

CLEVELAND STATE UNIVERSITY
Department of Health Sciences

Masters in Occupational Therapy Program
HSC 558: Occupational Therapy Practicum I
Course Syllabus for Fall Semester 2007

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Class Time: Wednesdays 9:00-9:50 a.m., Health Sciences 013
Practicum Time: Tuesdays, hours to be assigned by the Practicum facility

COURSE DESCRIPTION: This Level I Fieldwork Experience in a *medical setting* allows the student to exhibit the pre-entry level skills and clinical reasoning necessary to evaluate performance skills (motor skills, process skills, and communication/interaction skills) and client factors (body functions) influencing a person's occupational performance in activities of daily living, instrumental activities of daily living, education, work, leisure, play, and social participation. The student will collaborate with the person, the team, and the family to develop and implement intervention strategies that promote occupational functioning, as well as understand and articulate occupational therapy's unique role within that setting. This course provides an opportunity to gain experiential knowledge of and apply the theoretical approaches studied in the curriculum.

COURSE REQUIREMENTS: Completion of a **MINIMUM of 45 contact hours** in a medical setting in addition to 14 class hours

COURSE OBJECTIVES: The student will be evaluated in each of the following 15 objectives at the end of the practicum experience. (See *Supervisor Evaluation of Student* form). By the end of the practicum experience, the student will:

PERFORMANCE SKILLS

1. **OT Evaluation: Evaluate a client according to the methods available and employed by the assigned facility** Evaluation is the process of obtaining, interpreting and documenting the data necessary to make initial and subsequent intervention decisions.
 - a. Accurately evaluate the client's occupational performance in **activities of daily living** (bathing/showering, bowel and bladder management, dressing, eating, functional mobility, personal device care, community mobility, financial management, health management and maintenance, home establishment and maintenance, meal preparation and cleanup, safety procedures and emergency responses, shopping); **education** (formal educational participation, exploration of informal personal educational needs or interests, informal personal education participation); **work** (employment interests and pursuits, employment seeking and acquisition, job performance, retirement preparation and adjustment, volunteer exploration, volunteer participation); **play** (play exploration, play participation); **leisure** (leisure exploration, leisure participation); and **social participation** (community, family, peer/friend).

- b. Accurately evaluate the performance skills (motor skills, process skills, and communication/interaction skills) and client factors (body functions) relevant to the client's occupational role performance
 - c. Obtain complete information from staff, family members, the client and records
 - d. Administer assessments according to standardized or recommended techniques
 - e. Interpret evaluation data accurately
 - f. Synthesize and report the results of evaluation accurately and completely
 - g. Modify and re-write your evaluation report based on supervisory feedback
2. **Intervention Planning: Write an Intervention Plan based on the Evaluation results following the guidelines in the course syllabus** This involves the identification of goals and methods to achieve these goals. The Intervention Plan may focus on both direct and indirect intervention methods.
- a. Accurately identify the client's strengths and limitations based on the evaluation results
 - b. Establish relevant and attainable long and short term goals based on client/family priorities and the OT's role in your particular facility
 - c. Determine the logical sequence of intervention activities to attain the established goals
 - d. Select intervention activities that demonstrate an understanding of occupational therapy theory
 - e. Communicate the intervention plan in an appropriate manner to the supervisor, client and/or family
3. **Intervention Implementation: Implement the Intervention Plan with the client** Treatment includes the used of specific activities or methods that are employed to develop, maintain, improve, restore, or maximize function and compensate for dysfunction.
- a. Select age appropriate and meaningful materials and activities to facilitate achievement of intervention goals for a particular client
 - b. Use a variety of possible activities for achieving intervention goals
 - c. Modify goals and activities as client's condition or response to intervention changes
 - d. Determine and use a logical sequence of intervention with a session
4. **Write a progress note based on observations during intervention and re-evaluation**
- a. Record data relevant to the client's progress in the intervention plan objectives
 - b. Assess the data appropriately
 - c. Make accurate observations of the client's performance
5. **Adheres to policies and procedures of the facility and department related to client safety and emergency situations**
- a. Follow procedures for BSI/Universal Precautions
 - b. Demonstrate an awareness of policies and procedures related to the following emergency situations:
 - Fire/natural disasters
 - Dangerous vital signs when working with client (e.g. respond appropriately to monitor alarms)
 - c. Client safety (e.g. lock w/c during transfers, understand precautions specific to client's diagnosis)

6. **Written Communication**

- a. Use medical and professional terminology appropriately in written assignments
- b. Use correct grammar, spelling and punctuation
- c. Demonstrate neatness in written work (absence of torn edges, smudges, etc)
- d. Re-write your evaluation report, intervention plan, and progress note based on your supervisor's feedback and hand in a final copy

JUDGMENT

7. **Demonstrate judgment** The student will demonstrate and understanding of the rationale and justification for his/her performance of the tasks listed above in objectives 1 – 6.

