

**Course Syllabus**

| **A.** | **Course Number-Section Number, Course Title, Days and Times,**  **Campus and Room Number:** | OT 239 (Level II A) and OT 251 (Level II B) Fieldwork  Days & times vary according to FW site (refer to section D “Course Description.”  Various community fieldwork sites |
| --- | --- | --- |

|  |  |  |
| --- | --- | --- |
| **B.** | **Program / Department Name:** | Occupational Therapy Assistant |
|  | **Instructor Name:** | Debra Battistella, MS, OTR/L, Academic Fieldwork Coordinator  Fieldwork Educators – as assigned based on individual site placement |

|  |  |  |
| --- | --- | --- |
| **C.** | **Contacting the Instructor –** |  |
|  | Campus and Office Number: | North Campus, Room K-113 |
|  | Instructor Phone: | 716.851.1312 |
|  | Department Secretary Phone: | 716. 851.1318 |
|  | e-mail: | battistellad@ecc.edu |
|  | Office Hours: | **By appointment. Because Level II is off-campus, email and voicemail will be promptly answered on a daily basis. Site meetings will occur as needed/requested.** |

| **D.** | **Course Description:** | **OT 239**- Eight (8) weeks full-time (as defined by fieldwork  placement site), intensive experience in the delivery of occupational therapy services. Supervised practice of treatment intervention, documentation, assessment, and professional communication will be emphasized. Fieldwork sites may include the following: physical disabilities (such as acute care, long term care, in-patient/sub-acute rehab), psychosocial, developmental disabilities, school-based, or emerging practice areas.  **Prerequisites**: completion of all didactic coursework for the program and Level I Fieldwork experiences (OT 141 & OT 160). **Co-requisite**: OT 251 \*  **OT 251**- Eight (8) weeks, full-time (as defined by fieldwork placement site), intensive experience in the delivery of occupational therapy services. Supervised practice of treatment intervention, documentation, assessment, and professional communication will be emphasized. Fieldwork sites may include the following: physical disabilities (such as acute care, long term care, in-patient/sub-acute rehab), psychosocial, developmental disabilities, school-based, or emerging practice areas.  **Prerequisites**: completion of all didactic coursework for the program and Level I Fieldwork experiences (OT 141 & OT 160). **Co-requisite**: OT 239 \* |
| --- | --- | --- |

|  |  |  |
| --- | --- | --- |
| **D.** | **Course Description (continued):** | \* As per the Accreditation Council of Occupational Therapy Education (ACOTE), two Level II Fieldwork experiences are offered for the AAS in OTA, through OT 239 and OT 251. These two Level II Fieldwork experiences must be 8 weeks each of full time hours, as defined by the fieldwork placement site, and must be in two diverse practice areas of occupational therapy. These two Level II Fieldwork experiences, as offered through OT 239 and 251, have the same Course Outcomes and Program Competencies, but reflect two diverse practice areas of Occupational Therapy services. |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **E.** | ***Suggested* Text / Course Materials:**  *Enter Title, edition, author and publisher, year, and ISBN number; Software or URLs, Labs* | 1. Quick Reference Dictionary for Occupational Therapy; Slack Incorporated; Eds.: Karen Jacobs & Laela Simon; ISBN: 978-1-61711-646-9  2. THE CLINICAL SUCCESS FORMULA: How to Reduce Anxiety, Build Confidence, and Pass with Flying Colors; Dan Eisner Consulting LLC; Eisner; ISBN: 978-0997675733  3. Occupational Therapy Fieldwork Survival Guide - A Student Planner, 2nd edition; AOTA Press; Napier; ISBN: 978-1569002926 |
|  |  |  |
|  | **Affordable Instructional Material (AIM) or Open Educational Resource (OER) Option:** | N/A |

|  |  |
| --- | --- |
| **F.** | **Library Resources:** |
|  | Databases (Search all Databases, ProQuest, Medline, CINAHL, Summon, Periodical Finder, Academic One File, etc.) for journals and texts relative to course content to support completion of projects/activities. Library resources include numerous hard copy occupational therapy texts in General Circulation at ECC North Campus Library.    Students are assigned various assignments at clinical sites requiring investigation into research databases and search engines. Assignments may include but are not limited to: **clinic improvement projects, treatment plans, case studies, intervention quick-reference sheets regarding specific diagnoses, oral presentations requiring review of evidenced based practice/best practice**, etc. |

