

Chapter 1 : 10 Tips to Help You Rock Your Occupational Therapy Fieldwork! - Mama OT

The Essential Guide to Occupational Therapy Fieldwork Education Using the Fieldwork Performance Evaluation Forms: The Complete Guide Fieldwork Performance Evaluation for the OTA Student.

Course Objectives The student will: Use professional terminology and respectful communication when interacting with professionals and clients in the practice setting. Demonstrate clear, concise, grammatically correct style in all written assignments. Identify frame of references used in the assigned practice setting. Describe the characteristics of a frame of reference that would make it appropriate for use with a particular client. Explain occupational therapy practice to a client or professional in the assigned practice setting. Determine the process used when referring clients to specialists in the community. Critically analyze interactions between the occupational therapist, client, family members, and other professionals in the practice setting. Determine the role of specialists in the practice setting. Evaluate the collaborative role between occupational therapists and occupational therapy assistants, if applicable. Determine the procedures and documentation used for termination of treatment in the practice setting. Review the documentation methods and procedures used in the practice setting. Educate community-based professionals about the role of OT and the possible benefits OT services would provide the clients in their program. Identify the mission and philosophy of the community setting. Describe the population and the population needs that are served in the setting. Assess the roles and responsibilities of service providers in the community setting. Appraise current trends and policies that influence the provision of health and human service in the setting. Investigate alternative funding sources. Compare and contrast community service delivery models with traditional services i. Identify unmet needs and establish a plan of action to assist the site in investigating various methods to meet those needs. Evaluate the effectiveness of strategies that can be used to advocate for new OT community programming. Assess the process by which OTs can create employment opportunities in nontraditional community based settings. Integrate the ability to identify and utilize effective written, oral and nonverbal communication methods with clients, their families and caregivers, colleagues, other professionals, and the public. Evaluate and apply knowledge of the interaction of the person, environment, and occupation with the analysis of tasks relative to occupational performance, performance, components, and performance contexts. Choose appropriate theories and goals for intervention that address the need for balance among the areas of occupation, age appropriate roles, life tasks, and developmental issues across the life span from a sociocultural perspective. Compare and apply the knowledge of health and disability and the effect of such conditions to promote health maintenance and safety programs that are age and socioculturally appropriate to occupational performance. Select and use appropriate standardized and non-standardized screening, assessment, and evaluation tools, and methods based on the needs of the client, contextual factors, and psychometric properties to determine the need for occupational therapy services. Design, in cooperation with the occupational therapy assistant, a procedure for the collection of screening and evaluation data. Interpret evaluation data following test procedures and protocols with consideration of factors that might bias the results such as culture, disability status, and situational variables. Choose and implement appropriate safety, infection control, and universal precaution protocols to ensure the safety and well-being of clients during screening, evaluation, and therapeutic intervention. Follow procedures for documentation of occupational therapy services to ensure accountability of service provision that meets standards of reimbursement, and communicates the need and rationale for occupational therapy services appropriate to the system in which services are delivered. Design and employ a therapeutic intervention plan utilizing therapeutic use of self in dyadic and group interventions, demonstrating the ability to grade and adapt occupational tasks appropriate to the needs and abilities of the client. Develop treatment plans, in collaboration with the occupational therapy assistant, and supervise the provision of therapeutic interventions. Compare evaluation and intervention data with stated goals and anticipated outcomes to determine the need for intervention plan modification or termination as well as the efficacy of the occupational therapy intervention. Assess the current trends and policies in health care, education, community, and social systems and their influence on occupational therapy

practice. Assess the role and responsibility of the practitioner to address changes in service delivery policies and to effect changes in the system. Examine the implications and effects of federal and state regulatory and legislative agencies on government regulations, policies, and statutes that impact the provision of occupational therapy services. Appraise applicable national and state regulations for credentialing. Develop a knowledge base and act in accordance with federal, state, third party, and private payer reimbursement policies and procedures including maintenance of billing and payment records. Integrate management and leadership concepts that include team collaboration and supervisory skills for the most effective use of occupational therapy and non-occupational therapy personnel time and skills. Plan, develop, select, organize and maintain the staff, space, equipment, and supplies necessary to deliver services that meet programmatic needs. Evaluate the efficacy of and need for service delivery through the documentation and analysis of program services and quality of care. Demonstrate an awareness of the importance of professional responsibility in regards to the provision of fieldwork education and supervision. Judge the importance of research and scholarly activities to the development of a body of knowledge relevant to professional practice and viability through exploration of research opportunities or research being conducted at the clinical site.

