

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: OCTA 217

Credit Hours: 1

Course Title: Fieldwork I-B

Course Prerequisites: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the OTA program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks/ Learning Resources:

Required resource: **BPCC Fieldwork Manual**

Course Description:

This course will provide experience in physical disability, pediatric, and psychosocial clinical settings to increase knowledge and performance in clinical skills, clinical reasoning and documentation skills. Students will be assigned to two different settings, for a minimum of 70 clinical practice hours or full-time equivalent, under the supervision of a licensed OT practitioner.

Relationship to Curriculum Design:

The Level 1-B Fieldwork experience is designed to build and advance a student's performance in skills, attitude, **professional behavior and development** and clinical reasoning in two different clinical fieldwork sites. Students will increase their observational, assessment, intervention and documentation skills by having the opportunity to apply didactic learning and theory of occupational therapy to real work environments under the supervision of an OT or OTA. Students apply and demonstrate these skills through two-one week fieldwork rotations (Level I-B fieldwork). Level I-B fieldwork is designed to build upon and advance previously learned skills to enhance the comprehension and application of course content in a clinical setting, including but not limited to student commitment to learning, interpersonal skills, communication skills, effective use of time and resources, utilization of constructive feedback, problem solving skills, responsibility and **professional behavior** and appearance. Additionally, course objectives and outcomes are assessed through evaluations and assignments designed to enhance clinical reasoning skills to demonstrate and apply knowledge of the psychological and social factors that influence a client's participation in desired occupations, occupation-based versus preparatory intervention plans, and evidenced-based practice during their Level I-B fieldwork rotations.

Learning Outcomes:

At the end of this course the student will:

- A. integrate appropriate and professional behaviors and attitudes when interacting with clients and caregivers;

- B. evaluate patient data collected and relate contextual factors that interfere with client's occupational performance appropriate during a Level I-B fieldwork rotation;
- C. consistently ~~demonstrate the ability to~~ identify and comply with policies and procedures governing expectations for employee behavior in a fieldwork setting;
- D. choose appropriate format and content in written documentation of therapeutic interventions;*
- E. analyze and synthesize psychosocial factors and their impact on occupation and addressing psychosocial issues through treatment planning. (C.1.7)

Course Objectives

To achieve the learning outcomes, the student will:

1. Exhibit consistently a commitment to learning throughout the fieldwork experience through: **(A)**
 - demonstrating a willingness to evaluate own performance.
 - identifying problems and information/learning needs.
 - identifying and locating appropriate resources.
 - incorporating new knowledge into clinical performance.
2. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. **(4.25) (A,C)**
 - maintaining a professional demeanor in all interactions.
 - demonstrating respect for all persons, including respect for differences in culture, learning style, and lifestyle.
 - responding appropriately to unexpected situations.
 - interacting confidently with all persons.
 - demonstrating understanding, acceptance, and appropriate execution of multiple roles of the student OTA.
3. 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. **(A,D)**
 - initiating and completing verbal and written communication in a timely manner, choosing appropriate time and place.
 - using English language effectively (grammar, spelling, expression, organization and sequencing).
 - writing legibly.
 - using effective non-verbal communication.
 - adjusting verbal and non-verbal communication to each person and situation.
 - listening actively (including restating, reflecting, and clarifying messages).
 - following all documentation policies and procedures of the facility.
4. Effectively utilize time and resources obtaining the maximum benefit from a minimum investment of time and resources. **(A,C)**
 - Completing tasks within given time frame
 - Taking initiative to remain productive throughout the day
 - Mindful not to waste resources

5. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. **(B.4.1) (A)**
6. Appropriately receive and utilize constructive feedback during the fieldwork experience by: **(B)**
 - actively seeking feedback.
 - demonstrating positive attitude toward feedback.
 - assessing own performance accurately.
 - incorporating intrinsic and extrinsic feedback into future experiences.
 - providing appropriate feedback to others, including modifying of feedback according to recipient's need.
7. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. **(B.4.24) (A, B)**
8. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. **(B.4.26) (A, B)**
9. Understand when and how to use the consultative process with specific consumers or consumer groups as directed by an occupational therapist. **(B)**
10. Utilize the **scholarship** of the **teaching-learning process** with the client, family, significant others, colleagues, other health providers, and the public. (A, B)
11. Under the direction of an administrator, manager, or OT, collect, organize, and report on data for evaluation of client outcomes. **(B, D)**
12. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel. **(B.5.8) (C)**
13. Utilize **Clinical reasoning** appropriately recognize and define problems, considering options, implementing solutions, and critiquing outcomes by:
 - Recognizing potential conflicts and generating solutions (A, B)
 - Choosing the best one and acting accordingly – i.e. scheduling conflicts, absences, working with others in the setting (A, B)
14. Demonstrate an understanding of **occupation-based** versus preparatory intervention plans for various practice settings. (B,D)
15. Demonstrate the use of **evidence-based practice** in treatment settings. (B,D)
16. Behave at all times throughout the fieldwork experience by exhibiting **professional work behaviors** including: **(A, C)**
 - introducing self as student.
 - Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts. **(B.7.1)**
 - confirming informed consent from patient.
 - projecting professional image.
 - exercising discretion, including maintenance of confidentiality.
 - managing personal affairs in a manner that does not interfere with professional responsibilities.