|  |  |
| --- | --- |
| **G.** | **Course Outcomes:** |
|  | Upon completion of this course, the student will be able to:  DIRECT TREATMENT  1. Collect relevant data regarding the patient/client/consumer from medical or service related sources to assist with the development, monitoring and re-assessment of culturally relevant goals, occupation-based intervention plans/strategies and discharge planning in collaboration with the client, occupational therapist, and other professionals. (B.4.1, B.4.4, B.5.1, B.5.21, B.5.25, B.5.29)\*  2. Select, provide/fabricate, grade and adapt interventions (occupation-based, purposeful activities, preparatory methods and tasks, education and training including compensatory strategies) to individuals and/or groups while demonstrating therapeutic use of self, to address safety, health, and wellness for occupational performance in all life areas, client factors, performance patterns, context, and performance skills, reflecting basic theoretical features and models of practice and frameworks of occupational therapy and current evidence in OT practice. (B.2.11, B.3.1, B.3.2, B.5.1, B.5.2, B.5.3, B.5.4, B.5.5, B.5.7, B.5.12, B.5.14, B.5.18, B.5.23, B.5.24, B.5.28)\*  3. Articulate justification for and provide training in techniques for the development, remediation, environmental adaptation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions when desired life tasks cannot be performed, to enhance occupational performance and foster participation and well-being. (B.2.10, B.5.6, B.5.8, B.5.9, B.5.10, B.5.11, B.5.12, B.5.13, B.5.14, B.5.15)\*  4. Adhere to safety regulations and medical precautions as well as demonstrate safety awareness within the fieldwork setting. (B.2.8)\*  COMMUNICATION:  5. Demonstrate appropriate and effective verbal and written communication skills in all applicable areas within the fieldwork setting, including but not limited to patient/client/consumer, family and caregiver interactions and education; staff and inter- and intra-disciplinary team member interactions, documentation, billing and education/in-service presentation, etc. (B.5.21, B.1.8, B.4.10, B.5.20, B.5.32, B.7.4)\*  PROFESSIONALISM:  6. Demonstrate professionalism in dress, time management, ability to collaborate, receive feedback, communication, and interpersonal skills (including but not limited to cooperation, flexibility, tact, and empathy), when interacting with supervisor, staff, patients/clients, family members, and caregivers. (B.5.20, B.5.21, B.5.25, B.5.7)\*  7. Adhere to all facility policies and procedures as well as governmental guidelines that ensure patient/client rights and confidentiality (including, but not limited to Health Insurance Portability and Accountability Act-HIPPA and Family Educational Rights and Privacy Act-FERPA) and identify how they connect to the American Occupational Therapy Association (AOTA) Code of Ethics (B. 9.5, B.9.6)\*  8. Articulate and/or demonstrate the various roles an occupational therapy assistant can engage in such as clinical practitioner, educator, program coordinator, research assistant, etc. in the fieldwork setting. (B.5.27, B.9.7)\*  \*ACOTE (Accreditation Council for Occupational Therapy Education) Learning Standards |

|  |  |
| --- | --- |
| **H.** | **SUNY Erie Institutional Learning Outcomes (ILOs):** |
|  | Communication (3, 5, 6, 8)  Critical Analysis and Reasoning (3, 5, 8)  Information Literacy (5, 8)  Scientific Reasoning LV2 (1, 5)  Technological Competence (2, 3, 5, 7) |

|  |  |
| --- | --- |
| **I.** | **SUNY** [**General Education Knowledge and Skills Areas**](https://myecc.ecc.edu/GAP/ge/Shared%20Documents/10%20SUNY%20General%20Knowledge%20Areas%20-%202017.pdf) **(if applicable):** |
|  | N/A |

