

Department of Occupational Therapy

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# **Occupational Therapy**

## **Student**

## **Manual**

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The University of Scranton  
Department of Occupational Therapy

**Introduction**

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**Purpose of the Student Manual**

**Student Data Sheet**

**Student Acknowledgment Form**

(Please complete and return with Student Data Sheet to Department)

*The provisions of this handbook are not to be regarded as an irrevocable contract between the student and the Department of Occupational Therapy at the University of Scranton. The department reserves the right to change any provision or requirement at any time with the student's term of attendance. Each occupational therapy student is responsible for adhering to the policies and procedures contained in the "Student Manual". All policies are reviewed annually and revised as needed.*

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## Purpose of the Student Manual

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The purpose of this manual is to provide students with a helpful resource for completing the Occupational Therapy program. This manual should be one of the first resources that you consult regarding your academic program. The manual contains important information that may not be found elsewhere; it also describes certain rights and responsibilities of both you and the Department. In order to participate in this academic program, students must adhere to the policies and guidelines that are contained in this manual. There is a special form that each student must complete to demonstrate acknowledgement of these policies. This manual is designed to be read and referenced repeatedly! Use this manual to guide you toward successful completion of the Occupational Therapy program.

The first section after this **Introduction** is titled **Mission and Curriculum**. There you will find a formal definition of occupational therapy; you will also learn about the Occupational Therapy program and the Department faculty and staff. After reading through our mission, philosophy and design, you will notice several common threads running through the entire curriculum. These threads identify us and our purpose.

The next section, **Policies, Procedures and Guidelines**, contains important information pertaining to academic policies, professional behaviors, and The Panuska College of Professional Studies T.A.P.E.S.T.R.Y. and lab requirements. **Tips & Tools for Academic Success** provides you with tools to develop and enhance your student skills. You will also find information on campus opportunities and resources.

You have already begun the process of becoming a professional; part of that process is accepting responsibilities that accompany professionalism. Some of these responsibilities are described in sections above, other responsibilities, such as becoming active in our professional organizations, are detailed in the **Professional Responsibilities** section.

In this Occupational Therapy program, you will learn new theories, skills, techniques, and attitudes; you will also be *applying* these new attributes both in the classroom and in the clinic and community. The **Fieldwork** section of this manual provides you with information about the clinical portion of your occupational therapy education.

On a final note, it is our hope that this manual will be valuable to you. Feel free to make suggestions as to how we can improve this resource for futures students. Remember: you are always welcome to talk with us about your journey toward becoming an occupational therapist!

# Occupational Therapy Student Data Sheet

(Complete and return to Department)

Name: \_\_\_\_\_ Student ID: R \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Campus Address:	_____
	_____
Zip Code:	_____
Campus & Cell Phones	_____ Cell: _____
Email:	_____
Can this information be published in an OT student directory?	Yes
	No

Permanent Address:	_____
	_____
Zip Code:	_____
Campus & Cell Phones:	_____
Email:	_____
Can this information be published in an OT student directory?	Yes
	No

Emergency Contact:	
Name:	_____
Address:	_____
	_____
Zip Code:	_____
Home & Cell Phones:	_____ Cell: _____
Email:	_____

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## Acknowledgement

(Complete and return to Department)

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I have received, read and understand the Department of Occupational Therapy Student Manual, 2014-2015. I have clarified any questions or concerns with the faculty regarding this information, and agree to adhere to the requirements as indicated by my signature. As additional material is added to this manual, I acknowledge it is my responsibility to read, understand and abide by any new information.

Name: \_\_\_\_\_

(Please print)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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The University of Scranton Department of Occupational Therapy

## **Mission and Curriculum**

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**Mission of the University of Scranton**

**Mission of the Department of Occupational Therapy**

**Philosophy of Occupational Therapy**

**Curriculum Design**

**The Curriculum**

**Credit Distribution**

**Department of Educational Goals**

**Course Descriptions**

**Meet the Department**



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# Mission of The University of Scranton

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## Historical Prologue

A comprehensive, co-educational institution, The University of Scranton is, by tradition, choice and heartfelt commitment, a Catholic and Jesuit university. Founded in 1888 as Saint Thomas College by the Most Reverend William G. O'Hara, D.D., the first bishop of Scranton, it achieved university status in 1938, and was entrusted to the care of the Society of Jesus (the Jesuits) in 1942.

## The Mission of the University

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share in its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share in its life.

## The Characteristics and Goals of the University

### As a Catholic and Jesuit University, The University of Scranton will:

- Share with all the fullness of the Catholic intellectual tradition, the distinctive worldview of the Christian Gospels, and the Spirituality of St. Ignatius Loyola.
- Educate men and women for others who are committed to the service of faith and promotion of justice.
- Invite persons from other religious traditions and diverse backgrounds to share in our work and contribute to our mission

### As a Comprehensive University, The University of Scranton will:

- Offer degree programs at the undergraduate and graduate levels in the traditional disciplines of the liberal arts, as well as in pre-professional and professional areas.
- Provide educational opportunities and support programs that promote the mission of the University, meet the needs and interests of traditional and non-traditional students, and sever the needs of the local region.

***As a University in the Liberal Arts Tradition, The University of Scranton will:***

- Offer undergraduate students a core curriculum in the Jesuit tradition based on the arts and sciences.
- Impart to students the importance of gathering, evaluation, disseminating, and applying information using traditional and contemporary methods.
- Provide learning experiences that reach beyond the fundamental acquisition of knowledge to include outstanding interactions and syntheses through discussion, critical thinking, and application.
- Promote a respect for knowledge and lifelong commitment to learning, discernment and ethical decision making.

***As a Caring Community, The University of Scranton will:***

- Foster a spirit of caring, grounded in the Jesuit tradition of Cura Personalis that enables all members of our community to engage fully in our mission, according to their needs and interests.
- Facilitate the personal growth and transformation of all members of University community through a spirit of caring.
- Extend this spirit of caring to the wider community through civic engagement and service.
- Enhance our sense of community by demonstrating high standards of care for our physical environment.

***As a Dynamic Institution, The University of Scranton will:***

- Develop goals and aspirations by systematically reflecting on opportunities for and challenges to fulfilling our mission.
- Fulfill our mission through careful planning and management of resources in order to achieve our aspirations while remaining affordable to our students.
- Engage the University community in purposefully monitoring progress toward the accomplishment of our mission.

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## Mission of the Department of Occupational Therapy

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### Statement of Mission

The Department of Occupational Therapy at The University of Scranton aspires to prepare occupational therapists skilled in providing humanistic, holistic and evidence-based services to a diversity of individuals, communities and populations. Consistent with the Catholic and Jesuit traditions of The University of Scranton, future occupational therapists are educated in the liberal arts and are encouraged to practice their profession guided by intellectual, moral, and ethical values embedded in a framework of social justice. Life-long learning and the ongoing pursuit of knowledge and wisdom are facilitated through active mentorship, guided reflection and contemplation in action.

Refer to the following pages for:

- Definition of Occupational Therapy
- Philosophy of Occupational Therapy
- Program's Curriculum Design
- Program's Curriculum Sequence
- Summary of Curriculum Content
- Diagram of Curriculum Design

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## What is Occupational Therapy?

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This is a question you will undoubtedly be asked countless times. It is important for students and professionals alike to have an accurate, foundational definition- and to be able to articulate that definition when the question inevitably arises. Toward that end the following definition is provided. You will better understand (and be able to express) the profession of occupational therapy as you gain academic, clinical and professional experiences. While your understanding of occupational therapy will broaden and deepen, the following definition will remain at the core. You will find it helpful to explore this definition in light of the profession's history, literature and your own experiences. A good way to start this process is by reviewing the articles compiled and critically analyzed in the third edition of *Perspectives for Occupation-Based Practice* by Rita P. Fleming-Castaldy (AOTA Press, 2014). Since family members and friends are probably already asking what you are studying at college, the time to begin exploring and applying the definition of occupational therapy is now! According to the American Occupational Therapy Association (AOTA, [www.aota.org](http://www.aota.org), retrieved 8-9-11):

**Occupational therapists... help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include... Services typically include:**

- Helping children with disabilities to participate fully in school and social situations
- Helping people recovering from injury to regain skills
- Providing supports for older adults experiencing physical and cognitive changes

**Occupational therapy services typically include:**

- An individualized evaluation, during which the client/family and occupational therapist determine the person's goals.
- Customized intervention to improve the person's ability to perform daily activities and reach goals
- An outcomes evaluation to ensure that the goals are being met and/or make changes to the intervention plan
- Comprehensive evaluations of the client's home and other environments (e.g., workplace, school), recommendations for adaptive equipment and training in its use, and guidance and education for family members and caregivers.

**Occupational therapy practitioners have a holistic perspective, in which the focus is on adapting the environment to fit the person; the person is an integral part of the team.**

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# Philosophy

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## Philosophy of Occupational Therapy

The Department of Occupational Therapy at The University of Scranton ascribes to the view of the human being as a complex, dynamic, adaptive system. As such, individuals are always inherently motivated to act and interact adaptively with the environment through occupation in order to survive and thrive. Meaningful occupation is therefore viewed as essential for the physical, emotional, and spiritual well-being of humans. Loss of the ability to engage in meaningful occupation (whether due to disease, age, or any personal or environmental factors) may lead to an inability to effectively adapt to one's environment. This may diminish one's sense of dignity as a human being and one's sense of meaning and purpose in life, ultimately causing unhappiness and discontentment. The role of occupational therapy is to facilitate through therapeutic use of self, the human being's engagement in meaningful occupations, thus enhancing his/her own complex dynamic adaptive system. By using occupation to foster the ability to interact with and master the environment, occupational therapists enhance human dignity for individuals whose ability to engage in meaningful occupations may have been compromised. This in turn advances the individual's pursuit of health, wellness and a self-directed life.

### View of Humanity

The Department of Occupational Therapy at The University of Scranton advocates a holistically conceptualized, person-centered approach, which is based on the view of the individual as the center of focus in therapy. Inherent in this approach is the belief that the person (a complex dynamic, adaptive system) is capable of self-direction, regardless of ability or disability. Additionally, the Department holds the fundamental belief that one's environment forms the context of human functioning. We consider environmental context to include not only one's familial, emotional, spiritual and community connections.

### Approach to Learning/Instruction

Human beings, as self-directed individuals, are motivated to learn and achieve progressively higher levels of understanding, knowledge and skills. Each learner must be actively engaged in the process; taking into account his/her own learning style. Since the person is not a passive recipient, he/she learns best by self-directed engagement. This individualized, active learning occurs on a continuum, with an ongoing exchange between learner and environment. The emerging individual is a person with a mature understanding of self and a commitment to lifelong learning.

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## Curriculum Design

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The Department of Occupational Therapy at the University of Scranton features a comprehensive curriculum that is structured around the threads of humanism, holism and development. Occupational therapy students are transformed into value-centered occupational therapists and leaders by engaging in a developmentally constructed occupational therapy curriculum embedded in a University culture of Ignatian humanism and holism.

### **Professional Education Embedded in a Catholic and Jesuit Institution**

An occupational therapy student at The University of Scranton receives a comprehensive liberal arts and science education designed to promote the development of a solid knowledge base and a sound foundation for reasoning. This approach to education is consistent with the Jesuit tradition as well as the history and philosophy of occupational therapy. Both are deeply rooted in the arts and sciences.

### **Rationale for Curricular Threads**

Each curricular thread (humanism, holism and development) that forms the foundation for the occupational therapy curriculum at The University of Scranton provides a unique and critical component. A focus on humanism and holism links the values of Ignatian pedagogy to those of occupational therapy profession. A focus on development provides students with an opportunity to grow and develop as both individuals and professionals. A developmental perspective affords the Program an opportunity to sequence courses in a manner that allows students to systematically move from lower levels of reasoning (knowledge and comprehension) to higher levels of reasoning (application and analysis). It affords the Program an opportunity to offer a curriculum that is both developmental and interactive.

### **Curriculum Design**

Fostering a holistic view of the human being, the curriculum utilizes a developmental model to examine and also explain human participation in meaningful occupations throughout the lifespan. The curriculum emphasizes normal development and occupation across the lifespan in a multitude of environmental contexts. Courses correspond to developmental stages from childhood through adulthood and ageing. The curriculum reflects a systematic progression of learning objectives in which more advanced concepts, behaviors, and skills are naturally assimilated upon fundamentals and previously acquired abilities. Courses are sequential in nature and build thematically with foundational concepts preceding analysis and application. In addition, specific practice courses (pediatrics, psychosocial rehabilitation and physical disabilities) are strategically scheduled to be followed by clinical experiences which then offer students opportunities to integrate classroom learning. Furthermore, the

curriculum design collectively reinforces the individual student's developing maturity, sense of responsibility, values, ethics, and professionalism.

Students actively engage in various learning activities in all courses throughout the occupational therapy curriculum. Laboratory components of courses provide the student with the opportunity to participate in meaningful occupations which they will ultimately use when working as therapists. During lectures, didactic material is often integrated with experimental exercises, which may include role-playing, hands on experiences, case studies and group activities. Technology is also effectively used throughout the augment hands-on learning experiences. Service learning is another approach incorporated throughout the curriculum which encourages learning by doing. Students are required to complete service learning hours or participate in Departmental Service Projects which are linked to successful courses completion and Departmental Educational Goals. Throughout this endeavor, students provide services to the community. Through the service component of the curriculum, students encounter vast, enriching opportunities to develop professional behaviors, knowledge, and skills which can enhance their overall readiness for future practitioner roles.

### **Mentoring as a Vital Component and Link between Occupational Therapy Education and the Values and Ideals of Catholic and Jesuit Education**

The mentoring process in the Department of Occupational Therapy is an ongoing partnership between mentors (faculty/staff) and mentees. Throughout the course of study, mentors foster a trusting relationship with individual mentees based on mutual respect and acceptance of individual differences. The mentors actively pursue this relationship by adopting an "open door" policy. To ensure accessibility and availability to students, activities are designed to invite, support, motivate, and challenge students' personal and professional growth. These activities include University- wide programs such as the *Faculty Student Research Program* and the *Student/Faculty Teaching Mentorship Program* as well as numerous Department initiatives. These individualized learning experiences seek to promote necessary tools and pathways for self-determination and seek to promote critical thinking and clinical reasoning in regard to students envisioning their own future. The program director, faculty and the fieldwork coordinator support this professional development process by providing additional interpersonal and/or academic support.

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## Curriculum Sequence

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In developmental fashion, our occupational therapy students begin their first year course of study in the Program's combined BS/MS curriculum with general education classes designed to stimulate critical thinking and increase basic verbal and qualitative skills. Introductory courses in occupational therapy provide the students with a general overview of the scope of the profession and also familiarize him or her with the theoretical concepts underlying occupational therapy practice. In the activity analysis course sequence students are immersed in occupation. The interaction of person, place, and occupation are informed through the integration of the Occupational Therapy Practice Framework (AOTA, 2014). In the first and second years of study, students focus on foundational science courses that serve as a supporting framework for later professional courses. Courses in the humanities present the students with the basis for developing ethical decision-making skills.

In the third year, higher-level foundational courses in the sciences help the student understand the physical, psychosocial, and emotional aspects of the medical conditions which constitute occupational therapy's primary domains of concern and their impact on people's health and well-being. At the same time, students take their first practice courses which are immediately followed by corresponding Level I clinical affiliations. Later, in a structured feedback session, students reflect upon their integration of recently learned course content with practices observed during fieldwork. Students also began their experience with the role of research in the field by taking an introduction to occupational therapy research methods.

The fourth year of study consists of occupational therapy practice courses, an introduction to evidence-based research and supervision and management. The student, prepared through the foundational courses in the first three years, is now equipped for the critical thinking and clinical reasoning demands of practice and research oriented courses. The student also completes his or her first Level II fieldwork affiliation.

The fifth year of study consists of a more in-depth examination of courses already taken at earlier stages. In addition, leadership competency, advanced group facilitation skills and advocacy action steps are addressed to prepare students to be effective leaders in the profession. The student's research experiences culminate with two semesters of faculty research internship during which they participate in a faculty mentored research project and then publicly present the outcomes. The transition to the practitioner role and the need for life-long learning is aided by allied health seminars. Topics explore emerging areas of practice or areas of significance to the interdisciplinary healthcare team. Students also complete the second Level II fieldwork experience and become eligible to sit for the national examination administered by NBCOT.



## Summary of Curriculum Content

Coursework progresses from introductory foundational courses to practice courses requiring higher levels of critical thinking and clinical reasoning skills. It also follows the human development sequence. In the junior year, for example, Pathological Conditions I introduces students to the diseases of childhood through adolescence. Juniors also take their first practice course, Pediatrics, in the fall semester. Both courses, Pathological Conditions I and Pediatrics focus on the same stages of human development. In the spring semester, the focus is moved to the diseases of adulthood through old age. Pathological Conditions II and Psychosocial Rehabilitation reflect this emphasis in tandem.

The progression of practice course work also follows the human developmental sequence as it shifts from Pediatrics and Psychosocial Rehabilitation in the junior year to Physical Rehabilitation, Hand Rehabilitation, Advanced Therapeutic Techniques and Geriatrics in the senior year. Community-Based Practice in the graduate year addresses OT services for all ages and stages of development. The developmental sequence of coursework also emphasizes the holistic nature of human beings. The developmental sequence of coursework also emphasizes the holistic nature of human beings.

Students take courses such as the Structure and Function of the Human Body, Human Anatomy for Occupational Therapy and Clinical Kinesiology, to facilitate the understanding of the physical body and how the body functions. Concurrently, students take courses such as Fundamentals of Psychology, Introduction to Sociology, Group Dynamics, and Multiculturalism in Human Services in order to understand the psychosocial aspects of human beings. Additionally, courses such as philosophy and theology provide insights into the value of the human being and into ethical decision-making. These provide valuable components for a holistic view.

Integrated throughout all OT courses is the concept of client-centered care. Students develop the ability to view individuals, groups, populations and communities through the lens of client-centered care. To facilitate the student's ability to provide holistic and humanistic care, courses in Management and Supervision, Leadership in Occupational Therapy are offered to develop and strengthen professional identity. In addition, Advanced Interpersonal Dynamics, Advanced Occupational Therapy Theory, Faculty Research Internship I and II, and Level II internships build upon earlier coursework as integrative professional development experiences.

The Occupational Therapy Curriculum and Course Descriptions Are Also Available on the University Web-page

[www.scranton.edu](http://www.scranton.edu)

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## The Curriculum

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The following pages denote the course sequence and credit distribution within the Occupational Therapy curriculum.

<i><b>Department and Number - Descriptive Title of Course</b></i>	<i><b>Fall Cr.</b></i>	<i><b>Int. Cr.</b></i>	<i><b>Spr. Cr.</b></i>	<i><b>Sum. Cr.</b></i>
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### First Year

MAJOR	OT 140 - Introduction to Occupational Therapy	2		
MAJOR	OT 141 - Occupational Therapy Theoretical Concepts <sup>1</sup>			3
GE NSCI	BIOL 110-111 - (E) Human Anatomy and Physiology	4		4
GE S/BH	SOC 110 - (S) Introduction to Sociology			3
GE S/BH	PSYC 110 - (S) Fundamentals of Psychology	3		
GE SPCH– WRTG	COMM 100 - Public Speaking* – WRTG 107 - (FYW) Composition	3		3
GE C/IL	C/IL 102 - Computing and Information Literacy*	3		
GE PHIL– T/RS	PHIL 120 - Introduction to Philosophy – T/RS 121 - (P) Theology I: Introduction to the Bible	3		3
GE FSEM	First Year Seminars <sup>5</sup>			
		<b>18</b>		<b>16</b>

### Second Year

MAJOR	OT 240 - Activity Analysis I <sup>1</sup> – OT 241 - Activity Analysis II <sup>1</sup>	3		3
MAJOR	OT 256 - Human Anatomy for OT	3		
MAJOR	OT 275 - Clinical Kinesiology			3
COGNATE	PSYC 221 - (S) Childhood – PSYC 222 - (S) Adulthood and Aging	3		3
GE PHIL– T/RS	PHIL 210 - Ethics – T/RS 122 - (P) Theology II: Introduction to Christian Theology			6
GE HUMN	HUMN ELECT - Humanities Electives	6		3
		<b>15</b>		<b>18</b>

### Third Year

MAJOR	OT 346 - Pathological Conditions I – OT 347 - Pathological Conditions II	3		3	
MAJOR	OT 356 - Functional Neuroanatomy	3			
MAJOR	OT 360 - Occupational Therapy Practice I: Pediatrics <sup>1</sup>	3			
MAJOR	OT 361 - Occupational Therapy Practice II: Psychosocial Rehabilitation <sup>1</sup>				3
MAJOR	OT 380 - Occupational Therapy Level I Clinical - I: Pediatrics <sup>3</sup>		1		
MAJOR	OT 381 - Occupational Therapy Level I Clinical - II: Psychosocial Rehabilitation <sup>3</sup>				1
MAJOR	OT 393 - (W) Research Methods in Occupational Therapy				3
COGNATE	CHS 333 - (D) Multiculturalism in Counseling and Human Services – CHS 341 - Group Dynamics	3			3
GE QUAN	PSYC 210 - (Q) Statistics in the Behavioral Sciences	3			
GE PHIL or T/RS	PHIL ELECT - Philosophy Elective or T/RS ELECT - T/RS Elective				3
GE HUMN	HUMN ELECT - Humanities Elective				3
		<b>15</b>	<b>1</b>	<b>18</b>	<b>1</b>

### Fourth Year

MAJOR	OT 440 - Management and Supervision of Occupational Therapy Services	3			
MAJOR	OT 451 - Hand Rehabilitation	2			
MAJOR	OT 460 - Occupational Therapy Practice III: Physical Rehabilitation <sup>1</sup>	3			
MAJOR	OT 461 - (D) Occupational Therapy Practice IV: Geriatrics <sup>1</sup>				3
MAJOR	OT 475 - Advanced Therapeutic Techniques				3
MAJOR	OT 480 - Occupational Therapy Level I Clinical – III: Physical Rehabilitation <sup>3</sup>		1		
MAJOR	OT 494 - (W) Evidence Based Research	3			
GE ELECT	FREE ELECT - Free Electives	3			9
		<b>14</b>	<b>1</b>	<b>15</b>	

**Fifth Year**

MAJOR	OT 581 - OT Level II Fieldwork <sup>4</sup>			6
MAJOR	OT 501 - Leadership in Occupational Therapy	3		
MAJOR	OT 502 - Advanced Occupational Therapy Theory		3	
MAJOR	OT 560 - Advanced Interpersonal Dynamics	3		
MAJOR	OT 575 - Community-Based Practice		3	
MAJOR	OT 597 - Faculty Research Internship I	1		
MAJOR	OT 598 - Faculty Research Internship II		2	
COGNATE	HADM 504 - Human Resources Management	3		
COGNATE	PCPS 501 - Interdisciplinary Developmental Assessment in Pediatrics		3	
COGNATE	PCPS 540 - Allied Health Seminar Series I	2		
COGNATE	PCPS 541 - Allied Health Seminar Series II		1	
		<b>12</b>	<b>12</b>	<b>6</b>

**Sixth Year (Summer)**

MAJOR	OT 582 - OT Level II Fieldwork <sup>4</sup>			6
MAJOR	OT 583 - OT Level II Fieldwork – III: Specialty (Optional) <sup>4</sup>		(4)	
			<b>(4)</b>	<b>6</b>

**Total: 168 (172) Credits**

<sup>1</sup> Includes service-learning component

<sup>2</sup> Extra science credits

<sup>3</sup> OT Level I Clinical I, II, III are each a minimum of 60-80 hours.

