

Addressing Psychosocial Factors in Fieldwork

Course Number	Course Name	Assignment	Document
OT 573	Community Mental Health & Wellness Fieldwork I	Work with people with serious and persistent mental illness in the community; supervised by faculty. Includes interview, intervention plan, implement intervention, and document results	OT 573 Syllabus
		Work with an occupational therapist in a mental health facility to observe and identify the role of occupational therapy in mental health. Interview patient and therapist; write paper	
OT 790	Physical Dysfunction Fieldwork I	Identify psychosocial factors affecting occupational performance as one piece of data collected on a client they are treating.	OT 790 Syllabus
		Student data collection in this Fieldwork I.	OT 790 Data Collection Form
OT 775 – II	Critical Analysis of Practice	Students write a case study using data collected in OT 790 the previous semester (summer). Psychosocial factors affecting occupational performance is included in this case study.	OT 775 Case Study Assignment
OT 795	Fieldwork II	Identify, address, and document psychosocial issues affecting occupational performance in people in their caseloads.	OT 795 Objectives and Assignments
		Reflect on and discuss experiences attending to psychosocial factors with peers on D2-L	OT 795 D2-L Discussion Questions
		Identify and Include relevant psychosocial factors impacting occupational performance in case study assignment	OT 795 Case Study Assignment

Site Name	City	State
Achieve Physical Therapy and Sports Medicine - Arcadia, WI	Arcadia	WI
Achieve Physical Therapy and Sports Medicine - Blair, WI	Blair	WI
Achieve Physical Therapy and Sports Medicine - Hillview Health Care Center	La Crosse	WI
Achieve Physical Therapy and Sports Medicine - Holmen, WI (parent)	Holmen	WI
Achieve Physical Therapy and Sports Medicine - Juneau, WI	Juneau	WI
Achieve Physical Therapy and Sports Medicine - La Crosse, WI	La Crosse	WI
Achieve Physical Therapy and Sports Medicine - Rolling Hills Rehabilitation Center	Sparta	WI
Achieve Physical Therapy and Sports Medicine - Watertown, WI	Watertown	WI
Achieve Physical Therapy and Sports Medicine - West Salem, WI	West Salem	WI
Adams County Memorial Hospital		
Adult & Child Therapy Services	Woodstock	IL
Advanced Physical Therapy & Sports Medicine - Appleton East	Appleton	WI
Advanced Physical Therapy & Sports Medicine - Appleton North (Main)	Appleton	WI
Advanced Physical Therapy & Sports Medicine - Appleton West	Appleton	WI
Advanced Physical Therapy & Sports Medicine - Community First Champion Center	Grand Chute	WI
Advanced Physical Therapy & Sports Medicine - De Pere	De Pere	WI
Advanced Physical Therapy & Sports Medicine - Fond du Lac	Fond Du Lac	WI
Advanced Physical Therapy & Sports Medicine - Green Bay East	Allouez	WI
Advanced Physical Therapy & Sports Medicine - Green Bay OSMS Campus	Green Bay	WI
Advanced Physical Therapy & Sports Medicine - Green Bay West	Green Bay	WI
Advanced Physical Therapy & Sports Medicine - Kaukauna	Kaukauna	WI
Advanced Physical Therapy & Sports Medicine - Manitowoc	Manitowoc	WI

Site Name	City	State
Advanced Physical Therapy & Sports Medicine - Marinette	Marinette	WI
Advanced Physical Therapy & Sports Medicine - Menominee (MI)	Menominee	MI
Advanced Physical Therapy & Sports Medicine - Neenah	Neenah	WI
Advanced Physical Therapy & Sports Medicine - New London	New London	WI
Advanced Physical Therapy & Sports Medicine - Oshkosh	Oshkosh	WI
Advanced Physical Therapy & Sports Medicine - Ripon	Ripon	WI
Advanced Physical Therapy & Sports Medicine - Shawano	Shawano	WI
Advanced Physical Therapy & Sports Medicine - Waupaca	Waupaca	WI
Advanced Physical Therapy Associates - Iola	Iola	WI
Advanced Physical Therapy Associates - Stevens Point (North)	Stevens Point	WI
Advanced Physical Therapy Associates - Stevens Point (South)	Stevens Point	WI
Advocate Sherman Hospital	Elgin	IL
Aegis - North Central Health Care - Mount View Care Center	Wausau	WI
Affinity Health Systems - St. Elizabeth Hospital	Appleton	WI
Alaris Health at Hamilton Park	Jersey City	NJ
All For Kids Pediatric Therapy Clinic, LLC	Anchorage	AK
Allina Health - Abbott Northwestern Hospital	Minneapolis	MN
Allina Health - Cambridge Medical Center	Cambridge	MN
Allina Health - Courage Kenny Kids - Coon Rapids	Coon Rapids	MN
Allina Health - Courage Kenny Kids - Early Childhood Family Center - Stillwater	Stillwater	MN
Allina Health - Courage Kenny Rehabilitation Institute - Coon Rapids (Mercy Hospital)	Coon Rapids	MN
Allina Health - Courage Kenny Rehabilitation Institute - Fridley	Fridley	MN

Site Name	City	State
Allina Health - Courage Kenny Rehabilitation Institute - St. Paul	St. Paul	MN
Allina Health - Courage Kenny Rehabilitation Institute - Buffalo	Buffalo	MN
Allina Health - Courage Kenny Rehabilitation Institute - Burnsville	Burnsville	MN
Allina Health - Courage Kenny Rehabilitation Institute - Forest Lake	Forest Lake	MN
Allina Health - Courage Kenny Rehabilitation Institute - Golden Valley	Golden Valley	MN
Allina Health - Courage Kenny Rehabilitation Institute - River Falls	River Falls	WI
Allina Health - Courage Kenny Rehabilitation Institute - St. Croix - Stillwater	Stillwater	MN
Allina Health - Courage Kenny Sports & Physical Therapy - Cottage Grove	Cottage Grove	MN
Allina Health - Mercy Hospital	Coon Rapids	MN
Allina Health - New Ulm Medical Center	New Ulm	MN
Allina Health - United Hospital	St. Paul	MN
Alpine test site	culver city	CA
Altru Health System - Altru Hospital	Grand Forks	ND
Altru Health System - Altru Performance Center	Grand Forks	ND
Amery Hospital & Clinic	Amery	WI
Appleton Area School District	Appleton	WI
Arlington Pediatric Therapy	Arlington Heights	IL
Ascension All Saints Hospital - Spring Street Campus	Mount Pleasant	WI
Ascension All Saints Hospital - Wisconsin Avenue Campus	Racine	WI
Ascension at Rhinelander	Rhinelander	WI
Ascension Calumet Hospital	Chilton	WI
Ascension Columbia St. Mary's Hospital Milwaukee	Milwaukee	WI

Site Name	City	State
Ascension Columbia St. Mary's Hospital Ozaukee	Mequon	WI
Ascension Eagle River Hospital	Eagle River	WI
Ascension Good Samaritan Hospital	Merrill	WI
Ascension Howard Young Medical Center	Woodruff	WI
Ascension Living - Franciscan Place	Brookfield	WI
Ascension Medical Group - Elmbrook Medical Arts Center	Brookfield	WI
Ascension Medical Group - Sussex	Sussex	WI
Ascension NE Wisconsin - Mercy Campus	Oshkosh	WI
Ascension NE Wisconsin - St. Elizabeth Campus	Appleton	WI
Ascension Our Lady of Victory Hospital	Stanley	WI
Ascension Sacred Heart Hospital	Tomahawk	WI
Ascension SE Wisconsin - Brown Deer	Brown Deer	WI
Ascension SE Wisconsin - Mayfair Road	Wauwatosa	WI
Ascension SE Wisconsin Hospital - Elmbrook Campus	Brookfield	WI
Ascension SE Wisconsin Hospital - Franklin Campus	Franklin	WI
Ascension SE Wisconsin Hospital - St. Joseph Campus	Milwaukee	WI
Ascension St. Francis Hospital	Milwaukee	WI
Ascension St. Mary's at Crandon	Crandon	WI
Ascension St. Mary's Hospital	Rhineland	WI
Ascension St. Mary's Hospital	Rhineland	WI
Ascension St. Michael's at Hoover Road	Stevens Point	WI
Ascension St. Michael's Hospital	Stevens Point	WI

Site Name	City	State
Ashwaubenon School District	Ashwaubenon	WI
Aspirus Divine Savior Hospital	Portage	WI
Aspirus Divine Savior Hospital & Clinics - The Wellness Center	Portage	WI
Aspirus Langlade Hospital	Antigo	WI
Aspirus Medford Hospital	Medford	WI
Aspirus Outpatient Therapy Services - Wausau	Wausau	WI
Aspirus Riverview Hospital	Wisconsin Rapids	WI
Aspirus Riverview Therapies - Wisconsin Rapids	Wisconsin Rapids	WI
Aspirus Therapy & Fitness - Medford	Medford	WI
Aspirus Wausau Hospital	Wausau	WI
Athletico Physical Therapy - IL (has OT)	Oak Brook	IL
Athletico Physical Therapy - WI (has OT)	Kenosha (SCCE office)	WI
Augustana Care Hastings Health and Rehabilitation	Hastings	MN
Augustana Care Health and Rehabilitation of Apple Valley	Apple Valley	MN
Augustana Chapel View Health Care Center	Hopkins	MN
Augustana Health Care Center - Minneapolis	Minneapolis	MN
Augustana Lakeside Health Care Center of Dassel	Dassel	MN
Aurora Health Care - Aurora BayCare Medical Center (Inpatient Therapy)	Green Bay	WI
Aurora Health Care - Aurora BayCare Medical Center (Outpatient Therapy)	Green Bay	WI
Aurora Health Care - Aurora Health Center (Burlington)	Burlington	WI
Aurora Health Care - Aurora Medical Center in Oshkosh	Oshkosh	WI
Aurora Health Care - Aurora Medical Center in Summit	Summit	WI

Site Name	City	State
Aurora Health Care - Aurora Sheboygan Memorial Medical Center	Sheboygan	WI
Aurora Health Care - Aurora Sinai Medical Center of Aurora Health Care Metro, Inc.	Milwaukee	WI
Aurora Health Care - Aurora Sports Health (Mequon)	Mequon	WI
Aurora Health Care - Aurora Sports Health (Wauwatosa, Mayfair Rd.)	Wauwatosa	WI
Aurora Health Care - Aurora Sports Health 84 South (Greenfield)	Greenfield	WI
Aurora Health Care - Aurora St. Luke's Medical Center of Aurora Health Care Metro, Inc.	Milwaukee	WI
Aurora Health Care - Aurora St. Luke's Medical Center of Aurora Health Care Metro, Inc. (OP)	Milwaukee	WI
Aurora Health Care - Aurora St. Luke's South Shore of Aurora Health Care Metro, Inc.	Cudahy	WI
Aurora Health Care - Aurora West Allis Medical Center	West Allis	WI
Aurora Health Care - Orthopedics & Sports Medicine BayCare Clinic	Green Bay	WI
Aurora Medical Center - Bay Area	Marinette	WI
Aurora on France	Edina	MN
Avera Health - Avera McKennan Hospital & University Health Center	Sioux Falls	SD
Baldwin-Woodville Area School District	Baldwin	WI
Banner Health - Banner Boswell Skilled Nursing Rehabilitation Center	Sun City	AZ
Bellin Health Psychiatric Clinical Services - Green Bay	Green Bay	WI
Bellin Hospital (Green Bay)	Green Bay	WI
Belmont Health + Rehabilitation Center	Madison	WI
Benedictine Living Community - New Brighton	New Brighton	MN
Benedictine Living Community - Regina - Regina Senior Living	Hastings	MN
Benedictine Living Community - Rochester - Madonna Towers of Rochester	Rochester	MN
Benedictine Living Community - Winona - Saint Anne of Winona	Winona	MN

Site Name	City	State
Bethany St Joseph Care Center	La Crosse	WI
Bethany St. Joseph Corporation - BSJ Care Center (therapy through MVP Rehab)	La Crosse	WI
Bethany St. Joseph Corporation - Marinuka Manor (therapy through MVP Rehab)	Galesville	WI
Bethany St. Joseph Corporation - Norseland Nursing Home (therapy through MVP Rehab)	Westby	WI
Bethany St. Joseph Corporation - Onalaska Care Center (therapy through MVP Rehab)	Onalaska	WI
Bethesda Care Center	Fremont	OH
Big Sky Pediatric Therapy	Austin	TX
Big Stone Therapies, Inc. - Aitkin, MN	Aitkin	MN
Big Stone Therapies, Inc. - Alexandria, MN	Alexandria	MN
Big Stone Therapies, Inc. - Appleton, MN	Appleton	MN
Big Stone Therapies, Inc. - Baxter, MN	Baxter	MN
Big Stone Therapies, Inc. - Benson, MN	Benson	MN
Big Stone Therapies, Inc. - Browerville, MN	Browerville	MN
Big Stone Therapies, Inc. - Browns Valley, MN	Browns Valley	MN
Big Stone Therapies, Inc. - Chisholm, MN	Chisholm	MN
Big Stone Therapies, Inc. - Clarissa, MN	Clarissa	MN
Big Stone Therapies, Inc. - Clarkfield, MN	Clarkfield	MN
Big Stone Therapies, Inc. - Duluth Franciscan, MN	Duluth	MN
Big Stone Therapies, Inc. - Duluth Viewcrest, MN	Duluth	MN
Big Stone Therapies, Inc. - Fargo (41st St.), ND	Fargo	ND
Big Stone Therapies, Inc. - Fargo (NPSL), ND	West Fargo	ND
Big Stone Therapies, Inc. - Fargo (University Dr.), ND	Fargo	ND

Site Name	City	State
Big Stone Therapies, Inc. - Farmington, MN	Farmington	MN
Big Stone Therapies, Inc. - Granite Falls, MN	Granite Falls	MN
Big Stone Therapies, Inc. - Hendricks, MN	Hendricks	MN
Big Stone Therapies, Inc. - Henning (Tri-County PT), MN	Henning	MN
Big Stone Therapies, Inc. - Hibbing, MN	Hibbing	MN
Big Stone Therapies, Inc. - Hillsboro, ND	Hillsboro	ND
Big Stone Therapies, Inc. - Ivanhoe, MN	Ivanhoe	MN
Big Stone Therapies, Inc. - Little Falls, MN	Little Falls	MN
Big Stone Therapies, Inc. - Madison, MN	Madison	MN
Big Stone Therapies, Inc. - Marshall (Bruce St.), MN	Marshall	MN
Big Stone Therapies, Inc. - Marshall (Market St.), MN	Marshall	MN
Big Stone Therapies, Inc. - Milbank, SD	Milbank	SD
Big Stone Therapies, Inc. - Minneota, MN	Minneota	MN
Big Stone Therapies, Inc. - Montague, MI	Montague	MI
Big Stone Therapies, Inc. - Montevideo, MN	Montevideo	MN
Big Stone Therapies, Inc. - Morris, MN	Morris	MN
Big Stone Therapies, Inc. - Olivia, MN	Olivia	MN
Big Stone Therapies, Inc. - Ortonville, MN	Ortonville	MN
Big Stone Therapies, Inc. - Parkers Prairie, MN	Parkers Prairie	MN
Big Stone Therapies, Inc. - Pillager, MN	Pillager	MN
Big Stone Therapies, Inc. - Sisseton, SD	Sisseton	SD
Big Stone Therapies, Inc. - Staples, MN	Staples	MN

Site Name	City	State
Big Stone Therapies, Inc. - Thief River Falls, MN	Thief River Falls	MN
Big Stone Therapies, Inc. - Tyler, MN	Tyler	MN
Big Stone Therapies, Inc. - Watertown, SD	Watertown	SD
Big Stone Therapies, Inc. - Wheaton, MN	Wheaton	MN
Big Stone Therapies, Inc. - Zumbrota, MN	Zumbrota	MN
Black River Memorial Hospital	Black River Falls	WI
Bozeman Health Deaconess Hospital	Bozeman	MT
Bridger Orthopedic - Belgrade	Belgrade	MT
Bridger Orthopedic - East Bozeman	Bozeman	MT
Bridger Orthopedic - Livingston	Livingston	MT
Bridger Orthopedic - West Bozeman	Bozeman	MT
Brooks Rehabilitation - Brooks Rehabilitation Hospital	Jacksonville	FL
Burlington Health & Rehab	Burlington	VT
Burnett Medical Center	Grantsburg	WI
Burnsville Clinic Orthopaedic Consultants	Burnsville	MN
Calais Regional Hospital	Calais	ME
Caledonia Rehab and Retirement (therapy through Remedy Therapy Services)	Caledonia	MN
Capitol Lakes Skilled Nursing & Rehabilitation (Consonus Healthcare)	Madison	WI
Cardinal Hill Rehabilitation Hospital	Lexington	KY
Caregivers Home Health- Pioneer Ridge Retirement Center	Lawrence	KS
Carle Foundation Hospital	Urbana	IL
Carle Home Care	Urbana	IL

Site Name	City	State
Castle Peak Senior Life and Rehabilitation	Eagle	CO
Catholic Health Services - St. Catherine's Rehabilitation Hospital	North Miami	FL
Catholic Health Services -St. Catherine's West Rehabilitation Hospital	Hialeah Gardens	FL
Centegra Health System		
CentraCare Health - St. Cloud Hospital	St. Cloud	MN
Central Wisconsin Center	Madison	WI
Centura Health - Mercy Regional Medical Center	Durango	CO
Centura Health - Penrose Hospital	Colorado Springs	CO
Centura Health - St. Francis Medical Center	Colorado Springs	CO
CESA #4	West Salem	WI
CESA 10	Chippewa Falls	WI
CESA 2 - Birth to Three Program (Rock County)	Janesville	WI
CESA 5	Portage	WI
Champion Rehab	Sartell	MN
Charleston Pediatric Rehabilitation - Charleston	Charleston	SC
Charleston Pediatric Rehabilitation - North Charleston	North Charleston	SC
Charlie Norwood VA Medical Center (Augusta VA Medical Center - Downtown)	Augusta	GA
Charlie Norwood VA Medical Center (Augusta VA Medical Center - Uptown)	Augusta	GA
Children's Hospital New Orleans	New Orleans	LA
Children's Memorial Hermann Hospital	Houston	TX
Children's Minnesota - Maple Grove Rehabilitation Clinic	Maple Grove	MN
Children's Minnesota - Minnetonka Rehabilitation Clinic	Minnetonka	MN

Site Name	City	State
Children's Minnesota - Roseville Rehabilitation Clinic	Roseville	MN
Children's Minnesota - Woodbury Rehabilitation Clinic	Woodbury	MN
Children's Minnesota Hospital - Minneapolis	Minneapolis	MN
Children's Minnesota Hospital - Minneapolis - Children's Specialty Center	Minneapolis	MN
Children's Minnesota Hospital - St. Paul	St. Paul	MN
Children's Minnesota Hospital - St. Paul - Children's Specialty Center	St. Paul	MN
Children's Theraplay - Maplewood, MN	Maplewood	MN
Children's Theraplay - Plymouth, MN	Plymouth	MN
Children's Therapy Center, Inc. - Apple Valley, MN	Apple Valley	MN
Children's Therapy Center, Inc. - Eagan, MN	Eagan	MN
Children's Therapy Corner - Lansing Area	Okemos	MI
Children's Therapy Corner - Midland, MI	Midland	MI
Children's Therapy Corner - Traverse City, MI	Traverse City	MI
Children's Therapy Works, Inc.	St. Cloud	MN
Children's Wisconsin - Mequon Clinic	Mequon	WI
Children's Wisconsin - Milwaukee Hospital	Milwaukee	WI
Children's Wisconsin - New Berlin Clinic	New Berlin	WI
ChildServe - Ames, IA	Ames	IA
ChildServe - Des Moines, IA	Des Moines	IA
ChildServe - Iowa City, IA	Coralville	IA
ChildServe - Johnston, IA	Johnston	IA
CI Pediatric Therapy Centers - Advance Center	Fitchburg	WI

Site Name	City	State
CI Pediatric Therapy Centers - Hatchery Hill	Fitchburg	WI
CI Pediatric Therapy Centers - Janesville	Janesville	WI
CI Pediatric Therapy Centers - McKee	Fitchburg	WI
CI Pediatric Therapy Centers - Middleton	Middleton	WI
CI Pediatric Therapy Centers - Sun Prairie	Sun Prairie	WI
CI Pediatric Therapy Centers - Verona	Verona	WI
CI Pediatric Therapy Centers - Waunakee	Waunakee	WI
CI Pediatric Therapy Centers - Wausau	Wausau	WI
Cincinnati Children's Hospital Medical Center	Cincinnati	OH
Clearview Rehab Center	Juneau	WI
Clearwater Care Center	Eau Claire	WI
Cokato Manor	Cokato	MN
Community Memorial Hospital - Winona	Winona	WI
Comprehensive Rehab - Clinton, IA	Clinton	IA
Comprehensive Rehab - Davenport, IA	Davenport	IA
Comprehensive Rehab - Maquoketa, IA	Maquoketa	IA
Comprehensive Rehab - Muscatine, IA	Muscatine	IA
Comprehensive Speech & Therapy Center (CSTC)	Jackson	MI
Consonus Healthcare	Milwaukie	OR
Coulee Children's Center	La Crosse	WI
Country Kids, Inc.	De Pere	WI
CP	Green Bay	WI

Site Name	City	State
Crossing Rivers Health	Prairie du Chien	WI
Cumberland Healthcare	Cumberland	WI
Curative - 92nd Street	Milwaukee	WI
Curative New Berlin Therapies	Milwaukee	WI
D.C. Everest Area School District	Weston	WI
Dickinson County Healthcare System - Dickinson County Hospital	Iron Mountain	MI
Dominiczak Therapy Associates, LLC	Brown Deer	WI
Door County Medical Center	Sturgeon Bay	WI
Dove Healthcare - Bloomer	Bloomer	WI
Dove Healthcare - Osseo	Osseo	WI
Dove Healthcare - Rice Lake	Rice Lake	WI
Dove Healthcare - South Eau Claire	Eau Claire	WI
Dove Healthcare - West Eau Claire	Eau Claire	WI
Dove Healthcare - Wissota Health & Regional Vent Center	Chippewa Falls	WI
Eau Claire - Marshfield Medical Center (hospital)	Eau Claire	WI
Eau Claire Area School District	Eau Claire	WI
Ebenezer Care Center	Minneapolis	MN
Ebenezer Ridges	Burnsville	MN
Edgerton Hospital	Edgerton	WI
Eisenhower Health - Eisenhower Medical Center	Rancho Mirage	CA
Ellsworth Community School District	Ellsworth	WI
Elmbrook Schools	Brookfield	WI