|  |  |
| --- | --- |
| **J.** | **Grading Determination:** |
|  | 1. **Level II Fieldwork Performance Evaluation**…………………………….**100 points**  This course is graded as a Pass/Fail Course. A passing grade consists of at least 70 points/100 on the Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student, an evaluation tool created and recommended by AOTA. Completion of the AOTA FWPE includes observation of student performance, and is scored by the primary Fieldwork Educator. Fieldwork students are assessed in the following areas: Fundamentals of Practice, Basic Tenets of Occupational Therapy, Evaluation/Screening, Intervention, Communication, and Professional Behaviors.  At midterm, the student is assessed using both the Level II Fieldwork Midterm Self-Assessment (completed by student) and the Level II Fieldwork Performance Evaluation (completed by Fieldwork Educator). The Midterm Self-Assessment and Performance Evaluation are used to determine if a student is on track to pass his/her fieldwork experience.  2. **Weekly Reflection Summary Assignments**…………………………….**P/F**  These assignments are graded as Pass/Fail and serve to help the student be self-aware of their strengths and growth areas as well as reflect on their practice and professional growth through each fieldwork experience. These assignments also help the Fieldwork Coordinator assess the student’s ability to connect didactic coursework to the implementation of Occupational Therapy services, apply knowledge to practice, and demonstrate knowledge translation.  3. **The ability to uphold the AOTA Occupational Therapy (OT) Code of Ethics during Fieldwork**…………………………………………………………………………….**P/F**  This essential element of fieldwork is graded as Pass/Fail and is determined based on the performance of the student, Fieldwork Educator report and documentation, and Fieldwork Coordinator/Fieldwork Educator communication. The Occupational Therapy Code of Ethics is meant to serve as a guide to define decision-making parameters, however, “ethical action goes beyond rote compliance with the Principles (of the OT Code of Ethics) and is a manifestation of moral character and mindful reflection…Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code.” (American Journal of Occupational Therapy, September 2015, Vol. 69, 6913410030p1-6913410030p8. doi:10.5014/ajot.2015.696S03)   * Final Level II grades are determined by the Academic Fieldwork Coordinator and NOT the Fieldwork Educator. * A final grade of Pass (P) or Fail (F) is awarded based on the final score on the Fieldwork Performance Evaluation for the Occupational Therapy Assistant (FWPE), satisfactory and timely submission of all paperwork and assignments, and student’s adherence to all program and fieldwork policies, including the OT Code of Ethics. * Students must receive a **final score of 70 or above** on the FWPE. Additionally, ratings of 3 or above must be earned for all items in Section 1 (Fundamentals of Practice) on the **final** evaluation in order for a student to pass fieldwork. * Points will be deducted from the student’s FWPE total score for late or no submission of forms, assignments, or assessments, as outlined below: * Assignments/forms/assessments submitted after the time deadline but on the due date will result in a 1 point deduction from the student’s FWPE total score. * Assignments/forms/assessments submitted later than the due date will result in a 2 point deduction from the student’s FWPE total score. * Any tardy assignment (electronically, personally, or mailbox submitted) should be submitted with an acknowledgment note/memo indicating the student’s awareness of the late submission. An absence of such a note along with a late assignment will result in an additional loss of 1 point from the student’s FWPE total score. |
|  |  |