<sup>4</sup> OT Level II Internship I, II are required in 1-4 settings for a minimum of 24 weeks full time in Psychosocial Rehabilitation and Physical Rehabilitation. Time period scheduled for individual students may vary as determined by the department, and with consideration of student needs and circumstances.

<sup>5</sup> The selection of a First Year Seminar is likely to fulfill requirements both for the First Year Seminar and a General Education Requirement. Thus, the First Year Seminar will not add to the total credits for the semester. Talk with your advisor if you have any questions.

*\*An approved 3-credit EP Foundation Course may be substituted for [COMM 100](#) and [C/IL 102-C/IL 104](#). In this case, the total needed for graduation in this major may be reduced. Consult with your advisor if you have questions.*

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## Department Educational Goals

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By the end of their experience in the Department of Occupational Therapy at The University of Scranton, graduates will demonstrate:

1. An understanding of and appreciation for the core values and philosophical base that comprise occupational therapy's heritage, and recognition of the relevance of these foundational beliefs to current and future practice.
2. A principled respect for the dignity of each human being as reflected in the graduate's recognition and facilitation of the individual's inherent motivation, personal uniqueness, values and beliefs, roles and interests, and capabilities for self-direction within the therapeutic relationship through the use of person-centered approach.
3. An understanding and responsiveness to the individual and family across the lifespan with consideration of all contexts (i.e. personal, spiritual, political, economic, physical, social, virtual and temporal) to facilitate mastery.
4. Effective, ethical decision-making within the complexities of daily experience that is guided by principles rooted in the Jesuit tradition and Occupational Therapy's Code of Ethics.
5. Responsibility for active learning and a commitment to purposeful self-reflection to facilitate personal and professional growth. This includes an awareness of the impact of one's values, beliefs, opinions and behaviors upon others.
6. Independent critical thinking and effective clinical and professional reasoning, founded in a mastery of current knowledge, as demonstrated by competent entry-level practice throughout the occupational therapy process within a variety of service delivery models.
7. Proficiency in oral and written communication for varied audiences, diverse stakeholders, and multiple purposes.
8. The ability to integrate occupational therapy's foundation in the arts and sciences as reflected in practice that is creative, individualized, and evidence informed.
9. A commitment to promoting self-determination, and engagement in meaningful occupations to promote wellness and quality of life across the lifespan.

10. Knowledge and skills required to assume managerial positions/leadership roles in medical, educational, and community-based systems of care.
11. Recognition of the need to collaborate with inter-professional teams to provide quality care respectful of professional scopes of practice.
12. A commitment to social justice and advocacy for individuals, families and the profession.
13. Research skills required to provide evidence-informed services and contribute to the field's growing body of knowledge.
14. A passion for life-long learning that promotes personal and professional growth while at the same time demonstrating a commitment to a life of service to others.



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## Course Descriptions

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**OT 140 Introduction to Occupational Therapy** **2 Credit**

An introduction to the profession of occupational therapy; its history, philosophical base, core values, professional standards, ethics, tools of practice and frames of reference are presented. Employment settings, practitioner roles and professional development are explored, with particular emphasis placed on the student's future role as an entry-level occupational therapist. Majors only. One, two-hour seminar/week.

**OT 141 Occupational Therapy Theoretical Concepts** **3 Credits**

An introduction to occupational therapy theories and models of practice, with emphasis on an analysis of their history, philosophical foundations, and application to practice. The focus is on human occupation and adaptation, and its multicultural aspects. Three hour lecture/week, and active participation in TAPESTRY.

**OT 240 Activity Analysis I** **3 Credits**

(Prerequisite: OT 141) Analysis, theory, and application of activities and media used in occupational therapy treatment with children and adolescents. Introduction to standardized and non-standardized tests to assist in selecting activities. Principles of leading groups, adaptation, and grading activities addressed through active learning. Two hour lecture, two hours lab/week, and active participation in TAPESTRY.

**OT 241 Activity Analysis II** **3 Credits**

(Prerequisite: OT 240) Analysis, theory, and application of activities and media used in occupational therapy treatment with adults. Introduction of standardized and non-standardized tests to assist in selecting activities. Proper documentation of treatment intervention addressed through case studies and problem-based learning. Two hour lecture, two hours lab/week, and active participation in TAPESTRY.

**OT 256 Human Anatomy for OT** **3 Credits**

(Prerequisites: BIOL 110, 110L, 111L) A regional in-depth study of human anatomy with major emphasis on functional anatomy. This will be accomplished through the study of prosected human specimens and surface anatomy. Three hours lecture, two hours lab/week.

**OT 275 Clinical Kinesiology** **3 Credits**

(Prerequisites: BIOL 110-111, OT 256) Application of the principles of functional anatomy with emphasis on normal and abnormal movement. Measurement techniques for range of motion and muscle testing are presented, with emphasis on the movement and strength requirements found in self-care, work, and leisure activities. Concepts are integrated in lab experiences. Two hours lecture, two hours lab/week.

**OT 346 Pathological Conditions I** **3 Credits**

(Prerequisite: OT 256) A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis is placed on examining developmental and pediatric disabilities. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

**OT 347 Pathological Conditions II** **3 Credits**

(Prerequisites: OT 256, 346) A review of pathological conditions seen in occupational therapy practice, including: diagnosis, etiology, progression, performance deficits, treatment, prognosis, and functional outcomes. Emphasis is placed on examining adult and geriatric difficulties. The promotion of health, prevention, and implications for the individual, family, and society are discussed. Three hours lecture/week.

**OT 360 Occupational Therapy Practice I: Pediatrics** **3 Credits**

(Prerequisites: OT 240, 241, 275) An overview of theoretical frames of reference, evaluation, and treatment intervention techniques used to enhance the function of infants, children, and other individuals with developmental disabilities. Emphasis is placed on current recommended practices, evidence-based research, and clinical/educational experiential learning opportunities. Two hours lecture, two hours lab/week, and active participation in TAPESTRY.

**OT 361 Occupational Therapy Practice II: Psychosocial Rehabilitation** **3 Credits**

(Prerequisites: OT 240, 241; Co-requisite: CHS 341) An overview of theoretical frames of reference, evaluation, and treatment intervention strategies used to enhance the function of individuals with psychosocial dysfunction. Methods of clinical observation, assessment, and treatment approaches are introduced and practiced in lab simulations and field trips to area facilities. Two hours lecture, two hours lab/week and active participation in TAPESTRY.

**OT 380 Occupational Therapy Level I Clinical I: Pediatrics** **1 Credit**

(Prerequisites: OT 346, 356, 360) Directed observation and supervised participation in the occupational therapy process in a pediatric/developmental disabilities setting. Emphasis on the integration of theory and practice. Intersession, two weeks, full-time.

**OT 381 Occupational Therapy Level I Clinical II: Psychosocial Rehabilitation** **1 Credit**

(Prerequisites: OT 374, 361, 380) Directed observation and supervised participation in the therapeutic process in a psychosocial rehabilitation setting. Emphasis is placed on the integration of theory and practice. Summer, two weeks, full-time.

**OT 393 Research Methods in Occupational Therapy** **3 Credits**

(Prerequisite: PSYC 210) An introduction to research design, data collection, analysis, and interpretation of findings. Emphasis is placed on critical review of occupational therapy research studies, application to clinical practice, quantitative, qualitative methods. Concepts are integrated through the preparation of a research proposal. Three hours lecture/week.

**OT 440 Management and Supervision of Occupational Therapy Services** **3 Credits**

An application of major management principles to the provision of occupational therapy services with an emphasis on the administrative and supervisory requirements in managing an occupational therapy department. Information provided concerning program planning, recruitment, marketing, budgeting, supervision, documentation, evaluation, reimbursement, and quality assurance. Three hours lecture/week.

**OT 451 Hand Rehabilitation** **2 Credits**

(Prerequisites: OT 256, 275, 356) An in-depth review of the functional anatomy of the hand and arm, with emphasis on rehabilitation principles and basic splinting techniques. Theoretical concepts, evaluation, and fabrication procedures are integrated in lab experiences. One hour lecture, two hours lab/week.

**OT 460 Occupational Therapy Practice III: Physical Rehabilitation** **3 Credits**

(Prerequisites: OT 256, 275, 346, 347, 356, 360, 361, 380, 381) A study of the Occupational Therapist's complex role in providing services to individuals with physical dysfunction. Theoretical frames of reference and various intervention approaches are integrated as techniques and strategies to enhance functional performance are introduced, observed and practiced. Emphasis on safe clinical practice and development of sound clinical reasoning skills. Two hours lecture, two hours lab/week and active participation in TAPESTRY.

**OT 461 Occupational Therapy Practice IV: Geriatrics** **3 Credits**

(Prerequisites: OT 346, 347, 356, 460) An overview of frames of reference, evaluations, and interventions used to enhance elder's well-being. Emphasis is placed on understanding the biopsychosocial changes and environmental contexts of elders. The ability to provide holistic and humanistic elder care is facilitated through lab simulations, completion of a program needs assessment, and via service learning. Two hours lecture, two hours lab/week and active participation in TAPESTRY.

**OT 475 Advanced Therapeutic Techniques** **3 Credits**

(Prerequisites: OT 451, 460, 480) An in-depth examination of selected concepts and approaches in physical rehabilitation, with an introduction to certain specialized areas of occupational therapy practice. Topics will include standardized assessments, industrial rehabilitation, pain and soft tissue management, neurodevelopmental treatment, adaptive positioning and seating, cognitive-perceptual rehabilitation, and reimbursement issues. Two hours lecture, two hours lab/week.

**OT 480 Occupational Therapy Level I Clinical- III: Physical Rehabilitation** **1 Credit**

(Prerequisites: OT 381, 451, 460) Directed observation and supervised participation in the therapeutic process in a physical rehabilitation setting. Emphasis is placed on the integration of theory and practice. Intercession, two weeks, full-time.

**OT 494 Evidence Based Research** **3 Credits**

(Prerequisites: PSYC 210, OT 393) An in-depth study of evidence based practice that develops essential skills for conducting evidence based research. Includes basic steps of the evidence-based practice process and how to apply those steps to examine clinical questions. Three hours seminar/week.

**OT 501 Leadership in Occupational Therapy** **3 Credits**

(Prerequisites: OT 581 or 582) Extensive analysis of the profession's historical influences, current, and emerging trends in occupational therapy leadership, and possibilities for personal leadership evolution. Emphasis is placed upon examining the link between professional ethics, personal values, and leadership. Systemic challenges to ethical leadership and professional supports for sustaining ethical practice are presented. Three hours lecture/week.

**OT 502 Advanced Occupational Therapy Theory** **3 Credits**

(Prerequisites: OT 581 or 582) A review of how occupational therapy paradigms have been established and changed over time and how these changes have influenced occupational therapy practice will be presented. Particular attention will be paid to the cultural, economic, and demographic motivators of theory development and application. Three hours lecture/week.

**OT 560 Advanced Interpersonal Dynamics** **3 Credits**

(Prerequisites: OT 581 or 582) A review of concepts and aspects of interpersonal, intrapersonal, and group dynamics provides a foundation for the students to understand the meaning of illness and how that impacts the human condition. An in-depth analysis of disability from the perspective of the disabled is explored. Two hours lecture, two hours lab/ week or equivalent.

**OT 575 Community-Based Practice** **3 Credits**

(Prerequisites: OT 581 or 582) In-depth exposure to selected areas that represent the current focus of advanced practice in occupational therapy. The areas of practice examined in the course will include community-based programs, non-medical settings, alternative care, and natural environments. Two hours lecture, two hours lab/week or equivalent.

**PCPS 501 Interdisciplinary Developmental Assessment in Pediatrics** **3 Credits**

This course will focus on the assessment of infants, young children, and adolescents and their families. This course reflects an integrative curriculum model that incorporates team teaching and a faculty practice format whereby students complete actual pediatric core evaluations under the direct supervision of a qualified practitioner.

**PCPS 540 Allied Health Seminar Series I****2 Credits**

(Prerequisites: Completion of undergraduate coursework; completion of OT 581 or 582) This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging or 'specialty' areas of practice or areas of significance to the interdisciplinary health care team.

**PCPS 541 Allied Health Seminar Series II****1 Credit**

(Prerequisites: Completion of undergraduate coursework; completion of OT 581 or 582) This course develops advanced skills in clinical practice, research, leadership, or advocacy. Aiding student's transition to practitioner, it provides technical expertise as well as practice in collegial engagement and self-directed professional development. Seminar topics offer in-depth exploration of emerging or 'specialty' areas of occupational therapy practice or areas of significance to the interdisciplinary health care team.

**OT 581 OT Level II Internship-I****6 Credits**

(Prerequisite: completion of all undergraduate coursework or academic graduate coursework) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in psychosocial rehabilitation or physical rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following fourth and fifth year of program, usually 12 weeks, full-time.

**OT 582 OT Level II Internship-II****6 Credits**

(Prerequisite: completion of all undergraduate coursework or academic graduate coursework) Level II fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in psychosocial rehabilitation or physical rehabilitation. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Summer, following fourth and fifth year of program, usually 12 weeks, full-time.

**OT 583 OT Level II Internship-III: Specialty (Optional)****4-6 Credits**

(Prerequisites: OT 581, 582) Level II fieldwork designed to provide opportunities for clinical experience in a specialty area of practice. Arranged on an availability basis. Fall, following the fifth year of the program, eight to twelve weeks, full-time.

**OT 597 Faculty Research Internship in Occupational Therapy I****1 Credit**

(Prerequisites: PSYC 210, OT 393, 494, Citi Course in Protection of Human Subjects) This course represents a mentored internship experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized. Two hours seminar/week.

**OT 598 Faculty Research Internship in Occupational Therapy II**

**2 Credits**

(Prerequisite: OT 597) This course represents a continuation of the mentored experience on a faculty-led research project in order to develop beginning-level research skills. Quantitative or qualitative data collection or analysis is required. In addition, the internship may involve preparing DRB/IRB proposals, literature reviews, grant investigations, and dissemination activities. The importance of professional collaboration is emphasized. Four hours seminar/week.

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## Meet the Department

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**For More Information on Individual Faculty Go to the Department of Occupational Therapy web page:**

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**The University of Scranton  
Department of Occupational Therapy**

**Policies, Procedures and Guidelines**

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**Departmental Academic Policies and Procedures**

**Service Learning Requirement**

**Professional Behaviors**

**Professional Behavior Policy**

**Appeal Procedure**

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## Departmental Academic Policies and Procedures

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All students at The University of Scranton receive (and should become familiar with) the Student Manual, which outlines general student responsibilities, policies, and expectations. Occupational Therapy students are required not only to abide by the provisions of the Student Manual, but also to follow the policies of the Department of Occupational Therapy. Several specific departmental policies are delineated herein; students should understand and follow these policies. The Department acknowledges the pre-eminence of University policy and refers students to their Student Handbook for further information.

### **Admission**

Admission to the program is open to first-time incoming freshman seeking a master's degree in Occupational Therapy. Applicants will be accepted on a competitive basis, with emphasis placed on high school record or college transcripts, standardized test scores, extracurricular activities, and letters of recommendations. Observation and/or volunteer experience in occupational therapy settings is encouraged and should be documented. Entering students are admitted directly into the professional Occupational Therapy Program. Transfer students are also encouraged to apply and will be considered on an individual, case-by-case basis.

### **Advancement and Retention**

Occupational Therapy course work is sequenced in a progression that builds upon and develops knowledge and skills at increasing levels of complexity, competence, and integration. Because of this, all required courses must be completed in sequence; earlier courses are often pre-requisites for later courses. A minimum of C (2.00) must be attained in every undergraduate cognate\* and occupational therapy course. In addition, a T.A.P.E.S.T.R.Y. component is required during each undergraduate semester.

Students who enter this program as freshman generally proceed through four years of study and receive a Bachelor of Science degree in Health Sciences. Upon completion of academic and clinical graduate requirements, the MS in OT degree is awarded. A minimum, overall undergraduate GPA of 3.00 will be required in order to advance into the fifth or graduate year of the program; and a minimum overall GPA of 3.00 must be achieved and maintained for all graduate courses. Level I Clinicals and Level II Internships will be graded on a satisfactory/unsatisfactory basis. Successful completion of these clinical experiences are required for advancement in the program.

\*Includes: BIOL 110, 110L; BIOL 111, 111L; CHS 333; CHS 341; PSYC 110; PSYC 210; PSYC 221; PSYC 222; SOC 110.

## **Academic Integrity**

The Department of Occupational Therapy adheres to the University's Academic Code of Honesty and expects students, staff and faculty to follow these guidelines. Additionally, the professional *Occupational Therapy Code of Ethics* (AOTA, 2015) and *Standards of Practice* (AOTA, 2010) is to be followed. Suspected violations of these codes will be investigated per university policy. Penalties for academic dishonesty range from a failing grade to dismissal from the University.

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## T.A.P.E.S.T.R.Y.

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The T.A.P.E.S.T.R.Y. program, a four-year program geared toward personal and professional development, offers students an opportunity to experience all the University can provide through a series of structured offerings. As part of T.A.P.E.S.T.R.Y., Panuska College students will attend special lectures, complete service learning projects, meet with advisors, and participate in wellness activities designed to build a healthy and balanced lifestyle.

While traditional classes within Panuska College are designed to develop the whole person, some topics inevitably fall through the cracks. T.A.P.E.S.T.R.Y. bridges the gap and provides opportunities for aspects of personal and professional development that don't cleanly fit into a syllabus.

The term T.A.P.E.S.T.R.Y. comes from the idea that there are threads across all the programs and across all four years of your undergraduate education in Panuska College.

Each year of the T.A.P.E.S.T.R.Y. program has its own theme, such as *contemplatio ad amorem*, meaning that love should manifest itself through deeds rather than words, and *cura personalis*, which is an Ignatian value that involves demonstration of care and concern for the individual person. The theme for the freshman year is *Magis*, the latin word for "the more."

One course per semester in the Program will have a T.A.P.E.S.T.R.Y. requirement. Dr. Verna Eschenfelder is your contact in the OT Department for T.A.P.E.S.T.R.Y.

The T.A.P.E.S.T.R.Y. requirement for Occupational Therapy majors is consistent with both the objectives of the Occupational Therapy curriculum, the mission of The Panuska College of Professional Studies, and The University of Scranton Mission Statement. This requirement provides students the opportunity to participate in departmental service projects and engage the surrounding community to work with agencies, groups, and individuals, reflect upon your experiences, and increasingly connect your course work with real community needs.

T.A.P.E.S.T.R.Y is integrated into the Occupational Therapy curriculum. Each academic semester has one OT course with a T.A.P.E.S.T.R.Y. (See table below for a listing of which OT courses incorporate T.A.P.E.S.T.R.Y.)

