OCC THER 728: LEVEL 1 FIELDWORK C: PEDIATRICS

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 20:09:26 GMT

Viewing: OCC THER 728 : Level 1 Fieldwork C: Pediatrics

Last edit: Mon, 25 Nov 2019 20:09:25 GMT

Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Summer 2021 (1216)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

728

Is this course crosslisted?

No

Course Title

Level 1 Fieldwork C: Pediatrics

Transcript Title

Lev 1 FW C: Peds

Course Description

Exposure to pediatric OT practice through observation, participation in guided evaluation and treatment procedures, data collection and organization, and communication with clients and other professionals.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate Program

Grading Basis

A/F

Component Type

Field Studies section is scheduled

Credits

1

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to provide an introduction into theory development in occupational therapy.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

6

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 728 Level 1 Fieldwork C: Pediatrics does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders) has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Demonstrate professional work habits as indicated by receiving passing rating on the AOTA Level I FW Competency Evaluation.	Graduate
2	Demonstrate ability to establish therapeutic relationships with clients.	Graduate
3	Establish positive working relationships with individuals from other disciplines and develop an increased awareness of OT's role on an interprofessional team.	Graduate
4	Demonstrate mature judgment in seeking assistance and responding to feedback in an ethical and courteous manner with both clients and professions.	Graduate
5	Prepare and administer an evaluation or treatment intervention, formulate therapeutic goals, and develop proposed occupation-based treatment plan.	Graduate
6	Assist in the therapeutic process safely and effectively, if and when appropriate.	Graduate
7	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Graduate

8	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OT 728FW1(Peds).pdf

Key: 13256

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 728
Level I Fieldwork C: Pediatrics
Fall 2

1 Credit
Course is 1 credit and requires approximately 45 hours of active learning. In addition to active learning in the field, students will engage in reading, lectures, learning activities, quizzes, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses

Meeting Time and Location: Students will meet for one lecture prior to fieldwork and one discussion following fieldwork. Students will complete fieldwork (32-40 hours) at a location in the community as assigned by academic fieldwork coordinator and/or course instructor.

Instructional Mode: Lab

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Joshua Brown, OTD, OTR/L
Clinical Assistant Professor
Academic Fieldwork Coordinator
608-262-0093
joshua.brown@wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly throughout the semester as needed. While students are in the field, instructor is available as needed via phone or email.

OFFICIAL COURSE DESCRIPTION

Exposure to pediatric OT practice through observation, participation in guided evaluation and treatment procedures, data collection and organization, and communication with clients and other professionals.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

1. *Demonstrate professional work habits as indicated by receiving passing rating on the AOTA Level I FW Competency Evaluation.*
2. *Demonstrate ability to establish therapeutic relationships with clients.*
3. *Establish positive working relationships with individuals from other disciplines and develop an increased awareness of OT's role on an interprofessional team.*
4. *Demonstrate mature judgment in seeking assistance and responding to feedback in an ethical and courteous manner with both clients and professions.*
5. *Prepare and administer an evaluation or treatment intervention, formulate therapeutic goals, and develop proposed occupation-based treatment plan.*
6. *Assist in the therapeutic process safely and effectively, if and when appropriate.*

ACOTE Standards Addressed in this course:

7. *Upon course completion, the student will be able to: Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan. (B.3.6)*
8. *Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services. (B.4.29)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Online Discussion Entries	Due **daily** while completing fieldwork	10%
Stakeholder Interview and Occupational Profile	Due two weeks after last day of fieldwork	10%
OT Assessment Administration & Write Up	Due two weeks after last day of fieldwork	10%
Intervention Plan	Due two weeks after last day of fieldwork	10%
AOTA Level I FW Competency Evaluation	Due on final day of fieldwork	55%

Student Evaluation of Fieldwork Site	Due on final day of fieldwork	5%
Total		**100%**

Asynchronous Online Group Discussion

As students will complete their fieldwork at different locations in the community, asynchronous online discussions will provide students an opportunity to collaborate and learn from and about their peers' experiences. Online discussion groups also allow the course instructor to monitor student progress and engagement while in the field.

Students will participate in five online asynchronous discussions as they are completing fieldwork. They may respond to the discussion prompt that most aligns with what they did on fieldwork that day. Students must respond to all prompts by the end of their fieldwork. (For most students, this will equate to completing one discussion post every day they are on fieldwork.)

