

**LBCC Occupational Therapy Assistant Program**  
**Course Syllabus**  
**OTA 270 Level IIB Fieldwork**  
**Spring Term**

**Day/Time:** As scheduled by your Fieldwork Educator

**Location:** As determined by your Fieldwork Educator

**Academic Fieldwork Coordinator:**

- Name: Jo Shear, OTR/L
- Office Hours: Wednesdays, 2:30 p.m. – 3:30 p.m. (Other days and times are available by request)
- Office Location: Use Moodle Link to ZOOM in OTA 260 **after making an appointment**
- Phone Number: 541-918-8832
- Virtual Office Link: Use Moodle Link to ZOOM in OTA 260 **after making an appointment**
- Email Address: shearj@linnbenton.edu

\*If you need to reach me before the next scheduled office hour, please do so via e-mail. I will respond to your e-mail within 48 hours. If you need a response sooner than 48 hours, please note this in the subject heading of your e-mail.

**Resource(s):**

- LBCC OTA Fieldwork Manual (available in course shell)
- Napier, B, *Occupational Therapy Fieldwork Survival Guide: A Student Planner, 2nd Edition*. AOTA Press (2011)
- Fieldwork site-specific resources (e.g. manuals, forms) provided by fieldwork site/fieldwork educator
- LBCC Student Identification Badge (to be worn at all time's onsite)
- Fieldwork Performance Evaluation Form
- Student Evaluation of Fieldwork Experience Form (to be reviewed with fieldworkeducator at midterm and on final day of fieldwork)
- The *NBCOT Official COTA Study Guide*. National Board for Certification in Occupational Therapy, Inc. (2015)

**Course Description:** This course provides students the opportunity to further develop the knowledge, skills, behaviors, and attitudes needed to function as competent, entry-level, generalist occupational therapy assistants. Students will carry out professional responsibilities of the occupational therapy assistant under supervision, including delivery of occupational therapy services to a variety of clients. Together, Level II Fieldwork A and Level II Fieldwork B form the “capstone” experience for the Occupational Therapy Assistant Associate of Applied Science Degree Program.

**ACOTE Standards:** This course meets the following ACOTE standards: C.1.1., C.1.3., C.1.4., C.1.11., C.1.12., C.1.13., C.1.14., C.1.15., C.1.16., C.1.17., and C.1.18.

**Course Learning Outcomes:**

1. Use a client-centered, holistic, occupation-based approach to assessment and intervention with clients in the Level II Fieldwork B practice setting.
2. Explore the psychological and social factors impacting engagement in occupations in the Level II Fieldwork B practice setting.
3. Establish therapeutic relationships with clients in the Level II Fieldwork B practice setting.
4. Employ entry-level activity analysis, critical thinking, and clinical reasoning while working with clients in the Level II Fieldwork B practice setting.
5. Demonstrate entry-level technical skill and clinical competency while working with clients in the Level II Fieldwork B practice setting.
6. Follow current standards of practice and use evidence-based research while working with clients in the Level II Fieldwork B practice setting.
7. Display professional attitudes and behaviors. This involves following the professions’ code of ethics, and adhering to all laws and regulations governing the practice of occupational therapy.
8. Communicate appropriately and effectively with clients, healthcare team members, and the public in the Level II Fieldwork B practice setting. This includes both verbal and written communication.

**Learning Activities:** Carrying out occupational therapy assistant professional responsibilities under supervision.

**Assessment Tasks:** Formal Evaluation by Level II Fieldwork Educator using AOTA Fieldwork Performance Evaluation for Occupational Therapy Assistant Students

**Grading Criteria:**

#1- In order to pass this course, the student **MUST** meet the following 4 criteria\*:

- All students are required to complete a minimum of 16 weeks full-time Level II fieldwork within the timeframe assigned. Our program's policy is for this to occur on a full-time basis. However, at the discretion of the Academic Fieldwork Coordinator and Program Director, this may be completed on a part-time basis, as long as it is at least 50% of an FTE at that site.
  
