

Cover Sheet: Request 11273

OTH 5848 - Internship 1

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Foss, Joanne J jfoss@phhp.ufl.edu
Created	11/8/2016 9:32:15 AM
Updated	12/8/2016 8:57:44 AM
Description of request	Initial full-time experience under direct supervision of licensed occupational therapist.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
Deleted OTH 6xxx Level 2 fieldwork 1.docx					11/8/2016
Deleted OTH 6xxx Level 2 fieldwork 1.docx					11/15/2016
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		11/15/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/22/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 11273

Info

Request: OTH 5848 - Internship 1

Description of request: Initial full-time experience under direct supervision of licensed occupational therapist.

Submitter: Foss, Joanne J jfoss@phhp.ufl.edu

Created: 12/8/2016 8:58:47 AM

Form version: 2

Responses

Current PrefixOTH

Course Level5

Number 848

Lab Code None

Course Title Internship 1

Effective Term Summer

Effective Year 2018

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix?No

Change Course Level?Yes

Current Level5

Proposed Level6

Change Course Number?No

Change Lab Code?No

Change Course Title?Yes

Current Course TitleInternship 1

Proposed Course TitleLevel 2 Fieldwork I

Change Transcript Title?Yes

Current Transcript TitleInternship 1

Proposed Transcript Title (21 char. max)Level 2 Fieldwork I

Change Credit Hours?No

Change Variable Credit?No

Change S/U Only?No

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?No

Change Prerequisites?Yes

Current Prerequisitesnone

Proposed PrerequisitesCompletion of all year one and year two OTD coursework with a grade of C or better and a cumulative GPA of 3.0.

Change Co-requisites?Yes

Current Co-requisitesNone

Proposed Co-requisites OTH 6xxx Doctoral Mentorship 1

RationaleThis course will become part of the proposed OTD degree program. Only doctoral students are eligible to take this class necessitating a level change. The title change reflects the current language used to refer to these experiences.

University of Florida
College of Public Health & Health Professions Syllabus
Department of Occupational Therapy
OTH 6xxx Level 2 Fieldwork I (6 Credits)

Summer, 2018

Delivery Format: Off-Campus at assigned location

Course Website: <http://ot.phhp.ufl.edu/academics/mot/current-students/fieldwork/>

Instructor Name: Linda Struckmeyer, PhD., OTR/L
 Room Number: 2116
 Phone Number: 352-273-5216
 Email Address: lstruckmeyer@phhp.ufl.edu
 Office Hours: by appointment, evening availability if needed
 Preferred Course Communications: Email

Prerequisites: Completion of all year one and year two OTD coursework with a grade of C or better and a cumulative GPA of 3.0.

Co-requisite: OTH 6xxx Doctoral Mentorship 1

PURPOSE AND OUTCOME

This course is the second of a two-part course sequence designed to meet the American Occupational Therapy Association guidelines for Level II fieldwork experiences. Students are assigned to a clinical setting on a full-time basis for a minimum of 40 hours a week over 12 weeks (C.1.13).

ACOTE Standard C.1.0: The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork is integral to the program's curriculum design and includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings.

Relation to Program Outcomes

At the end of the clinical experiences under the supervision of registered occupational therapists, the student will demonstrate the following entry level competencies: applying occupational therapy theory and principles to a variety of diagnosis and populations; implementing the occupational therapy intervention process, including the phases of screening, evaluation/assessment, treatment planning, treatment implementation, and discharge planning; developing professional work habits; and achieving entry-level competency in working with patients/clients in the assigned area of practice.

Course Objectives and/or Goals

These objectives correspond directly to the assessment areas of the *AOTA Fieldwork Evaluation for Occupational Therapists*. The clinical supervisor may add additional behavioral objectives to provide for the student's individual needs and peculiarities of the placement site.

1. Gathers necessary pre-test information or materials before interviewing or testing patient/client.
2. Selects evaluation and/or tools which are appropriate to the patient/client.

