<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Assignment</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 573</td>
<td>Mental Health Fieldwork I</td>
<td>Work with people with serious and persistent mental illness in the community; supervised by faculty. Includes interview, intervention plan, implement intervention, and document results.</td>
<td>OT 573 Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>OT 790</td>
<td>Physical Dysfunction Fieldwork I</td>
<td>Identify psychosocial factors affecting occupational performance as one piece of data collected on a client they are treating.</td>
<td>OT 790 Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student data collection in this Fieldwork I.</td>
<td>OT 790 Data Collection Form</td>
</tr>
<tr>
<td>OT 775 – II</td>
<td>Critical Analysis of Practice</td>
<td>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.</td>
<td>OT 775 Case Study Assignment</td>
</tr>
<tr>
<td>OT 795</td>
<td>Fieldwork II</td>
<td>Identify, address, and document psychosocial issues affecting</td>
<td>OT 795 Objectives and Assignments</td>
</tr>
<tr>
<td>occupational performance in people in their caseloads.</td>
<td>OT 795 D2-L Discussion Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on and discuss experiences attending to psychosocial factors with peers on D2-L</td>
<td>OT 795 Case Study Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and Include relevant psychosocial factors impacting occupational performance in case study assignment</td>
<td>OT 795 Case Study Assignment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIELDWORK SITES FOR University of Wisconsin-La Crosse, Health Professions Department, Occupational Therapy Program
(Using the online Fieldwork Sites form, key in the following data for each fieldwork site that has been used for a Level I or Level II fieldwork placement in the most recent 3 years. For multiple fieldwork practice settings within the same institution, please list each one separately).