Site Name	City	State
Encompass Health Rehabilitation Hospital of Albuquerque	Albuquerque	NM
Encompass Health Rehabilitation Hospital of Bakersfield	Bakersfield	CA
Encompass Health Rehabilitation Hospital of Henderson	Henderson	NV
Encompass Health Rehabilitation Hospital of Northwest Tucson	Tucson	AZ
Encompass Health Rehabilitation Institute of Tucson	Tucson	AZ
Encompass Health Valley of the Sun Rehabilitation Hospital	Glendale	AZ
Essentia Health - Duluth (Miller-Dwan Building)	Duluth	MN
Essentia Health - Hermantown Clinic	Hermantown	MN
Essentia Health - Lakeside Clinic (Duluth)	Duluth	MN
Essentia Health - Polinsky Medical Rehabilitation Center	Duluth	MN
Essentia Health - St. Mary's Medical Center (Duluth)	Duluth	MN
Essentia Health - Therapy & Performance Center	Duluth	MN
Essentia Health - West Duluth Clinic	Duluth	MN
Essentia Health Fitness & Therapy Services (Duluth)	Duluth	MN
Essentia Health St. Mary's - Detroit Lakes	Detroit Lakes	MN
Essentia Health St. Mary's Hospital - Superior	Superior	WI
Essentia Health Virginia-Iron Range Rehabilitation	Virginia	MN
Eventide Fargo Care Center	Fargo	ND
Eventide Jamestown Care Center	Jamestown	ND
Eventide on Eighth Care Center	Moorhead	MN
Eventide Sheyenne Crossings Care Center	West Fargo	ND
Family Achievement Center - Bloomington, MN	Bloomington	MN

Site Name	City	State
Family Achievement Center - Woodbury, MN	Woodbury	MN
FHN Memorial Hospital	Freeport	IL
Florida Hospital North Pinellas	Tarpon Springs	FL
Fort HealthCare - Fort Memorial Hospital	Fort Atkinson	WI
Fort HealthCare - Johnson Creek Wound & Edema	Johnson Creek	WI
Fort HealthCare - Therapy & Sport - Lake Mills	Lake Mills	WI
Fort HealthCare - Therapy & Sport - Whitewater	Whitewater	WI
Fort HealthCare - Therapy & Sports Center - Fort Atkinson	Fort Atkinson	WI
Fort Healthcare Main Office	Ft Atkinson	WI
Foundation Health Partners - Denali Center	Fairbanks	AK
Foundation Health Partners - Fairbanks Memorial Hospital	Fairbanks	AK
Foundations Therapy, LLC	Menomonie	WI
Fraser Bloomington	Bloomington	MN
Fraser Coon Rapids	Coon Rapids	MN
Fraser Eagan	Eagan	MN
Fraser Eden Prairie	Eden Prairie	MN
Fraser Minneapolis	Minneapolis	MN
Fraser Richfield and Fraser School	Richfield	MN
Fraser Woodbury	Woodbury	MN
Froedtert Hospital	Milwaukee	WI
Froedtert Menomonee Falls Hospital	Menomonee Falls	WI
Froedtert West Bend Hospital	West Bend	WI

Site Name	City	State
Gillette Children's Specialty Healthcare - Burnsville Clinic	Burnsville	MN
Gillette Children's Specialty Healthcare - Maple Grove Clinic	Maple Grove	MN
Gillette Children's Specialty Healthcare - Minnetonka Clinic	Minnetonka	MN
Gillette Children's Specialty Healthcare - Phalen Clinic - Adult	St. Paul	MN
Gillette Children's Specialty Healthcare - Phalen Clinic - Pediatrics	St. Paul	MN
Gillette Children's Specialty Healthcare - St. Paul Campus (Hospital & Clinic)	St. Paul	MN
Golden Living AEGIS - Beaver Dam	Beaver Dam	WI
Golden Living AEGIS - Hillcrest of Wayzata	Wayzata	MN
Golden Living AEGIS - La Crescent	La Crescent	MN
Golden Living AEGIS- Randolph	Randolph	WI
Golden Living AEGIS- Rochester East	Rochester	MN
Golden Living AEGIS- Rochester West	Rochester	MN
Golden Living AEGIS- Village Gardens	Green Bay	WI
Golden Living AEGIS- Whitewater	St. Charles	MN
Good Shepherd Lutheran Services (therapy through Therapy Network, Inc.)	Rushford	MN
Grace Cottage Family Health and Hospital	Townshend	VT
Grant Regional Health Center	Lancaster	WI
Great River Health - Great River Medical Center	West Burlington	IA
Green Bay Area Public School District	Green Bay	WI
Green Prairie Rehabilitation & Assisted Living	Plainview	MN
Group Health Cooperative of South Central Wisconsin - Capitol Clinic	Madison	WI
Group Health Cooperative of South Central Wisconsin - East Clinic	Madison	WI

Site Name	City	State
Group Health Cooperative of South Central Wisconsin - Princeton Club West PT/OT Clinic	Madison	WI
Gundersen Boscobel Area Hospital and Clinics	Boscobel	WI
Gundersen Health System - Gundersen Lutheran Behavioral Health (Inpatient)	La Crosse	WI
Gundersen Health System - Gundersen Lutheran Medical Center - Inpatient Therapy	La Crosse	WI
Gundersen Health System - La Crosse Clinic - Outpatient Therapy	La Crosse	WI
Gundersen Health System - La Crosse Pediatrics (Outpatient)	La Crosse	WI
Gundersen Health System - Onalaska Clinic	Onalaska	WI
Gundersen Health System - Sparta Clinic	Sparta	WI
Gundersen St. Joseph's Hospital and Clinics	Hillsboro	WI
Gundersen Tri-County Hospital and Clinics	Whitehall	WI
Harborview Medical Center	Seattle	WA
HCR ManorCare		
Health in Motion - Wausau	Wausau	WI
Hennepin Healthcare - Hennepin County Medical Center	Minneapolis	MN
Heritage Square Health Care Center and Nursing Home	Greendale	WI
Holy Family Memorial - HFM Medical Center	Manitowoc	WI
Holy Name Medical Center	Teaneck	NJ
Horizons Care Center	Eckert	CO
Hortonville Area School District	Hortonville	WI
Howard-Suamico School District	Green Bay	WI
HSBS Sacred Heart Hospital (Inpatient)	Eau Claire	WI
HSBS Sacred Heart Hospital (Outpatient)	Eau Claire	WI

Site Name	City	State
HSHS St. Joseph's Hospital (Inpatient)	Chippewa Falls	WI
HSHS St. Joseph's Hospital (Outpatient)	Chippewa Falls	WI
HSHS St. Mary's Hospital Medical Center	Green Bay	WI
HSHS St. Nicholas Hospital	Sheboygan	WI
HSHS St. Vincent Hospital	Green Bay	WI
Hudson Hospital & Clinic	Hudson	WI
Human Performance & Rehabilitation Centers, Inc.	Columbus	GA
KidPower Therapy Associates, P.C.	Albuquerque	NM
Kindred Rehab Services, Inc. d/b/a RehabCare		
Knute Nelson	Alexandria	MN
Lake View Hospital	Two Harbors	MN
Lake Winona Manor (Winona Health - with OT provided through Select Rehab)	Winona	MN
Lakeside Neurologic	Wauchula	FL
Lancaster Community Schools	Lancaster	WI
Lancaster School District	Lancaster	WI
Laurel Manor Care Center	Colorado Springs	CO
Laurelhurst Village	Portland	OR
Legacy Rehabilitation Group Outpatient Therapy & Pain Management	Golden Valley	MN
Lexington Medical Center	West Columbia	SC
LifeScope - Autism & Child Development Center	Sioux Falls	SD
LifeScope - Children's Specialty Hospital	Sioux Falls	SD
LifeScope (Corporate) Children's Services	Sioux Falls	SD

Site Name	City	State
LifeScape AbleKids Pediatric Therapy	Sioux City	IA
LifeScape Rapid City	Rapid City	SD
LifeScape Rehabilitation Center	Sioux Falls	SD
LifeWorks Rehab - Medical Facilities of America		
Linden Oaks Behavioral Health - Main Inpatient Campus	Naperville	IL
LindenGrove Communities - Menomonee Falls	Menomonee Falls	WI
LindenGrove Communities - Mukwonago	Mukwonago	WI
LindenGrove Communities - New Berlin	New Berlin	WI
LindenGrove Communities - Waukesha	Waukesha	WI
M Health Fairview - Fairview Acute Rehabilitation Center	Minneapolis	MN
M Health Fairview Grand Itasca Clinic & Hospital	Grand Rapids	MN
M Health Fairview Lakes Medical Center	Wyoming	MN
M Health Fairview Northland Medical Center	Princeton	MN
M Health Fairview Pediatric Therapy - Edina (Southdale Place)	Edina	MN
M Health Fairview Pediatric Therapy - New Hope	New Hope	MN
M Health Fairview Rehabilitation Services - Burnsville	Burnsville	MN
M Health Fairview Rehabilitation Services - St. Paul (Fairview Achievement Center)	St. Paul	MN
M Health Fairview Ridges Hospital	Burnsville	MN
M Health Fairview Southdale Hospital	Edina	MN
M Health Fairview St. John's Hospital	Maplewood	MN
M Health University of Minnesota Masonic Children's Hospital	Minneapolis	MN
M Health University of Minnesota Medical Center - East Bank Campus	Minneapolis	MN

Site Name	City	State
M Health University of Minnesota Medical Center - West Bank Campus	Minneapolis	MN
Madison Metropolitan School District	Madison	WI
Madison Metropolitan School District - Chavez Elementary School	Madison	WI
Madonna Rehab Hospital	Lincoln	NE
Madonna Rehabilitation Hospital - Lincoln Campus	Lincoln	NE
Madonna Rehabilitation Hospital - Omaha Campus	Omaha	NE
Mankato Clinic Pediatric Therapy Services	Mankato	MN
Mankato Clinic Pediatric Therapy Services - Children's Health Center Mankato	Mankato	MN
Marshfield - Marshfield Medical Center	Marshfield	WI
Marshfield Clinic - Chippewa Falls Center	Chippewa Falls	WI
Marshfield Clinic - Colby/Abbotsford Center	Colby	WI
Marshfield Clinic - Eau Claire Center	Eau Claire	WI
Marshfield Clinic - Marshfield Center (outpatient services)	Marshfield	WI
Marshfield Clinic - Wausau Center	Wausau	WI
Marshfield Clinic - Wisconsin Rapids Center	Wisconsin Rapids	WI
Marshfield Medical Center - Beaver Dam	Beaver Dam	WI
Martin Luther Campus	Bloomington	MN
Mayo Clinic - Arizona (Phoenix)	Phoenix	AZ
Mayo Clinic - Arizona (Scottsdale)	Scottsdale	AZ
Mayo Clinic - Rochester - Charter House	Rochester	MN
Mayo Clinic - Rochester - Mayo Eugenio Litta Children's Hospital	Rochester	MN
Mayo Clinic - Rochester - Outpatient (Floor 14)	Rochester	MN

Site Name	City	State
Mayo Clinic - Rochester (Clinic)	Rochester	MN
Mayo Clinic - Rochester Foundation	Rochester	MN
Mayo Clinic - Rochester Hospital, Methodist Campus	Rochester	MN
Mayo Clinic - Rochester Hospital, Saint Mary's Campus	Rochester	MN
Mayo Clinic Health System - Chippewa Valley in Bloomer	Bloomer	WI
Mayo Clinic Health System - Chippewa Valley in Chippewa Falls	Chippewa Falls	WI
Mayo Clinic Health System - Eau Claire (Clairemont Campus Clinic)	Eau Claire	WI
Mayo Clinic Health System - Eau Claire (Hospital)	Eau Claire	WI
Mayo Clinic Health System - Eau Claire (Luther Campus Clinic)	Eau Claire	WI
Mayo Clinic Health System - Fairmont	Fairmont	MN
Mayo Clinic Health System - Franciscan Healthcare in La Crosse	La Crosse	WI
Mayo Clinic Health System - Franciscan Healthcare in Onalaska	Onalaska	WI
Mayo Clinic Health System - Franciscan Healthcare in Sparta	Sparta	WI
Mayo Clinic Health System - Franciscan Healthcare in Tomah	Tomah	WI
Mayo Clinic Health System - Lake City	Lake City	MN
Mayo Clinic Health System - Mankato (Hospital & Clinic)	Mankato	MN
Mayo Clinic Health System - Mankato (Madison East Center)	Mankato	MN
Mayo Clinic Health System - New Prague, MN	New Prague	MN
Mayo Clinic Health System - Northland in Barron	Barron	WI
Mayo Clinic Health System - Northland in Rice Lake	Rice Lake	WI
Mayo Clinic Health System - Oakridge in Mondovi	Mondovi	WI
Mayo Clinic Health System - Oakridge in Osseo	Osseo	WI

Site Name	City	State
Mayo Clinic Health System - Red Cedar in Menomonie	Menomonie	WI
Mayo Clinic Health System - Red Wing	Red Wing	MN
Mayo Clinic Health System - Waseca	Waseca	MN
Meadows on Fairview	Wyoming	MN
Medford Area Public School District	Medford	WI
Medical Associates Clinic - Bellevue Clinic	Bellevue	IA
Medical Associates Clinic - Cascade Clinic	Cascade	IA
Medical Associates Clinic - Cuba City Clinic	Cuba City	WI
Medical Associates Clinic - Dubuque East Campus	Dubuque	IA
Medical Associates Clinic - Dubuque West Campus	Dubuque	IA
Medical Associates Clinic - Dyersville Clinic	Dyersville	IA
Medical Associates Clinic - Elkader & Monona Clinics	Elkader	IA
Medical Associates Clinic - Galena & Elizabeth Clinics	Galena	IL
Medical Associates Clinic - Platteville Clinic	Platteville	WI
Medical Support Services - Kenosha	Kenosha	WI
Medical Support Services - Mt. Pleasant	Mt. Pleasant	WI
Medical Support Services - Oak Creek	Oak Creek	WI
Medical University of South Carolina	Charleston	SC
Memorial Hermann-Texas Medical Center	Houston	TX
Memorial Hospital of Lafayette County	Darlington	WI
Memorial Medical Center	Ashland	WI
Mendota Mental Health Institute	Madison	WI

Site Name	City	State
Mercy Medical Center - Mercy Urbandale Physical Therapy	Urbandale	IA
Mercyhealth Hospital and Medical Center - Walworth	Lake Geneva	WI
Mercyhealth Hospital and Trauma Center - Janesville	Janesville	WI
Mercyhealth Sports Medicine & Rehabilitation Center - Janesville	Janesville	WI
MercyOne Des Moines Medical Center	Des Moines	IA
MercyOne Dubuque Medical Center	Dubuque	IA
MercyOne Riverside Rehabilitation	Des Moines	IA
MercyOne Waterloo Medical Center	Waterloo	IA
MercyOne West Des Moines Medical Center	West Des Moines	IA
MeritCare Hospital	Fargo	ND
MGM/RehabCare - North Ridge Medical and Rehabilitation Center	Manitowoc	WI
Miami Valley Hospital (Premier Health)	Dayton	OH
Middleton-Cross Plains Area School District	Middleton	WI
Midlands Regional Rehabilitation Hospital	Elgin	SC
Midwest Orthopedic Specialty Hospital	Franklin	WI
Midwest Physical Therapy - Bloomer	Bloomer	WI
Midwest Physical Therapy - Colfax	Colfax	WI
Mile Bluff Medical Center	Mauston	WI
Milestones for Kids' Success	Downers Grove	IL
Milo C. Huempfner Department of Veterans Affairs Outpatient Clinic	Green Bay	WI
Milwaukee Public Schools	Milwaukee	WI
Milwaukee VA Medical Center (Clement J. Zablocki VA Medical Center)	Milwaukee	WI

Site Name	City	State
Ministry Sacred Heart Hospital		
Minneapolis VA Health Care System	Minneapolis	MN
Minneapolis VA Health Care System	Minneapolis	MN
Minnesota Autism Center - Assessment Center	Minnetonka	MN
Minnesota Autism Center - Corporate Headquarters	Minnetonka	MN
Minnesota Autism Center - Duluth Therapy Center	Duluth	MN
Minnesota Autism Center - Eagan Center A	Eagan	MN
Minnesota Autism Center - Eagan Center B	Eagan	MN
Minnesota Autism Center - Eagan Life Skills Center	Eagan	MN
Minnesota Autism Center - Eden Prairie Therapy Center	Eden Prairie	MN
Minnesota Autism Center - Fridley Life Skills Center	Fridley	MN
Minnesota Autism Center - Mankato Therapy Center	North Mankato	MN
Minnesota Autism Center - Minnetonka Life Skills Center	Minnetonka	MN
Minnesota Autism Center - Rochester Therapy Center	Rochester	MN
Minnesota Autism Center - Woodbury Therapy Center	Woodbury	MN
MJ Care - Bethany Home	Waupaca	WI
MJ Care - Bethel Home	Viroqua	WI
MJ Care - Boscobel Care & Rehab	Boscobel	WI
MJ Care - Brookside Care Center	Kenosha	WI
MJ Care - Four Winds Manor	Verona	WI
MJ Care - Greenbriar Rehabilitation	Eau Claire	WI
MJ Care - Lakewood Manor	Richmond	VT

Site Name	City	State
MJ Care - Prairie Maison Nursing Home	Prairie du Chien	WI
MJ Care - Sauk County Health Care Center	Reedsburg	WI
MJ Care - Sunrise Care Center	Milwaukee	WI
MJ Care - Syverson Home	Eau Claire	WI
MJ Care - Vernon Manor	Viroqua	WI
MJ Care - Woodland School District #50	Gages Lake	IL
Monroe Clinic - New Glarus	New Glarus	WI
Monroe Clinic & Hospital	Monroe	WI
Morrow Home Community (with therapy provided through Select Rehab)	Sparta	WI
Mosher Veterans Home	La Crescent	MN
Moss Rehab - Albert Einstein Medical Center/Healthcare	Philadelphia	PA
Moss Rehab Einstein Healthcare	Elkins Park	PA
Mount Olivet Careview Home	Minneapolis	MN
Mount Sinai Rehabilitation Hospital	Hartford	CT
Mountain Land Physical Therapy & Rehabilitation	Salt Lake City	UT
Mountain Land/Brighton Rehab -South Davis Community Hospital	Bountiful	UT
Mountain Land/Brighton Rehab -Woodland Park Care Center	Salt Lake City	UT
Mt. Ascutney Hospital and Health Center	Windsor	VT
Mulder Health Care Facility	West Salem	WI
New Perspective Senior Living - Mankato, MN (therapy through Odom Health & Wellness)	Mankato	MN
Nick Rinard Physical Therapy - Mt. Hood	Government Camp	OR
Nick Rinard Physical Therapy - SW Portland	Portland	OR

Site Name	City	State
NIX Specialty Rehabilitation	San Antonio	TN
North Central Health Care - Wausau Campus	Wausau	WI
North Memorial Health Care - North Memorial Hospital	Robbinsdale	MN
Northeast Metro 916 Intermediate School District	White Bear Lake	MN
Northeast Metro Intermediate School District	White Bear Lake	MN
Northern Lights Services, Inc.	Washburn	WI
Northwestern Medicine - Marianjoy Rehabilitation Hospital	Wheaton	IL
Northwoods Therapy Associates - Altoona Office	Altoona	WI
Northwoods Therapy Associates - Chippewa Falls Office	Chippewa Falls	WI
Northwoods Therapy Associates - Mondovi Office	Mondovi	WI
Nova Care Rehab - Minneapolis/St. Paul	Saint Paul	MN
NovaCare Rehab - McHenry Clinic	McHenry	IL
NovaCare Rehab-Joyner Mt. Prospect	Mt. Prospect	IL
Occupational Therapy Training Program (OTTP) - Los Angeles	Torrance	CA
Occupational Therapy Training Program (OTTP) - San Francisco	San Francisco	CA
Occupational Therapy Training Program- SF	San Francisco	CA
Occupational Therapy Training Program- Torrence	Torrance	CA
Olmsted Medical Center - Rochester - Hospital	Rochester	MN
Olmsted Medical Center - Rochester - Rehabilitation Services (Elton Hills)	Rochester	MN
Olmsted Medical Center - Rochester - Rochester Northwest Clinic	Rochester	MN
Olmsted Medical Center - Rochester - Rochester Southeast Clinic	Rochester	MN
Optimum - Eau Claire Clinic	Eau Claire	WI

Site Name	City	State
Optimum - Mondovi Clinic	Mondovi	WI
Oregon Health & Science University	Portland	OR
Oregon School District	Oregon	WI
Ortho Illinois - Algonquin	Algonquin	IL
Ortho Illinois - Rockford - Roxbury Clinic	Rockford	IL
OrthoIllinois - Algonquin	Algonquin	IL
OrthoRehab Specialists-Eden Prairie	Eden Prairie	MN
OSF Saint Anthony Medical Center	Rockford	IL
OSI - 3M Headquarters	Maplewood	MN
OSI - Forest Lake Clinic	Forest Lake	MN
OSI - High Pointe Clinic	Lake Elmo	MN
OSI - Maplewood Clinic	Maplewood	MN
OSI - North Saint Paul Clinic	North St. Paul	MN
OSI - Shoreview Clinic	Shoreview	MN
OSI - Somerset Clinic	Somerset	WI
OSI - Stillwater Clinic	Stillwater	MN
OSI - West Saint Paul Clinic	West St. Paul	MN
OSI - White Bear Lake Clinic	White Bear Lake	MN
OSR - Eden Prairie	Eden Prairie	MN
OSR - Minnetonka	Minnetonka	MN
OST - Shawano Clinic	Shawano	WI
Paradise Valley Hospital	National City	CA