Chapter 2 : Occupational Therapy Fieldwork

Fieldwork educator is the title given by the American Occupational Therapy Association (AOTA) that identifies the individual(s) selected by the fieldwork agency as the lead person(s) who guides and supervises students of occupational therapy during on-site learning experiences.

Fieldwork Two levels of fieldwork are required of occupational therapy students enrolled at St. The fieldwork curriculum is comprised of three, 1-week experiences; 24 weeks of Level II; and a week experiential component. Assistive Technology Lab Learn about our on-site showcase for adaptations for independent living We are in the age of technology. We would have a hard time just making it through the day without technology and how it assists us in our daily tasks. Assistive technology is just the applied use of technology. Eyeglasses and contacts, remote controls, wheelchairs, cordless phones, hearing aids, email, TTY phones, and closed captioning TV are just a few examples of how we employ technology to make our daily functioning easier. Level I There are three Level I Fieldwork experiences that allow students to observe and interact with clients and clinicians as they identify and impact physical, psychosocial, and environmental factors that impact participation in occupation. These courses integrate information learned in OTD courses through both field experiences and classroom activities. Students are placed in a variety of settings to obtain hands-on experiences with individuals and groups. During these experiences, students work to improve skills such as observation; written and oral communication; assessment; treatment planning; and intervention. Students also grow to understand the OT process and how it impacts clients and the facility. In the classroom, students reflect on and synthesize their experiences. Through the clinical and classroom experiences, students should display ethics and critical thinking while promoting occupational justice for others. Students are required to pass both Level II fieldwork classes: These courses occur after successfully completing all didactic coursework. In all fieldwork rotations, students will address how psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes through Blackboard discussion with peers and AFWC. By the end of the Level II experiences, students are expected to be functioning at the level of an entry-level practitioner. This readies them to spring into the world of OT practice and be a lifelong learner with the goal of achieving the level of an expert practitioner. The equivalent of 24 full-time weeks of Level II fieldwork must be completed. Students strive to select sites that provide experiences across the lifespan and with a variety of diagnoses.

Chapter 3 : Fieldwork - Occupational Science & Therapy - Grand Valley State University

Supervised fieldwork experience is an integral part of TWU 's MOT educational program and professional preparation. Level 2 fieldwork provides an opportunity to integrate academic knowledge with application skills in a variety of clinical and community work situations.