<table>
<thead>
<tr>
<th>Fieldwork Practice Settings (Type of Facility):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 In-Patient Acute</td>
<td>2.1 Pediatric Community</td>
<td>3.1 Early Intervention</td>
</tr>
<tr>
<td>1.2 In-Patient Rehab</td>
<td>2.2 Behavioral Health Community</td>
<td>3.2 School</td>
</tr>
<tr>
<td>1.3 SNF/ Sub-Acute/ Acute Long-Term Care</td>
<td>2.3 Older Adult Community Living</td>
<td></td>
</tr>
<tr>
<td>1.4 General Rehab Outpatient</td>
<td>2.4 Older Adult Day Program</td>
<td></td>
</tr>
<tr>
<td>1.5 Outpatient Hands</td>
<td>2.5 Outpatient/hand private practice</td>
<td></td>
</tr>
<tr>
<td>1.6 Pediatric Hospital/Unit</td>
<td>2.6 Adult Day Program for DD</td>
<td></td>
</tr>
<tr>
<td>1.7 Pediatric Hospital Outpatient</td>
<td>2.7 Home Health</td>
<td></td>
</tr>
<tr>
<td>1.8 In-Patient Psych</td>
<td>2.8 Pediatric Outpatient Clinic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Facility</th>
<th>City</th>
<th>State</th>
<th>Level (I/II)</th>
<th>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</th>
<th>Type of Facility (Use Key Above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve Therapy Solutions</td>
<td>Holmen</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Achieve Therapy Solutions</td>
<td>Holmen</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.5</td>
</tr>
<tr>
<td>Allina Health – Courage Kenny – United Hospital</td>
<td>St. Paul</td>
<td>MN</td>
<td>I</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Allina Health – Courage Kenny Kids</td>
<td>Buffalo</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Allina Health – New Ulm Medical Center</td>
<td>New Ulm</td>
<td>MN</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Allina Health – Courage Kenny – Abbott Northwestern</td>
<td>Minneapolis</td>
<td>MN</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Allina Health – Courage Kenny – Abbott Northwestern</td>
<td>Minneapolis</td>
<td>MN</td>
<td>I/II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Allina Health – Courage Kenny – Cambridge Medical Center</td>
<td>Cambridge</td>
<td>MN</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Allina Health – Courage Kenny – St. Croix</td>
<td>Stillwater</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.7</td>
</tr>
<tr>
<td>Allina Health – Courage Kenny – St. Croix</td>
<td>Stillwater</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Appleton School District</td>
<td>Appleton</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Arlington Pediatrics</td>
<td>Arlington Heights</td>
<td>IL</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Ashland School District</td>
<td>Ashland</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------</td>
<td>-------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Aspirus Wausau Hospital</td>
<td>Wausau</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Aurora BayCare Medical Center</td>
<td>Green Bay</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Aurora BayCare Medical Center</td>
<td>Green Bay</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Aurora St. Luke’s</td>
<td>Milwaukee</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Bellin Mental Health</td>
<td>Green Bay</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.8</td>
</tr>
<tr>
<td>Bellin Sports Medicine West</td>
<td>Green Bay</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Bethany Riverside (Mississippi Valley Physical Rehab)</td>
<td>La Crosse</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Bethel Nursing Home</td>
<td>Viroqua</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Big Sky Pediatric Therapy</td>
<td>Austin</td>
<td>TX</td>
<td>II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Capernaum Pediatric Therapy</td>
<td>New Hope</td>
<td>MN</td>
<td>I/II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Capitol Lakes Nursing Home (Consonus Healthcare)</td>
<td>Madison</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Cardinal Hill Rehabilitation Hospital</td>
<td>Lexington</td>
<td>KY</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Cardinal Hill Rehabilitation Hospital</td>
<td>Lexington</td>
<td>KY</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Central WI Center for the Developmentally Disabled</td>
<td>Madison</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>2.6</td>
</tr>
<tr>
<td>Central WI Center for the Developmentally Disabled</td>
<td>Madison</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.8</td>
</tr>
<tr>
<td>Cerebral Palsy, Inc.</td>
<td>Green Bay</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Charlie Norwood VA Medical Center</td>
<td>Augusta</td>
<td>GA</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Charlie Norwood VA Medical Center</td>
<td>Augusta</td>
<td>GA</td>
<td>II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Child Serve</td>
<td>Johnston</td>
<td>IA</td>
<td>I/II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Children’s Theraplay</td>
<td>Maplewood</td>
<td>MN</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Children’s Therapy Corner</td>
<td>Traverse City</td>
<td>MI</td>
<td>I/II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Communications Innovations</td>
<td>Fitchburg</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Community Memorial Hospital (Winona Health)</td>
<td>Winona</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Dean Health System</td>
<td>Madison</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Divine Savior Hospital</td>
<td>Portage</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Divine Savior Hospital</td>
<td>Portage</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.5</td>
</tr>
<tr>
<td>Dominiczk Therapy Associates</td>
<td>Brown Deer</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>2.1</td>
</tr>
<tr>
<td>Edgerton Hospital</td>
<td>Edgerton</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Elmbrook School District</td>
<td>Elmbrook</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Essentia – Polinsky Medical Rehab Center</td>
<td>Duluth</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Fairview Health – Fairview Ridges</td>
<td>Burnsville</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Family Speech and Therapy</td>
<td>Ostego</td>
<td>MN</td>
<td>I/II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Florida Institute for Neurological Rehab</td>
<td>Wauchula</td>
<td>FL</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Froedhert Hospital</td>
<td>Milwaukee</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Froedhert Hospital</td>
<td>Milwaukee</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Gillette Children’s Specialty Hospital</td>
<td>Burnsville</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Gillette Children’s Specialty Hospital</td>
<td>Burnsville</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.7</td>
</tr>
<tr>
<td>Grant Regional Health Center</td>
<td>Lancaster</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.7</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Group Health Cooperative</td>
<td>Madison</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.5</td>
</tr>
<tr>
<td>Gunderson Lutheran</td>
<td>La Crosse</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.8</td>
</tr>
<tr>
<td>Gunderson Lutheran</td>
<td>La Crosse</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Gunderson Lutheran</td>
<td>La Crosse</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Gunderson Lutheran</td>
<td>La Crosse</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.7</td>
</tr>
<tr>
<td>Gunderson Lutheran</td>
<td>La Crosse</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>4</td>
</tr>
<tr>
<td>Gunderson Lutheran</td>
<td>Onalaska</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>HealthSouth Valley of the Sun</td>
<td>Glendale</td>
<td>AZ</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Helen DeVos Children’s Hospital (Spectrum Health)</td>
<td>Grand Rapids</td>
<td>MI</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Hillview Nursing Home</td>
<td>La Crosse</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Innovations Rehab</td>
<td>Sparta</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Innovations Rehab</td>
<td>Sparta</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>La Crosse School District</td>
<td>La Crosse</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Lancaster Community Schools</td>
<td>Lancaster</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Madison Metro School District</td>
<td>Madison</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Madonna Rehab Hospital</td>
<td>Lincoln</td>
<td>NE</td>
<td>I/II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Manor Care East (HCR Healthcare)</td>
<td>Green Bay</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Marionjoy Rehab Hospital</td>
<td>Wheaton</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Marianjoy Rehab Hospital</td>
<td>Wheaton</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Mayo – Charter House</td>
<td>Rochester</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Mayo Clinic</td>
<td>Rochester</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Mayo Clinic</td>
<td>Rochester</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Mayo Clinic Hospital – Arizona</td>
<td>Phoenix</td>
<td>AZ</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Mayo Clinic – Franciscan Health</td>
<td>La Crosse</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Mayo Clinic – Franciscan Health</td>
<td>La Crosse</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Mayo Clinic – Franciscan Health</td>
<td>Sparta</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Mayo Clinic – Franciscan Health</td>
<td>Onalaska</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Mayo Clinic – Luther Midelfort</td>
<td>Eau Claire</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Mayo Clinic – Luther Midelfort</td>
<td>Eau Claire</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.5</td>
</tr>
<tr>
<td>Mayo Clinic Health System – Fairmont</td>
<td>Mankato</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Mayo Clinic Hospital – St. Mary’s</td>
<td>Rochester</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Medford School District</td>
<td>Medford</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Medford Therapy and Fitness</td>
<td>Medford</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>2.5</td>
</tr>
<tr>
<td>Medical University of South Carolina (MUSC)</td>
<td>Charleston</td>
<td>SC</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Medical University of South Carolina (MUSC)</td>
<td>Charleston</td>
<td>SC</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Memorial Medical Center</td>
<td>Ashland</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Mendota Mental Health Institute</td>
<td>Madison</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.8</td>
</tr>
<tr>
<td>Meriter Hospital</td>
<td>Madison</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------</td>
<td>-------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Meriter Hospital</td>
<td>Madison</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.8</td>
</tr>
<tr>
<td>Milestones 4 Kids</td>
<td>Downers Grove</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Milwaukee Public Schools</td>
<td>Milwaukee</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Ministry Door County Medical Center</td>
<td>Sturgeon Bay</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Ministry St. Clare Hospital (Diagnostic and Treatment Center)</td>
<td>Weston</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Ministry St. Joseph’s Hospital</td>
<td>Marshfield</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Minnesota Autism Center</td>
<td>Woodbury</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Mosher Veterans Home</td>
<td>La Crescent</td>
<td>MN</td>
<td>I/II</td>
<td>OT</td>
<td>2.2</td>
</tr>
<tr>
<td>North Central Health Care</td>
<td>Wausau</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>2.2</td>
</tr>
<tr>
<td>Northern Lights Services</td>
<td>Washburn</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.3</td>
</tr>
<tr>
<td>Northshore University HealthSystem</td>
<td>Evanston</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>OTTP</td>
<td>San Francisco</td>
<td>CA</td>
<td>II</td>
<td>OT</td>
<td>2.2</td>
</tr>
<tr>
<td>OTTP</td>
<td>Torrance</td>
<td>CA</td>
<td>II</td>
<td>OT</td>
<td>2.2</td>
</tr>
<tr>
<td>Partners in Excellence</td>
<td>La Crosse</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Pediatric Therapy Services</td>
<td>Mankato</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Prairie du Chien Memorial Hospital</td>
<td>Prairie du Chien</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Prairie du Chien Memorial Hospital</td>
<td>Prairie du Chien</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Prairie du Chien Memorial Hospital</td>
<td>Prairie du Chien</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Professional Rehabilitation Consultants</td>
<td>St. Paul</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>2.2</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Rancho Los Amigos</td>
<td>Downey</td>
<td>CA</td>
<td>I/II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Rehabilitation Institute of Chicago</td>
<td>Chicago</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Rehabilitation Institute of Chicago</td>
<td>Chicago</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Rehabilitation Hospital of Indiana</td>
<td>Indianapolis</td>
<td>IN</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Rehabilitation Hospital of Wisconsin</td>
<td>Waukesha</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Rehabilitation Hospital of Wisconsin</td>
<td>Waukesha</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Riverview Hospital Association</td>
<td>Wisconsin Rapids</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.5</td>
</tr>
<tr>
<td>Rochester School District</td>
<td>Rochester</td>
<td>MN</td>
<td>I</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Rockford Orthopedic Associates</td>
<td>Rockford</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>2.5</td>
</tr>
<tr>
<td>Rush University Medical Center</td>
<td>Chicago</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Shannon Medical Center</td>
<td>San Angelo</td>
<td>TX</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Sharp Healthcare</td>
<td>San Diego</td>
<td>CA</td>
<td>II</td>
<td>OT</td>
<td>1.5</td>
</tr>
<tr>
<td>Shriner’s Children’s Hospital</td>
<td>Galveston</td>
<td>TX</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Shriner’s Children’s Hospital</td>
<td>Houston</td>
<td>TX</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Shriner’s Children’s Hospital</td>
<td>Houston</td>
<td>TX</td>
<td>II</td>
<td>OT</td>
<td>1.7</td>
</tr>
<tr>
<td>St. Croix Therapy</td>
<td>Hudson</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>St. Elias Hospital</td>
<td>Anchorage</td>
<td>AK</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>St. John’s Hospital (HealthEast)</td>
<td>Maplewood</td>
<td>MN</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>St. Joseph Hospital</td>
<td>Chippewa Falls</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>St. Mary’s Hospital</td>
<td>Madison</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>St. Mary’s Hospital</td>
<td>Madison</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.8</td>
</tr>
<tr>
<td>St. Nicholas Hospital</td>
<td>Sheboygan</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>St. Vincent’s Hospital (Preva Health)</td>
<td>Green Bay</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>St. Vincent’s Hospital</td>
<td>Billings</td>
<td>MT</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Sun Prairie School District</td>
<td>Sun Prairie</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Syble Hopp School District</td>
<td>Green Bay</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>3.2</td>
</tr>
<tr>
<td>Tender Touch Therapy</td>
<td>Kenosha</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Texas Children’s Hospital</td>
<td>Houston</td>
<td>TX</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>The Therapy Place</td>
<td>Bloomington</td>
<td>MN</td>
<td>I/II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Theda Clark Medical Center</td>
<td>Neenah</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Therapies Plus</td>
<td>Wausau</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Therapies Plus</td>
<td>Wisconsin Rapids</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Therapy for Me!</td>
<td>Eden Prairie</td>
<td>MN</td>
<td>I</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>Therapy Works</td>
<td>Tulsa</td>
<td>OK</td>
<td>II</td>
<td>OT</td>
<td>2.8</td>
</tr>
<tr>
<td>TIRR Memorial Hermann</td>
<td>Houston</td>
<td>TX</td>
<td>II</td>
<td>OT</td>
<td>1.2</td>
</tr>
<tr>
<td>Toledo Children’s Hospital</td>
<td>Toledo</td>
<td>OH</td>
<td>II</td>
<td>OT</td>
<td>1.6</td>
</tr>
<tr>
<td>Tomah Memorial Hospital</td>
<td>Tomah</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Tomah VA Medical Center</td>
<td>Tomah</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Name of Facility</td>
<td>City</td>
<td>State</td>
<td>Level (I/II)</td>
<td>Primary FW Educator's Professional Qualifications (e.g., OT, PT, etc.)</td>
<td>Type of Facility (Use Key Above)</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Tri County Memorial Hospital (Gunderson)</td>
<td>Whitehall</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Tri County Memorial Hospital (Gunderson)</td>
<td>Whitehall</td>
<td>WI</td>
<td>II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>University of Chicago Medical Center</td>
<td>Chicago</td>
<td>IL</td>
<td>I</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>Chicago</td>
<td>IL</td>
<td>II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>U.S. AirForce Academy</td>
<td>Colorado Springs</td>
<td>CO</td>
<td>II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>U.S. Army Medical</td>
<td>Fort Drum</td>
<td>NY</td>
<td>II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>U.S. Army Medical</td>
<td>Fort Drum</td>
<td>NY</td>
<td>II</td>
<td>OT</td>
<td>2.2</td>
</tr>
<tr>
<td>University of Wisconsin Hospital and Clinics</td>
<td>Madison</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.7</td>
</tr>
<tr>
<td>University of Wisconsin Hospital and Clinics</td>
<td>Madison</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>University of Wisconsin Hospital and Clinics</td>
<td>Madison</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.5</td>
</tr>
<tr>
<td>Vernon Memorial Hospital</td>
<td>Viroqua</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.1</td>
</tr>
<tr>
<td>Vernon Memorial Hospital</td>
<td>Viroqua</td>
<td>WI</td>
<td>I/II</td>
<td>OT</td>
<td>1.4</td>
</tr>
<tr>
<td>Waukesha Memorial Hospital</td>
<td>Waukesha</td>
<td>WI</td>
<td>I</td>
<td>OT</td>
<td>1.4</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Hospitals</th>
<th>Outpatient Clinics</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 660-661 Mental Illness</td>
<td>OT 660-661 Mental Illness</td>
</tr>
<tr>
<td>OT 670-671 Physical Dysfunction I</td>
<td>OT 670-671 Physical Dysfunction I</td>
</tr>
<tr>
<td>OT 730-731 Physical Dysfunction II</td>
<td>OT 776-777 Older Adult</td>
</tr>
<tr>
<td>OT 776-777 Older Adult</td>
<td>OT 785-786 Adult Practice</td>
</tr>
<tr>
<td>OT 785-786 Adult Practice</td>
<td>OT 7730-731 Physical Dysfunction II</td>
</tr>
<tr>
<td>OT 791 Pediatrics Level I FW (placement option)</td>
<td>OT 791 Pediatrics Level I FW (placement option)</td>
</tr>
<tr>
<td>OT 573 MI Level I FW (placement option)</td>
<td>OT 573 MI Level I FW (placement option)</td>
</tr>
<tr>
<td>OT 790 Physical Dysfunction Level I FW (placement option)</td>
<td>OT 790 Physical Dysfunction Level I FW (placement option)</td>
</tr>
</tbody>
</table>