- **Have no significant professional behavior concerns, including but not limited to, those reported or observed by the Academic Fieldwork Coordinator, OTA faculty and staff, fieldwork educator, fieldwork site staff or community members.**
  
- Achieve a passing score on the AOTA Fieldwork Performance Evaluation
  
- Achieve a total score of 75% or higher on the assignments listed in Grading Criteria #2 below:

#2- If the student meets the criteria for passing this course, his/her course grade will be determined as follows:

- Level II FW Assignment #1: Initial meeting/Curriculum & Objectives Review: 10%
  
- Level II FW Assignment #2: Midterm Meeting/Objectives Review: 10%
  
- Level II FW Assignment # 3: Case Study OR Project: 45%
  
- Level II FW Assignment #4: Final Meeting/Objectives Review: 10%
  
- Fieldwork Performance Evaluation of Student by FW Educator: 15%
  
- Student Evaluation of Fieldwork Experience 10%:

Assignments and Evaluations **MUST BE SUBMITTED BY DUE DATE TO BE CONSIDERED FOR GRADING.**

**IN ORDER FOR YOUR ASSIGNMENT TO BE CONSIDERED FOR GRADING:**

**(See General Fieldwork/Course Expectations for further details)**

- All assignments must be typed.
- Assignments must be submitted by the deadline. Late assignments are not accepted.
- **All assignments** must have the student's name, course number, course name, term and page number in the **upper left hand corner** of each page of the document.
- You are responsible for checking to see if the assignment has uploaded and submitted. You will not be notified that your assignment did not upload or is late.

**Grading Scale:**

- A = 90% to 100% AND meeting all 4 criteria for passing this course listed above\*
- B = 80% to 89% AND meeting all 4 criteria for passing this course listed above\*
- C = 75% to 79% AND meeting all 4 criteria for passing this course listed above\*
- Fail = < 75% OR failing to meet any of the 4 criteria for passing this course listed above\*

Week	Assignment	Due Date
1	<b><u>Meet with your fieldwork educator re:</u></b> <b><u>Assignment #1: Initial meeting/Curriculum Review/Share Objectives with Fieldwork Educator</u></b> <i>(Meeting date to be set the first week. Actual day is on individual basis, no later than Friday of your first week)</i>	Friday: Week 1
2	<b><i>All students must submit Assignment #1 to Moodle by 8:00 a.m. on <u>Monday of Week 2</u>. MUST include <u>signature</u> to be considered for grading.</i></b> <b><i>Be sure to provide your fieldwork educator with a copy of your <u>updated</u> AOTA Personal Data Sheet on your <u>first</u> day.</i></b>	Monday: Week 2  Data Sheet (updated): First Day of Fieldwork

<p>3</p>	<p><i>Choose client for Case Study OR <b>submit proposal for a Project to the AFWC for approval.</b> <u>You do NOT submit a proposal for Case Study.</u> <b>All students completing a Project must submit a proposal, via email, to the AFWC by 8:00 a.m. on Monday of Week 3.</b></i></p> <p><i>Project is to be mutually agreed upon by the student and fieldwork educator. <b>You must state in your proposal that you have discussed the Project with your Fieldwork Educator and they are in agreement that this would benefit their patients/staff.</b> Your proposal must then be typed and submitted for approval by the AFWC. Submit one page describing the project and how it will benefit the patients/clients of that particular setting.</i></p> <p><i><u>Final Project paper submission includes:</u></i></p> <ul style="list-style-type: none"><li><i><b>A. Original proposal write-up</b></i></li><li><i><b>B. Photographs of the finished product</b></i></li><li><i><b>C. Two ideas for grading up</b></i></li><li><i><b>D. Two ideas for grading down</b></i></li><li><i><b>E. Precautions Discussed With Fieldwork Educator</b></i></li></ul> <p><i><b>Psychosocial factors impacting engagement in this occupation</b></i></p> <p><b>Complete AOTA Fieldwork Performance Self-Evaluation in preparation for meeting with your fieldwork educator Week 4</b></p>	<p>Project Proposal: Monday: Week 3</p> <p>During Week 3</p>
<p>4</p>	<p><b>Meet with your fieldwork educator re:</b> <b><u>Assignment #2: Midterm Meeting/Objectives Review with Fieldwork Educator AND AOTA Fieldwork Performance Evaluation (Midterm) by Friday of Week 4.</u></b></p> <p><b><u>NOTE: If your fieldwork educator needs to complete your AOTA Fieldwork Performance Midterm Evaluation (and your Assignment #2) meeting on any day other than Friday of Week 4, the AFWC must be notified in advance.</u></b></p>	<p>Friday: Week 4</p>