Site Name	City	State
Park Nicollet - Methodist Hospital	St. Louis Park	MN
Park Nicollet - Outpatient Clinics		MN
Park Nicollet Clinic - Burnsville	Burnsville	MN
Park Nicollet Clinic and Specialty Center Maple Grove	Maple Grove	MN
Partners in Excellence - Burnsville Therapy Center	Burnsville	MN
Partners In Excellence - La Crosse Therapy Center	La Crosse	WI
Partners In Excellence - Minnetonka Therapy Center	Minnetonka	MN
Partners In Excellence - North St. Paul Therapy Center	North St. Paul	MN
Partners in Excellence - Winona Therapy Center	Winona	MN
PeaceHealth Sacred Heart Medical Center at RiverBend	Springfield	OR
Pediatric Therapy Services - Andrews Ct.	Mankato	MN
Penfield Children's Center	Milwaukee	WI
Peninsula Medical Center	Marquette	MI
Phenomenal Rehab - Plymouth Office	Plymouth	MN
Phenomenal Rehab - Wayzata Clinic	Wayzata	MN
Physical Achievement Center	Oshkosh	WI
Physical Therapy Associates - Iola Clinic		
Physiotherapy Associates - University Location	Tampa	DC
Prairie Rehabilitation	Sioux Falls	SD
Prairie Rehabilitation - Prairie Rehab & Fitness - Worthington (Oxford)	Worthington	MN
Prairie Ridge Health	Columbus	WI
Presbyterian Homes & Services - Boutwells Landing	Oak Park Heights	MN

Site Name	City	State
Presbyterian Homes & Services - Maranatha	Brooklyn Center	MN
Presbyterian Homes of Bloomington	Bloomington	MN
Presence Saint Anne Center	Rockford	IL
Presence Bethlehem Woods Retirement Community	LaGrange Park	IL
Presence Casa San Carlo Retirement Community	Northlake	IL
Presence Con Mariae Center	Rockford	IL
Presence Covenant Medical Center	Urbana	IL
Presence Fox Knoll	Aurora	IL
Presence Heritage Lodge	Kankakee	IL
Presence Heritage Village	Kankakee	IL
Presence Holy Family Medical Center	Des Plaines	IL
Presence Maryhaven Nursing and Rehabilitation Center	Glenview	IL
Presence McAuley Manor	Aurora	IL
Presence Mercy Medical Center	Aurora	IL
Presence Nazarethville	Des Plaines	IL
Presence Our Lady of Victory	Bourbonnais	IL
Presence Pine View Care Center	St. Charles	IL
Presence Resurrection Life Center	Chicago	IL
Presence Resurrection Medical Center	Chicago	IL
Presence Resurrection Nursing and Rehabilitation Center	Park Ridge	IL
Presence Resurrection Retirement Community	Chicago	IL
Presence Saint Benedict Nursing and Rehabilitation Center	Niles	IL

Site Name	City	State
Presence Saint Francis Hospital	Evanston	IL
Presence Saint Joseph Center	Freeport	IL
Presence Saint Joseph Hospital, Chicago	Chicago	IL
Presence Saint Joseph Hospital, Elgin	Elgin	IL
Presence Saint Joseph Medical Center	Joliet	IL
Presence Saints Mary and Elizabeth Medical Center, Saint Elizabeth Campus	Chicago	IL
Presence Saints Mary and Elizabeth Medical Center, Saint Mary Campus	Chicago	IL
Presence St. Mary's Hospital	Kankakee	IL
Presence United Samaritans Medical Center	Danville	IL
Presence Villa Franciscan	Joliet	IL
Presence Villa Scalabrini Nursing and Rehabilitation Center	Northlake	IL
Prevea Allouez Health Center	Green Bay	WI
Prevea Ashwaubenon Health Center	Green Bay	WI
Prevea East De Pere Health Center	De Pere	WI
Prevea East Mason Health Center	Green Bay	WI
Prevea Health Center - Eau Claire, WI	Eau Claire	WI
Prevea Oconto Falls Health Center - Medical Services Building	Oconto Falls	WI
Prevea St. Mary's Health Center	Green Bay	WI
Prevea St. Nicholas Health Center	Sheboygan	WI
Prior Lake-Savage Area Schools	Prior Lake	MN
Pro Rehab at Catholic Eldercare	Minneapolis	MN
Pro Step - All About Life Rehab Center	Fond du Lac	WI

Site Name	City	State
Professional Rehabilitation Consultants	St. Paul	MN
Programs for Infants and Children, Inc.	Anchorage	AK
ProHealth Care - ProHealth Oconomowoc Memorial Hospital	Oconomowoc	WI
ProHealth Care - ProHealth Waukesha Memorial Hospital	Waukesha	WI
ProMedica Toledo Hospital	Toledo	OH
ProMedica Wildwood Orthopaedic and Spine Hospital	Toledo	OH
Rainbows United - Bright Beginnings (Rainbows United of Butler County)	El Dorado	KS
Rainbows United - Kids' Cove	Wichita	KS
Rainbows United - Kids' Point	Wichita	KS
Rainbows United - Rainbows United of Sumner County	Wichita	KS
Rancho Los Amigos National Rehabilitation Center	Downey	CA
Recovery Inn (therapy through Advanced Physical Therapy & Sports Medicine)	Appleton	WI
Reedsburg Area Medical Center	Reedsburg	WI
Rehab Resources - Beaver Dam	Beaver Dam	WI
Rehab Resources - North Shore	Glendale	WI
Rehab Resources - Oostburg	Oostburg	WI
Rehab Resources - Ozaukee	Mequon	WI
Rehab Resources - Sheboygan	Sheboygan	WI
Rehab Resources - West Bend	West Bend	WI
RehabCare	Louisville	KY
Rehabilitation Hospital of Indiana	Indianapolis	IN
Rehabilitation Hospital of Wisconsin	Waukesha	WI

Site Name	City	State
Rennes Health and Rehab Center - Appleton/Fox Cities	Appleton	WI
Rennes Health and Rehab Center - De Pere/Green Bay	De Pere	WI
Rennes Health and Rehab Center - Peshtigo East	Peshtigo	WI
Rennes Health and Rehab Center - Peshtigo West	Peshtigo	WI
Rennes Health and Rehab Center - Rhinelander	Rhinelander	WI
Rennes Health and Rehab Center - Weston/Wausau	Weston	WI
Rice Lake - Marshfield Medical Center	Rice Lake	WI
Richland Center Hospital	Richland Center	WI
Ripon Medical Center	Ripon	WI
Rochester Public Schools	Rochester	MN
Rum River Special Education Cooperative	Cambridge	MN
Rush University Medical Center	Chicago	IL
Rutland Regional Medical Center	Rutland	VT
Salisbury Rehab and Nursing Home	Salisbury	MD
San Luis Medical and Rehab Center	Green Bay	WI
Sand Ridge Secure Treatment Center	Mauston	WI
Sanford Bemidji Medical Center	Bemidji	MN
Sanford Luverne Medical Center	Luverne	MN
Sanford Medical Center Fargo	Fargo	ND
Sanford South University Medical Center	Fargo	ND
Sauer Health Care (therapy through Select Rehab)	Winona	MN
Sauk Prairie Healthcare - Lodi Clinic	Lodi	WI

Site Name	City	State
Sauk Prairie Healthcare - River Valley Clinic	Spring Green	WI
Sauk Prairie Healthcare - Sauk Prairie Hospital	Prairie du Sac	WI
Sauk Prairie Healthcare - Wellspring	Prairie du Sac	WI
Saunders Therapy Centers - Bloomington Office	Bloomington	MN
Saunders Therapy Centers - Maple Grove Office	Maple Grove	MN
Saunders Therapy Centers - St. Paul Office	St. Paul	MN
School District of Ashland	Ashland	WI
School District of Holmen	Holmen	WI
School District of La Crosse	La Crosse	WI
School District of La Crosse - Emerson Elementary	La Crosse	WI
School District of La Crosse - Longfellow Middle School	La Crosse	WI
School District of La Crosse - Southern Bluffs Elementary	La Crosse	WI
School District of La Crosse - Spence Elementary	La Crosse	WI
School District of La Crosse - Summit Environmental School	La Crosse	WI
School District of Superior	Superior	WI
Select Physical Therapy - Tampa	Gilbert	AZ
Select Rehabilitation	Glenview	IL
Shannon Medical Center	San Angelo	TX
Sharp HealthCare - Sharp Rees-Stealy	San Diego	CA
Sheboygan Area School District	Sheboygan	WI
Shirley Ryan AbilityLab	Chicago	IL
Shriners Hospitals for Children - Twin Cities Hospital		

Site Name	City	State
Shriners Hospitals for Children Medical Center - Lexington	Lexington	KY
Skaalen Nursing & Rehabilitation Center	Stoughton	WI
Sleepy Eye Care Center	Sleepy Eye	MN
Sora Pediatric Therapy - Andover, MN	Andover	MN
Sora Pediatric Therapy - Blaine, MN	Blaine	MN
Sora Pediatric Therapy - Maple Grove, MN	Maple Grove	MN
Sora Pediatric Therapy - Otsego/Elk River, MN	Otsego	MN
Sora Pediatric Therapy - St. Louis Park, MN	St. Louis Park	MN
South Shore Therapies - Hingham	Hingham	MA
South Shore Therapies - Norwood	Norwood	MA
South Shore Therapies - Pembroke	Pembroke	MA
Southern Illinois Healthcare - Herrin Hospital	Herrin	IL
Southern Illinois Healthcare - Memorial Hospital of Carbondale	Carondale	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation Anna	Anna	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation at Herrin Hospital	Herrin	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation at Logan Park Herrin	Herrin	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation at The Voyage Senior Living	Marion	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation Carbondale	Carbondale	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation Carterville	Carterville	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation Harrisburg	Harrisburg	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation Marion	Marion	IL
Southern Illinois Healthcare - SIH Outpatient Rehabilitation Murphysboro	Murphysboro	IL

Site Name	City	State
Southern Illinois Healthcare - SIH Outpatient Rehabilitation West Frankfort	West Frankfort	IL
Southern Illinois Healthcare - St. Joseph Memorial Hospital	Murphysboro	IL
Special Children's Center St. Croix Therapy	Hudson	WI
Spectrum Health - Helen DeVos Children's Hospital	Grand Rapids	MI
Spectrum Health System	Grand Rapids	MI
Spooner Health System	Spooner	WI
Sport & Spine Physical Therapy of Winona, Inc.	Winona	MN
SPOTS Pediatric Therapy - Chippewa Falls, WI	Chippewa Falls	WI
SPOTS Pediatric Therapy - Eau Claire, WI	Eau Claire	WI
Spring Valley Living	Spring Valley	MN
SSM Health Dean Medical Group - Madison East	Madison	WI
SSM Health Dean Medical Group - Madison West	Madison	WI
SSM Health St. Clare Hospital - Baraboo	Baraboo	WI
SSM Health St. Mary's Hospital - Madison	Madison	WI
SSM Health Therapy Services	Madison	WI
SSM Health/Dean Health Systems - St. Mary's Hospital	Madison	WI
St. Agnes Hospital	Fond du Lac	WI
St. Clare Meadows Care Center	Baraboo	WI
St. Cloud Hospital	St. Cloud	MN
St. Cloud Orthopedics - Main Clinic (Sartell, MN)	Sartell	MN
St. Cloud Orthopedics - St. Cloud Clinic	St. Cloud	MN
St. Cloud VA Health Care System	St. Cloud	MN

Site Name	City	State
St. Croix Central School District	Hammond	WI
St. Croix Therapy	Hudson	WI
St. Elias Hospital	Anchorage	AK
St. Elizabeth Hospital	Appleton	WI
St. Francis Regional Medical Center	Shakopee	MN
St. Francis Rehab & Sports Medicine - Shakopee	Shakopee	MN
St. John's Hospital	Maplewood	MN
St. Joseph's Home Health Service	Park Rapids	MN
St. Joseph's Hospital	Savannah	GA
St. Joseph's Marshfield	Marshfield	WI
St. Joseph's/ Candler Health System	Savannah	GA
St. Luke's Health System - St. Luke's Rehabilitation Hospital	Boise	ID
St. Luke's Hospital	Cedar Rapids	IA
St. Luke's Hospital (Duluth, MN)	Duluth	MN
St. Marys Duluth Clinic	Duluth	MN
St. Vincent Healthcare (SCL Health)	Billings	MT
Stanley Jones & Associates Inc.	Rochester	MN
Stark County Educational Service Center	Canton	OH
SteppingStone Therapeutic, Inc.	Hutchinson	MN
Stevens Point Area Public School District	Stevens Point	WI
Stevens Point Health Services	Stevens Point	WI
Stoughton Health - Stoughton Hospital	Stoughton	WI

Site Name	City	State
Suedel Therapeutics and Wellness	Grand Forks	ND
Sullivan School Green Bay Public Schools	Green Bay	WI
Sun Prairie Area School District	Sun Prairie	WI
Syble Hopp School	De Pere	WI
Test Site	Minneapolis	MN
Texas Children's Hospital	Houston	TX
Texas Children's Hospital	Houston	TX
Texas Rehabilitation Hospital of Fort Worth	Fort Worth	TX
The Fontana Center - Center for Work Rehabilitation, Inc.	Lafayette	LA
The Homestead at Anoka	Anoka	MN
The Homestead at Maplewood	Maplewood	MN
The Homestead at Rochester	Rochester	MN
The Parenting Place - La Crosse, WI (La Crosse County Birth to 3 Program)	La Crosse	WI
The University of Texas MD Anderson Cancer Center	Houston	TX
The Waters of Edina (therapy through Odom Health & Wellness)	Edina	MN
ThedaCare Medical Center - Berlin	Berlin	WI
ThedaCare Medical Center - New London	New London	WI
ThedaCare Medical Center - Shawano	Shawano	WI
ThedaCare Medical Center - Waupaca	Waupaca	WI
ThedaCare Medical Center - Wild Rose	Wild Rose	WI
ThedaCare Physicians - New London	New London	WI
ThedaCare Physicians - Ripon	Ripon	WI

Site Name	City	State
ThedaCare Physicians - Wautoma Hwy. 22	Wautoma	WI
ThedaCare Regional Medical Center - Appleton	Appleton	WI
ThedaCare Regional Medical Center - Neenah	Neenah	WI
Therapies Plus, LLC - Wisconsin Rapids Pediatric Outpatient Clinic	Wisconsin Rapids	WI
Therapies Plus, LLC - Wausau Clinic	Wausau	WI
Theraplay Pediatric Occupational Therapy, LLC	Freeport	IL
Therapy for Me!	Eden Prairie	MN
Therapy Network - Chosen Valley Care Center	Chatfield	MN
Therapy Network - Lewiston Villa	Lewiston	MN
Therapy Network - Main Office	Winona	MN
TherapyWorks	Tulsa	OK
TidalHealth Peninsula Regional	Salisbury	MD
TIRR Memorial Hermann	Houston	TX
Tomah Area School District	Tomah	WI
Tomah Health	Tomah	WI
Tomah VA Medical Center	Tomah	WI
Travis Air Force Base(David Grant Medical Center)	Travis AFB	CA
Tri County Memorial Hospital and Nursing Home	Whitehall	
Twin Cities Orthopedics	Golden Valley	MN
U.S. Army Medical Department Activity (MEDDAC), Fort Drum, NY	Fort Drum	NY
United States Air Force Academy (10th Medical Group)	USAF Academy	CO
UnityPoint Health - Allen Hospital	Waterloo	IA

Site Name	City	State
UnityPoint Health - Finley Hospital	Dubuque	IA
UnityPoint Health - Meriter	Madison	WI
UnityPoint Health - St. Luke's Hospital	Cedar Rapids	IA
UnityPoint Health - St. Luke's Hospital	Cedar Rapids	IA
University of Chicago Medicine	Chicago	IL
University of Illinois Hospital & Health Sciences System - University of Illinois Hospital	Chicago	IL
University of Vermont Medical Center - Fanny Allen Campus	Colchester	VT
University of Vermont Medical Center - Main Campus	Burlington	VT
UP Health System - Marquette	Marquette	MI
Upland Hills Health Barneveld Clinic	Barneveld	WI
Upland Hills Health Mineral Point Therapy Center	Mineral Point	WI
Upland Hills Health Mount Horeb Clinic	Mount Horeb	WI
Upland Hills Health Therapy and Wellness Center	Dodgeville	WI
Upstream Rehabilitation	Chattanooga	TN
UW Health - 1 S. Park Clinic	Madison	WI
UW Health - American Family Children's Hospital	Madison	WI
UW Health - East Clinic	Madison	WI
UW Health - Middleton Rehabilitation Clinic	Middleton	WI
UW Health - Research Park Clinic	Madison	WI
UW Health - University Hospital	Madison	WI
UW Health - UW Health at The American Center	Madison	WI
UW Health - Yahara Clinic	Monona	WI

Site Name	City	State
UW Health Partners - Watertown Regional Medical Center	Watertown	WI
UW Health Rehabilitation Hospital	Madison	WI
UW Hospital and Clinics Princeton Club East	Madison	WI
UW Hospital and Clinics Sports Medicine - Princeton Club West	Madison	WI
VA Salt Lake City Health Care System - George E. Wahlen Dept of Veterans Affairs Medical Center	Salt Lake City	UT
Valley Manor Care Center	Montrose	CO
Valley View Healthcare & Rehab (therapy through Therapy Network, Inc.)	Houston	MN
Varsity International School	Honolulu	HI
Vernon Memorial Healthcare	Viroqua	WI
Veterans Memorial Hospital	Waukon	IA
Villa at Middleton Village (with therapy provided through RehabCare)	Middleton	WI
Villa St Joseph-Franciscan Sisters	La Crosse	WI
Walter Reed National Military Medical Center	Bethesda	ME
Watertown Regional Medical Center	Watertown	WI
Waupun Memorial Hospital	Waupun	WI
Wayzata Public Schools	Wayzata	MN
Welia Health - Hinckley Campus	Hinckley	MN
Welia Health - Mora Campus	Mora	MN
Welia Health - Pine City Campus	Pine City	MN
West Allis-West Milwaukee School District	Milwaukee	WI
West Florida Healthcare - West Florida Hospital	Pensacola	FL
West Texas Rehabilitation Center - Abilene	Abilene	TX

Site Name	City	State
West Texas Rehabilitation Center - San Angelo	San Angelo	TX
Western Wisconsin Health Main Campus	Baldwin	WI
Weston - Marshfield Medical Center	Weston	WI
Weston - Marshfield Medical Center	Weston	WI
Westside Children's Therapy - Frankfort	Frankfort	IL
Westside Children's Therapy - Glen Ellyn	Glen Ellyn	IL
Westside Children's Therapy - Joliet	Joliet	IL
Westside Children's Therapy - New Lenox	New Lenox	IL
Westside Children's Therapy - Orland Park	Orland Park	IL
Westside Children's Therapy - Plainfield	Plainfield	IL
Westside Children's Therapy - Plainfield Downtown	Plainfield	IL
Westside Children's Therapy - Schaumburg	Schaumburg	IL
Westside Children's Therapy - Shorewood	Shorewood	IL
Westside Children's Therapy - Tinley Park	Tinley Park	IL
Westside Children's Therapy - Wheaton	Wheaton	IL
Westside Children's Therapy - Wheaton Diagnostic Center	Wheaton	IL
Westside Children's Therapy - Willowbrook	Willowbrook	IL
Wheaton Franciscan Healthcare - Wheaton Franciscan Performance Center - Layton	Milwaukee	WI
Wheaton Franciscan Healthcare - Medical Arts Pavillion (MAP)	Milwaukee	WI
Wheaton Franciscan Healthcare - Wheaton Franciscan CCCE	West Allis	WI
Wheaton Franciscan Healthcare - Wisconsin Heart Hospital	Wauwatosa	WI
William S. Middleton Memorial Veterans Hospital	Madison	WI

Site Name	City	State
Windom Area Hospital	Windom	MN
Winneshiek Medical Center	Decorah	IA
Winona Area Public Schools	Winona	MN
Winona Health - Hospital	Winona	MN
Winona Health - Sarnia Square (Rehabilitation Services)	Winona	MN
Winona Health - Winona Family Y (OP Rehab Services)	Winona	MN
Wisconsin School for the Deaf	Delavan	WI
Wyoming Department of Health	Cheyenne	WI
Yuma Rehabilitation Hospital	Yuma	AZ

Current and Emerging Practice Settings

The UW-L Occupational Therapy Program defines current practice settings as hospitals, schools, outpatient clinics, and skilled nursing facilities. Students may attend a fieldwork placement (both level I and level 2) in a variety of these settings. Students are exposed to the range of contexts and settings through on-line communication during fieldwork, debriefing after level I fieldwork, and patient rounds.

Coursework Preparing Students for Current Practice Settings

<u>Hospitals</u> OT 660-661 Mental Illness OT 670-671 Physical Dysfunction I OT 730-731 Physical Dysfunction II OT 776-777 Older Adult OT 785-786 Adult Practice OT 791 Pediatrics Level I FW (placement option) OT 573 MI Level I FW (placement option) OT 790 Physical Dysfunction Level I FW (placement option)	<u>Outpatient Clinics</u> OT660-661 Mental Illness OT 670-671 Physical Dysfunction I OT 776-777 Older Adult OT 785-786 Adult Practice OT 7730-731 Physical Dysfunction II OT 791 Pediatrics Level I FW (placement option) OT 573 MI Level I FW (placement option) OT 790 Physical Dysfunction Level I FW (placement option) OT 741 Pediatrics II
<u>Schools</u> OT740-741 Pediatrics II OT 791 Pediatrics Level I FW (placement option) OT 795 Level 2 FW (placement option)	<u>Skilled Nursing Facility</u> OT 521 Foundations OT 776-777 Older Adult OT 785-786 Adult Practice OT 790 Physical Dysfunction Level I FW (placement option) OT 795 Level 2 FW (placement option)

Coursework Preparing Students for Emerging Practice Settings

The UW-L Occupational Therapy Program uses AOTA definitions of emerging practice settings as Children and Youth, Health and Wellness, Mental Health, Productive Aging, Rehabilitation, Disability and Participation, Work and Industry, Primary care, and Chronic Disease Management. Students are introduced to emerging practice areas in OT 520 and OT 778-779. Specific coursework in the courses listed below, prepares students for that emerging practice setting.

