

Division of Occupational Therapy  
**OTD course # 675/775 – Level Two Fieldwork**  
Course Syllabus

**Class Time:**

Based on fieldwork program requirements

**Class Location:**

Level Two fieldwork site

**Instructors:**

Director of Fieldwork & Experiential Education (DFEE): Michael Salemi, OTD, OTR/L

Office: Blake Law Center – Office 221

Phone: 413.782.1425

Email: michael.salemi@wne.edu

Office Hours: by appointment

Fieldwork Educator: Site specific

**Course Prerequisite:** Successful completion of all Level One fieldwork, all fieldwork site requirements, and all WNE OTD coursework

**Requirements:** Students will **not be granted authorization** to start Level Two fieldwork until the following requirements are fulfilled. In addition, the requirements cannot expire at any point during the Level Two fieldwork placement.

- Immunization verification
- CastleBranch background check
- CPR & First Aid certification
- HIPAA training
- Bloodborne Pathogen (OSHA) training
- Site specific requirements as needed (fingerprinting, drug screening, proof of physical, etc...)

**Course Description:**

The Level Two fieldwork section of the WNE OTD program is an integral part of the overall curriculum. The core objective of Level Two fieldwork is for the OTD student to evolve into an entry level practitioner in the assigned practice area through application of theory and techniques learned throughout the didactic portion of the curriculum. Level Two fieldwork consists of two separate experiences, OTD 675 and OTD 775. Each fieldwork is 12 weeks, full time in duration, for approximately 480 hours, or part time on a case by case basis. WNE OTD students are assigned to Level Two fieldwork, a supervised clinical internship experience, in a traditional or role emerging practice setting. These supervised fieldwork experiences provide the OTD student with an opportunity to apply didactic and prior clinical knowledge, experience the evaluation and intervention process across the lifespan and across a range of abilities in a variety of practice settings. Students will demonstrate the ability to engage in ethical practice, applying clinical thinking and reasoning, and demonstrating professionalism to actively integrate into the OT process.

**Course Requirements and Grading:** Grades will be based on performance in the following areas:

- Psychosocial Components Assignment – Throughout each of your Level Two fieldwork placements, you will be asked to record your observations of psychosocial components that influence occupational engagement in a logbook. At the end of the Level Two fieldwork, you will identify a trend in your recorded observations and then gather evidence pertaining to the observed trend. Finally, a 2 page essay will be required synthesizing your clinical observations, evidence based research, and your own clinical recommendations to promote occupations in the practice setting. **10% of final grade**
- Journaling – Once every two weeks, OTD students will be engaging in a topic guided journaling activity on Kodiak to share experiences with peers and the Director of Fieldwork. **10% of final grade**
- Fieldwork Performance Evaluation (FWPE) Mid Term
- Fieldwork Performance Evaluation (FWPE) Final **70% of final grade**
- Student Evaluation of Fieldwork Experience (SEFWE)
- Generic Abilities – professionalism, scholastic effort and utilization of feedback. **10% of final grade**
- On-site Presentation – During the 11<sup>th</sup> or 12<sup>th</sup> week of your fieldwork placement, your Fieldwork Educator will schedule a time for a presentation to the staff on a topic of his or her choice. The format could include but is not limited to case study, evidence based treatment interventions, transformative strategies for program development, or another format pertaining to occupational therapy practice in the fieldwork location. Grading for presentation will be considered in the FWPE final score.
- Attendance - . Students accumulating more than two absences during the 12 week time frame will need to make up those days in order to receive a passing grade for OTD 675/775 Level Two Fieldwork.