INTERPERSONAL COMMUNICATION

8. **Effectively build rapport and interact with clients, team members and families**

- a. Communicate and interact in a comfortable, effective and age appropriate manner with the children, adolescents or adults in your setting
- b. Communicate effectively with family and other team members
- c. Demonstrate effective listening and observation skills to understand the needs, values and attitudes of others
- d. Use praise or reinforcement to elicit desired behavior

9. **Demonstrate adaptability and good judgment during interpersonal communication with the client and family**

- a. Recognize how one's own behavior influences the responses of the client/family (insight)
- b. Modify behavior in response to client and family's physical and emotional needs
- c. Set necessary limits in response to undesirable physical or social behavior

PROFESSIONAL BEHAVIOR

10. **Participate responsibly in the supervisory relationship and adjust behavior according to supervisor feedback**

- a. Through self-evaluation, identify one's own strengths and weaknesses (demonstrate insight into one's performance)
- b. Assume responsibility for professional behavior and growth
- c. Recognize and communicate when guidance from the supervisor is needed
- d. Express emotions in an appropriate manner
- e. Openly and professionally receive feedback about one's performance and behavior
- f. Modify behavior and or attitude based on feedback

11. **Demonstrate professional behaviors during each day at the practicum site**

- a. Demonstrate an understanding of professional standards and code of ethics
- b. Maintain client confidentiality (do not put last names on any written reports)
- c. Comply with the institution's policies and procedures
- d. Notify your supervisor as soon as possible in the event of an absence and re-schedule the hours at supervisor's convenience
- e. Complete a minimum of 45 contact hours of practicum
- f. Successfully meet the needs of changing situations

12. **Demonstrate a positive attitude toward occupational therapy intervention in that setting**
- Demonstrate a positive attitude toward learning
 - Demonstrate an appropriate level of enthusiasm
 - Refrain from making critical or opinionated statements about the facility unless student impression is requested
 - Demonstrate an understanding of the organizational structure of the facility and OT department (type of facility, chain of command, ages and diagnoses of clients and philosophy of the department)

WORK BEHAVIORS

13. **Manage time effectively.** The student will:
- Arrive on time for each day of practicum
 - Hand in assignments in the morning of the day in which it is due
***The student will receive a rating of “poor” and score a zero if he/she is late for two or more days or is late for one or more assignments.**
14. **Demonstrate responsible and mature work behaviors:**
- Maintain the work area, equipment and supplies in a manner conducive to efficiency and safety
 - Dress appropriately for the setting
 - Arrive prepared for each day of practicum
 - Use previous and present class materials and reading resources to prepare for practicum

PROBLEM SOLVING

15. **Problem solving:** The student will identify and organize solutions to difficulties in all of the above areas:
- Demonstrate independent problem solving prior to seeking supervisor’s solution to a problem/issue

BLACKBOARD

Each student is required to enroll in the Blackboard section for this course. The course syllabus, class lecture notes and all evaluation forms will be available on Blackboard.

ASSIGNMENTS

- All written work will be reviewed by the clinical supervisor and course instructor. The assignment should first be submitted to the clinical supervisor for her/him to review and give feedback regarding accuracy and completeness of content. **THE CLINICAL SUPERVISOR MUST THEN SIGN THE ASSIGNMENT** after reviewing her/his feedback with the student. The assignment should then be submitted to the course instructor on the designated due date.
- Each assignment should have a cover page that includes the student’s full name and the name of the assignment. (i.e. John Bazyk Progress Note #1).
- All** assignments and evaluations must be completed to receive a passing grade for the course.