Children and Youth

OT 740-741 Pediatrics II

- Broader scope in schools
- Autism
- Transitions for older youths

OT 778-789 Psychosocial

- Bullying

Health and Wellness

OT 630 Wellness

- Prevention

OT 778-789 Psychosocial

- Chronic Disease Management

Work and Industry

OT 670-671 Physical Dysfunction I

Primary Care

OT 640 Therapeutic Adaptations

- New technologies at work

Productive Aging

OT 776-777 Older Adult

- Community Mobility and Older Drivers
- Low vision
- Alzheimer's Disease and Dementia

OT 641 Therapeutic Adaptations (nee Assistive Technology)

- Aging in place and home modification

Rehabilitation, Disability and Participation

OT 670-671 Physical Dysfunction I

- Cancer Care and Oncology

OT 730-731 Physical Dysfunction II

- New technologies for rehabilitation

OT 630 Wellness

- Telehealth

OT 641 Health Care Systems

- Medical Homes



OT 741 Applied Occupations and Interventions: Pediatrics II (Lab)

Fall 2020 | Credits: 1

Instructor Information

Instructor: Erin McCann, OTD, OTR/L

Office Location: 4050 Health Science Center

Virtual Office hours: from 9-10 a.m. on Thursdays and by appointment on WebEx:

<https://uwlax.webex.com/meet/emccann>

Phone: 608-785-5062

Email: emccann@uwlax.edu

Course Instructional Pattern

Tuesdays 12:05 pm to 2:05 p.m.- Section 1

2:15 pm to 4:15 p.m.- Section 2

Class meets in room 4008 for face-to-face sessions (refer to course schedule)

Course Description

- **OT 741** provides the students with an opportunity to practice didactic content in **OT 740**, develop competence in administering pediatric assessments, apply sound clinical reasoning to selection of assessments and planning intervention for children with various conditions in a variety of contexts (medical, school, home, etc.). Students will apply theory and relevant evidence in assessment and intervention choices. Prerequisite: concurrent enrollment in **OT 740**; admission to graduate Occupational Therapy Program. Offered Fall.
- This course is needed to fulfill several standards for ACOTE accreditation.

Overview

Relationship of the course to the curriculum design:

Course is needed to fulfill several standards for occupational therapy accreditation and provides a foundation for pediatric practice skills required for many remaining program courses. This course content will correlate closely and will be taken concurrently with OT 740.



Prerequisites

Concurrent enrollment in **OT 740**; admission to graduate Occupational Therapy Program. Offered Fall.

#	Course Learning Outcomes	Associated ACOTE (Accreditation Council for Occupational Therapy Education) Standards	Assessment
1	1-Students will 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.	B.4.1. 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.	Practical examination
2, 3	2- Students will select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. 3- Students will analyze contexts in relation to children's occupational performance and services, including, but not limited to the family and culture, education and intervention.	B.4.2. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client-factors, performance patterns, and performance skills.	Case study assignments & Practical examination & Interpretation assignment
4, 5, 6	4- Students will select assessment tools based on client specific considerations, including, but not limited to cultural and contextual factors. 5- Students will select appropriate interventions to address development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception) 6- Students will locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.	B.4.4. 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.	Practical examination Intervention paper and presentation assignment
7	7-Students will write an interpretation during case study. a. Critically analyze objective and subjective data from an evaluation case study (occupational profile, test scores and clinical observations) b. Synthesize the information, and document it as an interpretation section in a mock report c. Identify areas for intervention	B.4.7. Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.	Interpretation assignment



	d. Utilize clinical reasoning to synthesize and connect client information with subsequent recommendations.		
8	8- Students will demonstrate effective professional communication by demonstrating responsible and organized verbal and non-verbal communication skills and professional behaviors.	B.4.23. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that support a team approach to the promotion of health and wellness.	Practical examination

Materials & Tools

- Textbook: O'Brien, J.C., & Kuhaneck, H. (2020). Case-Smith's occupational therapy for children and adolescents, 8th ed. St. Louis: Elsevier Mosby. (should have from last semester)
- Please refer to Canvas for other required and optional readings.

Reference Readings and Resources:

- Case-Smith, J. (2014). Occupational therapy for children, 7th ed. St. Louis: Elsevier Mosby.
- Gateley, C.A. & Borcharding, S. (2012). *Documentation manual for occupational therapy Writing SOAP notes*. Thorofare, NJ: Slack Incorporated.
- Hinojosa, J., & Kramer, P. (1999). Frames of reference for pediatric occupational therapy, 3rd ed. Philadelphia: Lippincott Williams & Wilkins. (recommended resource for frames of reference)
- Hinojosa, J., Kramer, P., & Royeen, C. (2017). *Perspectives on Human Occupation: Theories Underlying Practice*, 2nd Edition. Philadelphia: F.A. Davis Company
- Occupational therapy practice framework: Domain and process, 3rd Ed. (2014). *The American Journal of Occupational Therapy*, 68 (Supplement 1), S1-S48.
- Trickey-Rokenbrod, D. (2017). *Occupational therapy in action: A library of case studies*. Philadelphia, PA: Wolters Kluwer.

Learning Methods

Learning methods will include on-line/video resources, discussion, demonstration, lab experiences, formal and informal writing, written and practical exams, assigned readings, and small group projects/learning activities.



Media Use

It is expected that students will not use their phone, iPad, or computer during classroom sessions for personal reasons. It is appropriate to use these devices when it relates to classroom learning activities and research.

Format

This is a hybrid course consisting of online and face-to-face learning opportunities. You may be asked to reference materials or participate online through the learning management system, Canvas. You will need your UWL NetID to login to the course from the Canvas homepage <https://www.uwlax.edu/canvas>.

Contingency Plan: In the event that the campus should require all courses to go online for the health and safety of students and staff, we will ensure that students meet requirements and standards in alternative methods.

Submitting Assignments to CANVAS:

- **Put your name on the assignment before submitting it**
- **Submit the assignment in CANVAS under assignments tab, submit assignment.**
- **Name your submission file with your last name and the assignment name.**

Late Assignments, Missed Exams

Assignments are due on the dates indicated in the Course Schedule. For extenuating circumstances that impact your ability to meet deadlines or participate in class activities, you are responsible for alerting me as soon as possible

Students are expected to turn in all assignments on the day and time they are due as specified in Canvas. No exceptions, but reasonable accommodations will be made for unexpected severe illness, injury or emergency. For each day the assignment is late, the assignment will lose ½ a letter grade (reasonable accommodations will be made for unusual circumstances). Students are expected to be present during the presentation of any assignment, or they will receive a "0" for the presentation portion of the grade. Reasonable accommodations will be made for unusual circumstances.



Grading Policies

Your overall grade consists of the following assessments, arranged by type and value (subject to change with prior notice):

Assignment	Points (per assignment)	Total % Final Grade	Due Date/Assignment Notes
In-class and other lab assignments	80 points	20%	Ongoing
**Assessment Interpretation assignment	20 points	10%	10/13 at 11:59 p.m.
Case Study Reflection	20 points	5%	10/27 at 11:59 p.m.
Intervention Research Assignment/Handout/Presentation	120 points	25%	12/7 at 11:59 p.m.
**Practical Examination	80 points	35%	11/3
Participation	10 points	5%	Ongoing
Total Value		100%	

**= Assignments designated with double asterisk are competency-based assignments for this course.

Competency Standards

This course is within the clinical skills track of the curriculum. Housed within this course are key assignments and exams referred to as learning assessments, which evaluate the student’s development of hands-on competencies, documentation skills, and clinical reasoning. Key assignments will be indicated in the syllabus by an asterisk. These skills will be used in future clinical courses, fieldwork and clinical practice. It is imperative that students demonstrate an expected level of mastery on these learning assessments as outlined below:

- Students must achieve a minimum grade of 83% on each of the key learning assessments in the course.
- If a student’s performance on a key learning assessment is below an 83%, one retake is permitted and must be completed at a minimum of 83% for the student to pass the course.
- On successful completion of the retake, the student passes the learning assessment and continues in the course but retains the grade from the first completion of the learning assessment.



- If a student's performance is below an 83% on the retake, the student does not pass the learning assessment and will receive the lowest grade obtained and given a failing grade (D or F) for the course, unless the timeframe falls within the UWL deadlines for dropping a course (see below).
- If the student fails the course prior to the UWL deadline to drop a course, the student will be advised to drop the course. The student may then take the course again when it is offered the following year. The student will not be able to continue with other courses in future semesters until the dropped course has been successfully retaken. No part time options are available. The student will be able to continue in the other courses that are being taking concurrently during the semester in which the dropped course occurred. Note: If the student fails a learning assessment the second time the course is attempted, it is highly unlikely the student will be given the option to drop the course and attempt the course for the third time.
- If the student receives a failing course grade (D or F) the student will be withdrawn from the program. The student may appeal following the process outlined in the Student's Program Handbook.
- If the student successfully appeals and is readmitted into the program, the student will need to retake the failed course when it is next offered and will not be able to continue with other courses in future semesters until the failed course has been successfully retaken. No part time options are available.

Attendance and Participation

Attendance: Students are expected to attend each class session. If a student needs to be absent from class, they are expected to contact the instructor by phone or email prior to the absence. The instructor must approve the absence. If the instructor does not approve the absence, it will be considered unexcused. If on the day of an excused absence, an assignment was due, the student will be allowed until the next class period to turn it in. If the assignment is not turned in within this time frame, the assignment will lose ½ of a letter grade for every day it is late. If an assignment is due on the day of an unexcused absence, the assignment is still due that day, and the assignment will lose ½ of a letter grade for every day it is late. It is the student's responsibility to get caught up on material missed during the absence. **The student handbook has more detail on the program policy.**

Punctuality: Students are expected to arrive to class on time and stay through the end of class.

Active Learning Approach/Expectations for Participation:
(Content covered in classroom activities may appear on quizzes and exams)



This

course involves an active learning approach. This approach to learning involves exploring issues and ideas under the guidance of the instructor. Students learn a way of thinking, asking questions, search for answers and interpret observations. Learning how to acquire knowledge is more important than learning facts. Students are successful in active learning when they:

1. Consistently attend classes-notify instructor of absence
2. Make a strong effort to participate in discussions and take responsibility for their own learning
3. Are prepared for all classes having done the necessary readings and assignments
4. Demonstrate awareness of appropriate interpersonal communication and sensitivity to others. (“I” statements, listening as well as speaking, assertiveness vs. passivity or aggression, give feedback to others)
5. Fully participate in all group activities. It is up to each group to assure that all members participate in all activities equally.
6. Expected to read assignment prior to class and be prepared to discuss when class starts

OT Program COVID-19 Statement: We are all aware of the uncertain times that we are facing. If at any time, you feel that you cannot participate in an activity due to risk of exposure, please contact your instructor immediately. Please note that not participating in hands on skills training and competency testing may delay course completion and graduation timelines.

COVID-19 Health Statement

Students with COVID-19 symptoms or reason to believe they were in contact with COVID-19 should call and consult with a health professional, such as the UWL Student Health Center (608-785-8558). Students who are ill or engaging in self-quarantine at the direction of a health professional should not attend class. Students in this situation will not be required to provide formal documentation and will not be penalized for absences. However, students should:

- notify instructors in advance of the absence and provide the instructor with an idea of how long the absence may last, if possible
- keep up with classwork if able.
- submit assignments electronically.
- work with instructors to either reschedule or electronically/remotely complete exams, labs, and other academic activities.
- consistently communicate their status to the instructor during the absence.



Instructors have an obligation to provide reasonable accommodation for completing course requirements to students adversely effected by COVID-19. This policy relies on honor, honesty, and mutual respect between instructors and students. Students are expected to report the reason for absence truthfully and instructors are expected to trust the word of their students. UWL codes of conduct and rules for academic integrity apply to COVID-19 situations. Students may be advised by their instructor or academic advisor to consider a medical withdrawal depending on the course as well as timing and severity of illness and students should work with the Office of Student Life if pursuing a medical withdrawal.

Expectations for Graded Work

I provide students feedback and/or scores on assignments that require individualized grading before a further assignment of a similar format is due. Generally, I return work that requires individual feedback within 14 days from the date the work was due. I will notify you if I am unable to grade the work within the 14-day timeframe, and will identify a revised return date. If you submit work after the due date, it may not be returned within 14 days.

The grades for any work that is graded electronically, such as scanned examinations, will be accessible to you within 14 days of the due date for the work. If you submit electronically graded work after the due date, it may not be accessible within 14 days.

Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, or via the course management system through which only you will have access to your grades.

Grading Scale

Letter Grade	Percentage Equivalent
A	93-100%
AB	89-92%
B	83-88%
BC	79-82%
C	70-78%
D	60-69%
F	59% - below

Please note that final grades will be calculated to the first decimal point and rounded to the nearest whole number. (i.e. 92.4 receives a 92 or AB; 92.5 receives a 93 or A). No exceptions to this rule will be considered.

**Below C is considered failing (refer to the Occupational Therapy Student Handbook for more detail).



Professional Behaviors are critical for success in your chosen profession. Points associated with professional behaviors will be awarded based on:

- Preparedness
- Attendance
- Participation
- Punctuality
- Respect
- Wearing of professional attire when requested
- Time management
- Use and acceptance of instructor/peer feedback
- Evidence of self-directed learning



Course Outline & Schedule 2020

Please note that the timing of activities and topics listed below may change. Course instructor will provide you timely notice of any major changes in the syllabus or course schedule with updates via email, Canvas, and verbal reminders during virtual class meetings.



Date	Class Activities/Topics	Assignment
<p>Sept 8</p> <p>Online synchronous class via WebEx link (emailed); Note both sections meet at 2:15-4:15 p.m. today only</p>	<p>Course Orientation:</p> <p>Review of Course Schedule, Assignments, Syllabus, Canvas resources, Class Format</p> <p>Practice case study activity introduction and partner work to review case</p>	<p>1-Discussion post: due today, 9/8, by 11:59 p.m.</p> <p>2-Pre-course assessment- complete Qualtrics survey self-assessment due 9/11, by 11:59 p.m. (Refer to Canvas announcement for survey link)</p> <p>3- After completing self-assessment, write personal goals for Peds lecture and lab this semester – due 9/11, by 11:59 p.m.</p> <p>4- Practice Case study due- Sept 15th before lab- be prepared to participate in discussion</p> <p>5- Prepare for Peds lecture class for next Monday by reviewing Case-Smith Chapter 15 & completing HW case study questions- be prepared to discuss</p>
<p>Sept 15</p> <p>Face-to-face lab class in 4008</p> <p><u>What to bring:</u></p> <p>Computer: to work on HW lab document & for Archer case review</p>	<p>Handwriting & Review of Hand Development/Grasps</p> <p>Discussion of Remaining Questions on Practice Case study-Archer</p> <p>Sign-up for Intervention Analysis</p>	<p>In-class lab activity –Handwriting Assessments and Pencil Grasps (practice HW assessment and scoring with partner)</p> <p>In-class lab activity- discussion on practice case study</p> <p>In-class activity- sign-up for Intervention Analysis (refer to Canvas announcement for sign-up; make sure to sign up in the correct lab section)</p>



Date	Class Activities/Topics	Assignment
<p>Sept 22</p> <p>Face-to-face lab class in 4008</p> <p><u>What to bring:</u> Computer: to work on visual lab document</p>	<p>Vision and Visual Screening/Assessment</p> <p>VSA-2 Assessment & The Oregon Project Skills Inventory</p>	<p>In-class lab activity- Visual assessments (practice visual screening and assessment with partner)</p> <p>Time for remaining Archer case discussion, if needed</p> <p>In-class work time to start intervention analysis assignment, as time allows</p>
<p>Sept 29</p> <p>Face-to-face lab class in 4008</p> <p><u>What to bring:</u> Computer: to work on sensory lab document & review of interpretation assignment</p>	<p>Autism and Sensory Assessment</p> <p>Introduction to Interpretation Assignment</p>	<p>In-class lab activity- Sensory Assessments and Activities</p> <p>*Review Sensory Chapter in Case Smith- Ch. 20 prior to class and review of sensory sections of Developmental Milestone Guide (DMG, 3rd edition) resource posted on Canvas</p> <p>In class work time on interpretation assignment</p>



Date	Class Activities/Topics	Assignment
<p>Oct 6</p> <p>Online asynchronous lab – Independent study</p>	<p>Sensory Observations Lab (video), Matthew & Jesse case studies</p>	<p>Submit completed case worksheets for Matthew and Jesse cases- due 10/16 at 11:59 p.m.</p>
<p>Oct 13</p> <p>Face-to-face lab class in 4008</p> <p><u>What to bring:</u></p> <p>Computer: to work on behavior lab document & medical chart review</p>	<p>Behavior Management</p> <p>Participation Assessments</p> <p>Medical Chart Review Activity</p> <p>Case # 1 Reflection</p>	<p>In-class lab activity- Behavior management strategies & assessments</p> <p>In-class lab activity-Medical chart review methods</p> <p>In class work time on case study #1 reflection</p> <p>In class work time on interpretation assignment</p> <p>Interpretation assignment due 10/13 at 11:59 p.m.</p>
<p>Oct 20</p> <p>Online synchronous lab during scheduled lab section time</p>	<p>Case #1 Debriefing</p> <p>Feeding Lab- introduction</p>	<p>Case study #1 in class discussion/debriefing- be prepared to participate in a class discussion regarding Linda case</p> <p>Instructor will explain expectation for out of class feeding lab activity: Feeding and oral motor skills- due 10/27 before your scheduled lab section</p> <p>Feeding SOAP note- Simucase oral aversion treatment session video- due 10/23 at 11:59 p.m.</p>



Date	Class Activities/Topics	Assignment
<p>Oct 27</p> <p>Online synchronous lab during scheduled lab section time</p>	<p>Feeding (cont.)</p> <p>Practical exam detailed introduction and preparation</p>	<p>In-class lab activity- discussion on feeding and oral motor skills activity</p> <p>In class lab activity- feeding interventions activity</p> <p>In class discussion regarding practical logistics</p> <p>In-class work/consult time for intervention assignment</p> <p>Case study #1 Reflection due 10/27 at 11:59 p.m.</p>
<p>Nov 3</p> <p>Online synchronous at scheduled group time; please refer to practical schedule</p>	<p>Practical Examination-virtual</p>	<p>Practical Exam Test</p> <p>Debriefing Reflection Questions- Due 11/3 at 11:59 p.m.</p>
<p>Nov 10</p> <p>Online synchronous lab during scheduled lab section time</p>	<p>Continued practical debriefing (as needed)</p> <p>Infant Neuromotor assessment</p> <p>Review of ISFP document</p> <p>In class work time for Case study/other peds assignments</p>	<p>In class discussion/debriefing regarding practical</p> <p>In class review of infant neuromotor assessment</p> <p>In class review of ISFP specifics and B to 3 documentation</p> <p>In class work time/consultation- as needed</p>
<p>Nov 17</p> <p>Online synchronous lab during scheduled lab section time</p>	<p>Case #2 Debriefing</p> <p>Work time for intervention assignment</p>	<p>Case study #2 in class discussion/debriefing- be prepared to participate in a class discussion regarding Wyatt case</p> <p>In class work/consult time on intervention assignment</p> <p>Review therapy dosing article posted to Canvas before next lab session on 12/1- be prepared for discussion</p>



Date	Class Activities/Topics	Assignment
Nov 24	No Class- Thanksgiving week so Friday classes are today	Enjoy some much deserved rest and relaxation!
Dec 1 Online synchronous lab during scheduled lab section time	Review of IEP document Assistive Technology Therapy dosing	In class review of IEP specifics and school-OT documentation In class lab activity- complete Margy (AT case) with assigned peer (Collaborate Ultra) In class discussion- therapy dosing
Dec 8 Online synchronous lab during scheduled lab section time	Interventions Presentations	Intervention Presentations and Handouts due 12/7 at 11:59 p.m.
Dec 15 (Last class) Online synchronous lab during scheduled lab section time	Interventions Presentations (continued)	SEI time Course wrap-up Post course self-assessment due 12/15 at 11:59 p.m.

Concerns or Complaints

If you have a concern or a complaint about this course, or your instructors, we encourage you to bring that to our attention. Our hope would be that by communicating your concern, we would be able to come to a resolution. If you are uncomfortable speaking with us, or you feel your concern hasn't been resolved after bringing it to our attention, you can contact my department chair, Thomas Kernozek, PhD, FACSM, at tkernozek@uwlax.edu.



The Student Academic Non-Grade Appeals process can be found in the Student Handbook (<https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-non-academic-misconduct--chapter-uws-17->). For more information on appealing a final grade, see <http://catalog.uwlax.edu/graduate/academicpolicies/gradesgrading/#appeal-grade> in the Graduate Catalog.



UWL Syllabus Policy Information & Statements

UWL encourages students to know the campus' important policies related to Covid-19 health statement, academic integrity & misconduct, religious accommodations, sexual misconduct, student concern procedures, students with disabilities, and veterans & active military personnel. These policies and statements can be found on the [Syllabus Information website](#).

Individual instructors will articulate course requirements and any additional policies in the course syllabus and/or on a Canvas site associated with the course. UWL also encourages students to take advantage of the campus' many and varied student success resources; a listing is found on the [UWL Student Success website](#).

Academic Integrity & Misconduct

Academic misconduct is a violation of the [UWL Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

PLEASE NOTE that whenever a grade penalty is imposed due to academic misconduct, the instructor is required to write a letter documenting the misconduct. **Copies are sent to the student, to the Office of Student Life (where the letter remains on file in the student's record), and to the Dean of the student's College.** Refer to [UWL Student Handbook](#) for a detailed definition of academic misconduct, and for possible sanctions and consequences. The Office of Student Life can also assist.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the Student Handbook ([Student Code of Conduct, Academic Misconduct](#)) for a detailed definition of academic misconduct.

For helpful information on how to avoid plagiarism, go to "[Avoiding Plagiarism](#)" on the Murphy Library website. You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.