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Semester</b>
OT 140	Introduction to OT	1.0	Fall
OT 141	Theoretical Concepts	3.0	Spring
OT 240	Activity Analysis I	3.0	Fall
OT 241	Activity Analysis II	3.0	Spring
OT 360	OT Practice I: Pediatrics	3.0	Fall
OT 361	OT Practice II: Psychosocial Rehabilitation	3.0	Spring
OT 460	OT Practice III: Physical Rehabilitation	3.0	Fall
OT 461	OT Practice IV: Geriatrics	3.0	Spring

### **T.A.P.E.S.T.R.Y. Procedures**

1. T.A.P.E.S.T.R.Y. requirements for each semester will be completed over the course of the four undergraduate years.
2. T.A.P.E.S.T.R.Y. activities must be completed in *accordance with course requirements* outlined in course syllabi.
3. Additional information can be found on the PCPS website under T.A.P.E.S.T.R.Y.
4. Contracts for the departmental project (service learning) component of T.A.P.E.S.T.R.Y. are to be completed online and sent electronically to the Associate Dean's Office at the beginning of each semester.
5. T.A.P.E.S.T.R.Y. Departmental project time sheets must be completed, signed by the appropriate faculty member or service site supervisor, and submitted to the Associate Dean's Office on or before the last day of classes each semester.
6. Failure to submit the appropriate paperwork on time will result in an "I" (incomplete) or a "U" (unsatisfactory) on the student's official transcript. The student must work with the course instructor and the Associate Dean's Office to have the grade expunged from their record. Failure to expunge the "I" or "U" will prevent the student from completing the requirements for graduation.

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## Professional Behaviors

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As an occupational therapy student, you are in a unique situation: you are part of a professional program. Successful occupational therapists possess certain characteristics or behaviors that are not necessarily related to the profession's core knowledge or technical skills. These characteristics, which represent the profession of occupational therapy as reflected in our core values (AOTA, 2010), are called '**professional behaviors.**'

The University of Scranton's Occupational Therapy Department places strong emphasis on the development of professional behaviors. Because of this, our program and graduates are well known for their exceptionally high levels of professionalism. We recognize that just as it takes time and effort to gain the profession's core knowledge and technical skills; it also takes both time and focused effort for students to begin to learn about themselves as they encounter challenges, grow, and ultimately develop a strong sense of professionalism.

In order to progress through the Occupational Therapy curriculum, students must meet and maintain professional behavior standards as well as academic criteria (see Advancement and Retention). The process of professional development begins at the start of freshman year so that each student can positively and accurately represent him/herself, the university and our profession. Please refer to the Professional Behavior Policy, Presentation Requirements, Laboratory Behavior Standards, and Attendance and Punctuality Responsibilities on each course syllabi.



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## Professional Behavior Policy

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To foster students' professional development, the Department utilizes a variety of methods on an as-needed basis. These can include individual student meetings, the **Professional Development Assessment** (PDA; see Forms), and other documents as deemed appropriate by the department. They are designed specifically to recognize and acknowledge student's developing professionalism. Students should become familiar with Department policies regarding professionalism (course grades are also impacted by professional behaviors-see course syllabus):

The Department will notify all students demonstrating professional behavior issues; these students are required to meet with the Program Director or representative. Faculty and staff persons observing professional behavior issues will implement the following procedures.

1. Individual student meeting: During this meeting the consequences of failing to develop professional behaviors will be reviewed. Resources available to facilitate professional development will be provided. A corrective plan of action will be formulated. This meeting will be documented in the student's file.
2. If the professional behavior issues of concern continue, then the student may be placed on departmental academic probation. The conditions of probation will be determined by program director and/or department chair.
3. If the conditions of probation are not met the student will be dismissed from the program.

In cases in which the student's behavior is an egregious violation of ethics, safety, law or university policy, dismissal will be immediate.

The Department endeavors to cultivate professionalism among its students. Toward this end, honest and open communication is encouraged, including candid self-awareness, acceptance of responsibility and exchange of feedback.

### Confidentiality Requirement

Department of Occupational Therapy students are expected to maintain confidentiality in their professional relationships with clients, colleagues and the University. Occupational therapy practitioners are required to abide by state and federal laws which uphold confidentiality (e.g., HIPAA, FERPA).

### **Relationships with Clients**

The AOTA Code of Ethics (AOTA, 2005), stipulates that occupational therapy personnel, including students, demonstrate a concern for the welfare and dignity of the recipient of service. This respect is demonstrated by protecting the confidential nature of information gained from educational practice, and investigational activities unless sharing such information could be deemed necessary to protect the well-being of a third party. As a student, however, you will be expected to share client information with your supervisor and other members of the treatment team. In order to do this, you should inform all clients that any information you obtain from them will be shared with these professionals. Your supervisor is responsible for all occupational therapy services provided to that client and this information will be required to appropriately supervise your intervention as a student therapist.

Information received from the client is to be discussed only for professional purposes and in private. Client information that is discussed in classes or seminars should be presented in a way that the identity of the individual is not revealed. This may require that you eliminate or generalize details, use initials or a fictitious name to maintain anonymity.

### **Relationships with Colleagues**

The AOTA Code of Ethics (2005) stipulates that occupational therapy personnel, including students, shall function with discretion and integrity in relations with colleagues and other professionals, and shall be concerned with the quality of their services. This respect is demonstrated by not disclosing privileged information when participating in reviews of peers, programs, or systems. As an occupational therapy student and a developing professional, you will be expected to demonstrate concern for the welfare and dignity of others by using discretion and integrity in all interactions.

### **Relationship with the University**

The University, by policy and law, will not share information regarding the activities of its students. Students, therefore, must give written consent for information to be released. This includes prospective employers, friends, family, educational institutions, and clinical sites. Students often request letters of recommendation. A consent form must be signed by the student, dated, and specify what information and to whom information may be released. Confidentiality concerning clinical site issues is complex, and will be addressed in the Fieldwork Section of this manual. Students' request for transcripts, fieldwork evaluations, etc., will follow the policies and procedures established by the University. Outside of the classroom, occupational therapy students should not engage in any form of conduct that constitutes a conflict of interest or adversely reflects on themselves, the Department, the University, or the profession.

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## Appeal Procedure

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In the event that a student is dissatisfied with the application of policies, rules, and requirements, he or she may bring this issue to the department level by scheduling an appointment with the program director and department chair. If the student is not satisfied with the outcome of this meeting, the student may bring the matter to the attention of the Dean of the Panuska College of Professional Studies. Procedures for appealing decisions related to specific University policies (such as the Academic Code of Honesty, Community Standards Code or University Judicial System) are described in The University of Scranton Student Handbook. The University of Scranton Course Catalog, The University of Scranton Student Handbook, and course syllabi are considered binding, legal documents for University students. Every student should have a copy of these publications and be aware of their rights, responsibilities and expectations.

### References

- American Occupational Therapy Association (AOTA). (In press). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69, Suppl 3 .
- American Occupational Therapy Association (AOTA). (2010). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 64, S106-S111.
- American Occupational Therapy Association (AOTA). (2014). Occupational therapy practice framework: Domain and process (3<sup>rd</sup> ed.). *American Journal of Occupational Therapy*, 68, S1-S48.

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**The University of Scranton**  
**Department of Occupational Therapy**  
**Professional Responsibilities, Organizations,**  
**Official Documents**

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**American Occupational Therapy Association (AOTA)**  
**Assembly of Student Delegates (ASD)**  
**World Federation of Occupational Therapists (WFOT)**  
**State Occupational Therapy Organizations**  
**National Board for Certification in Occupational Therapy**  
**Reference Manual of the Official Documents**

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## The American Occupational Therapy Association

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The American Occupational Therapy Association (AOTA) is the national professional association (formerly known as NSPOT) established in 1917 to represent the interests and concerns of occupational therapy professionals and to improve the quality of occupational therapy services. Thus, all students are required to become members of AOTA. Membership in AOTA is approximately 140,000, including active occupational therapy practitioners, educators, researchers, and students who make a difference in advancing the profession through their support, participation, and advocacy. Join AOTA, renew your annual membership, or update your information online or call toll-free 1-800-SAY-AOTA (1-800-729-2682).

AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services; improving consumer access to health care services, and promoting the professional development of members. AOTA educates the public and advances the profession by providing resources, setting standards, and serving as an advocate to improve health care. AOTA is based in Bethesda, MD.

### **Mission Statement**

The American Occupational Therapy Association advances the quality, availability, use, and support of occupational therapy through standard-setting, advocacy, education, and research on behalf of its members and the public.

### **Vision Statement**

AOTA advances occupational therapy as the preeminent profession in promoting the health, productivity, and quality of life of individuals and society through the therapeutic application of occupation.

### **Centennial Vision**

We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs.

### **Member Benefits Overview**

#### **Subscriptions:**

**American Journal of Occupational Therapy** (6/year) **OT Practice** (22/year)

**Special Interest Section Quarterly** (1 printed quarterly subscription of your choice; online access to all 11 plus archives)

**AOTA's 1-Minute Update** e-newsletter (25 issues/year)

**Scope of Practice Issues Update** e-newsletter (12 issues/year)

**Federal Legislative Issues Update** e-newsletter (12 issues/year)

**Website:** [www.aota.org](http://www.aota.org), 2000+ pages loaded with material and updated almost every day, "Members Only" access to the wealth of resources.

## Quality Continuing Education

-Online Courses, Self-Paced Clinical Courses, Conference Session Webcasts, and more;  
Discounted AOTA Annual Conference & Expo registration; Discounted National Student Conclave registration

Above information is from [www.aota.org](http://www.aota.org), retrieved August 9, 2013.

## Professional Resources

**800-SAY-AOTA** your toll-free connection; Exclusive access to AOTA's **Evidence Based Practice Resources**; Biweekly **1-Minute Update**- a quick read of the profession's latest news; Professional contacts and support through **listservs**; Access to the Wilma L. West Library, the world's **largest occupational therapy literature collection**; Discounted **OT Search** access and free full article downloads at **AJOT Online**; **Critical research** through the American Occupational Therapy Foundation; Important professional and personal **financial** products you need, at competitive rates; **The global perspective** of the World Federation of Occupational Therapists; Safeguarding **practice** and **education standards**

## Advocacy

Advocacy to protect occupational therapy and expand the profession-in Washington, in state capitals, with policymakers across the country...on Medicare, in state licensure, for special education, with reimbursement, and more; **Political involvement** through AOTPAC; Targeted **awareness** campaigns and consumer outreach (see [www.PromoteOT.org](http://www.PromoteOT.org))  
**Discounts:** As much as 30% savings on today's top books and continuing education products, insurance programs, and product discounts from Affinity partners.

**Career Resources:** [www.OTjobLink.org](http://www.OTjobLink.org), AOTA's Online Career Center that provides a direct link to employers and members-only resume posting privileges.

**Special Interest Sections:** (*For OT, OTA, and Student-Plus members only*) Designate 3 sections for your SIS profile; these provide **extra Free benefits**, including voting rights and more, and they let us know what you want to know.

1 printed SIS Quarterly subscription of your choice, Voting rights, FREE Open Access to all 11 Special Interest Sections (SISs) and their networks and subsections, Online access to all 11 SIS Quarterly newsletters, listservs, and archives, Timely answers, contacts, and professional support through the vast network of dynamic **Special Interest Section** listservs, Opportunities for professional **leadership** and **recognition**.

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## **Assembly of Student Delegates**

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The membership of the Assembly of Student Delegates (ASD) is made up of the student members of AOTA. Annually, the ASD Delegate from each educational program in the United States represents the school at the ASD Pre-Conference Delegate Meetings. The University of Scranton Student Occupational Therapy Association (SOTA) sends a delegate to ASD each year.

ASD provides a mechanism for the expression of student concerns, and offers a means whereby students can have effective input into the affairs of AOTA. As a standing committee of the AOTA Board of Directors, the ASD Steering Committee represents the student point of view to the Board, the Representative Assembly, the Commission on Practice, the Commission on Education, and all other bodies of AOTA as needed.

Above information obtained August 9, 2013 from [www.aota.org/Students/ASD.aspx](http://www.aota.org/Students/ASD.aspx), refer to this webpage of the American Occupational Therapy Association for additional information about the Assembly of Student Delegates.

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## The World Federation of Occupational Therapists

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“The World Federation of Occupational Therapists (WFOT) promotes occupational therapy as an art and science internationally. The Federation supports the development, use and practice of occupational therapy worldwide, demonstrating its relevance and contribution to society.”

As the key international representative for Occupational Therapists and Occupational Therapy around the world, WFOT is the official organization for worldwide promotion of Occupational Therapy. WFOT was founded in April, 1952; as of 2010, WFOT had 69 member associations.

### Fundamental Benefits of the Federation

1. Occupational therapy has a valuable contribution to make to occupational performance as it affects the health and well-being of people.
2. It can positively influence health, welfare, education and vocation at an international level.
3. The effectiveness of the Federation depends on its contribution and collaboration with other international organizations.
4. It can positively influence the development of excellence within the profession.
5. The effectiveness of the Federation depends on it being responsive to the professional needs, issues and requirements of its members.
6. It must be built on co-operation, high ethical standard and mutual respect at all levels.
7. It is a non-political organization.
8. The success of the Federation is dependent on the development and maintenance of a strong unified leadership of the WFOT Council.
9. Its members are the most important asset.

Membership in WFOT helps ensure that the profession of occupational therapy is represented in such organizations as the World Health Organization, the United Nations and other world organizations. Through WFOT, our profession has participated in and had representation in meetings, study courses, congresses and committees of numerous international organizations. Without the Federation, our profession could not be represented, nor take its place with other health professions at these international meetings and discussions at the highest level. There are many other membership benefits including opportunities to share information with colleagues around the world, receipt of the bi-annual WFOT bulletin and support of colleagues in developing countries.

Information retrieved from WFOT website August 9, 2013: [www.wfot.org](http://www.wfot.org)



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## State Occupational Therapy Organizations

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Each state has a professional membership organization that is affiliated with AOTA and that is committed to the advancement of the OT profession. Membership in your state association demonstrates a commitment to ensuring that the practice of occupational therapy remains strong and vital. Additionally, membership ensures networking opportunities of students, entry-level practitioners and seasoned clinicians.

State associations provide us with the forum we need to have a voice in the regulation of occupational therapy practice. These associations not only help us to be informed, responsible professionals, but they also help to educate others (including legislators, referral sources and consumers) about what we do and the many areas that we can impact. State associations generally provide links to state regulatory agencies. Additional benefits provided by membership with state associations include continuing education opportunities, legal updates, conference opportunities, membership directories, newsletters, discounted insurance opportunities and more.

For more information, please contact your state's association. Web addresses for Pennsylvania and neighboring states are listed below; links are also available through AOTA and SOTA websites.

Pennsylvania Occupational Therapy Association

[www.pota.org](http://www.pota.org)

New Jersey Occupational Therapy Association

<http://njota.org>

New York Occupational Therapy Association

<http://nysota.org>

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## National Board for Certification

In

## Occupational Therapy, Inc.

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The National Board for Certification in Occupational Therapy, Inc. (NBCOT®) is a not-for-profit credentialing agency that provides certification for the occupational therapy profession.

NBCOT® serves the public interest by developing, administering, and continually reviewing a certification process that reflects current standards of competent practice in occupational therapy. The organization also works with state regulatory authorities, providing information on credentials, professional conduct, and regulatory and certification renewal issues.

**Mission Statement:** “Above all else, the mission for the National Board for Certification in Occupational Therapy, Inc. (NBCOT) is to serve the public interest. NBCOT provides a world-class standard for certification of occupational therapy practitioners. NBCOT will develop, administer, and continually review a certification process based on current and valid standards that provide reliable indicators of competence of the practice of occupational therapy.”

Information retrieved August 9, 2013 from [www.nbcot.org](http://www.nbcot.org). Please refer to this website for additional information and resources.

Graduates of The University of Scranton’s Occupational Therapy program who have completed all academic and fieldwork requirements are eligible to sit for the national certification examination for the occupational therapist administered by NBCOT. After successful completion of the examination, the individual is an Occupational Therapist, Registered (OTR). Candidates will need to provide documentation of all graduation and credentialing requirements, including certification/licensure. A felony conviction may affect a graduates’ ability to sit for the certification examination or attain state licensure. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT examination.

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## Reference Manual of the Official Documents of the American Occupational Therapy Association, Inc.

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The Reference Manual of the Official Documents of the American Occupational Therapy Association, Inc., 15<sup>th</sup> Edition, by AOTA, is available through AOTA at the product store (order number SKU 1584). The cost to members is \$49, non-member cost is \$69. It is available in bound and electronic formats.

Since 1980, the American Occupational Therapy Association (AOTA) has collected its official documents-must-have information for occupational therapy practitioners, educators, and students- into one handy, frequently updated reference work. The 15<sup>th</sup> Edition continues in that long tradition. In addition to the Occupational Therapy Practice Framework, 2<sup>nd</sup> Edition, this book contains many valuable and timely documents. Several that are new to this edition include:

- Occupational Therapy Code of Ethics and Ethics Standards
- Enforcement Procedures to the Occupational Therapy Code of Ethics and Ethics Standards of Practice for Occupational Therapy
- Specialized Knowledge and Skills in Technology and Environmental Interventions for Occupational Therapy Practice
- Occupational Therapy Services in the Promotion of Psychological and Social Aspects of Mental Health
- Telerehabilitation
- The Scope of Occupational Therapy Services for Individuals with an Autism Spectrum Disorder across the Life Courses
- And many others

Information retrieved August 9, 2011 from

[http://myaota.org/shop\\_aota/prodview.aspx?TYPE=D&PID=1048&SKU=1584;](http://myaota.org/shop_aota/prodview.aspx?TYPE=D&PID=1048&SKU=1584;)

Please refer to this website for additional information and resources.

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**The University of Scranton**  
**Department of Occupational Therapy**

**Tools & Tips for Academic Success**

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**Academic Calendar**  
**Center for Teaching and Learning Excellence**  
**The Counseling Center**  
**Academic Survival Tips**  
**Time Management**  
**Effective Listening and Note Taking**  
**Preparing for and Taking Tests**  
**Writing Papers**

# 2014-2015 ACADEMIC CALENDAR

[2013-2014](#) | [2014-2015](#) | [2015-2016](#)

Semesters		
Fall 2014		Spring 2015
Aug 21	CGCE Orientation for Undergraduate and Graduate Students	
Aug 23	University Housing Opens for New Students	
Aug 23-24	Fall Welcome Weekend for New Undergraduate Students	
Aug 24	Housing Opens for Returning Students at 8 am	Feb 1
Aug 25	Classes Begin	Feb 2
Aug 29	Last Day to Add Courses	Feb 6
Aug 29	Convocation	
Sep 1	Labor Day Holiday, No Classes	
Sep 3	Last Day 100% Tuition Refund (non-flat rate only)	Feb 11
Sep 4	Holy Spirit Liturgy	
Sep 5	Last Day to Request Credit/No Credit Option (Undergrad only)	Feb 13
Sep 10	Last Day 75% Tuition Refund (non-flat rate only)	Feb 18
Sep 17	Last Day 50% Tuition Refund (non-flat rate only)	Feb 25
Sep 24	Last Day 25% Tuition Refund (non-flat rate only)	Mar 4

Sep 24	Last Day to Drop a Course with No Grade	Mar 4
Sep 26	Last Day to Register/CGCE Graduate Comprehensive Exams	Mar 27
Oct 10	Semester Midpoint	Mar 13
Oct 10	Last Day to Elect Audit Grade Option (Undergraduate)	Mar 13
Oct 10	Incomplete Grades from Prior Terms Due	Mar 13
Oct.10	Last Day of Class before Break	Mar 13
Oct 11	University Housing Closes at Noon	Mar 14
Oct 11	Fall/Spring Break Begins	Mar 14
Oct 14	University Housing Re-opens at Noon	Mar 22
Oct 15	Classes Resume after Fall/Spring Break	Mar 23
Oct 15	Midsemester Grades Due by Noon	Mar 23
Oct 18	CGCE Graduate Comprehensive Exams	Apr 18
Nov 10	Last Day to Withdraw with “W” Grade	Apr 16
Nov 25	Last Day of Class before Thanksgiving/Easter Holiday	Apr 1
Nov 26	University Housing Closes at Noon	Apr 2
Nov 26	Thanksgiving/Easter Holiday Begins	Apr 2
Nov 27	Thanksgiving/Easter Sunday	Apr 5
Nov 30	University Housing Re-opens at Noon	Apr 6
Dec 1	Classes Resume after Thanksgiving/Easter Holiday	Apr 7
Dec 2-8	Last Week of Classes ( Fall: Tues-Mon; Spring: Mon-Fri , NO EXAMS)	May 11-15
Dec 8	Last Day of Class (Fall: Monday; Spring: Friday)	May 15
Dec 9	Final Exams Begin (Fall: Tuesday; Spring: Monday)	May 18
Dec 13	Final Exams and Semester End (Fall: Saturday; Spring: Friday)	May 22
Dec 13	University Housing Closes (Fall: 6 pm; Spring: Noon).	May 23
Dec 16	Final Grades Due by 3:00 p.m.	May 25
	Memorial Day*	May 25

	Class Night	May 29
	Graduate Commencement (Master's and Doctorate)	May 30
	Baccalaureate Mass	May 30
	Undergraduate Commencement (Baccalaureate and Associate)	May 31
	University Housing Closes at 10:00 am	Jun 1

**Important Notes:**

In Fall Semester 2014, final exams for Monday classes with a start time of 4:30 p.m. or later will be held on Friday, December 12, at their regular meeting time.

\*In Spring Semester 2015, final grades are due on Memorial Day.

Note: For the Scranton Education Online (SEOL), MBA Online, Human Resources Online, Nurse Anesthesia or ERP programs, see [Special Term 2014-2015 Academic Calendar](#) for dates that apply to these.