5	<p><b>All students must submit Assignment #2 to <u>Moodle</u> by 8:00 a.m. on Monday of Week 5. Assignment #2 MUST include <u>score</u> and <u>signature</u> to be considered for grading.</b></p> <p><b>All students must submit the Midterm AOTA Fieldwork Performance Self-Evaluation to <u>Formstack</u> by 8:00 a.m. on Monday of Week 5. Student must select “student” for their submission.</b></p> <p><b>All <u>fieldwork educators</u> must submit the Midterm AOTA Fieldwork Performance Evaluation to <u>Formstack</u> by 8:00 a.m. on Monday of Week 5. Fieldwork educators must select “fieldwork educator” for their submission, not “student”.</b></p> <p>Submit Case Study/Project for review and input <b><u>to your Fieldwork Educator</u></b>. Incorporate their suggestions into final Case Study/Project.</p>	<p>Monday: Week 5</p> <p>Monday: Week 5</p> <p>Monday: Week 5</p> <p>During Week 5</p>
6	<p><b><u>Assignment #3: Case Study or Project</u></b></p> <p><b>All students must submit Assignment # 3 (case study or project) to Moodle by 8:00 a.m. on Monday of Week 6</b></p> <p>Present on Case Study or Project at Fieldwork Site during Week 6 <b><u>if requested to do so</u></b> by Fieldwork Educator.</p>	<p>Monday: Week 6</p> <p>During Week 6</p>
7	<p><b>Complete AOTA Fieldwork Performance Self-Evaluation in preparation for meeting with your fieldwork educator Week 8</b></p>	<p>During Week 7</p>
8	<p><b><u>Meet with your fieldwork educator re:</u></b></p> <p><b><u>Assignment #4: Final Meeting/Objectives Review with Fieldwork Educator AND AOTA Fieldwork Performance Evaluation (Final) by Friday of Week 8.</u></b></p> <p><b><u>NOTE: If your fieldwork educator needs to complete your AOTA Fieldwork Performance Final Evaluation (and your Assignment #4) meeting on any day other than Friday of Week 8, the AFWC must be notified in advance.</u></b></p>	<p>Friday: Week 8</p>

<p>9</p>	<p><b><u>5 THINGS NEED TO BE TURNED IN BY MONDAY of Week 9:</u></b></p> <ol style="list-style-type: none"> <li>1. <u>Assignment #4: Final Meeting/Objectives Review with Fieldwork Educator.</u> <b>All students must submit Assignment #4 to Moodle by 8:00 a.m. on Monday Week 9. MUST include score and signature to be considered for grading.</b></li> <li>2. <b>All students must submit the FINAL AOTA Fieldwork Performance Self-Evaluation to <u>Formstack</u> by 8:00 a.m. on Monday of Week 9. Student must select "student" for their submission.</b></li> <li>3. <b>All <u>fieldwork educators</u> must submit the FINAL AOTA Fieldwork Performance Evaluation to <u>Formstack</u> by 8:00 a.m. on Monday of Week 9. Fieldwork educators must select "fieldwork educator" for their submission, not "student".</b></li> </ol> <p><b><i>Fieldwork educators should retain a copy of the completed AOTA Fieldwork Performance Evaluation for their records.</i></b></p> <ol style="list-style-type: none"> <li>4. <u>AOTA Student Evaluation of Fieldwork Experience (SEFWE) to Moodle by 8:00 a.m. on Monday of Week 9.</u></li> <li>5. <u>Tracking Form for Student Fieldwork Hours</u></li> </ol>	<p>Monday: Week 9</p> <p>Monday: Week 9</p> <p>Monday: Week 9</p> <p>Monday: Week 9</p> <p>Monday: Week 9</p>
	<p>Contact the Academic Fieldwork Coordinator via email immediately if you or your fieldwork educator have any questions or concerns regarding your fieldwork experience.</p>	

**Diversity Statement:**

The LBCC community is enriched by diversity. Each individual has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

**Services to Students with Disabilities Statement:**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR,

please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

**Philosophy on Attendance and Participation:**

See Occupational Therapy Assistant Student Fieldwork Manual. *Students will be required to record their actual fieldwork hours on the **Fieldwork Hours Tracking Form** and submit the signed form at the end of the fieldwork experience.*

**Inclement Weather Policy**

See Occupational Therapy Assistant Student Fieldwork Manual **for attendance policy.**

**Policy on Late Assignments and Missed Examinations:**

See Occupational Therapy Assistant Student Manual

**Policy on Academic Integrity:**

See Occupational Therapy Assistant Student Manual

**This syllabus is subject to change.**

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**General Fieldwork Expectations:** See Student Fieldwork Manual and reference site-specific expectations and site-specific objectives outlined by your fieldwork educator.

