

**LBCC Occupational Therapy Assistant Program**  
**Course Syllabus**  
**OTA 161 Fieldwork Seminar**  
**CRN: 225379**

**Fall Term**

**Day/Time:** \*Mondays, 1:00 – 1:50 p.m.  
\***Exceptions:**  
**10/25/21 and 11/08/21, Mondays, 1:00 – 2:15 p.m. (Guest Speakers).**  
**NO class on 11/22/20.**

**Location:** Online Via ZOOM

**Instructor:**

- Name: Jo Shear, OTR/L
- Office Hours: By appointment via email (Wednesdays 2:00 - 3:00 p.m.)
- Office Location: See Virtual Office Link Below
- Phone Number: (541) 918-8832
- Virtual Office Link: Please see Moodle Link to Zoom in OTA 161
- Email Address: [shearj@linnbenton.edu](mailto:shearj@linnbenton.edu) (preferred method of contact)
- Fax Number: 541-712-7007

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

**Resource(s):**

- LBCC's OTA Fieldwork Manual (See Resource Section in Moodle)
- Napier, B (2011) *Occupational Therapy Fieldwork Survival Guide: A Student Planner, 2nd Edition*. AOTA Press

**Course Co-requisite(s):** OTA 160 Level I Fieldwork

**Course Description:** This course allows for individual reflection and group discussion of occupational therapy practice issues while students are gaining experience in Level I Fieldwork. Emphasis is placed on tying theory to practice. Additionally, students undergo further orientation to and preparation for Level II Fieldwork.

**ACOTE Standards:** This course meets the following ACOTE standards: B.7.8, B.9.4, and B.9.12.

**Course Learning Outcomes:**

1. Reflect on and discuss select occupational therapy practice concepts and issues observed or experienced in Level I Fieldwork.

2. Apply “Clinical Reasoning” to Level I Fieldwork observations or experience.

**Learning Activities:** Reading assignments. Individual reflection. Writing assignments. Group discussion.

**Assessment Tasks:** Achieving passing grades on written and/or oral assignments.

**Grading Criteria:**

- 1. In-class Safety & Ethics Group Discussion **(10 points: 10 %)**
- 2. Discussion Board: Consumer Advocacy **(10 points: 10 %)**
- 3. Professional Development Plan: **(50 points: 50%)**
  - Learning Goals **(25 points: 25%)**
  - Learning Plan **(25 points: 25%)**
  - Total= **(50 points: 50%)**
- 4. Clinical Reasoning Assignment **(15 points: 15%)**
- 5. Professional Responsibilities of OT Practitioners **(15 points: 15%)**

**Note:** points will be deducted on all assignments with <3 errors in spelling, grammar, punctuation and/or word use.

**Grading Scale:**

- A = 90% to 100%
- B = 80% to 89%
- C = 75% to 79%
- Fail = < 75%

Class Schedule

Week	Assignment	Due Date
1	Review of Syllabus for OTA 160 Fieldwork Level I and OTA 161 Fieldwork Seminar <ul style="list-style-type: none"><li>a. Student Fieldwork Manual</li></ul>	9/27/21

2	Preparing for Level I Fieldwork-Student Perspective: <ul style="list-style-type: none"> <li>a. LBCC OTA Program Student Experience</li> <li>b. Student Fieldwork Manual</li> </ul>	10/04/21
3	Understanding Fieldwork Educator Perspectives: <ul style="list-style-type: none"> <li>a. Fieldwork Educator's Video</li> <li>b. Student Fieldwork Manual</li> </ul>	10/11/21

4	<p><b><u>#1 Safety &amp; Ethics During Fieldwork In-class Group Discussion</u></b></p> <p><b><u>Written discussion notes are due in Moodle by 7:00 p.m. on Monday, 10/18/21. (Put the name of everyone in your group on the written submission. ONE submission per group).</u></b></p> <p>Listening Styles Inventory (<b><u>complete before Guest Speaker presentation at 1:00 p.m. on Monday, 10/25/21</u></b>)</p>	<p>10/18/21</p> <p>10/18/21</p>
5	<p><b><u>#2 Discussion Board: Consumer Advocacy (Due in Moodle by 8:00 a.m. on Monday, 10/25/21)</u></b></p> <p>Communication With Patients, Clients and Caregivers in Therapeutic Settings:          Special Guest Speaker, Hailey Adkisson          LBCC Communication Faculty &amp; Department Chair</p> <p><b>1:00 p.m. – 2:15 p.m. extended class time</b></p>	<p>10/25/21</p> <p>10/25/21</p>

	<p><b><u>Midterm Days:</u></b>  <b><u>Thursday, 10/28/21 Proctored Exams</u></b>  <b><u>Friday, 10/29/21 Lab Midterm</u></b></p>	
6	<p>#5 Professional Responsibilities of OT Practitioners:  In-class Discussion and Assignment</p> <p>NOTE: <b><u>#5 Professional Responsibilities of OT Practitioners Is Not Due in Moodle until 8:00 a.m. on Monday, 11/29/21. (Put the name of everyone in your group on the written submission. ONE submission per group).</u></b></p>	11/01/21
7	<p><b><u>#3 Professional Development Plan: Learning Goals/Learning Plan due in Moodle by 8:00 a.m. on Monday, 11/08/21</u></b></p> <p>Shaping A Successful Fieldwork Experience</p> <p><u>Special Guest Speaker:</u>  Daniel Canchola, OTR/L  Area Director, Consonus Healthcare</p> <p><b>1:00 p.m. – 2:15 p.m. extended class time</b></p>	11/08/21  11/08/21
8	<p><b><u>#4 Clinical Reasoning Assignment (Due in Moodle by 8:00 a.m. on Monday, 11/15/21)</u></b></p> <p>Preparing for Level II Fieldwork Experience (Part I):</p> <ol style="list-style-type: none"> <li>I. Emphasis and Expectations</li> <li>II. Student Fieldwork Manual</li> </ol>	11/15/21  11/15/21
9	<p><b><u>NO CLASS:</u></b></p>	11/22/20

	<b><u>(Guest Speakers/Extended Class Times on 10/25/21 AND 11/8/21)</u></b>	
10	<p><b><u>#5 Professional Responsibilities of OT Practitioners Due in Moodle by 8:00 a.m. on Monday, 11/29/21. (Put the name of everyone in your group on the written submission. ONE submission per group).</u></b></p> <p>Preparing for Level II Fieldwork Experience (Part I):</p> <ol style="list-style-type: none"> <li>I. Emphasis and Expectations</li> <li>II. Student Fieldwork Manual</li> </ol>	<p><b><u>11/29/21</u></b></p> <p>12/2/20</p>

**NO CLASS 12/06/21: Finals Week**

**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 Manual

**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 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.**

**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:

- 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 the document. Assignments without a name will be returned to the student and subject to an automatic point deduction of **10%**.
- Students will be allowed to resubmit **one returned assignment one time** per course without penalty. Any additional resubmissions will be subject to grade reduction as outlined above.  
***NOTE: Late or missed assignments are exempt from this allowance and 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 9/20/2021**