OTA 260 Community Practice Course Syllabus
SPRING 2021

Clinical Instructor:
Fieldwork Clinical Instructor:
Academic Fieldwork Coordinator
Missouri Health Professions Consortium
Occupational Therapy Assistant Program

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OTA 260 Community Practice
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CLASS MEETINGS:  Monday live lecture or meeting
Thursday, online; meetings with instructor and/or FWE as needed--student groups responsible for requesting and planning
4 hours of fieldwork per week for 8 weeks, camp assignment, OR community project

INSTRUCTOR: Contact Information

FIELDWORK CLINICAL INSTRUCTOR: Contact Information

**All questions regarding fieldwork (i.e. placement, assignments, etc) will be directed to the FIELDWORK CLINICAL INSTRUCTOR**

REQUIRED TEXT:

MISSION OF MHPC OTA PROGRAM:
The mission of the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant Program is to educate and prepare occupational therapy assistants to provide occupational therapy interventions to the citizens of Missouri and neighboring states, especially those in rural and underserved areas. We educate and prepare generalists, to have the knowledge, skills and professional behaviors that are necessary to work in both traditional and emerging areas of practice.

The MHPC Associate of Applied Science degree in Occupational Therapy Assistant program aligns exceptionally well with the “service region” mission of each of the participating Consortium colleges and the over-all “Land Grant” mission of the University of Missouri, in following ways:
- Is intended to improve the quality of life of Missourians through teaching, discovery, and service.
- Is highly collaborative and emphasizes high quality, rigorous instruction.
- Addresses Missouri’s critical need for occupational therapy assistants in the immediate and long term, and will enhance the health of Missourians by increasing the health workforce and providing education in an area of high demand for traditional and non-traditional students.

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COURSE DESCRIPTION:
Site visits and Level I fieldwork opportunities will enable students to participate in and apply occupational therapy assessment and intervention principles to a wide range of community settings including vocational, vocational rehabilitation, home health, and emerging community practice areas. Emphasis will be on community settings in the students’ state and geographic region. The course also provides a broad exposure to the social, political, legislative, economic and cultural factors that influence service delivery.

RELATIONSHIP TO CURRICULUM DESIGN:
Community Practice supports the curriculum design by involving future OTA practitioners in community specific programs in or near their respective rural communities. Through fieldwork placement, class assignments, and class lectures, students will learn to determine the health needs of their community, how those needs are currently being filled, and how an Occupational Therapy clinician can help to fill the voids of healthcare service. Students will utilize text books, research articles, community resources, and the internet to determine the needs of their communities and how best to implement services and/or projects within the scope of the Community Practice class. Through their project development, the students will gain the knowledge and experience necessary to create and maintain community-based or site-based programs that will benefit their individual communities or client populations once they begin their careers as OTAs.

Prerequisites: Admission to the Occupational Therapy Assistant Program; Successful completion of all program pre-requisite courses with a grade of “C” or better; Passing all 1st semester OTA courses with a grade of “C” or better; Cumulative GPA of 2.5 or better.

Assessment of Student Learning: Student learning will be continually assessed throughout the semester through individual projects, class discussion, and group projects.

COURSE OBJECTIVES:

| B.1.2 | Explain the role of sociocultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology). |
|       | • Community Practice course project |

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| **B.1.3** | Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.  
  ● Discussion Board #1 |
| **B.3.1** | Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society’s current and future occupational needs as well as how these factors influence and are influenced by practice.  
  ● Legislation & Policy Assignment |
| **B.3.3** | Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.  
  ● Handouts for Stakeholders Assignment |
| **B.3.4** | Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.  
  ● Personal Health & Wellness Program |
| **B.4.15** | Demonstrate knowledge of the use of technology in practice, which must include:  
  ● electronic documentation systems  
  ● virtual environments  
  ● telehealth technology  
  ● In-class telehealth and virtual environment project/activity |
| **B.4.18** | Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.  
  ● ergonomic assignment |
| **B.4.19** | Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.  
  ● include plans for interprofessional collaboration on major project assignment |