- respecting authority and complying with decisions of those in authority.
 - participating in profession-related organizations/activities.
17. Consistently accept responsibility during the fieldwork experience by: **(A,C)**
- arriving prior to the start of all scheduled activities.
 - accepting responsibility for own actions and outcomes.
 - completing projects, duties and assignments without prompting.
 - recognizing need and offering assistance to others.
 - recognizing own limitations and asking for assistance.
18. Demonstrate ability to manage stress consistently during the fieldwork experience by: **(A,C)**
- recognizing stress in self and others.
 - identifying probable sources of stress in self and others.
 - seeking assistance for self or others when appropriate.
 - establishing effective stress management and coping mechanisms.
 - prioritizing multiple commitments in personal and professional life.
19. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention. **(B.3.7) (B,C)**
- recognizing and remedying safety concerns during patient care.
 - asking for assistance when unable to manage patient safely.
 - using appropriate body mechanics and guarding techniques.
 - demonstrating standard precautions.
 - demonstrating safe handling of patient and equipment.
 - familiarizing self with and practicing risk management policies of the facility and school (falls, burns, disaster plans, etc.).
 - attendance.
 - appearance/dress.
 - professional behavior.
 - patient confidentiality.
 - drug use.
20. Document OT services to ensure accountability of service provision and to meet standards for reimbursement of services. **(C,D)**
21. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator. **(C)**
22. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention and communicate the identified needs to the occupational therapist. **(B.4.22) (B)**
23. 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 OT, client, and others involved in discharge planning. **(B)**
24. In this clinical setting, what was the mechanism used by OTAs to recommend further evaluation by the OTR or refer clients to other healthcare professionals. **(B, C)**

25. Demonstrate an understanding of personal, professional, and ethical considerations that contribute to therapeutic use of self and the development of **cultural competence**. (A, C)
26. Demonstrate a **cultural awareness** for diverse populations and identify how these factors that influence occupational therapy treatment in a variety of mental health settings (A, B, C)
27. Demonstrate skills in identifying psychosocial factors and their impact on occupation and addressing psychosocial issues through treatment planning. (B)

Course Grading: The student's grade for this course will be based on:

- Fieldwork assignments, required paperwork and student evaluations of fieldwork experiences which comprise 50% of final grade
- FWE evaluations of student performance which comprise 50% of final grade

Course Requirements: To earn a grade of "C" or higher, the student must earn 70% of the total possible points for the course and achieve all of the course requirements listed below.

- Satisfactory Completion of 70 hours in assigned fieldwork settings
- Completion of self-assessment of affective skills and meet with AFWC to discuss goals related to professional behaviors.
- Completion of Fieldwork Evaluation Form(s) of Fieldwork Site(s) provided by BPCC OTA Program
- Minimum score of 75% on Program assignments
- Passing score on Level I-B Fieldwork Student Evaluations, score of 7 or higher on each Fieldwork 1-B Student Evaluation Form

Instructional methods include lecture, presentation, and fieldwork observation and performance.

Course Grading Scale:

- A- 90% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form
- B- 80-89% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form
- C- 70-79% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form
- D- 60-69% or more of total possible points; and minimum of 75% on program assignments; passing score on Fieldwork Student Evaluation Form
- F - Less than 60% of total possible points; and less than 75% on program assignments; below passing score on Fieldwork Student Evaluation Form

Students must have a “C” or better and a semester GPA average of 2.5 or better to receive credit toward the OTA program requirements and to move to the next level of coursework.

The syllabus is comprehensive and covers a lot of detail. Read it carefully and ask questions about anything you do not understand. The syllabus is subject to change, but all changes will be announced as far in advance as possible.

Attendance Policy: The college attendance policy, which is available at <http://www.bpcc.edu/catalog/current/academicpolicies.html>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the OTA program is described in the OTA Clinical Handbook.

Course Fees: This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA

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Reviewed by M. Allison 4/22