**Grading Scale:**

The final grade for Level Two fieldwork (OTD 675/775) is on a “pass” or a “fail” basis. The final grade for each 12 week Level Two fieldwork placement is determined after a review and analysis of all evaluative data related to fieldwork performance, assignments/projects, and professional behavior (including evidence of misconduct). The AOTA Fieldwork Performance Evaluation (FWPE) measurement tool is completed by the Fieldwork Educator as the main tool utilized for determination of a “pass” or “fail” grade in Level Two fieldwork. However, other factors such as professionalism, scholastic effort and utilization of feedback will all be considered to determine the final grade of Level Two Fieldwork, which is the sole discretion of the DFEE (Director of Fieldwork and Experiential Education). Grades on individual assignments, quizzes, and exams will be calculated according to the following point structure:

Letter Grade	Percentage	Point Value	Pass/Fail
A	100 - 93	4.0	P
A-	92.99 - 90	3.7	P
B+	89.99 - 87	3.3	P
B	86.99 - 83	3.0	P

B-	82.99 - 80	2.7	P
C+	79.99 - 77	2.3	F
C	76.99 - 73	2.0	F
F	Below 73	0.0	F

For additional information regarding program grade requirements, students should refer to the OTD Handbook Supplement, which is available online at: <https://www1.wne.edu/pharmacy-and-health-sciences/academics/otd/doc/otd-handbook-supplement>

**Core Personnel in Level Two Fieldwork:** The role of the Director of Fieldwork and Experiential Education (DFEE) is the administrative educator in Level Two fieldwork coordination. The role of the DFEE is to coordinate the relationship between Western New England University and the Level Two fieldwork site(s). Additionally, the DFEE will provide support to both the OTD student completing a Level Two Fieldwork placement and the Fieldwork Educator. The Fieldwork Educator is the on-site occupational therapist in the Level Two fieldwork program who is in charge of overseeing the educational experience of the OTD student. Duties of the Fieldwork Educator include, but are not limited to, monitoring supervision needs as appropriate, providing relevant and contextual hands-on experience in the therapeutic process, and providing relevant feedback to foster entry level competency in the OTD student as a practitioner.

**Student Learning Outcomes:** The following table shows the learning objectives of the course, the various assessments with which these outcomes will be measured, and the corresponding connections to our Doctor of Occupational Therapy Curriculum Design Model.

<b>OTD Course: OTD 675-775</b> <b>Course Objectives</b>	<b>How Covered/Assessment Methods</b>	<b>Primary Curriculum Theme/Thread/ Concept Addressed</b>
Demonstrate entry level competence with fundamentals of practice including ethics, safety and judgement	Fieldwork Performance Evaluation (FWPE), weekly journaling, on-site assignment, and Fieldwork Educator feedback	<ul style="list-style-type: none"> <li>• Policy/ethics</li> <li>• Clinical excellence</li> </ul>
Describe basic tenets of occupational therapy practice including the value of occupations, the role of occupational therapy in a particular practice setting, and proficient communication with clients, family and significant others	Fieldwork Performance Evaluation (FWPE), weekly journaling, on-site assignment, and Fieldwork Educator feedback	<ul style="list-style-type: none"> <li>• Clinical excellence</li> <li>• Management and teamwork</li> <li>• Health Literacy, Diversity and Cultural Competence</li> </ul>
Demonstrate entry level competency with selection, administration, interpretation, & documentation of the evaluation process of occupational therapy practice	Fieldwork Performance Evaluation (FWPE), weekly journaling, on-site assignment, and Fieldwork Educator feedback	<ul style="list-style-type: none"> <li>• Clinical excellence</li> <li>• Occupational performance</li> </ul>