PRACTICUM ASSIGNMENTS

1. **Evaluation of Client:** The student will follow the evaluation methods, format and write-up utilized at the assigned facility. The evaluation should cover ADLs, IADLs, education, work, play, leisure, and social participation, as well as performance skills (motor skills, process skills, and communication/interaction skills) and client factors (body functions). The student should refer to the Occupational Therapy Framework.
2. **Intervention Plan:** The student will write an Intervention Plan covering the areas in the evaluation. Long term goals and short term objectives must be written in behavioral terms. Students will follow the format described in the course syllabus.
3. **Progress Notes:** Following the format used at the assigned facility, the student will write two progress notes, preferably on two different clients. Progress Note #1 will be written on an intervention observed by the student and Progress Note #2 will be written on the intervention developed by the student in the Intervention Plan.
4. **Mini Case Report:** The will prepare and present during Practicum discussion a five minute Mini Case Report on the child/adolescent/adult the student was assigned to work with at the facility. Students should follow the format described in the course syllabus.
5. **Supervisor Evaluation of Student:** The supervisor will be given an evaluation form to be completed and reviewed with the student on the last day of practicum. The completed and signed form should be handed in to the course instructor on the last day of class.
6. **Student Evaluation of Supervisor:** The student will fill out an evaluation form on his/her supervisor to be reviewed with the supervisor during the final evaluation. The completed and signed form should be returned to course instructor on the last day of class.

COURSE EVALUATION OF PERFORMANCE:

- The student **must complete a minimum of 45 contact hours** in order to receive a grade for the course. The student is responsible for contacting the clinical supervisor if he/she is going to be absent or late. Any missed sessions must be made up at the supervisor's convenience. Failure to comply with this will lower your final grade by one letter grade.
- **Five (5) points will be deducted from the student's final score for each unexcused absence.**

<i>Assignment</i>	<i>Due Date</i>	<i>Points</i>
Evaluation	10/10/07	10
Intervention Plan	10/10/07	10
Progress Note #1	10/17/07	5
Progress Note #2	10/24/07	5
Mini Case Report	10/24/07-11/28/07	20
Supervisor Evaluation of Student	11/21/07	50
Student Evaluation of Supervisor	11/21/07	0

Grading System:

- A 100-93
- A- 92-90
- B+ 89-87
- B 86-83
- B- 82-80
- C+ 79-77
- C 76-73
- C- 72-70
- D 69-60
- F <=59

COURSE POLICIES:

Attendance

- **Excused Absences:** Excused absences are those called in and approved by the instructor prior to class, or as soon as possible in emergency situations (687-3567). It is extremely important to call prior to class if an absence is necessary.
- **Unexcused Absences:** The instructor is under no obligation to assist the student in making up coursework. Assignments / presentations due on the day of the absence will receive a "0".
- A student may have their grade for a course lowered to a failing grade if he or she misses 20% of class time. This policy applies to both excused and unexcused absences.
- **Consistent tardiness:** (more than 20% of classes for a course) may result in lowering the course grade by one letter grade. The student may or may not be confronted about class tardiness prior to it resulting in a lower grade for the course.

Professional Behavior

- **Discussion of returned work:** If a student would like to discuss or dispute a grade, he or she will make an appointment to talk with the instructor one or more days following the returned work. The student must come prepared for this meeting. Interaction between the student and instructor should be handled in an open and mature manner.
- **Course concerns:** If a student has concerns regarding a course, he or she should make an appointment with the instructor to discuss the issue(s). All arrangements made orally with the instructor (i.e. approval for being absent from class, turning an assignment in late, etc.) must be confirmed in writing.
- **Classroom participation:** Active participation in class discussions and lab activities is expected. This is an important aspect of professional behavior in any place of employment. It is critical that each student initiate taking an active role in making meaningful contributions to class discussion.
- Students should refrain from disruptive conversation and activity during class.
- Students should be courteous and respectful to classmates, instructors, and guest lecturers.

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Masters in Occupational Therapy Program
HSC 558: Occupational Therapy Practicum I
Evaluation, Intervention Plan and Mini-Case Report Guidelines

EVALUATION

The evaluation should identify the major problem areas pertinent to the client/diagnosis. The process may include standardized and non-standardized assessments. It should summarize the current functional status of the client based on the performance areas (ADL, IADL, education, work, play, leisure, social participation), performance skills (motor skills, process skills, and communication/interaction skills), and client functions (body functions). It should include the following:

1. Name (use pseudonym or fist initial to maintain confidentiality)
2. Age (may need chronological age if infant) and Gender
3. Date
4. Living situation (dwelling type, type of facility if not a home, architectural barriers, significant others.)
5. Medical status
6. Socioeconomic, cultural and ethnic background, education
7. Results of standardized and/or non-standardized assessments

** Due to the diversity of clinical placement sites, types of clients and diagnoses, it may not be possible or pertinent to address every single aspect listed above. Be as thorough as the situation will permit.