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| B.4.20 | Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments.  
  ● in-class activity addressing case management  
  ● Fieldwork assignment.                                                                                     |
| B.4.21 | Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches:  
  ● to design activities and clinical training for persons, groups, and populations  
  ● to instruct and train the client, caregiver, family, significant others, and communities at the level of the audience  
  OT Promotion Event assignment regarding professional scholarship activities, including designing activities and clinical training. |
| B.4.23 | Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.  
  ● Stakeholder assignment  
  ● Health and Wellness assignment                                                                                   |
| B.4.25 | Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.  
  ● Health and Wellness assignment                                                                                   |
| B.4.27 | Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.  
  ● Stakeholder assignment                                                                                           |
| B.5.2  | Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant’s role.  
  ● Legislation and Policy Impact on Occupation assignment                                                              |
| B.7.3  | Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.  
  ● OT Promotion Event assignment                                                                                       |

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EMERGENCY PROCEDURES:
Each student needs to be aware of the specific emergency procedures at their home campus. This includes location of emergency procedures and first aid kit(s). The on-site coordinator will review the specifics at the beginning of the first lab of the semester.

STUDENT EXPECTATIONS:
- Attendance and class participation is expected in each class. Students are encouraged to ask questions, make relevant contributions, and clarify issues as needed.
- If a student is not able to attend class, they need to contact the instructor BEFORE class. It is the student's responsibility to ensure acquisition of all materials and content of any missed classes.
- Students are expected to turn in assignments on or before the due date. No late assignments will be accepted.
- Professional behavior is essential and expected at all times. Cell phones are to be turned off or silenced and laptops are to be used for class work ONLY.
- If student is having difficulty with writing, they are STRONGLY encouraged to utilize the writing labs and/or tutoring services available on their home campus.
- Students are expected to work as equal partners/group members in the implementation of their community practice projects.

Instructional Method
- Live Lecture
- Interactive class discussions
- Reading assignments
- Research online
- Online lecture capture
- Fieldwork experiences and assignments

Assessment Methods
- Projects and group assignments
- Class Participation
- Quizzes
- Fieldwork Assignments

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**EVALUATION METHODS:**
*point total subject to change

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Legislation &amp; Policy Impact on Occupation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Stakeholder Assignment Due Week 2</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>OT Promotion Event Week 7</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Health &amp; Wellness Program Week 15</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>ADA &amp; Ergonomic Project Week 12</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Term, Part 1 of Project</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project, Part 2 of Project</td>
<td>175</td>
<td>15%</td>
</tr>
<tr>
<td>Fieldwork Week 15</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>1. FW Journal: (25 Points)</td>
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<td>2. Student Evaluation: (25 points)</td>
<td></td>
<td></td>
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<td>3. Supervisor Evaluation: (25 points)</td>
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<td>4. Time Sheet: (25 Points)</td>
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<td></td>
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<tr>
<td>Action Plans</td>
<td>25</td>
<td></td>
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<tr>
<td>Class Work</td>
<td>50</td>
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</table>

**TOTAL CLASS POINTS:**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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MHPC OTA Program Rubric

This rubric will be used for all assignments, except discussion board assignments (separate rubric template). Points will vary for each assignment; however the same scale will be used for all.

Students will be rated by the following scale:

- **Not Meeting (NM) 69% and below** — Student has not met the requirements as given in the assignment description for this assignment. Student has several grammatical, punctuation or spelling errors. *(NOTE: If a student has more than 3 spelling, grammatical, and/or punctuation errors, they will automatically be given a score of “Not Meeting”. The student will receive a score of “0” for that portion of the assignment.)*

- **Developing (D) 70%-78%** — Student demonstrates a beginning level of understanding of the given topic. Student’s responses are superficial, or are taken directly from an outside source without appropriate citation. Student’s critical thinking is not specific or presents with illogical elements. Reader is unsure of how content relates to given assignment. Student uses minimal sources (i.e. only textbooks) to support ideas.

