

CASPER COLLEGE COURSE SYLLABUS
COTA 2320-01 Fieldwork Integration III

Semester/Year: Fall 2015

Lecture Hours: 0

Lab Hours: 2

Credit Hours: 1

Class Time: 10:00- 11:50

Days: Wednesday

Room: LH 113 E

Instructor's Name: Missy Neff, MSOT, OTR/L

Instructor's Contact
Information: LH 113A

Office Phone: (307) 268-2054

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mneff@caspercollege.edu

Office Hours: Tuesday 10:00-11:50, Thursday 1:00- 2:50, Friday 10:00- 11:50 (by appointment)

Course Description: Designed to prepare students for Level I and Level II Fieldwork. Students will complete Level I Fieldwork in psychosocial and pediatric settings. Continuation of documentation concepts.

Statement of Prerequisites: COTA 2300, COTA 2310, 2420, 2020, and 2050. Taken concurrently with COTA 2100 and 2350.

Goal: Upon successful completion of this course, the student will demonstrate effective documentation techniques and understand OTR/OTA roles in pediatrics and mental health settings.

Outcomes: Upon completion of this course the student will be able to:

- 1) Demonstrate effective documentation techniques utilizing the SOAP note format
- 2) Understand the OTR/OTA roles in documentation
- 3) Successfully complete two Level I Fieldwork placements in pediatrics and mental health.
- 4) Demonstrate effective oral and written communication.
- 5) **B.4.1** Gather and share data for the purpose of evaluating clients(s) occupational performance in activities of daily living, instrumental activities of daily living, education, work, play, leisure, and social participation. Evaluation of occupational performance of profile, client factors, performance patterns, cultural, physical, social, personal, spiritual, temporal, virtual contexts, and performance skills.
- 6) **B.4.10** Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.

- 7) **B.5.1** Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: Occupational Profile, Client factors, performance patterns, context, and performance skills. Solve problems using critical thinking and creativity. Demonstrate knowledge of diverse cultures and historical perspectives.
- 8) **B.5.29** Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others, available resources, and discharge environment and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but not limited to identification of community, human, and fiscal resources; recommendations for environmental adaptations, and home programming.
- 9) **B.5.32** Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
- 10) **B.7.4** Demonstrate knowledge of various reimbursement systems and documentation requirements that affect the practice of occupational therapy.
- 11) **B.8.7** Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues. Use appropriate technology and information to conduct research.

Methodology: Lectures, two Level I Fieldwork experiences (40 hours each), documentation with hands-on experience, discussion, examinations, and assignments.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Evaluation Criteria:**Grading Criteria:**

93%-100%= A

84%- 92%= B

75%- 83% = C

Anything below a 75% is not passing

Students must have at least a 75% in each of the above areas to pass the course. Students will not pass the course until **all** assignments are turned in. Assignments are due by class time. If they are not turned in at the beginning of class, there is a 10% deduction in the grade. If a grade of less than 75% is received, the assignment or test will need to be retaken to a satisfactory grade, but the original grade will be retained.

Evaluation of Level I Fieldwork Experience/Time Sheet	1x per site (total of 2) are required to be turned in and signed by the site supervisor(s) in order to pass this class, as well as achieving passing points on fieldwork evaluations. 40 points
Occupational Therapy Practice Framework and Summary Page <ul style="list-style-type: none">• 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.• Students will be able to describe the meaning and dynamics of occupation and activity including interaction of areas of occupation, performance skills, performance patterns, activity demands, contexts, and client factors• Gather and share data for the purpose of evaluating client's occupational performance in activities of daily living, instrumental activities of daily living, education, work, play, leisure, and social participation. Evaluation of occupational performance of client profile, client factors, performance patterns, cultural, physical, social, personal, spiritual,	50 points x 2= Total 100 points (one for each fieldwork)