3. Administers test/interview evaluation in a climate appropriate to the patient's/client's disability, age and personality.
4. Administers test/interview evaluation in a climate appropriate to the patient's/client's disability, age and personality.
5. Demonstrates competence in evaluation techniques/instruments by adapting method to elicit data when standardized or recommended technique is not possible.
6. Obtains additional or supplementary information from appropriate persons and available records.
7. Assesses patients/clients physical, social, and emotional needs.
8. Defines problem areas for treatment using information from interviews and observations as well as data from appropriate tests.
9. Determine long-term treatment goals in accordance with probable discharge situation.
10. Develops treatment plan with patient.
11. Guides patient's/client's selection of appropriate activities to lead achievement.
12. Demonstrates ability to establish treatment priorities.
13. Proposes several alternatives or solutions to problems.
14. Coordinates schedule with patient/client, other staff, and agencies.
15. Adheres to all precautions.
16. Arranges equipment and materials according to treatment purpose.
17. Positions patient/client comfortably and appropriately.
19. Intervenes at signs of fatigue or frustration, if appropriate.
20. Sets appropriate limits in response to undesirable physical or social behavior.
21. Selects or modifies available treatment environment to support patient's/client's best performance.
22. Establishes and maintains therapeutic relationship with patient/client.
23. Takes initiative to re-evaluate patient's/client's status at appropriate intervals.
24. Demonstrates awareness of the patient's/client's status by making program modifications in response to changes in the patient/client or his environment.
25. Informs and/or prepares the patient/client for programs or treatment change.
26. Plans for patient's/client's discharge in adequate time.
27. Demonstrates ability to terminate treatment appropriately.
28. Evaluates the effectiveness of treatment procedures used.
29. Is alert to the needs of the total patient/client group.
30. Collaborates with others in promoting an atmosphere that will support the health and independent functioning of the patient/client.
31. Considers the patient's/client's post-discharge program in relation to the treatment center and/or community resources.
32. Deals effectively with a variety of disability and age groups.
33. Uses professional judgment, in selecting, interpreting, and reporting data.
34. Substantiates statements with data from evaluation, observations and interviews.
35. Communicates effectively with staff and other persons.
36. Communicates effectively with patients/clients.
37. Presents oral reports in appropriate form, content, and manner.
38. Produces written reports according to requirements of the facility.
39. Recognizes and uses nonverbal communication.
40. Prepares daily work program for self, scheduling appropriate amount of time for preparation and completion of tasks.
41. Maintains working area in a manner conducive to efficiency and safety.
42. Shares responsibility in maintaining proper level of supply inventory.
43. Assumes authority appropriately.
44. Adjusts pace to program requirements.
45. Asks appropriate questions when in doubt.
46. Modifies behavior accordingly in response to supervision.

47. Works appropriately with persons of varied racial, ethnic, and sociological backgrounds.
48. Handles frustrations appropriately.
49. Recognizes own strengths and weaknesses.
50. Demonstrates active interest in areas other than occupational therapy.
51. Improves level of skills and knowledge by independently participating in learning experiences.
52. Interprets occupational therapy to others according to their level of interest and understanding.
53. Demonstrates ability to collaborate with OT assistant and OT aide.

COURSE CONTENT

Content and assignments will vary according to site requirements and population seen.

ACADEMIC REQUIREMENTS AND GRADING

A copy of the AOTA *Evaluation of Fieldwork* form and any other information (additional forms, policies, site descriptions, etc.) can be found on the course Canvas site. Students also must read and be familiar with the policies in the *OTD Student Handbook*.

Grading: Pass/Fail resulting in S or U grade

Requirement	Due date	Criteria for passing grade
Week one report	Monday of 2 nd week	NA
Midterm report	Monday after midterm	NA
AOTA <i>Evaluation of Fieldwork</i> Midterm Score	Monday after midterm	At midterm: Must have a minimum 90 points out of 168 points to continue at site.
AOTA <i>Evaluation of Fieldwork</i> Final Score	One week after last day of FW	To pass: A score minimum score of 3 on all items in the Fundamentals of Practice section with a total score of 122/168.
SEFWE	Due one week after last day of FW	NA

Letter Grade	WF	I	NG	S-U
Grade Points	0.0	0.0	0.0	122.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required Attendance

OTD students are required to attend all course and program activities. For more detailed discussion of these policies see the *OTD Student Handbook*.

ACOTE and licensure standards require students to complete the equivalent of 40 hours a week over 12 weeks of clinical practice during this rotation. Therefore, any missed time must be approved

in advance and made up. There are no approved holidays, sick time, vacations, etc. while on fieldwork. If you are sick you must notify your supervisor immediately and make arrangements to make up missed time. Emergencies will be handled on a case by case basis.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Before you can be placed in a fieldwork experience you must:

- Successfully complete of MOT course work including all Level 1 fieldwork experiences. Students exceeding one year from specific course content in a particular fieldwork service may be subject to competency examination in that area, at the discretion of the faculty, prior to being allowed to complete their fieldwork requirements.
- Be enrolled in a liability insurance program under the blanket student policy.
- Complete CPR certification, and meet all health requirements (physical examination, negative T.B. test or chest x-ray within one year, and Hepatitis B immunization. Other requirements may be requested in certain settings, including tests for background screening, drugs or alcohol.
- Purchase personal or family medical insurance coverage.
- Complete HIPAA, HIV and OSHA training.
- Meet any other additional requirements identified by the fieldwork placement.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. This feedback is vital for use in improvements to the course preparation done on campus. It also has a direct influence they have on faculty tenure and promotion, so your input is valuable. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

If you require fieldwork accommodations because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> prior to fieldwork **assignment of placement**. The Dean of Students Office will provide documentation to you, which you then give to the academic fieldwork coordinator and fieldwork educator when requesting accommodation.

Counseling and Student Health

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students sometimes experience stress from academic expectations and/or personal and *interpersonal issues that arise in the course of pursuing higher education or that may interfere with* their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.