

**Pacific University College of Health Professions
School of Occupational Therapy
OT 639 /OT 439 OT/OTA Re-entry Fieldwork Program**

Course Syllabus

Course Number and Title: **OT 639/439 Fieldwork**

Academic Fieldwork Coordinator

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Community Fieldwork Educators

Schedule: 80 hours of practical experience in a fieldwork setting. These hours should be spread over 6 weeks in duration, in order to maximize the learning experience and allow time for additional research between intervention opportunities. This schedule may be negotiated with the fieldwork setting but should not be less than 3 weeks in duration.

Course Description:

Fieldwork in physical, mental health or pediatric setting. *P/NP*

Relation to Curriculum Design

Clinical experience in a setting in which the re-entry student is most likely to return to practice. The experience is designed to facilitate the student's continued development of her/his clinical reasoning. The fieldwork experience is carried out over a number of weeks to facilitate the student's inclusion of occupational therapy theories guiding the occupational therapy process in current practice.

Course Objectives/ Learning Outcomes

The student creates six objectives that they will focus on during this experience. The objectives should personalize the students in order to build on past experience with the new learning acquired for current practice. By the end of the RE-entry Fieldwork experience the student will be able to demonstrate entry level skill performance in the occupational therapy process of evaluation, intervention, therapeutic relationship, and professional behaviors/skills for patients/clients in a setting in accordance with their professional development plans.

The student will create six personalized objectives, addressing the following areas of practice:

One objective from each practice area is required. The student may choose three additional areas of practice or add more objectives from these same practice areas. (Explanation of performance inclusions are provided for each practice area)

1) Evaluation Process

(Note: For OT 439 items 1 & 3 should be tailored to OTA scope of practice)

- 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.
- 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.
- Reports evaluation results and documents the intervention plan by: Using proper grammar and protocol; and documenting in a clear, concise, understandable and logical manner.

2) Intervention Planning & Implementation Process

- 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.
- Reports interventions of assigned clients by: Verbally describing observations and interpreting observations during supervisory meetings, team meeting, family conferences and/or other care conferences.

- 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.

3) Therapeutic Relationship and Professional Behaviors

- 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.
- 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.
- 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.
- 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.

Teaching/ Learning methods

- Students will gain experiential learning at a fieldwork site.
- AFWC will develop a plan with each student to seek out an appropriate fieldwork setting before the beginning of the fieldwork experience.
- All fieldwork experiences will be carried out in settings in compliance with ACOTE regulations

Course Requirements/ Expectations

- Complete 80 hours of fieldwork experience with the supervision of an accredited occupational therapist in a setting that services clients with mental health, physical disorders or pediatrics.
- Maintain a log of hours in fieldwork, types of OT service provided (observation/evaluation/ intervention/ consultation/ in-service/etc)
- Provide AFWC and the fieldwork educator at the fieldwork setting with six formulated objectives before beginning the fieldwork experience

- **Measurement:**

GOAL: Demonstrate entry level competency in six objectives established for Re-entry fieldwork setting by:

- Student will complete a summary evaluation describing the measure of success in attaining each objective and describe how this was achieved.
- The fieldwork educator will assess the level of student performance on the six objectives defined for this experience

Learning Resources, Assignments and Learning Activities

- All text and resources provided for didactic work
- Additional resources as guided by fieldwork educator and course instructors
- Assignments may be designated to the student at the discretion of the fieldwork educator while in the fieldwork experience, to facilitate additional learning

Disability and Accommodation

Any student who feels that he or she may need an accommodation based on the impact of a disability should contact the Learning Support Services office to discuss specific needs. Please contact Edna K. Gehring, Director of Learning Support Services for Students with Disabilities at x2107, via Email at gehringe@pacificu.edu, or stop by the LSS office (McCormick 219 or 203). The LSS is responsible for coordinating reasonable accommodations for students with documented disabilities. The ability to make accommodations in the fieldwork setting fall within the policies and procedures established by the fieldwork facility or agency. If accommodations are required in a fieldwork setting it is

the student's responsibility to request them from the fieldwork facility or agency. The ACFW will provide support and guidance as possible in each situation.