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## Center for Teaching and Learning Excellence

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# CTLE

## Center for Teaching and Learning Excellence

St. Thomas Hall 5<sup>th</sup> Floor

Harper-McGinnis Wing

(570) 941-4038

[ctle@scranton.edu](mailto:ctle@scranton.edu)

Student may visit the CTLE any time. The CTLE website provides detailed information about all the services offered to faculty and students. There are also tutorials and links to various online request forms, and descriptions of all CTLE events (with online registration).

### Mission

The University of Scranton's Center for Teaching & Learning Excellence (CTLE) encourages and supports a strong culture of teaching, learning and scholarship in the Ignation Tradition for a diverse university community. In collaboration with the Library, the CTLE works with faculty and students to help create an environment that encourages and supports student learning, faculty enrichment, instructional design, and the pedagogical application of technology. The CTLE provides opportunities for faculty and students to work together to achieve academic success and have a positive learning experience.

### Tutoring Services

The CTLE offers a peer tutoring program to students at The University of Scranton to enrich their academic experience. The CTLE staff and peer tutors are available to assist students with any academic course and enhance skills such as test taking strategies, coping with test anxiety, organization and time management. The CTLE Learning Specialists will evaluate your request(s) and customize a tutoring program to meet your needs. Tutoring is free to any undergraduate and graduate student registered for classes at The University of Scranton. To request services, complete the Online Tutoring Assistance Request Form ([www.scranton.edu/ctle](http://www.scranton.edu/ctle)). You may also contact Mary Ellen Pichiarello (570-941-4039, [pichiarellm2@scranton.edu](mailto:pichiarellm2@scranton.edu), St. Thomas Hall 577) or Tom Leong (570-941-4139, [leongt2@scranton.edu](mailto:leongt2@scranton.edu), St. Thomas Hall 582E).



## **Reading Services**

The CTLE, through the Reading Specialist, offer individual assessment and tutoring to assist students at The University of Scranton, to develop and/or enhance effective reading comprehension strategies. The CTLE Reading Specialist will meet with you on a one-on-one basis to explore active reading techniques based on your learning style. Reading services are free to any undergraduate and graduate student registered for classes at The University of Scranton. To request services, complete the Reading Assistance Request Form ([www.scranton.edu/ctle](http://www.scranton.edu/ctle)). If you have specific concerns, you may call, e-mail or visit the Reading Specialist, Jim Muniz at 570-941-4218, or send e-mail to [munizj1@scranton.edu](mailto:munizj1@scranton.edu).

## **Writing Services**

As part of the CTLE, Writing Center services are included into the tuition costs of undergraduate and graduate students registered for classes at The University of Scranton. The Writing Center offers these students the opportunity to improve their writing skills. Our consultants will work with them on all aspects of writing, including planning and drafting, organizing ideas, revising for clarity and coherence, editing for correctness, working with and integrating sources, and much more. Students can meet with a writing consultant for one, for several, or for numerous sessions. Ideally, because the Writing Center provides a collaborative atmosphere that encourages students to think critically and independently and to learn the rhetorical strategies successful writers use, we encourage you to visit the Writing Center on an on-going basis.

To meet with a writing consultant, stop by during our regularly scheduled hours. You may also contact the Writing Center Coordinator, Mary Burkhart (570-941-7893, [burkhartm1@scranton.edu](mailto:burkhartm1@scranton.edu), St. Thomas Hall 581) or request an appointment by completing the Writing Assistance Request Form online.

## Academic Accommodations for Students with Disabilities

The pursuit of excellence, seeking to teach or learn to the best of one's ability, stand as a goal of Jesuit education. To promote this goal, the CTLE provides programs, services, and professional expertise that facilitate excellence in teaching and learning. Students with disabilities who desire to achieve excellence in learning will find professional staff at the CTLE eager to assist them.

The CTLE provides academic accommodations for students with documented disabilities in accordance with the ADA. These accommodations may include extended test taking time, computer use during testing, alternative test formats and readers. In order to receive disability-related accommodations and/or support services, the student must self-disclose the presence of a specific disability and provide the appropriate documentation to the CTLE. If the documentation supports the requested accommodation as reasonable, then the requested accommodations may be granted. Incomplete documentation may delay this important to keep in mind that despite the existence of a qualifying disability, the requested accommodations may be denied if they are determined to be unreasonable or inappropriate.

The Center for Teaching and Learning Excellence (CTLE) is the designated office that provides services to students with special needs who are enrolled at the University of Scranton. The CTLE reviews and maintains disability-related documents. An ADA committee certifies eligibility for services and determines academic accommodations, auxiliary aids, and/or services as mandated under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

Above information is compiled from CTLE web pages; for complete information, contact Mary Ellen Pichiarello at (570) 941 – 4039 or [pichiarellom2@scranton.edu](mailto:pichiarellom2@scranton.edu)

### Student Employment

The CTLE hires work study students for peer tutors, writing consultants, and technical consultants (TechCons). See website for applications. **Peer tutors** are students who assist other students with nay academic course and enhance skills such as test taking strategies, coping with test anxiety, organization, and time management. **Writing consultants** are students or adjunct faculty members who possess excellent written, verbal, and interpersonal skills. They assist faculty, staff, and students in improving their writing skills. **TechCons** are student technical consultants who are savvy with technology and web based design. They assist faculty members and students with the integration of technology into teaching and learning.

## **Student/Faculty Teaching Mentorship Program**

- The principle purpose of the Student/Faculty Teaching Mentorship Program (SFTMP) is to offer students the opportunity to be involved in faculty instructional activities. The SFTMP allows students to learn about college-level teaching in ways that transcend the traditional roles of faculty and students.
- The program is university-wide and covers all academic departments. Participation is open to undergraduate and graduate students in good academic standing. Although this program is offered on non-credit basis, students will receive transcript recognition for their participation. The SFTMP is administered by the Center for Teaching and Learning Excellence (CTLE) and the Registrar's Office.
- The Registrar's Office will inform the CTLE on how many students per faculty are participating each semester.
- The SFTMP supports quality instruction and encourages closer collaboration in the teaching enterprise.
- Collaborative efforts create an environment in which students and faculty can learn and dialogue about pedagogy.
- The SFTMP advances the goal of the Task Force on Ignatian Identity and Mission of "becoming a mentoring community."
- Faculty benefit from the collaboration with capable and motivated students.
- Students benefit both from experiencing what it is like to be a college teacher and from investigating a discipline in greater depth.
- Students find faculty sponsors to discuss the mentorship and teaching activities. If the student and the faculty member reach an agreement, they jointly complete a "Mentorship Contract" (see web page) detailing the nature of the teaching mentorship and the tasks involved.
- Students are required to commit a minimum of one term/semester to the CTLE. Work may continue beyond one term/semester, but students must register each term/semester. Students should expect to devote 60-90 hours per contract to teaching mentorship activities; however, the exact scheduling of the time may vary.

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## McGurrin Hall Second Floor

The Center is open Monday through Friday 8:30 a.m. to 4:30 p.m. (if earlier or later hours are required contact the Counseling Center for counselor availability). Call us at (570) 941-7620 or stop by to set up an appointment.

## General Information

The staff at the Counseling Center is available to any student of the University community for personal and confidential consultation as well as individual and group counseling.

Sometimes students have personal problems they may wish to discuss with a counselor. These may be related to the transition from high school to college or to decision-making regarding a variety of challenges that may occur in the life of a college student. Often finding ways to talk about the stresses of life can make the difference between an average college experience and an exceptional one.

All Counseling Center professional staff are licensed in psychology, counseling or social work and are available to help students make the most they can out of their years at the University. Supervised doctoral candidates/interns may also be available to work with students. Free, confidential individual and group counseling for students about such things as:

- Relationships, troubles with family, friends, or romantic partners
- Difficulties arising from diversity issues
- Major and/or career decision making
- Problems with food and nutrition
- Misuse of alcohol and other drugs
- Stress resulting from academic and/or social pressures
- Troublesome feelings such as anxiety, depression, loneliness, shyness, fear, and anger
- Loss of a loved one or other bereavement
- Sexual assault or harassment

Regardless of what type of emotional difficulties you are experiencing, concerned, understanding counselors are available for you at the Counseling Center.

## Emergency/Crisis Consultation

During office hours (Monday – Friday, 8:30 a.m. – 4:30 p.m., except during University observed holidays) call 941-7620 or drop by the Center; a counselor will be available within a few minutes to speak with you. After office hours, when classes are in session, you may speak with the counselor-on-call by calling Public Safety at 941-7777.

**WHEN A CRISIS CONSULTATION IS NEEDED AND CLASSES ARE NOT IN SESSION,  
CALL THE SCRANTON COUNSELING CENTER:**

**(570) 348-6100.**

The Center is not on 24-hour call from May graduation until fall semester classes resume; however, regular office hours are maintained (M-F, 8:30 – 4:30). They are also not on 24-hour call during University observed holidays and Fall and Spring Breaks.

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## An Academic Plan

Congratulations on your acceptance into this very challenging program! Although you will be expected to work hard in the next five years, the rewards will last your entire career. University academic work will likely be different than any other educational environment that you have encountered. Certainly the guidance and support from professors will always be available, but you will be expected to be responsible for your own learning.

*If we observe the process which we call instruction, we see two parties conjointly engaged- the learner and the teacher. The object of both is the same, but their relations to the work to be done are different... (The) essential part, the appropriation and assimilation of knowledge by the mind, can be performed by no one but the learner... (from which)... it follows that he is in the process of instruction is that of a guide, director, or superintendent of the operations by which the pupil teaches himself (Payne, 1883).*



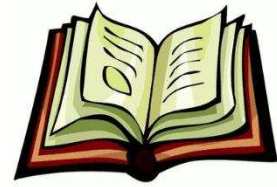
Now you are ready to implement an academic plan. This plan should include the following activities:

1. Attend every class session unless you are sick or have an official excuse.
2. Use a notebook or folder for each course.
3. Use a daytimer/iphone/ipad to record due dates for assignments, dates of quizzes and examinations, all appointments, and academic breaks!
4. Get all required textbooks for each course; read the assigned readings before each scheduled class session.
5. Keep all course handouts and notes; periodically review them.
6. Try to take thorough class notes, but do not let this distract you from listening to the instructor.
7. Participate in class discussions. Ask questions!
8. Do not wait until the day before a test or an assignment is due to study. As soon as you experience difficulty in your coursework, ask for a tutor.
9. Do not ask tutors to do your \_\_\_\_\_ for you. Know that your tutor cannot help you in one 'cram' session!
10. Organize your time so that you do not have to complete several major projects on the same day. Plan ahead and budget your time.
11. Get to know your teachers. Visit them after class or during their office hours if you are confused about course material, need guidance to complete a course assignment, or are doing poorly and need guidance to improve. You should also contact your teacher if you are dissatisfied with some aspect of the course,

interested in an aspect of the profession with which the instructor is familiar, or are especially pleased with the course.

12. If possible, get together at least once a week with a student in your class to review your course material. This can help you both see if you are on track.
13. Do not be afraid to ask for help or to admit failure. A problem cannot be solved if it is not acknowledged.
14. Study, study, study... make a schedule and stick to it!

Remember that the textbook is an essential ingredient in your education. Instructors carefully select texts to ensure that they provide relevant, timely and professional-level information. If you do not read your textbooks, then your education will not be complete. Most textbooks are arranged as a guide to take you from one important point to another. Thus, each book is a series of mental stepping stones leading to knowledge. The index, definitions, charts and tables, rules, and footnotes or endnotes all are part of the learning process. When you ignore them, you guarantee yourself not to fully comprehend the book's content. The following suggestions may help you better use your textbooks.



- Purchase required and recommended texts. Although texts can be expensive, they are often required in multiple courses and used during clinical fieldwork experiences (and in your post-graduation practice).
- Recognize the names of the authors and, if possible, something about them (they are our field's leaders).
- Briefly skim each book, paying particular attention to contents, chapter titles, section headings, tables, and illustrations.
- Think of your textbook as a cumulative knowledge to be learned and not as so many pages to be read or avoided.
- Remember that you are joining a profession which will require a solid broad-based, personal professional library.

Teachers, counselors, librarians, and other school staff members are academic resources. Listen to them and learn from them. Classrooms, libraries, auditoriums, and all other places students gather provide opportunities to learn. Be open to all.



In summary, the three basic tools of education are (1) time, (2) teachers, and (3) books/resources. You must learn to use these tools correctly. Good students are made by proper and continuous study; they are not 'born students'. There is no shortcut to academic success. You must have an academic plan – a carefully worked out strategy for success.

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## Time Management

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*No one will get more work done than you because he or she has more time.*

Everyone has the same amount of time each week – 168 hours. How you use your time will determine how successful you will be as a student. Time is easy to waste and difficult to control. A key to academic success is learning to manage your time. By acquiring this skill early, students will be prepared for success before and after graduation.

There are many helpful ideas and techniques for successful time management. Listed below is a summary of some of them. Not all of the items on the checklist may pertain to you. As you read through them, put a checkmark beside each item in which you need to improve. Then try to practice the suggested time management techniques.

1. Decide to get organized. Have you said to yourself that you have got to get organized, but nothing happened? In all probability nothing happened because you didn't make a conscious decision that getting organized is really important. You have got to convince yourself that time management in academics is essential to your success. First, you must believe in academic time management.
2. Analyze your time habits. Find out how you really spend your time. This can be done by keeping track of everything you do in a selected week. Jot down your exact academic activities in time units, e.g. every 15 minutes, 30 minutes, or hour write down what you have done. At the end of the week, analyze how you spent your time. Ask yourself how



much each of the activities contributed to academic goals you considered important. Rate the activities on a scale ranging from 1-10, with 10 being the most helpful activities and 1 being the least helpful. This can allow you to get in touch with your good and bad study habits.

3. Devise a schedule. Near the end of each day, write down the things you plan to do the next day. List high priority things at the top of your list and low priority things at the bottom. Do not include the time-wasters you uncovered when you analyzed your time habits. Cross off each item as you complete it. Try to finish your top priority items before moving to low priority items. The key is to set priorities for your time and energy.
4. Set deadlines. If you believe in the importance of the various tasks you set out to complete, this will motivate you to do them. Set realistic deadlines for yourself, but stay flexible. If your schedule calls for accomplishing a difficult task and you don't have the energy or resources to do it, move to another priority item. A change in your schedule may energize you. When your energy is low, it is better to do routine rather than difficult tasks. You can do certain things better at certain times. Learn to recognize when your moods, feelings, and academic energy levels are high or low, but do not allow this to be an excuse for doing nothing.
5. Make a time goal plan. It is not very helpful for you to decide to "get a lot of work done" unless you decide on getting specific work done. Try to finish each task within the projected period. Do not abandon your plan merely because the material is difficult. This is a sign of a poor academic plan.
6. Do not over plan. One of the common mistakes students make is to assume that they can do more in a given time period than they actually can. When this happens, you are likely to panic and rush through things without doing anything adequately. It is important that you are realistic about your abilities and what you can do within a given amount of time.
7. Know your best work time. Some people are 'early birds', others are 'afternoon cats,' and others are 'night owls', when are you in top academic form? Try to devise your study schedule during your most efficient time. For example, if you are a morning person, try to get up early enough to do most of your studying.
8. Cancel your schedule sometimes. Sometimes you may have to put forth a superhuman effort to complete an assignment. This requires long hours and little relaxation. Do not make this a habit, but realize that cram sessions are used for academic survival by even the best students. Provide balance in your schedule. If you alter or cancel it to cram in work, do the same thing for relaxation and recreation. A good rule of thumb is to always find something fun to do during your school year.
9. Use waiting time. Waiting is an aspect of life. We are always waiting for someone or something. If you plan ahead, you can use this time to read assignments, write and revise reports, and revise your schedule. Do not use waiting as an excuse to avoid class assignments. The longer you wait to start or finish projects, the less likely it is that you will finish them. By forcing yourself to use waiting constructively, you allow studying to become a habit. Do not wait for an external inspiration to use waiting time. Be your own inspiration.



10. Do not live in the past. Past mistakes are valuable lessons to be learned from, but you cannot change the past. You may be able to do better today and tomorrow. You will never know if you do not try. Too much mental replaying of academic failures can lead to a negative attitude about school. Focus on your strengths. Do not be afraid to make mistakes- learn from them.

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## Effective Listening and Note Taking

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The average student spends about 5 percent of his or her classroom time talking, 10 percent writing, 30 percent reading, and 55 percent listening. These statistics clearly show why you would be wise to develop your listening skills before you take notes of class lectures. The most important act in effective listening is to avoid or resist distractions. You should give your teacher your full attention when he or she is talking. If there is something which distracts you from listening, recognize it and deal with it. The purpose of listening is to pick out the who, what, where, when, why, and how facts in lectures. To do this, must pay attention.

Listening is difficult because, unfortunately, most of us learn to tune out other people, especially people who are trying to teach us something. Thus, we are easily distracted because we want to be. And we sometimes distort teachers' messages because we want to. An old saying goes something like this: "I know you think you understand what I said, but what you said is not what I meant." Too many students get low grades because of misunderstood lectures. The following guide to effective learning can help you to understand teachers.

1. Become interested in the subject. Your listening effectiveness is increased when you are interested in what is being discussed. As you listen to a class lecture, be alert for information that may be useful to you. Bits and pieces of information can add up to total comprehension of a course.
2. Become an active listener. Effective teachers have an organization to what they say. There is usually a beginning, middle, and an end to each of their lectures. Sandwiched between these parts are the data relevant to passing the course. The essential aspects of a lecture are found not only in verbal communication, but also in the teacher's nonverbal messages. Nonverbal communication includes gestures, tone and volume of voice, eye contact, and body positions. You must learn to 'hear' with your eyes as well as your ears when attending a lecture.
3. Listen for ideas. Good listeners focus on important ideas; they do not try to memorize all of a lecture.
4. Be prepared. Review the designated readings, and previous notes you have taken before coming to the lecture.

5. Be flexible. When recording what you hear, shift your method of making notes to fit the teacher's method of delivery. Lectures can be outlined, captured with a few key words or phrases, or copied almost word-for-word.

A good listener does not call a course 'uninteresting'. There is interesting, usable information in all courses. Your challenge is to find it. Once you learn to listen, you will be able to take good notes. You should try several forms of note taking so that you can select the appropriate ones for your courses. Teachers use different types of organization for their lectures, and it may be more helpful for you to vary your note style accordingly. Generally, your notes should be legible, brief, and as comprehensive as possible. Do not make the mistake of writing down only the things you do not understand. Your notes should include familiar and unfamiliar material.

Good notes require selection and organization. First, you must select the statements that are most essential to your understanding the material. Second, you must organize these statements into a system of ideas that will make sense to you at a later date. This is the process of making good notes as opposed to taking good notes. The following activities will improve your note-making skills.

1. Prepare to listen.
  - Read the previous lecture notes before going to class.
  - Read the assignment for which the lecture is to be given.
  - Formulate questions you want answered.
  - Take all the material you need to class, e.g. notebook, pencils and pen, and textbooks.
  - Use a pen to make your notes.
  - Arrive early, sit where you can see the teacher and the chalkboard, and where you can be seen and heard.
2. Listening-Writing
  - Listen critically to all that is said and sort out main ideas.
  - Know the teacher's values.
  - Separate your thoughts and opinions from the teacher's.
  - Write neatly and abbreviate freely.
  - Copy everything that your teacher writes on the board.
  - Ask for clarification if you do not understand material.
3. Review
  - Immediately after class, review your notes and fill in missing data.
  - If necessary, reorganize and rewrite your notes. Doing this within the first 24 hours after class will significantly improve your retention and is an excellent study strategy.
4. Security
  - Date all of your notes. Loose leaf papers, once dropped, can be chaotic to reorganize.

- Record your name and phone number in **all** notebooks. Losing a notebook can be devastating and will take tremendous effort to replace. Your second edition will never be as good as your first!
- Keep course notes together. Towards the end of the course, you will notice that your collection of notes is as valuable as any textbook.
- If you don't understand what is being said in class, even after asking a question, leave a blank space in your notes and write down a few key reference words. Clarify the topic later with the teacher, a classmate or your textbook and re-write your notes.

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## Preparing For and Taking Tests

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Tests can give you a measure of your academic strengths and weaknesses. By reviewing your mistakes, you can devise a plan for study that will reduce or eliminate errors in future tests. Preparing for tests involves scheduling your time and making sense of course material. Listed below are some proven strategies for successfully getting ready for tests.

1. Learn to pick out the most important course material. Examples of typical important items are: theories and facts, vocabularies, general principles, rules, formulas, experimental conclusions, and historical sequences. You must be able to differentiate between fact and opinion. It is also wise for you to give attention to material emphasized by italics, boldface, question marks, and summary paragraphs.
2. Make up your own questions to predict test questions. This requires that you understand how your teacher thinks and what he or she considers important. Don't try to create easy questions; they are seldom the ones on the test.
3. Review and, if necessary, reorganize your course notes. Try to divide your notes into units that are easy to remember. For example, in anatomy your notes can be divided into: body systems or muscle groups.
4. Read end of chapter questions. These exercises will get you into the process of responding to course-related questions. Know what your teacher expects when the question says: define, explain, diagram, illustrate, compare and contrast, describe, interpret, and enumerate.
5. Review your most difficult subjects first. This will relieve your mind so that you do not feel anxious when reviewing less difficult subjects.
6. Ask for help before the examination. If you wait until the examination has begun before you ask your teacher or a classmate for help, it is too late. There is ample time before each examination to get help with course material.
7. Remember that passing an examination will be the outcome of acquired knowledge, not luck. Good grades are not accidental or a matter of luck.