INTERVENTION PLAN:

This is an intervention for medical or outpatient settings. The intervention plan follows the assessment process has been completed on the client. It should cover the items described below:

1. List of functional strengths and weaknesses
2. Estimate of rehabilitation potential
3. Documentation of collaboration with client, family, other professionals, community resources
4. Frequency and duration of intervention
5. Re-evaluation and /or discharge plan
6. 3 long term goals (LTG)
 3 short term objectives (STG)
 6 intervention methods (2 for each LTG)

** Due to the diversity of clinical placement sites, types of clients and diagnoses, it may not be possible or pertinent to address every single aspect listed above. Be as thorough as your situation will permit. All intervention plans must have the goals, objectives and treatment methods as above.

THREE LONG TERM GOALS: These should be in behavioral terms.

1. Write one goal for three of the seven occupational performance areas listed above. If working with an infant, have two goals in the play area and one in ADLs
2. Example 1: Michael (subject) will independently (criterion) feed (action verb) himself 50% of his meals (criterion) using his adapted spoon/fork (condition).
3. Example 2: In supported sitting and using assistive equipment (condition), Jack (subject) will independently (criterion) cut (action verb) meat on his plate 100% of the time (criterion).

THREE SHORT TERM OBJECTIVES. These should be in behavioral terms.

1. Write one short term objective for each of the 3 long term goals. These are more specific goals and can address the performance skills or client functions.
2. Example 1: Following 10 minutes of handling to reduce scapulohumeral tightness (condition), Michael (subject) will independently (criterion) pull (action verb) a loose t-shirt over and off his head using 120 degrees of shoulder flexion (criterion).
3. Example 2: Susan (subject) will demonstrate an increase (action verb) of right shoulder flexion/abduction to 120 degrees (criterion) without complaining of pain (condition) as is needed to allow her to dress herself (condition).

INTERVENTION METHODS:

1. For each long term goal, identify two treatment methods that will be used to accomplish the objective. First identify and list frames of reference that will guide the treatment technique/activity. Include an appropriate activity if the client is primarily addressing motor functioning so that the client is an active part of the intervention.

FORMAT FOR GOALS/INTERVENTIONS

Long term goal #1

Short term objective

OT Intervention methods

Method 1

Frame of Reference

Method 2

Frame of Reference

Long term goal #2

Short term objective

OT Intervention methods

Method 1

Frame of Reference

Method 2

Frame of Reference

Long term goal #3

Short term objective

OT Intervention methods

Method 1

Frame of Reference

Method 2

Frame of Reference

MINI CASE REPORT

Being able to clearly and concisely report the most relevant information is a skill that is extremely important when functioning on any team. This is an opportunity for the student to practice developing this skill and to receive feedback about his or her performance. It will also provide students with an opportunity learn about their classmates' Practicum experiences.

The student will prepare a 5 minute case summary related to the client he or she worked with during the Practicum experience covering the most relevant information in the following areas:

1. Identify and give brief description of the facility (e.g., Cleveland Clinic Foundation, working in the inpatient, acute care unit with neurologically impaired adults)
2. Client's name (use initials or pseudonym), age, brief medical history and major diagnoses.
3. Summarize areas evaluated in the OT evaluation (also indicate if specific assessment tools were used) and communicate major problem areas that were identified.
4. Discuss intervention goals and some treatment methods used
5. Describe any progress observed or thoughts regarding the appropriateness of the goals and methods

This is an oral presentation only and no written work is required for this assignment. It is imperative that students adhere to the five minute time limitation.

**Cleveland State University
Occupational Therapy Program
Practicum Student Evaluation
Instructions**

PLEASE READ THIS CAREFULLY BEFORE COMPLETING THE ATTACHED EVALUATION. Evaluate your student based on the expected performance in a **LEVEL I** experience. Be as open and honest as possible in your appraisal of the student's performance. In addition to your impact on the grade the student receives, your input is also an invaluable part of the student's professional growth.

Part I: Rate the student's performance in the 10 areas listed on the following pages. These areas are directly related to the course objectives for Practicum. It may be helpful to refer to the course objectives in the syllabus as you rate each of the areas of performance and behavior.