		<ul style="list-style-type: none"> <li>• Evaluation &amp; Intervention</li> </ul>
Demonstrate entry level competence with selection, administration, modification, and documentation of client centered and evidence based occupational therapy interventions.	Fieldwork Performance Evaluation (FWPE), weekly journaling, on-site assignment, and Fieldwork Educator feedback	<ul style="list-style-type: none"> <li>• Clinical excellence</li> <li>• Occupational performance</li> <li>• Evaluation &amp; Intervention</li> </ul>
Demonstrate proficiency with management of occupational therapy services including delegation and collaboration with occupational therapy assistants (if applicable), productive time management, and adherence to funding guidelines for the assigned program	Fieldwork Performance Evaluation (FWPE), weekly journaling, on-site assignment, and Fieldwork Educator feedback	<ul style="list-style-type: none"> <li>• Management &amp; Teamwork</li> <li>• Leadership</li> <li>• Evaluation &amp; Intervention</li> </ul>
Demonstrate consistent professionalism, clarity and accuracy with all modes of communication (verbal, non-verbal, electronic) and documentation throughout the fieldwork placement	Fieldwork Performance Evaluation (FWPE), weekly journaling, on-site assignment, and Fieldwork Educator feedback	<ul style="list-style-type: none"> <li>• Clinical excellence</li> <li>• Occupational performance</li> <li>• Evaluation &amp; Intervention</li> </ul>
Demonstrate appropriate professionalism when collaborating with Fieldwork Educator, fieldwork site staff and the WNE Director of Fieldwork regarding constructive feedback, professional competence, respectfulness of diversity, and interpersonal skills.	Fieldwork Performance Evaluation (FWPE), weekly journaling, on-site assignment, and Fieldwork Educator feedback	<ul style="list-style-type: none"> <li>• Clinical excellence</li> <li>• Management &amp; Teamwork</li> </ul>

**Program Outcomes (based on themes and threads) Addressed in this Course:**

- Demonstrate entry level skills for occupational therapy practice in the assigned fieldwork program
- Engage responsibly in all duties consistent with occupational therapy practice
- Portray professionalism in representing oneself, the fieldwork program site, and the WNE OTD program

**Expectations, Policies & Procedures:**

To achieve the highest level of success in this course, students are expected to:

- Research fieldwork sites via available resources prior to beginning of fieldwork placement to familiarize oneself with the facility, the populations served, and other available information.
- Reply to email correspondence OT faculty & administration in a timely fashion while on Level Two fieldwork
- Arrive to fieldwork on time. Late arrival is viewed as an unprofessional behavior in occupational therapy practice. Multiple (more than one) late arrivals will impact your grade. Contact your fieldwork site directly to notify staff if you anticipate a late arrival.
- Contact your fieldwork educator and the Director of Fieldwork at WNE for notification of any absences, including unanticipated or previously planned absences. Students accumulating more than two absences during

the 12 week time frame will need to make up those days in order to receive a passing grade for OTD 675/775 Level Two Fieldwork.

- Arrange for out of state housing and travel if fieldwork is not in the student's geographic area of residence
  - Arrive to fieldwork prepared to perform duties of a Level Two Fieldwork student.
  - Refer to the Kodiak course page and the syllabus for course expectations and clarifications.
  - Provide required fieldwork documentation according to deadlines indicated by the assigned site.
  - Complete the AOTA Student Evaluation of Fieldwork Experience (SEFWE) form upon completion of each 12-week Level Two fieldwork placement
  - Provide the DFEE with a copy of the original AOTA Student Evaluation completed by the Fieldwork Educator and signed by the student immediately upon completion of the fieldwork affiliation;
  - Provide the DFEE with the original AOTA Student Evaluation of Fieldwork Education (SEFWE) form immediately upon completion of the fieldwork affiliation.
- ★ Refer to the College of Pharmacy and Health Sciences (COPHS) Student Handbook for college-wide standards and behavioral expectations for learners (e.g. Academic Integrity; Plagiarism; Early Advisory System; Honors; Dean's List; Academic Support Services; Transportation; Inclement Weather Policy; Technology; Health Documentation and Insurance; Leave of Absence/Withdrawal/Readmission, etc., as well as general academic and curriculum requirements (e.g. Class attendance/absence; excused absences; grading/re-grading; academic probation; remediation procedures; suspension/dismissal; attire; professional organizations, etc.)
- ★ Refer to the Doctor of Occupational Therapy (OTD) Supplemental Handbook for academic division information and program/curriculum-specific information (e.g. core values; philosophy of student learning, etc.), as well as fieldwork education (e.g. fieldwork model, student assignment process, Fieldwork Educator role, evaluation/grading, etc.) and doctoral experiential residency-specific information (e.g. purpose and project phases; description and timelines; relationship to the curriculum design, roles and responsibilities of mentors and students, etc.)