UWL Policies & Supports

Course Access

Access to course materials in Canvas may cease after the term ends. If you wish to archive materials for your personal records or portfolio you should do so as you progress through the course. As a general rule, you should always save local copies of course-related work. To avoid disasters, you should also save important files to external media or cloud storage.

Inclusive Excellence

[UWL's core values include](#) "Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community." If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

Name/Pronouns

I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. UWL has a [preferred name policy](#) and [UWL's Pride Center](#) is available for additional assistance.

Student Evaluation of Instruction (SEI)

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

Academic Services and Resources at UWL

UWL has an array of supports for your success, and the website below makes sure you know about all of them. Please take the time to investigate the resources available, via the [Student Success website](#). If you would like help finding what you need, please do talk with me.



Technical Support

For tips and information about Canvas visit the [UWL Canvas Guide for students](#); this site also links to the 24/7 Canvas support. Check your [browser compatibility with Canvas](#). If you are having Canvas login issues or need general computer assistance, contact the [Eagle Help Desk](#).

Success as an Online Learner

Successful completion of this course includes participation in discussions and completion of ALL assignments. As an underlying principle of online learning, successful achievement of course outcomes requires a willingness to **self-reflect** and **self-regulate**. You should also frequently reflect on learning goals, application of outcomes, and how you might apply course concepts in your future career or life in general. For additional tips on succeeding as an online learner, review UWL's [Online Readiness Tutorial](#).

Netiquette

Netiquette is a combination of 'net' (from Internet or Network) and 'etiquette' and refers to acceptable Internet behavior. It means respecting others' views and opinions and displaying common courtesy when posting your views and opinions online in discussion forums, email, blogs, and social networking sites, etc. This type of communication does not allow each person to see facial expressions, body language, or hear intonation so it's especially important to watch what and how we say things online. By following netiquette, online communication becomes clearer and helps you maintain and establish positive online relationships as well as develop a positive online reputation.

All class members should abide by these six simple rules (abridged and modified from the 10 rules of [Albion.com](#)):

- Be kind and forgiving of mistakes (i.e. do unto others as you'd have others do unto you)
- Adhere to the same standards of behavior online that you follow in real life (i.e. be ethical)
- Respect other people's time and bandwidth (i.e. avoid long rants and be careful not to monopolize a discussion)
- Share expert knowledge (i.e. let others benefit from your insights and experience)
- Help keep flame wars under control (i.e. no personal attacks or ongoing attempts to belittle or antagonize others)
- Respect other people's privacy



University of Wisconsin – La Crosse Occupational Therapy Program

OT 785/786: Adult Clinical Practice Spring 2021

OT 785 Seminar Credit: 1 | OT 786 Lab Credit: 1

Instructor Information:

Laura Schaffer, MA, OTR/L

Office: 4049 HSC

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Office hours: by appointment or drop in

Virtual Office hours available via WebEx at <https://uwla.webex.com/meet/lschaffer>

Brandon McCauley,

785 Instructional Pattern: One-hour virtual lecture/seminar via Collaborate Ultra; Wednesdays 8:50-9:45

786 Instructional Pattern: Face to face session with volunteer client for assessment, intervention, client education and mentoring by clinician.

785: Course Description

This course is a one-hour seminar that includes close examination of the Occupational Therapy Process. Using occupational therapy theories, research, and knowledge from previous courses, students will work with course instructor and other students to develop an assessment plan, treatment plans, recertification, and discharge planning with a community volunteer. Students will develop and provide occupational therapy in-services to mimic treatment rounds and continuing education development in a clinical setting. Students will discuss and examine occupation, roles, and participation in relation to occupational performance. Medical conditions and their influence on health, wellness, and participation will be examined.

This course will be utilized as a type of 'rounds' prior to seeing community volunteers face to face in order to discuss personalized treatment plans and problem solve with peers.

786: Course Description

This course is a lab that includes implementation of the Occupational Therapy Process and supervised hands on experience of adult clinical practice. Using occupational therapy theories, research, and knowledge from previous courses, students will work with course instructor and other students to implement an assessment plan, treatment plans, recertification, and discharge planning with a community volunteer.

Course Requirements:

1. Required Competencies

It is expected that students maintain clinical competencies that have been demonstrated throughout the program during your clinical courses (i.e. hands on skills, safety, technical skills, documentation, etc) to proceed in the clinics. If you have not demonstrated competency in these areas as evidenced of receiving **below a B** in the following courses or on competency based assessments, an additional competency check will be required prior to providing hands on interventions with your clients.

- OT 545: Biomechanics Lab
- OT 671: Physical Dysfunction I Lab
- OT 731: Physical Dysfunction II Lab
- OT 740: Peds II Lab

OR competency based examinations/assignments

If you received below a B in any of these courses/exams/assignments, it is your responsibility to communicate this to the course instructor(s) during **the first week** of classes in order to schedule a time to complete a competency check prior to proceeding in the clinic. Failure to communicate with the instructor and initiate a plan will result in a failing grade for the competencies, leading to a failing grade in the course, and inability to proceed in the program as outlined below. Competency checks must be completed and passed no later than the third week of the semester, prior to any patient contact.

Students must achieve a minimum grade of 83% on each of the competency checks to proceed in the course.

If performance is below an 83% on any competency requirements, the student does not pass the competency checks and will receive a failing grade for the course. If this occurs, the student will be advised to drop the course prior to the UWL deadline. The student may then take the course again when it is offered the following year. The student will be able to continue in the other courses that are being taken concurrently during the semester in which the dropped course occurred. However, the student will not be able to proceed to future semesters until the dropped course is completed – at this point in the program, this would apply to Level II Fieldwork.

Please see the student handbook for more information on program dismissals and appeal processes.

2. Physical Requirements

As with any job, there are physical requirements that need to be met in order to perform basic job duties. In this case, the clinic is your 'job'. To allow full participation in clinic activities, students must be able to:

- stand for at least 45 minutes
- stoop
- bend
- lift at least 20 pounds
- physically assist with patient transfers
- kneel on one or both knees
- get on/off floor
- move quickly to ensure client's safety at all times

If these requirements cannot be met for patient care, a Dr.'s order will be required to indicate physical restrictions and recommendations for return to full activity. If treatment sessions are missed due to inability to meet these requirements, they will need to be made up prior to receiving a passing grade in the course. A delay in participation in patient care treatments may lead to an incomplete in the course until content can be made up, which may impact start of Level II Fieldwork. Chronic limitations should be discussed with the ACCESS Center to provide accommodations to ensure student success.

3. Required Immunizations

The Occupational Therapy Program mandates all students complete the following health requirements upon admission to the OT Program:

1. Immunizations requirements (as specified on the UW-L OT Program Required Immunizations Checklist)
2. Current TB test results (see Required Immunization Checklist for more information)
3. CPR certification

Students are responsible to maintain and keep health records current in order to participate in clinical labs, field experiences, and fieldwork.

Additionally, every FALL semester, students must arrange for a seasonal influenza vaccination. Generally, vaccinations are available during October. Therefore, students will be given until October 31 each fall semester to receive the vaccination. Students must upload proof of receiving the vaccination to the EXXAT database by November 1st.

Note: Students have the right to refuse influenza vaccinations for various religious or health reasons. If this is the case, students will alert the Academic Fieldwork Coordinator and other strategies and accommodations will be discussed prior to the student's participation in selected activities.

The Fieldwork Program Assistant is responsible for checking health information routinely. The Fieldwork Program Assistant will send one notification to students if something is missing and also alert the Academic Fieldwork Coordinator (AFWC). The AFWC will notify students of the missing information and discuss the student's action plan. Students who fail to provide documentation of health information, influenza vaccinations, updated TB test results, and CPR certification will not be able to participate in lab or fieldwork activities.

Media Use:

- Computer use is acceptable and encouraged during this course in order to revise and update daily plans based on class discussions.
- Respectful phone use is acceptable only when necessary
- It is acceptable to give out your personal email and phone numbers to clients for *scheduling purposes only* upon your discretion
- Personal contact with clients (i.e. Facebook, Instagram, texting, etc) is not acceptable while the client is in your care

Textbooks and Resources:

- There are no new textbooks assigned for this course however students will be utilizing several texts from previous courses for resources. Copies of the majority of these texts are available in the 4014 lending library as well.
- Students may find Ice Video viewing helpful in the treatment of the community volunteers. These videos can be accessed at <http://www.icelearningcenter.com/ice-video-library/>
 - Click on 'Login' and scroll down to select 'University of Wisconsin – La Crosse'
 - Access Code is otipad@uwlax.edu

Canvas:

- Canvas will be utilized in this course for posting of readings, quizzes and exchange of treatment plans and grading feedback. Please check the course site frequently for new information.

Submitting Assignments to Canvas

- Put your name on the assignment before submitting it
- Submit the assignment to the drop box that is named with the corresponding assignment.
- Name your submission file with your last name and the assignment name. (i.e. Evaluation_Schaffer)
- If submitting group work, please include all members' last names in file name and submit one per person. If you wish to receive individual feedback, all members should submit their own copy in to allow for electronic submission of feedback.

Attendance and Participation

Expectations for Participation:

- Attendance at classes is mandatory in order to be able to have an approved treatment plan for face to face interaction with your community volunteer. If there is an emergency that will impact your participation, please contact Laura Schaffer as soon as possible so that alternative arrangements can be made.
- It is expected that all assignments be completed prior to the start of the class in order to be prepared for participation in the clinic each week.
- Due to COVID policies and to minimize risk of exposure, it is extremely important that you attend the sections that you have been assigned to. It is also mandatory that you follow university policies which includes wearing a mask and shield when appropriate, maintaining social distancing and frequent disinfecting of work stations.
- If you are aware that you need to miss a class, will be late or are unable to complete an assignment on time, please notify the course instructor as soon as possible via email or office phone 785-8462. Reasonable accommodations will be made in the event of unforeseen circumstances and emergency, per instructor discretion. Students are responsible for obtaining missed content and creating a plan for making up missed work.
- If I should be ill and not able to attend a lecture or lab, I will ensure that you are all notified via email and in the Canvas course as soon as possible. Course content will be delivered via alternative methods or through use of a substitute as appropriate.

COVID Participation Statement

We are all aware of the uncertain times that we are facing. If at any time, you feel that you cannot participate in an activity due to risk of exposure, please contact your instructor immediately. Please note that not participating in hands on skills training and competency testing may delay course completion and graduation timelines.

COVID-19 Health Statement

Students with COVID-19 symptoms or reason to believe they were in contact with COVID-19 should call and consult with a health professional, such as the UWL Student Health Center (608-785-8558). Students who are ill or engaging in self-quarantine at the direction of a health professional should not attend class. Students in this situation will not be required to provide formal documentation and will not be penalized for absences. However, students should:

- notify instructors in advance of the absence and provide the instructor with an idea of how long the absence may last, if possible
- keep up with classwork if able.
- submit assignments electronically.
- work with instructors to either reschedule or electronically/remotely complete exams, labs, and other academic activities.
- consistently communicate their status to the instructor during the absence.

Instructors have an obligation to provide reasonable accommodation for completing course requirements to students adversely affected by COVID-19. This policy relies on honor, honesty, and mutual respect between instructors and students. Students are expected to report the reason for absence truthfully and instructors are expected to trust the word of their students. UWL *Codes of Conduct* and *Rules for Academic Integrity* apply to COVID-19 situations. Students may be advised by their instructor or academic advisor to consider a medical withdrawal depending on the course as well as timing and severity of illness and students should work with the Office of Student Life if pursuing a medical withdrawal.

Communication with instructor:

Email is the best way to communicate with me outside of class time and office hours. I will respond to all email within 24 hours from Monday through Friday unless otherwise specified. Exceptions will always be made in the event of an emergency. Every effort will be made to have assignments graded within 2 weeks of initial due date.

The course instructor will be available during scheduled office hours as posted in syllabus or on my door each week. Students are welcome to request additional appointments with the instructor as needs arise above and beyond posted hours if necessary. Students are discouraged from coming into the instructor's office unannounced as this can be a distraction. If my door is open, you are welcome to stop in, however if my door is closed, please knock or return at another time.

Professional Behaviors

Professional behaviors are critical for success in your chosen profession. Points associated with professional behaviors will be awarded based on:

- Preparedness
- Attendance
- Participation
- Punctuality
- Respect
- Wearing of professional attire when requested
- Time management
- Use and acceptance of instructor/peer feedback
- Evidence of self-directed learning.

785 Course Objectives:

No.	Objective	ACOTE Standard	Assessment	ACOTE Assessment
1	Students will integrate principles from past and current curricula by analyzing, synthesizing and applying theories, models of practice and frames of reference and understanding of basic science concepts to guide and inform their evaluation and intervention with an adult client with a chronic health condition.	B.2.1	Evaluation and discharge planning assignments	1
2	Students will demonstrate sound clinical reasoning skills in order to	B.4.4	Evaluation plan	1

	choose culturally relevant, evidenced based and occupation based standardized and non-standardized screening/assessment tools to determine the need for occupational therapy intervention with their adult client. This will include the ability to select appropriate assessment tools that are based on the client's needs and incorporate the use of occupation, while considering contextual factors, current evidence and psychometrics of the tests. Collect, analyze and report data from client evaluation	B.4.5 B.4.6	assignment	
3	Students will explain the role of occupational therapy to their client during the evaluation process and discuss how occupational therapy can help promote occupational performance specific to the client's situation.	B.7.3	Evaluation write up and interview portion of evaluation; discharge session	1
4	Students will utilize their client's evaluation findings to develop an occupation based, client centered, culturally relevant and evidence based intervention plan to address their clients' occupational performance needs in the areas of occupations, client factors, performance patterns, contexts and performance skills.	B.4.8	Evaluation write up/Intervention plan assignment	1
5	At the completion of the adult lab, the student will review the client's status and collaborate with the client and family/caregivers to plan for discharge. The student will provide the client with a summary of occupational therapy outcomes, provide recommendations such as community and fiscB.5.29al resources, home programs, and environmental modifications as well as any appropriate referrals and discuss post – discharge needs with the client and others as needed.	B.4.28	Discharge summary, home/community assessment project, education/resource binder assignment	1
6	Students will practice documenting occupational therapy services for their adult client to ensure accountability of service provision and to meet standards for reimbursement of services. Within this documentation students will effectively communicate the need and rational for occupational therapy services for their adult client. The focus of documentation will be writing an evaluation, a discharge summary and a home assessment.	B.4.29	Evaluation, discharge and home assessment assignments	1

786 Course Objectives:

No.	Objective	ACOTE Standard	Assessment	ACOTE Assessment
1	Students will use evaluation findings and collaborate with their client and appropriate others to select and provide direct occupational therapy interventions and procedures with their client to enhance safety, health and wellness and performance in needed areas of occupation. This will include providing therapeutic use of occupation, exercises and activities that are evidence based, culturally relevant, reflect current practice and that address their client's occupational performance areas of concern as well as interventions to enhance safety, health, wellness and performance in all areas of occupation.	B.4.10 B.4.29	Weekly intervention sessions and documentation	1
2	Students will carry out developed intervention plans and provide training in self-care, self-management, health management and maintenance, home management and community and work integration as appropriate for their adult client in order to enhance the client's occupational performance.	B.4.21	Weekly intervention sessions and documentation	1

3	The student will organize, collect and analyze evaluation results for their client generating an evaluation report. Throughout the course students will document treatment sessions, modifying treatment sessions accordingly to improve their client's outcomes, and will report results at the end of the course via a presentation that will include how treatment would change if client improved or declined in function.	B.4.22	Presentation	6
4	Students will practice documenting occupational therapy services for their adult client to ensure accountability of service provision and to meet standards for reimbursement of services. Within this documentation students will effectively communicate the need and rationale for occupational therapy services for their adult client. The focus of documentation will be writing treatment plans and treatment notes.	B.4.29	Weekly documentation	1
5	The student will demonstrate the therapeutic use of self including one's personality, insights, perceptions and judgments as part of the therapeutic process with their client.	B.4.1		
6	The student will use sound judgment in regards to safety of self and their client and adhere to safety regulations throughout the occupational therapy process as appropriate to the applied adult clinical practice setting and scope of the course.	B.3.7	Client safety policy assignment	1
7	The student will effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues and instructors in a professionally acceptable manner.	B.4.23		
8	The student will promote occupational therapy by educating their volunteer and volunteer's family on the role of occupational therapy and how these services may be of assistance to address their health related issues.	B.7.3		
9	The student will discuss and evaluate personal and professional abilities and competencies as they relate to their learning through self-reflection and feedback from peers and course instructors.	B.7.4	Self- reflection and goals assignment	1

GRADING:

Course grading scale:

Letter Grade	Percentage Equivalent*
A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
Grades below a C are considered failing in the occupational therapy program. See the Student Handbook for more detail.	

**Please note that final grades will be calculated to the first decimal point and rounded to the nearest whole number. (i.e. 92.4 receives a 92 or AB; 92.5 receives a 93 or A). No exceptions to this rule will be considered.

785 Assignments*	Total Points Possible	Percentage of Final Grade	Due Date
Evaluation Plan	84	20%	Part A and B due Friday 2/19 by 5:00 Parts C and D due 2/26 by 5:00
Evaluation Write Up Report	105	25%	Due on day that assessments are completed (3/3)
Discharge Plan	84	20%	Due during rounds 4/28 with copy
Discharge Summary	105	25%	Due end of day 4/28
Education/Resource Binder	42	10%	Draft due for rounds 4/21; final due at rounds 4/28
	420	100%	

*Subject to change with notification

786 Assignments*	Total Points Possible	Percentage of Final Grade	Due Date
Policy and Procedures Comp Checks	17	5%	Friday, 2/5 by noon
Client Specific Safety policy (with partner)	17	5%	Friday 2/12 5:00pm
Pre-course student reflection and goals	23.8	7%	Wednesday 2/10 start of class 9 am; Please have a hard copy for your mentor and also submit a copy
Weekly intervention Sessions (includes partner intervention plan, individual intervention session note and individual self-reflection). Intervention session #1-6 are worth 10 points each	238 (34 points each). You will only be graded on 6 intervention sessions as one session will be a home/community evaluation.	70%	See course schedule for specific due dates. In general intervention plans are due at the beginning of rounds; intervention notes and self-reflection are due 45 minutes after the end of the treatment session
Chart upkeep/organization	10.2	3%	At least 2 random chart checks will occur throughout the semester
Midterm review and peer feedback	P/F	P/F	Wednesday 3/31 due beginning of rounds. Submit revised form
Post course student reflection, goals and peer feedback	23.8	7% (P/F)	Wednesday 5/5 at the beginning of the day (7:45)
Final Presentation (with partner)	10.2	3%	Presentations will be given 5/56 from 7:45-11:45. Please upload a copy of your powerpoint
	340 points	100%	

*Subject to change with notification

Individual Assignment Detail:

- See details in Canvas for assignment descriptions

- All templates, rubrics and resources will be available in Canvas. To view rubrics, click on the associated assignment.

Rating Scale for the Clinic Grading Rubric:

- **All assignments will be graded on a 4-point scale, similar to the grading used in OT 775 Critical Analysis of Practice. This scale is more consistent with grading and feedback that will occur during your fieldwork experiences.**
- **Self-directed/Independent/Outstanding (Level 4):** Responses and performance demonstrated by student is much more advanced than expected for current level in program; Almost always demonstrates excellent standard of clinical skill; Student is consistently prepared and environment/activities are thoroughly considered & prepared prior to client interaction; Safety is demonstrated as a priority; Student immediately, consistently, and appropriately responds to client safety and cues; Never requires direction, guidance, prompting, support, and/or supervision for completion of skill; Performance is at a level of a therapist and does not require any mentor feedback or adaptations; Student demonstrates comfort with innovative treatment and confidence with novel tasks; Responses are comprehensive, client-centered, and innovative; Self-directed when locating resources; Incorporates evidence-based practice and prior experience/knowledge at a very high level; Student demonstrates very high level of professional behaviors and acceptance of feedback; Format and citations meet APA requirements and professional language demonstrated at all times; Documentation is timely, comprehensive yet concise, organized, and offers easy interpretation.
- **Emerging Independence/Exceeds Standards (Level 3):** Responses and performance demonstrated by student is more than expected for current level in program. Often demonstrates clinical skill at a high standard; Student is consistently prepared and environment/activities are thoroughly considered & prepared prior to client interaction; Safety is demonstrated as a priority; Student immediately, consistently, and appropriately responds to client safety and cues; Almost never (less than 10% of the time) requires direction, guidance, prompting, support, and/or supervision to complete the skill; High standard of clinical skill; Responses are comprehensive, client-centered, and creative, but not innovative; Student able to locate resources with minimal cueing; Student has demonstrated consistent growth in performance and it is evident that student has considered mentor feedback; Student is able to modify treatment/approach/tasks based on past mistakes/learning and demonstrates self-awareness with performance and adapts appropriately; Open and responsive to feedback; Incorporates evidenced-based practice and prior experience/knowledge at a high level; Format and citations meet APA requirements and professional language demonstrated at all times; Documentation is timely, comprehensive yet concise, organized, and offers easy interpretation.
- **Expected outcome for level in program – Supervised/Meets Standards (Level 2): This performance level is expected to ensure preparedness for first day of Level II FW. This rating represents good solid performance and should be used most often, recognizing that this is the first actual client OT process/interaction.** Responses and performance demonstrated by student is expected for current level of program. Occasionally (less than 25% of the time) requires direction, guidance, prompting, support, and/or supervision for completion of skill; Student is consistently prepared and environment/activities are thoroughly considered & prepared prior to client interaction; Safety is demonstrated as a priority; Student appropriately responds to client safety and cues; Student requires minimal assistance/cueing to locate additional resources; Incorporates evidenced-based practice and prior experience/knowledge at a basic level consistent with techniques learned in courses; Student may require minimal feedback to adapt behavior and recognize alternatives; Open and responsive to feedback; Format and citations meet APA requirements and professional language demonstrated with minimal cueing; Documentation meets expectations, however there is room for improvement in organization, clarity and/or conciseness.
- **Novice (Level 1): Below Standards: Work receiving this score must be resubmitted until expected outcome level criteria has been achieved (with the exception of performed based scores):** Responses and performance demonstrated by student is less than expected for current level in program. Infrequently demonstrates adequate level of clinical skill; frequently (greater than 50% of the time) requires direction, guidance, prompting, support, and/or supervision for completion of skill; Performance demonstrates lack of preparation; Unable to complete requirements in time allotted; Student is able to further explain rationale with increased time/support; Student did not fully connect

concepts required for clear response/plan (plan was not comprehensive); Submission lacks level of detail required to demonstrate understanding/clinical reasoning of content; Student required moderate verbal prompts or corrections in order to meet expectations; Student not able to incorporate prior knowledge and past experience; References are not appropriate and/or not appropriately cited in APA format; Safety not presented as a priority; Harm or injury occurred or could have occurred if student was allowed to proceed; Student demonstrates inaccuracies in techniques or requires significant prompting or mentor intervention; Does not respond to client cues and feedback and requires mentor/peer intervention to recognize; Student not aware of need to incorporate additional resources or unable to locate resources without maximal assistance; Student lacks self-awareness and requires maximal prompting from mentor to identify weakness; Does not demonstrate professional behaviors (i.e. clinic dress, communication both verbal and non-verbal, does not change performance based on feedback, becomes defensive); Documentation is missing relevant details, poor professional language, inappropriate or inaccurate; Inconsistent performance or application of clinical competence.