|  |  |
| --- | --- |
| **K.** | **Testing / Means of Evaluation of Student Learning:** |
|  | Course will be assessed using all three areas listed in Section J. – Grading Determination: Level II Fieldwork Performance Evaluation, Weekly Reflection Summary Assignments, and the student’s ethical behavior while on fieldwork. A “Pass” must be achieved in **each** area to pass this course.  In addition to the Level II course objectives, each fieldwork site develops site-specific objectives, expectations and assignments. Assessment involves observation of student performance, and completion of the AOTA Fieldwork Performance Evaluation (FWPE) by the primary fieldwork educator (clinical supervisor).  Generally, students are expected to successfully and independently manage 75%-100% of a typical workload by the final week of each Level II Fieldwork rotation. Students may also be expected to complete clinical improvement projects, in-service presentations, case studies, and/or fabrication of assistive devices, as assigned by the Fieldwork Educator.  In addition to assessment and assignments, students are required to submit a completed:   * Level II Fieldwork Midterm Self-Assessment at midterm * Student Evaluation of Fieldwork Experience (SEFWE) form (created and recommended by the AOTA) at the conclusion of each Level II Fieldwork experience.   **Evaluation Forms**  The fieldwork educator will receive a copy of the AOTA Fieldwork Performance Evaluation form (FWPE). The form will be provided by the student prior to or upon the first day of fieldwork. This form is used for the mid-term evaluation as well as the final evaluation. **The final evaluation must be mailed to the SUNY Erie OTA Department on the last day of the student’s fieldwork**.    Sometimes the standard fieldwork evaluation may not address the unique circumstances of the fieldwork site. In such cases, with approval of the Academic Fieldwork Coordinator, individual FWPE items may be modified or substituted with more appropriate wording to reflect the role of the occupational therapy assistant in that setting. Samples of the Field Work Performance Evaluation and the Student Evaluation of the Fieldwork Experience are included on [www.OTfieldwork.net](http://www.OTfieldwork.net).    **Mid-term Evaluation**  Mid-term evaluation *(end of week #4 on 8 week fieldwork)* is an expected part of the educational experience. The purpose of the mid-term is to provide constructive feedback to the student about approaching entry-level competence. The fieldwork educator and the student should refer to fieldwork site objectives and week-by-week plan to see how the student’s skills compare with the expectations.  All students are responsible for ensuring both they and their fieldwork educator sign and date the evaluation after its completion at mid-term. You may do so anywhere in the margin on the evaluations’ front page, as there are not designated lines for this. **A copy of the completed and signed mid-term evaluation (front page only) must be sent to the Academic Fieldwork Coordinator via e-mail.**  \*\* **If a fieldwork student has not made sufficient progress by mid-term, or if there are any concerns about the student’s future performance, the Academic Fieldwork Coordinator should be notified immediately and a meeting will be initiated to discuss a course of action.**  **Final Evaluation**  On the last day of the fieldwork experience, the fieldwork educator should review the completed final FWPE with the fieldwork student. After the FWPE has been reviewed and signed, the fieldwork student should review the Student Evaluation of the Fieldwork Experience (SEFWE) with the fieldwork educator. The SEFWE must be signed by the student and the fieldwork educator as well. The fieldwork educator and student should retain a photocopy of each form. **The Fieldwork Educator must immediately send originals of each form to the ECC OTA Department to assure proper credit for course work.** The Academic Fieldwork Coordinator (not the fieldwork educator) assigns final fieldwork grades.  Also, results and data are shared by the National Board for Certification in Occupational Therapy (NBCOT) with Erie Community College Occupational Therapy Assistant Program regarding the performance of our students as a cohort and individually on the:   * Occupational Therapy Knowledge Exam (OTKE)-a web based exam, which our students take as they finish up both of their Level II Fieldwork experiences. This exam is designed to simulate the NBCOT Certification Exam * NBCOT Certification Exam   This information is reviewed and reflected on annually through the Annual Assessment Report, which meets the requirements for the approved academic assessment plan. |

|  |  |
| --- | --- |
| **L.** | **Attendance Requirements:** |
|  |  |
|  | 1. **Absence**   Clinic time is mandated by AOTA and is necessary for successful program completion. Students must complete a minimum equivalency of 40 full-time days for each Level II rotation. Students are expected to attend ALL assigned days of their fieldwork assignments. Missing days may result in course failure. Students are expected to manage all of their personal affairs (childcare, employment, family needs, etc.) in such a manner as not to interfere with the completion of fieldwork hours/days. Attending weddings, meetings, or other planned events are NOT acceptable reasons for missing fieldwork.  In the case of emergencies that may necessitate absence from the clinical site (sickness, injury, death of immediate family) the student must follow the protocol of the fieldwork site AND contact the SUNY Erie OTA Academic Fieldwork Coordinator as soon as possible BEFORE the anticipated absence. Any such absences will require written documentation (by a physician, for example). Absences for reasons other than verifiable emergencies will be treated as insubordination and a violation of OT Department and fieldwork site policy, and may result in immediate suspension or termination from the fieldwork. Absences beyond two days (or equivalent) for ANY reason may result in fieldwork failure. Students who do not follow these specific guidelines may be penalized with grade reduction, suspension, or termination from Level II fieldwork or the OTA program.   1. **Tardiness**   Students are expected to report at their clinical sites and be ready to begin on time. Repeated tardiness will be grounds for dismissal and failure of the Level II fieldwork. It is the prerogative of the clinical site to send home a student who does not call to advise the site of lateness.   1. **Lengthy Absence/Illness**   In the event of lengthy illness (surgery, for example) or other absence (death of a family member, for example), each case will be reviewed individually in regards to time lost, time available for completion, and clinical content or objectives to be covered. Any such absences will require documentation (by a physician, for example). At the discretion of the ECC OTA Department, disruption of fieldwork may result in fieldwork termination, course failure, incomplete grade status, or extension of fieldwork. |
|  | 1. **Making up Time/Extended Time**   Students are required to complete the equivalent of 40 full-time days at their assigned fieldwork sites. Students are expected to reschedule missed days due to agency closure (scheduled holidays, snow days, etc.) as well as sick days (see policy above for absences due to sickness). All make-up days must be approved by the Academic Fieldwork Coordinator. Also, in cases where student performance is marginal, additional time may be required if the fieldwork educator, student, and the Academic Fieldwork Coordinator agree that extra time would enable the student greater potential for success. The Academic Fieldwork Coordinator should be contacted as soon as it is evident that the student will not be able to meet the expectations for the 8-week minimum due to marginal performance or absences. |

