

Pacific University
School of Occupational Therapy

Description of Level I Fieldwork Courses

AOTA Description of level I Fieldwork

The standards for an accredited educational program for occupational therapists state the purpose of Level I fieldwork as the following:

The goal of level I fieldwork is to introduce the student to the fieldwork experience and develop a 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], 2011)

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, occupations, 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. (Ed.). (2004) *Essential Guide to Occupational Therapy Fieldwork Education*, Bethesda: MD. AOTA Press.

Level I Supervisor Credentials

Supervision of Level I Fieldwork at Pacific University is carried out by qualified professionals meeting the guidelines articulated above.

Level IA Fieldwork Educators are licensed and credentialed occupational therapists. These supervisors may be newly graduated but who have a desire to mentor others in their profession. There is no minimum experience requirement for this first fieldwork experience as the primary focus is to learn about the role of OT in the fieldwork setting. The fieldwork site agrees to the credential requirements when they accept a level IA student for fieldwork.

Supervision for all other Level I fieldwork experiences is carried out by licensed and credentialed occupational therapists with 1 or more years of experience. All these supervisors are employed by Pacific University as adjunct clinical faculty as level I fieldwork educators and their experience and credentials are vetted by the OT program.

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 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.

OTD550 Level IA Fieldwork is a two (2) week course. This is a fulltime (40 hours x 2 weeks) 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 focusing on clients with occupational dysfunction. This fieldwork will also provide context for the second semester's coursework.

OTD552 Level IB Fieldwork is an eight (8) week, part-time (4 hours/1 day/week) experience. Facilities are chosen based on select settings in which primarily psychosocial services are provided, to apply theories and techniques to practice group interventions. This course includes concurrent seminar sessions to reflect on experience.

OTD654 Level IC Fieldwork is a sixteen (16) week, part-time (4 hours/1 day/week) experience in select settings in which services are primarily provided to the pediatric or older adult population. Experiences from Level IC 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.

OTD 656 Level ID Fieldwork is a sixteen (16) week, part-time (4 hours/1 day/week) experience in select settings in which services are primarily provided to the older adult or pediatric population. Experiences from Level ID 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.

OTD550 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 a practice setting.
- Describe how occupation, purposeful activity and preparatory activities are used in practice.
- Identify the similarities and differences observed between occupational therapy practitioners within the practice setting.
- 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.

OTD552 Level IB Fieldwork Learning Outcomes

Facilities are chosen based on the services provided to the clients experiencing occupational dysfunction due to mental illness and psychosocial conditions. Emphasis is on developing group intervention skills as part of the occupational therapy process. Experiences from level IB integrate the psychosocial content learned during the first year in order to understand "real life" examples bridging classroom to practice experiences and promoting higher level of critical reasoning.

Level IB Fieldwork Course Objectives

- Develop and maintain therapeutic rapport and demonstrate therapeutic use of self with fieldwork educator, clients/consumers and staff as appropriate.
- Plan and implement group activities: show evidence of current group dynamic knowledge and group process theory. Be able to state the frame of reference used in planning the group activity.
- Accurately record observations with clarity and timeliness.
- Demonstrate responsibility for own professional behavior by:
 - Describing own learning style and collaborating with supervisor to create optimal learning experience.
 - Determine the role of OT in a consumer operated environment.
 - Adjusting behavior in response to peer and instructor feedback.
- Demonstrate work habits and behaviors appropriate to the setting and the student's level of professional development as level I student.

OTD664 Level IC Fieldwork Learning Outcomes

Facilities are chosen based on the services provided to pediatric or older adult populations at various developmental stages of life and participating in occupations enhancing performance. Emphasis is placed in developing an understanding and skills of the occupational therapy process through the implementation of assessment and of individual and group interventions on a developmental continuum. Professional behaviors and ability to build therapeutic Experiences from level IC 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.

OTD 656 Level ID Fieldwork Learning Outcomes

Facilities are chosen based on the services provided to pediatric or older adult populations at various developmental stages of life and participating in occupations enhancing performance. Emphasis is placed in developing an understanding and skills of the occupational therapy process through the implementation of assessment and of individual and group interventions on a developmental continuum. Experiences from level ID 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 IC & ID Fieldwork Course Objectives

By the end of the Level I Fieldwork experiences 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 readiness to level II fieldwork settings. These level I fieldwork experiences will prepare the students for fulltime level II fieldwork. Focusing on the following objectives:

- 1) Demonstrate knowledge and understanding of human development throughout the life span (children and adults).
- 2) Demonstrate task analysis in areas of occupation, performance skills, performance

- patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. Including an understanding of modifications, and grading appropriate for client performance.
- 3) Demonstrate use of the therapeutic use of self in the interactions with individuals groups, programs, organizations, or communities.
 - 4) Participates actively and professionally in the fieldwork interactive process 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.

The objectives will be achieved with attention to occupational therapy performance skills:

Therapeutic Relationship

- Demonstrate skills in therapeutic use of self by:
Explaining the role of occupational therapy in terms understandable by others responding to changes in the patient/client and collaborating effectively with patient/client and others
- 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.

Evaluation Process

- Begin gathering information regarding a patient's/client's occupational performance, client factors & 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.
- Begin 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
- Report evaluation results and documenting the intervention plan by using proper grammar & protocol; and documenting in a clear, concise, understandable, & logical manner.

Intervention Process

- Plan implementation of interventions of selected patients/clients by:
Adhering to precautions & contraindications and utilizing a variety of possible strategies that demonstrate use of activity/occupation as both means & outcome of intervention.
- Report interventions of selected patients/clients by:
Verbally describing observations & interpreting observations during supervisory meetings, team meetings, family conferences, and/or other care conferences.
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.

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 considering multiple aspects of the person-environment-occupation interaction, articulating own reasoning in a manner which is logical, systematic, clear, concise, & understandable and citing relevant theories, knowledge, & references for own assertions.

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.
- 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.