

**Pacific University  
School of Occupational Therapy  
Fieldwork Program**

**Third Component: Level II Fieldwork**

Level II Fieldwork begins during the second semester of the second year. Level II fieldwork includes three courses: OT 621 Level IIA Fieldwork; OT 622 Level IIB Fieldwork; and OT 623 Level IIC Fieldwork. All Level II experiences provide the opportunity for students to learn, practice, and apply knowledge from the classroom and practice settings simultaneously with guidance from faculty and community fieldwork educators. The Level II courses are designed to use active reflection to foster integrated learning.

OT 621 Level IIA Fieldwork is a ten (10) week, full-time (40hrs./week) experience taken during the spring semester of the second year. This experience is in settings which provide occupational therapy services to people who are experiencing occupational dysfunction. Typical settings include medical and psychiatric hospitals, medical and psychiatric outpatient clinics. Experiences from Level IIA Fieldwork are integrated with semester content using "real life" examples for application of key theoretical concepts bridging the classroom concepts with practice and promoting higher levels of critical reasoning.

OT 622 Level IIB is a ten (10) week, full-time (40 hrs./week) experience taken during the summer semester of the second year. This experience is in settings which provide occupational therapy services to people who are experiencing occupational dysfunction. This experience provides the students with an in-depth experience in the delivery of occupational therapy services to clients, which results in greater depth and breadth in their critical reasoning.

OT 623 Level IIC is an ten (10) week, full-time (40 hrs./week) experience taken during the fall semester of the third year. This experience is in a setting which provides occupational therapy services to children who are experiencing occupational dysfunction. This experience is integrated with semester content and provides the students the opportunity to explore specific areas of practice at a deeper level, develop new program components within the facility, and apply research and administrative skills. Additionally, continued reflection and integration of major theoretical concepts of occupational therapy at higher levels is facilitated.

## **Level II Fieldwork Outcome:**

By the end of all Level II Fieldwork, the student will be prepared to practice as an entry level occupational therapist following successful completion of the certification examination. In addition, the student will demonstrate necessary leadership skills, critical reasoning skills, and awareness of community needs to promote the profession of occupational therapy. Lastly, the student will demonstrate insight into her/his own professional strengths and challenges, and to be able to identify the type of employment setting which matches her/his own beliefs, values and abilities.

## **Level II Fieldwork Objectives:**

### **Evaluation Process**

1. Gathers information regarding a client's occupational performance, client factors, and environmental factors, using a variety of methods, including but not limited to: Conducting interviews; administering assessment tools; adapting assessment methods; utilizing observations; and conducting record reviews.
2. Develops intervention plans, which include client-centered goals and strategies, by: Interpreting observations and data related to the client's occupational performance; planning intervention based upon an accurate analysis of activities and selecting activities that demonstrate an understanding of occupational therapy theory.
3. Reports evaluation results and documents the intervention plan by: Using proper grammar and protocol; and documenting in a clear, concise, understandable and logical manner.

### **Evaluation Process Critical Reasoning**

1. Articulates a clear & logical rationale for evaluation process that reflects understanding and application of occupational therapy theory citing relevant theories, knowledge and references for own assertions.
2. Explains the role of occupational therapy during the evaluation process in terms understandable to the client.

### **Intervention Planning & Implementation Process**

1. Implements intervention plans of assigned clients by: Adhering to precautions and contraindications; and using a variety of possible strategies that demonstrate the use of occupation as both a means and outcome of intervention.
2. Reports interventions of assigned clients by: Verbally describing observations and interpreting observations during supervisory meetings, team meeting, family conferences and/or other care conferences.
3. Documents interventions of assigned clients by: Writing progress notes, discharge notes, and/or other reports that describe data and interpretations of interventions in a manner that demonstrates the efficacy of interventions.

### **Intervention Process Critical Reasoning**

1. Articulates a clear & logical rationale for intervention process that reflects understanding & application of occupational therapy theory citing relevant theories, knowledge and references for own assertions.

### **Therapeutic Relationship**

1. Demonstrates skills in therapeutic use of self by: Explaining the role of occupational therapy in terms understandable by others; responding to changes in the client; and collaborating effectively with client and others.

2. Creates an environment that fosters the desired outcome of the occupational therapy process by:  
Exhibiting a professional demeanor in all interactions; respecting boundaries of client and others; and using constructive feedback.

**Professional Behaviors**

1. Participates responsibly in the supervisory relationship by: Describing own learning style and 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.
2. Participates actively and professionally in fieldwork by: Assuming responsibility for professional behavior and growth; complying with facility's policies and procedures; managing time effectively; demonstrating reliable and professional work habits; using professional terminology; demonstrating flexibility and modifying own behavior according to the demands of the situation; acting in accordance with professional standards and code of ethics; and maintaining work area, equipment and supplies in a manner conducive to efficiency and safety.