assignment will be posted on CANVAS. *There will be 2 required posting throughout each Level II experience. (See syllabus for specific assignment).*

## **Communication with the Academic Fieldwork Coordinator and Students**

The AFWC will either make a face to face visit to the site of the student or arrange a telephone conference call with the student and the Fieldwork Educator during the fieldwork experience. The agenda of the meeting is to: a) assess the student's progress; b) be available for questions; c) problem solve any potential challenges or problems, d) assess the needs of the students and Fieldwork Educator; e) evaluate the academic preparation of the student in relationship to the expectations of the site; and f) any other concerns that may arise.

## **Management of Problems Occurring During Level II Fieldwork Placement**

If the student experiences a problem during the fieldwork experience, the student needs to discuss the issues immediately with the Fieldwork Educator and notify the Academic Fieldwork Coordinator. The goal of the fieldwork education program is to provide students with positive learning experiences. The Fieldwork Educator and Academic Fieldwork Coordinator are available to provide guidance to resolve problems. If further intervention is necessary, the following will occur:



- Fieldwork Educator, student and Academic Fieldwork Coordinator will meet to assess more specifically what the concerns are (other facility personnel as indicated such as DOR, therapists).
- All will collaboratively develop a learning contract to resolve the situation.
- The learning contract will be developed in writing with goals for change and specific timelines for reassessment.
- The Academic Fieldwork Coordinator will be available for consultation with the Fieldwork Educator and student.
- If the problems encountered by the student continue, the fieldwork educator and AFWC will determine the need for continuation of a learning contract.

If the student is unable to pass the designated learning criteria for the fieldwork experience, the Level II Fieldwork experience must be repeated or there be a review of the dismissal policy.

- Refer to the Policy for Dismissal

### ***Assessment of Student Performance for Level II Fieldwork Education***

At midterm (week 6) and at the conclusion of the fieldwork experience (week 12), the Fieldwork Educator and the student will together complete an evaluation of the student's performance in meeting the Level II Fieldwork objectives utilizing the *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)*. Complete midterm and final evaluations using the online forms (see Level II appendix for reference list of FWPE competencies). Submit a copy of the midterm and final evaluations electronically to the occupational therapy field office.

The midterm evaluation is an opportunity for the student to understand the areas that are in need of improvement and would be the area of specific focus in the following 6 weeks. The student must obtain a minimum score of 111 points and above on the final evaluation in order to successfully complete fieldwork.

### ***Student Evaluation of the Level II Fieldwork Experience***

All students will complete an evaluation of the Level II Fieldwork experience prior to the end of the experience. Each student will be provided with an evaluation form in the spring semester in OTH 512 Fieldwork Seminar. The student must provide the Academic Fieldwork Coordinator with the original copy of the fieldwork evaluation form. Fieldwork Educators and students may together determine how information from the student's evaluation of the fieldwork experience will be shared at the completion of the fieldwork experience.

# **OCTH 695S - Clinical Fieldwork Level II**

**Eastern Washington University – Occupational Therapy**

**College of Health Sciences and Public Health**

**COURSE NAME**      **Fieldwork Level II Education (FWII)**

**COURSE NUMBER** **OCTH 695S**

**COURSE CREDITS** Variable pending student registration selection

## **COURSE SCHEDULE**

Location: Assigned site approved by Academic Fieldwork Coordinator (AFWC)

Time/Schedule: 40 hours/week schedule assigned by Fieldwork Educator (Supervising OT) and may include holidays, weekends and/or 10 hour shifts. Students will follow the schedule of their Fieldwork Educator.

Per ACOTE standards, "full time" is considered what the facility/site deems is full time for their therapy staff, this may look different from site to site.

## **COURSE DESCRIPTION**

OCTH 695S, Occupational Therapy Fieldwork Level II Education (FWII) is a full time (40 hours per week for six months) advanced internship experience at a clinical and/or community site in which treatment of persons of all ages with physical dysfunction, behavioral and/or mental health disorders affecting occupational performance occurs. The student must complete two semesters (24 weeks or approx 960 hours) of Fieldwork Level II. The student may elect to enroll in one or two additional quarters for further experience in an area of special interest. Upon successful completion of the required Fieldwork Level II experience, the student will demonstrate an entry-level practitioner's clinical knowledge, skills, and professional behaviors, and will receive their Master of Occupational Therapy Degree.

This course is 8 credits and will adhere to EWU's policy: (<https://inside.ewu.edu/policies/knowledge-base/ap-303-35-program-and-course-management/>) in relation to expectation for time devoted to course work outside of class time. The policy indicates a ratio that for every course credit, two hours of out-of-class study time per credit is required. The course has been designed to demand 2 hours out-of-class study time per week in addition to the 1 credit hours per week you're in field.

## **COURSE GOAL**

The overall course goal of OCTH 695S, Occupational Therapy Fieldwork Level II Education is to provide the learner with an extended, advanced supervised experience in the provision of entry-level occupational

## OCTH 695S - Clinical Fieldwork Level II

therapy services. The primary purposes of FWII are for the student to (1) gain extended experience in an acute care, rehabilitation, pediatric, mental health and/or community based practice setting; (2) demonstrate entry-level professional behaviors; (3) demonstrate competence in entry-level practitioner clinical knowledge and skills.

### RELATIONSHIP TO THE CURRICULUM

- The Fieldwork Level II educational experience immediately follows the prerequisite academic coursework. The FWII experience provides the final preparation of the student in skills of the entry-level occupational therapy practitioner. During the FWII experience, the supervised student provides occupational therapy services to individuals who are clients in clinical and/or community based treatment settings. The student develops the clinical knowledge, skills, and professional behaviors that are essential for the provision of entry-level occupational therapy services to clients with various occupational performance deficits.
- After successful completion of all coursework and FWII requirements, the student will be eligible to apply for the Master in Occupational Therapy (MOT degree). Upon achievement of the MOT, graduates will be eligible to sit for the National Certification Examination administered by the National Board for Certification in Occupational Therapy (NBCOT). A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### PROGRAM LEARNING OUTCOMES (PLO) & OBJECTIVES:

#### SPECIFIC FIELDWORK LEVEL II OBJECTIVES

The course objectives listed below are organized in a manner to demonstrate the link to ACOTE Standards. The objectives will be met/demonstrated through one or more of the following: direct instruction by Fieldwork Educator, online discussion, and community experiences. Course OCTH 695 is fulfilling the Level II Fieldwork requirement. Upon completion, the student will be able to function as an entry level occupational therapist with competencies in occupation-based practice enabling the graduate to provide occupational therapy services in health care, human service systems, community settings and emerging areas of practice. The objectives identified below follow the AOTA student evaluation measures utilized to evaluate the student at the midterm and the completion of the fieldwork experience.

With relation to the formal AOTA FW Performance Evaluation (and Program Learning Objectives), the student will demonstrate entry level competency in:

PLO #1 - Fundamentals of Practice - *Ethics, safety regulations, judgment in safety*

PLO #2 - Basic Tenets of Occupational Therapy - *Values and beliefs, value of occupation as a method and desired outcome, the roles of the OT and the OTA, Collaborates with client, family, and significant others*

PLO #3 - Evaluation and Screening - *Occupation-based intervention plans. Articulate rationale, select relevant methods, determine occupational profile, assess client factors and context, obtain sufficient/necessary information, administer and adjust procedures, interpret results, establish plan, documents plan*

## OCTH 695S - Clinical Fieldwork Level II

PLO #4 - Intervention - *Articulate rationale, choose motivating ideas, client-centered, occupation-based intervention plans, modify, updates, terminates, documents*

PLO #5 - Management of Occupational Therapy Services - *Assign appropriate abilities to OT, OTA, collaboration, understanding of costs and funding, organizational goals, produces volume of work*

PLO #6 and #7 - Professional Behaviors & Communication - *Verbal and nonverbal information, documentation, written communication, appropriate language. Collaborates, professional competence, responding to feedback, demonstrates consistent work behaviors, effective time management, positive interpersonal skills, respect for diversity*

### **COURSE PREREQUISITES:**

**This course is designed to build on your previously accomplished knowledge and understanding of all prior coursework and prerequisites of study in occupational therapy. It is the student's responsibility to review prior course materials to maximize your success in OCTH 695S. The student is therefore responsible to review and refresh their working knowledge in the following competency areas previously achieved:**

#### **1<sup>st</sup> and 2<sup>nd</sup> Year (MOT Program)**

Successfully pass all coursework, capstone/research projects and Level I learning experiences.