- **Meets Expectations (M) 80%-94%** — Demonstrates work expected of students at this level of OT education. Student accurately cites and uses outside resources to support their work, including OT specific interventions and suggestions as applicable. Demonstrates clear understanding of given assignment.

- **Exceeds Expectations (E) 95%-100%** — Demonstrates work at the level of an entry level OTA. Uses evidence-based sources with accurate citation to support, extend, and inform, but not substitute the student’s own development of the idea. Combines material from a variety of sources, including personal observation, lecture and lecture notes, class discussions, and OT peer-reviewed journal articles. Student doesn’t overuse quotes.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>NM</th>
<th>D</th>
<th>M</th>
<th>E</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student fulfilled all areas of assignment, as indicated in the assignment description. (70%)</td>
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<tr>
<th>Life-Long Learning (10%)</th>
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<tbody>
<tr>
<td>● Student included use of evidence to support work</td>
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<tr>
<td>● Student demonstrated knowledge of content of major concepts</td>
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<td></td>
<td></td>
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<tr>
<td>● Implemented current practice trends</td>
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<tr>
<th>Occupation-Based Theory (10%)</th>
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<tr>
<td>● Student identified impact (enhance &amp;/or hinder) on occupational performance</td>
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<tr>
<td>● Identified community involvement of client</td>
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<tr>
<td>● Functional, meaningful activity</td>
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<td></td>
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<tr>
<td>● Productive living</td>
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<tr>
<th>Ethics &amp; Professionalism Standards (10%)</th>
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<tr>
<td>● Student demonstrated familiarity with grammar, punctuation, spelling, and word usage; little or no surface detail errors. Presentation is professional.</td>
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<tr>
<td>● Showed clarity regarding the order in which content is presented</td>
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<tr>
<td>● Appropriate use of citations when used</td>
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<tr>
<td>● Reflection of various perspectives of individuals</td>
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<table>
<thead>
<tr>
<th>Assignment Grade</th>
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<tr>
<th>Overall Comments</th>
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Assignment Descriptions
Legislation & Policy Impact on Occupations:

1. Student will identify recent policy and/or legislative action from their home state that would / does have a direct impact on the occupational needs of persons, groups, and the population of their communities and state. Student will enter the information in the table below.

2. Student will identify and provide a written document regarding an occupational therapy cause, policy, healthcare policy, etc. that they are passionate about (i.e., increased insurance coverage; universal healthcare; special education laws in regards to OT services; required productivity rates; etc.). Student will briefly describe why that is an area of importance to them. Student will develop a long term goal regarding impacting policy, changing the “system”, building an emerging area of practice, and/or expanding the role of the OTA in a specific setting or in the provision of a specific service. Student will then describe a plan / timeline to achieve that long term goal.
   a. Example: Area of interest / passion: Updating insurance policy regarding covering medical care for children with disabilities. Include identification of disabilities that are life long (i.e., autism, cerebral palsy) and re-word insurance policy from covering “children with disabilities” to “persons with disabilities”...

<table>
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<tr>
<th>What is the specific policy or legislation? (include the original wording and a link to the source)</th>
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<tr>
<td>Who sponsored or wrote it? What is their (job) position?</td>
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</table>

<table>
<thead>
<tr>
<th>How is / does this legislation or policy:</th>
<th>Meet CURRENT occupational needs of the population?</th>
<th>Meet FUTURE occupational needs of the population?</th>
</tr>
</thead>
</table>

Influenced by the practice of occupational therapy?

Impact the practice of occupational therapy?