### **Accommodations:**

We are committed to creating an inclusive curriculum that is universal by design. If you encounter barriers, please let us know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. We are always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. We welcome feedback that will assist in improving the accessibility and experience for all students. Through collaboration with WNE Student Accessibility Services (SAS), the Division of Occupational Therapy is able to fulfill both the letter and the spirit of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

If you have a disability, or think you may have a disability, you may also want to meet with Student Accessibility Services. The contact information is listed below:

Herman Hall, SAS Suite 105

1215 Wilbraham Road

Springfield, MA 01119

**Office:** 413-782-1258

**Fax:** 413-782-1575

**Email:** [accessibility@wne.edu](mailto:accessibility@wne.edu)

**Website:** <https://www1.wne.edu/student-accessibility-services/index.cfm>

[Link to Student Accessibility Services](#)

Once I/we have a copy of your approved accommodations from SAS we can plan a time to connect to discuss your accommodation needs. In addition, if you are approved for exam accommodations, please consult with me/us at least two weeks before any scheduled exam date to confirm the testing arrangements.

**Turnitin:**

Western New England University is committed to academic integrity and the ethical use of information as enumerated in the Western New England University Catalogue, Student Handbook, and Academic Integrity brochure. In order to avoid plagiarism and teach students how to properly use and cite sources, papers required in this course may be submitted by students and/or faculty to the plagiarism prevention service, Turnitin.com. Papers submitted to this service will be evaluated against an extensive database of source documents for textual similarities, and an originality report indicating such similarities will be generated. Papers submitted for analysis will not become part of the Turnitin.com proprietary, restricted-access database, which is used to detect possible plagiarism in other documents. By taking this course you agree to submit papers in electronic format and allow the submission of such papers for review in Turnitin.com. Use of this service is subject to the Terms and Conditions of Use posted on the Turnitin.com site, <http://www.turnitin.com>.

**Changes to the Syllabus:**

The instructor reserves the right to make changes to this syllabus as may be necessary and appropriate. All changes will be announced in class or posted via the News feature in the Kodiak classroom.

OTD course # 675-775: Level Two Fieldwork  
SCHEDULE AND EXPECTATIONS

WEEK	SUPERVISION MODEL (Refer to Fieldwork Models in WNE OTD handbook )	STANDARD TIMELINE
Week 1	<ul style="list-style-type: none"> <li>• Directing</li> </ul>	<ul style="list-style-type: none"> <li>• Site Orientation and Time Management</li> <li>• Learns fieldwork supervisor's daily routines</li> <li>• Introduction to scheduling, billing, coding, documentation, and data collection forms</li> <li>• Reviews confidential charts for a few clients on supervisor caseload</li> <li>• Completes evaluation and treatment observations, documents and reviews with supervisor</li> <li>• Writes drafts of evaluation sections, treatment plans, grades therapeutic activity, begins journals as required by site</li> <li>• Student begins to assist in therapy sessions as appropriate</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Directing</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations and Interventions begin</li> <li>• Learns fieldwork supervisor's weekly routines;</li> <li>• Records observations and assumes responsibility for partial administration of evaluations</li> <li>• Completes discharge summary/transfer of services forms &amp; supervisor gives feedback</li> <li>• Reviews and assists with daily documentation, billing and/or coding</li> <li>• Student develops, reviews, and implements treatment plans for 1-3 clients;</li> <li>• Student grades a therapeutic activity, listing ways to modify for different skill levels;</li> <li>• Researches and summarizes two evidence based journal articles relevant to the site;</li> <li>• Conducts chart reviews, treatment observation(s) with responses</li> <li>• Supervisor reviews student progress in daily meeting with student</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Directing</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes responsibilities for approximately 25% of an entry level therapist's caseload</li> <li>• Reviews assignments from the previous week;</li> <li>• Completes evaluation(s) and corresponding documentation with supervisor as observer and providing feedback</li> <li>• Interprets evaluation results based on age/developmental skill level, including all relevant information regarding prospective discharge scenario</li> </ul>

