Pacific University  
School of Occupational Therapy  

A Program Overview  
Fieldwork and Doctoral Experiences

Fieldwork is an integral part of Pacific University’s School of Occupational Therapy curriculum. Experiences are woven throughout the curriculum and provide opportunities for students to integrate and apply academic learning at progressively higher levels of performance and responsibility. There are 6 fieldwork rotations within the curriculum: 1) Level I A (80 hours), Level IB (40 hours), 3) Level IC (48 hours), 4) Level ID (48 hours), 5) Level IIA, (480 hours), 6) Level IIB (480 hours), A total of 1176 contact hours of fieldwork experiences are required by completion of the curriculum and prior to graduation.

**Level I Fieldwork**  
Level I fieldwork includes four courses---OTD550 Level IA Fieldwork, OTD552 Level IB Fieldwork, OTD654 Level IC Fieldwork, and OTD656 Level ID Fieldwork. Each level I fieldwork is designed to provide opportunities for students to apply knowledge and further develop skills and abilities learned in the curriculum in community settings. Level I courses provide students with experiences across the occupational function/dysfunction continuum.

**OTD550 Level IA Fieldwork**  
This is a full-time fieldwork experience in a practice setting. Students will observe occupational therapy practice in a setting to support and expand their knowledge acquired in first semester course work. This fieldwork will also provide context for the next semester's coursework. Pass/No Pass. 2 credits.

**OTD552 Level IB Fieldwork**  
This is a part-time fieldwork experience in settings in which primarily psychosocial services are provided, to apply theories and techniques to practice in assessment for individual and group interventions and includes a concurrent seminar sessions to reflect on experience. Pass/No Pass. 2 credits.

**OTD654 Level IC Fieldwork**  
This is a part-time experience in settings in which primarily pediatric services are provided. Experiences are integrated into course content in order to use "real life" examples for application of key theoretical concepts while bridging classroom to practice experiences for pediatric clients and promoting higher levels of critical reasoning. Pass/No Pass. 1 Credit

**OTD 656 Level ID Fieldwork**  
This is a part-time experience in select settings in which primarily elder services are provided. Experiences are integrated into course content in order to use "real life" examples for application of key theoretical concepts while bridging classroom to practice experiences for older adult clients and promoting higher levels of critical reasoning. Pass/No Pass. 1 Credit
**Level II Fieldwork**

Level II Fieldwork begins during the summer semester of the second year. Level II fieldwork includes two courses: OTD750 Level IIA Fieldwork; OTD752 Level IIB 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.

OTD750 Level IIA Fieldwork
Full-time experiential learning for the application of theory and skills to practice. Application of knowledge from the classroom and practice settings simultaneously with guidance from faculty and community fieldwork educators. Level II courses use active reflection to foster integrated learning through an on-line seminar. First of two Level II Fieldwork Experiences (P/NP) 12 credits

OTD752 Level IIB Fieldwork

**Doctoral Experience Internship**

OTD 850 Doctoral Specialty Experiential Internship
Experiential opportunity for students to learn, practice, and apply knowledge from the classroom and practice settings at a higher level than prior fieldwork experiences with simultaneous guidance from faculty and internship mentor(s). Emphasis is on developing a specialized area of practice and to integrate work on the capstone project. (P/NP) 16 credits

The school of OT’s philosophy and curriculum design support all students to participate in varied levels and focus of experiences, with an increasingly greater breadth and depth of skill and knowledge expected. The variety required includes experiences in areas across the lifespan, and across the health/ill-health continuum. All students must have, prior to graduation, the required number of contact hours, in level I and level II experiences, for each of the designated areas below.

**Across the Age Span**

This requirement assures that the student obtains experiences with individuals across the chronological and developmental continuum. The following designated numbers of contact hours are required:

- ≥ 40 hours with young children/adolescents (0-19 years)
- ≥ 400 hours with adults (20-64 years) /elderly adults (65 years and above)
**Across the Occupational Function/Dysfunction Continuum**

This requirement assures that the student obtains experiences with individuals across the health/ill-health and occupation function/dysfunction continua. It focuses on the health status of humans in relationship to the balance of their occupational functioning status.

*Occupational balance or health* constitutes "a balance of engagement in occupation which leads to well being" (Wilcock, 1998, p. 257). Occupational therapy services may be provided on this end of the continuum to maintain, enhance, or promote occupational balance or health. This includes services to assist with case management, basic resources and/or rights protection in order to arrange, support, and assure access and essentials which promote occupational balance. Potential settings where occupational therapy might provide services/consultation include but are not limited to senior centers, schools, day care programs, recreational programs, retirement communities, businesses, social service agencies, and independent resource centers.

*Occupational dissonance or ill-health* is when there is a disruption in engagement in occupation which negatively impacts well being. According to Wilcock (1998), occupational dissonance may be caused by at least three different types of occupational deficits: imbalance, deprivation and/or alienation. Ill-health or occupational dissonance is further categorized by acute and chronic incidence.

Potential settings where occupational therapy might provide acute care services/consultation include but are not limited to acute care medical and psychiatric hospitals, home health care and/or outpatient clinics.

Potential settings where occupational therapy might provide chronic care services/consultation includes but are not limited to community mental health centers, day treatment centers, sub acute facilities, skilled nursing care facilities, long term care facilities, residential care facilities, and/or outpatient care for injured workers.

**Across Health Conditions**

Various ill-health conditions can lead to occupational dissonance. Conditions are categorized under three prevalent areas: 1) physical, 2) psychosocial and 3) developmental conditions. The following designated numbers of contact hours are required in each of the 3 prevalent areas:

- **> 40 hours developmental conditions**
- **> 40 hours psychosocial conditions**
- **> 400 hours physical conditions**