



Sacred Heart UNIVERSITY

Spring/Late Spring-Summer, 2026

OT 691/693

Level II Fieldwork

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Professor Nicole Peloso Smith, MS, OTR/L
Contact	Peloso-n@sacredheart.edu 203-396-8210
Office Hours	By appointment
Office Location	N118

Course Overview

	Course Information
Course Meeting Times	N/A
Format	Fieldwork Experiences
Location	Site Specific
Credit & Workload	Fieldwork is measured in weeks – 12 weeks or 60 days total in that practice setting for full-time experience. Fieldwork can also be completed on a part-time basis for an equivalent amount of days.
Prerequisites	All didactic coursework

Course Information

COURSE DESCRIPTION and PURPOSE:

Students will engage in Level II Fieldwork during the spring and summer semesters. Students will apply their understanding of occupation, professional practice, identity and leadership during 24 weeks of full-time fieldwork or the equivalent time on a part time basis. Objectives of this course continue to focus on personal transformation as occupational therapists. Students are expected to develop the professional competencies of entry-level therapists for a particular site by the conclusion of this experience.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

"Vision 2030 is:

OT691/693

Sacred Heart
University



- *The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- *Inextricably linked to AOTA's mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- *Essential to the profession's ongoing viability and success," ([AOTA, 2025](#)).*

"As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living," ([AOTA, 2025](#)).

Vision 2030

Vision Statement: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

([AOTA, 2025](#))

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

While it may appear that knowledge is certain, that there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950's is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories, but all of that may be different in 20 years. That tool may no longer exist, the DSM may change the criteria for a diagnosis or drop it altogether, and the skills you rely on today may be shown to be ineffective by tomorrow's research.



Sacred Heart UNIVERSITY

Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burn out. If the profession remains static, we may become irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision.

We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to ensure you do not become bored or boring, in your practice. We will make this course playful and silly wherever it is appropriate to do so.

We also believe in evidence-based teaching and have crafted activities and assignments that research suggests will help you learn the material. There is abundant evidence that repetition is important, that writing (in pencil) helps you to remember, that merely reading and highlighting content is not sufficient for long term learning, and that quizzes, and self-questioning will help you learn. We will use many, if not all, of these strategies this semester.

RELATIONSHIP TO CURRICULUM DESIGN:

The cornerstone of the MSOT program and curriculum at SHU is “**Transformation through values-based education.**” Our curriculum design is a blueprint for learning. The curriculum reflects the mission, vision, and philosophy of our program. Our program philosophy contains our beliefs about occupations, human beings, learners, and teaching practices. Consequently, the design of the curriculum has emerged from our philosophical beliefs. The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of occupational therapy, the profession, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university. Within this course, the values of *authenticity, justice, integrity, altruism, and open-mindedness* are emphasized. The weft are the threads or streams of occupational therapy content, knowledge, skills, the experiences that comprise the foundation of our program (occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism).

INSTRUCTIONAL METHODS:

Students will participate in level II FW experiences to what is equivalent to a full-time work week in that setting. It is expected that the student will complete the fieldwork



experience and have the skills required of an entry-level occupational therapist for the specific site.

COURSE POLICIES: All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) could result in a grade of F for the assignment and/or course.

This syllabus and course outline are subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.

COURSE MATERIALS:

Recommended Texts:

Students are required to use curriculum texts as well as scholarly resources appropriate to the population of the specific site. Resources are not limited.

Link to SHU Bookstore: [SHU Bookstore](#)

STUDENT BUDGET FOR COURSE SUPPLIES: All materials for this course will be provided by your instructors. The Occupational Therapy Department has already selected and purchased a wide range of materials for use during this course. If, for any reason, you choose to engage and teach an activity for which we do not have the specific materials, you may have to purchase those materials from your own funds. Adjust as needed for your course

INDIVIDUAL AND GROUP WORK: Students are responsible for independent reading of all materials. Students are responsible for independent work, unless there is a requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure. Adjust as needed for your course

LEARNING OBJECTIVES AND OUTCOMES: Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. The standards that are addressed in this course are listed in the table below. This link will allow you to review all the [ACOTE standards](#).



The course objectives, program objectives, the mission and vision of the department and the overall curricular design are all linked to the ACOTE standards. Table 1 shows the connection between the entire course series objectives, the program objectives they are linked to, and the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.