		<ul style="list-style-type: none"> <li>• Increased completion and implementation of treatment plans, discharge summaries, and corresponding documentation</li> <li>• Student completes treatment analysis for supervisor</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Directing into Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Gradual increase to begin planning from week to week</li> <li>• Supervisor will review student progress and assignments from previous week</li> <li>• Orients to specific client conditions</li> <li>• Increases caseload for treatment planning, sessions, evaluations/discharge, and corresponding documentation and billing</li> <li>• Writes up proposed summary and recommendations of observed evaluation</li> <li>• Develops relevant goals/objectives for client evaluation, supervisor provides feedback;</li> <li>• Observes at least one other professional working with client</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews assignments from previous week;</li> <li>• Develops, reviews and implements treatment sessions for 50% of an entry level therapist's caseload with corresponding documentation and billing</li> <li>• Reviews client work samples, most recent assessment, progress notes, and develops goal/objectives</li> <li>• Develops treatment plans for 5 clients, supervisor provides feedback</li> <li>• Completes an equipment justification letter/form</li> <li>• Develops intervention strategies with another professional working with client</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• <b><i>FWPE Mid Term completed on Formstack</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Reviews assignments from previous week</li> <li>• Develops and implements treatment sessions for 50% of an entry level therapist's caseload with corresponding documentation and billing</li> <li>• Presents to staff a case study, evidence based article review, and /or therapeutic treatment tools</li> <li>• Completes mid-term evaluation and discusses areas of strengths and areas for continued growth with supervisor.</li> <li>• Requests that the Fieldwork Educator contact the DFEE with mid-term results</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Coaching into Supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews assignments from previous week</li> <li>• Designs, implements treatment sessions, and completes corresponding documentation</li> </ul>



		<ul style="list-style-type: none"> <li>• Types up client adaptations, accommodations and/or modifications for 1 client to be reviewed with staff</li> <li>• Grades one therapeutic activity listing ways to modify for different skill levels</li> <li>• Begins interprofessional co-treatment for individuals and/or co-leading of groups, if applicable</li> <li>• Participates in interprofessional team collaboration</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• Supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to increase caseload</li> <li>• Increases focus on collaborative interprofessional practice</li> <li>• Reviews assignments from previous week</li> <li>• Student will present modifications to appropriate staff with supervisor present</li> <li>• Designs and implements treatment and completes corresponding documentation from 75% of an entry level therapist's caseload</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• Supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and implements treatments and completes corresponding documentation from 75% of an entry level therapist's caseload</li> <li>• Completes 50% of an entry level therapist's caseload evaluations/re-evaluations/discharge summaries from supervisor caseload</li> <li>• Develops treatment plans for supervisors' full caseload (100% of an entry level therapist's) each day</li> <li>• Identifies and begins work on final project</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Supporting into Delegating</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and implements treatment and evaluation sessions for supervisor's (100% of an entry level therapist's) full caseload and corresponding documentation</li> <li>• Works on final project</li> <li>• Participates in interprofessional collaborative practice</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Delegating</li> </ul>	<ul style="list-style-type: none"> <li>• Implements OT interventions/evaluations as appropriate for 100% of an entry level therapist's caseload and discusses feedback with supervisor</li> <li>• Implements a group treatment session for clients/patients on therapist's caseload</li> <li>• Delegates roles in interprofessional collaborative practice</li> <li>• Coordinates final project presentation</li> </ul>

Week 12	<ul style="list-style-type: none"> <li>• Delegating</li> <li>• <b><i>FWPE completed on Formstack</i></b></li> <li>• <b><i>Psychosocial Components paper submitted on Kodiak</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Reviews assignments from previous week</li> <li>• Implements treatment sessions for full (100% of entry level therapist's) caseload and discusses feedback with supervisor</li> <li>• Presents final project</li> <li>• Participates in interprofessional collaborative practice</li> <li>• Student discusses results of SEWE with fieldwork supervisors and provides original SEFWE to site</li> <li>• Supervisors complete FINAL EVALUATION of student's performance, discusses the results with the student , and provides a copy to student and the original copy to DFEE</li> <li>• Site FW educator will mail the Performance Evaluation Form and the Student Evaluation of the Fieldwork Experience to the DFEE</li> </ul>
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