|  |  |
| --- | --- |
| **M.** | **Fieldwork Expectations:** |
|  | **Cell phones are not to be used during fieldwork clinic time.** Refer to your “OTA Department Student Policy Manual” for more information on professional conduct expectations. |

| **N.** | **Students with Disabilities:** |
| --- | --- |
|  | SUNY Erie Community College recognizes the right of qualified individuals with disabilities to access an education through appropriate accommodations. Disabilities can be but are not limited to physical limitations and chronic health conditions, to mental health and learning disorders. A Student with a documented disability may be eligible to receive reasonable accommodations through the Student Access Centers located at each campus to access education. SUNY Erie looks to help eliminate barriers and disadvantages that may exist to all students pursuing an education to the best of their ability. If you would like to speak with a Counselor to determine eligibility, please contact your campus Student Access Center:  **City Campus:** Susan McLaughlin, 121 Ellicott, Room 266; 851-1189  **South Campus:** Fran Moyer, Room 3120; 851-1933  **North Campus:** Aaron Garmon, Spring Center Room 213; 851-1495 |

|  |  |
| --- | --- |
| **O.** | **Topical Outline:** |
|  | Eight weeks are spent in each fieldwork setting.   * Week 1:   + Orientation to facility/department, review of policies/procedures * Weeks 1-8:   + Attend team and facility meetings/in-services   + Perform assessment and treatment interventions for assigned clients   + Complete documentation and billing procedures   + Participate in oral reporting/team communication   + Prepare clinic improvement projects/assignments/in-service presentations   \*Duties/activities to be performed by the student are at the discretion of the fieldwork site relative to the service provided.   * Week 8:   + Present clinic improvement project/in-service presentation   + Prepare to transition out of the fieldwork setting   **Required Assignments:**  In addition to clinical assessment and assignments, students are required to submit the following during/after each clinical rotation:   * **Weekly reflection reports** * Student must e-mail a one-page weekly reflection of strengths, areas in need of further growth, goals, upcoming assignments, meetings, etc. to the Academic Fieldwork   Coordinator **by 5pm every Sunday**, with the exception of Weeks 4 and 8 of each fieldwork rotation.  **ALSO TO BE SUBMITTED THROUGHOUT EACH FIELDWORK ROTATION:**   * **After Week #1:**    + **Student Evaluation of Orientation** \*notify Academic Fieldwork Coordinator if Orientation is not completed within the first week; must be completed by the end of week 2.   + **Site Specific Student Learning Objectives Collaboration Form** * **After Week #4:** \*no weekly reflection due this week   + **Level II Fieldwork Mid-Term Self-Assessment**   + **AOTA Fieldwork Data Form**   + **Fieldwork Performance Evaluation -** completed by FW educator; signed and dated by FW educator and student * **Week #8:** \*no weekly reflection due this week   + **Student Evaluation of Fieldwork Experience** (SEFWE) – completed by student   + **Fieldwork Performance Evaluation** (FWPE**)** – completed by fieldwork educator; reviewed and signed by student. Original must be mailed in by **Fieldwork Educator** within 3 days of completion of each Level II experience.   + **PDU Verification Form \***required for PDUs to be granted to FW educator   + **SUNY Erie Tuition Credit Waiver Form** (optional; if FW Educator is seeking tuition credit) |
|  |  |