Schools

<table>
<thead>
<tr>
<th>Schools</th>
<th>Skilled Nursing Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT740-741 Pediatrics II</td>
<td>OT 521 Foundations</td>
</tr>
<tr>
<td>OT 791 Pediatrics Level I FW (placement option)</td>
<td>OT 776-777 Older Adult</td>
</tr>
<tr>
<td>OT 795 Level 2 FW (placement option)</td>
<td>OT 785-786 Adult Practice</td>
</tr>
<tr>
<td></td>
<td>OT 790 Physical Dysfunction Level I FW (placement option)</td>
</tr>
<tr>
<td></td>
<td>OT 795 Level 2 FW (placement option)</td>
</tr>
</tbody>
</table>

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         | OT 776-777 Older Adult                                      |
|                                  | • Broader scope in schools                                 |
|                                  | • Autism                                                  |
| OT 778-789 Psychosocial         | • Transitions for older youths                            |
|                                  | • Bullying                                                |

Health and Wellness

| OT 630 Wellness                  | OT 641 Therapeutic Adaptations (nee Assistive Technology) |
|                                  | • Prevention                                              |
| OT 778-789 Psychosocial         | • Aging in place and home modification                    |
|                                  | • Chronic Disease Management                              |

Work and Industry

<table>
<thead>
<tr>
<th>OT 670-671 Physical Dysfunction I</th>
<th>OT 670-671 Physical Dysfunction I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Care</td>
<td>Cancer Care and Oncology</td>
</tr>
<tr>
<td>OT 640 Therapeutic Adaptations</td>
<td>New technologies for rehabilitation</td>
</tr>
<tr>
<td></td>
<td>• Telehealth</td>
</tr>
<tr>
<td></td>
<td>OT 641 Health Care Systems</td>
</tr>
<tr>
<td></td>
<td>• Medical Homes</td>
</tr>
</tbody>
</table>

4/2/15
Course Title: Occupations and Intervention: Applied Pediatrics Lab II
Course Number: OT 741
Semester: Spring 2015
Department: Health Professions - Occupational Therapy

Course Instructor: Deborah Dougherty
Office: HSC 4039
Phone: 785-5062
E-Mail: ddougherty@uwlaus.edu
Office Hours: 1:15-3:15 and by appt.

Instructional Pattern
This is a one credit (2 hours contact time) lab course, taught in three sections. During the first week, students will meet together on Monday between 2:15 and 4:15 to receive course materials and the scheduled meeting times for the remainder of the semester. Play lab sessions with clients are held between 3:45 and 6:30pm on Mondays, Tuesdays, and Thursdays, with the exception of one session that will meet at 2:30 on Thursday. In addition, there will be one meeting during Weeks 9 & 10 that will take place on a Friday afternoon, beginning at 12:30. During that time, we will discuss our clients, and make plans to cross-treat, if that is desired.

Bulletin Description
OT 741 is the second applied course in a three-semester sequence of the study of occupational therapy as it applies to the pediatric population. Students will directly interact with community clients in the context of a play laboratory, as they develop therapeutic use of self in relation to pediatric clients. Students will be responsible for daily lesson plans and typical clinical documentation as they use the OT process to evaluate clients, and plan subsequent therapeutic play activities that synthesize child preferences, results of activity, contextual and individual performance analyses, theory (OT and other). Professional reasoning and reasoning in action will be practiced.

Justification
This course is needed to fulfill several standards for ACOTE accreditation.

Student Learning Objectives:
I. Students will apply principles of play and development in creating therapeutic activities for a pediatric client.

II. Students will demonstrate beginning level proficiency in the OT process. (B.3.3; B.4.3; B.4.8; B.5.1; B.5.2; B.5.20; B.5.30) Students will:
a. Plan and administer several assessments, and document accordingly. (B.4.3)
b. Complete the following reports:
   i. An evaluation report, including interview and test results (B.5.2; B.5.20)
   ii. An intervention plan, citing frame of reference and lines of logic (B.3.3; B.4.8; B.5.1; B.5.2)
   iii. A summary of the course of intervention in a final report
c. Write weekly lesson plans, reflecting integration of client, theory, and activity analysis. (B.5.2)
d. Students will write one daily note per session, reflecting objective & interpretative information to guide future sessions. (B.5.30)

III. Students will demonstrate the use of concepts in Health Literacy: (B.5.20)
a. When interacting with parents in verbal or written formats
b. When interacting with child

IV. Students will demonstrate safety procedures at all times in regard to clients and equipment.
V. Students will demonstrate therapeutic use of self through verbal and non-verbal communication. (B.5.7: B.5.20)

VI. Using professional reasoning, students will synthesize child play preferences, OT frames of reference, activity analysis, contextual analysis, and individual occupational analysis in the planning and implementation of therapeutic activities for their client.

VII. Students will participate in a reflective process, and demonstrate skills that provide foundation and means for on-going improvement of clinical skills.

Texts:
You should have:

In the Play Lab itself:
- There are books which have activity ideas, located on the right end of the counter. There are books on development, sensory processing, and disability in a family in the top cabinet on the left.

Learning Methods:
This is the second course in a two semester sequence, and is structured around working with an actual client. Learning opportunities include: participation and engagement in OT Process (assessment, planning, implementation, discharge), additional documentation experiences (daily notes, reports, lesson plans), practice in hypothesis building and reasoning in action, with practice in professional behaviors and health literacy communication. Your lab manuals contain policies and procedures for the lab, as well as assignments and assignment templates. You are held responsible for knowing and understanding policies and procedures as outlined within the manual.

Additional Considerations:
- There may be observations required outside of class time.
- Sharing your stories of your experiences in OT 740, the Peds lecture course, is highly encouraged.
- You will be expected to embrace play, and continue to develop your therapeutic use of self and your reasoning in relation to working with children.
- Students must adhere to the policies and procedures in the Lab Manual. They are expected to wear clothing that covers their bodies and practice safety precautions. Additionally, students are expected to anticipate safety hazards and take appropriate actions to ensure client and student safety.

Assignments/Learning Opportunities: Please see your Lab manual for assignment descriptions.
- Assessment Plan & Competency Check (B.3.3, B.4.3, B.5.7)
- Evaluation Report, including an Occupational Profile, Test Scores/Report, Interpretation, and Recommendations (B.4.4, B.4.8)
- Intervention Plan (B.3.3, B.5.1)
- Verbal Summary of Findings - shared with parents (B.5.7, B.5.20)
- Summary of course of Intervention
- Daily Lesson Plans(B.5.1, B.5.6, B.5.7, B.5.30)
- Daily Notes (B.5.30)
- Final Summary Report
- Professional Behavior Competency at final and end of semester (B.5.7)
- Supervisor Feedback daily (B.5.7)
Grades: The following grading scale will be used in this course.

A = 95-100  A/B = 89-94  B = 82-88  B/C = 76-81  C = 70-75

Below is a description of the work that typically corresponds to the above grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Generally, an “A” is reserved for exemplary work that has very few if any revisions; students who receive A's are self-regulated learners, asking for help when needed, and are rarely off-track.</td>
</tr>
<tr>
<td>A/B - B</td>
<td>An &quot;A/B&quot; or a &quot;B&quot; is reserved for good solid performance, and will also reflect improvements in process.</td>
</tr>
<tr>
<td>B/C - C</td>
<td>A &quot;B/C - C&quot; is reserved for work that falls below what is expected, with a &quot;C&quot; indicating that revision is required for students to master the material.</td>
</tr>
<tr>
<td>Below C</td>
<td>Failing - refer to the Occupational Therapy Student Handbook for more detail.</td>
</tr>
</tbody>
</table>

These grades correspond to the grading rubric in your manuals. Please note, the expectations are high for this course. The work that is reflected as a "C" may be expected with a first draft, but not subsequent revisions.

IMPORTANT: If a grade falls below expectations more than once for a single assignment, it will automatically receive a failing grade. If work consistently receives a grade of "C" over time, and improvements are not consistent, the student will be at risk for failing the course. If an instructor deems that further practice is necessary before passing the course, a grade of incomplete will be given, and a learning contract will be drawn up to address the area(s) of needed practice.