Table 1- Program Outcomes, Course Objectives, ACOTE Standards, Learning Activities & Measures

Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Learning Measures
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Demonstrate progressively independent clinical reasoning and apply occupational therapy theory, evidence, and professional judgment to evaluation, intervention, and documentation appropriate to the practice setting.	C.1.6. Ensure at least one fieldwork experience has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.	Engagement in FW	FWPE
Engage in continual learning and evidence-based practice with intellectual open-mindedness	Integrate relevant scientific evidence and scholarly literature into clinical decision	B.2.5. Apply and analyze scientific evidence to explain the importance of: balancing areas of occupation,	Engagement in FW	FWPE



	making to support lifelong learning and evidence-based practice.	the role of occupation in the promotion of health and wellness, the prevention of disease, illness, and dysfunction for persons, groups, and populations.		
Exhibit team collaboration skills, inter-professional practices, and culturally competent communication	Understand and adhere to the AOTA Code of Ethics and begin to formulate one's own ethical practice.	B.2.10. Demonstrate knowledge of the current published American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal	Engagement in FW	FWPE



		and organizational ethical conflicts.		
Exhibit team collaboration skills, interprofessional practices, and culturally competent communication.	Participate effectively in interprofessional and intraprofessional team dynamics, demonstrating clear communication, collaboration, and understanding of roles within service delivery systems.	B.3.22. Demonstrate knowledge of the principles of intraprofessional and 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.	Engagement in FW	FWPE

Final Grades

Please read this section carefully. Final grades will be determined by student performance according to the following:

Students must complete the **Fieldwork Verification Form** on the fieldwork software system **within 7 days of starting fieldwork**, participate in discussion boards on the course Blackboard site, and complete an AOTA Data Form on the site and a Student Evaluation of Fieldwork Experience of the site and the fieldwork educator(s) for final grading. Students are graded at midterm and final using the Fieldwork Performance Evaluation (FWPE) and they also complete a self-evaluation using the FWPE. Students must also participate in debrief meetings while on fieldwork with OT faculty as assigned.



Sacred Heart UNIVERSITY

Specific assignment formats and grading are unique to each setting. Students are expected to complete all FW assignments according to the specific site requirements. These assignments are site specific. This course is a Pass/Fail.

The final letter grade is assigned in accordance with the university grading policy: [SHU Graduate Grading System](#).

Student Expectations

ATTENDANCE: We expect all students to attend fieldwork on time and to be 100% present during the experience. We expect all students to try as hard as they can, but do not expect perfection. We understand that students learn in different ways and expect students to communicate with us if their fieldwork educator(s) teaching style is not conducive to your learning style. We will make every effort to work with students and fieldwork educators on any issues within reason in order to ensure success.

The hours (usually 40 hours per week) and days worked are set by the facility and usually relate directly to the schedule of the fieldwork educator. You are expected to attend every day during the dates set for the fieldwork experience and you are expected to be on time. **Up to 3 days for illness, bereavement, or family emergency may be taken without having to make up time. Absences, illnesses, or any issue necessitating time off requires notification to the facility AND to the Academic Fieldwork Coordinator (see Fieldwork Attendance Policy).**

In school-based settings only, any holidays that are also holidays/days off for Sacred Heart University may be taken off without the need to make up time.

Any requests for time off to attend conferences, personal appointments, or other purposes require advance negotiation with the fieldwork educator and will have to be made up by the student during the fieldwork or at the end of the placement. Days off for the above reasons are not guaranteed and may be denied. Excessive absence for any reason may require additional time, cancellation, or repeating the fieldwork experience. Any leave from fieldwork due to religious reasons must be discussed with the AFWC so that the appropriate arrangements can be made.

ACADEMIC INTEGRITY and PARTICIPATION: Please refer to the 2025-2027 OT Student Handbook.

PROFESSIONAL BEHAVIORS: Please refer to the 2025-2027 OT Student Handbook.

ARTIFICIAL INTELLIGENCE PLATFORMS: In accordance with Sacred Heart University's [Academic Integrity Policy](#), the use of Artificial Intelligence platforms is on a



case-by-case basis in the Department of Occupational Therapy. Students are permitted to use artificial intelligence chatbots (such as ChatGPT) **only when explicitly directed by the instructor**. If you are ever unsure whether the use of an artificial intelligence chatbot is allowed, please contact the instructor prior to using it.

How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERAPY FACULTY:

- Your materials will always be available to you at least one week before class (usually much earlier than that).
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We don't believe in 'busy work' and won't give you any.
- We will have very high standards for your behavior and ours. We believe in Stephen Covey's 7 habits of highly effective people. We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- When we are meeting with you, and in class with you, you will have our undivided attention. We will all practice 'being present' in the moment in our communication with each other. 'Being present' in the moment is an important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we cannot give you our full attention (for example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.
- We will start and end class on time, unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material- but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you're having any difficulties with the material or assignments. However, we also believe in personal responsibility.

University Supports (Read the University Syllabus Extension)

The university has many supports, services, and policies available to support your success at Sacred Heart University. Be sure to visit this course on Blackboard and click "Syllabus Extension" under the Syllabus module to read important information regarding academic integrity, academic accommodations, learning support services, and more. If you have any questions, please contact your instructor.