8. Make sure you know where the examination is to be taken, when it is to be taken, and what you are expected and allowed to bring. Get there early and with the appropriate materials.

Because forgetting occurs quickly after lectures, you should begin the review immediately after each lecture. It is advisable to spread your review times so that no single review becomes psychologically unnerving and physically draining. The sheer amount of material covered in most mid-term and final examinations often leads to procrastination. The all too common pre-test cramming sessions will tire you so much that you will not be alert during the test. Below is a summary of proven review principles.

1. Spaced review periods are more effective than one concentrated review. Properly spaced time intervals will allow you to assimilate and organize course materials. Start your review with the first class assignment.
2. Draft a fairly rigid review schedule. By making out your schedule in advance and following it, you will be able to see your progress. This will also help to prevent procrastination.
3. Study alone for the major portion of your review. Studying with other persons can result in focusing only on materials they are uncertain about. If you must study with someone, carefully select your topics and study mates.
4. Understand what you are studying. Only by understanding what you are studying can avoid resorting to sheer memorization. You should strive to learn the material. This is vital in OT for competent practice is based upon integration and application of knowledge.
5. Study selectively. You have a limited amount of review time and it can be used best by determining the highlights of the topics under review.
6. Read selectively. Read only the portions of material which are vague in your mind or information which needs reinforcement by additional reading. Do not reread every word.
7. During the review, maintain your usual eating, sleeping, and exercise habits. Disturbance of these habits can result in confusion and fatigue.
8. Cut back on your recreational activities and keep them to a reasonable minimum. It is not wise to eliminate recreation, but it can be reduced during this period.

## Taking Tests

If you are not relaxed and self-confident, answers to difficult questions will come and go without you recognizing them. If you are unable to answer a question after reading it twice, move on to the next question. Continue this process until you have read each question twice and answered as many as you can. Repeat this process as many times as you can before you have to start guessing. Budget your time carefully.

### *Unless Told Otherwise, Answer All the Questions*

Most test grades are based on the total number of corrected answers. If there is any penalty for guessing, it will be part of the directions. Where there is no penalty for guessing, answer all questions. If you do not answer a question, you guarantee yourself no credit for it, whereas you may increase your score by guessing at answers.

### *Check Your Answers Carefully Before Turning in the Examination*

One careless answer can be the difference between an A or B grade, while several careless answers can be the difference between passing and failing. A word of caution is in order: in most instances, your first answer is correct. This is especially true for multiple-choice, true-false, matching, and fill-in questions. Therefore, you should change an answer only when you feel reasonably sure it is incorrect.

### *Ignore Other Students Taking the Test*

Do not race with other students to finish the test. The quickest students are not always the highest scoring students. In fact, a large percentage of low-scoring students finish tests early. Be concerned about how you use your time, not how fast or slow other people are when they take tests. You are responsible for yourself.

### *Objective Test Checklist*

1. Find out exactly how much time you have; estimate the amount of time to be spent on each question.
2. Read directions and listen to verbal comments about directions.
3. Skim the whole examination before giving it a quick, thorough reading.
4. Answer all the questions you are sure of first.
5. When a paragraph is given, read it through. Do not skip from a sentence in the paragraph to the answers below.
6. In multiple-choice questions, first cross out the obviously incorrect answer, then make your choice from the remaining ones.
7. If you narrow your answer to two choices, it is
8. usually better to guess than to not answer the question. Do not guess if there is a severe penalty for wrong answers.
9. Absolute words (never, always, none, and all) often make a false statement.
10. When answering completion questions, try to insert the technical terms or key phrases exactly as they appear in the textbook.
11. Change an original answer only if you have a strong hunch it is wrong.

## *Essay Test Checklist*

Check all of the steps you take when completing an essay test.

1. Budget your time for each question in proportion to the value of the answers.
2. Read all the directions carefully and reread portions that are unclear.
3. Read the entire examination before writing answers to questions.
4. Be sure you know what is meant by directional words such as define, compare, discuss, and explain.
5. Begin with the easiest question first.
6. Before starting to write the answers, make an outline of major and secondary points.
7. Underline or star key words or phrases in each question.
8. If there are relationships between questions, point them out.
9. If you do not know the answer to a question, try to reason it out.
10. If you run short of time, outline the remaining questions or present partial answers rather than leave the questions unanswered.
11. Check your paper thoroughly and correct all errors in spelling, punctuation, and grammar before turning it in.

## *True-False Questions*

True-false questions have only one correct answer. They cannot be both true and false. If they are, the question is invalid. A good rule to follow is to assume that each question is true until you convince yourself that it is not. Here, too, absolute statements (always, ever, etc.) are likely to be a clue that the question is false. Dissect each question into as many parts as it has to determine if all parts are true. In order for a statement to be true, all of its parts must be true. If you are not sure whether a statement is true or false, but it could be either true or false depending on interpretation, select an answer and write your reason for it. It may also be helpful for you to circle or underline words or phrases which you believe make the statement false. In the end, you should answer each question according to the best interpretation you can make.

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## Writing Papers

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Your purpose in writing and the needs of the teacher will place limits on you. Teachers differ in terms of their expectations for written papers. If you are unclear about a written assignment, ask your teacher the following questions:

1. When is the paper due? Do not be penalized for turning your paper in late. It is your responsibility to have papers ready when they are due.
2. What are acceptable topics for the paper? Some teachers will allow you to write about any topic; others assign topics. Make sure you focus on an approved topic.
3. In what format must the paper be written? Do not risk getting a low grade because your papers does not conform to a teacher's expected format, e.g. headings, margins, reference notations, etc.
4. How many pages long must the paper be? A good paper is like a good swimming suit: it is long enough to cover to the subject and short enough not to be boring.

Shortly after you receive an assignment, you should calculate how much time you have before it is due. Based on the perceived difficulty of the assignment, availability of material, and other school assignments, you should plan your paper in five stages.

1. Organize your thoughts.
2. Collect information.
3. Write a draft of the paper.
4. Revise the draft.
5. Polish the revision.

Below is a checklist for writing good papers.

### MAIN GOAL

1. Try to communicate clearly and effectively in each paper.

### CONTENT

1. The content must be worth communicating to the reader.
2. Do your best to make each paper interesting for the reader.
3. Use only content which is related to your thesis statement.
4. Use facts and good logic to support your generalizations.
5. Use specific details to communicate exactly what is in your mind.



## ORGANIZATION

1. Each paper should have a thesis that states the main idea you wish to communicate.
2. Each paper should have an introduction, middle and a conclusion.
3. Each paper should have several clear main points to support your thesis.
4. These points are arranged so that the most important one comes last.
5. Each of your paragraphs should be organized around a good topic sentence.

## CORRECTNESS

1. Check for errors in grammar and punctuation, especially those which might confuse the reader.
2. Write complete sentences and do not run any sentences together.
3. Check your spelling.
4. Check references and footnotes or endnotes for accuracy.
5. Type papers or have them typed, and then proof read them carefully.

## STYLE

1. Check for awkward and unclear writing which might not communicate your thoughts.
2. Use a dictionary or a computer spell check to check any doubtful word selection.
3. Sentences should be varied so that they will not be monotonous to read.
4. Write long sentences only if you can control them.
5. Try to express your ideas honestly, directly, and concisely.

Ask a friend to review your paper. This will serve as a check against your own review. As your friend to answer honestly the following questions:

**Purpose:** Is the purpose stated clearly? If so, is the clarity attained through a logical development of the subject?

**Assumption:** If assumptions are stated, do they appear to be reasonable?

**Objectivity:** Are all issues explored with reasonable impartiality? Is there an objective appraisal of alternatives, and does it result in the best choice or final position?

**Credibility:** Are the arguments supported by facts? Are the facts interpreted logically? Are the conclusions drawn from arguments presented in the paper?

**Conclusion:** Do conclusions flow logically from the body of the paper?

**Style:** is the paper written well and grammatically correct?

If friends critique your paper, do not become defensive. Thank them; they are doing you a favor. Do not argue with them if their opinion differs from your own. It is your job to convince a reader to like what you have written. This is done by putting your best thoughts in the paper.

2. Payne, J. (1883) *Lectures on the Science and Art of Education*, Boston: Willard Small.

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The University of Scranton  
Department of Occupational Therapy

## **Fieldwork**

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General Information

Clinical Objectives

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Level I Clinical Assignments

Assessing Fieldwork Performance

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# General Information

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## *Purpose*

Fieldwork is a full-time clinical experience that is designed to provide opportunities to integrate academically acquired knowledge with practice. Supervised clinical experience is an integral part of both the educational process and a setting in which to students will refine their skills of observation, evaluation, treatment planning and implementation, documentation, and communication. Level I Clinicals and Level II Internships compliment academic learning by offering additional opportunities for: growth, learning to apply knowledge, developing and testing clinical skills, and validating and consolidating those functions that comprise professional competence.

## *Requirements*

### *Level I Clinicals:*

Level I fieldwork is designed to enrich didactic course work through directed observation of and possible participation in selected aspects of the occupational therapy or therapeutic process. ACOTE standards (2013) describe the goal of Level I fieldwork “to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of the clients.” Level I fieldwork may include experiences related directly to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Populations may include well or disabled populations, age-specific or diagnosis-specific clients.

Students in the University of Scranton’s Occupational Therapy program are required to complete three two-week Level I Clinical experiences. Designed to complement the curricular design and philosophy of the program, each of the required three Level I Clinical experiences immediately follows its related practice course. This provides students with an opportunity to apply knowledge to practice. [Please see *The Curriculum* regarding the usual schedule for Level I Clinicals. Information pertaining to the assignment process is provided later.] Level I Clinicals are two weeks in length and, according to ACOTE, shall be supervised by qualified personnel including, but not limited to, certified occupational therapists, certified occupational therapy assistants, teachers, social workers, nurses, and physical therapists. [Objectives for Level I Clinicals are listed below. Student performance of these objectives is monitored via the Clinical and Professional Evaluation (see forms).]

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# Clinical Objectives

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***Level I Clinicals-*** Under direct supervision of the clinical supervisor the Level I student will:

- A. Demonstrate interpersonal skills and professional behaviors necessary for effective communication and interaction.
- B. For OT 380 Pediatric Level I Clinical Only: Develop increased understanding of child development and the impact different variables may have on typical development.
- C. Develop increased awareness of relevant diagnosis and disabilities, including the impact of disability on family functioning and lifestyle.
- D. Begin to integrate and apply theoretical concepts to practice settings.
- E. Begin to identify and respond to personal, professional, and ethical issues related to practice.
- F. Develop improved observation skills and ability to identify developmentally appropriate assessment tools/strategies for relevant populations.
- G. Gain first hand knowledge of other disciplines through observation, communication, and participation as an educational/or health care team member.
- H. As appropriate to the setting and as opportunity is available, develop basic skill and confidence in administering selected assessments.
- I. Begin to analyze evaluation results and develop understanding of the evaluation process and its relationship to treatment long and short term goals.
- J. Increase knowledge in the planning and implementation of effective treatment programs to achieve set goals that are congruent with client and/or family priorities.

- K. Become familiar with the clinic's format for documentation of progress notes and evaluations as appropriate.
- L. Investigate the range of service delivery models available in related occupational therapy practice.
- M. Gain an appreciation for the role that local, state, and national regulations play in service delivery and funding.
- N. Anticipate planning for the needs of the client over the lifespan using an approach that is developmental, holistic and humanistic in nature.
- O. Gain insight into implementing treatment and making changes in treatment or objectives according to the client's progress or regression.
- P. Become familiar with the safety and health procedures of the setting, the proper use of supplies/equipment, and contribute to keeping the clinic/classroom organized.

### ***Level II Internships:***

Fieldwork is a time to begin to develop a sense of confidence and assertiveness as a therapist and to integrate awareness of self as an individual with the new role of a professional person. You are not expected to function as a therapist at the start of your internship. Your supervisor and others should recognize you as an individual who is in the process of *becoming* a therapist: still learning, needing to ask questions and seeking assistance, someone who might make mistakes. It is equally important that you recognize this and do not place unreasonable and unrealistic demands on yourself. By the **end** of Level II Internships, you should be performing at or above the Level of an OTR as described in the *Entry-Level Role Delineation for OTRs and COTAs* document.

All students are required to complete a minimum of six months of full time Level II fieldwork in a facility approved by the Department. To ensure continuity of application of academic concepts, and to meet AOTA standards, all fieldwork must be completed within 24 months following completion of academic preparation. University of Scranton students are required to complete two three month Internships (please see the Curriculum for typical scheduling of fieldwork). Internship assignment procedures are described in the course syllabus and in this manual. According to ACOTE standards, supervision shall be provided by a certified occupational therapist with a minimum of 1 year experience in a practice setting.

The curriculum design and statement of mission of the Program are reflected in the following Level II Internship Objectives.

## *Level II Fieldwork Objectives*

1. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience (entry level competence is defined as achieving the minimal passing score or above on the ***AOTA Level II Fieldwork Evaluation***).
2. Student will demonstrate professional behaviors as indicated on the ***Professional Development Assessment*** (PDA) form. Competency demonstrated by achieving at least the minimum passing score on the PDA.
3. Student will follow all policies and procedures as directed by the fieldwork site and The University of Scranton Occupational Therapy Department.
4. Student will actively participate in the supervisory process to receive feedback and guidance in order to evaluate personal skills in providing direct service and clinical reasoning.
5. Student will plan and implement treatment/intervention plans that address the person, occupation, and environment issues presented by the client.
6. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various theoretical models in Occupational Therapy practice.
7. Student will (as appropriate) supervise other non-professional staff, such as aids and/or volunteers.
8. Students will be aware of the value of research as a means to improve and validate the occupational therapy treatment process. Review and critique of current research literature and identification of relevant research issues is included. The student should be self-directed in his or her use of supplemental learning resources throughout the internship.

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# Fieldwork Assignments

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## **Fieldwork Placement**

Responsibility and authority for scheduling fieldwork experiences lies with the Department of Occupational Therapy. However, students will be involved in selection of fieldwork placement to the greatest extent possible. Inform the Academic Fieldwork Coordinator (AFWC) of your preferences by completing the Clinical Assignment Preference Sheet (see Forms); be sure to submit it by the announced deadline. Special needs such as geographical location, family issues, etc, will be given careful consideration. The student is obligated to accept the assigned placement as scheduled. Dates for beginning and ending Fieldwork are arranged by the AFWC with the clinical site. Changes must be processed through the AFWC office. Check the course syllabus for each clinical and internship as it contains important information about fieldwork placement.

## **Considerations...Where Should I Go?**

First and foremost, thoughtfully consider your own learning style. Does the practice area of the facility you are considering match your own learning needs and interests? A good match will help ensure a more optimal learning experience.

Check the Student Fieldwork Files (located in the Occupational Therapy office). These files contain any information the site has provided as well as feedback if students have completed fieldwork there previously. Keep in mind that each student is unique and their individual experiences may vary greatly. Additionally, Fieldwork Educator/Supervisors change frequently.

Research new sites. You may learn of a new facility that you feel would be a great learning opportunity. Remember that each new site must be approved by the Department and the site must enter into a contractual agreement with the University- this process can be a very lengthy one! Students listing a new site on their preference sheet must provide the facility name, phone number and contact person (if known). Students should not contact the facility!

Finally, do you have safe, stable housing near and reliable transportation to the Fieldwork Site? These are essential student responsibilities.

The AFWC begins selecting students for Fieldwork Sites based on the following criteria:

1. Timely submission of the student requests and needs using the Clinical Assignment Preference Sheet.
2. Fieldwork Site requests and needs.
3. 'Fit' between the student's request and needs and the Site's requests and needs.

### **Changes to Fieldwork Assignments**

Changes of any kind in clinical assignments after placement has been confirmed will be considered only in extreme circumstances. And must be handled through the AFWC. Students have a period of one week (5 working days) after the assignment is given to contact the AFWC with requests for change in assignment due to emergencies. Non-emergency requests for change in placement already scheduled must be made at least three months in advance, in writing. After considering the request and its implications, the Department will determine if a change is indicated and possible without inconvenience to the Fieldwork site. If a student unilaterally cancels a placement, the Department is not obligated to reschedule it.



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## Fieldwork Syllabi

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Please refer to the following pages for all Fieldwork syllabi. A course syllabus is provided to the Fieldwork site in advance of student attendance. It is important for students to be familiar with the information, requirements and expectations contained in the syllabus. While it is impossible to know exactly what each experience will entail, reviewing the syllabus in advance will help you to be more prepared for your Clinical or Internship.

University of Scranton  
Department of Occupational Therapy

OT 380-OT Level I Clinical I –Pediatrics

**Course:** 1 Credit. Two weeks full-time or equivalent.

**Required Readings:**

Department of Occupational Therapy Student Manual – Fieldwork Section

**Recommended References:**

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3<sup>rd</sup> ed.). *American Journal of Occupational Therapy*, 68, S1-S48.

Batshaw, M., Pellegrino, L., & Rozien, N. (2007). *Children with disabilities* (6<sup>th</sup> ed.). Baltimore, MD: Paul H. Brookes.

Case-Smith, J. & O'Brien, J. (2010). *Occupational therapy for children* (6<sup>th</sup> ed.). Maryland Heights, MO: Mosby Elsevier.

**I. Course Description:**

Directed observation and supervised participation in the therapeutic process in pediatric/developmental disabilities settings. Emphasis is placed on the integration of occupational therapy theory and practice. Prerequisite: OT 346, OT 356, OT 360.

**II. Relationship to Curriculum Design:**

This course builds on and integrates knowledge from prior Occupational Therapy foundational courses (OT 141- Theoretical Concepts, OT 240-Activity Analysis I, PSYC 221- Childhood and Adolescence, OT 346-Pathological Conditions, and in the Occupational Therapy Practice Framework (Assessment and Intervention) course OT 360- OT Practice I Pediatrics). It provides the opportunity for students to observe children and adolescents under the guidance of a supervisor. In keeping with the Occupational Therapy curriculum's sequential design (with practical application following theoretical foundation), it is strategically placed immediately after OT Practice I Pediatrics to ensure better integration of classroom learning. Also in accordance

with the design of the curriculum, which recognizes developmental learning, the Level I experience is designed to be introductory in nature. Emphasis is placed on student performance in areas of professional development and on understanding meaningful occupations of childhood and adolescence. Students are not expected to become proficient in clinical knowledge and skills needed for entry level practice. Active learning is facilitated through learning assignments designed to deepen knowledge acquired through directed observation. Mentorship is provided during this course through consistent availability of the academic clinical coordinator and the facility supervisor, who provide assistance with any issues or concerns that may arise from the experience. A debriefing session held after the affiliation provides further mentorship as faculty help students to reflect upon and integrate their experiences with material learning in previous courses.

### **III. Course Objectives:**

According to the Standards for an Accredited Education Programs for the Occupational Therapist, Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association, Inc. (AOTA), the goal of Level I Fieldwork is to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding the needs of clients. The following course objectives are designed toward that end.

#### **Under direct supervision of the Facility Supervisor, the Student will:**

- A. Demonstrate interpersonal skills and professional behaviors necessary for effective communication and interaction.
- B. Develop increased understanding of child development and the impact different variables may have on typical development.
- C. Develop increased awareness of pediatric diagnosis and disabilities, including the impact of disability on family functioning and lifestyle.
- D. Begin to integrate and apply theoretical concepts to practice settings.
- E. Begin to identify and respond to personal, professional, and ethical issues related to practice.
- F. Develop improved observation skills and ability to identify developmentally appropriate assessment tools/strategies for the pediatric population and their families.
- G. Gain firsthand knowledge of other disciplines through observation, communication and participation as an educational/or health care team member.
- H. As appropriate to the setting and as opportunity is available, develop basic skill and confidence in administering selected pediatric assessments.

- I. Begin to analyze evaluation results and develop understanding of the evaluation process and its relationship to treatment long and short term goals.
- J. Increase knowledge in the planning and implementation of effective treatment programs to achieve set goals that are congruent with family priorities.
- K. Become familiar with the clinic's format for documentation of progress notes and evaluations as appropriate.
- L. Investigate the range of service delivery models available in pediatric occupational therapy practice.
- M. Gain an appreciation for the role that local, state, and national regulations play in service delivery and funding.
- N. Anticipate planning for the needs of the client over the lifespan using an approach that is developmental, holistic and humanistic in nature.
- O. Gain insight into implementing treatment and making changes in treatment or objectives according to the client's progress or regression.
- P. Become familiar with the safety and health procedures of the setting, the proper use of supplies/equipment, and contribute to keeping the clinic/classroom organized.

*Clinical sites collaborate with the University to establish clinical objectives; hence, there may be some variation in implementation of objectives between sites. Students will be informed of specific site differences as required.*

#### **IV. Teaching/Learning Experiences:**

Students will be required to observe (and possibly participate in) hands-on, directed pediatric evaluation, program planning, and intervention. Experiences will vary depending on the clinical/educational site.

#### **V. Evaluation Methods:**

- A. OT 380 is a one-credit course. You will be expected to be at your clinical/educational site for approximately two weeks full-time (or equivalent). The exact dates of your clinical experience will be determined by the Department and Facility Supervisor. Students must be officially registered for OT 380 prior to beginning the clinical.
- B. Attendance: Students are expected to attend and be on time for all scheduled clinic days. Work hours will be determined by the placement site. In the event a student is unable to attend any scheduled time, they are required to immediately

notify their Facility Supervisor and the University's Academic Fieldwork Coordinator. If students are aware in advance of an anticipated absence, they must receive approval from their Facility Supervisor and reschedule work time to make up for time missed.