Participation
All students are expected to participate in this lab, and are expected to regulate their own learning. Students should independently seek out addition resources, and contact their mentors on a regular basis. This also includes any practice time needed for assessments and/or planned activities. See “Active Learning Approach” below.

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, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office (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 Office."

Active Learning Approach:
This course involves an active learning approach, which 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. 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.

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 materials
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 another 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.

Plagiarism
1. Submitting the work of someone else as your own
2. Submitting the same paper, or a substantially similar paper, to meet the requirements of more than once course without the approval of all involved instructors.
3. Improper paraphrasing: too close to the original OR failure to cite the original source
4. Copying material from any source (print or electronic) into own work without proper format (quotations and citation)

All instances of scholastic misconduct, including plagiarism, regardless of intent, are subject to disciplinary action as noted in the Occupational Therapy Student Manual and the UW-L Eagle Eye policies.
**Syllabus**

**Course Title:** Adult Clinical Practice  
**Course number:** OT 785  
**Semester:** Spring 2015  
**Department:** Health Professions, Occupational Therapy Program  
**Course instructor:** Robin McCannon MS., OTR  
Office 4043 HSC  
Office phone: 785-5063  
Email: rmccannon@uwlax.edu  
Office hours: as posted on door

**Instructional Pattern:** 1 hour lecture/seminar class

**Bulletin 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.

**Relationship of the course to the curriculum design:** This course is required by ACOTE standards. Students are given the opportunity to practice integrating past content while working with adult volunteers who are experiencing chronic health conditions.

**Student learning objectives (note bold standards are assigned to this course)**

1. **Occupational Therapy Perspectives**  
   1.1 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.  
     *(ACOTE B 3.3, B 2.11) (Assessment measure: 1-assignment)*

2. **Occupational therapy evaluation**  
   2.1 Students will demonstrate sound clinical reasoning skills in order to 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.  
     *(ACOTE B 4.1, B 4.2) (Assessment measure: - 1 assignment)*

   2.2 The student 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.  
     *(ACOTE B 9.3, assessment measure – 1 assignment)*

3. **Occupational therapy intervention planning**  
   3.1 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.  
     *(ACOTE B 5.1) (assessment measure – 1 assignment)*

   3.2 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 fiscal resources, home programs, and environmental modifications as well as any appropriate referrals and discuss post – discharge needs with the client and others as needed. (ACOTE B 5.29) (assessment measure -1-assignment, 5-project)

4. Documentation

4.1 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 4.10) (assessment measure 1 assignment)

Course outline:

1. Course related information including syllabus, expectations and overview of goals of adult clinic
2. Safety
3. Occupation based and top down approaches
4. Evaluation planning
5. Intervention planning/patient rounds
6. Reassessment/discharge planning
7. Reflection of professional behaviors and learning

LEARNING METHODS: Mini-lecture, discussion, active learning activities including patient rounds.

Required Texts: No new texts are required; students will use many of their text books from previous classes.

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 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. Make every effort to remain in class, utilizing announced class breaks to leave the classroom.
7. Make every effort to attend to class material and not distract others in the classroom i.e. taking to neighbor during lecture times.

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 materials
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 another 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.

Grading: The student will be graded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A/B</td>
<td>88 - 92</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87</td>
</tr>
<tr>
<td>B/C</td>
<td>78 - 82</td>
</tr>
<tr>
<td>C</td>
<td>70 - 77</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
</tr>
</tbody>
</table>

Assignments:

1. Evaluation plan: 33 points (L.O. 1.1, and 2.1, 2.2)
2. Evaluation write up 50 points (L.O. 1.1, and 2.1)
3. Reevaluation/discharge plan: 30 points (L.O. 1.1, 3.2)
4. Reevaluation/discharge summary 50 points (L.O. 3.2)
5. Home assessment write up: 50 points (L.O. 2.1)
6. Client resource binder project: 25 points (L.O. 3.2)

Grading policies:

1. Students are expected to turn in all assignments on the day and time they are due. No exceptions, but reasonable accommodations will be made for unexpected severe illness or 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 redone until the identified level has been attained. If these sections are not completed by the time outlined by the instructor, the assignment will lose 10% of the points for each day that it is late.
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 due to lateness of the assignment, or score the treatment session a 0 for that session.

Professional behavior Requirements: See policy regarding professional behavior requirements.
Cancellations: either a volunteer cancellation or a student therapist absence: see cancellation policy
<table>
<thead>
<tr>
<th>Week</th>
<th>OT 785 adult clinic practice seminar</th>
<th>OT 785 assignment</th>
<th>OT 786 applied adult clinical practice</th>
<th>OT 786 assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/28</td>
<td>Syllabus, expectations, professional behaviors, review assignments</td>
<td>Documentation, handout files, pre-course self reflection assignment</td>
<td>Note: everyone will have class from 8:50-11:55</td>
<td></td>
</tr>
<tr>
<td>Week 2 2/4</td>
<td>Safety</td>
<td>Safety article – read prior to class</td>
<td>Evaluation prep Note: everyone will have class from 8:50-11:55</td>
<td>pre-course self reflection assignment due start of class</td>
</tr>
<tr>
<td>Week 3 2/11</td>
<td>Top down approach/occupation based treatment</td>
<td>Top down article – read prior to class</td>
<td>Evaluation prep Note: everyone will have class from 8:50-1:10</td>
<td>Demonstration portions of eval prep need to signed off by instructor</td>
</tr>
<tr>
<td>Week 4 2/18</td>
<td>Patient round: evaluation part 1 plan)</td>
<td>Eval plan due beginning of class</td>
<td>Volunteer session: evaluation part 1</td>
<td></td>
</tr>
<tr>
<td>Week 5 2/25</td>
<td>Patient round # 2 : evaluation plan part 2</td>
<td>Evaluation due end of day (unless arranged with instructor)</td>
<td>Volunteer session evaluation part 2</td>
<td></td>
</tr>
<tr>
<td>Week 6 3/4</td>
<td>Patient round: treatment planning # 1 (may be finishing eval)</td>
<td>Volunteer session: treatment # 1 (may be finishing eval)</td>
<td></td>
<td>Tx plan 1 due start of day tx note 1 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 7 3/11</td>
<td>Patient round treatment planning # 2</td>
<td>Volunteer session: treatment #2</td>
<td></td>
<td>Tx plan 2 due start of day tx note 2 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 8 3/25</td>
<td>Patient round treatment planning # 3</td>
<td>Volunteer session: treatment # 3</td>
<td></td>
<td>Tx plan 3 due start of day tx note 3 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 9 4/1</td>
<td>Patient round treatment planning # 4</td>
<td>Volunteer session: treatment # 4 - individual treatment day</td>
<td></td>
<td>Tx plan 4 due start of day tx note 4 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 10 4/8</td>
<td>Patient round: home community assessment planning</td>
<td>Suggested day for home assessment</td>
<td>Volunteer session home/community assessment intervention</td>
<td></td>
</tr>
<tr>
<td>Week 11 4/15</td>
<td>Patient round: treatment planning # 5</td>
<td>Home assessment due</td>
<td>Volunteer session: treatment # 5 - individual treatment day</td>
<td>Tx plan 5 due start of day tx note 5 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 12 4/22</td>
<td>Patient round: treatment planning # 6 - coverage planning</td>
<td>Reeval/discharge plan due start of day Discharge summary due end of day</td>
<td>Volunteer session: treatment # 6 - Coverage day</td>
<td>Tx plan 6 due start of day tx note 6 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 13 4/29</td>
<td>Patient round: re-evaluation/discharge plan</td>
<td>Reeval/discharge plan due start of day Discharge summary due end of day</td>
<td>Volunteer session: reevaluation/discharge</td>
<td></td>
</tr>
<tr>
<td>Week 14 5/6</td>
<td>Final presentations</td>
<td>Post course Self reflections due start of day</td>
<td>Final presentations</td>
<td>Time 7:45-11:45, with volunteer reception beginning at 12:30. (set up for reception from 11:45-12:30)</td>
</tr>
</tbody>
</table>
Syllabus

Course Title: Applied Adult Clinical Practice
Course number: OT 786
Semester: Spring 2014
Department: Health Professions, Occupational Therapy Program
Course instructor:
Robin McCannon MS., OTR
Office 4043 HSC
Office phone: 785-5063
Email: rmccannon@uwlaus.edu
Office hours: as posted on door

Instructional Pattern: 1 credit hour (2 hour lab)

Bulletin Description: This course is a two hour 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.

Relationship of the course to the curriculum design: This course is required by ACOTE standards. Students are given the opportunity to practice integrating past content while working with adult volunteers who are experiencing chronic health conditions.