### **TEACHING/LEARNING EXPERIENCES**

Learning opportunities will be provided through a variety of teaching methods including, but not limited to, community clinical experiences, self-directed learning, interactive discussions, self-reflection, and AFWC/Fieldwork Educator mentoring.

### **COURSE TEXT(S) AND OTHER REQUIRED READINGS**

There are no required texts specific to this course, however it is highly recommended that students review and research appropriate resources as needed for individual success in FWI placement.

### **LEARNING ASSIGNMENTS AND GRADE DISTRIBUTION**

## OCTH 695S - Clinical Fieldwork Level II

<p>Assignment</p> <p>All assignments are graded as complete or incomplete</p>
<p><b>Discussion Post Week #5 Topics:</b></p> <p><b>Transitions in fieldwork:</b> Briefly describe the site where you are doing your fieldwork. Briefly describe the most significant experiences in the first four weeks of your Level II fieldwork.</p> <p><b>Assessments and Interventions:</b> Briefly describe how you have incorporated the framework in your practice and the use of occupation based practice at your site</p> <p><i><b>*All Discussion Post assignments are to be submitted on Canvas</b></i></p>
<p><b>Discussion Post Week #10 Topics:</b></p> <p><b>Evidence-Based Practice-</b> Share how you have incorporated evidence-based practice into your practice and how the Occupational Therapists and other professionals use evidence-based practice to guide their practice.</p> <p><b>Psychosocial aspects of OT practice-</b> Regardless of your practice setting (pediatrics, rehab, acute, mental health, skilled nursing, hand therapy, etc.), describe how you are integrating psychosocial factors into the development of client-centered, meaningful, occupational-based outcomes. How have you observed other Occupational Therapists addressing psychosocial client issues in traditional psych as well as non-psychosocial settings? What can you as an emerging therapist do to incorporate these aspects into your current care?</p> <p><b>Summarize a self-assessment after 6 months in field.</b> What knowledge, skill development, major learning experiences come to mind. How prepared do you feel to go out into practice if this is your last fieldwork.</p> <p><i><b>*All Discussion Post assignments are to be submitted on Canvas</b></i></p>
<p>Required FW Paperwork</p>

### ***Discussion Post Confidentiality***

*In respect of confidentiality, do not name your site or use names of any people, whether they are your clients, colleagues or supervisor (make up another name). Hold any supervisor issues or personal concerns for specific emails to your fieldwork coordinator. Please respect the confidentiality and sensitivity of your peers who are writing on the discussion board. Be diplomatic about the wording of your responses and about the vulnerability of others sharing any sensitive feelings and thoughts. Be tolerant of differences and recognize our commonalities. Use this opportunity as a place for professional growth.*

**The following items must be completed in order to receive a Pass (P) for the course:**

- The student successfully passed OCTH 512 Level II Fieldwork Seminar

## OCTH 695S - Clinical Fieldwork Level II

- The student will attend all scheduled fieldwork days and actively participate in fieldwork
- Student Evaluation of Fieldwork Experience (SEFWE) - **Email to AFWC**
- Attain a minimum passing score of 111 on final AOTA Student Performance Evaluation completed by the Fieldwork Educator
- Discussion Post Week #5 and Week #10

### DRESS

The OCTH 695S community experience is critical in your socialization process toward becoming a professional occupational therapist. Appropriate professional dress is expected as follows throughout the duration of this course:

- Students will be expected to have chest, midriff and buttocks fully covered at all times with no undergarments exposed – you should be able to vigorously bend, reach and move without exposing any portion of skin on your midriff, chest, and/or buttocks
- Sleeveless tops are permitted as long as underwear is properly covered
- Pants should be appropriately loose fitting (no tight-fitting jeans, shorts, etc.)
- No hats or caps
- Shoes must be close-toed and designed for stability to protect both you and clients
- Socks must be worn
- Clothing should be clean and in good repair
- You are to wear casual but professional pants (no jeans) and shirts/blouses (no T-shirts or slogans [with the exception of EWU OT program slogans]) on the following occasions, unless otherwise specified by instructors:
  - when giving formal presentations in class
  - when there are guest speakers in class/lab
  - when there are clients and/or their family members present in class/lab, and
  - during all community outings affiliated with the course as well as all fieldwork settings unless otherwise directed by site supervisors
- Meticulous personal hygiene is required during these occasions.
- Name badges must be worn and clearly visible when guests are present in the classroom/lab and at all times when on fieldwork assignments.

### Other considerations:

- During class, lab, community and fieldwork activities you will be engaged in hands-on activities.
- Wash and/or sanitize your hands prior to handling clients/volunteers in the community, classroom volunteers and classmates. Sanitize tables and other working surfaces following each class period.
- Be prudent in regard to physical contact, which may spread illness among your peers and others.

### Standards and Directive to Comply regarding COVID 19 protocols

***\*\*\*When in field, students are required to follow all COVID-19 fieldwork site specific requirements. Please refer to the policy and protocol for specific sites regarding precautions and PPE use.***

### LATE WORK POLICY:

## OCTH 695S - Clinical Fieldwork Level II

Time management and responsibility for assignments are essential skills in the professional environment. As such, all assignments are expected to be turned in by the assigned due date.

Students are responsible for all missed or incomplete work. In order to receive a passing grade, all work must be submitted by the end of the semester.

Students are expected to discuss timelines with all instructors if a student suspects they will miss a due date. Adjustments to timelines may be made and will be determined on a case-by-case basis (including penalty decisions) provided the student communicates the need prior to the due date.

A behavior pattern of late assignments violates the Responsibility behavior in the Professional Behaviors Assessment form (c. Completes all assignments on time and demonstrate ability to follow directives for assignment requirements) (II a) and a penalty may be reflected in the Professional Behavior assessment at the end of the semester.

### TECHNOLOGY POLICY:

Cell phones may be on and in the silent mode for students with concerns regarding caregiver roles or as pre-arranged with FW Educators/FW Sites. It is the responsibility of the student to inform the lead instructor (FW Educator) of any such circumstances. Any calls deemed important to take immediately must be communicated to FW Educator. Please discreetly leave the room and return as promptly as possible. Failure to comply with this policy, or abuse of this privilege may result in a deduction from total points on AOTA midterm/final Student Performance Evaluation.

### PROFESSIONAL BEHAVIORS:

As students preparing for participation in a professional career, the demonstration of professional behaviors is an important element of that preparation. In line with the Eastern Washington University *Essential Student Functions*, students are expected to exhibit professional behaviors necessary for occupational therapy practice. These behaviors include, but are not limited to; responsibility, competence, communication, integrity, cooperation and teamwork, respect, and initiative. These behaviors may be exhibited as follows (not an inclusive list):

Professional behaviors to be assessed include, but are not limited to:

1. Arriving to site on time and staying for the agreed-upon duration *without premature preparation to exit from site.*
2. Notifying and clearing all absences with the instructors prior to absences
3. Coming to site prepared with readings and assignments completed
4. Turning assignments in on time
5. Demonstrating professional grooming, hygiene, and dress for classes and associated class activities
6. Demonstrating active listening
7. Contributing verbally, actively and frequently to fieldwork discussions
8. Actively participating in fieldwork activities by asking questions or offering comments useful for clarification of concepts, respectful discussion, and common understanding
9. Monitoring personal learning and taking steps to remediate when needed
10. Asking for clarification when needed and showing respect for and building positive relationships with the instructor and fellow students.