- C. Assignments: Students are expected to complete any and all homework assignments or reading required by the Facility Supervisor within the time frame specified (see attached listing for a description of recommended and optional assignments).
- D. Academic and Clinical professional Integrity: The Department of Occupational Therapy adheres to the University Academic Code of Honesty, and expects students, staff, and faculty to follow the guidelines. Additionally, Occupational Therapy students are required to adhere to the American Occupational Therapy Association Code of Ethics (2005) and the appropriate state Code of Ethics. The University of Scranton holds professional liability insurance for its Department of Occupational Therapy students and staff.

**Grading Policy:** All students will be evaluated by their Clinical Supervisor(s) with the Department's Clinical and Professional Evaluation Form. Both student and supervisor are required to sign this assessment, and the completed form will be returned to the Department's Academic Fieldwork Coordinator. Student's assessment score must be within the criterion range (as described on the form) in order for the student to receive credit for the course. Grading mode for this course is 'Credit-Satisfactory' or 'No Credit'.

University of Scranton  
Department of Occupational Therapy

OT 381-OT Level I Clinical II –Psychosocial Rehabilitation

**Course:** 1 Credit. Two weeks full-time or equivalent.

**Required Readings:**

Department of Occupational Therapy Student Manual – Fieldwork Section

**Recommended References:**

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3<sup>rd</sup> ed.). *American Journal of Occupational Therapy*, 68, S1-S48.

American Occupational Therapy Association. (2010). Occupational therapy services in the promotion of psychological and social aspects of mental health. *American Journal of Occupational Therapy*, 64.

American Occupational Therapy Association. (2010). Specialized knowledge and skills in mental health promotion, prevention, and intervention in occupational therapy practice. *American Journal of Occupational Therapy*, 64.

American Psychiatric Association. (2014). *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> ed.) Arlington, VA.

Bruce, M. & Borg, B. (2002). *Psychosocial frames of reference: Core for occupation-based practice*. Thorofare, NJ: Slack.

Cara, E. & MacRae, A. (2005). *Psychosocial occupational therapy: A clinical practice* (2<sup>nd</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.

Hemphill-Pearson, B. (2007). *Assessments in occupational therapy mental health: An integrative approach* (2<sup>nd</sup> ed.). Thorofare, NJ: SLACK, Inc.

## **I. Course Description:**

Directed observation and supervised participation in the therapeutic process in psychosocial rehabilitation setting. Emphasis is placed on the integration of occupational therapy theory and practice. Prerequisite: OT 347, OT 361, OT 380.

## **II. Relationship to Curriculum Design:**

This course builds on and integrates knowledge from prior Occupational Therapy foundational courses (OT 240/241 – Activity Analysis I/II, PSYC 221- Child and Adolescence, PSYC 222- Adulthood and Aging, OT 346/347- Pathological Conditions I/II, and Occupational Therapy Practice (Assessment and Intervention), OT 361- OT Practice II (Psychosocial Rehabilitation). It provides the opportunity for students to observe clients in a community psychosocial rehabilitation service setting under the guidance of a supervisor. In keeping with the Occupational Therapy curriculum's sequential design, (with practical application following theoretical foundation), it is strategically placed immediately after OT Practice II Psychosocial Rehabilitation to ensure better integration of classroom learning of classroom learning. Also in accordance with the design of the curriculum, which recognizes developmental learning, the Level I experiences is designed to be introductory in nature. Emphasis is placed on student performance in area of professional development and on understanding meaningful occupations of clients with psychosocial needs. Students are not expected to become proficient in clinical knowledge and skills needed for entry level practice. Active learning is facilitated through learning assignments designed to deepen knowledge acquired through directed observation. Mentorship is provided during this course through consistent availability of the academic clinical coordinator and the facility supervisor, who provide assistance with any issues or concerns that may arise from the experience. A debriefing session held after the affiliation provides further mentorship as faculty help students to reflect upon and integrate their experiences with material learned in previous courses.

## **III. Course Objectives**

According to the Standards for Accredited Education Program for the Occupational Therapist, Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association, Inc. (AOTA), the goal of Level I Fieldwork is to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients. The following course objectives are designed toward that end.

### **Under direct supervision of the Facility Supervisor, the Student will:**

- A. Demonstrate interpersonal skills and professional behaviors necessary for effective communication and interaction.
- B. Develop increased awareness of psychosocial diagnosis and disabilities.
- C. Begin to integrate and apply theoretical concepts to practice settings.

- D. Begin to identify and respond to personal, professional, and ethical issues related to practice.
- E. Develop improved observation skills and ability to identify developmentally appropriate assessment tools/strategies for psychosocial clients and their families.
- F. Gain firsthand knowledge of other disciplines through observation, communication and participation as an educational/or health care team member.
- G. As appropriate to the setting and as opportunity is available, develop basic skill and confidence in administering selected psychosocial assessments.
- H. Begin to analyze evaluation results and develop understanding of the evaluation process and its relationship to treatment long and short term goals.
- I. Increase knowledge in the planning and implementation of effective treatment programs to achieve set goals that are congruent with client priorities.
- J. Become familiar with the clinic's format for documentation of progress notes and evaluations as appropriate.
- K. Investigate the range of service delivery models available in psychosocial occupational therapy practice.
- L. Gain an appreciation for the role that local, state, and national regulations play in service delivery and funding.
- M. Anticipate planning for the needs of the client over the lifespan using an approach that is developmental, holistic and humanistic in nature.
- N. Gain insight into making changes in treatment objectives according to the client's progress or regression.
- O. Become familiar with the safety and health procedures of the setting, the proper use of supplies/equipment, and contribute to keeping the clinic organized.

*Clinical sites collaborate with the University to establish clinical objectives: hence, there may be some variation in implementation of objectives between sites. Students will be informed of specific site differences as required.*

#### **IV. Teaching/Learning Experiences:**

Students will be required to observe (and possibly participate in) hands-on, directed psychosocial evaluation, program planning, and intervention. Experiences will vary depending on the clinical/educational site.



## V. Evaluation Methods:

OT 381 is a one-credit course. You will be expected to be at your clinical/educational site for approximately two weeks full-time (or equivalent). The exact dates of your clinical experience will be determined by the Department and Facility Supervisor. Students must be officially registered for OT 381 prior to beginning the clinical.

**Attendance:** Students are expected to attend and be on time for all scheduled clinic days. Work hours will be determined by the placement site. In the event a student is unable to attend any scheduled time, they are required to immediately notify their site Facility Supervisor and the University's Clinical Education Coordinator. If students are aware in advance of an anticipated absence they must receive approval from their Facility Supervisor and reschedule work time to make up for time missed.

**Assignments:** Students are expected to complete any and all homework assignments or reading required by the Facility Supervisor within the time frame specified (see attached listing for a description of recommended and required assignments).

**Academic and Clinical Professional Integrity:** The Department of Occupational Therapy adheres to the University Academic Code of Honesty, and expects students, staff, and faculty to follow the guidelines. Additionally, Occupational Therapy students are required to adhere to the American Occupational Therapy Association (2005) Code of Ethics and the appropriate state Code of Ethics. The University of Scranton holds professional liability insurance for its Department of Occupational Therapy students and staff.

**Grading Policy:** All students will be evaluated for their Clinical Supervisor(s) with the Department's *Clinical and Professional Evaluation Form*. Both student and supervisor are required to sign this assessment, and the completed form will be returned to the Department's Clinical Education Coordinator. Student's assessment score must be within the criterion range (as described on the form) in order for the students to receive credit for the course. Grading mode for this course is 'Credit-Satisfactory' or 'No Credit'.

University of Scranton  
Department of Occupational Therapy

OT 480-OT Level I Clinical III – Physical Rehabilitation

**Course:** 1 Credit. Two weeks full-time or equivalent.

**Required Readings:**

Department of Occupational Therapy Student Manual – Fieldwork Section

**Recommended References:**

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3<sup>rd</sup> ed.). *American Journal of Occupational Therapy, 68*, S1-S48.

Crepeau, E., Cohn, E. & Schell, B. (Eds.) (2009). *Willard and Spackman's occupational therapy* (11<sup>th</sup> ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Hislop, H. & Montgomery, J. (2002). *Daniels and Worthingham's muscle testing* (7<sup>th</sup> ed.). Philadelphia: Saunders.

Kinnealey, M., Weiss, D., & Morgan, M. (2004). *A practitioner's guide to clinical occupational therapy*. PsychCorp.

Latham, C., Radomski, M. (2008). *Occupational therapy for physical dysfunction* (6<sup>th</sup> ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Lundy-Ekman, L. (2013). *Neuroscience fundamentals for rehabilitation* (4<sup>th</sup> ed.). Philadelphia: Saunders.

**I. Course Description:**

Directed observation and supervised participation in the therapeutic process in a physical rehabilitation setting. Emphasis is placed on the integration of occupational therapy theory and practice. Prerequisites: OT 381, OT 451, OT 460.

**II. Relationship to Curriculum Design:**

This course builds on and integrates knowledge from prior Occupational Therapy scientific foundations courses (OT 275 – Clinical Kinesiology, OT 256 – Human Anatomy, OT

346/347 – Pathological Conditions I/II, OT 356 – Functional Neuroanatomy, and Occupational Therapy Practice (Assessment and Intervention) Courses OT 451 – Hand Rehabilitation, and OT 460 – Physical Rehabilitation). It provides the opportunity for students to observe clients in a community physical rehabilitation service setting under the guidance of a supervisor. In keeping with the Occupational Therapy curriculum's sequential design (with practical application following theoretical foundation), it is strategically placed immediately after OT Practice III Physical Rehabilitation to ensure better integration of classroom learning. Also in accordance with the design of the curriculum, which recognizes developmental learning, the Level I experience is designed to be introductory in nature. Emphasis is placed on student performance in areas of professional development and on understanding meaningful occupations of clients with physical dysfunction. Students are not expected to become proficient in clinical knowledge and skills needed for entry level practice. Active learning is facilitated through learning assignments designed to deepen knowledge acquired through directed observation. Mentorship is provided during this course through consistent availability of the academic clinical coordinator and the facility supervisor, who provide assistance with any issues or concerns that may arise from the experience. A debriefing session held after the affiliation provides further mentorship as faculty help students to reflect upon and integrate their experiences with material learned in previous courses.

### **III. Course Objectives:**

According to the Standards for an Accredited Education Program for the Occupational Therapist, Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association, Inc. (AOTA), the goal of Level I Fieldwork is to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients. The following course objectives are designed toward that end.

#### **Under direct supervision of the Facility Supervisor, the Student will:**

- A. Demonstrate the interpersonal skills and professional behaviors necessary for effective communication and interaction.
- B. Develop increased awareness of physical diagnosis and disabilities.
- C. Begin to integrate and apply theoretical concepts to practice settings.
- D. Begin to identify and respond to personal, professional, and ethical issues related to practice.
- E. Develop improved observation skills and ability to identify appropriate assessment tools/strategies for clients and their families.
- F. Gain firsthand knowledge of other disciplines through observation, communication, and participation as an educational/or health care team member.
- G. As appropriate to the setting and as opportunity is available, develop a basic skill and confidence in administering selected physical assessments.

- H. Begin to analyze evaluation results and develop understanding of the evaluation process and its relationship to treatment long and short term goals.
- I. Increase knowledge in the planning and implementation of effective treatment programs to achieve set goals that are congruent with client priorities.
- J. Become familiar with the clinic's format for documentation of progress notes and evaluations as appropriate.
- K. Investigate the range of service delivery models available in occupational therapy practice.
- L. Gain an appreciation for the role that local, state, and national regulations play in service delivery and funding.
- M. Anticipate planning for the needs of the client over the lifespan using an approach that is developmental, holistic, and humanistic in nature.
- N. Gain insight into making changes in treatment objectives according to client's progress or regression.
- O. Become familiar with the safety and health procedures of the setting, the proper use of supplies/equipment, and contribute to keeping the clinic organized.

*Clinical sites collaborate with the University to establish clinical objectives; hence, there may be some variation in implementation of objectives between sites. Students will be informed of specific site differences as required.*

#### **IV. Teaching/Learning Experiences:**

Students will be required to observe (and possibly participate in) hands-on, directed evaluation, program planning, and intervention. Experiences will vary depending on the clinical/educational site.

#### **V. Evaluation Methods:**

OT 381 is a one-credit course. You will be expected to be at your clinical/educational site for approximately two weeks full-time (or equivalent). The exact dates of your clinical experience will be determined by the Department and the Facility Supervisor. Students must be officially registered for OT 381 prior to beginning the clinical.

**Attendance:** Students are expected to attend and be on time for all scheduled clinic days. Work hours will be determined by the placement site. In the event a student is unable to attend any scheduled time, they are required to immediately notify their site Facility Supervisor and the University's Clinical Education Coordinator. If students are aware in advance of an anticipated absence, they must receive approval from their Facility Supervisor and reschedule work time to make up for time missed.

Assignments: Students are expected to complete any and all homework assignments or reading required by the Facility Supervisor within the time frame specified (see attached listing for a description of recommended and required assignments)

Academic and Clinical Professional Integrity: The Department of Occupational Therapy adheres to the University Academic Code of Honesty, and expects students, staff, and faculty to follow the guidelines. Additionally, Occupational Therapy students are required to adhere to the American Occupational Therapy Association Code of Ethics (2005) and the appropriate state Code of Ethics. The University of Scranton holds professional liability insurance for its Department of Occupational Therapy students and staff.

Grading Policy: All students will be evaluated by their Clinical Supervisor(s) with the Department's *Clinical and Professional Evaluation Form*. Both student and supervisor are required to sign this assessment, and the completed form will be returned to the Department's Clinical Education Coordinator. Student's assessment score must be within the criterion's range (as described on the form) in order for the student to receive credit for the course. Grading mode for this course is 'Credit-Satisfactory' or 'No Credit'.

The University of Scranton  
Department of Occupational Therapy

OT 581 Level II Internship I: Psychosocial Rehabilitation

OT 582 Level II Internship II: Physical Rehabilitation

OT 583 Level II Internship III: Specialty (Optional)

**Semester:** Summer/Fall/Spring

**Instructor:** Courtney Lancia, MS, OTR/L

**Course:** OT 581, OT 582: 6 credits

OT 583: 4 or 6 credits

**Office:** 105A Loyola Hall

**Phone:** (570) 941-

**Office Hours:** By Appointment

**Required Texts/Readings:**

All textbooks from Occupational Therapy academic courses and Cognates. The University of Scranton Department of Occupational Therapy Student Manual.

**I. Course Description:**

Level II Fieldwork is designed to provide opportunities to integrate academically acquired knowledge with Occupational Therapy clinical practice in physical or psychosocial rehabilitation, or in a specialty area of practice. OT certification exam eligibility requires 24 weeks total Level II Internship (minimum). Prerequisite: all undergraduate coursework or academic graduate coursework.

**II. Relationship to Curriculum Design:**

The Level II Fieldwork experience (a full-time, supervised clinical affiliation) is a continuation of the learning process and the setting in which to refine the skills of observation, evaluation, treatment planning and implementation, documentation, communication and professional behaviors. The internship is created with Department mission, philosophy, and objectives given full consideration as integrative, underlying themes. Level II Fieldwork Supervisors are aware and supportive of these themes, as evidenced by their signature on the *Academic and Fieldwork Collaboration* form. Hence, this course is structured to be closely associated with the Department's curriculum design.

### III. Course Objectives:

According to the Standards for an Accredited Education Program for the Occupational Therapist, Accreditation Council for Occupational Therapy Education (ACOTE, 2006), the goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. The following Internship Objectives are designed toward that end, with the University and Department's mission and philosophy in view.

#### Level II Internship Objectives

1. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience (entry-level competence is designed as achieving the minimal passing score or above on the ***AOTA Fieldwork Performance Evaluation***).
2. Student will demonstrate appropriate professional behaviors as evidenced by achieving at least the minimum passing score on the ***Professional Development Assessment*** form.
3. Student will follow all policies and procedures as directed by the fieldwork site and The University of Scranton Occupational Therapy Department.
4. Student will actively participate in the supervisory process to receive feedback and guidance. The student will use the supervisor's input to evaluate his or her personal skills in providing direct service and performing clinical reasoning.
5. Student will devise and implement treatment/intervention plans that address the person, occupation and environment issues presented by the client.
6. Student will be familiar with and utilize treatment/intervention approaches that demonstrate in depth knowledge of the various theoretical models in Occupational Therapy practice.
7. Student will (as appropriate) supervise other non-professional staff, such as aides and/or volunteers.
8. Student will be aware of the value of research as a means to improve and validate the occupational therapy treatment process. Review and critique of current research literature and identification of relevant research issues is included. The student should be self-directed in his or her use of supplemental learning resources throughout the internship.

**Note:** Most fieldwork sites have additional, specific objectives which the student intern must achieve, or specific ways in which the above objectives should be met. It is the responsibility of the student to collaborate with the fieldwork educator in understanding and achieving these objectives. The student's personal goals and expectations should also be discussed with the clinical supervisor.

#### IV. **General Information:** **Requirements**

All students are required to complete a minimum of six months of full-time fieldwork in a facility approved by the University. Supervision must be provided by a certified Occupational Therapist who has at least one year of clinical experience subsequent to initial certification. Required fieldwork must be completed in three-month blocks of time. Internships in Psychosocial Rehabilitation and Physical Rehabilitation are required. A Specialty Internship is optional and encouraged; it may be taken only *after* the two required experiences are completed.

#### **Prerequisite**

All Occupational Therapy undergraduate coursework must be successfully completed prior to participation in the first Level II Internship. The first Level II Internship must be successfully completed prior to beginning to Graduate year of study.

#### **Grading**

The Level II Internship experience is graded on a **Credit/No Credit** basis. The *OTA Fieldwork Performance Evaluation for the Occupational Therapy Student* and *Professional Development Assessment* forms are instrumental in the grading process.

#### **Fieldwork Placement**

Responsibility and authority for scheduling fieldwork experiences lies with the Department of Occupational Therapy. The student is obligated to accept the assigned placement as scheduled. Dates for beginning and ending Fieldwork are arranged by the Clinical Education Coordinator (CEC) with the clinical site. Changes must be processed through the CEC office.

#### **Placement Requests**

Students will be involved in selection of fieldwork placement to the greatest extent possible. Requests for fieldwork placement are to be made in writing and submitted to the CEC by designated deadline (see Clinical Assignment Preference Sheet, Fieldwork Section, Student Manual). Special needs such as geographical location, family issues, etc., will be given careful consideration. Students may make requests from the Student Fieldwork Files or may research site preferences on their own, submitting the facility name, phone number and contact person (if known) to the CEC. Students should not contact the facility! The CEC begins selecting students for Fieldwork Sites based on the following criteria:

- Timely submission of student requests and needs using the Clinical Assignment Preference Sheet.
- Fieldwork Site requests and needs.



- 'Fit' between the student's request and needs and the Site's requests and needs.

Changes of any kind in clinical assignments after placement has been confirmed will be considered only in extreme circumstances and must be handled through the CEC. Students have a period of one week (5 working days) after the assignment is given to contact the CEC with requests for change in assignment due to emergencies. Non-emergency requests for change in placement already scheduled must be made at least three months in advance, in writing. After considering the request and its implications, the Department will determine if a change is indicated and possible without inconvenience to the Fieldwork site.

If a student unilaterally cancels a placement, the Department is not obligated to reschedule it. If the Department determines the cancellation resulted from a serious emergency, the placement will be rescheduled. Note: failure to complete fieldwork experiences as scheduled will render the student ineligible to apply for the certification exam. Failure to comply with policies described in this syllabus, the Student Manual or at the Fieldwork Site may result in termination of the student from the Fieldwork placement, with no obligation on the part of the Department to reschedule.

### **Student Responsibilities**

1. Write a letter to or call your supervisor six weeks prior to the Fieldwork start date to introduce yourself, confirm dates and clarify information re: housing, dress code, hours, where to report, etc.
2. Become familiar with the AOTA Fieldwork Data Form (if available) for your assigned Fieldwork site. Schedule your pre-fieldwork interview, get directions, and determine what additional information, if any, the site may require.
3. Respond to any student questionnaire, learning profile, insurance or medical information request (etc.) presented by the site.
4. Provide all required documents and information to the CEC by the designated date. This includes Release of Information form, Personal Data Form, Health Form (including immunization record, TB test, Hepatitis B Series or Declination and physician's signature) and Cardio-Pulmonary Resuscitation Certification. All information must be current (i.e. no more than one year old by end of fieldwork). See Student Manual, Fieldwork Section, for complete information.
5. Obtain transportation to/from fieldwork site and not obtain housing as needed; arrangements for transportation and housing are not made by the Department.
6. Obtain medical insurance prior to the Fieldwork assignment (document this information on your Personal Data Form).
7. Know and abide by the Occupational Therapy Code of Ethics (2005), AOTA, located in the National and State Policies, Procedures and Guidelines Section of the Student Manual.

### **Level II Fieldwork Withdrawal/Failure Policy**

1. Students who need to withdraw from Level II Fieldwork must do so through the Clinical Supervisor at the Fieldwork Site, the Department CEC, and offices of the Deans, Graduate School, and Registrar.
2. The student must be present the request for withdrawal in writing to the Clinical Supervisor and the CEC. A Withdrawal/Leave of Absence form must be signed by the

student and faculty member(s), submitted to the Dean for approval, and filed in the Registrar's Office. University policy for withdrawal/leave of absence is found in the University Graduate and Undergraduate Catalogs.