Student learning objectives (note bold standards are assigned to this course)

1. Occupational therapy intervention planning
   1.1 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. (ACOTE B 5.1, B 5.2, B 5.3) (Assessment measure: 1-assignment)
   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. (ACOTE B 5.5) (Assessment measure: 1-assignment)
   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. (ACOTE B 5.30) (Assessment measure: 6 – presentation)

2. Documentation
   2.1 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 treatment plans and treatment notes. (ACOTE B 4.10) (assessment measure: 1 assignment)

3. Professional behaviors
3.1 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. (ACOTE B 5.7) (assessment measure 1: assignment)

3.2 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. (ACOTE B 2.8) (Assessment measure: 1-assignment)

3.3 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. (ACOTE B 5.20) (assessment measure: 1 assignment)

3.4 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. (ACOTE B. 9.3) (assessment measure 1: assignment)

3.5 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. (ACOTE B 9.6) (Assessment measure: 1-assignment)

Course outline:

1. Course related information including syllabus, expectations and overview of goals of adult clinic
2. Lab guidelines
3. documentation
4. evaluation planning
5. evaluation implementation
6. treatment implementation
7. discharge
8. feedback
9. self reflection

LEARNING METHODS:

Learning methods will be direct hands on intervention with clients and self reflection and feedback sessions.

Required Texts: No new texts are required; students will use many of their text books from previous classes.

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 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. Make every effort to remain in class during class times, utilizing announced class breaks to leave the classroom.
7. Make every effort to attend to class material and not distract others in the classroom i.e. taking to neighbor during lecture times.

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 materials
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 another 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.

Grading: The student will be graded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A/B</td>
<td>88 - 92</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87</td>
</tr>
<tr>
<td>B/C</td>
<td>78 - 82</td>
</tr>
<tr>
<td>C</td>
<td>70 - 77</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
</tr>
</tbody>
</table>

Below C is considered failing (refer to the Occupational Therapy Student Handbook for more detail). Assignments will lose ½ of a letter grade for every day they are late.

Assignments

1. **Weekly treatment session** (includes partner treatment plan, individual treatment session note and individual treatment reflection): Volunteer treatment sessions 1-6 will be graded and worth 10 points each *(LO 1.1 & 1.2, 3.2)*
2. **Partner:** final presentation: 25 points *(LO 1.3)*
3. **Individual:** pre-course student reflection and goals: 10 points *(LO 3.5)*
4. **Individual:** post course student reflection and goals: 10 points *(LO 3.5)*
Grading policies:

1. Students are expected to turn in all assignments on the day and time they are due. No exceptions, but reasonable accommodations will be made for unexpected severe illness or 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 redone until the identified level has been attained. If these sections are not completed by the time outlined by the instructor, the assignment will lose 10% of the points for the assignment each day that it is late.

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 due to lateness of the assignment, or score the treatment session a 0 for that session.

4. There are 6 volunteer sessions that will be evaluated using the weekly treatment session grading sheet for a total of 60 points. Students must acquire a minimum of 49/60 points by the end of the 6th session. If students do not achieve this standard, a student initiated action plan will be put into place that targets the problem learning area. This action plan may include an additional volunteer session (s) that will be scheduled during final exam week. Students should self-monitor their grades for the treatment sessions, and after treatment session #4 if they are concerned about being able to meet this target, the student should contact the instructor for further action. Students’ failure to recognized a possible concern and begin a plan of correction that results in not meeting the target, will result in an incomplete for the course until target has been met. Note: this could impact the start of fieldwork, if fieldwork dates are very close to the end of the semester.

Professional behavior Requirements: See policy regarding professional behavior requirements.

Cancellations: either a volunteer cancellation or a student therapist absence: see cancellation policy
OT 785/786 class schedule and readings

* This is subject to change if adjustments are needed to facilitate learning
* Start of day is prior to start of first class, end of day is midnight

<table>
<thead>
<tr>
<th>Week</th>
<th>OT 785 adult clinic practice seminar</th>
<th>OT 785 assignment</th>
<th>OT 786 applied adult clinical practice</th>
<th>OT 786 assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/28</td>
<td>Syllabus, expectations, professional behaviors, review assignments</td>
<td>Documentation, handout files, pre-course self reflection assignment</td>
<td>Note: everyone will have class from 8:50-11:55</td>
<td></td>
</tr>
<tr>
<td>Week 2 2/4</td>
<td>Safety</td>
<td>Safety article – read prior to class</td>
<td>Evaluation prep Note: everyone will have class from 8:50-11:55</td>
<td>pre-course self reflection assignment due start of class</td>
</tr>
<tr>
<td>Week 3 2/11</td>
<td>Top down approach/occupation based treatment</td>
<td>Top down article – read prior to class</td>
<td>Evaluation prep Note: everyone will have class from 8:50-1:10</td>
<td>Demonstration portions of eval prep need to signed off by instructor</td>
</tr>
<tr>
<td>Week 4 2/18</td>
<td>Patient round: evaluation part 1 plan)</td>
<td>Eval plan due beginning of class</td>
<td>volunteer session: evaluation part 1</td>
<td></td>
</tr>
<tr>
<td>Week 5 2/25</td>
<td>Patient round # 2 : evaluation plan part 2</td>
<td>Evaluation due end of day (unless arranged with instructor)</td>
<td>volunteer session evaluation part 2</td>
<td></td>
</tr>
<tr>
<td>Week 6 3/4</td>
<td>Patient round: treatment planning # 1 (may be finishing eval)</td>
<td>Volunteer session: treatment # 1 (may be finishing eval)</td>
<td>Tx plan 1 due start of day tx note 1 due at time of reflection meeting</td>
<td></td>
</tr>
<tr>
<td>Week 7 3/11</td>
<td>Patient round treatment planning # 2</td>
<td>Volunteer session: treatment #2</td>
<td>Tx plan 2 due start of day tx note 2 due at time of reflection meeting</td>
<td></td>
</tr>
<tr>
<td>Week 8 3/25</td>
<td>Patient round treatment planning # 3</td>
<td>Volunteer session: treatment # 3</td>
<td>Tx plan 3 due start of day tx note 3 due at time of reflection meeting</td>
<td></td>
</tr>
<tr>
<td>Week 9 4/1</td>
<td>Patient round treatment planning # 4</td>
<td>Volunteer session: treatment # 4 -individual treatment day</td>
<td>Tx plan 4 due start of day tx note 4 due at time of reflection meeting</td>
<td></td>
</tr>
<tr>
<td>Week 10 4/8</td>
<td>Patient round: home community assessment planning</td>
<td>Suggested day for home assessment</td>
<td>Volunteer session home/community assessment intervention</td>
<td></td>
</tr>
<tr>
<td>Week 11 4/15</td>
<td>Patient round: treatment planning # 5</td>
<td>Home assessment due</td>
<td>Volunteer session: treatment # 5 - individual treatment day</td>
<td>Tx plan 5 due start of day tx note 5 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 12 4/22</td>
<td>Patient round: treatment planning # 6- coverage planning</td>
<td>Home assessment due</td>
<td>Volunteer session: treatment # 6 - Coverage day</td>
<td>Tx plan 6 due start of day tx note 6 due at time of reflection meeting</td>
</tr>
<tr>
<td>Week 13 4/29</td>
<td>Patient round: re-evaluation/discharge plan</td>
<td>Reeval/discharge plan due start of day Discharge summary due end of day</td>
<td>Volunteer session: reevaluation/discharge</td>
<td></td>
</tr>
<tr>
<td>Week 14 5/6</td>
<td>Final presentations</td>
<td>Post course Self reflections due start of day</td>
<td>Final presentations</td>
<td>Time 7:45-11:45, with volunteer reception beginning at 12:30. (set up for reception from 11:45-12:30)</td>
</tr>
</tbody>
</table>
Course Title: Level I Fieldwork: Mental Illness
Course Number: OT 573
Semester: Spring, 2015
Department: Health Professions Department

Course Instructors:
Joan Temple, MEd, OTR
Phone: Office: 608-785-5059
Home: 787-0293
Cell: 608-790-0416
Email: jtemple@uwlax.edu

Anne Chute, OTR
Phone: 608-793-1026 (home)
608-799-4227 (cell)
Email: anneandchad@charter.net

Note: Anne Chute is the primary supervisor of this FW experience at the Mosher Home. Joan Temple will be coordinating Observation Days and will be responsible for the administrative duties.

Instructional Pattern:
Thirty 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 first 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 implements 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 Ethics Standards, 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 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. D2L 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: Group Dynamics
Refer to texts for OT 530: Occupational Performance Analysis

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 beginning of the semester of the disability documentation.

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
2= outstanding, above and beyond expectations for this assignment

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 materials
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:

**Assignment: One –Day Occupational Therapy Observation Day**

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) In addition, students will interview the OT or OTA at the facility and write a one page description of the role of OT in this setting including job responsibilities, evaluations used routinely, role of OT on the health care team, other managerial duties, their professional involvement (such as AOTA, NBCOT, WOTA, patient advocacy, or other professional group involvement), and use of EBP in their setting.

**Part One: Consumer Interview/Observation:**

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

- a. Copy of the interview questions used for interview (may use COPM or other interview form used at the facility) OR a summary of observations
- b. A Note based on your interview or observations of a consumer. Use SOAP format

**Part Two:**

- a. Write a description of the Role of OT in a clinical setting. Talk to your FWE or another OT at your facility to find out their role.