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Talking to Stakeholders About Occupation & Occupational Therapy: In groups of 3-4, students will develop ½ to 1 full page handout to provide to stakeholders. Each handout should be tailored to the particular stakeholder group; meaning, how you present the information to the stakeholder should increase their understanding of OT as well as increase their interest in seeking or providing funding for OT services. Students will create one handout for EACH stakeholder group. The handouts will:

- be ½ to 1 page long
- be visually appealing
- be written without jargon, at about an 8th grade reading level
- include a clear definition of occupational therapy in the students’ own words
- include a clear description of the importance of occupation and the balance of occupations for public health
- provide a minimum of one APA reference of evidence that supports the importance of occupation and occupational balance in health promotion and illness prevention

Stakeholders (one handout per stakeholder):

- consumers (clients; patients; residents)
- potential employers (facilities that do not currently have OT practitioners employed, but would benefit from OT services)
- colleagues (training new graduates or pre-OTPF OT practitioners)
- third-party payers (insurance companies; county-funded medical services)
- regulatory boards (public members of the Missouri Board of OT)
- Policy makers (legislators)
- general public

Examples of handouts:

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OT Promotion Event: In groups of 3-4, students will choose one stakeholder group from the previous assignment and design an OT promotional event for that stakeholder group. Students are encouraged to be creative and plan an event with no limits! (i.e., no budget constraints, etc.). The OT promotional event needs to be tailored to the stakeholder group chosen and clearly represent what occupational therapy is and how occupational therapy could be utilized in their setting. The event should include a schedule of activities, theme, description of the day, etc.

Expectations of content are:

- a written narrative describing the event (no more than one page, double spaced, APA format)
- A schedule of events and activities
- Description of Activities (minimum of two required)
  - one activity needs to be informational
  - one activity needs to be educational (hands on training)
- How the group will determine if the event attendees learned the planned topic(s)
- A flyer promoting the event (make sure it matches your theme!)

Again BE CREATIVE! Identify what type of event you think the chosen stakeholders would enjoy, and then go for it! No budget! Your ideal event! Think BIG!
**Personal Health & Wellness Program:** In order to better understand the role of prevention and wellness, and to improve the ability to understand the amount of demand placed on clients who begin new home programs or “therapy homework”, each student will conduct a 21 consecutive day personal wellness program. Documentation of participation in the program and a brief written reflection is required. Students can complete this project at any time during the semester, as long as their final data and reflection are turned in by the due date. NOTE: Once a goal is started, it must be addressed EVERY DAY for 21 CONSECUTIVE DAYS. Each student will determine their own individual health and wellness goal, and track their progress utilizing the format below (adding rows as needed):

<table>
<thead>
<tr>
<th>Date</th>
<th>Did I meet my goal today? (yes or no)</th>
<th>Comments</th>
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Health & Wellness reflection: The reflection, while brief, should be presented and submitted in APA format following the data table in the same word document. Students will include the following information:

- Re-state health and wellness goal
- Describe why this goal was chosen. What are the benefits of meeting this goal? Be specific.
- Reflection on what impact, if any, was made on your daily occupational performance as a result of addressing this goal.
- What changes were noted after the 21 days? Include objective (quantitative) information as well as qualitative information (your feelings and thoughts).
- Briefly describe other allied health disciplines or established community programs in your community that OT could partner with to support the goal of increasing public health and decreasing illness. What is the focus of the established program? (i.e., fall prevention; safe driving;...
developmental support; social skills; aging in place; etc.) How specifically would OT support this program and build on the already offered services?

- Student will locate and summarize a minimum of one peer-reviewed journal article that supports how/why balanced occupations promote health and wellness.

**ADA & Ergonomic Project:** Students will INDIVIDUALLY choose a public building, such as a library, post office, school, or public restaurant. Students will complete the ADA checklist (available on Canvas) and write a summary of their findings following the provided format. **You WILL need a tape measure to complete this assignment.** Students may travel together to do measurements, but each student should measure a different building.

In addition to completing the ADA checklist, students will also observe workers in a work space (with permission). Examples include a work station, an office, counter service, etc. Whatever is available, approved by the manager of the facility, and is easily observed. Students will identify the ergonomic practices that are currently in place, as well as identify areas for improvement.