**General Classroom Expectations**

**Course Questions:** If you have a personal question or question pertaining to the course, please contact the instructor via email for the timeliest response as **email is the instructor's preferred method of communication**. Please allow 24- 48 hrs. for the instructor to respond to email. **If you need a response sooner than 48 hours, please note this in the subject heading of your email.**

**Fieldwork-related Questions:** The Program Assistant must be copied on ALL fieldwork emails *unless they are personal in nature*. This is important to help expedite onboarding for fieldwork, submissions of self-evaluations to FORMSTACK and promoting your success in this course.

**OTA Student Fieldwork Manual:** All students are required to read the entire **OTA Student Fieldwork Manual**. Students are responsible for abiding by ALL of the information, protocols, expectations and requirements set forth in the **OTA Student Fieldwork Manual**.

**Preparation:** Students are expected to come to class on time and prepared. Additionally, **all students** (both traditional and DE) are expected to have the required technology in place and in good working order at the beginning of each term, per the OTA bulletin (i.e. computer, web camera, microphone, etc.). Frequently tardiness or absence due to chronic technology issues could negatively impact your overall grade in this course.



**Learning Environment:** Out of courtesy to classmates and instructor, students must ensure that they are in an environment that is free of distractions and optimal for learning. Students must demonstrate that they are “learning ready” by being attentive and limiting their own behaviors that would be otherwise distracting to others (i.e. getting up frequently during class, “lounging” on a couch or bed, eating on camera, etc. - see “**Food in class and lab**”). If necessary, please make arrangements for children or pet(s) to be cared for by others so that their needs are met while online.

**On-camera presence and microphones:** The expectations for student participation while attending class virtually are the same as for those attending class in-person. Students are expected to leave their video cameras on for the duration of class unless excused by the instructor or directed otherwise. Student microphones should remain muted during unless directed or called on by the instructor.

**Cell phones:** Cell phones must be turned off, silenced or set to “vibrate” during lecture. If there is an emergency and you need to take a call, please excuse yourself from class so as to not distract your classmates.

**Food in class and lab:** Please refrain from eating **during lecture and lab** (this applies to both traditional and DE students). Beverages are permitted in class and **water only** is permitted inside the lab.

[Wear a mask or face covering](#) indoors at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain *an accommodation from CFAR (Center for Accessibility Resources) to be exempt from this requirement.* ***State guidelines do not limit*** class size. Physical distancing accommodations can be made upon request and cleaning supplies are also available for personal use.

**Policy on Constructive Discourse:** In this class there may be times when you disagree with opinions being expressed. It is important that you respond to these opinions in an appropriate, respectful, and professional manner. Healthy disagreement and discussion are a central component of this class and are encouraged, but must be done so in a professional and constructive way.

**Assignments:** All written assignments for this course must be submitted electronically via the assignment link in Moodle on or before the due date listed for each particular assignment, ***unless otherwise noted***. Please read the following instructor expectations for assignments:

- All assignments must be typed including, but not limited to, the Student Evaluation of the Fieldwork Experience (SEFWE)
- The required format for written assignments is either MS Word (97 or higher) or PDF. Assignments submitted in all other formats (JPEG, OpenOffice, RTF, WordPad, Pages, etc.) are unacceptable. Papers not submitted in the correct format will be returned to the student and subject to an automatic point deduction of **10%**.

- The required font size for all written assignments is 12pt. Calibri or Arial with 1" margins and double-spaced (unless otherwise noted).
- **All assignments** must have the student's name, course number, course name, term and page number in the **upper left hand corner** of each page of the document. Assignments without a name will be returned to the student and subject to an automatic point deduction of **10%**.
- Students are encouraged to utilize resources such as the Publication Manual of the American Psychological Association, online writing labs, or the Learning Center to assist them with assignments.
- **NOTE:** *Late or missed assignments will be subject to grade reduction per the OTA Student Manual.*

**Chat window in Zoom:** Please use discretion when using the chat window in Zoom during lecture, as it is distracting to both the instructor and other students. The instructor uses the chat feature to take attendance and monitors the chat window in the event that there are technical issues or an emergency that the instructor needs to be aware of. Persistent use of the chat window during lecture for comments unrelated to the class may result in the chat window be disabled by the instructor.

**Updated 12/15/2021**