Acceptable professional behaviors will be determined by Fieldwork Educator and AFWC. Students demonstrating a need for improvement in order to meet expected levels at any point in the course on any

## OCTH 695S - Clinical Fieldwork Level II

of the items listed above will be referred to their advisor (AFWC) for support and guidance. This is a professional development support NOT a punitive measure and is designed to assure your success in the program and in the profession.

If an individual student is demonstrating difficulty in meeting the expected professional behaviors for the course, the course instructor (FW Ed and AFWC) will first contact the student via EWU email identifying the issues and the desired behavior.

**Students who have Professional Development Action Plans must meet the goals set forth in the plan in order to pass OCTH 695.**

### COMMUNICATION PREFERENCES

- Please contact **Diane Levad** via email. If you have a more personal question, grading questions, or need direct one-on-one instruction questions/concerns. You will receive a response within 48 business hours.
- You can contact **Diane Levad** via e-mail to make an appointment for either a Zoom or face to face meeting.

### CLASS ATTENDANCE POLICY

There are **three** allotted days students can utilize as needed during **each** Level II placement. If the student must be absent due to an illness or an emergency, the student will adhere to the following:

- If an absence is anticipated, the student will report this in advance to the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad) so arrangements to make up the time can be made.
- If an absence is sudden in nature the student must contact the Fieldwork Educator and the Academic Fieldwork Coordinator (Diane Levad). Messages may be left by voice-mail, text or email; however, it is the student's responsibility to follow-up to ensure the message was received.
- The student is responsible for arrangements to make-up time lost due to absences. Time made up will be scheduled at the convenience of the site and Fieldwork Educator. The student must inform the Academic Fieldwork Coordinator of any make-up arrangements and is responsible for confirming these arrangements with the Fieldwork Educator.
- Punctuality is a professional behavior and of utmost importance to the student's successful performance on the fieldwork experience. If a student is going to be late, they must notify the Fieldwork Educator of the expected arrival time.
- Documentation of student attendance will be maintained by the student, approved by the Fieldwork Educator, reviewed by the Academic Fieldwork Coordinator and placed in the student's academic file.
- Course instructors may require documentation to verify illness or emergency

Regular attendance is expected as the curriculum's knowledge and skill content are expansive and critical to future professional practice. As a future occupational therapist, you have tremendous responsibility to those you will serve. Missing classes puts both you, the student, and your future clients at a disadvantage. If you must be absent, the following policies apply:



## OCTH 695S - Clinical Fieldwork Level II

**1. Sickness:** If you are sick or incapacitated, you must notify the course instructor(s) (FW Ed and AFWC) by phone and/or email before reporting to site. If you are sick for more than 3 consecutive days per semester, you must schedule a meeting with the primary instructors of each course and your Academic Advisor for further consultation

**2. Excused Absence - Bereavement and Religious Holidays:** Please see Student Handbook for EWU policies on excused absences for bereavement and religious holidays. Students must notify the course instructor(s) in advance of event and are responsible for making up any missed material.

**3. Excused Absence – Other:** Absences other than for sickness must be requested by student and reviewed by the primary instructor(s) for the course(s). Significant life events will be excused per FW Educator discretion (e.g., wedding of a family member/close friend, graduation, birth of a child, etc.).

### DEPARTMENTAL POLICIES

#### **Citation Format:**

Unless otherwise specified, assignments are to be completed using The American Psychology Association (APA) citation format. You can access style information from the APA website at <https://apastyle.apa.org>, or from the APA Manual, 7<sup>th</sup> Edition, available in the Occupational Therapy Department library.

**Wikipedia references will not be accepted.**

#### **Grading:**

This course adheres to all Department of Occupational Therapy policies presented in the *Department of Occupational Therapy (OT) Student Handbook*, EWU's Student Code of Conduct and the policies outlined in the most current edition of the *Eastern Washington University Graduate and Undergraduate Catalogue as well as the Chapter 172-120 WAC* (<https://inside.ewu.edu/policies/knowledge-base/chapter-172-121-wac-student-conduct-code/>). Student must complete both Discussion Post Assignments, turn in all paperwork detailed above and pass the AOTA Fieldwork Performance Evaluation final with a minimum of 111 points.

### UNIVERSITY POLICIES

#### **Academic Integrity**

Academic integrity and honesty are central to the learning culture of Eastern Washington. Academic misconduct includes but is not limited to, cheating on examinations, plagiarism, fraudulent practices conducting research, and using others' materials without **acknowledgement or permission**. Any student violating the University's academic integrity policy will be subject to appropriate sanctions. The University's complete academic integrity policy and related information are available at: <http://access.ewu.edu/academic-planning-/curriculum-and-policies/academic-integrity> where the quote below can be found:

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

# OCTH 695S - Clinical Fieldwork Level II

## **Student Accommodations and Support Services (SASS):**

Eastern Washington University assures equal access to instruction through collaboration between students with disabilities, instructors, and SASS. *Your experience in this class is important to us as the instructor(s). If you have already established accommodations with Student Accommodations and Support Services (SASS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.*

*If you have not yet established services through SASS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact SASS at 509-359-6871, 121 Tawanka, [sass@ewu.edu](mailto:sass@ewu.edu). SASS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and SASS. It is the policy and practice of the Eastern Washington University to create inclusive and accessible learning environments consistent with federal and state law.*

***\*PLEASE NOTE MANY FIELDWORK SITES DO NOT RECOGNIZE ACADEMIC ACCOMMODATIONS – IF ACCOMMODATIONS ARE NEEDED IT'S STUDENT RESPONSIBILITY TO MEET WITH AFWC AND FIELDWORK EDUCATOR.***

## **Holidays and Religious Accommodations:**

As stated in EWU Policy 403-01, the University will provide reasonable accommodations to students who, due to the observance of a religious holiday, expect to be absent or endure a significant hardship during certain days of a course or program. Students may be granted an excused absence for reason of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Please refer to the full text of EWU Policy 403-01 for complete information related to this policy. You may access the policy at <https://inside.ewu.edu/policies/knowledge-base/ewu-403-01-holidays/>

***\*STUDENTS WILL ADHERE TO HOLIDAY POLICY OF ASSIGNED FIELDWORK SITE***

**Finally, this course syllabus is a contract between you and the course instructors. You are responsible for the reading and understanding of the content. If you have any questions regarding assignments or other course guidelines, do not hesitate to speak with one of the course instructors.**

# LEVEL I Fieldwork APPENDIX



## The AOTA Occupational Therapy Code of Ethics (2020)

### Part 1. Preamble

The *Occupational Therapy Code of Ethics* (2020) (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all occupational therapy personnel in all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analysis of the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. **The term “personnel” in this document is intended to include the roles of occupational therapist and occupational therapy assistant professionals and practitioners (e.g., direct service, consultation, administration); educators; students in occupational therapy and occupational therapy assistant professional programs; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.**

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

While many State Regulatory Boards adopt the Code or similar language regarding ethical behavior, the Code is meant to be a free-standing document, guiding ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation.

Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org>.

Please refer to Appendix A for a summary of the revision process for the Code in 2020. Please refer to Appendix B for a history of the AOTA Occupational Therapy Code of Ethics.

## **Part 2. Core Values**

The occupational therapy profession is grounded in seven long-standing Core Values: *Altruism, Equality, Freedom, Justice, Dignity, Veracity, and Prudence*. The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. The Core Values should be considered when determining the most ethical course of action.

- *Altruism* involves demonstrating concern for the welfare of others.
- *Equality* refers to treating all people impartially and free of bias.
- *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions.
- *Justice* describes the promotion of a society in which diverse communities are structured such that all members experience equity and inclusion, so that they can function, flourish, and live a satisfactory life.
- *Dignity* indicates the promotion and preservation of the individuality of the client, by treating them with respect in all interactions. Dignity encompasses cultural sensitivity, cultural humility, and the need to be inclusive of all people.
- *Veracity* indicates that occupational therapy personnel in all situations should be truthful and provide accurate information in oral, written, and electronic forms.
- *Prudence* indicates that occupational therapy personnel should exercise sound judgment and reflection in their clinical and ethical reasoning skills to make decisions in professional and volunteer roles.