Students will include in their submitted written assignment:

- **Name and location (town) of business**
  o Indicate if you received permission to measure

- **What occupational activities typically take place here for employees? For visitors / customers?**

- **Brief summary of areas of ADA compliance**

- **Detailed description of any areas of concern/ ADA non-compliance**

- **Overall impression of facility’s ADA compliance and accessibility**

- **the description of the job task (brief activity analysis) observed for ergonomic review**

- **location and physical set up where job task typically occurs**

- **what ergonomic practices are currently in place**

- **what ergonomic suggestions you would have for that work station, person, or task**
It is necessary to check with the manager, administrator, or owner of the building you choose before you begin your measurements. Please ensure the manager of the building that this is for a class project, and in no way will the results impact their business, etc. Your report will be used for educational, in-class purposes only.

This ADA checklist must be completed in a public building, not a private residence or private business. Check with instructor PRIOR to completing measurements if needed.

Students are REQUIRED to scan and attach the completed ADA checklist to the assignment tab.
The Community Practice Project will be a mostly GROUP EFFORT with peers as assigned to your fieldwork sites. All information required for the final project is listed below. **NOTE: All information (with the exception of Action Plans/Weekly Updates) will be submitted and graded via Power Point. No written formal report is required.**

1. Action plan and Weekly updates  
2. Community profile and FW site description  
3. Interview with fieldwork supervisor and target population  
4. Experts identification and question development  
5. OT evidence  
6. Project mission, a minimum of three (3) goals and guiding OT frame of reference and model  
7. The specific and UNIQUE role of OTR and COTA in the project implementation  
8. Interview of the experts  
9. Budget and marketing  
10. Program evaluation and follow up survey of the target population and/or their caregiver(s)  
11. Individual project reflections and peer reviews

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<tr>
<th>Prep Work</th>
<th>Create a Power Point Template including all sections listed (with the exception of the Action Plans). This Power Point will be how each group presents and turns in their project.</th>
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</table>
| 1 Ongoing | **ACTION PLAN AND WEEKLY UPDATES:**  
Due on Friday, 11:59pm beginning week 7, each group will submit a written action plan for group implementation. This is a timeline that will include every step for each group’s project implementation. While timelines can be flexible, it is HIGHLY RECOMMENDED that groups follow the plan as written and approved. Items included in the action plan MUST include the following:  
  - Name & description of task |
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Include information on:

- geographic region (population, etc.)
- map (image) of actual geographic location
- List any known or previously identified determinants of health that would indicate a need for OT services
- List prominent cultural practices and/or groups of the region
- List data regarding the socioeconomic profile of the surrounding community.
- stakeholders (persons who would be interested in supporting project/program in any way)
- competitors (persons or groups who are offering a similar service)
- resources (local community resources that can be utilized for successful program implementation)
- potential partnerships (If this program/project were to be recreated, who would be a potential partner to bring on?)
- definition of target population (Who is the program/project intended for?)
- The purpose (the mission and philosophy) of the FW site/organization/group
- The clientele of the FW site
- characteristics (ages, abilities, etc.) of the “typical” clientele served (specific to FW site)
- kinds of programming (Tx, prevention, group, individuals, etc.) offered (specific to FW site)
- funding sources: For-profit? Not-for-profit? (specific to FW site)
- Is OT currently involved or has previously been involved at the FW site?
- Include two (2) transportation options for traveling to the FW site or community project (service) NOT including the use of a personal vehicle. Identify the service and the cost associated. At least one identified method of transportation must be wheelchair accessible.

### 3 DUE Mid-Term

**INTERVIEW WITH FIELDWORK SUPERVISOR AND TARGET POPULATION:**

**ALL INTERVIEW QUESTIONS MUST BE APPROVED BY MR. BUTLER PRIOR TO YOUR INTERVIEW.**

Option 1: FW Supervisor interview (if you are attending a formal, already implemented FW rotation, such as Camp Encourage, Cedar Creek, etc.):

- Do you have any unmet programming needs?
  - Have you tried anything to address these unmet needs in the past?
  - Did it work or not work?
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- Are you familiar with the occupational therapy profession? If yes, do you think that OT could provide a service for your particular client population within your setting?
- Add other questions specific to your project.