Ten students were interviewed; and to interpret the primary results, one focus group was conducted with six students. The duration of interviews was between 26 and 45 minutes Mean: After obtaining an informed consent from the participants, we asked them to provide us with a convenient time and place for the interview. All the interviews and the focus group were carried out at the universities. The interview guide included a list of general questions used as a tool for initiating the interviews. The participants were asked to openly answer the questions based on their experiences. The interviews were recorded by a digital voice recorder and were subsequently transcribed verbatim. Data analysis The interviews were analyzed using qualitative content analysis The process of qualitative content analysis often begins during the early stages of data collection. This early involvement in the analysis phase helps moving back and forth between the concept development and data collection and may also help to direct subsequent data collection towards the sources that are more useful for addressing the research questions The content of the interview was read by the first author for several times; then all sentences were investigated, the meaning units were marked in the text and the condensed meaning units and primary codes were extracted. The codes were categorized based on the similarities and differences and sorted into sub-categories and categories, and finally the underlying meanings were interpreted as themes. In this study, codes, 11 categories and 3 themes were obtained. To ensure autonomy, the aim of the study was explained and an informed consent form was signed by all the participants; in addition, permission was obtained to record and use the data without mentioning any names. At the end of each interview, the participants were guaranteed confidentiality and were ensured that the recorded voices would be deleted after transcription. Data collection and coding phases were performed confidentially. The participants could withdraw at each phase of the study. Trustworthiness Credibility and consistency were confirmed through several methods, including the allocation of enough time for data collection, rapport with the participants and conducting the interviews in an appropriate place, which was chosen by the participants and use of a focus group to achieve triangulation. Furthermore, the extracted meaning units and codes were returned to the participants to be checked. Moreover, the meaning units, codes, sub-categories and categories were provided and were peer checked by those colleagues familiar with both fieldwork and qualitative research. The obtained results were continuously discussed by the authors. Prolonged engagement with the participants enabled the researcher to gain their trust and obtain more detailed and valid information Table 1 demonstrates themes, categories and some related codes. They experienced feelings such as anxiety, distraction and fear. Students also indicated the importance of the role of supervisors in controlling these feelings. The following is an example of a positive experience in this regard, which has been stated by one of the participants: I was really afraid, but when I saw that the supervisor takes it easy and the difficult patients are not as aggressive as I read in the books, I got used to it. One student described her experience about excessive closeness as follows: I mean they should provide feedback and communicate with the students friendlily. The variation in experiences can be seen in the following quotes: I mean, we had to experience everything by ourselves. At first, it was very difficult for me as my knowledge of clinical practice was not sufficient enough. For instance, the supervisor never asked us if we were doing well or not. Because families already have serious doubts in the abilities of the students due to their lack of experience, so when the supervisor provides feedback to the students not considering this matter, the problem gets even worse. One student described her needs as follows: For example, they should visit the patients and perform therapeutic techniques on them simultaneously. One disadvantage of this approach was that the supervisor only read the material and commented that the plan needed to be more complete and comprehensive, but I really had no idea how to improve it. I liked to have a hint or clue" Participant 3 - Lecture as an Educational Strategy All participants emphasized the importance of lectures and the need for group involvement. They emphasized the

need for the lectures to be both scientific and practical and mentioned that the timetabling of the lectures had to be sufficiently flexible to accommodate their needs. Finally, the students also highlighted the need for sufficient resources for lectures. For example, if a lecture was about aggressiveness and defiance, as an occupational therapist, I wanted to understand more than what I could find in the internet from the parents of a disobedient child. One student commented on the attendance of other instructors during the evaluation as follows: He did not even know what to ask, he asked more theoretical questions. We had to take the same exams we had already passed, except for the questions asked by our supervisor, which were good. Other instructors asked theoretical questions because they did not have seen our work or had never seen our cases. The following quote illustrates this matter: For example, we passed sociology which was more like a high school course. Some courses such as mental retardation, psychiatry and the like were good, but some others were really useless and impractical. The objective of this course is to familiarize the students with fieldwork environment and to prepare them for the fieldwork. The participants expressed their experience of this course, stating such issues as ineffectiveness, inactiveness and ignorance of students, being disregarded by the supervisors and the necessity of revision of the clinical observation course with respect to the timetable and method of execution. One of the students commented on the fieldwork education onset as follows: One of the students confirmed: One of the students stated his experience about the referral of the patients: No one cares about teamwork and everyone ignores occupational therapy. For example, a nurse is perhaps more valued than an occupational therapist in the mental health ward, and the physicians do not value occupational therapy and this makes the patients to be ignorant as well. One of the participants reported clinical conditions as follows: By such devices, we could not provide the patients with appropriate activities or treatments they needed. They experienced feelings of fear and unpreparedness at the beginning of the fieldwork education. Previous studies have shown that the beginning of fieldwork education and transfer of the students from the coursework to clinical environments is stressful 12 - However, in this study, the students believed that awareness of the plans and expectations, evaluation and intervention strategies used by the supervisor, review of the related coursework, familiarity with clinical environment and communication considerations including guidance and collaboration by the supervisor may help them control such feelings at the beginning of the fieldwork. Since the first fieldwork of the students is in pediatrics or in adult mental health, the most stated problems were related to mental health centers. Prior studies have indicated that mental health centers cause specific issues 20 , 30 and more fear in the students, and the students do not have positive attitudes towards the patients with psychiatric disorders 30 - It is, therefore, necessary to consider special needs of these settings in the curriculum of occupational therapy for further preparation of both students and supervisors. The role of the supervisors and their communication with the students in the clinics is of prime importance and could positively influence the fieldwork education process to such an extent to provide a proper support to the students and decrease their fear In this context, the findings indicate the concerns of some participants about the inappropriate communication between the supervisors and the students, a communication that could vary from a hierarchical attitude to excessive closeness. All participants, however, believed in the necessity of establishing a friendly and close relationship between the supervisors and students. Findings of previous studies have indicated that supervision plays the most important role in fieldwork education 1 , Kautzman showed that the students seek professional growth in clinical practice and prefer to receive feedback in relation to their performance in all contexts Since the students encounter the professional role of the occupational therapy in clinical settings for the first time in their first clinical experience, the participants stressed the necessity of recruiting determined and experienced supervisors in the first clinic. This demand may be due to the difference between novice and experienced supervisors with respect to supervision and training methods. In their study, Christie et al. Although the aim of the fieldwork education process is to make the students independent in clinical practice and promote their professional preparedness, our findings are indicative of the difference between the supervisors in the method of education and establishment of independence. Therefore, in some clinics the supervisors gradually establish independence and in some cases, the students have an experience of being free with limited supervision and collaboration, which forces them to move more rapidly towards independence. This difference between the attitudes of different supervisors can be associated with