temporal, virtual contexts, and performance skills	
<ul style="list-style-type: none"> Assist with the development of occupation-based intervention plans and strategies. 	
SIS or AJOT Evidenced- based Article	10 points total per site x 2 (total 20 points)
Activity Analysis	10 points total per site x 2 (total 20 points)
5 Day Discussion/Reflection Note	5 points total per site x 2 (total 10 points)
Student Evaluation of Site	5 points total per site x 2 (total 10 points)
Writing Goals	10 points
Additional assignments as TBA	TBA
Mental Health Note	
Pediatric Note	
Midterm Examination	25 points
Homework 1) Documentation requirements that affect the practice of occupational therapy 2) Documentation must effectively communicate the need and rational for OT services and must be appropriate to the context in which the service is delivered.	10 points per assignment- TBA
Final Examination	40 points
Professionalism	100 points total Participation in integration Classroom discussion

Required Text, Readings, and Materials:

Morreale, M.J. & Borcharding, S. (2013). *The OTA's guide to writing SOAP notes*. 3rd Edition. Thorofare, NJ: SLACK Incorporated. ISBN# 978-1-61711-082-5

Optional, Recommended book:

Sladyk, K. (2002). *The successful occupational therapy fieldwork student*. Thorofare, NJ: SLACK Incorporated. ISBN# 1-55642-562-7

Class Policies:

Last date to audit and/ or withdraw from the course: November 12, 2015

Class Attendance: Attendance is expected. Students with less than 90% attendance in course work will be expected to meet with program faculty to address the problem.

Assignments: Assignments are due at the beginning of class. Assignments which are turned in after the start of class time will be deducted by 10%. If an assignment is turned in after the designated due date, 10% will be deducted from the student's score for each day the assignment is late. All exams and assignments must be passed with a minimum of 75% of the total grade. A student will not pass the course until all assignments are turned in/passed and all exams passed. The final grade will be a total of all requirements. If a student requires more than one re-take of an exam or re-do of an assignment, their grade will be recorded as a 0. Students must still complete the assignment/exam with at least a 75% to prove competency and pass the course. If a student does not achieve the above outlined expectations, they will be required to meet with faculty and a plan will be developed, which may include termination from the program.

Professionalism: Students developing expected professional behaviors throughout the program. Each class includes points for professionalism. This includes coming to class, being prepared for classroom discussions and interactions. Involvement in class activities, turning assignments in on time, and conducting themselves with professional behaviors are expected at all times.

Professional Appearance: In all off campus activities, students will be expected to wear Occupational Therapy Assistant Program logo polo shirts and khaki/dress pants or skirts. Please refer to the Casper College OTA Fieldwork Manual for further requirements by the OTA program to adhere to.

Cell Phone Policy: It is the policy of the OTA Program that all students are required to adjust their cell phones to "silent" mode prior to entering classroom. If your cell phone does not have this feature you are required to turn your cell phone off while class is in session. Under no circumstances may you answer a cell phone while class is in session. Under no circumstances should you be text messaging or using your cell phone for some form of entertainment while class is in session. Violations of the cell phone policy will result in loss of professionalism points. If the policy is not followed after the first incident student will have loss of access to phone and double point deduction.

Fieldwork Completion Policy:

- You will be participating in two Level I Fieldwork experiences. More than likely you will be out of town. Remember you are responsible for taking care of costs for hotels, transportation, food etc. You will be out of town for fieldwork rotations.
- At any time during the semester, I have the right/responsibility to terminate your fieldwork rotations. This will happen if you are not showing up to class, turning in late assignments, demonstrating inappropriate classroom behavior or deemed necessary to terminate the sites.

- All assignments in every OTA class are to be turned in **prior** to you participating in the fieldwork rotation. If they are not turned in you will NOT be participating in the fieldwork rotations.

Inclemently weather and traveling to clinical sites: All students traveling to clinical sites outside of the city of Casper are encouraged to monitor traveling conditions via the national weather service and WYDOT roads and travel. It is advised that the student take a proactive approach when traveling. This may require you to leave earlier or stay longer at clinical sites to avoid traveling in inclemental weather. If you decide it is unsafe to travel, the clinical hours will be made up or re-assigned. Please do not risk your safety in order to travel to clinical site in inclement weather. To cancel a clinical shift because of travel issues, call the clinical site as well as notifying the Academic Fieldwork Coordinator at Casper College as early as possible.