3. Upon approval, a notation of date and reason for withdrawal will be placed in the student's Departmental file, together with official documentation from the Registrar's office.
4. In the event that a student is asked to leave (fails) a clinical placement, the student is not permitted to return to the original Fieldwork site and is required to start the fieldwork experience over from the beginning, i.e. at "Week One", even if appeal procedure results are in the student's favor. Students wishing to appeal a failed or terminated Fieldwork should complete and file the appropriate Withdrawal/Leave of Absence form and follow Departmental Grievance Procedures.
5. If a student fails or withdraws from one placement, the decision to reschedule may be made by the CEC. A decision not to reschedule may be appealed by the student to the Occupational Therapy Department.
6. If a student fails or withdraws from more than one placement, she/he will not be rescheduled and may be dismissed from the Program. An appeal may be made to the Occupational Therapy Department.

### **Attendance Policy**

You are expected to complete a minimum of twelve weeks of full-time experience in a clinical facility for each required Level II Internship. Time missed for whatever reason needs to be made up as determined by the Site in which you are interning and in a manner acceptable to your supervisor. Vacations or other days off are NOT permitted. You are expected to report to the clinical facility on time, and to be punctual and timely in all assignments.

## **Patient's Bill of Rights**

Most facilities have a Bill of Rights for their clients. It is your responsibility to become familiar with and adhere to these documents. You are to pay particular attention to confidentiality, respect and quality care issues as related to your duties and assignments. Furthermore, students are required to read, understand and sign the department's Confidentiality Policy.

## **Site Visits**

A member of the Occupational Therapy Department (generally the CEC) will visit most students during their required fieldwork experiences. The purpose of the visit is to discuss the experience with you and your supervisor, and to determine how you are performing and feeling about the experience. The Department representative will also be gathering information about how the experience is supporting achievement of Level II Internship Objectives. It is preferred that all three parties (student, supervisor, and university representative) be involved in discussions to facilitate direct communication. You will be notified in advance of the time and date of an on-site visit.

## **Specialty Internships**

You may elect to participate in an additional 2 to 3 months of Specialty Fieldwork in an area of your choice **after** the required six months of Level II Fieldwork are completed. Examples of specialty fieldwork are Gerontic OT, Pediatrics, Adolescent Psychiatry, Developmental Disabilities, Hand Therapy, Research, Administration, and fieldwork with the AOTA.

The process for placement in a Specialty area is the same as for the required Fieldwork placements. The student, however, is encouraged to become more involved in the process. The CEC will conduct the verbal and written communication with the Specialty Fieldwork Site and process all necessary paperwork.

When possible, it is recommended that students consider a third fieldwork experience in order to become better prepared to work in a specialty area and to gain additional experience. Students who choose to complete a third Internship should note:

1. Graduation from the program (degree conferral) will be delayed until the completion of the third internship.
2. All Student Paperwork must be updated before starting the third internship.
3. Students may take the certification exam after completion of the two required Level II Internships; however, score reports will not be available until after degree conferral.
4. In some states, students choosing to do a third internship may have to complete the Internship before being eligible for licensure.

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## Level I Clinical Assignments

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During Level I Clinical experiences students must complete certain assignments; a list of the assignments for each clinical follows. Assignments are expected to be done primarily on the student's own time (or during 'down time' at the clinical if available). Clinical Education Supervisors at the field site are encouraged but not required to review the student's assignments. All assignments will be collected and reviewed by the Academic Fieldwork Coordinator (and faculty) after the student returns to Scranton. Students should carefully review the assignment sheet prior to each clinical.

# University of Scranton

## Department of Occupational Therapy

### OT 380 – OT Level I Clinical – I (Pediatrics): Assignments

The following list of assignments is intended to guide Facility Supervisors and Students in planning educational experiences during the Level I Clinical placement. In general, the purpose of the assignments is to focus on the observations of the student and to facilitate interaction between supervisor and student. The list is divided into **required** and **recommended** assignments.

**Required assignments** must be completed by the student. Students are aware of the requirement and expect to be autonomous as they complete assignments on their own time or during 'down time' at the facility. Assignments will be turned in by the student upon their return to the University. Supervisor feedback is very beneficial; hence supervisors are encouraged (but not required) to review and critique all student assignments.

**Recommended assignments** are those that the supervisor and student *may* wish to engage in. The Facility Supervisor will select the assignments based on their experience and the needs of the client/facility (with input from the student).

This list of assignments is intended to provide a flexible framework; individual settings may vary in their utilization. The Facility Supervisor is encouraged to modify or add to these assignments as appropriate. All student assignments will maintain strict confidentiality.

#### Required Assignments:

**Daily Log (Journal) of Personal Reflections** – The reflective journal encourages students to explore feelings and reactions to their first exposure to pediatric clients and treatment settings. The journal can also form a basis for discussion between student and supervisor. While journals

are not graded, the attached 'Scoring Rubric' will guide students in the production of quality work. Daily journal entries must be typed and need not be excessive in length.

**Classroom or Treatment Observation** – Our students have some experience in conducting classroom observations in early childhood settings and have been involved in planning and implementing therapeutic activities for young children. We recognize the vital role that observation plays in pediatric practice and feel it is appropriate for students to practice this skill. Students will write up an observation utilizing the Treatment Observation Worksheet (attached). Supervisors may wish to review and discuss the Observation with the student in order to provide feedback or clarification.

### Recommended Assignments:

**Case Study** – During the first week of the clinical, students will gather the case study information (according to the facility policy regarding student access). They will write the study during the second week. A Case Study Outline (attached) has been provided. Students will remember that while it *may* be appropriate to interview facility team members for this case study, they should NOT conduct interviews with the client's parent or family members. Students placed in an educational setting often have the experience of following a child throughout their daily routine; these case studies may reflect a more holistic perspective. Supervisors are encouraged to review the Case Study and provide the student with feedback, but they are not required to do so.

**Interdisciplinary Professional Profile** – The student may conduct an interview and/or observation with another member of the educational or health care team. It is important for students to gain an interdisciplinary perspective for those pediatric clients that are being served by a team approach.

**Adapt Toy or Materials for Specific Child Needs** – Depending on the specific needs of the child, it may be appropriate for the student to adapt therapeutic or educational materials to use with the child under the guidance of the supervisor. A drawing in the student's journal (with the rationale clearly stated) could represent the design.

**Review an Assessment or Evaluation** – Under the guidance of the supervisor, the student would review a prior assessment or observe an assessment that is being conducted. Please note that we are not expecting the supervisor to conduct an assessment that is not part of the usual client care! The student could write a sample report, treatment plan, or formulate short/long term goals based on those results in the documentation format of your particular agency. Our students have not yet received significant practice in documentation matters and this assignment would be most helpful before their Level II Internship experiences.

**Assist with Planning/Implementing a Treatment Session or Small Group Activity** – After reviewing the therapeutic and/or educational objectives for a specific child, the student would work together with the supervisor to plan and implement a therapeutic activity. The student's level of independence with this assignment will depend greatly on the needs of the child and the discretion of the supervisor.

**Review of a Journal Article** – The Facility Supervisor would identify an evidence based article that either succinctly describes an aspect of care, explains services or related issues, or describes a particular approach. The article selected should increase student understanding of pediatric practice. Student and supervisor could discuss the article; formal write-up would be optional.

University of Scranton  
Department of Occupational Therapy

## OT 381 Level I Clinical II (Psychosocial Rehabilitation): Assignments

Following is a list of assignments for the Level I clinical experience in psychosocial rehabilitation. This list should be used to guide the Facility Supervisor and the Student in planning the educational activities during this fieldwork. It is intended to provide a flexible framework for the experience. The Facility Supervisor is encouraged to modify any given assignment or to add assignments as appropriate to their facility. A brief description of each assignment is included. Where two or more students are at a site simultaneously, it is recommended that all assignments be completed independently. Students are aware of assignment requirements and expect to be autonomous as they complete assignments on their own time or during 'down time' at the facility. Assignments will be turned in by the student upon their return to the University. Supervisor feedback is very beneficial; hence supervisors are encouraged (but not required) to review and critique all student assignments.

### Required Assignment:

**Daily Log of Personal Reactions-** This log encourages the Student to explore feelings and reactions to their fieldwork in a psychosocial rehabilitation setting; recording these reactions in writing increases thoughtful reflection. As a supervisor you may find the Student's perspective interesting and use the log to form the basis for a discussion. This Log (typed) is to be turned in to the University of Scranton faculty for review; review by the Facility Supervisor is recommended but not required.

### Recommended Assignments:

**Sample Progress Note-** This assignment is a natural progression from the MAPP. Students have been introduced to documentation issues in both their psychosocial and pediatric practice courses. Since students typically have many concerns about chart documentation, practice in



this area would be most helpful. Each facility generally has their own documentation format; introduction to your facility's expectations will be helpful to the students.

**Review or Observe an Evaluation-** Where supervision is provided by an Occupational Therapist, the Student may review the documentation from a prior evaluation or could observe an evaluation in progress. Students could also be expected to use the information to write a sample report or treatment plan, or to formulate long and short term goals based on their experience. The students have had classroom exposure to three specific occupational therapy assessments: the OCAIRS, the ACL-90 and the Scorable Self Care Evaluation. Further introduction to assessment procedures and protocols at your facility would be helpful in preparing the students for their Level II clinicals.

**Proposal for OT Services-** In centers that do not currently provide occupational therapy services, a challenging assignment would be for the student to identify potential contributions that occupational therapy could make to enrich existing client services. Although this would be the student's first experience with such an assignment, as third year occupational therapy students, they should (with support and encouragement) produce a stimulating report.

**Assist the Facility Supervisor with the Planning and Implementation of Group Activity-** If you find the student has demonstrated sufficient skills and abilities, you may wish to facilitate further learning by having the student plan and lead a group activity or a section of an activity. Feedback received previously indicates that many supervisors feel that students are ready for this experience by the second week of the clinical. It must be noted, however, that the Level I placement is observational by intent; this assignment should not be expected of all students.

**Case Study-** The individual Facility Supervisor may or may not feel that a case student is feasible during a short observation based fieldwork. If a case study is to be included, it is recommended that the data collection be completed during the first week to allow the student time to process the information. A suggested outline for a case study is provided.

**Review of a Journal Article-** An article would be identified by the Facility Supervisor that describes an aspect of care, explains services or issues or describes a particular approach that would increase the Therapist's understanding of practice. The student need not write a formal critique of the article. Rather, the assignment provides opportunity for student and supervisor to discuss the article's issues and their relevance to client services.

University of Scranton  
Department of Occupational Therapy

## OT 480 Level I Clinical III (Physical Rehabilitation): Assignments

Following is a list of assignments for the Level I clinical experience in physical rehabilitation. This list should be used to guide the Facility Supervisor and the Student in planning the educational activities during this fieldwork. It is intended to provide a flexible framework for the experience. The Facility Supervisor is encouraged to modify any given assignment or to add assignments as appropriate to their facility. A brief description of each assignment is included.

### Required Assignment:

**Daily Log of Personal Reflection-** This log encourages the Student to explore feelings and reactions to their fieldwork in a physical rehabilitation setting; recording these reactions in writing increases thoughtful reflection. As a supervisor you may find the Student's perspective interesting and use the log to form the basis for discussion. This Log (typed) is to be turned in to University of Scranton faculty for review; review by the Facility Supervisor is recommended but not required.

### Recommended Assignments:

**Observe a Treatment Session-** Each Student has experiences making and recording observations during laboratory sessions. We recognize how vital it is for a Student to practice observing whenever an opportunity arises. The student may write up a formal observation report of the session, which could then be used to form the basis for discussion and feedback.

**Review or Observe an Evaluation-** The Student may review the documentation from a prior evaluation or could observe an evaluation in progress. The Student could be expected to use the information to write a sample report or treatment plan, or to formulate long and short term goals based on their experience. Documentation is an area that our students continue to need

practice in. The experience of documenting in the format that your facility employs would be valuable practice and preparation for any Level II experience.

**Assist the Facility Supervisor with the Planning and Implementation of a Treatment**

**Session-** After reviewing the goals of a particular client, the student could work with the supervisor to design an individual activity or series of activities to meet clients' needs.

Participation of the Student in the treatment session is at the discretion of the facility.

**Professional Profile-** The Student may conduct an interview or observe another member of the interdisciplinary team. Recognition of the unique role of each team member is an important area of focus for students at this stage in the development of their professional identity.

**Facility Profile-** In these times of rapidly changing service delivery patterns, the Student could use the completion of a facility description or profile to gain insight into the unique features of your facility and its position along today's continuum of care.

**Optional Assignment:**

**Case Study-** The individual Facility Supervisor may or may not feel that a case study is feasible during a short observation based fieldwork. Students have been provided with formats for the completion of case studies during their academic preparation. If a case study is to be included, it is recommended that the data collection be completed during the first week to allow the student time to process the information.

**Assist with Splint Fabrication or Issuing a Pre-Fabricated Splint-** The Student has completed a course in hand rehabilitation and has fabricated a total of four static splints to date.

**Review of a Journal Article-** An article would be identified by the Facility Supervisor that describes an aspects of care, explains services or issues or describes a particular approach that would increase the Student's understanding of practice. The student and supervisor may discuss the article or, the student may be asked to write a formal reaction.

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## Assessing Fieldwork Performance

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The course syllabus for each fieldwork experience provides specific information regarding the assessment of student clinical and professional fieldwork performance.

Level I Clinical experiences are evaluated using the Clinical and Professional Evaluation Form (see Forms).

Level II Internships are evaluated using the American Occupational Therapy Association's Fieldwork Performance Evaluation for the Occupational Therapy Student (form available [www.aota.org](http://www.aota.org)). An additional form, the Professional Development Assessment (see Forms), is used to evaluate the professional behaviors of Occupational Therapy interns.

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## Fieldwork Feedback

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The Department uses several mechanisms to collect and analyze feedback about fieldwork from students and Clinical Educators. Formal tools include the Student Evaluation of Field Site (used by students to critique the Level I experience), and the Student Evaluation of Fieldwork Experience (student's critique of Level II experience). Both of these tools are provided in this manual's Forms section. Informal fieldwork feedback tools include post Level I Clinical review sessions (conducted with students and faculty), information obtained from Level II site visits, and fieldwork telephone interviews conducted by AFWC. All of this information is reviewed and analyzed as part of the Department's comprehensive program evaluation process.

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## Getting Ready for Fieldwork/Forms Introduction

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This section of your Student Manual describes some of the steps that must be taken to prepare for clinical experiences. Forms referenced are located in this section of the manual; most are also available on line at the Desire to Learn Fieldwork Webpage on the University of Scranton Department of Occupational Therapy website. Note: your assigned fieldwork site may require different/additional steps or forms. It is the student's responsibility to find out if their assigned fieldwork site requires additional information or processes!

Healthcare workers and students alike must demonstrate compliance with certain standards in order to have contact with patients or clients. These standards will protect both you and the patient/client during your participation in Level I and Level II fieldwork experiences. The Department has an obligation to ensure hosting fieldwork sites that our interns meet health and safety standards. Furthermore, fieldwork facilities expect that students are already trained in certain basic elements related to healthcare. We use various means to provide students with this training; various forms document the training. For example, components of safe practice are integrated in student experiences throughout the curriculum in laboratory sessions, in-service training, and assignments; you will complete forms to demonstrate competency in these areas.

All documentation collected from students in preparation for attendance at clinical fieldwork experiences is confidential; it is stored in a private, secured location. Student permission is obtained prior to release of information. Facilities receiving confidential student information are provided with disposition instructions (once the student leaves the fieldwork location, documentation is to be shredded or returned to the Department).

Forms (or procedures) required for Fieldwork include the following:

**AOTA Fieldwork Performance Evaluation:** This evaluation measures entry-level competence of the Occupational Therapy student completing Level II fieldwork. It provides the student with an accurate assessment of his/her competence for entry level practice (one of the objectives of Level II Fieldwork). This assessment is formally completed by the Fieldwork Educator (and reviewed with the student) at midterm (halfway through the student's twelve week Internship) and again at final (upon completion of the Internship). Students are required to obtain passing scores on both the AOTA Performance Evaluation and the Professional Development Assessment in order to achieve a passing grade for each internship.

**AOTA Student Evaluation of Fieldwork Experience:** Students complete this form prior to the final meeting with their Level II Fieldwork Educator/Supervisor. The form is reviewed with the Supervisor, then sent to The University of Scranton's Department of Occupational Therapy. This form represents an opportunity for the Fieldwork student to express him/herself professionally and accurately regarding their internship experience. It also provides the Department with valuable information for program development as the student reflects on their academic preparation in light of the fieldwork experience.

**Background Check & Clearances-** The Department requires that in their junior year, all students present:

- Pennsylvania Criminal Record Check
- Pennsylvania Child Abuse History Clearance

Additionally, students completing fieldwork at sites associated with the Pennsylvania Department of Education must present:

- FBI Federal Criminal History Record for Pennsylvania Department of Education

Students are also required to present any background checks and/or clearances required by the specific fieldwork site to which they are assigned. While the AFWC may assist with this process,

it is the student's responsibility to learn and comply with their field site's requirements. Note: It is likely that Occupational Therapy students will require clearances prior to their junior year. For example, service learning or volunteer sites may require various background checks. Students should begin the process for securing clearances as soon as they become aware of the requirement.

**Instructions for Obtaining Specific Background Checks & Clearances-** Please refer to Fieldwork webpage, Safe Practice Requirements.

**Cardio-Pulmonary Resuscitation (CPR)** – Students are required to maintain current certification in CPR. In the fall semester of your Junior and Senior years you will be required to provide a copy of your current CPR card. Students must determine if their assigned fieldwork site requires specific CPR certification (i.e. infant/child).

**Case Study Outline:** This sample outline can be used to assist students in completing assigned case studies while on Level I Clinical. [Form available on Desire to Learn.]

**Clinical and Professional Evaluation:** This form is used (in conjunction with the Professional Development Assessment) to evaluate and provide feedback regarding student performance on each Level I Clinical.

**Clinical Assignment Preference Sheet-** This form provides the AFWC with your input for each clinical assignment. Please refer to the Clinical Assignment section for more information about this form. [Form available on Desire to Learn.]

**Confidentiality Policy:** This form documents the training you receive related to Confidentiality and HIPAA (Health Insurance Privacy and Portability Act); training may be completed via online Desire to Learn format. Most fieldwork sites will also have their own HIPAA training programs that you will be required to complete. It is important that each student learn about and follow their fieldwork site's HIPAA requirements.

**Fieldwork Feedback Tool:** This tool is designed to facilitate communication between Level II Fieldwork students and their Fieldwork Educator/Supervisor. The Feedback Tool is used on a



weekly basis by student interns. Supervisors review the student's general assessment of the week, and then feedback and discussion follow as appropriate.

**Fieldwork Preparation Sessions:** Prior to attending each fieldwork experience, you will be required to attend one or more Fieldwork Preparation Session. During this session, you will receive important information about the clinical experience; it is also an opportunity to ask questions, and talk about the upcoming fieldwork with faculty, staff and peers. You will be notified in advance of the session schedule.

**Health History Form:** This provides the fieldwork site with general health information about the student. Students may contact Student Health Services/Wellness Center (570-941-7667) to make arrangements for a physical examination. This should be scheduled months ahead of fieldwork time! A notice of confidentiality requirements and disposition instructions accompanies all student materials sent to fieldwork sites. However, students who do not want their Health Form provided to the fieldwork site may meet with the AFWC to discuss alternatives. Note: Some fieldwork sites require that health information be provided on their own forms or that students undergo medical examinations provided by the facility. It is important that students check facility requirements will in advance!

**Health Insurance:** Students completing a Level I clinical or Level II internship must provide the department with evidence of current healthcare coverage. The AFWC will indicate the date by which this information is required prior to each fieldwork experience. Students must provide the complete name and address of their insurance carrier, as well as the complete group and insured identification numbers of the policy. This information is typically collected on the student's Personal Data Form. ***Students are not permitted to attend a clinical without active healthcare coverage.*** No student healthcare coverage is provided by The University of Scranton or the assigned fieldwork site. The University, through its Letter of Agreement, assures each hosting fieldwork facility that students assigned by the University are adequately covered by his or her own individual healthcare insurance policy. Students providing health insurance information to the Department are responsible for the accuracy and active status of the policy information they provide.

**Hepatitis B Immunization Declination Form:** Students who do not wish to obtain the Hepatitis B Immunization must complete the Declination form.

**Journal Scoring Rubric:** Adapted from an unknown source, this form is used to guide students in the completion of the daily reflective journal that is kept during each Level I Clinical experience. [Form available on Desire to Learn.]

**Liability Insurance:** The University of Scranton provides each hosting fieldwork facility with a Certificate of Insurance confirming professional liability coverage. As indicated in the Letter of Agreement, the University provides a policy of professional liability insurance with a single limit of not less than two million dollars (\$2,000,000) per occurrence and four million dollars (\$4,000,000) in the aggregate. Students are encouraged to consider purchasing personal liability insurance coverage. Suggesting insurance carriers may be found at the profession's national association webpage, [www.aota.org](http://www.aota.org).