their preparedness for the fieldwork education. In another qualitative study, the students stated that the supervisors needed more knowledge of the fieldwork education and had to acquire the necessary preparation skills before beginning of the clinic 21 . Documentation and reporting are among the duties assigned to the students in occupational therapy clinics. The findings in this context revealed low motivation of the students to do such assignments. The experiences of the students indicated that they emphasized the necessity and importance of lectures, but they believed that the lectures should be diverse, practical and organized in groups. The limited access of the students to the resources and not determining the resources by the supervisors were among the problems stated by some participants. The finding of our study about the problem of having access to the resources was highlighted by the students in the study conducted by Mulholland and Derald. The students had different preferences in this regard, but they all mentioned it in the evaluation. It seems that the lack of a specific conductive plan has produced diverse ways to evaluate the students. According to the approved curriculum of occupational therapy at undergraduate level, all students should pass the theoretical courses before the beginning of the fieldwork education. From the viewpoint of the students, the long interval between the coursework and clinical practice caused them to forget many concepts. As believed by the students, some theoretical courses were not applicable and the arrangement of the courses in the educational semesters should be revised. Some studies indicated that the students need preparation before entering the clinic 21 and pre-fieldwork preparation may ensure a successful clinical practice experience for OT students. Among the pre-clinic courses, the clinical observation course is presented with the aim of preparation of the students for the presence in the clinic and beginning the fieldwork education, but the students stated that this course was not effective and did not meet their needs. In their opinion, this is due to the inappropriate organization of this course, which has made its sessions low in number. The students have an inactive role during clinical observation, and the supervisors have little supervision on the students and underestimate this course. The experience of the students about inactiveness is a finding that is consistent with the experiences of American students in the s as suggested in the studies of Kautzman 17 and Shalik. Some categories explained in this study were related to the planning of occupational therapy departments. The participants believed that the start of the fieldwork clinics from the sixth semester was inappropriate, and it imposed excessive pressure on them during their last semesters. They also indicated that the rules of clinics were unclear and inexperienced and newly-graduated supervisors were recruited in some clinics. In general, the lack of a well-structured fieldwork education plan is a drawback of occupational therapy departments. The experience of the students in the clinical settings outside of the faculty indicated that the presence of other occupational therapists in the environment might have both positive and negative effects on the fieldwork education process. Furthermore, the negative attitude of other staff towards occupational therapy services made the students witness inappropriate referrals of patients to occupational therapy and ignorance of occupational therapy in the treatment team. Positive attitude can be enhanced by further interactions between the occupational therapists working in these settings with other professionals. Physical characteristics of educational environments also influenced the experiences of the participants as they complained about absence of facilities and lack of space, disproportionate number of students and size of the clinics and low number of patients; they also believed that the presence of the patients with various diagnoses in the centers might have positive effect on fieldwork education. Generally, the findings of this study could help the instructors to improve the integration of course work with fieldwork education.