**Part Three:**

- a. Complete the Student Evaluation of One –Day Level I FW Experience, signed and returned to J. Temple (see form)
- b. 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 J. Temple.

**Due Date:** All Observation Day assignments are due no later than one week post observation experience. See Handout for details.

**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, report results orally to peers and instructor and write a narrative note documenting 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 process. *(ACOTE B.4.1)*
   **Due Date**: FW Day 2.

2. **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 outcomes measure to critique the group activity. *(ACOTE B.5.2)*
   Lab Members will complete **IN DETAIL**, Cole Group Handout (see packet).
   **Due Date**: Group Plan and Outcome Measure due on the assigned day for the event. Turn in to Michelle.

3. **Discussion Postings**: Throughout the Fieldwork experience, students are required to respond to discussions questions. Responses to questions must be based experiences and observations while on fieldwork. Students will be asked to justify their impressions/opinions based on course materials.
   1. Consumer Interview Profile: What factors may have biased your OT interview/assessment. Consider culture, disability status, mental functioning, and contextual concerns including the environment.
      **Due Date**: To be determined by instructor throughout the FW I experience *(ACOTE B.4.7)*
   2. Discuss the therapeutic use of self that you utilized when working with your client *(ACOTE B.5.7)*
   3. Post your “What is occupational therapy” talk. Was it effective, how did your client respond? How did you find out if your consumer understood what you were saying? *(ACOTE B.5.18)*

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.
   **Due Date**: Turn in journal in at the end of the FW I experience to Anne Chute.

5. **Self-Reflection Evaluation**: Students will rate their performance using the **Level I Fieldwork Student Evaluation Form**. 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 Anne Chute.

6. **Paper**: Student will write a short paper or create a Grid outlining the following
a. Outline Pros and Cons of Traditional and NON Traditional Mental Health
b. Challenges of Community Based Mental Health
c. Context: How does context influence occupational therapy interventions
   
   ACOTE: B.7.1

7. **Level I Fieldwork Site Evaluation Form**: Upon completion of the FW experience, students will critique the FW experience using the site evaluation form and also D2L discussions.
   
   **Due Date**: Last day of FW experience, turn in to Anne.

8. Students must turn in the FW I Student Evaluation Form. (ACOTE B.9.1)

**Classroom Discussions**: Students will be responsible to contribute to guided discussions during routine fieldwork meetings with course instructor (Anne Chute) on a routine basis. (see course calendar) Students are expected to verbally contribute opinions and thoughts on a variety of topics. Sharing is based on readings and experiences.

**Mosher Veterans Home Address:**
31640 Veterans Road
Dresbach, MN
Phone: 507-643-6240

---

**Spring 2015**
**Course Calendar**
**Level I FW Schedule**

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Tentative Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UWL: ALL STUDENTS</strong></td>
<td>Lab 01 and Lab 02</td>
<td>Orientation to FW I, explain assignments, dress codes for both experiences, Meet Michelle Goldsmith Davenport, instructor for Level I FW at Mosher. Review student/instructor responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Jan 30, 9:00 AM, Room 2015</td>
<td><strong>ALL STUDENTS ATTEND</strong></td>
</tr>
<tr>
<td><strong>Mosher Home Lab 01, 02</strong></td>
<td>February 13----Lab 01</td>
<td>Orientation to Mosher Home staff, rules, guidelines for interactions with clients. Interview a client. Write up interview. (see assignment for details) Assign clients, begin planning for next session</td>
</tr>
<tr>
<td></td>
<td>April 3----Lab 02</td>
<td>Meet at 8:00 sharp to 11:30</td>
</tr>
<tr>
<td><strong>Mosher Home Lab 01, 02</strong></td>
<td>Feb 27---Lab 01</td>
<td>Activities with residents</td>
</tr>
<tr>
<td></td>
<td>April 17---Lab 02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet at 8:00 to 11:30</td>
<td></td>
</tr>
<tr>
<td><strong>Mosher Home Lab 01, 02</strong></td>
<td>March 13---Lab 01</td>
<td>Activities with Residents and</td>
</tr>
<tr>
<td>Date</td>
<td>Lab</td>
<td>Activity Details</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td>April 25(SAT)</td>
<td>Lab 02</td>
<td>Meet at 8:00 to 11:30. Group activity planning. Plan group with staff at Mosher, organize and delegate responsibilities.</td>
</tr>
<tr>
<td>Mosher Home Lab 01, 02</td>
<td>March 27-Lab 01</td>
<td>(Group Activity) May 1---Lab 02 (Group Activity) Time: TBA, pending type of activity planned. (approximately 2.5 hours) Group Activity with Residents and wrap fieldwork experience with Anne. Turn in group assignment and FW Evaluations. (Site Eval and Student Eval)</td>
</tr>
<tr>
<td>UWL</td>
<td>FW Wrap Up Day? FW Debriefing Day-To Be Determined</td>
<td>To be determined by instructor and student group</td>
</tr>
</tbody>
</table>
Syllabus
June 22, 2015

Course Title: Level 1 fieldwork: physical disabilities
Course number: OT 790
Semester: Summer 2015
Department: Health Professions, Occupational Therapy Program
Course Instructor:
Joan Temple, MEd, OTR
Office: 4096   Email: jtemple@uwlex.edu
Cell Phone: 608-790-0416
Home Phone: 608-787-0293
Office Phone: 608-785-5059

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

Instructional Pattern: Fieldwork will take place in adult physical dysfunction settings for one week. Refer to the Placement Grid for details. This is a 36-40 hour per week experience.

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 including cultural sensitivity, the use of occupation within a clinical setting, preliminary documentation, assessment and treatment skills will be experienced. 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:
This is the second 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 and professional growth and attitude development. Following the 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 FW 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 states the goal of level 1 fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice and to develop understanding of the needs of clients. During this fieldwork experience, it is intended that students apply and integrate knowledge from various OT classes including Anatomy, Physiology, Pathophysiology, Intro to OT, Professional foundations of practice, Foundations of assessment, Occupational Performance Analysis, Mental Health, Mental Health
Fieldwork I, and Physical dysfunction 1 and 2 to practice in a clinic setting that treats clients with physical 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 4.1)
   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 interview skills with 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. It is anticipated that the student will observe and participate in the evaluation process, 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 occupationally 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, and wellness and performance in ADL’s, IADL’s, education, work play, rest, sleep, leisure, and social participation.
   2.3 Students 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 Students 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 Students 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.1.7) see evaluation information assignment below.

4. **Professional Behaviors**
   4.1 Students 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 in regard to 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. Students will demonstrate proficiency in use of technology including the ability to use e-mail

Course Assignments:

1. PRE- self-reflection – see attached. Due Monday June 29. DROP BOX
2. POST-self reflection – see attached. Due on Monday, following FW I experience DROP BOX
3. Fieldwork Site Eval Form: All students are required to complete a fieldwork site evaluation to aid the program in determining the effectiveness of a fieldwork site. You will be provided with a qualtrics link. Due Date: Monday, following FW I experience.
4. Level 1 Fieldwork Student Evaluation Form: There are 2 parts to this assignment
   1. FW I folder has two copies of this form. (See Folder for details) FWEs must complete this form and review this with you before the end of your FW experience. This form must be signed by the OTS and FWE and returned to J Temple after the completion of FW I.
   2. Students will a self-assessment their performance using this eval form and submit to Joan Temple. Due Date: Monday, following FW I experience.
5. FW supervisor feedback to program form (provided by FW coordinator Joan Temple). This will be attached to the Level 1 FW student eval, and will be mailed in along with the other form.
6. Collect evaluation information about one client. Be sure to remove names or other identifying information in order to follow HIPAA guidelines. Case information will be used in the CAP II course. You will NOT turn in this information, but will need to keep it for the fall. See attached for suggestions on information to collect.

Learning methods: the majority of this course will occur within the clinical setting. Under the supervision of a qualified clinical occupational therapist, 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 at the time of fieldwork placement 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 D2L.

**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 materials
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. False representation of 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 evals and level 1 fieldwork students evaluations need to be received ON TIME by due dates in order 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 insure all class requirements have been met:

- Check D2L confirmation assignments
- Provide clinic site with mailing envelope, offer to mail in the evaluation.
- Email Joan with any concerns regarding the FW supervisor evaluation.
- Check D2L frequently after your due dates. A fail for a section indicates that an assignment was not received. Students should contact Joan immediately.