1. *Discuss your experience getting to know the clients at your site. What were your strengths in building rapport with clients? What was difficult? How do you think you might improve during your next fieldwork experience?*
2. *Discuss your experience administering an assessment. How did you prepare? How was this specific evaluation tool selected and why? What went well? What could have gone better? How can you apply what you learned to your next fieldwork experience?*
3. *Discuss your experience interviewing a stakeholder in the client's life. How did you prepare for the interview? How did you decide what questions to ask? What was the most challenging aspect of interviewing the stakeholder? What strengths do you have as an interviewer? What areas do you think you still need to work on?*
4. *What type of feedback did you receive this week? What was your emotional response to receiving feedback?*
5. *How did your rating differ from your supervisors rating on the AOTA Level I FW Competency Evaluation? Which areas of strength did you and your supervisor identify? Areas for growth? How does this information align with your professional development goals developed earlier in the year?*

Each student is required to post at least one primary comment that represents his/her position and/or thoughts about the discussion question. This primary post should reflect thoughtful reflection on the discussion questions, incorporation of reading content or newly acquired knowledge and some level of synthesis.

Students are also required to post at least 2 additional comments/reactions/questions regarding the posts of colleagues that contribute to an interactive dialogue and discussion.

The above represents the minimum amount of participation to earn the allotted points. You are encouraged to participate to a greater extent according to the complexity of the topic and your interest in your colleagues' thoughts.

Rubric for Asynchronous Discussions

Point Value	Grading Criteria

4	**Posts**—Submitted on time; communication is professional and uses appropriate references; integrates learning from course, is thought-provoking, invites further response, and introduces new content as applicable in addition to course content as needed to support opinions and ideas presented.
4	**Responses to Peers**—Responds to at least 2 postings with substantive, reflective content by the deadline. Shows respectful responsiveness to peers, introducing new ideas or perspectives that enhance overall learning.
2	**Further Discussion**—Continues interaction by responding peers' response posts in a timely, thoughtful, and scholarly manner.
Total for each module: 10 points	

Stakeholder Interview and Occupational Profile
You will begin to develop your interviewing and professional skills by interviewing a stakeholder (parent, teacher, classroom aid, other health professionals) in the child's life. You should try to interview a parent, if possible. However, it may not be feasible depending on the setting and situation. Please discuss the appropriate person to interview with your clinical instructor prior to interviewing them. You will use the AOTA Occupational Profile template to guide your interview. You will use the content of your interview to write an occupational profile of your client. This is a graded assignment. A rubric will be provided.

OT Assessment Administration and Write-Up
You are required to administer, observe, or review (whatever is feasible for your setting) an assessment that is used in your fieldwork setting and write it up in an evaluation format that is typical for your setting. Your write-up should include your recommendations for ongoing treatment. You must effectively communicate the need and rationale for occupational therapy services. This is a graded assignment. A rubric will be provided.

Intervention Plan
Using information gathered from your Stakeholder Interview, Occupational Therapy Assessment, and clinical observations during fieldwork, students will design a treatment plan geared toward meeting one goal area. This detailed treatment plan should take into account personal client factors and environmental factors, and it must be occupation-based. This is a graded assignment. An example and rubric will be provide.

AOTA Level I Competency Evaluation
Both you and your supervisor should complete the AOTA Level I Fieldwork Competency Evaluation. You must receive a score of "M" or above from your supervisor (i.e., M, E, or O) in all areas in order to pass Level I Fieldwork. This assignment is graded as pass/no pass. Students who do not pass Level I Fieldwork will develop an "Action Plan" with the course instructor and/or academic fieldwork coordinator, and may be assigned to a new fieldwork placement.

Students must pass Level I Fieldwork before they are able to participate in Level II Fieldwork.

Student Evaluation of Fieldwork Site
Students are required to complete the Student Evaluation of Fieldwork Site. This information will be used to guide future placements at this site and is required for ACOTE accreditation. This assignment is not graded but is required to pass this course.

GRADING

Assignment grades and final course grade will be assigned using the following scale:

%	Grade
94-100	A
90-93.99	AB
84-89.99	B
80-83.99	BC
70-79.99	C
60-69.99	D
<60	F

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

There are no required textbooks for this course. All reading material will be uploaded to the course website.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/