## **Part 3. AOTA Code of Ethics Principles**

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These concepts are not hierarchically organized. At times, conflicts between competing principles may need to be carefully balanced according to individual and cultural beliefs, and organizational policies.

### **Principle 1. Beneficence. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.**

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action by helping others; in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2019).

### **Principle 2. Nonmaleficence. Occupational therapy personnel shall refrain from actions that cause harm.**

*Nonmaleficence* indicates that occupational therapy personnel will refrain from causing harm to recipients of service (Beauchamp & Childress, 2019). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, in occupational therapy practice, this standard applies to situations in

which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

**Principle 3. Autonomy. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.**

The Principle of *Autonomy* expresses the concept that occupational therapy personnel have a duty to treat the client according to the client's desires, within the bounds of accepted standards of care, and to protect the client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. Respecting a person's autonomy acknowledges the agency of the client, including their right to their own views and opinions and the right to make choices in regard to their own care and based on one's own values and beliefs. (Beauchamp & Childress, 2019). Individuals have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their autonomy should be respected through the involvement of an authorized agent or surrogate decision-maker.

**Principle 4. Justice. Occupational therapy personnel shall promote fairness, equity, inclusion, and objectivity in the provision of occupational therapy services.**

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. Occupational therapy personnel work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

**Principle 5. Veracity. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.**

The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, and honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

**Principle 6. Fidelity. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.**

*Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client; as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike should consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision making and professional practice.

## Part 4. Categories and Standards of Ethical Behavior

The AOTA Ethics Commission enforces these Standards under the Enforcement Procedures for the Occupational Therapy Code of Ethics (AOTA, 2019)

Categories	Standard of Ethics Behavior: Occupational Therapy Personal Shall:
<p><b>Professional Integrity, Responsibility, and Accountability:</b></p> <p>OT personnel maintain awareness and comply with AOTA policies and official documents, current laws and regulations that apply to the profession of occupational therapy, and employer policies and procedures.</p>	<p>1A. Comply with current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; Keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1B. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions. (Principle: Fidelity; Keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; Keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1D. Comply with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; Keywords: policy, procedures, rules, law, roles, scope of practice)</p> <p>1E. Respect the practices, competencies, roles, and responsibilities of one's own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; Keywords: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery)</p> <p>1F. Refrain from engaging in illegal actions, whether directly or indirectly harming stakeholders in OT practice. (Principle: Justice; Keywords: illegal, unethical practice)</p> <p>1G. Refrain from actions that reduce the public's trust in occupational therapy. (Principle: Fidelity; Keywords: illegal, unethical practice)</p> <p>1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities (Principle: Justice; Keywords: illegal, unethical practice)</p> <p>1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; Keywords: illegal, unethical practice)</p> <p>1J. Refrain from exploiting human, financial, and material resources of their employers for personal gain. (Principle: Fidelity; Keywords: Exploitation, employee)</p> <p>1K. Avoid exploiting any relationship established as an occupational therapy practitioner, educator, or researcher to further one's own physical, emotional, financial, litical, or business interests. (Principle:</p>



	<p>Nonmaleficence; Keywords: Exploitation, academic, research)</p> <p>1L. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; Keywords: Conflict of interest)</p> <p>1M. Avoid using one's position (e.g., employee, consultant, or volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; Keywords: Conflict of interest)</p> <p>1N. Avoid bartering for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; Keywords: Conflict of interest)</p> <p>IO. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure of potential risks and benefits. (Principle: Beneficence; Keywords: Research)</p>
<p><b>Therapeutic Relationships:</b></p> <p>Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in individuals, groups, organizations, and society.</p>	<p>2G. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason. (Principle: Nonmaleficence; Keywords: Relationships, client, abandonment)</p> <p>2H. Adhere to organizational policies when requesting an exemption from service to an individual or group due to self-identified conflict with personal, cultural, or religious values. (Principle: Fidelity; Keywords: Relationships, client, conflict, cultural, religious, values)</p> <p>2I. Avoid dual relationships and situations in which an occupational therapy professional or student is unable to maintain clear professional boundaries or objectivity. (Principle: Nonmaleficence; Keywords: Relationships, clients, colleagues, professional boundaries, objectivity)</p> <p>2J. Proactively address workplace conflict that is or can potentially affect professional relationships and the provision of services. (Principle: Fidelity; Keywords: Relationships, conflict, clients, colleagues)</p> <p>2K. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research. (Principle: Nonmaleficence; Keywords: Relationships, colleagues, impair, safety, competence, client, education, research)</p> <p>2L. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service. (Principle: Nonmaleficence; Keywords: Relationships, clients, personal, safety)</p> <p>2M. Refrain from actions or inactions that jeopardize the safety or well-being of others or team effectiveness. (Principle: Fidelity; Keywords: Relationships, clients, colleagues, safety, law, unethical, impaired, competence)</p>

<p><b>Documentation, Reimbursement, &amp; Financial Matters:</b></p> <p>Occupational therapy personnel</p>	<p>and regulations. (Principle: Justice; Keywords: Documentation, reimbursement, law)</p> <p>3C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities. (Principle: Veracity; Keywords: Documentation, timely, accurate, law, fraud)</p> <p>3D. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, fabrication, falsification, or plagiarism of documentation, inaccurate coding) by exercising professional judgment and critical analysis. (Principle: Nonmaleficence; Keywords: Productivity, documentation, coding, fraud)</p>
<p><b>Service Delivery:</b></p> <p>Occupational therapy personnel strive to deliver quality services that are occupation-based, client-centered, safe, interactive, culturally sensitive, evidence-based, and consistent with occupational therapy's values and philosophies.</p>	<p>(Principle: Autonomy; Keywords: OT process, intervention, communication, disclose, informed consent)</p> <p>4F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties. (Principle: Veracity; Keywords: OT process, intervention, communication, disclose, informed consent, contracts)</p> <p>4G. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes. (Principle: Autonomy; Keywords: OT process, refusal, intervention)</p> <p>4H. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice. (Principle: Beneficence; Keywords: OT process, services, competence, scope of practice)</p> <p>4I. Re-evaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised. (Principle: Beneficence; Keywords: OT process, re-evaluation, reassess, intervention)</p> <p>4J. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial. (Principle: Beneficence; Keywords: OT process, termination, collaboration)</p> <p>4K. Refer to other providers when indicated by the needs of the client. (Principle: Beneficence; Keywords: OT process, referral)</p> <p>4L. Assist those in need of occupational therapy services to secure access through available means. (Principle: Justice; Keywords: Beneficence, advocate, access)</p> <p>4M. Report systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy. (Principle: Justice; Keywords: discrimination, unfair, access)</p>

	<p>4N. Provide professional services within the scope of OT practice during community-wide public health</p>
<p><b>Professional Competence, Education, Supervision, &amp; Training:</b></p> <p>Credentials, degrees, licenses and other certifications demonstrate the commitment to develop and maintain competent, evidence-based practice.</p>	<p>(Principle: Veracity; Keywords: Supervisor, supervision, fieldwork, performance)</p> <p>5I. Refrain from participating in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; Keywords: Plagiarize, student, copyright, cheating)</p> <p>5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; Keywords: Education, student)</p>
<p><b>Communication:</b></p> <p>Whether written, verbal, electronic or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.</p>	<p>literacy, health literacy, or culture) with the recipient of service (or responsible party), student, or research participant. (Principle: Autonomy; Keywords: Communication, barriers)</p> <p>6F. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; Keywords: Fraud, communication)</p> <p>6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; Keywords: Truthfulness, communication, safety, clients)</p> <p>6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; Keywords: Truthfulness, communication)</p> <p>6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; Keywords: Truthfulness, communication, plagiarism, students)</p> <p>6J. Refrain from verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; Keywords: Inappropriate communication, harassment, professional civility)</p> <p>6K. Refrain from communication that is derogatory, biased, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; Keywords: Inappropriate communication, professionalism, professional civility)</p> <p>6L. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; Keywords: Communication, collaboration, interprofessional, professional civility)</p>