|  |  |
| --- | --- |
| **P.** | **Schedule:** |
|  | ***FALL SEMESTER 2019***  ***September/November:***   * *Orientation meetings to address fieldwork expectations, procedures, and available fieldwork sites*     ***November/December:***   * *Select fieldwork sites* * *Contact sites and arrange to fulfill any prerequisites of the site (interview, tour, application, etc.)* * *Provide necessary paperwork to sites*   ***SPRING SEMESTER 2020***  ***Monday, January 6th – Friday, February 28th (later for most school-based sites):***   * *Complete Level II A fieldwork rotation (8 weeks)* * *Final Fieldwork Evaluation and Student Evaluation of Fieldwork Experience forms are returned to SUNY Erie Community College OT Department at conclusion of fieldwork*   ***Wednesday March 4th Time: 5:30 p.m*.** (date/time may change)   * In-between fieldwork meeting * Mandatory seminar on campus to discuss FW debriefing   **Monday, March 2nd– Friday, March 6th:**   * Break (unless completing remaining hours for first Level II rotation)   **Monday, March 9th – Friday, May 1st (later for school-based sites):**   * Complete Level II B fieldwork rotation (8 weeks) * Final Fieldwork Evaluation, Student Evaluation of Fieldwork Experience forms returned to SUNY Erie Community College OT Department at conclusion of fieldwork |

|  |  |
| --- | --- |
| **Q.** | **Other Important Information:** |
|  | 1. Malpractice/Professional Liability Insurance Students must have malpractice insurance. This insurance is provided through SUNY Erie  Community College. For full-time students the cost is included in the tuition bill upon registering  for supervised practice courses. It is the responsibility of all students to make sure that they have  purchased this insurance. Failure to obtain or maintain insurance is considered grounds for  immediate termination of fieldwork.  Active fieldwork sites will receive a written certificate of insurance to cover student participation at that site each year. It is very important that persons responsible for fieldwork at each facility provide accurate and updated names and mailing addresses to the ECC OTA Department so that certificates of insurance and other necessary information are received by facilities in a timely manner. 2. Student Health and Immunization Record Students are required to have had a physical examination within six months of the start of Level II fieldwork. They must provide the college with verification of physical examinations and immunizations updated within six months prior to registration of all fieldwork courses. Students are instructed to maintain copies of immunization and physical examination records, and are informed that fieldwork sites may require such records as a prerequisite. Students must have no diseases or conditions that would create health risks for patients and staff, or prevent the student from in performing the essential functions of a COTA at the specified Level II fieldwork site. Failure to obtain vaccination for Hepatitis B may impact a student’s fieldwork placement depending on the specific requirements of a fieldwork site. Students must also receive and verify tuberculosis screening.  **3. Standard Precautions**  During the first year of the OTA program at ECC students receive a 2.5-hour training related to Occupational Safety and Health Administration (OSHA) Regulations. Students also complete a Standard Precautions quiz to demonstrate that they have acquired adequate knowledge regarding risks, precautions, and procedures. The training and quiz addresses the principles and procedures of Standard Precautions for infectious diseases *(blood-borne pathogens),* with particular attention to HIV+ and Hepatitis B transmission. Although thorough, the training is NOT intended to fulfill or replace any training that is required of students or employees at healthcare facilities.  **4. HIPPAA/FERPA**  As part of the curriculum on documentation and ethics, students receive training and testing regarding patient confidentiality and guidelines for handling documentation and patient information. Although thorough, the training is NOT intended to fulfill or replace any training that may be required of fieldwork students or employees at healthcare facilities. 5. Student Contact with Fieldwork Site The OT student is discouraged from contacting the fieldwork site until assignment to the site is approved and confirmed by the Academic Fieldwork Coordinator. After that, the student is encouraged to call and/or visit the site. No later than one month prior to the start date the student is expected to send a letter of introduction, Personal Data Form, and any other information that may be required by the site. 6. ECC Contact with Fieldwork Educators It is the intention of the Academic Fieldwork Coordinator to maintain open dialogue with all fieldwork sites. Site visits will be conducted as needed to meet with fieldwork educators and discuss current clinical practice, feedback regarding the OTA program, and any other relevant and timely topics. Site visits may also occur as needed to address concerns related to student performance issues. General information and resources to support the role of fieldwork educator are available at [www.OTfieldwork.net](http://www.OTfieldwork.net).  All parties - student, fieldwork educator, and Academic Fieldwork Coordinator - may initiate requests for site visits at any time. In addition to site visits, contact will occur via telephone, email, and regular mail during student placement. Fieldwork educators should not hesitate to call the Academic Fieldwork Coordinator at any time for an objective ear. All calls are confidential.   A release of information is required for the Academic Fieldwork Coordinator to discuss a student’s academic, personal or prior fieldwork information with the fieldwork educator. A form is available from the fieldwork office, or the student may sign a consent form from the fieldwork site. 7. If a Fieldwork Student May Be Failing It is the responsibility of the Academic Fieldwork Coordinator to determine final grades for the Level II fieldwork. The fieldwork educator contributes essential objective information that is used in determining the grade and assessment. The fieldwork educator should contact the Academic Fieldwork Coordinator as soon as possible if:   * It is perceived that the student is at risk of failing, or… * The student is not demonstrating sufficient progress as expected, or… * The student displays poor judgment, inappropriate attitude, or inadequate performance to such a degree that quality, efficiency, and safety of services are compromised.   After thorough investigation, the Academic Fieldwork Coordinator may respond with the following actions:   * Development of a remediation *plan (with the involvement of the student and fieldwork educator)* that outlines problems, responsibilities of the student to overcome the problems, and the roles the fieldwork educator and Academic Fieldwork Coordinator in supporting the plan. * Termination with failure of fieldwork * Termination with voluntary withdrawal   **8. Off-Campus Participation**  This course requires you to participate in college sponsored off-site activities. According to SUNY policy #3200 (Admissions of Persons with Prior Felony Convictions), SUNY Erie must inquire if a student has a prior felony conviction before the student can participate in any college sponsored off-site activity. You can complete the screening at <http://tinyurl.com/ErieBoxedOut> or by using the QR code to the right. Failure to complete this screening will affect your participation in this class and may affect your grade. |
|  |  |

