

Pacific University
School of Occupational Therapy

Description of Level 1 Fieldwork

The standard for an accredited educational program for the occupational therapist state the purpose of Level 1 fieldwork as the following:

The goal of level 1 fieldwork is to introduce the student to the fieldwork experience and develop and basic comfort level with and the understanding of the needs of clients. Level 1 should be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of occupational therapy process. The focus of these experiences is not intended to be independent performance. Qualified personnel for supervised level 1 fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists. (American Occupational Therapy Association [AOTA], 1998)

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance understanding of the developmental stages, tasks, roles of individual through the lifespan. Level 1 fieldwork may also include service management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis specific clients.” Costa D. Essential Guide to Occupational Therapy Fieldwork Education, AOTA Press, 2004

Level I Fieldwork

Level I begins the first year students enter the School in the winter semester. It includes two courses---OT 422 Level IA Fieldwork and OT 522 Level IB Fieldwork, which are designed to provide opportunities for students to apply knowledge and further develop skills and abilities learned in the curriculum, out in the community. Level I courses provide students with experiences across the occupational function/dysfunction continuum.

OT422 Level IA Fieldwork is a three (3) week course. This is a fulltime (40hours x 2 weeks) fieldwork experience in 2 different practice settings, followed by a third week (40 hours x 1 week) fieldwork seminar to foster a beginning understanding of the many ways in which occupational therapy services can be delivered. Students will observe occupational therapy practice in a pediatric setting to support and expand their knowledge acquired in first semester course work. The second practice setting will provide students a context for understanding their second semester course work. The second practice setting will provide students a context for understanding their second semester course work, which focuses on adults' experience of dysfunction.

OT422 Level IA Fieldwork is the first of 5 fieldwork rotations in the curriculum that brings real life experiences to the classroom – bridging academic course work with the actual practice of occupational therapy. A concurrent seminar, (40 hours) run on campus before and after the experience, facilitates the students' learning process and personal reflections.

Level IA Fieldwork Learning Outcomes

Student will describe occupational therapy practices based on their observations in different settings, which support and expand their knowledge acquired in first semester course work.

Level IA Fieldwork Course Objectives

- Describe the purpose of occupational therapy services in 2 practice settings
- Describe how occupation, purposeful activity and preparatory activities are used in practice
- Identify the similarities and differences between occupational therapy practiced in two different practice settings
- Identify the factors extrinsic to the profession that influence the delivery of occupational therapy services
- Demonstrate beginning ability to develop therapeutic rapport with others
- Develop professional role as an occupational therapy student by assuming responsibility for her/his professional behavior and growth and demonstrate the initiative to participate in the learning process through collaborative interactions with organizations and during fieldwork seminars (refer to level IA fieldwork Evaluation Form).

OT 522 Level IB Fieldwork is a ten week (10), part time (8hours/1day/week) experience taken during the first term of second year. Facilities are chosen based on the services provided to the clients experiencing occupational dysfunction in the following categories:

- 1) psychosocial conditions; 2) physical conditions; 3) developmental conditions

Emphasis is placed in developing an understanding and skills in the occupational therapy process while continuing to expand her/his critical reasoning framework through inclusion of occupational therapy theories. Experiences from level IB are integrated into the term content in order to use “real life” examples for application of key theoretical concepts while bridging classroom to practice experiences and promoting higher level of critical reasoning.

Level 1B Fieldwork Learning Outcomes

By the end of the Level IB Fieldwork experience the student will be able to demonstrate adequate skill performance with assistance in the occupational therapy process of evaluation, intervention, therapeutic relationship, and professional behaviors/skills for patients/clients with straightforward conditions.

Level 1B Fieldwork Course Objectives

Therapeutic Relationship

- Demonstrate skills in therapeutic use of self by:
 - Explaining the role of occupational therapy in terms understandable by others (B 2.4);
 - responding to changes in the patient/client (B 5.11 & B 5.16); and collaborating effectively with patient/client and others (B 5.8).
- Create an environment which fosters the intended/desired outcome of the occupational therapy process by:
 - Exhibiting a professional demeanor in all interactions; respecting boundaries of patient/client and others; and using constructive feedback (B 9.6).

Evaluation Process

- Assist in gathering information regarding a patient's/client's occupational

performance, performance components, & the environment, using a variety of methods, including but not limited to:

- Conducting interviews; administering assessment tools; adapting assessment methods; utilizing observations; and conducting chart reviews (B 3.5, B 4.1-4.3).
- Assist in the development of intervention plans, which include client-centered goals and strategies of selected patients/clients by:
 - Interpreting observations & data related to the patient's/client's occupational performance; planning intervention based upon an accurate analysis of activities and selecting activities that demonstrate an understanding of occupational therapy theory (B 5.2).
- Assist in the reporting of evaluation results and documenting the intervention plan by:
 - Using proper grammar & protocol; and documenting in a clear, concise, understandable, & logical manner (B 4.10 & B 5.20).

Intervention Process

- Assist in the implementation of intervention plans of selected patients/clients by:
 - Adhering to precautions & contraindications (B 5.13); and utilizing a variety of possible strategies that demonstrate use of activity/occupation as both means & outcome of intervention (B 5.2).
- Assist in the reporting of interventions of selected patients/clients by:
 - Verbally describing observations & interpreting observations during supervisory meetings, team meetings, family conferences, and/or other care conferences (B 5.9).
- Assist in the documentation of interventions of selected patients/clients by:
 - Writing progress notes, discharge notes, and/or other reports which describe data & interpretations of interventions (B 5.20).

Critical Reasoning

- Demonstrate the ability to use multiple types of occupational therapy critical reasoning during the occupational therapy process by:
 - Utilizing human occupation as the primary focus (B 5.2); considering multiple aspects of the person-environment-occupation interaction (B 3.5); articulating own reasoning in a manner which is logical, systematic, clear, concise, & understandable (B 4.10); and citing relevant theories, knowledge, & references for own assertions (B 3.2-3.3, B 8.2).

Professional Behaviors

- Participate responsibly in the supervisory relationship by:
 - Describing own learning style & collaborating with supervisor to create an optimal learning experience; communicating effectively with supervisor; demonstrating initiative to participate in the learning experience; and responding constructively to feedback (B 5.9).
- Participate actively and professionally in fieldwork by:
 - Assuming responsibility for professional behavior & growth; complying with facility's policies & procedures; managing own time effectively; demonstrating reliable & professional work habits; using professional terminology; demonstrating flexibility & modifying own behavior according to the demands of the situation; acting in accordance with professional standards & code of ethics; and maintaining work area, equipment, and supplies in a manner conducive to efficiency & safety (B. 7.9, B 9.1, B 7.10).