Rating Scale

VERY GOOD	5 points	Above average or exceptional performance requiring minimal supervision.
GOOD	4 points	Average performance requiring routine supervision.
FAIR	3 points	Below average performance requiring close supervision.
POOR	2 points	Below average performance requiring constant or excessive supervision.
UNACCEPTABLE	1 point	Student was not successful in meeting the behavior described in the specific objective. The student did not follow directions accurately. The student did not change behavior following feedback from the supervisor.

Part II: Additional Comments Please consider the student's strengths and areas for continued growth and change and briefly describe them. Use this section to elaborate on particular skill areas described in Part I or other issues not identified in that section.

****REVIEW AND SIGN THIS FORM ON THE STUDENT'S LAST DAY****
The student should return the form to the class instructor

Cleveland State University Occupational Therapy Program Practicum Student Evaluation

Student Name: _____

Facility: _____

Practice Area: _____ Date: _____

Clinical Educator Name: _____

PART I: After referring to the course objectives and the rating scale, rate the student in each of the following 10 areas. Place a check (✓) for each item in the appropriate column. Please be certain to score each of the 10 skill areas to complete this cumulative evaluation.

	Very Good (5)	Good (4)	Fair (3)	Poor (2)	Un-acceptable (1)	Comments
<u>Performance Skills:</u> 1. Completes an EVALUATION and INTERVENTION PLAN for a client <ul style="list-style-type: none"> • Appropriate choice of assessment tools • Proper administration • Correct terminology • Clear explanations • Appropriate goals and objectives 						
2. Implements INTERVENTION with a client. <ul style="list-style-type: none"> • Relates intervention to objectives • Occupation-based intervention • Chooses appropriate activity • Provides clear instructions • Performs techniques properly 						
3. Adheres to policies and procedures related to PATIENT SAFETY and emergency situations.						
<u>Written Communication:</u> 4. Completes documentation <ul style="list-style-type: none"> • Neatly • Professionally • On time • Grammatically correct • Appropriate terminology 						

Clinical Reasoning: 5. Demonstrates an understanding of rationale, justification and theoretical principles in #1-4 above						
Interpersonal Communication: 6. Effectively builds rapport & interacts with clients, families and team members.						
Professional Behavior: 7. Participates responsibly in the supervisory relationship; adjusts behavior according to feedback.						
8. Demonstrates a positive attitude toward learning. Including problem solving in seeking solutions.						
9. Consistently manages time effectively (i.e. on time for practicum and with all assignments)						
10. Demonstrates responsibility & mature work behaviors (i.e. dress, preparedness, etc).						

TOTAL SCORE for items 1-10: _____

PART II: ADDITIONAL COMMENTS

Identified STRENGTHS of the student:

Areas requiring GROWTH and CHANGE:

CONCERNS (optional):

I have read this report:

Student

Fieldwork Educator

Date

Date

Cleveland State University Occupational Therapy Program Practicum Student Evaluation of Supervision

Facility: _____

Student: _____

Dates of Placement: _____

Use the following scale: 4=excellent 3=good 2=fair 1=poor

Add comments in boxes to share additional information.

	Supervisor 1 name:	Supervisor 2 or indicate n/a:
Introduction to staff and orientation to facility		
Preparation for student		
Organization and ability to share knowledge		
Ability to stimulate student learning		
Knowledge in OT practice area or ability to relate to OT practice (for non-OT)		
Amount and type of supervision		
Quality and helpfulness of feedback		
Openness to student questions and feedback		
General comments		

(continued)

What was especially helpful to me during this Practicum experience was:

I would have also liked to:

Additional comments:

I have read this report:

Supervisor Signature

Student Signature

Date

Date

CLEVELAND STATE UNIVERSITY
Department of Health Sciences

Masters in Occupational Therapy Program
HSC 558: Occupational Therapy Practicum I
Course Topics and Assignments for Fall Semester 2007