- *****Note: work that receives a score of a level 1 must be resubmitted until expected level of understanding has been achieved (refer to score level 2 for criteria and instructor feedback for more specifics) .The highest score achievable after a revision is level 1.5. If multiple revisions are required (>1), score will remain a 1 however student will be expected to revise until expected level of performance/understanding has been achieved.***

Grading policies:

1. Students are expected to turn in all assignments on the day and time they are due. Reasonable accommodations will be made for unexpected severe illness, injury or unusual circumstances. For each day the assignment is late, the assignment will lose 10% of the points assigned to that assignment.
2. You will note on certain assignments, some sections need to achieve a certain level, or that section will need to be revised until the identified level has been attained. If these sections are not completed by the time outlined by the instructor, the final assignment score will remain a 1 (below expectations).
3. In the case of any type of late assignments, the student is at risk for not being allowed to proceed with next scheduled volunteer session. It will be at the discretion of the instructor if the student will be allowed to make up the missed treatment session.

Expectations for Return of Graded Work

Instructors will provide students with feedback and/or scores on assignments before a further assignment of a similar format is due. You may expect to receive grades/feedback within 6 days from the due date. You will be notified work in not able to be returned within this timeframe with a revised return date. Work submitted after the due date may not be graded within the same timeframe.

Graded coursework will be returned in compliance with FERPA regulations (through Canvas, in class, in sealed format in student mailbox, etc.).

UWL Policies & Supports

UWL encourages students to know the campus' important policies related to Covid-19 health statement, academic integrity & misconduct, religious accommodations, sexual misconduct, student concern procedures, students with disabilities, and veterans & active military personnel. These policies and statements can be found on the [Syllabus Information website](#).

Individual instructors will articulate course requirements and any additional policies in the course syllabus and/or on a Canvas site associated with the course. UWL also encourages students to take advantage of the campus' many and varied student success resources; a listing is found on the [UWL Student Success website](#).

Course Title: Level I Fieldwork: Mental Illness
Course Number OT 573
Semester: Spring, 2020
Department: Health Professions Department

Course Instructors:

Michelle Goldsmith, OTA
Phone: 608-792-5089 (Call or text)
Email: michellegd@22yahoo.com

Polly Berra, MS, OTR/L, CLT
Phone: 608-785-5059
Email: pberra@uwlax.edu

Note: Michelle Goldsmith is the primary supervisor of this FW experience for Mosher Home. Polly Berra will be coordinating Observation Days and will be responsible for administrative duties.

Instructional Pattern:

Forty hours of scheduled out of class fieldwork experiences over the course of the spring semester. Fieldwork Meetings will take place either at UWL or Mosher after FW sessions.

Bulletin DESCRIPTION:

This Level I fieldwork experience will emphasize the role of occupational therapy in both traditional and non-traditional treatment settings. Students participate in fieldwork throughout the course of the spring semester. They have opportunities to share experiences, interview, evaluate, and treatment plan in both community settings and traditional treatment settings.

JUSTIFICATION: RELATIONSHIP TO THE CURRICULUM DESIGN:

This is the second Level I fieldwork experience in the curriculum. Students are challenged to identify the role of occupational therapy in a mental health setting, provide intervention in a non-traditional environment for individuals with severe and persistent mental illness, and complete a structured self-reflection journal as a way of developing clinical reasoning skills. Students are required to design and lead group activities based on theoretical models and best practice. This course is taught during the same semester as OT 672: Occupations and Mental Illness as a way of helping students integrate classroom information with clinical practice. Curriculum threads are reinforced during this FW I experience including: the development of entry level clinical skills, use of best practice techniques, development of leadership abilities, and the use of person-centered, occupation-based practice.

Student Learning Objectives:

1. **(ACOTE-C.1.7)** Understands the psychological and social factors that influence engagement in occupation within a community based mental health placement setting.
2. **(ACOTE B.4.1)** Identifies, through observation and interview, psychiatric disorders and impairments that inhibit occupational performance.
 - a. Uses a non-standardized screening/interview tool to determine occupational therapy intervention within context of fieldwork site.

- b. Interviews consumers, staff at FW site
 - c. Uses MOHO Interest Checklist
 - d. Conducts interview using COPM OR MOHO Questionnaire
 - e. Utilizes Fieldwork Educator's expertise to develop meaningful interventions.
 - f. Considers how assessment may be biased based on culture, mental status, disability and context. **(ACOTE B.4.7)**
3. Selects and provides the appropriate activities and interventions to support ADLs, IADLs, and wellness within the context of the fieldwork setting.
 - a. Chooses activities for consumers in relation to occupation performance and identified meaningful occupations.
 - b. Selects ADLs and IADLs that will impact positive healthy behaviors and safety.
 - c. Selects activity for mental health population that facilitates social participation.
 4. Creates and implement an occupational therapy group activity for consumers in a community setting.
 - a. Uses Cole Model for group format
 5. Performs task analysis in relative to areas of occupation, performance skills, patterns, activity demands, client factors and context, to formulate group and individual interventions.
 - a. Consumer interviews
 - b. Interviews/orientation from staff at FW site
 - c. Observations of consumers performing activity
 - d. Activity analysis and development of activity groups.
 6. **(ACOTE-C.1.11)** Demonstrates sound judgment and professional abilities including safety, effective oral and written and nonverbal communication when dealing with clients and staff.
 - a. follows guidelines for professional behaviors on Level I FW Evaluation form
 - b. follows rules and safety regulations outlined at the FW site and follows through accordingly for both self and consumers
 - c. Communicates effectively with staff members at FW site including and consumer's significant others (if present during fieldwork experience)
 - d. Selects activity based on sound judgment and clinical reasoning
 7. **(ACOTE-B.5.7)** Demonstrates therapeutic use of self while working with consumers both in groups and 1:1.
 - a. Communicates self-reflections to others
 - b. Responds to others self-reflections
 - c. Demonstrates appropriate communication skills when responding to self-reflections
 - d. Changes interactions and style in direct response to feedback from FW supervisor.
 - e. Recognizes effectiveness of own personality, insights and perceptions as part of therapy process
 8. **(ACOTE-B.9.1)** Demonstrates the ability to follow the AOTA Code of Ethics and AOTA Standards of Practice during FW I, while interacting with staff members and engaged in client interventions.
 - a. Abides by standards for consumer confidentiality
 - b. Abides by standards for ethical interactions with consumers and staff members including standards established by the individual FW sites.
 - c. Abides by professional behavior. (See Level I Fieldwork Student Evaluation)

9. **(ACOTE-C.1.15)** Demonstrates oral and written communication skills and effectively interacts through written, oral, and non- verbal communication when working with clients, staff and FWE.
 - a. Documents group interventions/participation accurately.
 - b. Interacts effectively with clients, other health providers, and fieldwork educators
 - c. Uses appropriate nonverbal communication with colleagues, professionals and clients effectively
 - d. Communicates with staff at Mosher Home professionally in order to assure clients' needs are met and learning is reinforced.

10. **(ACOTE-B.5.18)** Explains role of occupational therapy and the purpose of interventions and the use of occupations using health literacy principles.
 - a. Uses common language to explain directions, role of OTS, etc. that residents can understand.

11. **(ACOTE B.7.1)** Describes contextual factors influence the management and delivery of occupational therapy services in a nontraditional community based mental health facility.
 - a. Articulate the challenges of community based mental health
 - b. Understands how context may influence and drives treatment selections
 - c. Describes the difference between traditional and nontraditional mental programming.

Learning Methods:

Student will participate in a one day of observation of an occupational therapist practicing in a mental health setting, in-patient or out-patient. Additionally, students will complete thirty hours of fieldwork in a community-based setting, working with individuals with chronic mental illness. Routine meetings on campus with course instructor and colleagues to share, plan, reflect, and integrate learning during fieldwork experiences. Canvas discussion boards and journaling will be required to promote learning of key concepts.

Texts:

Refer to texts purchased for OT 660: *Occupational Therapy in Mental Health: a vision for participation*
Refer to texts for OT 570. Cole, M. *Group dynamics in occupational therapy: the theoretical basis and practical application of group intervention.* Slack.
Refer to texts for OT 530: Occupational Performance Analysis
Refer to *Occupational Therapy Practice Framework: Domain and Process*

Special Needs:

The UWL Occupational Therapy Program is committed to assisting students with disabilities in accomplishing the academic mission of our program. Any student with a documented disability (e.g., physical, learning, psychiatric, or sensory, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Resource Services (165 Murphy Library at the beginning of the semester. Students who are currently using Disability Resource Services will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Service Center. The course instructor must be notified prior to the third week of classes about the accommodations requested.

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment (including sexual violence) that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UW-L's [Title IX Coordinator](#) in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available

to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see <http://www.uwlax.edu/violence-prevention> for more resources or to file a report.

Active Learning Approach for Fieldwork:

This course involves an active learning approach. This approach to learning involves exploring issues and ideas under the guidance of the instructor. Students learn a way of thinking, ask questions, search for answers and interpret observations. Learning how to acquire knowledge is more important than learning facts. Students are successful in active learning when they:

1. Must consistently attend scheduled fieldwork dates.
2. Engage in all aspects of field experiences by asking questions, being attentive to clients and staff, using active listening techniques, demonstrating ethical behaviors, and being prepared.
3. Demonstrate awareness of appropriate interpersonal communication and sensitivity to others. (“I” statements, listening as well as speaking, assertiveness vs. passivity or aggression, give feedback to others)
4. Willingly and actively participate in all individual and group activities.
5. Be flexible with schedule knowing that fieldwork can run over anticipated end times due to the clinical nature of this experience.
6. Refer to Student Handbook and Professional Abilities for guidelines

Grades:

Students must pass Level I fieldwork in order to continue in the occupational therapy program. Assignments will be graded as follows:

Grading of Level I Mental Illness FW is as follows:

Assignments will be graded using the 0-2 scale.

0 = assignment is unacceptable. Student must redo the assignment

1 = acceptable completion of assignment

(Students must complete all assignments correctly and receive a “1” from the instructor.)

2 = Exceptional performance beyond entry level for this facility

NOTE: If a student has a 0 grade on any assignment at the end of the FW experience, students will not pass FW I.

Scholastic Misconduct:

Any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct. This includes:

1. Cheating
2. Depriving another student of necessary course material
3. Interfering with another student’s work
4. Using unauthorized materials for fabricated data in any academic exercise
5. Forging of academic documents or records
6. Falsely representing academic performance
7. Assisting a student in any acts of misconduct.
8. Plagiarizing: means submitting the work of someone else as your own, submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval of all involved instructors.

Refer to the Occupational Therapy Student Manual and UWL policies for specific details on disciplinary action.

Assignments/Evaluations:

Observation of an Occupational Therapy Program Assignments

Assignment: One –Day Occupational Therapy Observation Day –Instructor P. Berra

Introduction: Students are required to observe mental health occupational therapy settings. (See sign-up sheet). Students will observe and interview one client and write one observation/interview note using the SOAP or Narrative note format. (see notes from OPA Documentation)

Part I: Consumer Interview/Observation:

OTS is responsible for interviewing a consumer. However, given the reality of the FW experience, this may be an individual or group observation solely. For credit towards this assignment, students will turn in:

1. Copy of the interview questions used (may use COPM or other interview form used at the facility) **OR** a summary of questions you created before watching a group.
2. Write a note based on your individual patient interview or observations of a consumer or group activities. Use SOAP format. This will give you practice using this method.

Part II: Role of OT at Facility Interview

Interview your FWE or another OT at the facility. Ask about the following:

1. Daily/Routine Job Responsibilities
2. Types of Evaluations used routinely at facility
3. Description of the Role of OT on the health care team
4. Other managerial duties
5. FW Educator's professional involvement (including: AOTA, NBCOT, WOTA, patient advocacy, or other professional group involvement), and use of EBP in their setting.
6. Submit any copies of patient schedules used at the facility IF Available.

Write a narrative including the above information. Double spaced, 11 or 12 fonts. No more than 2 pages.

Part I and Part II: Turn in to Canvas

Part III: FORMS

1. Complete the **Student Evaluation of One –Day Level I FW Experience, signed and returned to P. Berra (see form)**
2. Students will have the **OT FW Educator complete the FW Educators Student Evaluation Form for One-Day Experience.** Form must be signed by the OT on site and returned to P. Berra.

Due Date: All of the above assignments are due within 7 days of the observation experience. Submit Forms to Polly Berra.

Mosher Home Assignments

Students are required to attend fieldwork in a community based mental health setting. (See schedule) as part of this experience, students will complete the following:

1. **Consumer Interview/Occupational Profile:** Students will interview a consumer, either alone or in pairs, depending on the circumstances at Mosher Home and the number of residents available for participation. You will be responsible for reporting results orally to peers and instructor. Additionally, you will write a SOAP note documenting your interview findings. Students may use the COPM or other semi structured interview/observation tools, the Mini Mental Status Exam, or other materials (see packet for details) as part of the interview and gathering of information. **(ACOTE B.4.1)**
Due Date: Submit a hard copy of this assignment to Michelle Goldsmith on the next assigned FW I day. Assignment should be typed, 12 font and double spaced.
2. Upon the request of the instructor throughout the FW experience, OTS will be responsible for writing SOAP notes. (on an as needed basis) **Note: notes are due the following assigned FW I day. Bring hard copy, typed, to Michelle Goldsmith.**
3. **Activity Planning and Implementation Project:** Students will plan and implement a group activity using frames of references. Activities should enhance wellness, ADLs, IADLs, play or leisure. Students will follow the Cole 7-Step Process for Group Dynamics and will develop an outcome measure to critique the group activity. **(ACOTE B. 5.2)**

Your Lab Section will complete **IN DETAIL**, One Cole Intervention Plan Outline and will create an outcome measure. Outcome measure will be based on the Activity Group Goals. Where your goals accomplished? Refer to the OT Domain and Practice Framework for details regarding outcome measures. Also see packet for Group Intervention Plan Outline.
Due Date: Group Plan and Outcome Measure due on the assigned day for the event. Turn in to Michelle Goldsmith.

4. **Self- Reflection Journal Assignment:** During the Community Fieldwork experience, students will keep a self- reflection journal. A minimum of one entry after each community session is required. This assignment has been designed to help students reflect on attitudes towards mental illness, identify strengths and weaknesses in professional development, and set realistic goals. The information for the self-reflection journal may be helpful when developing the *Self-Assessment of Professional Behaviors* used throughout the curriculum.

Students should use this journal to share their own personal experiences regarding this FW I; however, there are two areas that will need to be addressed at in your journal before the end of the FW experience. Topics are:

- a. How did you explain OT to the residents at Mosher? (what was your OT Talk?)
- b. What Therapeutic Modes did you utilize while working with clients?

Due Date: Journals are due every week. Turn in hard copy to Michelle Goldsmith, the following assigned FW I day.

5. **FORMS: Self-Reflection Evaluation:** Students will rate their performance using the **Level I Fieldwork Student Evaluation Form (see folder)**. In addition, course instructor will also rate each student's performance. Note: See evaluation form for definition of pass/fail.

Due Date: Last day of FW experience. Turn in to Michelle Goldsmith

Level I Fieldwork Site Evaluation Form: Upon completion of the FW experience, students will critique the FW experience using the site evaluation form and Canvas discussions.

Due Date: Last day of FW experience, turn in to Michelle Goldsmith.

6. **Debriefing Assignment:** Students will provide feedback regarding the FW experience to Michelle Goldsmith/Polly Berra. Students will be notified of Due Date. Use the Debriefing Form provided. (FW I folder)

Fieldwork Discussions: Students will be responsible to contribute to guided discussions during routine fieldwork meetings with course instructor (Michelle Goldsmith) on a routine basis (see course calendar). Students are expected to verbally contribute opinions and thoughts on a variety of topics.

**Mosher Veterans Home Address:
31640 Veterans Way
La Crescent (Dresbach), MN 55947
Phone: 507-643-6240**

**Spring 2020
Course Calendar
OT 573 Level I FW Schedule**

Location	Date	Tentative Activity/Assignment
UWL: ALL STUDENTS Friday, Jan. 31, 2020 Time: 10:00 - noon Room: 2064	ALL STUDENTS ATTEND (BOTH LAB SECTIONS)	Orientation to FW I, explain assignments, dress codes for both experiences, Meet Michelle Goldsmith, instructor for Level I FW at Mosher. Review student/instructor responsibilities.
Mosher Home Lab 01, 02	2/7---Lab 01 4/3----Lab 02 Meet at 8:00 sharp to 11:30	Orientation to Mosher Home staff, rules, guidelines for interactions with clients. Interview a client. Write up interview. (see assignment for details) Assign clients and begin planning for next session.
Mosher Home Lab 01, 02	2/14---Lab 01 4/17---Lab 02 Meet at 8:00 to 11:30	Activities with residents
Mosher Home Lab 01, 02	2/21---Lab 01 4/24---Lab 02 Meet at 8:00 to 11:30	Activities with Residents and Group activity planning. Plan group with staff at Mosher, organize and delegate responsibilities.
Mosher Home Lab 01, 02	2/28---Lab 01 (Group Activity) 5/1---Lab 02 (Group Activity) Time: TBA, pending type of activity planned.	Group Activity with Residents and wrap fieldwork experience with Michelle. Turn in group assignment and FW Evaluations. (Site Eval and Student Eval)
UWL	FW Debriefing Day-To Be Determined if needed.	To be determined by instructor and student group.

Syllabus Summer 2021

Course Title: Level 1 Fieldwork: Physical Disabilities
Course number: OT 790
Semester: Summer 2021
Department: Health Professions, Occupational Therapy Program
Course Instructor:
Polly Berra, MS, OTR/L, CLT
Office: 4043
Email: pberra@uwlax.edu
Cell Phone: 715-530-0125
Office Phone: 608-785-5059

Office Hours: Should you have any concerns or questions about this FW I experience, please contact Polly Berra as soon as possible. See contact information above.

Instructional Pattern: Fieldwork will take place in an adult physical disability or dysfunction settings for one week. Refer to Exxat for placement details. This is a 36-40-hour (1 full-time week equivalent) experience. (ACOTE C.1.9)

Bulletin Description: The physical disabilities fieldwork will provide an opportunity for students to observe and practice occupational therapy in a clinical setting with a variety of diverse populations. Professional abilities and experiences include cultural sensitivity, use of occupation within a clinical setting, preliminary documentation, assessment, and treatment skills. Fieldwork will be arranged by the occupational therapy academic fieldwork coordinator and supervised by clinical fieldwork educators.

Relationship of the course to the curriculum design (ACOTE C.1.1):

This is the first level I fieldwork experience in the curriculum. Students are given an opportunity to observe clinicians in practice settings and participate in supervised occupational therapy treatment as deemed appropriate by the clinical supervisor. Prior to beginning the FW experience, students complete a self-reflection assignment in which they set goals for their learning in the areas of professional behaviors, technical skills, communication skills, professional growth and attitude development. Following this FW experience, they are asked to reflect on their progress towards these goals. **These assignments help students integrate knowledge from the foundational sciences, professional identity/leadership, clinical skills and theory threads of the curriculum.** In addition to these assignments, students are asked to collect evaluation information on a specific client that is then used in the fall OT 775 Critical Analysis of Practice course. During the OT 775 course, students develop an evaluation and treatment plan for this client. This helps the student relate and integrate what they saw on fieldwork with what they are learning in the OT 775 course. OT 790 fosters the integration of occupational therapy principles learned during the 1st year of the program. Concepts and principles learned during OT 790 are then carried over into Fall II.

Student Learning Objectives:

ACOTE (C.1.1 & C.1.9) states the goal of level 1 fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and develop understanding of client needs. During this fieldwork experience, it is intended that students apply and integrate knowledge from various OT classes including Anatomy, Physiology, Intro to OT, Professional Foundations of Practice, Foundations of Assessment, Occupational Performance Analysis, and Physical Dysfunction 1 to practice in a clinical setting that treats clients with physical disability or dysfunction.

1. Occupational therapy screening, evaluation and referral (under the supervision and as deemed appropriate by the fieldwork supervisor).