Chapter 4 : Occupational Therapy Fieldwork - Spalding University

Fieldwork is an integral part of the student's occupational therapy education and is a requirement for graduation and professional certification. The fieldwork experience is a dynamic educational process in which occupational therapy students are able to experience the roles, responsibilities, and rewards of facilitating occupational therapy.

She is super nervous because she is shy and gets nauseous at the sight of blood. Lizzie is a first year OTA student who will be starting her Level I fieldwork in an outpatient pediatric setting. All of these students have one thing in common – despite their current perspectives, they can still prepare themselves to ROCK their fieldwork! Remember that your fieldwork experience is an extension of your academic curriculum. Make a list of things you would like to learn during your fieldwork experience. It can also help the two of you customize your learning experience to make it as educational as possible for you! Keep in mind that fieldwork is a transformative learning process. At the end of your fieldwork experience, you will not be the same person you were before you started. You will have been exposed to new people, experiences, and perspectives. For example, when I entered OT school, I was dead set on pediatrics. However, after spending two full-time weeks in a skilled nursing facility SNF for a Level I fieldwork, I learned that I really enjoyed working with older adults. Abide by the dress code. Some sites might require scrubs, while others may require a collared shirt or business casual dress. Do this in front of a mirror. Find a long, tight fitting tank top to wear under your work shirts if you need to. No one wants to see your goods! And men, make sure your pants stay put when you squat down as well. Buy a belt if you need to, and make sure your pants fully cover those Captain America boxers. Know your learning style. Do you learn by doing? If you have a medical condition or disability whether visible or invisible, consider whether you want to disclose it to your fieldwork site or not. You are not legally required to disclose your medical condition or disability to your fieldwork educator. Do your best to communicate with your fieldwork educator in an open and honest manner. Or they felt unsafe at fieldwork. Or they were crying every night. Or they were going through significant life stressors. While we of course want to avoid turning your fieldwork experience into a soap opera filled with dramatic stories about your personal life, we do want you to be open and honest about how your experience is going and what obstacles you are facing that may be impacting the quality of your work. Is that because insert explanation here? So learn to ask good questions that will help you hone your clinical reasoning skills now. Having someone watch you and then give you constructive criticism can be hard. Especially for those of us who are sensitive to criticism me! Putting up a defensive guard helps no one. Reflect on your experience throughout your fieldwork. Reflection breeds growth and progress. Some fieldwork sites might have you engage in a weekly or biweekly reflection exercise as part of their fieldwork curriculum. Or write down one thing you learned. Or write down something you learned about yourself. About your learning style. Or something you learned about the population you are working with. OT and OTA fieldwork students: What tips do you have based on your experience? What advice do you have for new fieldwork students to help them have the best experience possible? The tips in this post were compiled based on my experience as a fieldwork educator and from information presented in the AOTA Fieldwork Educators Certificate Workshop. If you are an occupational therapy practitioner or academic fieldwork coordinator, I would highly recommend you take this helpful 2-day course to enhance your fieldwork supervision skills!

Chapter 5 : Fieldwork | Occupational Therapy | Western Michigan University

Fieldwork connects a student's academic knowledge with supervised clinical experience to develop a competent, entry-level occupational therapy practitioner. We invite you to learn more about Western Michigan University's occupational therapy fieldwork program.