<p><b>Professional Civility:</b></p> <p>Professional civility “entails honoring one’s personal values, while simultaneously listening to disparate points of view” (Kaslow &amp; Watson, 2016). These values include cultural sensitivity and humility. Occupational Therapy personnel conduct themselves in a civil manner during all discourse.</p>	<p>7A. Treat all stakeholders professionally and equitably through constructive engagement or dialogue that is inclusive, collaborative and represents a diversity of thought. (Principle: Justice; Keywords: Civility, diversity, inclusivity, equitability, respect)</p> <p>7B. Demonstrate courtesy, civility, value and respect to individuals, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; Keywords: values, respect, opinion, points of view, social media, civility)</p> <p>7C. Demonstrate a level of cultural humility and cultural sensitivity within professional practice that promotes inclusivity and refrains from harmful actions or inactions with individuals, groups, organizations, and populations from diverse backgrounds. (Principle: Fidelity; Keywords: Civility, cultural competence, diversity; cultural humility; cultural sensitivity)</p> <p>7D. Advocate for environments or organizational cultures free of incivility, intimidating behaviors (bullying), and workplace violence. (Principle: Fidelity; Keywords: Civility, intimidation, hate, violence, bullying)</p> <p>7E. Conduct professional and personal communication with colleagues, including electronic communication and social media/ networking, in a manner that is free from personal attacks, threats, and/or attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information, in order to create a healthy and safe work or professional environment (Principle: Fidelity; Keywords: Civility, culture, communication, social media, social networking, respect)</p>
---	---

## References

- American Occupational Therapy Association. (2019). Enforcement Procedures for the AOTA Occupational Therapy Code of Ethics. *American Journal of Occupational Therapy*, 73(Suppl. 2), 7312410003. <https://doi.org/10.5014/ajot.2019.73S210>
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74 (Supplement 2). Advance online publication. [https://www.aota.org/~media/Corporate/Files/Secure/Practice/OfficialDocs/Guidelines/OTPF4\\_FINAL\\_for\\_web.pdf](https://www.aota.org/~media/Corporate/Files/Secure/Practice/OfficialDocs/Guidelines/OTPF4_FINAL_for_web.pdf)
- Beauchamp, T.L., & Childress, J.F. (2019). *Principles of biomedical ethics* (8<sup>th</sup> ed.). Oxford University Press.
- Doherty, R. & Putilo, R. (2016). *Ethical dimensions in the health professions* (6th Ed.). St. Louis, MO: Elsevier Saunders.
- Kaslow, N. & Watson, N. (2016). Civility: A core component of professionalism? *Psychology Teacher Network*, 26(3), <https://www.apa.org/ed/precollege/ptn/2016/09/civility-professionalism>
- Veatch, R. M., Haddad, A. M., & English, D. C. (2015). *Case studies in biomedical ethics: Decision-making, principles, and cases* (2<sup>nd</sup> ed.). Oxford University Press.

## **Appendix A. 2020 Revisions to the Code**

In the Fall of 2019, the AOTA Ethics Commission (EC) began the process of reviewing the AOTA Code of Ethics (the Code), as part of the AOTA Representative Assembly's five-year review cycle. While ethical principles are timeless, the issues to which they apply and the manner of application are constantly evolving, as are the healthcare and community environments in which occupational therapy personnel apply them. Therefore, the Code must change to remain applicable to the environments in which occupational therapy personnel work. The following paragraphs outline the changes to the 2015 Code with rationale.

From August to November 2019, EC members reviewed codes of ethics from several healthcare professions and found that the organization of codes of ethics documents and online platforms had evolved. Professions had organized their codes not by bioethical principles, but by their relationship to areas of practice and professionalism. Moreover, professions had organized online platforms for greater interactive agility. The EC decided that a major revision of the Code's organization was in order, while the majority of the content remained unchanged.

EC members divided into two work groups to reorganize the Code followed by the Enforcement Procedures. The group working on the Code began its revisions by dividing the current code into the following parts: 1) Preamble, 2) Ethical Principles, 3) Behaviors and Standards of Conduct, 4) tracking document and 5) History of the Code. Later, the Preamble was divided into Preamble and Core Values, to create six parts.

In Part 3, EC work group members shifted Standards from the 2015 Code into behavioral categories. The work group reviewed and discussed the placement of the Standards until consensus was reached. The work group then presented the reorganization of the Standards to the full EC for discussion on 2/25/2020. The EC continued to review and reorganize the standards until 6/9/2020. The EC added a section on Professional Civility in response to a charge from the Representative Assembly. Once completed and reviewed on 6/9/2020, the EC then sent the revised Code draft to content experts for further review and edits.

Content experts completed a survey for responding to changes in the Code. Experts responded to both Likert-type scales and open-ended responses. The EC then reviewed feedback from content experts on July 14, 2020 and incorporated revisions to create a final draft of the Code for membership review.

In July-August 2020, the EC sent a survey to all AOTA members to garner feedback on the revised Code.

(Note: Appendix A will be completed once the Code revision process is completed.)

## **Appendix B. History of the AOTA Code of Ethics**

As society evolves, so must our understanding of, and implementation of, ethical practices as occupational therapy personnel. The American Occupational Therapy Association (AOTA) Code of Ethics (the Code) continues to be a critical tool in the AOTA Ethics Commission's quest to guide ethical conduct and elevate public trust in the profession. The Code must be a dynamic, "living" document that grows and develops to complement changes in occupational therapy delivery models, technology, and society.

The first official AOTA ethical code was established in 1975. Work to create this document, entitled "Principles of Ethics," began in 1973. Carolyn Baum, Carlotta Welles, Larry Peak, Lou Arents, and Carole Hayes authored this document. At this time, many professional associations began creating Codes of Ethics in response to the ethical issues being raised at the time due to the Tuskegee Institute Study. In this study, researchers studied the effects syphilis on African American males who were not

given informed consent and were told that they were being treated for the disease. The outcry after the public became aware of this violation, even after standards were in place following World War II and the Nuremberg Code of 1947, led to many professions establishing ethics rules.

In April 1977, the Representative Assembly (RA) approved the Principles of Ethics, and AOTA distributed them in the AJOT Newspaper in November 1977. This first publicly circulated rendition of the Code of Ethics consisted of twelve principles, all starting with the words, “Related to,” such as “Related to the Recipient of Service.”

Code of Ethics underwent revisions in 1988, 1994, 2000, 2005, 2010, 2015, and 2020, with input from AOTA membership. The 1988 revision began to look like the modern Code, with headings called “Principles” and subheadings called “Standards.” In 1994, the members of the AOTA Ethics Commission (EC) added a focus on bioethical principles rather than on professional behaviors, as the previous two editions had contained. These principles included beneficence; autonomy, privacy, and confidentiality; duty; justice; and fidelity and veracity. The principle of nonmaleficence was added in 2000, and social justice was added in 2010, then combined with the principle of justice in 2015. There were originally 30 standards in 2000; this number increased to 38 in 2005, to 77 in 2010, and decreased to 69 in 2015. These standards, categorized under the various principles, were expanded to defend ethical practice in a variety of areas, including the use of technology for telehealth, social media, internet use, and health records. With the 2020 Code revision, the EC has grouped the revised 73 Standards by behaviors rather than under the Principles, in order to return to the original concept of relating standards to desired professional behaviors, so that they are more easily accessible to the membership when utilizing the Code. As charged by the Representative Assembly, the Ethics Commission added a section to the Code on Professional Civility in 2020.

The Representative Assembly mandates that the Code, as an official AOTA policy document, undergoes review every five years. This continual review is especially important when considering that some states use the AOTA Code as part of their licensure acts. Additionally, some states require ethics continuing education in order to maintain licensure. In updating the Code to meet needs of members and society, the occupational therapy profession continues to reflect and lead change in health care.