- 1.1 Student will *observe and/or participate* in the use of standardized and/or non-standardized screening and assessment tools that are used to determine the need for occupational therapy intervention within the physical dysfunction setting (**ACOTE B.4.4**).
- 1.2 Student will begin collecting client information that includes data gathered from basic assessment tools during the evaluation process. This should include, but not be limited to, interviewing a specific client experiencing physical dysfunction. This data shall include information from appropriate assessment tools (i.e. ROM, MMT, coordination tests) based on client need and the observation or demonstration of the use of appropriate procedures and protocols when administering the assessment(s). It is anticipated that the student will observe and participate in the evaluation process; however, the student it is not expected to complete an entire evaluation independently.
2. Intervention plan: Formulation and implementation (under the supervision and as deemed appropriate by the fieldwork supervisor).
 - 2.1 Student will observe and participate in the development and implementation of occupation-based intervention plans based on the stated needs of the client and data gathered during the evaluation process within the physical dysfunction setting.
 - 2.2 Student will observe and/or participate in the selection and provision of direct occupational therapy interventions and procedures that enhance safety, health, wellness, and performance in ADL's, IADL's, education, work, play, rest, sleep, leisure and social participation.
 - 2.3 Student will observe and/or participate in the provision of therapeutic use of occupations, exercises, and activities during treatment of a client with a physical dysfunction.
 - 2.4 Student will observe and/or participate in the provision of training in self-care, self-management, health management and maintenance, home management and community, and work integration during treatment of a client with a physical dysfunction.
 - 2.5 Student will observe and/or participate in the provision of the development, remediation, and compensation for physical, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions during the treatment of a client with a physical dysfunction.
3. Students will focus on the psychological and social factors which hinder or support occupational performance (**ACOTE: C.1.3 & C.1.7**). **See evaluation information assignment below.**
4. Professional behaviors
 - 4.1 Student will demonstrate personal responsibility for ongoing professional development and evaluate personal and professional abilities and competencies through self-reflection of their performances during the fieldwork experience.
 - 4.2 Student will use sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as outlined by the setting.
 - 4.3 Student will demonstrate the ability to follow the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy and AOTA Standards of Practice including confidentiality and use them as a guide for ethical interactions within the clinical setting and during client interaction.
 - 4.4 Student will effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers and the public in a professionally acceptable manner as deemed appropriate by the fieldwork supervisor.
5. Student will demonstrate proficiency in use of technology including the ability to use e-mail.

Course Assignments: All forms & instructions are on Canvas course page

1. **Level 1 Fieldwork Site Evaluation Form** - All students are required to complete a fieldwork site evaluation to aid the program in determining the effectiveness of a fieldwork site. **Due one week after your last day of FW I, in Canvas.**
2. **Level 1 Fieldwork Student Evaluation Form** - There are 2 parts to this assignment:
 1. FWEs must complete this form and review with you before the end of your FW experience. This form must be signed by the OTS and FWE and submitted in Canvas after the completion of FW I.

2. Using a second copy of the same form, students will complete a self-assessment of their own performance and submit. **Both are due one week after your last day of FW I, in Canvas.**
3. **FWE Feedback Form:** This is used to gather feedback. Please submit on behalf of your FWE, **due one week after your last day of FW I, in Canvas.**
4. **Debriefing Form:** Each OTS will describe the setting (context) in which they completed FW I and respond to questions (see form, **due one week after your last day of FW I, in Canvas**). Students will also be given an opportunity to meet with the instructor or Academic Fieldwork Coordinator individually if needed to discuss the questions privately.
5. **Case Study Collection Assignment:** Collect evaluation information about one client (see Canvas). Be sure to remove names or other identifying information in order to follow HIPAA guidelines. This case information will be used in your CAP II course. **Due one week after your last day of FW I, in Canvas** (please keep a copy for next semester).

Learning methods: Most of this course will occur within the clinical setting. Under the supervision of a qualified clinical occupational therapist (**ACOTE C.1.8**), students will be observing and participating in the occupational therapy process within a physical dysfunction setting. A structured evaluation of the student's professional abilities will be completed by the FW site. There are written reflection assignments designed to enhance and integrate learning.

Required Texts: No specific texts are required. Students may find it helpful to refer to their physical dysfunction and anatomy texts during their fieldwork experience.

Special needs:

The UWL occupational therapy program is committed to assisting students with disabilities in accomplishing the academic mission of our program. Any student with a documented disability (e.g., physical, learning, psychiatric, or sensory, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Resource Services (165 Murphy Library) at the beginning of the semester. Students who are currently using Disability Resource Services will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Service Center. The course instructor must be notified prior to the third week of classes about the accommodations request.

Active learning approach:

This course involves an active learning approach. This approach to learning involves exploring issues and ideas under the guidance of the course instructor and fieldwork supervisor. Students learn a way of thinking, asking questions, search for answers and interpret observations. Learning how to acquire knowledge is more important than learning facts. Students are successful in active learning when they:

1. Consistently attend scheduled fieldwork dates.
2. Engage in all aspects of the fieldwork experience by asking questions, being attentive to clients and staff, using active listening techniques, demonstrating ethical behaviors and being prepared.
3. Are prepared for fieldwork having done the necessary pre fieldwork readings and assignments.
4. Demonstrate awareness of appropriate interpersonal communication and sensitivity to others. ("I" statements, listening as well as speaking, assertiveness vs. passivity or aggression, give feedback to others)
5. Be flexible with the schedule knowing that fieldwork can change from the anticipated time frame due to the clinical nature of this experience.
6. Be independent problem solvers regarding learning experiences, completing assignments and course management via Canvas.

Scholastic Misconduct:

Any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct. This includes:

1. Cheating or depriving another student of necessary course material
2. interfering with another student's work
3. using unauthorized materials for fabricated data in any academic exercise
4. forging of academic documents or records
5. falsely representing academic performance
6. assisting another student in any acts of misconduct
7. Plagiarizing: means submitting the work of someone else as your own, submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval of all involved instructors.

Refer to the Occupational Therapy Student Manual and UWL policies for specific details on disciplinary action.

Grades:

The final grade of **pass or fail** for this course is determined by the course instructor. Students must pass level 1 fieldwork in order to continue in the occupational therapy program. In order to receive a passing grade, the following needs to be achieved:

1. The student must receive a passing score on the two reflection assignments.
2. Fieldwork assignments need to be received ON TIME. Late assignments may result in the student receiving an incomplete for the course.
3. Fieldwork site evaluations and level 1 fieldwork student evaluations needs to be received ON TIME by due dates for the student to receive a grade for this course. If any of the material is missing, the student will receive an incomplete for the course.
4. Students must receive a passing score on the FW supervisor evaluation of student (level 1 FW form).

Note: An incomplete in this course will result in a delay in student progression in the occupational therapy program until the incomplete grade is resolved. It is the student's responsibility to ensure that assignments have been received. It is the student's responsibility to make sure the FW supervisor evaluation has been sent.

Strategies to ensure all class requirements have been met:

- Check Canvas to confirm assignments are submitted
- Email Polly with any concerns regarding the FW supervisor evaluation.
- Check Canvas frequently after your due dates. A fail or incomplete for a section indicates that an assignment was not received. Students should contact Polly immediately.

Course calendar

Date/Time	Activity	Special Notes
Spring, 2021 (TBA)	FW orientation	Assignments & syllabus issued
See Assigned Date	Level 1 FW – field experience	Check due dates for assignments
TBA	FW debriefing session	Date/time TBA

Required UW – La Crosse Policy Statements: <https://www.uwlax.edu/info/syllabus/>

2021 Case Study Data Collection Assignment

Name: _____ Date: _____

CASE STUDY DATA COLLECTION

During your Level I Physical Dysfunction Fieldwork, you will be asked to collect information on one specific client that you find intriguing. You will want to choose a client that you are able to gather a lot of data on from observation, interview and chart reviews. Please submit this assignment to Canvas AND save a copy to use during the fall semester. This information will be utilized to guide a case study report in the Critical Analysis of Practice course in fall. The more information you collect during your fieldwork, the easier it will be for you to complete this assignment. Please be sure to de-identify all information to follow HIPAA guidelines.

Please use the below guide based on the OT Process to assist with gathering information. Note, that this guide is not all inclusive and it is up to you to gather the appropriate/pertinent information. Refer to the 4th Edition of the OT Practice Framework for more specifics.

Background Information:

- Date of birth/age:
- Primary/secondary diagnosis:
- Reason for referral:
- Precautions:
- Type of setting

Occupational Profile:

- Who is your client?
- Psychosocial considerations and factors which may influence recovery (ACOTE C.1.7)
- Strengths and Limitations

Analysis of Occupational Performance:

- What evaluations/assessments were used/observed?
- Scores/outcomes?

Goals:

- Client goals
- Therapist goals
- Are they similar?

Intervention:

- What were reviewed/observed interventions based on your client's condition?
- What theories, models of practice or frames of reference guide these interventions?
- What is the mechanism of change expected with these interventions?
- What therapeutic modes did the treating therapist use with this client?

Discharge:

- What needs to occur prior to discharge? Assessments? Outcome measures? Equipment ordered? Home evaluation? Caregiver/client Education?
- What is the discharge plan?

Please also be prepared to justify all evaluation and interventions observed or proposed using evidence. You will also be asked to evaluate and critique the therapeutic process by proposing alternative interventions and assessments if appropriate. (This is what you will be working on during class this fall).

Working OT Process – Fieldwork Case

Occupational Profile:

- Use data collected during your FW 1 to fill out the Occupational Profile Form available on Canvas. Complete the form to the best of your ability based on the information that you were able to obtain. You may need to infer information that was not directly provided to you. Upload this document to the Canvas assignment folder.
- Explain (1) **biological science** (etiology-must discuss, in depth, concepts related to 1-anatomy or neuroanatomy, 2- physiology and pathophysiology, 3- development, and 4-biomechanics, sensory system/process, etc. that apply to your client’s condition/diagnosis), (2) **signs & symptoms of primary and secondary conditions**, (3) **how condition is diagnosed**, (4) **prognosis**, (5) **safety/precautions**, and (6) **how the condition(s)/diagnoses will impact occupational performance**. (If your client presented with several conditions, you need to explain all 6 components for each condition that would impact OT. If the condition would not directly impact any considerations or care, then you still need to provide information on the biological science and primary/secondary conditions in enough detail to articulate your understanding of the condition). Note: this section should be very detailed as to articulate your thorough understanding of the condition(s)/diagnoses.
- What type(s) of clinical reasoning did you use to guide you through the occupational profile? Explain your thought process on why this type of reasoning was utilized for this client in this step of the OT process.
- Attach practice guidelines or best practice documents found on primary diagnoses. Provide the link and/or APA citation for the guideline/documents and a summary of the information provided in the guideline/best practice document. Note: if you found the resource electronically, you need to include the web link.

Evaluation/Assessment

- Provide a brief description of each evaluation utilized or observed including:
 - The type of assessment (i.e. norm-referenced, criterion-referenced, outcome measure, performance skills, quality of life, etc.)
 - The population it was developed for
 - What it measures
 - Justification for using these evaluations
 - Note: if you did not observe any formal assessments, consult with instructors on how to report on this section of the OT process.
- Propose at least one alternative evaluation that could have been used with your client and provide a justification for this alternative evaluation.
- Utilize the information that you gathered to fill out the ‘Occupational Therapy Evaluation’ form located on Canvas (excluding goals as you will add these later). If you do not know specific information you may infer or simply state N/A. Upload this document to the Canvas assignment folder.

Working OT Process – Fieldwork Case

- What type(s) of clinical reasoning did you use to make decisions regarding assessment? Explain your thought process on why this type of reasoning was utilized for this client in this step of the OT process.

Theory

- Describe the theory or theories were used to guide practice, goals and intervention. Provide justification for the theories described.
- Describe the frame of reference(s) that were used to guide practice, goals, and intervention. Provide justification for the frame of reference(s) presented.
- What type(s) of clinical reasoning did you use to guide your decision on theory? Explain your thought process on why this type of reasoning was utilized for this client in this step of the OT process.

Goals

- What are the client goals?
- What are the goals developed by the therapist? Present the SMART/COAST goals that the therapist designed for this client. Put goals on this WOP form. Note, if your therapist did not write the client's goals in SMART or COAST format, you will practice putting the goals in the appropriate format for this section.
- Were they similar? Compare/contrast
- Fill in the goals in the 'Occupational Therapy Evaluation' form (include at least 2 short term and 2 long term goals). Upload this document to the Canvas assignment folder.

Intervention

- What Interventions were observed?
- What is the mechanism of change expected to occur with this method? (i.e. motor learning, neuroplasticity, strengthening of muscles, behavioral, etc.)
- How are the interventions supported by the evidence? (Review and cite at least 2 articles to support for each intervention presented). Provide a synthesis of the evidence provided from each article. With synthesis of evidence, you must include a concluding statement regarding recommendations for the use of intervention based on the evidence. Must include APA citations and links to articles.

Working OT Process – Fieldwork Case

- Propose at least one alternative intervention appropriate for your client that is supported evidence and justify your reasoning. Again, use at least 2 articles to support your alternative intervention.

Discharge

- What needs to occur before the client can safely discharge from hospital/rehab/therapy?
- What outcome measures will you utilize to re-evaluate occupational performance and determine if patient has met goals or progressed?
- Consider equipment needs, home modifications, patient/caregiver education, home evaluation, referrals
- What types(s) of clinical reasoning did you use in developing the discharge plan? Explain your thought process on why this type of reasoning was utilized for this client in this step of the OT process.
- Based on your discharge plan, search outpatient resources available in your client's area including but not limited to:
 - DME supply stores
 - Home care available
 - Outpatient therapy services available (private or hospital based)
 - Paid caregivers
 - Support groups
 - With your discharge resources list, include info with address, phone number or any information the patient would need to access those resources.

Course Title: Pediatric Fieldwork: Level I

Course Number:

- OT 791

Credits:

- 1 credit

Date:

- Winter Term, 2021

Department:

- Health Professions – Occupational Therapy

Course Instructor:

- Polly Berra, MS, OTR/L, CLT
- Academic Fieldwork Coordinator & Clinical Assistant Professor
- 4089
- 608-785-5059
- pberra@uwlax.edu
- By appointment; available daily via email

Course Instructional Pattern: 40 hours of fieldwork learning experience out in the community over J-term

Course Description

This is a one-credit course. Students will be placed in a pediatric setting for one-week during the winter term. In addition, students will participate in a discussion board, where posts will be made regarding topics such as therapeutic use of self, playfulness, clinical reasoning, and reasoning in action.

This course is designed to give students an opportunity to observe and participate in the OT process as much as possible in a pediatric setting. Students will always be expected to practice professional behaviors. *On a level that is appropriate to their setting and in accordance with their clinical supervisor*, students will be expected to participate in evaluation, treatment planning, treatment implementation, and beginning documentation as it relates to the population and context in which they are assigned. Sustained observation, reasoning in action, and therapeutic use of self will be practiced, and this will be discussed on corresponding Canvas website and in OT 787 in the spring semester.

Learning Methods:

- Hands-on and observational experiential learning
- On-line discussion groups, reflections and written assignments

Text:

- None required

Course Content:

- All resources are available via Canvas
- All Evaluation and Feedback forms will have been issued at the end of the fall semester by Fieldwork Coordinator, Polly Berra, MS, OTR/L (also available electronically on Canvas)
- The course instructor will use Canvas and e-mail for course updates, assignments and grades.

Participation:

- Attendance of at least 40-hours is mandatory at your fieldwork site. If you are not able to complete this requirement due to illness, cancellations, school closings, etc., please notify the course instructor as soon as possible to make alternative arrangements. All attempts should be made to make up missed time with the site fieldwork supervisor.

Submitting Assignments to Canvas:

- Put your name on the assignment before submitting it
- Upload the assignment to the corresponding assignment in Canvas
- Name your submission file with your last name and the assignment name

Objectives, ACOTE Standards, Assessment Methods.

Chart below is expected; content is an example only

No	Objective	ACOTE Standard	Assessment
1	<p>The student will demonstrate appropriate use of therapeutic self with pediatric clients.</p> <p>a. The student may carry out a session that has already been planned by the supervisor.</p> <p>b. The student will use verbal and nonverbal communication in a way that is playful, developmentally appropriate, and respectful to the child.</p>	_____	Discussion Board
2	<p>Students will demonstrate and apply previously learned knowledge and skills in test administration and psychometrics to the pediatric population.</p> <p>a. The student will administer an at least one evaluation or part of an evaluation. It can be any type of evaluation (i.e., interview, observation, standardized, non-standardized, criterion-referenced, etc.). The clinical instructor might administer an evaluation, and have the student record the performance of the client. Afterwards, the student and clinical instructor could compare scores, etc.</p> <p>b. Given data from a standardized evaluation, the student will score the test and analyze the data using good psychometric principles. <i>If a standardized evaluation cannot be given, the student will discuss their observations, etc. The goal is for students to begin analyze standardized and non-standardized data.</i></p>	_____	Discussion Board

3.	<p>Students will demonstrate previously learned skills in observation and analysis</p> <p>a. Through observation, the student will gather relevant data in regard to the therapist's actions and the child's behavior.</p> <p>b. The student will demonstrate the ability to sustain their observation skills to note:</p> <ul style="list-style-type: none"> i. Therapist input ii. Child reactions to input iii. Therapist's "next step" – or action based on the child's response iv. Students will explain the reasoning that drove the clinician's "next step." <p>c. The student will post required observations on the D2L discussion board during the week of fieldwork.</p>	_____	Discussion Board
4	<p>Students will demonstrate beginning level documentation skills as decided by clinical supervisor.</p> <p>Ideally, the student will participate in the following:</p> <p>a. With supervisor input, write a minimum of 1 daily treatment note (maximum of 5 daily notes) over the course of the week, as is appropriate for their respective setting.</p> <p>b. At the supervisor's discretion and with input, students will document the evaluation or portions of the evaluation that they completed, using the format at the facility. <i>If this is not possible, then students will document observations and "reasoning in action" for one treatment session following provided guidelines.</i></p>	_____	Assignment – Note submission
5	<p>Students will demonstrate professional behaviors.</p> <p>a. Students will engage with the clinical supervisor, discussing their observations, and seeking and receiving feedback on their own skills.</p> <p>b. Students will be proactive in their learning, seeking out and engaging in experiences to enhance their learning.</p> <p>c. Students are required to adhere to site policies in relation to dress codes, communication, and schedules.</p> <p>d. Students are expected to treat each client and co-worker with respect, and according to principles learned in relation to cultural sensitivity and diversity.</p> <p>e. Students are always expected to be safe, including checking equipment for safety.</p> <p>f. Students will follow the Occupational Therapy Code of Ethics.</p>	-----	Per Level I Fieldwork Student Evaluation

6	Students will focus on the psychological and social factors which hinder or support occupational performance	C.1.3	Note for 2022: Add to Final Reflection Assignment!
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Grading

This course is Pass/Fail. If assignments are not completed on time or in an acceptable manner, a failing grade will be given, and the fieldwork may have to be repeated.

ASSIGNMENTS:

Assignment	Pass/Fail	Due Date	Submission Method
"Activities Observed in Pediatrics"	Y	Ongoing document during fieldwork experience	Discussion Board (follow link on Canvas)
"Hands on Activities/ Evaluations I got to DO"	Y	Ongoing document during fieldwork experience	Discussion Board (follow link on Canvas)
Treatment note	Y	Friday (last day of fieldwork)	Via Canvas submission
Post-Fieldwork Reflection	Y	Friday (last day of fieldwork)	Via Canvas submission
<ul style="list-style-type: none"> ○ Fieldwork Educator's Feedback From (completed by supervisor/FWE) ○ Level I Fieldwork Student Evaluation (completed by supervisor/FWE) ○ Level I Fieldwork Site Evaluation (completed by student) ○ Level I Fieldwork Student Evaluation (completed by student/self-evaluation) ○ Fieldwork I Debriefing Form (completed by student) 	Y	Must be received by January 25th, but you are to submit this paperwork ASAP after completion of your FW!	Via Canvas submissions

Assignment Specifics:

Discussion Boards:

“Activities Observed in Practice” – During your time on Level I FW, take note of interventions you observed. Add your observations as well as your impression as to what was being addressed during each activity (i.e. goal or mechanism of change expected) to the link provided on the course Canvas site.

“Hand on Experience” – Document any hands-on experiences that you were able to participate in during your week-long fieldwork using the link provided on the course Canvas site. These will vary significantly per facility and setting. Examples may include administering assessments (or portions), writing notes, pushing wheelchairs/equipment, assisting with positioning or splinting, completing treatment activities, talking to families, attending meetings, collaborating with other healthcare professionals, etc.

Submissions:

Treatment Note Professional Documentation – Following observation of an intervention session, complete a SOAP note of the session. It is recommended that after writing a draft of your note, you collaborate with your supervisor for feedback and to compare findings to their documentation to maximize your learning.

Final Reflection - At the end of your experience, please submit a reflection addressing the following components:

- What was the biggest challenge you encountered during this experience?
- What was the most rewarding part of the experience or something new you learned?
- Give an example of when you or your supervisor utilized therapeutic use of self and how it changed the dynamic of the relationship during the session.

Please limit your response to two pages or less.

Paperwork Submission – Submit all relevant paperwork by Monday January 25th, 2021. Please see above ‘assignment’ section for details.

Our Legal Obligations to You

Sexual Misconduct

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am obligated to share this with UWL's Title IX Coordinator <http://www.uwlax.edu/affirmative-action/> in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, ipeterson@uwlax.edu. Please see <http://www.uwlax.edu/sexual-misconduct> for more resources or to file a report.

Religious Accommodations

Per the UWL Undergraduate and Graduate Catalogs

<http://catalog.uwlax.edu/undergraduate/aboutuwlax/#accommodation-religious-beliefs> “any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.”

Students with Disabilities

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors.

You can find out more about services available to students with disabilities at The ACCESS Center website:

<http://www.uwlax.edu/access-center>

Veterans and Active Military Personnel

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the Veterans Services Office. <http://www.uwlax.edu/veteran-services/>. Students who need to withdraw from class or from the university due to military orders should be aware of the military duty withdrawal policy <http://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#military-duty-withdrawal-university>.

Concerns or Complaints

If you have a concern or complaint about the course or the instructor, I encourage you to bring that to my attention. My hope is that by communicating your concern directly with me, we will be able to come to a satisfactory resolution. If you are uncomfortable speaking to me or feel your concern has not been resolved, you can contact the program director.



University of Wisconsin – La Crosse

Course Title: Level II Fieldwork
Course Number: OT 795
Semesters: Summer and Fall, 2021
Department: Health Professions
Credits: 6 per semester

Course Instructor: Polly Berra, MS, OTR/L, CLT
Office Location: HSC 4043
Office Hours by appointment: In-person or virtual (WebEx) at
<https://uwlax.webex.com/meet/pberra>
Work: 608-785-5059
Cell: 715-530-0125
Email: pberra@uwlax.edu

Course Description:

The Level II Fieldwork experience provides the student with a 12-week clinical placement in a practice setting under the supervision of an approved occupational therapy clinical fieldwork educator. Students will practice occupational therapy assessment, interventions, measuring outcomes, and documentation. This course provides opportunities to apply didactic learning in clinical practice. Students are required to complete six months of full-time fieldwork within a 24-month period. This 12-week course is repeated one time for a total of 24 weeks. Repeatable for credit – maximum 12. Prerequisite: admission to graduate Occupational Therapy Program. Pass/Fail grading. Offered Fall, Summer.