### Course calendar

<table>
<thead>
<tr>
<th>Date/time</th>
<th>activity</th>
<th>Special notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 4 1-3p.m.</td>
<td>FW orientation</td>
<td>Assignments issued</td>
</tr>
<tr>
<td>July 6-10 or</td>
<td>FW weeks</td>
<td>Check due dates for assignments</td>
</tr>
<tr>
<td>July 13-17 or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 20-24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September, 2015</td>
<td>FW debriefing session</td>
<td>Time TBA.</td>
</tr>
</tbody>
</table>
Collect evaluation information about one client that you find intriguing. Be sure to de-identify all information to follow HIPAA guidelines. This will be used for the fall CAP II course (OT 795) for your case study. You will NOT turn in this information this summer, but will need to keep it for the fall. Below are areas of information you should collect:

**Background Information – such as:**

- Date of birth/age:
- Primary intervention diagnosis/concern:
- Secondary diagnosis/concern:
- Reason for referral to OT:
- **Psychosocial Factors which may influence recovery.** (ACOTE C.1.7)
- Precautions:

**Assessments performed:** list the assessments the therapist used with this client, but do not report findings here.

**Findings such as results of:**

**Occupational Profile/interview:**

**Areas of occupation** i.e. ADL, IADL etc.:

**Performance skills:**

**Performance patterns:**

**Client Factors** i.e. results of ROM/MMT tests

**Activity demands:**

**Contexts:**

**Other:** any other information you think might be helpful to know about this client.
The Case Study Report will be based on a client you observed and information you collected during your Physical Dysfunction Level I. Use the occupational therapy process described in the 3rd edition of the Occupational Therapy Practice Framework to guide your final report. You will be expected to:

Identify, analyze, justify, and explain components of the case study using scholarly literature, clinical reasoning, and reflective practice to affect meaningful occupational outcomes. This will include, but not be limited to:

- choosing appropriate theories, models of practice, and/or frames of reference;
- evaluating and re-evaluating occupational performance;
- choosing appropriate assessment tools;
- developing an occupation-based intervention plan that considers psychosocial factors, culture, disability status, the client’s natural environment, context and situational variables, use of compensatory strategies, and referrals to other professional services;
- planning for discharge;
- producing appropriate documentation using accepted terminology of the profession (consult Occupational Therapy Practice Framework, 3rd ed.)
- justifying (i.e., using clinical reasoning) for all decisions and therapeutic actions taken

In addition to the above, include:

- a brief description of your client (this should be a part of your occupational profile)
- a short section describing the setting (context), e.g., hospital, inpatient, acute care
- information from biological science and other occupational therapy courses you have taken to explain your client’s condition and the evaluation and intervention process
- explanation of why the theoretical perspective(s), model(s), and/or frame of reference(s) are appropriate for your specific case
- justification (clinical reasoning) for all therapeutic actions taken
- evaluation/critique of therapeutic processes you observed
- proposed alternative interventions (client-centered; occupation-based; evidence-based)
- evaluation/comments on supervisor’s therapeutic use of self

You may have to infer some of the above information based on your research and past coursework if you did not observe all of the aspects of the OT process. Indicate what information is based on your direct observation or discussions with your supervisor and what information is inferred.
Syllabus Sent to Fieldwork Clinical Supervisors

Course Title: Pediatric Fieldwork: Level I
Course Number: O-T 791
Semester: Spring 2015
Department: Health Professions - Occupational Therapy

Course Instructor: Deborah Dougherty    Phone: 785-5062    Email: ddougherty@uwlax.edu

Instructional Pattern:
This is a one credit course. Students will be placed in a pediatric setting for one week during the winter/spring semester. In addition, students will participate in a discussion board where posts will be made regarding therapeutic use of self, playfulness, clinical reasoning, and reasoning in action.

Bulletin Description:
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 be expected to practice professional behaviors at all times. 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 will be discussed on a D2L website, and in OT 740 in the first class meeting.

Justification:
This course is needed to fulfill several standards for ACOTE accreditation. It ties most directly to curricular threads of Clinical Skills (Therapeutic Use of Self, Observational Skills, Reasoning Skills, Creating Intervention Activities), and Scholarly Practice Skills (observation and collection of data in a clinical context). It critically fits within the pediatrics curriculum, as it is the second component in the following sequence: 1) fall semester students learn concepts related to play, therapeutic use of self, sustained observation, and reasoning in action; 2) in winter term, on the Level I fieldwork, they are asked to identify and discuss these concepts, and participate in keeping with their site philosophy; 3) in spring semester, they will work with a "live" client during which they must demonstrate these concepts consistently.

Student Learning Objectives
Cognitive Domain

1. The student will demonstrate appropriate use of therapeutic self with pediatric clients (Clinical Practice Thread).
   a. The student may function as an "extra hand" with the therapist
   b. The student may carry out a session that has already been planned by the supervisor.
   c. The student will use verbal and nonverbal communication in a way that is playful, developmentally appropriate, and respectful to the child.

*Please note: objective #2 is a suggested objective – not a requirement – based on your own intervention context.

2. Students will demonstrate and apply previously learned knowledge and skills in test administration and psychometrics to the pediatric population (Clinical Practice Thread).
   a. The student will administer an 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. If at all
possible, it would be good for at least one standardized, normative test be administered by the student.

b. **Given data from a standardized evaluation, the student will score the test and analyze the data using good psychometric principles. If a standardized evaluation cannot be given, the student will discuss their observations, etc. The goal is for students to begin analyzing data in relation to OT evaluation - both standardized and non-standardized data (Clinical Practice Thread; Scholarly Practice Thread).**

3. **Students will demonstrate previously learned skills in observation and analysis** (Clinical Practice Thread; Scholarly Practice Thread.)
   a. Through observation, the student will gather relevant data in regard to the therapist's actions and the child's behavior.
   b. The student will demonstrate the ability to sustain their observation skills to note:
      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."
   c. The student will post a daily observation, on the D2L discussion board, addressing the observations made in relation to their observations and analyses.

4. **Students will demonstrate beginning level documentation skills as decided by clinical supervisor.** Ideally, the student will participate in the following: (Clinical Practice Thread; Scholarly Practice Thread).
   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.
   b. With supervisor input, students will document the evaluation or portions of the evaluation that they completed, using the format of their context. This will be dependent on the supervisor's discretion. *If this is not possible, then students can document observations and "reasoning in action" from a treatment session, interpreting what they have seen, and relating what they have observed back to course content and to the action taken by the therapist in the session.*

5. **Students will demonstrate professional behaviors.**
   a. Students will engage with the clinical supervisor, discussing their observations, and seeking and receiving feedback on their own skills.
   b. Students will be proactive in their learning, seeking out and engaging in experiences to enhance their learning.
   c. Students are required to adhere to site policies in relation to dress codes, communications, and schedules.
   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.
   e. Students are expected to be safe at all times, including checking equipment for safety.
   f. Students will follow the Occupational Therapy Code of Ethics.

6. On discussion boards and through a debriefing classroom discussion in OT 740, students will compare/contrast contextual features of pediatric settings, and the impact of context on the delivery of service. Topics may cover, but not be limited to teams, collaboration, documentation, type of organization, resources available, physical context, systems for intervention implementation, and others. *(ACOTE B.7.1)*

**Student Assignments:**
1) There will be a minimum of one post daily on the discussion board. As part of that post, students are expected to keep a daily log of their experiences. They will be given specific directions in relation to documenting the following:
a. an observation of therapeutic use of self
b. self-reflection and supervisor feedback on the student's ability to play with children, along with use of verbal and non-verbal communication
c. a record of "reasoning in action" - including the following: therapist actions, the child's responses, and the actions of the therapist in response to the child, i.e., "clinical reasoning in action."
d. contextual features of their setting, including information regarding physical contexts, documentation, procedures, resources, organizational features, etc.
e. one treatment session, in a manner in keeping with your setting. This will be done only after speaking with your Supervisor, and if your clinical supervisor is comfortable.

2) The first day, there will be two posts: one a short description of the context, and another that addresses the topics in objective #1. When students return, we will examine service delivery in relation to contextual features. Please see assignment guidelines.

3) Students are encouraged to self-evaluate (with Level I Student Eval form) before meeting with the clinical instructor to review their final evaluation. However this process may be determined by the clinical supervisor.

4) All paperwork required by the Academic Fieldwork Coordinator, along with all assignments, must be turned in before a grade can be given.

Grades: This course is Pass/Fail. I reserve the right to ask students to re-do assignments that are not acceptable before a passing grade will be given. In the event that assignments are not completed on time, or the assignment was not completed in an acceptable manner, a failing grade will be given, and the fieldwork may have to be repeated.
**Course Title:** Level II Fieldwork  
**Course Number:** OT 795  
**Semesters:** Summer and Fall, 2015  
**Department:** Health Professions  
**Credits:** 6 per semester

Course Instructor: Joan Temple, MEd, OTR  
Office: HSC 4096  
Work: 608-785-5059  
Home: 608-787-0293  
Cell: 608-790-0416  
Email: jtemple@uwlox.edu

**BULLETIN DESCRIPTION:**

The Level II Fieldwork experience provides the student with two, 12-week clinical placements, in an occupational therapy practice setting under the supervision of an approved occupational therapy fieldwork educator. Students will learn the occupational therapy process including evaluation, treatment intervention, discharge planning, outcome measurement, and documentation. In addition, students will begin to develop expertise in leadership, scholarly practice and clinical reasoning as it relates to the specific fieldwork placement. Students are required to complete six months of full time fieldwork within a 24 month period. This 12 week course is repeated 1 time for a total of 24 weeks.