## References

- American Occupational Therapy Association. (2015). *Occupational therapy code of ethics (2015)*. American Journal of Occupational Therapy, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>
- American Occupational Therapy Association (AOTA) (2010). Occupational therapy code of ethics and ethics standards (2010). *American Journal of Occupational Therapy*, 64(6), S17-S26.
- American Occupational Therapy Association (AOTA) (2005). Occupational therapy code of ethics (2005). *American Journal of Occupational Therapy*, 59(6), 639-642.
- American Occupational Therapy Association (AOTA) (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54(6), 614-616.
- American Occupational Therapy Association (AOTA) (1994). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 48(11), 1037-1038.
- American Occupational Therapy Association (AOTA) (1988). Occupational therapy code of ethics. *American Journal of Occupational Therapy*, 42(12), 795-796.
- American Occupational Therapy Association. (1978). Principles of occupational therapy ethics. In H.L. Hopkins & H.D. Smith (Eds.), *Willard and Spackman's occupational therapy (5th ed.)* (pp. 709-710). Philadelphia: J.B. Lippincott Co. (Reprinted from American Journal of Occupational Therapy Newspaper, November 1977)
- American Occupational Therapy Association. (1976). New chairpersons. *Occupational Therapy Newspaper*, 30(11), 5.
- American Occupational Therapy Association. (1977). 1977 Representative Assembly - Resolution A, Principles of occupational therapy ethics. *American Journal of Occupational Therapy*, 31, 594.
- Beauchamp, T. L., & Childress, J. F. (2019). *Principles of biomedical ethics* (8th ed.). Oxford University Press.
- Centers for Disease Control and Prevention. (2016). *U.S. Public Health Service syphilis study at Tuskegee*. Retrieved from <http://www.cdc.gov/tuskegee/timeline.htm>
- Doherty, R. F. (2019). Ethical practice. In B. A. Schell & G. Gillen (Eds.), *Willard and Spackman's Occupational Therapy* (13th ed., pp. 513 – 526). Philadelphia, PA: Wolters Kluwer.
- Doherty, R. & Purtilo, R. (2016). *Ethical dimensions in the health professions (6th ed.)*. St. Louis, MO: Elsevier, Inc.
- GeorgetownX. (2016). *Introduction to bioethics*. Washington, D.C.: Kennedy Institute of Ethics at Georgetown University. Retrieved from <https://courses.edx.org/courses/course-v1:GeorgetownX+PHLX101-03x+2T2016/info>
- Health and Human Services Office for Human Research Protections (2016). *The Belmont Report*. Retrieved from <http://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/#xethical>



- Hopkins, H. & Smith, H. (Eds.) (1978). *Willard and Spackman's occupational therapy. (5th Ed.)*. Philadelphia, PA: J.B. Lippincott Company.
- Howard, B. & Kennell, B. (2017, March). *Celebrating the history of occupational therapy ethics in the U.S.A.* Panel presentation at the American Occupational Therapy Association 2017 Annual Conference and Expo, Philadelphia, PA.
- Kennedy Institute of Ethics. (2016). *Introduction to bioethics: Historical overview*. Retrieved from <https://courses.edx.org/courses/course-v1:GeorgetownX+PHLX101-03x+2T2016/courseware/ef76c5cb8d794ebb92e6342156403986/41cc000a414847b2852500ba02bbc00f/>
- Kornblau, B. & Burkhardt, B. (2012). *Ethics in rehabilitation: A clinical perspective (2nd ed.)*. Thorofare, NJ: SLACK Incorporated.
- Montello, M. (2014). Narrative ethics: The role of stories in bioethics. *Hastings Center Report*, 44(1), S2-S6. doi: 10.1002/hast.260
- Moon, M. & Khin-Maung-Gyi, F. (2009). The history and role of institutional review boards. *American Medical Association Journal of Ethics*, 11(4), 311-321.
- Padilla, R. Y Griffiths, Y. (Eds.) (2011). *A professional legacy: The Eleanor Clarke Slagle lectures in occupational therapy, 1955-2010 (3rd ed.)*. Bethesda, MD: The American Occupational Therapy Association, Inc.
- Quiroga, V. (1995). *Occupational therapy: The first 30 years: 1900 to 1930*. Bethesda, MD: American Occupational Therapy Association, Inc.
- Reed, K. (2011). Occupational therapy values and beliefs: A new view of occupation and the profession, 1950-1969. In D. Yarett Slater (Ed.), *Reference guide to the Occupational Therapy Code of Ethics & Ethics Standards (2010 Edition)* (pp. 65-72). Bethesda, MD: American Occupational Therapy Association, Inc.
- Reed, K. (2011). Occupational therapy values and beliefs: *The formative years, 1904-1929*. In Yarett Slater (Ed.), *Reference guide to the Occupational Therapy Code of Ethics & Ethics Standards (2010 Edition)* (pp. 57-64). Bethesda, MD: American Occupational Therapy Association, Inc.
- Reed, K. & Peters, C. (2008, October 6). Occupational therapy values and beliefs: Part IV. A time of professional identity, 1970-1985 - Would the real therapist please stand up? *OT Practice*, October 6, 2008.
- Willard, H. & Spackman, C. (Eds.) (1971). *Occupational Therapy (4th Ed.)*. Philadelphia, PA: J.B. Lippincott Company.
- Yarett Slater, D. (Ed.). (2015). *Reference guide to the Occupational Therapy Code of Ethics*. Bethesda, MD: AOTA Press.

**Ethics Commission Members, 2019-2020 and 2020-2021**

Brenda S. Howard, DHSc, OTR, Ethics Chairperson, 2019-2023  
Rebecca E. Argabrite Grove, MS, OTR/L, FAOTA, AOTA Ethics Program Manager Leslie Bennett, OTD, OTR/L, Member-At-Large, 2019-2022  
Brenda Kennell, MA, OTR/L, FAOTA, Education Representative, 2015-2021 Kimberly S. Erler, PhD, OTR/L, Practice Representative, 2014-2020  
Barbara Elleman, MHS, OTD, OTR/L, Practice Representative, 2020-2023  
Jan Keith, BA, COTA/L, OTA Representative, 2017-2020  
Marita Hensley, COTA/L, OTA Representative, 2020-2023  
Donna Ewy, MD, FAAFP, MTS, Public Member 2019-2022  
Roger A. Ritvo, PhD, Public Member 2018-2021  
Mark Franco, Esq., Legal Counsel

## **WAC 246-847-160**

### **Unprofessional conduct or gross incompetency**

The following conduct, acts, or conditions constitute unprofessional conduct or gross incompetency for any license holder or applicant if the conduct, acts, or conditions occurred or existed prior to June 11, 1986:

- (1) The commission of any act involving moral turpitude, dishonesty, or corruption relating to the practice of the person's profession, whether the act constitutes a crime or not. If the act constitutes a crime, conviction in a criminal proceeding is not a condition precedent to disciplinary action. Upon such a conviction, however, the judgment and sentence is conclusive evidence at the ensuing disciplinary hearing of the guilt of the license holder or applicant of the crime described in the indictment or information, and of the person's violation of the statute on which it is based. For the purposes of this section, conviction includes all instances in which a plea of guilty or nolo contendere is the basis for the conviction and all proceedings in which the sentence has been deferred or suspended. Nothing in this section abrogates rights guaranteed under chapter [9.96A](#) RCW;
- (2) Misrepresentation or concealment of as material fact in obtaining a license or in reinstatement thereof;
- (3) All advertising which is false, fraudulent, or misleading;
- (4) Incompetence, negligence, or actions in the practice of the profession which result in, or have a significant likelihood of resulting in, harm to the patient or public;
- (5) Suspension, revocation, or restriction of the individual's license to practice the profession by competent authority in any state, federal, or foreign jurisdiction, a certified copy of the order or agreement being conclusive evidence of the revocation, suspension, or restriction;
- (6) The possession, use, addiction to, prescription for use, diversion, or distribution of controlled substances or legend drugs in any way other than for legitimate or therapeutic purposes, or violation of any drug law;
- (7) Violation of any state or federal statute or administrative rule regulating the profession in question, including any statute or rule defining or establishing standards of patient care or professional conduct or practice;
- (8) Failure to cooperate with the disciplining authority by:
  - (a) Not furnishing any papers or documents;
  - (b) Not furnishing in writing a full and complete explanation covering the matter contained in the complaint filed with the disciplining authority; or
  - (c) Not responding to subpoenas issued by the disciplining authority, whether or not the recipient of the subpoena is the accused in the proceeding;
- (9) Failure to comply with an order issued by the disciplining authority;
- (10) Aiding or abetting an unlicensed person to practice when a license is required;
- (11) Willful or repeated violations of rules established by any health agency or authority of the state or a political subdivision thereof;