Overview:

Level II fieldwork education is required by the Accreditation Commission for Occupational Therapy Education (ACOTE). Fieldwork provides students the necessary practical experiences to integrate academic knowledge in a practice setting thus achieving entry-level clinical practice skills. This Fieldwork experience supports the occupational therapy program threads including development of entry level clinical practice skills with a strong science foundation, evidence base practice techniques, leadership abilities, and client centered occupation-based practice (**ACOTE C.1.1**).

Prerequisites:

OT 795 - Level II Fieldwork is offered to third-year Occupational Therapy students, who have successfully completed the didactic portion of the curriculum.

Course Learning Outcomes:

By the end of this course, you will be able to:

1. Competently participate in entry-level occupational therapy services in a general practice setting encompassing aspects of the therapy process as outlined in the Occupational Therapy Practice Framework: Domain and Practice **(ACOTE C.1.1)**
 - a. conduct occupational therapy practice in a professional manner
 - b. investigate and use best practice available for population served
 - c. demonstrate effective professional behaviors during all aspects of clinical practice when working with patients and staff members
 - d. promote use of occupation, exercises and activity interventions with fieldwork experience
2. Demonstrate personal responsibility for ongoing professional development, evaluating their personal and professional abilities and competencies through **self-reflection** of their performances during the fieldwork experience.
 - a. use sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as outlined by the setting (see FWPE)
 - b. initiate leadership principles - (See Encouraging the Heart, Canvas discussion)
 - c. **self-reflect** on growth and development regarding **clinical reasoning skills and therapeutic use of self, then regulate responses based on feedback**
3. Adhere to standards of occupational therapy practice, advocacy, and team activities, competently following the Occupational Therapy Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Standards of Practice including confidentiality and use these as a guide for ethical interactions within the clinical setting and during client interaction
4. Effectively demonstrate documentation and billing competence in accordance with the policies and procedures of the organization
5. Apply knowledge of the curricular threads including foundational science, theory, research, clinical competency, and leadership, while practicing occupational therapy **(ACOTE C.1.1)**
 - a. Identify curricular threads and relevance during clinical experiences
6. Actively participates in the supervisory process **(ACOTE C.1.12)**
 - a. come prepared for supervision sessions with questions
 - b. identify personal strengths and areas of improvement
 - c. self-initiate learning activities during fieldwork experience
 - d. use strategies to infuse own learning style into FW experience
 - e. effectively critique and give feedback to fieldwork educators
 - f. set learning goals in collaboration with FWE and within the context of the FW experience

7. Demonstrate teaching and learning strategies through in-service presentation for fieldwork educators and other healthcare professionals **(ACOTE C.1.1)**
 - a. design and conduct an in-service, considering presentation time constraints and other contextual factors
 - b. develop presentation learning objectives and outcome measure
8. Integrate foundational science knowledge in occupational therapy interventions **(ACOTE C.1.1)**
 - a. demonstrate knowledge and explain/justify scientific principles behind occupational therapy interventions
 - b. identify scientific rationale for therapeutic interventions (see case study)
9. Identify and appreciate the psychosocial aspects of disability and modify interventions and approaches accordingly **(ACOTE C.1.3, C.1.7)**
10. Promote the value of occupational therapy services by educating consumers and health professionals **(ACOTE C.1.1)**
 - a. identify current areas of occupational therapy practice and potential/emerging areas related to FW experience
 - b. develop effective strategies/communication methods, written or verbal, which will promote the understanding of the effectiveness and value of occupational therapy
 - c. explain the role of occupational therapy regarding health and disease prevention to person and family members

Materials & Tools

Textbooks: Refer to all texts used in the academic portion of program. It is recommended that you ask your FW educator what readings and text would be most useful for your experience prior to the start of FW and bring those materials with you. Contact your site at least 4 weeks in advance.

Format: This is a face-to-face course. You will also be expected to reference materials and participate online through the learning management system, Canvas. You will need your UWL NetID to login to the course from the [Canvas homepage](#).

ACOTE requires a minimum of 24 weeks full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings. **(ACOTE C.1.10)**

Grading Policies

Students must successfully complete both summer and fall FW II experiences. This is reflected in a passing grade on the Fieldwork Performance Evaluation Form (FWPE) (**ACOTE C.1.15**) and all other assignments required by AFWC and Fieldwork Educators in clinical settings (See assignments for details). Students are also required to complete the FWPE at the mid-term and the final. This allows you the opportunity to compare your ratings with those of the FWE and to have a professional dialogue about your strengths and weaknesses (see assignment for details).

Late Assignments: Assignments are due on the dates/timeline indicated in Canvas. For extenuating circumstances that impact your ability to meet deadlines or participate in fieldwork activities, you are responsible for alerting me as soon as possible

Additional Considerations:

Active Learning Approach/Student Responsibilities:

During Level II fieldwork, students play an active role in learning by exploring issues and ideas under the guidance of the fieldwork educator and the Academic Fieldwork Coordinator. The students learn a way of thinking, asking questions, searching for answers, and interpreting observations in a work environment. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will be more likely result in long term retention and better understanding of the nature of your own knowledge. It is the expectation that students on Level II Fieldwork are resourceful.

Professional Behaviors:

Professional behaviors are critical for success in your chosen profession and will be monitored by your FWE and AFWC:

- Preparedness
- Attendance
- Participation
- Punctuality
- Respect
- Wearing of professional attire when requested
- Time management
- Use and acceptance of instructor/peer feedback
- Evidence of self-directed learning

Attendance and Participation: (ACOTE: C.1.10)

Level II Fieldwork students are expected to be in attendance during usual clinical hours (at least 40 hours/week). Students will follow the schedule provided by the fieldwork educator (FWE) on site. If a student is ill, they must notify the FWE and AFWC, and students must follow the guidelines for calling in sick that have been established at the facility. Arrangements to make up time off for illness should be made between the FWE and the student, with involvement of the AFWC. Fieldwork students are allowed no more than three excused sick days during Level II fieldwork. The program does not require the student to make up three days or less of sick time.

However, the site may have a different policy and require students to make up all sick days. It is the student's responsibility to alert the AFWC of all absences including sick time or other scheduled time off from FW II. Requests for scheduled time off should be discussed with the AFWC prior to asking FWE (see procedure, below).

Personal business such as travel, weddings, job interviews, etc. should be conducted during the weeks before, during and after FW II experiences whenever possible. Students cannot use sick days as personal or vacation days. Students may be excused from FW II to attend conferences, participate in fieldtrips, or to visit other facilities. These experiences are arranged between the FWE and the student then discussed with the AFWC before participating.

Students are strongly discouraged from having outside employment during their level II fieldwork experiences.

Procedure for Requesting Time Off from FW II:

All requests for FW time off must be **preapproved** by the Academic Fieldwork Coordinator. In the event a student becomes ill, has a medical emergency, or has a personal request for time off, the following policy will be followed:

1. Students will contact the Academic Fieldwork Coordinator to discuss the time off request. The AFWC will discuss the request with the student to determine if the request is reasonable.
2. The Academic Fieldwork Coordinator will contact the Fieldwork Educator at the site to see if time off is feasible and what arrangements may be needed to make up time.
3. Once a decision to grant time off or deny the request has been determined, the FWE or the AFWC will contact the student. The student will be granted or denied the request. If time off has been granted, students will be responsible for any make up time required by the site, planning for patient coverage, or any other planning needed by the facility.

Note: You cannot terminate fieldwork without consulting with the Academic Fieldwork Coordinator.

Full-Time Fieldwork Level II: Students are required to complete 24 weeks of full-time fieldwork to meet the fieldwork requirements for graduation. Generally, full-time is defined as at minimum of 40 hours per week.

Part-Time Fieldwork Level II: Students may request that fieldwork be completed on a part-time basis. Part-time fieldwork must be equivalent to 24 weeks of full-time FW II. Requests for part-time fieldwork must be submitted to the Academic Fieldwork Coordinator (AFWC) in writing. Alternative feedback schedules will be reviewed by both the AFWC and the Occupational Therapy Program Director. Requests will be approved on a case by case basis.

Note: Both full time and part time fieldwork must be completed within 24 months of completion of the academic program.

UWL COVID-19 Health Statement

Students with COVID-19 symptoms or reason to believe they were in contact with COVID-19 should call and consult with a health professional, such as the UWL Student Health Center (608-785-8558). Students who are ill or engaging in self-quarantine at the direction of a health professional should not attend class. Students in this situation will not be required to provide formal documentation and will not be penalized for absences. However, students should:

- notify instructors in advance of the absence and provide the instructor with an idea of how long the absence may last, if possible
- keep up with classwork if able.
- submit assignments electronically.
- work with instructors to either reschedule or electronically/remotely complete exams, labs, and other academic activities.
- consistently communicate their status to the instructor during the absence.

Instructors have an obligation to provide reasonable accommodation for completing course requirements to students adversely effected by COVID-19. This policy relies on honor, honesty, and mutual respect between instructors and students. Students are expected to report the reason for absence truthfully and instructors are expected to trust the word of their students. UWL codes of conduct and rules for academic integrity apply to COVID-19 situations. Students may be advised by their instructor or academic advisor to consider a medical withdrawal depending on the course as well as timing and severity of illness and students should work with the Office of Student Life if pursuing a medical withdrawal.

OT Program COVID Participation Statement

We are all aware of the uncertain times that we are facing. If at any time, you feel that you cannot participate in an activity due to risk of exposure, please contact your instructor immediately. Please note that not participating in hands on skills training and competency testing may delay course completion and graduation timelines.

Assignments, Expectations and Learning Opportunities:

Please refer to Canvas for assignment specifics.

1. Complete the equivalent of 24 weeks of full-time work. Full-time is defined by the facility and the AFWC (roughly 36-40 hours per week) **(ACOTE C.1.10)**.
 - UWL **may** allow three days absence during fieldwork. This is a guideline. **Absences are for sickness and emergency purposes only.** Follow guidelines for holidays and sick time as described by the facility. You must **notify the AFWC** of any absences and get approval to miss a day. Students are required to follow facility policy and procedures regarding missed days and therapy coverage (see Attendance Policy below for more details).
 - **Note:** Level I fieldwork cannot be substituted for any portion of Level II fieldwork. **(ACOTE C.1.9)**

2. Level II Fieldwork Assignments, turned in to the Academic Fieldwork Coordinator (AFWC) as follows:

- **Mid-Term FWPE:** Fieldwork Performance Evaluation – Student and FWE(s) will each complete a mid-term electronic FWPE. Students will be prepared to share their self-assessment and ongoing FW goals with their FWEs during the Mid-Term Evaluation. Submit mid-term FWPEs via Formstack (use links provided via email) **(ACOTE C.1.15).**
- **Final FWPE:** Student and FWE(s) will each complete a final electronic FWPE and submit via Formstack (use links provided via email) **(ACOTE C.1.15).**
- **Critically Appraised Topic (CAT) OR other In-Service Education**
 - i. Students are required to present their CAT or other in-service education to the fieldwork educator (FWE) and/or other staff members.
 - ii. Students will develop an outcomes assessment to determine if the CAT or in-service met the objectives for the specific facility.
 - iii. Turn in the summary of your presentation outcomes, including:
 1. Title of CAT or OTHER In-Service Topic
 2. Number of participants
 3. Tool used to measure our outcomes
 4. Summary page of outcome resultsSubmit assignment materials via Canvas. This assignment may be completed either during **SUMMER OR FALL** semester. NOTE: FWEs may assign other assignments as part of your learning experience. You are expected to complete these if assigned by the facility. **(ACOTE C.1.1)**
- **Foundational Science Thread - Case Study:** Students will complete one case study (See Canvas for outline). This assignment may be completed either during the **SUMMER OR FALL FW II**. Submit via Canvas. **(ACOTE C.1.1)**
- **Leadership Thread:** Seven Principles of Leadership Assignment - On each FW placement, students will implement one of the seven principles. Students will post their experience on **CANVAS - discussions.**
- **Promotion of Occupational Therapy:** On each FW placement, students will develop a method to promote occupational therapy services for patients and health professionals. Students will post their examples **on CANVAS - discussions.**
- **Generalist Thread - CANVAS:** Students are required to check CANVAS routinely and actively participate in discussions regarding the OT Domain and Process. Students are responsible for any information that is posted on the course home page. CANVAS Fieldwork Discussion Groups: Students are required to participated in CANVAS weekly discussions, beginning in the summer of week one and ending the final week of Level II FW in December.

1. CANVAS Question: Discuss how you have integrated psychosocial aspects into your assessments/interventions during both summer and fall FW II. What tools/techniques did you utilize? **(ACOTE C.1.3, C.1.7)**
 2. CANVAS Question: How have you utilized the **Therapeutic Modes** and adjusted your approach based on your patient's occupational performance?
 3. CANVAS Question: How has your clinical experience helped you develop your **clinical judgement/reasoning**?
 4. CANVAS Ethics: Review the AOTA **Ethics** Standards. Given your current experiences in FW II, give an example of how ethical decision making is seen on FW II.
- **Student Fieldwork Feedback:** Students are required to provide written feedback regarding the FW II experience. AFWC will solicit student feedback at weeks 3, 6, 9 and 12, both summer and fall. You will receive an email from the AFWC. Additionally, your SEFWE (Student Evaluation of Fieldwork Experience) will be submitted via Canvas at the end of each FW II experience **(SEFWE)**. **(ACOTE C.1.12)**
 - See Canvas for details of all assignments and paperwork needed to be completed prior to completing FW II. This will be of help to you in terms of when/how things are to be turned in.
 - * **Complete Graduate Survey and Submit Permanent Email Address (more detail to follow on this from department toward the end of the FALL FW II).**

Additional Assignment Notes:

- Failure to turn in an assignment will result in failure of the fieldwork experience. AFWC does **NOT** need copies of any additional assignments you have completed for your FWE while on FW.
- Fieldwork educators will grade the FWPE and student assignments; however, the **Academic Fieldwork Coordinator** is the instructor of record ultimately determines if the student will pass or fail fieldwork. **(ACOTE C.1.15)**
- Students cannot under any circumstance substitute Level I fieldwork hours, assignments, or experiences for any portion of Level II. These activities have been designed for specific learning purposes within the curriculum. **(ACOTE C.1.9)**
- Students **MAY** be assigned additional learning activities by the Fieldwork Educator at their placement.

Number of FW II Sites Policy:

Students may complete FW II in a minimum of one setting if it is reflective of more than one practice area. In addition, a maximum of 4 different settings may be assigned. This may occur in large hospital/clinical settings. **(ACOTE C.1.10)**

Conflicts and Concerns: If you are having a problem on fieldwork, you should make some attempts to independently solve the problem. There may be times, however, when you need to involve the Academic Fieldwork Coordinator in the conflict-resolution process. Contact should be made as soon as a concern is identified.

The Academic Fieldwork Coordinator (AFWC) will contact each site during mid-term to determine how the field experience is progressing. If you cannot reach the AFWC, contact OT Program Director or assigned Interim OR FW Program Assistant.

UWL Syllabus Policy Information & Statements

UWL encourages students to know the campus' important policies related to COVID-19 health statement, academic integrity & misconduct, religious accommodations, sexual misconduct, student concern procedures, students with disabilities, and veterans & active military personnel. These policies and statements can be found on the [Syllabus Information website](#).

Individual instructors will articulate course requirements and any additional policies in the course syllabus and/or on a Canvas site associated with the course. UWL also encourages students to take advantage of the campus' many and varied student success resources; a listing is found on the [UWL Student Success website](#).

Academic Integrity & Misconduct

Academic misconduct is a violation of the [UWL Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

PLEASE NOTE that whenever a grade penalty is imposed due to academic misconduct, the instructor is required to write a letter documenting the misconduct. **Copies are sent to the student, to the Office of Student Life (where the letter remains on file in the student's record), and to the Dean of the student's College.** Refer to [UWL Student Handbook](#) for a detailed definition of academic misconduct, and for possible sanctions and consequences. The Office of Student Life can also assist.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course and may include harsher sanctions. Refer to the Student Handbook ([Student Code of Conduct, Academic Misconduct](#)) for a detailed definition of academic misconduct.

For helpful information on how to avoid plagiarism, go to "[Avoiding Plagiarism](#)" on the Murphy Library website. You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

UWL Policies & Supports

Course Access

Access to course materials in Canvas may cease after the term ends. If you wish to archive materials for your personal records or portfolio you should do so as you progress through the course. As a general rule, you should always save local copies of course-related work. To avoid disasters, you should also save important files to external media or cloud storage.

Inclusive Excellence

[UWL's core values include](#) "Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community." If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

Name/Pronouns

I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. UWL has a [preferred name policy](#) and [UWL's Pride Center](#) is available for additional assistance.

PRO@UWL (Progress Report Online via Navigate)/Student Success Policy



Student Evaluation of Instruction (SEI)

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

Academic Services and Resources at UWL

UWL has an array of supports for your success, and the website below makes sure you know about all of them. Please take the time to investigate the resources available, via the [Student Success website](#). If you would like help finding what you need, please do talk with me.

Technical Support

For tips and information about Canvas visit the [UWL Canvas Guide for students](#); this site also links to the 24/7 Canvas support. Check your [browser compatibility with Canvas](#). If you are having Canvas login issues or need general computer assistance, contact the [Eagle Help Desk](#).

Netiquette

Netiquette is a combination of 'net' (from Internet or Network) and 'etiquette' and refers to acceptable Internet behavior. It means respecting others' views and opinions and displaying common courtesy when posting your views and opinions online in discussion forums, email, blogs, and social networking sites, etc. This type of communication does not allow each person to see facial expressions, body language, or hear intonation so it's especially important to watch what and how we say things online. By following netiquette, online communication becomes clearer and helps you maintain and establish positive online relationships as well as develop a positive online reputation.

All class members should abide by these six simple rules (abridged and modified from the 10 rules of [Albion.com](#)):

- Be kind and forgiving of mistakes (i.e. do unto others as you'd have others do unto you)
- Adhere to the same standards of behavior online that you follow in real life (i.e. be ethical)
- Respect other people's time and bandwidth (i.e. avoid long rants and be careful not to monopolize a discussion)
- Share expert knowledge (i.e. let others benefit from your insights and experience)
- Help keep flame wars under control (i.e. no personal attacks or ongoing attempts to belittle or antagonize others)
- Respect other people's privacy

2021 OT 795: Fieldwork II
Integrated Case Study Assignment
Completed on ONE of your FW II experiences, either SUMMER or FALL

The purpose of this case study is to demonstrate that you have integrated pre-requisite courses, basic sciences, and occupational therapy core courses into your clinical practice. An example is given in bolded type.

Choose a client that you are working with on your fieldwork and select one problem that he/she has. For example, if **your client has a CVA**, he/she may have several problems that OT is addressing (i.e. muscle weakness in UE, potential shoulder subluxation, visual problems, cognitive problems, dependence in ADLs, impaired ability to return to former occupations, etc.) Choose one of these problems for this paper. For this example, we are going to use **UE muscle weakness**.

Address each of the following points in your case study (use bullets to help keep everything straight).

OT Framework:

- Where does this problem fit in the framework?
 - Use correct terminology to describe the problem
 - Do not describe all the parts of the framework that could be affected because your client has this problem...stick with the presenting problem that you have selected and what it would be called in the framework. In our example, it would be called **Performance Skills: Motor Skills (specifically strength and effort involved to move, transport, lift, and grip objects)**
 - NOTE: Give a specific example with your client to illustrate how the problem you identified is evident.

Basic Science:

What are the basic science building blocks that you are using to understand the client's condition? Consider:

- What are the anatomical concepts involved?
- What are the neuroanatomy concepts involved?
- What physiology/pathophysiology concepts are involved?
- What biomechanical or kinesiology concepts are involved?
- What movement concepts are involved?

Psychosocial Factors (ACOTE C.1.7):

Given what you know about this client, environment and occupations, describe the psychosocial factors that are contributing to the client's performance and outcome.

Consider:

- What are the social support systems?
- Describe the cultural or societal factors.
- Chronic Disease Management?

- How is the person coping and adapting to their disability/illness? Change? How has this been addressed in therapy? (OT and other team members)

NOTE: Stick to the one problem that you have identified. Clearly, your client has more than one problem...but this assignment will get unwieldy unless you stick to one. Give a specific example with your client to illustrate each concept as you describe it.

Occupational Therapy Concepts

Evaluation:

- What evaluation(s) were done by the occupational therapist that relate to this problem?
- What is the reliability/validity of those assessments?
- What is the client's understanding of his/her problem?
- How does this problem affect the client's desired occupational performance?
- How do psychosocial/cultural factors influence the evaluation process?

Intervention Planning:

- What theory is being used to guide the evaluation/intervention for this client's problem?
- What factors make this theory the most appropriate for this problem?
- What is the likely outcome of the intervention?

Intervention:

- What intervention(s) was used for the area of concern?
 - For example, **Functional Electric Stimulation (FES)**, is being used to increase strength in our sample client.
- What basic science principle is the foundation of the selected intervention?
 - **For example, what principles of physics were followed when using FES?**
- What evidence is available about the intervention?

After-care planning:

- What specific services would you recommend for this client after you have finished working with him/her? Explain.
- What impact does the problem have on his/her living situation?
- What impact does the problem have on his/her social support system? (cultural issues?)

Measuring outcome:

- How will progress on the goals be measured? Be specific to times of measurement, method, etc.
- If outcome was not measured in your facility, describe a plan for how outcomes could have been measured in this client.

Critical Analysis

If you were completely in charge with this client, what would you do differently? Be specific about the details of what you would do and WHY you would do it (Consider **all** aspects of the client.).

Reflection:

Write a short paragraph describing your thoughts/impressions while writing this paper. Did you gain anything from completing this? If so, what specifically did you gain?

Format:

1. Professional tone required
2. All references in APA format
3. Size 12 font, half inch margins, double spaced
4. EBP article supporting the occupational therapy intervention. References and a copy of at least one article must be included when turning in your case study.