Fieldwork Level I Fieldwork As stated in the AOTA Standards for an Accredited Educational Program for the Occupational Therapist , the purpose of the Level I fieldwork experience is to provide the student with experiences in relating to and understanding various client populations and various service agencies. The goal of Level I Fieldwork is to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients. The focus of these experiences is not intended to be independent performance. Level I fieldwork experiences may or may not occur in an occupational therapy setting with an occupational therapist. Qualified personnel for supervised Level I fieldwork include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Level I fieldwork will occur in four semesters, beginning with the fall semester of the first professional year, and ending with the winter semester of the second professional year. The fieldwork experiences are part of the four-course Level I Fieldwork sequence. Each semester is 12 - 15 weeks long, and it is planned that each student will be in a Level I practice setting for a total of approximately 80 hours per semester. Actual days and times of a fieldwork experience will be determined by the Academic Fieldwork Coordinator, with the fieldwork sites and the fieldwork educators, to maximize the benefits for students, and to ensure that fieldwork educators are available to meet student needs. At least one Level I fieldwork experience will be based on a service learning model. That is, students will provide service to a community agency that will assist that agency in meeting its service needs. Community agencies may include day care programs, respite programs, homeless shelters, nursing homes, support group associations, or any other organizations not associated with a hospital or rehabilitation program. In providing service to the agency, students may work one-on-one with clients, may develop programs for a group of clients, may conduct surveys or needs assessments, may plan and deliver educational activities, may write proposals for programming, implement new programs, or participate in evaluating the outcomes of a program. The fieldwork experience shall be designed to promote clinical reasoning and reflective practice; to transmit the values and beliefs that enable ethical practice; and to develop professionalism and competence as career responsibilities. Level II fieldwork is scheduled to occur in the winter and spring of the second professional year of the program, on a full-time basis, for 12 weeks each semester. Alternative scheduling will be considered in extenuating circumstances, on a case-by-case basis. After successful completion of Level II fieldwork and grades are posted to the official transcript students will be eligible to take the NBCOT examination. General Fieldwork Policies The fieldwork portion of the academic program is the most important practice element of the curriculum, because it is the element that allows students to have intensive and extensive contact with clients and to move toward professional competence. It is the goal of the Program to provide students with a variety of experiences, which support the occupational science focus of the program. Thus, each student will have either a Level I or a Level II experience with occupational therapy interventions in a wellness, pediatric, geriatric, physical rehabilitation, or a mental health rehabilitation environment. In addition, each student will have at least one Level I community-based, service learning experience. The Level I experience may occur at a site without an occupational therapist. All Level II experiences will include supervision by an occupational therapist. This approach has been taken to ensure that students experience client contact in some of the major areas of occupational therapy intervention. We are aware that these areas do not cover every possible treatment environment in which occupational therapists work, however, we hope that we will give students maximum general exposure to the most common environments. To this end the following policies have been developed: Students involved in Level I fieldwork are expected to invest time researching and reading and talking with student colleagues to understand the role of OT in a particular setting. Students must construct their schedule, their learning activities and their service

goals for each Level I experience. Students are expected to be self-directed and goal-oriented in each placement in order to maximize their own learning and development. Level I fieldwork placements will be made by the Academic Fieldwork Coordinator based on the nature and availability of fieldwork sites. Students will be asked to have several preferences for Level I placement, and every effort will be made to arrange a placement at one of those sites. However, due to the utilization of fieldwork sites, the number of students needing placement, and facility staffing requirements it is impossible for every student to be assigned to their preferred choices. The Academic Fieldwork Coordinator will work with each student individually to ensure placement in a quality Level I site, which will meet the students needs. Students will be informed of these assignments in the first week of each semester in which Level I fieldwork is to occur. Attempts to bypass this process will be considered a breach of professional behavior. Students are expected to be in attendance for all assigned fieldwork hours. In the case of illness or other circumstances, which cause an absence in a Level I setting, students must contact both the Academic Fieldwork Coordinator and the Fieldwork Educator to be granted an excused absence. Make-up requirements for excused absences are to be negotiated with the Fieldwork Educator and approved by the Academic Fieldwork Coordinator. Unexcused absences will not be granted make-up privileges, and more than one unexcused absence will result in a grade of NC for that fieldwork experience. Students will have an opportunity to discuss their needs individually with the Academic Fieldwork Coordinator, who will make all final decisions. Level II fieldwork sites can be completed at any location worldwide. However, the fieldwork educator occupational therapist must be a graduate of a WFOT accredited school. Additionally, the Academic Fieldwork Coordinator must review and approve the site. Students will be asked to have preferences for Level II placement, and every effort will be made to arrange a placement at one of those sites. The Academic Fieldwork Coordinator will work with each student individually to ensure placement in a quality Level II site, which will meet the students needs. For the Level II experience, if a student wishes to be assigned to a particular facility with which GVSU does not have a contract, it is possible for that site to be developed. If the site is subsequently developed and the assignment is arranged for the student, that student is obligated to use that assignment as his or her fieldwork placement. Exceptions to this policy will be made only in the most extreme circumstances, as determined by the Academic Fieldwork Coordinator and the Program Director. However, there are often extenuating circumstances in which placements are not finalized until much nearer the Level II fieldwork start date. Once a fieldwork assignment has been made, it will not be changed, except in the event of extreme extenuating circumstances, as determined by the Academic Fieldwork Coordinator and the Program Director. In order to provide accessibility to Level II fieldwork sites for students with mobility restraints due to physical or socioeconomic limitations, those students who have dependent family children or elderly or other special needs to remain at home, will be given priority for placement at facilities close to their homes. All other students should plan on being assigned more distant placements. Again, students will have an opportunity to discuss their needs with the Academic Fieldwork Coordinator in advance of this planning, to determine if they qualify for this accommodation. The objectives of the fieldwork experiences, and the learning activities designed to meet these objectives, are developed collaboratively between the site fieldwork supervisor, the fieldwork educators and the Academic Fieldwork Coordinator. This ensures that fieldwork objectives are collaboratively developed, and are appropriate and adequate to prepare students for entry-level competency, as required in the Standards, AOTA. The determination of passage or failure of a fieldwork experience is ultimately the purview of the Academic Fieldwork Coordinator, with input from the fieldwork educator. While students are on fieldwork, the policies of the fieldwork facilities in use will apply to them, such as requirements for dress, professional behavior, health, safety, hours of practice, etc.. Students are to make themselves aware of any such policies, and be prepared to comply, prior to the start of their fieldwork experiences. Page last modified August 18,