- (12) Practice beyond the scope of practice as defined by law;
- (13) Misrepresentation or fraud in any aspect of the conduct of the business or profession;
- (14) Failure to adequately supervise auxiliary staff to the extent that the consumer's health or safety is at risk;
- (15) Engaging in a profession involving contact with the public while suffering from a contagious or infectious disease involving serious risk to public health;
- (16) Promotion for personal gain of any unnecessary or inefficacious drug, device, treatment, procedure, or service;
- (17) Conviction of any gross misdemeanor or felony relating to the practice of the person's profession. For the purposes of this subsection, conviction includes all instances in which a plea of guilty or nolo contendere is the basis for conviction and all proceedings in which the sentence has been deferred or suspended. Nothing in this section abrogates rights guaranteed under chapter [9.96A](#) RCW;
- (18) The offering, undertaking, or agreeing to cure or treat disease by a secret method, procedure, treatment, or medicine, or the treating, operating, or prescribing for any health condition by a method, means, or procedure which the licensee refuses to divulge upon demand of the disciplining authority;
- (19) Violation of chapter [19.68](#) RCW;
- (20) Interference with an investigation or disciplinary proceeding by willful misrepresentation of facts before the disciplining authority or its authorized representative, or by the use of threats or harassment against any patient or witness to prevent them from providing evidence in a disciplinary proceeding or any other legal action;
- (21) Any mental or physical condition which results in, or has a significant likelihood of resulting in, an inability to practice with reasonable skill and safety to consumers.
- (22) Abuse of a client or patient or sexual contact resulting from abuse of the client-practitioner relationship.

[Statutory Authority: RCW [18.59.130](#). 91-05-027 (Order 112B), recodified as § 246-847-160, filed 2/12/91, effective 3/15/91. Statutory Authority: RCW [18.59.130](#)(2) and [18.130.050](#)(1). 86-17-064 (Order PM 610), § 308-171-300, filed 8/19/86. Statutory Authority: RCW [18.59.130](#)(2) and [18.59.100](#). 85-05-008 (Order PL 513), § 308-171-300, filed 2/11/85.]

**AOTA**  
**LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA**  
**STUDENTS**

**Introduction**

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

**Directions**

This tool is to be completed by the identified FWEd for the Level 2 experience. The rating scale ranges from

U	<b>Unacceptable</b>	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	<b>Below Standards</b>	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	<b>Meets Standards</b>	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.

**COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."**

## AOTA

### LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

<b>STUDENT INFORMATION:</b>					
Student Name: _____			Date: _____		
First                      Middle                      Last			Semester: _____		
Site Name: _____			Practice Setting: _____		
Student ID: _____			Course Number: _____		
Student's School: _____			FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		
Hours Completed: _____					

<b>PRIMARY FWEEd INFORMATION</b>					
FWEEd Name: _____			Past Experience: _____		
First                      Last                      Credentials			(# of FWI Students)		(# of FWII students)
FWEEd License #: _____			FWEEd Credentials: <input type="checkbox"/> OT:		OTA: _____
Years of Experience: _____			<input type="checkbox"/> Other:		
Have you attended the AOTA FWEEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No			If other: _____		

**Indicate the student's level of performance using the scale below.**

U	<b>Unacceptable</b>	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	<b>Below Standards</b>	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	<b>Meets Standards</b>	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	<b>Exceeds Standards</b>	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	<b>Outstanding</b>	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

**COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."**

#### **I. FUNDAMENTALS OF PRACTICE**

THE STUDENT:	U B M E O
<b>1. Adheres consistently to AOTA's <i>Occupational Therapy Code of Ethics</i>.</b> Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:	
<b>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety.</b> Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:	

## II. FOUNDATIONS OF OCCUPATIONAL THERAPY

### THE STUDENT:

U B M E O

1. <b>Articulates values and beliefs of occupational therapy.</b> Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:	
2. <b>Utilizes relevant evidence to make informed practice decisions.</b> Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence- based practice. Identifies and provides evidence that is relevant to setting or clients.	

## III. PROFESSIONAL BEHAVIOR

U B M E O

1. <b>Time management skills.</b> Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:	
2. <b>Organization.</b> Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:	
3. <b>Engagement in FW experience.</b> Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:	
4. <b>Self-directed learning.</b> Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:	
5. <b>Reasoning and problem solving.</b> Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:	
6. <b>Written communication.</b> Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills.	
7. <b>Initiative.</b> Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:	

8. <b>Observation skills.</b> Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:	
9. <b>Participation in supervisory process.</b> Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:	
10. <b>Verbal communication and interpersonal skills with patients/clients, staff, and caregivers.</b> Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:	
11. <b>Professional and personal boundaries.</b> Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:	
12. <b>Use of professional terminology.</b> Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:	

Copyright © Philadelphia Region Fieldwork Consortium. Used with permission. Direct questions c/o caryn.johnson@jefferson.edu

**IV. SCREENING AND EVALUATION** (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
1. <b>Contributes to screening/evaluation process.</b> Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:	
2. <b>Completes an interview and drafts an occupational profile.</b> COMMENT:	
3. <b>Identifies potential goals from evaluation process.</b> COMMENT:	
4. <b>Drafts documentation consistent with practice setting.</b> COMMENT:	



**INTERVENTION** (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
1. <b>Contributes to intervention process.</b> Could include preparing clinic area and identifying resources and evidence. COMMENT:	
2. <b>Identifies interventions consistent with client evaluation and goals.</b> COMMENT:	
3. <b>Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.</b>	
4. <b>Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach.</b> COMMENT:	
5. <b>Administers interventions that are occupation-based and client-centered within guidelines of facility.</b> COMMENT:	
6. <b>Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response.</b> COMMENT:	
7. <b>Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response.</b> COMMENT:	
8. <b>Drafts documentation for intervention using typical procedures used in FW practice setting.</b> COMMENT:	

**Summary:**

**Student Signature**

**Date:**

**FWEd Signature**

**Date:**

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>

DEPARTMENT OF OCCUPATIONAL THERAPY  
Easter Washington University  
*College of Health Sciences and Public Health*  
**Student Evaluation of the Level I Fieldwork Experience**

Fieldwork Coordinator: \_\_\_\_\_ Phone / Email: \_\_\_\_\_

Facility Name: \_\_\_\_\_

Facility Address: \_\_\_\_\_

Fieldwork Educator: \_\_\_\_\_ Email: \_\_\_\_\_

Dates of Fieldwork: \_\_\_\_\_ to \_\_\_\_\_ # of hours completed: \_\_\_\_\_

Type of Fieldwork: \_\_\_\_\_

Age Range of Population:      0-13      13-21      21-55      55-70      70-80      80+

Overall Rating of Your Level I Fieldwork Experience:

1	2	3	4	5
Do not recommend Site				Strongly recommend site

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Overall Rating of Facility as a learning environment:

1	2	3	4	5
Do not recommend Site				Strongly recommend site

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Overall Rating of Supervision / staff meeting your needs as a Level I student:

1	2	3	4	5
Very Poor	Poor	Fair	Good	Excellent

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My experience was:

1	2	3	4	5
All Observation		50/50 Observe/Hands On		All Hands On

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Therapeutic Intervention you observed and/or participated in:

---

---

Assessments you observed and/or participated in:

---

---

What types of groups did you observe?