Option 2: If you are developing an independent service or project, you will need to identify person(s) to interview regarding the project implementation. This may include your course instructor, other faculty, and identified experts.

Required for all: Target Population interview:
- Work with course instructor to develop a simple survey regarding the needs of the target population. This information will be used to further develop the focus of the program.

   *Be sure to use quotation marks as appropriate. You MUST conduct an interview. You may NOT use a previous interview or information from a website to complete this portion of the assignment. Interviews can be in person, over the phone, or over email.*

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<thead>
<tr>
<th>4 DUE Mid-Term</th>
<th>EXPERTS</th>
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<tbody>
<tr>
<td>Students will indicate the experts they have identified to interview for their project.</td>
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<td>All questions for expert interviews will be turned in with Mid-Term for approval.</td>
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<td>Students will identify potential experts to interview as part of their action plan. Additional experts can be added later in the course as relevant. Experts must be initially contacted as soon as they are identified in order to schedule correspondence.</td>
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<td>Options to find the experts:</td>
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<td>- Student groups can visit with course instructor to determine potential experts as needed.</td>
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<td>- Students are encouraged to use the evidence they have chosen and contact the authors as potential experts.</td>
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MHPC Occupational Therapy Assistant Program  
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Instructor

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- Students are encouraged to use social media (i.e., Twitter, Facebook, etc.) to contact local and/or national/international experts on their chosen project.
- Students are encouraged to use tools such as the discussion forums through AOTA (CommunOT) to contact experts.

***Prior to any contact made to any expert, students MUST have approval through the course instructor to contact that person as well as have any interview questions approved. Failure to comply with this direction could result in course failure and dismissal from the MHPC OTA program.***

5 DUE Mid-Term  
OT EVIDENCE:
A minimum of four (4) peer-reviewed journal articles will be referenced and included in the project development, implementation, and final presentation. Information including specifically how the evidence supports project development or implementation is REQUIRED (“This evidence supports our project because...”). The evidence can be specific to the actual project being implemented (i.e, therapeutic horseback riding), setting (i.e., camp), or inclusion of theoretical direction. Please discuss with the course instructor for further guidance as needed. **(NOTE: Review of evidence must happen before project development. Evidence should guide development...not be an after-thought.)**

6 DUE Mid-Term  
PROJECT MISSION, GOALS, AND GUIDING THEORY AND FRAME OF REFERENCE:
Include the following:

- Mission statement for project (three to five sentences)
- Minimum of three PROJECT goals (make sure they are measurable and observable)
- OT model/theory and FOR—be specific about how these supported the program development

7 ROLE OF THE OTR/COTA AND OTHER ALLIED HEALTH PROFESSIONS:

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<th>DUE Mid-Term</th>
<th>Discussion/information MUST include the following:</th>
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<td>● The way in which each group explained “What is Occupational Therapy?” to their fieldwork site or project stakeholders. Information should include how the groups identified that OT could fill the need(s) of the FW site or project.</td>
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<td>● The unique role of occupational therapy at the FW site. (Why should the FW site seek out and use OT versus other professions?)</td>
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<td>● Identify any differences in the roles of the OTR and the OTA in this project, program, or FW site.</td>
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<td>● What other allied health or health professions (PT, SLP, etc.) could potentially be involved in this project? Why would their knowledge be an asset to program development or implementation?</td>
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<td>8 Due Final</td>
<td>INTERVIEW OF THE EXPERTS:</td>
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<td>Students will include information regarding expert interviews.</td>
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<td>9 Due Final</td>
<td>BUDGET AND MARKETING:</td>
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<td>A budget must be created and included in the project development. The budget will consist of total expenses, whether actual, donated, or proposed. All items necessary for a successful project/program MUST be included in the written budget.</td>
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<td>Each group MUST make a pamphlet or flyer describing the project implementation. This pamphlet or flyer must be created with the target population in mind. For example, if the student group were trying to recruit clients for their service, how would they advertise it/present it in pamphlet or flyer form? Students are encouraged to use social media venues to promote their project. <em>Students are encouraged to consider contacting local media outlets to cover their program implementation as applicable.</em></td>
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<td>10 Due Final</td>
<td>PROGRAM EVALUATION AND FOLLOW UP SURVEY OF THE TARGET POPULATION:</td>
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<td>Each group will work with the course instructor to determine the best way to gather data regarding the success of the program. This will most likely consist of an evaluation/survey completed at the time of project implementation and include direct quotes.</td>
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INDIVIDUAL PROJECT REFLECTION AND PEER REVIEWS:

Each student of each group will reflect on the community FW and project experience. Information will include:

- Overall, how did implementation go?
- What went as expected?
- Anything happen that was unexpected? If yes, what?
- How did you adapt to unexpected changes or barriers?
- Was the initial project idea the final project?
- How did the project change from beginning development to final implementation?
- How did each student feel about the project/program?
- Anything you would change if you were to do it again or suggest for future students implementing the same/similar group?
- What was the hardest part?
- What was the most rewarding?
- How does your project / program support the occupational performance of the target population?

Each student will individually provide a peer review for each member of their group. This will be included in each student’s final grade. The peer review form can be found on Canvas.

Community Practice Fieldwork Assignment Descriptions:

1. FW Journal / Diary: 25 Points

Format of journal is up to student. Information for each entry must include:

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NOTES ON FIELDWORK:

Students must successfully complete and pass the fieldwork portion of this course. If a student does not successfully complete or pass the fieldwork portion of this course, they will fail the course, which will result in dismissal from the OTA program.

- Students MUST have a current (and negative) TB test to be able to attend Level I fieldwork (FW) rotations. Proof of a negative TB test MUST be turned in to course instructor no later than Wednesday of Week 4 of class. It is HIGHLY recommended that students complete their TB test in late December or early January. This way, the TB test will be valid through Level II rotations.
- If a student’s TB test expires during the Level I FW rotation, it is the student’s responsibility to get another TB test and turn in the results to course instructor.
- If a student lets their TB test expire and does NOT provide the course instructor with a new TB test result, the student will NOT be allowed to attend FW rotations. This may result in delay or failure of FW, which may result in failure of the course and dismissal from the OTA program.
- Students MUST attend ALL fieldwork (FW) dates on the day/time assigned. There are NO excused absences. There are NO excused reasons for arriving late to a site. There are NO excused reasons for leaving a site early.
- If a student has a DOCUMENTED medical reason (i.e., active vomiting or GI issues) and needs to miss a FW day, they MUST contact the course instructor and FW supervisor prior to their absence and provide medical documentation (doctor’s note) of absence within 24 hours of absence (email or fax is encouraged). If medical documentation is not received within 24 hours, the student may be removed from their fieldwork site due to professionalism concerns. This removal may result in failure of the course and dismissal from the program.
- FW hours will ONLY be made up if allowed and agreed upon by the course instructor AND the FW Educator/site. If a student does not notify their instructor AND fieldwork site PRIOR to an absence and missed or late arrival, this will be considered a no call/no show, and may result in a removal from the fieldwork site, potential failure of the course, and potential dismissal from the program due to professionalism concerns.
- Students may NOT independently decide on a FW day and time. Their FW assignment (including day and time) will be assigned by the Academic Fieldwork Coordinator and/or course instructor.

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If a student does not follow the assigned FW day and time, they may be dismissed from the MHPC OTA program due to professionalism concerns.