Curriculum Design: The Casper College Occupational Therapy Assistant Program curriculum is designed based on Erik Erickson's theory of psychosocial development over the lifespan and Schkade and Schultz's Occupational Adaptation integrative frame of reference.

Writing Policy: All assignments must be checked for grammar, punctuation, typographical errors and spelling. Students who have more than an acceptable number of errors for an assigned paper will have it returned to them. They must then correct all errors and resubmit the paper within one week for a reduction of a grade by one full letter grade. Faculty may stop reading the paper when the identified numbers of errors are reached. The maximum allowable errors for papers:

Level I: 9 errors

Level II: 7 errors

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content
Fall 2015

UNIT ONE

Date	Topic	Assignment
8/26	<ul style="list-style-type: none"> Review syllabus and student expectations Review for Level I fieldwork. Fieldwork manual pgs. 6-13 Roles of OTR/OTA Uses of medical records and writing in records Clinical educator responsibilities, clinical process, rules, objectives, review of student Level 1 evaluations Review writing Subjective and Objective sections of the note Improving Observation skills Making good notes better 	Review Chapters 1-4 Review Chapters 6-7 Chapter 12 Chapter 13
9/2	<ul style="list-style-type: none"> Writing Goals 	Chapter 15
9/9	<ul style="list-style-type: none"> Continue goals Quiz on goals	<i>Goal Worksheet due</i> Chapter 15
9/16	<ul style="list-style-type: none"> Fieldwork Challenges Writing the Assessment "A" 	Chapter 8 SLADYK: BRING PINK BOOK Borcherding: Chapter 9
9/23	<ul style="list-style-type: none"> Writing the Assessment "A" 	Chapter 9
UNIT TWO		
9/30	<ul style="list-style-type: none"> Finish writing the Assessment "A" Writing the Plan "P" 	<i>Send Out Letters to 1st Level I Supervisors</i>

		Borcherding: Chapter 10
10/7	Fieldwork preparation- Look at all Level I homework <ul style="list-style-type: none"> • Making a Difficult Site Easier 	SLADYK: BRING PINK BOOK
10/14	MIDTERM	
10/21	Becoming Familiar with your Fieldwork Setting <ul style="list-style-type: none"> • Electronic Documentation • Write Contact Note 	Chapter 17, pg. 168 Chapter 16, pg. 156
10/28	Discussion of Level I assignments. <ul style="list-style-type: none"> • Prepare pediatric/mental health note • Write Progress Note • Write Transition Note 	<i>Send Out Letters to 2nd Level I Supervisors</i> Chapter 16, pg. 158 Chapter 16, pg. 161
11/4	Level I Fieldwork Rotation	
11/11	<ul style="list-style-type: none"> • Integration- All fieldwork homework due in class 	<i>OTPF and summary page</i> <i>Time Sheet</i> <i>Self- Reflection</i> <i>Student Evaluation</i> <i>Supervisor Evaluation</i> <i>SIS/AJOT article and write up</i> <i>Activity Analysis</i> <i>5 Day Discussion</i>
11/18	<ul style="list-style-type: none"> • Write Special Situation Notes • Discharge Note 	Chapter 11, pg. 95 Chapter 16, pg. 162
11/25	Thanksgiving break	
12/2	Level I Fieldwork Rotation	
12/9	<ul style="list-style-type: none"> • Integration- All fieldwork homework due in class 	<i>OTPF and summary page</i> <i>Time Sheet</i> <i>Self- Reflection</i> <i>Student Evaluation</i> <i>Supervisor Evaluation</i> <i>SIS /AJOT Article and write up</i> <i>Activity Analysis</i> <i>5 Day Discussion</i>
	Course Review	
12/14-17	FINALS- TBA	