---

---

Educational experiences I found to be beneficial:

---

---

Educational Resources of value in this fieldwork (people, books, etc.):

---

---

Courses in School which were the most relevant and valuable for this fieldwork:

---

---

Changes I would recommend to EWU fieldwork and/or academic program relative to this Level I Fieldwork Experience:

---

---

Changes I would recommend to this site relative to this Level I FW to enhance the learning experience:

---

---

Recommendations to future Level I FW students assigned to this site (commuting time, preparation, what to ask for, where to eat, etc.)

---

---

We have mutually shared and clarified this evaluation of Level I Fieldwork.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Fieldwork Educator Name (please print)

\_\_\_\_\_  
Signature of Student                      Date

\_\_\_\_\_  
Signature of FW Educator                      Date

DEPARTMENT OF OCCUPATIONAL THERAPY  
*Eastern Washington University*  
College of Health Science and Public Health

Level I Fieldwork Time Sheet

Student's Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Fieldwork Site: \_\_\_\_\_

Date	Time In	Time Out	Hours	Supervisor Initials
------	---------	----------	-------	---------------------

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Student Signature: \_\_\_\_\_

Supervisor Signature/ Initials: \_\_\_\_\_



# LEVEL II Fieldwork

## APPENDIX

---

# STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

## Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- ☐ Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- ☐ Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- ☐ Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

## Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s).

Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

## Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.

The SEFWE is signed by both the fieldwork educator(s) and the student.

Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

## STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Type of Fieldwork: \_\_\_\_\_

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement:    ☐ First        ☐ Second    ☐ Third        ☐ Fourth

Student work schedule:

Hours required: \_\_\_\_\_ per week

☐ Weekends required   ☐ Evenings required

☐ Flex/Alternate Schedules Describe: \_\_\_\_\_

Identify Access to Public Transportation: \_\_\_\_\_

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: \_\_\_\_\_

We have mutually shared and clarified this Student Evaluation of the Fieldwork

Experience report on \_\_\_\_\_.  
(date)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
FW Educator's Signature

\_\_\_\_\_  
Student's Name (Please Print)

\_\_\_\_\_  
FW Educator's Name and credentials (Please print)



## ORIENTATION—WEEK 1

Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

TOPIC	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			
Agency/Department policies and procedures			
Documentation procedures			
Safety and Emergency Procedures			

## CLIENT PROFILE

Check age groups worked with  
performance

List most commonly seen occupational  
issues in this setting

Age	
0–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
65+ years old	

Occupational Performance Issues

Describe the typical population: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## OCCUPATIONAL THERAPY PROCESS

### I. EVALUATION

List assessment tools used	Observed	Performed

### II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client				

factors or performance skills. Requires client engagement				
Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

<b>Type of outcome</b>	<b>yes</b>	<b>no</b>	<b>Provide example</b>
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			

Well-being			
Occupational Justice			

\*\*OTPF-III terminology

## ASPECTS OF THE ENVIRONMENT

No

Yes

The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others—specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify): \_\_\_\_\_

---



---



---

## DOCUMENTATION AND CASE LOAD

Documentation Format:

☐ Narrative    ☐ SOAP    ☐ Checklist    ☐ Other: \_\_\_\_\_  
☐ Hand-written documentation    ☐ Electronic

If electronic, name format & program: \_\_\_\_\_

Time frame & frequency of documentation: \_\_\_\_\_

---

Ending student caseload expectation: \_\_\_\_\_ # of clients per week or day

Ending student productivity expectation: \_\_\_\_\_ % per day (direct care)

## SUPERVISION

What was the primary model of supervision used? (check one)

- ☐ one fieldwork educator : one student  
☐ one fieldwork educator : group of students  
☐ two fieldwork educators : one student  
☐ one fieldwork educator : two students  
☐ distant supervision (primarily off-site)  
☐ three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

---

---

---

General comments on supervision: \_\_\_\_\_

---

---

---

## SUMMARY of FIELDWORK EXPERIENCE

1 = Strongly disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

	Circle one				
Expectations of fieldwork experience were clearly defined	1	2	3	4	5
Expectations were challenging but not overwhelming	1	2	3	4	5
Experiences supported student's professional development	1	2	3	4	5

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

---

---

---

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

---

---

---

Study the following intervention methods:

---

---

---

Read up on the following in advance:

---

---

---

Overall, what changes would you recommend in this Level II fieldwork experience?

---

---

---

---

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

---

---

---

---

---

Would you recommend this fieldwork site to other students? Yes or No \_\_\_\_  
Why or why not?

---

---

## INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision. You can detach this page and make more copies as needed.

Check the box that best describes your opinion of the fieldwork educator's efforts in each area

FIELDWORK EDUCATOR NAME: \_\_\_\_\_

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: \_\_\_\_\_

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly agree

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments: \_\_\_\_\_

# Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

<b>FUNDAMENTALS OF PRACTICE</b>	
<b>1</b>	<b>Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.</b> Examples: Medicare, Medicaid, client privacy, social media, human subject research
<b>2</b>	<b>Adheres to safety regulations and reports/documents incidents appropriately.</b> Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
<b>3</b>	<b>Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.</b> Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
<b>BASIC TENETS</b>	
<b>4</b>	<b>Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public
<b>5</b>	<b>Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public
<b>6</b>	<b>Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.</b> Examples: families, caregivers, colleagues, service providers, administration, the public
<b>SCREENING AND EVALUATION</b>	
<b>7</b>	<b>Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.</b>
<b>8</b>	<b>Obtains sufficient and necessary information from relevant sources throughout the evaluation process.</b> Examples: record or chart review, client, family, caregivers, service providers
<b>9</b>	<b>Selects relevant screening and assessment tools based on various factors.</b> Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
<b>10</b>	<b>Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.</b>  <b>Occupational profile:</b> Summary of the client's occupational history and experiences, patterns



	<p>of daily living, interests, values, and needs.</p> <p><b>Occupational performance:</b> Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p>
11	<p><b>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</b></p> <p><b>Client factors:</b> Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p><b>Contexts:</b> Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
12	<p><b>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</b></p> <p>Examples: follows assessment protocols, adheres to time guidelines</p>
13	<p><b>Modifies evaluation procedures based on client factors and contexts.</b></p> <p>Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p>
14	<p><b>Interprets evaluation results to determine the client's occupational performance strengths and challenges.</b></p>
15	<p><b>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.</b></p>
<b>INTERVENTION</b>	
16	<p><b>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</b></p>
17	<p><b>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.</b></p> <p>Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p>
18	<p><b>Uses evidence from research and relevant resources to make informed intervention decisions.</b></p>
19	<p><b>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</b></p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
20	<p><b>Implements client-centered and occupation-based intervention plans.</b></p>

	Includes the consideration of all client centered components including psychosocial factors
21	<b>Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.</b> Examples: prevention, restoration, maintenance, promotion
22	<b>Modifies task and/or environment to maximize the client's performance.</b> Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	<b>Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.</b>
24	<b>Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.</b>
<b>MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b>	
25	<b>Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.</b> Examples: paraprofessionals, nurses' aides, volunteers
26	<b>Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.</b> Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	<b>Demonstrates knowledge about the organization.</b> Examples: mission and vision, accreditation status, licensing, specialty certifications
28	<b>Meets productivity standards or volume of work expected of occupational therapy students.</b>
<b>COMMUNICATION AND PROFESSIONAL BEHAVIORS</b>	
29	<b>Communicates clearly and effectively, both verbally and nonverbally.</b> Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	<b>Produces clear and accurate documentation.</b> Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	<b>Collaborates with fieldwork educator(s) to maximize the learning experience.</b> Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	<b>Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.</b>
33	<b>Responds constructively to feedback in a timely manner.</b>
34	<b>Demonstrates consistent and acceptable work behaviors.</b>

	Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
<b>35</b>	<b>Demonstrates effective time management.</b> Examples: plans ahead, adheres to schedules, completes work in expected timeframe
<b>36</b>	<b>Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.</b>
<b>37</b>	<b>Demonstrates respect for diversity factors of others.</b> Examples: culture, socioeconomic status, beliefs, identity