**Personal Data Form:** This form is used to provide the fieldwork sites with background information about the student. Students not only list important contact information here, but they also provide the Clinical Educator with their own Personal Profile. The Personal Profile is an opportunity for students to explain how they best like to learn and what positive attributes they bring to the fieldwork experience. Since this is one of the 'first impressions' that you will make with your Clinical Educator, it is important to thoughtfully and carefully complete the Personal Data Form! Handwritten forms are not accepted. The more your Clinical Educator knows about you and how you learn, the better learning opportunities he/she can provide. Hence, it is important to "know thyself" in order to communicate to the Clinical Educator! [Form available on Desire to Learn.]

**Professional Development Assessment:** This assessment provides feedback to students regarding their development of professional behaviors. A useful tool for viewing progress over time, it is commonly used in a variety of ways. Your individual course instructors may monitor your professional development with this too. The tool is also used to evaluate professional behaviors on fieldwork: students must receive passing scores on this assessment for each clinical and internship experience. Finally, each student is assessed using this tool every semester when the Department completes its collaboratively student review (see *Professional Behavior Policy*).

**Record Release Form:** This form gives the Department of Occupational Therapy student permission to release their Personal Data and Health Form to the fieldwork site. [Form available on Desire to Learn.]

**Registration:** Each student must be registered for the clinical or internship course prior to attending. CRN information is available at Academic Advising. Most students are able to register for their Clinical or Internship on line using their PIN number (available from the student Mentor). You will be notified of each semester's open registration period. Note: since students who are not formally registered for the fieldwork are not covered by University liability insurance, no student is permitted to attend fieldwork prior to registration.

**Safe Practice Tracking Form:** This form is provided to assist you in compiling the paperwork needed for fieldwork. Paperwork due dates will be determined by the Academic Fieldwork Coordinator. Students should carefully check their packets for accuracy and completion as only total packets will be accepted. Failure to submit complete packets by the assigned due date (or, failure to complete all the processes required by both Department and/or assigned field site) may result in cancellation of fieldwork placement!

**Student Evaluation of Field Site:** Students use this tool as a forum for providing feedback to both the Level I Clinical site and The University of Scranton's Department of Occupational Therapy. Field sites receive important information about the student's clinical experience; the Department gains insights into congruity between academic program and clinical site.

**Training Modules:** Students are required to complete training modules prior to participation in fieldwork. The AFWC will inform students of the dates by which the modules must be completed. Training modules (including HIPAA & Confidentiality, Universal Precautions & Blood Borne Pathogens, Occupational Therapy Ethics, and Professional Behaviors) are available to students via the Fieldwork webpage and Desire to Learn.

**Treatment Observation Worksheet:** Commonly used during the Level I Pediatric experience, this tool is helpful in guiding observations during treatment sessions. [Form available on Desire to Learn.]

**Verification of Training Form:** This form documents that each student has received training or completed training modules on topics such as Blood Borne Pathogens, Universal Precautions, Confidentiality, and Ethics. [Form available on Desire to Learn.]

# Clinical Assignment Preference Sheet

Use this form to provide information about preferences for your Level I and Level II fieldwork locations. Specific placements are not guaranteed, but reasonable efforts are made to accommodate student learning needs and requests. Please be sure to submit this form to the Academic Fieldwork Coordinator by the announced due date.

Before completing this form, you should review *Assignment of Fieldwork Location* on the University of Scranton Fieldwork Webpage. The webpage addresses important considerations (such as student learning style, practice areas and available data bases) relevant to fieldwork.

For assistance in completing this form, or if you have any questions pertaining to fieldwork, contact the Academic Fieldwork Coordinator.

<b>Name:</b>
--------------

<b>Home Address (including ZIP):</b>	
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<b>Phone:</b>	<b>(Home)</b>
	<b>(Cell)</b>

<b>Other addresses you may use when completing fieldwork:</b>	
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**SITE INFORMATION:** List hospitals, centers, programs near your home or (where you have housing) in which you may be interested in doing fieldwork. Specify what type of facility or types of programs are offered at each choice (physical rehabilitation, pediatrics, psychosocial rehabilitation, etc). Include facility name, phone number, address and contact person if know. **DO NOT CONTACT THE FACILITY ON YOUR OWN!** Note: it is the student's responsibility to arrange housing and transportation to/from fieldwork.

<b>1.</b>
-----------

<b>2.</b>
-----------

3.

TO WHICH FIELDWORK EXPERIENCE DOES THIS INFORMATION PERTAIN?

Level I		Level II	
	Pediatrics		Physical Rehabilitation
	Psychosocial Rehabilitation		Psychosocial Rehabilitation
	Physical Rehabilitation		Specialty (specify practice area)

Please make additional comments in the box below.

**PERSONAL DATA SHEET**  
**FOR STUDENT FIELDWORK EXPERIENCE**

PERSONAL INFORMATION

Name \_\_\_\_\_

Permanent Home Address \_\_\_\_\_  
\_\_\_\_\_

Phone number and dates that you will be available at that number

Phone Number \_\_\_\_\_ Dates \_\_\_\_\_

Name, address, and phone number of person to be notified in case of accident or illness:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EDUCATION INFORMATION

1. Expected degree (*circle one*)  
OTA:  
Associate          Baccalaureate          Masters          Doctorate          Certificate  
OT:  
Baccalaureate          Masters          Doctorate          Certificate
2. Anticipated year of graduation \_\_\_\_\_
3. Prior degrees obtained \_\_\_\_\_
4. Foreign languages read \_\_\_\_\_ spoken \_\_\_\_\_
5. Do you hold a current CPR certification card? Yes \_\_\_\_\_ No \_\_\_\_\_  
Date of expiration \_\_\_\_\_

HEALTH INFORMATION

1. Are you currently covered under any health insurance? Yes \_\_\_\_\_ No \_\_\_\_\_
  2. If yes, name of company \_\_\_\_\_  
Group # \_\_\_\_\_ Subscriber # \_\_\_\_\_  
  
Complete Address of Company \_\_\_\_\_  
\_\_\_\_\_
  3. Date of last Tine Test or chest x-ray: \_\_\_\_\_  
(If positive for TB, tine test is not given)
-

PREVIOUS WORK/VOLUNTEER EXPERIENCE

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PERSONAL PROFILE

1. Strengths: \_\_\_\_\_  
\_\_\_\_\_
2. Areas of growth: \_\_\_\_\_  
\_\_\_\_\_
3. Special skills or interests: \_\_\_\_\_  
\_\_\_\_\_
4. Describe your preferred learning style: \_\_\_\_\_  
\_\_\_\_\_
5. Describe your preferred style of supervision: \_\_\_\_\_  
\_\_\_\_\_
6. Will you need housing during your affiliation? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Will you have your own transportation during your affiliation? Yes \_\_\_\_\_ No \_\_\_\_\_
8. *(Optional)* Do you require any reasonable accommodations (as defined by ADA) to complete your fieldwork? Yes \_\_\_\_\_ No \_\_\_\_\_. If yes, were there any reasonable accommodations that you successfully used in your academic coursework that you would like to continue during fieldwork? If so, list them. To promote your successful accommodation, it should be discussed and documented before each fieldwork experience.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FIELDWORK EXPERIENCE SCHEDULE

	CENTER	TYPE OF FW SETTING	LENGTH OF FW EXPERIENCE
<b>Level I Exp.</b>			
<b>Level II Exp.</b>			

ADDITIONAL COMMENTS



The University of Scranton  
Department of Occupational Therapy

**PERSONAL DATA & STUDENT HEALTH RECORD RELEASE**

**Print Name Here** \_\_\_\_\_

I, \_\_\_\_\_, do hereby give my permission for the University of Scranton Department of Occupational Therapy to send a copy of my Personal Data Form to the Clinical Coordinators at each of my assigned clinical facilities.

I, \_\_\_\_\_, do hereby give my permission for the University of Scranton Department of Occupational Therapy to send a copy of my Student Health Record to the Clinical Coordinators at each of my assigned clinical facilities. I understand that this information shall not be released to any other parties without my express permission.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# The University of Scranton

## Occupational Therapy Student

### HEPATITIS B IMMUNIZATION DECLINATION FORM

I, \_\_\_\_\_, have been informed that certain groups of health care workers are at risk of contracting Hepatitis B through exposure to blood or accidental inoculation. The Hepatitis B vaccination has been recommended for protection against this disease. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. However, I decline the Hepatitis B vaccination at this time.

Date \_\_\_\_\_

Signature \_\_\_\_\_

Witness \_\_\_\_\_

*Please return to the Department of Occupational Therapy.*

**The University of Scranton – OT/PT and Nursing Programs  
CONFIDENTIALITY POLICY**

HIPAA stands for “Health Insurance Privacy and Portability Act”. Although this legislative act includes a wide subject range relating to health insurance, a main focus of this legislative act is the protection, security and privacy of patients’ medical records. The University of Scranton has a legal and ethical responsibility to safeguard the privacy of patients and to protect the confidentiality of their health and social information.

Confidentiality of patient information and patient records is of utmost priority in any healthcare setting. While participating in clinical education experiences, students will have access to information that must remain confidential. Patients have the right to privacy and confidentiality of their medical information.

- No patient information may be disclosed (verbally or in writing) to unauthorized persons such as friends, family, or other patients.
- Any request by the patient to release medical information must be handled by the appropriate departmental representative. No student will accept responsibility to release patient information.
- Students will not discuss patient information in public areas of the facility. This may include therapy offices, if discussions in the office may be overheard by patients in the clinic.
- Students will not leave medical charts in unrestricted areas of the facility.
- Under no condition may samples of documentation such as evaluations, discharge summaries, or letters to physicians be removed from the premises of the healthcare facility.
- The student’s obligation to keep information confidential continues outside of work hours and after the clinical experience concludes.
- Any activity which is in violation of this agreement will be reported to the appropriate clinical and academic supervisor.

By signing this document, I understand and agree that I have read and will comply with all of the terms of the above policy. I am aware that my individual clinical site will have a Confidentiality Policy and I agree to honor its terms.

\_\_\_\_\_  
Student name (please print neatly)

\_\_\_\_\_  
Student signature  
\\Dryden\byman\A&C\OT-PT.HIPAA.Pol.doc

\_\_\_\_\_  
Date

# Scoring Rubric Personal Reflection Journal

Student: \_\_\_\_\_

Criterion	Score <Poor-----Outstanding>
<p><b>Content:</b> There is a coherent reaction and evidence of considerable reflection. Supporting points for the reaction are drawn from the primary source of the reaction and adequately combined with pertinent personal experience.</p>	<p><b>1      2      3      4      5</b></p> <p><b>Comments:</b></p>
<p><b>Organization:</b> Careful planning is evidenced by a clear, logical structure with effective and consistent transitions.</p>	<p><b>1      2      3      4      5</b></p> <p><b>Comments:</b></p>
<p><b>Style:</b> Sentences are fluent, vocabulary is precise, college-level diction is used, and there is a strong author's voice.</p>	<p><b>1      2      3      4      5</b></p> <p><b>Comments:</b></p>
<p><b>Conventions:</b> There are no mechanical errors. Writing shows mastery of standard American English.</p>	<p><b>1      2      3      4      5</b></p> <p><b>Comments:</b></p>

**General Comments and Grade:**

Adapted 11/4/2014, source: unknown

# University of Scranton

## Department of Occupational Therapy

### SUGGESTED OUTLINE FOR CASE STUDY

The case study will focus on understanding the patient/client/consumer and identifying treatment goals and priorities for/with the client. It should include functional abilities of the client, family, or care giver issues, discharge planning, and cultural contexts. The student will select an occupational therapy frame of reference on which to base their case study. The case study should reflect the beginning of an integration of classroom knowledge with the clinical experiences provided at the placement.

### *A Summary of the following information should be provided:*

#### ***IDENTIFYING INFORMATION***

Age, sex, diagnosis, presenting problems, current medications, length of hospitalization or involvement with current service provider.

#### ***HISTORICAL DATA*** (Brief Summary)

Social and medical histories (including present problems), psychological and physical evaluations (if available), educational level, work history, living situation

#### ***FUNCTIONING*** (Brief Summary)

Leisure time skills and interests, cognitive functioning, physical functioning, social skills and behaviors, level of ADL performance, life style characteristics.

#### ***CURRENT PERFORMANCE/BEHAVIOR DURING PRESENT TREATMENT***

#### ***TREATMENT RECOMMENDATIONS***

Long term and short term goals, treatment priorities (include rationale for decisions), recommended assessment(s) for additional information, interventions, services required with other disciplines, information needed from family, friends, caretakers, or significant others.

#### ***FINAL COMMENTS***

Discharge and follow-up recommendations (criteria for termination of services), prediction for outcome or prognosis (best guess).

The University of Scranton

Department of Occupational Therapy

Student Evaluation of Fieldwork Site: Level I

This form will assist The University of Scranton and the Fieldwork host facility in on-going development and improvement of student programs. To ensure its value, students should be candid and carefully consider each of the points listed below. Please use the reverse side if additional space is needed in the comments sections. This evaluation is to be completed in duplicate. One copy will be submitted to the host Fieldwork Supervisor at your last meeting. The other copy will be returned to the Academic Fieldwork Coordinator at The University of Scranton.

FIELDWORK SITE

- 1. Name of Fieldwork Site:
2. Fieldwork Supervisor:
3. Type of setting/practice area:
4. Focus of Experience (check all that apply): Observation skills Assessment Treatment Administrative Tasks
5. Dates of Experience: From To

SUPERVISION

Table with 4 columns: Structure/format, Formal Feedback Session, Informal Feedback, Experience Individualized to meet personal needs. Headers: EXCEPTIONAL, SUFFICIENT, INADEQUATE.

COMMENTS:

**APPLICATION OF KNOWLEDGE**

	<b>EXCEPTIONAL</b>	<b>SUFFICIENT</b>	<b>INADEQUATE</b>
Skills attained in class were adequate for experience			
Theory was demonstrated in practice			
Clinical exposure was congruent with theory presented in class			
Assignments were relevant			
Had opportunities to try skills learned in class			

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**FACILITY**

	<b>EXCEPTIONAL</b>	<b>SUFFICIENT</b>	<b>INADEQUATE</b>
Environment was conducive to learning			
Had opportunity to interface with clients/patients			
Interdisciplinary perspective			
Observed family-centered approaches			

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**GENERAL COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

**SIGNATURES/ACKNOWLEDGMENT OF RECEIPT:**

Student: \_\_\_\_\_

Fieldwork Supervisor: \_\_\_\_\_

## STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

### Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site \_\_\_\_\_ Site Code \_\_\_\_\_

Address \_\_\_\_\_

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement: [ ] First [ ] Second [ ] Third [ ] Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: \_\_\_\_\_

**We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
FW Educator's Signature

\_\_\_\_\_  
Student's Name *(Please Print)*

\_\_\_\_\_  
FW Educator's Name and credentials *(Please Print)*

\_\_\_\_\_  
FW Educator's years of experience \_\_\_\_\_



## ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

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## CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

## OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening								
2. Client/patient evaluations <i>(Use specific names of evaluations)</i>								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

### THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

### FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						
Other (list)	1	2	3	4	5	

## ASPECTS OF THE ENVIRONMENT

1 = Rarely  
2 = Occasionally  
3 = Frequently  
4 = Consistently

	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities ( <i>specify</i> ):				
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week or day				
Ending student productivity expectation: _____ % per day (direct care)				

## SUPERVISION

What was the primary model of supervision used? (check one)

- one supervisor : one student  
 one supervisor : group of students  
 two supervisors : one student  
 one supervisor : two students  
 distant supervision (primarily off-site)  
 three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

	Name	Credentials	Frequency	Individual	Group
1.					
2.					
3.					
4.					
5.					

## ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low 1	2	3	4	High 5	Low High 1	2	3	4	5
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env.	<input type="checkbox"/> Research	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
Competence	courses			
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

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**SUMMARY**

1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
1	2	3	4	5

Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

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What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

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- Study the following intervention methods:

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- Read up on the following in advance:

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Overall, what changes would you recommend in this Level II fieldwork experience?

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Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

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Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

1 = Strongly Disagree  
 2 = Disagree  
 3 = No opinion  
 4 = Agree  
 5 = Strongly agree

**FIELDWORK EDUCATOR NAME:** \_\_\_\_\_  
**FIELDWORK EDUCATOR YEARS OF EXPERIENCE:** \_\_\_\_\_

1    2    3    4    5

Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

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General comments on supervision: \_\_\_\_\_

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**University of Scranton**  
**Department of Occupational Therapy**

**Fieldwork Feedback Tool**

**Week: (#)** \_\_\_\_\_ **Goals Met (#)** \_\_\_\_\_ **Goals Not Met (#)** \_\_\_\_\_

This week was      Great      Good      Fair      Poor

Comments: \_\_\_\_\_  
\_\_\_\_\_

Positive Experiences: \_\_\_\_\_  
\_\_\_\_\_

Challenging Experiences: \_\_\_\_\_  
\_\_\_\_\_

Plan for improving and/or developing: \_\_\_\_\_  
\_\_\_\_\_

Supervision Provided is:      Too Little      Adequate      Too Much  
Comments: \_\_\_\_\_  
\_\_\_\_\_

**Goals for next Week:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

See Additional Comments/Goals on Back

Additional Forms/Pages are attached

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Fieldwork Educator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Academic Fieldwork Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: This form is to be completed collaboratively each week by student and supervisor. Formal, regularly scheduled, weekly supervisory meetings are recommended. Please contact the Academic Coordinator in the event of unsatisfactory fieldwork performance or experience.

# University of Scranton

## Department of Occupational Therapy

### Verification of Training

***\*Blood Borne Pathogens/ Universal Precautions***

***\*Patient Confidentiality/HIPAA & Ethical Considerations***

***\*Professional Behaviors***

Training on the above topics was provided by the University of Scranton's Department of Occupational Therapy. I completed training on the following topics on the date specified:

- ◆ Blood Borne Pathogens and Universal Precautions \_\_\_\_\_ (date)
- ◆ Patient Confidentiality/HIPAA \_\_\_\_\_ (date)
- ◆ Ethical Considerations \_\_\_\_\_ (date)
- ◆ Professional Behaviors \_\_\_\_\_ (date)

Emphasis was given to the importance of these topics in all care delivery and educational settings. I understand that if I have questions or concerns about these topics, I may address them to any of my University of Scranton Occupational Therapy professors.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(print name)

## Professional Development Assessment

Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

### Rating Scale:

1. **Rarely** (never or almost never exhibited)
2. **Occasionally** (beginning to exhibit)
3. **Inconsistently** (apparent but not consistently exhibited)
4. **Frequently** (exhibited most of the time)
5. **Consistently** (habitually evident behavior)

Highest Possible Score: **150**  
Average Score Range: **105-120**  
Unacceptable Range: **Below 105**

**Instructions:** For each professional behavior, review and rate each descriptor by circling the appropriate number.

### 1. **Dependability** as demonstrated by:

- a. Being on time for classes, work, meetings.
- b. Handing in assignments, papers, reports and notes when due.
- c. Following through with commitments and responsibilities

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

### 2. **Professional Presentation** as demonstrated by:

- a. Presenting oneself in a manner that is accepted by peers, clients & employers.
- b. Using body posture and affect that communicates interest or engaged attention.
- c. Displaying a positive attitude towards becoming a professional.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

### 3. **Initiative** as demonstrated by:

- a. Showing an energetic, positive and motivated manner.
- b. Self starting projects, tasks and programs.
- c. Taking initiative to direct own learning.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

### 4. **Empathy** as demonstrated by:

- a. Being sensitive and responding to the feelings and behaviors of others.
- b. Listening to and considering the ideas and opinions of others.
- c. Rendering assistance to all individuals without bias or prejudice.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

### 5. **Cooperation** as demonstrated by:

- a. Working effectively with other individuals.
- b. Showing consideration for the needs of the group.
- c. Developing group cohesiveness by assisting in the development of the knowledge and awareness of others.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**6. Organization** as demonstrated by:

- a. Prioritizing self and tasks.
- b. Managing time and materials to meet program requirements.
- c. Using organization skills to contribute to the development of others.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**7. Clinical Reasoning** as demonstrated by:

- a. Using an inquiring or questioning approach in class and clinic.
- b. Analyzing, synthesizing and interpreting information.
- c. Giving alternative solutions to complex issues and situations.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**8. Supervisory Process** as demonstrated by:

- a. Giving and receiving constructive feedback.
- b. Modifying performance in response to meaningful feedback.
- c. Operating within the scope of ones own skills and seeking guidance when needed.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**9. Verbal Communication** as demonstrated by:

- a. Verbally interacting in class and clinic.
- b. Sharing perceptions and opinions with clarity and quality of content.
- c. Verbalizing opposing opinions with constructive results.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**10. Written Communication** as demonstrated by:

- a. Writing clear sentences.
- b. Communicating ideas and opinions clearly and concisely in writing papers, notes and reports.
- c. Communicating complex subject matter clearly and concisely in writing with correct punctuation and grammar.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**Scoring**

**Sub-Totals:**

- 1. Dependability \_\_\_\_\_
- 2. Professional Presentation \_\_\_\_\_
- 3. Initiative \_\_\_\_\_
- 4. Empathy \_\_\_\_\_
- 5. Cooperation \_\_\_\_\_
- 6. Organization \_\_\_\_\_
- 7. Clinical Reasoning \_\_\_\_\_
- 8. Supervisory Process \_\_\_\_\_
- 9. Verbal Communication \_\_\_\_\_
- 10. Written Communication \_\_\_\_\_

**Total Score:** \_\_\_\_\_