Regardless of documentation and signatures provided on time logs associated with FW rotations, if the course instructor or other faculty or staff members of the MHPC program receive reports from FW sites, other students, etc. that a student did not fulfill FW time requirements, MHPC faculty will investigate these reports. This may result in a minimum of a learning contract up to a possible dismissal from the OTA program due to professionalism concerns.

While on a FW site, students will ONLY complete assignments and tasks affiliated with that particular FW rotation. If student has “free” time while on FW, then please do one (or all) of the following (with approval from FW educator first):

- Volunteer to observe another discipline,
- Review educational handouts,
- Clean therapy cabinets, &/or
- Glance through the therapy cabinets & write down possible treatment ideas with use of items in cabinet.

If a student has a positive hit on their criminal background check, has a change in criminal background status, gets arrested while completing the program, etc., they need to immediately notify the MHPC OTA office. This change in status may affect placement for fieldwork. If the student has a change in background check status and fails to notify the MHPC office, this may result in permanent removal from the FW placement, which will result in failure of the course and dismissal from the program due to professionalism concerns.
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Course Appendix

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GROUP WORK CONCERNS FORM

A large part of working in healthcare is learning how to work as a part of a team. Unfortunately, it is not uncommon to have a team member who “doesn’t pull their weight” or performs at a lower level than expected or required. If a student perceives an inequity of individual student contributions during group projects, the student may bring it to the attention of the course instructor following the steps outlined on this form.

1. Name of student(s) completing form: _______________________________________________
2. Name of student of concern: _______________________________________________________
3. Course and Assignment: _________________________________________________________
4. Specific explanation of perceived inequity of group member’s contributions. Include specific examples of behaviors that are of concern (i.e., lack of contribution, attend meetings, completion of assigned sections, lack of participation, lack of understanding/knowledge; low quality of submissions; etc.)

5. Date this group concern was brought to the student’s attention using and reviewing the information on this Group Work Concerns Form: _____________________________________________

6. Response/outcome of meeting with group member (check all that apply):
   _____ Issues were resolved            _____ Student disagrees with feedback/issues not resolved
   _____ Group has made alternative plans to ensure success of group work

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3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

**Fabrication**

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or the findings with the intent to deceive. Examples include, but are not limited to:

1. Citing information not taken from the source indicated;
2. Listing sources in a reference not used in the academic exercise;
3. Inventing data or source information for research or other academic exercises

**Cheating**

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to:

1. Copying from another student’s test paper, project, product, or performance
2. Collaborating without authority or allowing another student to copy one’s work in a test situation
3. Using the course textbook or other material not authorized for use during a test
4. Using unauthorized materials during a test; for example notes
5. Resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor

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Taking a test for someone else or permitting someone else to take a test for you

What can students do to protect themselves from being charged with academic dishonesty?

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying exams or assignments.
3. Check the course syllabus for a section dealing with academic dishonesty for that course.
4. Do not look in the direction of other students’ papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with instructors or academic departments when in doubt.
6. Discourage dishonesty among other students.
7. Refuse to assist students who cheat.
8. If extraordinary circumstances cause anxiety over taking an exam or getting an assignment in on time, talk to the instructor in advance. It is better to request special arrangements rather than resort to dishonesty.
9. Inform the instructor if you are aware of other students cheating.
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HOW TO SUCCEED IN THIS COURSE

1. Read all assigned readings.
2. Ask questions!
3. **Work with your group members.**
4. Thoroughly read and understand master rubric
5. Follow directions the first time
6. Be creative, OT-centered and realistic with community project.

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SIGNATURE PAGE

● It is your responsibility to read the course syllabus.
● You will be expected to abide by the regulations contained in it.
● If anything is unclear, discuss it with the instructor immediately.
● If any MHPC policy is unclear, discuss it with the Program Director immediately.
● You are encouraged to refer to the syllabus frequently.

Your signature below confirms that you have read, understood and agree to the conditions as stated in this syllabus:

_____________________________________________

Student Signature Date

______________________________________________

Print Name

Please sign & return to your lab instructor the first week of class.

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