**JUSTIFICATION:**

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, application of theory, evidence base practice techniques, leadership abilities, and client centered, occupation based practice.

**Course Objectives:**

Upon completion of this course, the student 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.*
   a. conducts occupational therapy practice in a professional manner  
   b. investigates and uses best practice available for population served
c. demonstrates 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. Students will 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.  *(ACOTE C.1.11)*

   a. use sound judgment in regard to 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 on FW—*(See Encouraging the Heart, D2L discussion)*

   c. self reflects on growth and development regarding clinical reasoning skills, and therapeutic use of self, regulates responses based on feedback.

3. Adheres 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 them as a guide for ethical interactions within the clinical setting and during client interaction. *(ACOTE C.1.11)*

4. Effectively demonstrates documentation and billing competence in accordance to the policies and procedures of the organization.

5. Apply knowledge of the curricular threads including: foundational science, theory, scholarly practice, clinical competency and leadership while practicing occupational therapy.

   a. Identifies curricular threads and relevance during clinical experiences.

6. Actively participate in the supervisory process.

   b. will come prepared for supervision sessions with questions

   c. identify personal strengths and areas of improvement

   d. self- initiates learning activities during fieldwork experience

   e. use strategies to infuse own learning style into FW experience

   f. effectively critique and gives feedback to fieldwork educators

   g. set learning goals in collaboration with FEW 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.
a. Design and conduct an in service, considering, presentation time constraints, and other contextual factors.
b. Develop presentation learning objectives and outcome measures

8. Integrate foundational science knowledge in occupational therapy interventions.
   a. Demonstrate knowledge, explain and justify scientific principle behind occupational therapy interventions
   b. Identify scientific rationale for therapeutic interventions (see case study)

9. Identify and appreciate the psychosocial aspects of disability and modifies interventions and approaches accordingly.

10. Promote the value occupational therapy services by educating consumers and health professionals.
    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 in regard to health and disease prevention to person and family members.

Texts: Required Texts: 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.

Learning Methods: Two, twelve week sessions, full time in a hospital or clinic setting. Students will be applying and practicing skills in a work environment under the supervision of a licensed occupational therapist.

Additional Considerations: Active Learning Approach/Student Responsibilities: During Level II fieldwork especially, 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.
Assignments, Expectations and Learning Opportunities:

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.1.18)*
   - 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 in regards to 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.

2. Level II Fieldwork Assignments, turned in to the Academic Fieldwork Coordinator (AFWC) as follows:
   - *(ACOTEC.1.18)*
     1. **FWPE: Mid-Term Fieldwork Performance Evaluation (FWPE):** Students are required to complete a self assessment using the FWPE. Students will be prepared to share their self assessment and ongoing FW goals with their FWEs during the Mid Term Evaluation.
     2. Turn in a copy of the Mid Term completed by your FWE one week post mid term evaluation.
   - **Final FWPE:** Student are required to send the AFWC, a copy of the Final FWPE no later than one week post fieldwork. A final grade cannot be secured without this documentation.
   - FWPEs may be completed electronically. Electronically copy is on line. You may send a hard copy via post if this is easier for you and FWEs.
   - **Scholarly Practice Thread: Critically Appraised Topic (CAT) OR other In Service Education**
     Students are required to present the CAT to the fieldwork educator and/or other staff members
     Students will develop an outcomes assessment to determine if the CAT or in-service met the objectives for the specific facility.
     Turn in the summary of your presentation outcomes. Including:
     1. Number of participants
     2. Tool used to measure our outcomes
     3. Summary page of the outcome results.
     This assignment may be completed either during the **SUMMER OR FALL** semester. **NOTE:** FWEs may assign other assignments as part of your learning experience. You are expected to complete
• **Foundational Science Thread: Case Study**: Students will complete one case study. (See handout for outline). This assignment may be completed either during the **SUMMER OR FALL FW II**.

• **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 **D2L**.

• **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 **D2L**.

• **Generalist Thread: D2L**: Students are required to check D2L weekly 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. **D2L Fieldwork Discussion Groups**: Students are required to participate in D2L weekly discussions, beginning in the summer of week one and ending the final week of Level II FW, December, 2015. *(ACOTE C.1.11)*
  1. **D2L Discussion Questions**: Discuss how you have integrated psychosocial aspects into your assessments/interventions during both summer and fall FW II. What tools/techniques did you utilize?
  2. **D2L Questions**: How have you utilized the **Therapeutic Modes** and adjusted your approach based on your patient’s occupational performance?
  3. **D2L Question**: How has your clinical experience helped you develop your **clinical judgement/reasoning**?
  4. **D2L 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

• **Theory Thread (D2-L)**: Which occupational therapy theories/frames of reference are being used at your clinical site? Give an example of how they are used.

• **Student Fieldwork Feedback**: Students are required to provide written feedback regarding the FW II experience. AFWC will solicit student feedback at week 3,6,9 and 12, both summer and fall. You will receive an email from the AFWC. Additionally, your Evaluation will be emailed at the end of each FW II experience. *(SEFWE—in folder)*

• **Professional Behaviors Thread: Goal Assessment**: Students will be contracted by AFWC at mid-term. OTS are required to complete FWPE at
mid-term and final providing their own assessment of performance including professional behaviors. Students are required to turn in the completed FWPE from your FW Supervisor.

- See the “Turn It In” Sheet for details of all assignments and paperwork needed to be completed prior to completing FW II.

**Note:** 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.

**Note:** 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.

**Note:** 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.

**Note:** AFWC in collaboration with the FWE will approve time off requests.

**Note:** Once again, students MAY be assigned additional learning activities by the Fieldwork Educator at their placement.

**ACOTE: C.1.5, C.1.13**

**Fieldwork Policy: Placement, Length, and Attendance**

**Placement: Number of FW II Sites Policy**

Note: 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.

**Length: Full and Part Time**

**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.

**Attendance: Hours per week, illness, and personal business**

Interns 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, s/he must notify the FWE and the AFWC and 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 is needed. Interns 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 could 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 and after FW II experiences whenever possible. Students are not permitted to use sick days as personal days. Student may be excused from FW II to attend conferences, participate in fieldtrips or to visit other facilities at the discretion of the FEW. These experiences are arranged with the FWE and discussed with the AFWC before participating.

Interns are strongly discouraged from having outside employment during their internships.

Again, all requests for FW time off must be **preapproved** by the Academic Fieldwork Coordinator.

**Attendance: Requesting Time off of FW II**

In the event a student becomes ill, has a medical emergency or 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 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.

4. **Note: You may not terminate fieldwork without consulting with the Academic Fieldwork Coordinator.**

**Grades:**
Students must successfully complete both the summer and fall FW experience. This is reflected in a passing grade on the Fieldwork Performance Evaluation Form (FWPE) and all other assignments required by AFWC and Fieldwork Educators in clinical settings. See forms for details. Students are 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 handout for details)

**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 Dr. Peggy Denton, Occupational Therapy Program Director, (608)785-8303, Email: denton.pegg@uw腋.edu OR Angela Meyer, FW Program Assistant, 608 785-8467, Email: ameyer3@uw腋.edu

**Special Needs:** The UWL Occupational Therapy Program is committed to assisting students with disabilities in accomplishing the academic mission of our program. Students with a documented disability requiring an accommodation must discuss handling the accommodation request with the AFWC well in advance of the fieldwork placement.
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 ADL, 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 the correct terminology to describe the problem
- Do not describe 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)**

**Basic Science:**
What are the basic science building blocks that you are using to understand the client's condition?
- What are the anatomical concepts involved?
- What are the neuroanatomy concepts involved?
- What physiology/pathophysiology concepts are involved?
- What biomechanical concepts are involved?
- What movement concepts are involved?

**Psycho Social Factors: (ACOTE C.1.7)**
Given what you know about this client, the environment and occupations, describe the psychosocial factors that are contributing to the client's performance and outcome.
- What are the social support systems?
- Describe the cultural or societal factors?
- How is the person coping and adapting to disability/illness? Change? How has this been addressed in therapy? (OT and other team members)
- What have you done to address this problem? What strategies? What psychosocial models and OT models have influenced decision making?

**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 your client's understanding of the 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 are evident when using FES?
- What evidence is available about the intervention?
- What psychosocial/cultural factors have influenced the intervention process? (or how you engaged specifically with this client)

After-care planning
- What is the long-term plan for the client after therapy is completed, related to the specific problem that you have identified. Explain
- 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 (Clinical Reasoning thread)
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 paragraph describing your thoughts/impressions while writing this paper. Did you gain anything out of it? If so, what specifically did you gain?
Format:
1. Professional tone required
2. All references in APA format
3. 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.
5. In order to help the reader please use headings for the various areas you are addressing.