|  |  |
| --- | --- |
| **R.** | **Starfish® Integrated Course:** |
|  | SUNY Erie Community College has partnered with Starfish® Retention Solutions as a continual effort to enable student success, both in the classroom and in meeting overall educational goals. The Starfish® system may be used to provide feedback on course progress. Throughout the semester, emails may be sent via Starfish® regarding grades, performance in the classroom, and access to supplemental services, such as library resources and skills labs. This information will be shared with student support professionals on campus who will reach out to help ensure your success at SUNY Erie. Starfish® is also a way to receive kudos, designed to encourage progress. Please be sure to read your SUNY Erie email on a timely basis, so you are aware of your progress in this course. |

| **S.** | **Academic Integrity:** |
| --- | --- |
|  | SUNY Erie Community College assumes that students will behave with integrity. Academic dishonesty, as defined in the Student Code of Conduct, will be actionable by the department and faculty, working within the procedures defined by the college. Academic dishonesty accusations must be documented and investigated. Students have the right to dispute accusations of academic dishonesty through the student academic grievance policy.  Plagiarism is an unethical and illegal act. It is a serious and inappropriate behavior. An OTA Student is expected to know the difference between paraphrasing and directly quoting a source, how to cite that source in the body of a text, and how to properly cite that source in a reference page. Blatant plagiarism is grounds for dismissal from the program and an automatic failure in a course. Errors in citations resulting in plagiarism and failing to use quotes for a direct quote will be considered as follows:   * First violation will result in a 20% decrease in the overall grade for the submitted assignment. * A second violation will result in a decrease of 40% in the overall grade for the submitted assignment. * Any subsequent violations will result in termination from the program. Faculty must report violations to Department Head. |

| **T.** | **Syllabus Prepared By:**  **Last Updated Date:** | Debra Battistella, MS, OTR/L, Instructor/Academic Fieldwork Coordinator  Laura Mack, COTA/L, Adjunct Faculty/ Instructional Support Specialist  12/17/19 |
| --- | --- | --- |