	<u>COURSE TOPIC</u>	<u>ASSIGNMENT</u>
Week #1 Lecture 8/29/07	<ul style="list-style-type: none"> • Introduction to Practicum I • Review syllabus, assignments, and expectations 	<ul style="list-style-type: none"> • Contact your clinical supervisor to finalize arrangements
Week #2 Lecture 9/5/07	<u>Student and Client Safety</u> <ul style="list-style-type: none"> • Infection Control • Handwashing 	
Week #3 Practicum Day 9/11/07	<ul style="list-style-type: none"> • First day at Practicum site 	<ul style="list-style-type: none"> • Introduction to Practicum site • Shadow clinical supervisor
Week #3 Lecture 9/12/07	<u>Student and Client Safety</u> <ul style="list-style-type: none"> • Medical Monitors and Devices • Violence and Crisis Intervention 	
Week #4 Practicum Day 9/18/07	<ul style="list-style-type: none"> • Second day at Practicum site 	<ul style="list-style-type: none"> • Begin considering a client to evaluate
Week #4 Lecture 9/19/07	<u>HIPPA</u> <ul style="list-style-type: none"> • Navigating HIPPA • Frequently Asked Questions About HIPPA • HIPPA Guidelines for Students 	<ul style="list-style-type: none"> • Review HIPAA guidelines at http://www.hhs.gov/ocr/privacysummary.pdf
Week #5 Practicum Day 9/25/07	<ul style="list-style-type: none"> • Third day at Practicum site 	<ul style="list-style-type: none"> • Perform client evaluation • Complete Evaluation and Intervention Plan
Week #5 Lecture 9/26/07	<u>Documentation</u> <ul style="list-style-type: none"> • Developing an Intervention Plan and Client Goals 	<ul style="list-style-type: none"> • Come to class prepared to present a summary of the evaluation, problem areas and ideas for intervention
Week #6 Practicum Day 10/2/07	<ul style="list-style-type: none"> • Fourth day at Practicum site 	<ul style="list-style-type: none"> • Submit Evaluation and Intervention Plan to clinical supervisor and receive feedback
Week #6 Lecture 10/3/07	<u>Documentation</u> <ul style="list-style-type: none"> • Developing an Intervention Plan and Client Goals 	
Week #7 Practicum Day 10/9/07	<ul style="list-style-type: none"> • Fifth day at Practicum site 	<ul style="list-style-type: none"> • Write Progress Note #1 and receive feedback from clinical supervisor
Week #7 Lecture 10/10/07	<u>Documentation</u> <ul style="list-style-type: none"> • Effective Documentation to Avoid Reimbursement Denials 	<u>Due:</u> <ul style="list-style-type: none"> • Evaluation and Intervention Plan

	<u>COURSE TOPIC</u>	<u>ASSIGNMENT</u>
Week #8 Practicum Day 10/16/07	<ul style="list-style-type: none"> Sixth day at Practicum site 	<ul style="list-style-type: none"> Write Progress Note #2 and receive feedback from clinical supervisor
Week #8 Lecture 10/17/07	<u>Documentation</u> <ul style="list-style-type: none"> Effective Documentation to Avoid Reimbursement Denials 	<u>Due:</u> Progress Note #1
Week #9 Practicum Day 10/23/07	<ul style="list-style-type: none"> Seventh day at Practicum site 	
Week #9 Lecture 10/24/07	<u>Practicum Discussion</u> <ul style="list-style-type: none"> Presentation of Mini Case Reports 	<u>Due:</u> Progress Note #2 <u>Due:</u> Group #1 Mini Case Report
Week #10 Practicum Day 10/30/07	<ul style="list-style-type: none"> Eighth day at Practicum site 	
Week #10 Lecture 10/31/07	No Class	No Class
Week #11 Practicum Day 11/6/07	<ul style="list-style-type: none"> Ninth day at Practicum site 	
Week #11 Lecture 11/7/07	<u>Practicum Discussion</u> <ul style="list-style-type: none"> Presentation of Mini Case Reports 	<u>Due:</u> Group #2 Mini Case Report
Week #12 Practicum Day 11/13/07	<ul style="list-style-type: none"> Tenth and final day at Practicum site 	<ul style="list-style-type: none"> Complete and discuss <i>Supervisor Evaluation of Student</i> with clinical supervisor Complete and discuss <i>Student Evaluation of Supervisor</i> with clinical supervisor
Week #12 Lecture 11/14/07	No Class	No Class
Week #13 Lecture 11/21/07	<u>Practicum Discussion</u> <ul style="list-style-type: none"> Presentation of Mini Case Reports 	<u>Due:</u> Group #3 Mini Case Report <u>Due:</u> Original signed copies of 1) <i>Supervisor Evaluation of Student</i> 2) <i>Student Evaluation of Supervisor</i> <u>Note:</u> All students should make a copy of these two evaluations to keep for their personal records <i>before</i> submitting them to the Practicum course instructor
Week #14 Lecture 11/28/07	<u>Practicum Discussion</u> <ul style="list-style-type: none"> Presentation of Mini Case Reports 	<u>Due:</u> Group #4 Mini Case Report

Please note that the syllabus dates, topics and assignments are subject to change based on the needs of the class.