Chapter 6 : Fieldwork Objectives

Fieldwork II provides the learner with the opportunity to apply and integrate professional knowledge, skills, and behaviors to occupational therapy practice in traditional and emerging settings. Students may be placed in a number of settings over the course of their academic program.

The level II will allow you to take your textbook knowledge and apply it clinically. Occupational therapy students will tend to look at these level II fieldwork as a battle to survive. With that perspective here are 5 tips to crush your up and coming level II. Most students look at the general appearance and not the detail of a patients problem list. Keep the activities simple and focused as the barrier at hand. As an example ADL activities such as dressing can be simple. Come up with an activity analysis of each component. Getting dressed as an extremely complex activity but working on buttoning, zipping, and tying can be components of the larger activity that might be the barrier to the larger activity. ADL dressing board with various sized buttons, zippers, clasps, hooks and ties. Depending on your fieldwork setting, the unknown is part of the treatment; this is what makes us masters of evaluations and assessments. This is the beginning of your interdisciplinary future within the allied health profession. A good idea is to talk with your fellow classmates on the therapeutic activities and interventions they are experiencing during their fieldwork. Keep a notepad with you. By taking notes you can reflect on interventions and activities to be used in the future. The worst thing to do is walk into your fieldwork not fully prepared. Refreshing and review material prior to the start of your next level II. This will allow you to feel a little comfortable during the first few nerve-racking days of your level II. Besides, you never know when you might have a knowledge inventory given to you. A knowledge inventory is series of questions ranging from basic information to advanced knowledge on clinical reasoning, treatments, and diagnoses of that particular setting. Regardless of who your mentor is, or where you met them, take advantage of their knowledge and ask questions. This will help you get through the difficult times during your level II fieldwork. Now its time to crush your next level II fieldwork! Make sure to check back for placement specific tips and tricks.

Chapter 7 : Fieldwork - Occupational Therapy - Wayne State University

Master of Occupational Therapy Fieldwork Curriculum. The Occupational Therapy program at Walsh University has been designed to provide students with experiences in a wide variety of fieldwork settings so they understand the full scope of occupational therapy practice.

Review each section below for the roles, responsibilities, and qualifications of fieldwork educators, coordinators, and students. Educator To be eligible to serve as a primary fieldwork educator supervisor , an individual must: Student Prior to starting Level II fieldwork student must meet the following prerequisites: Successfully complete and pass all of the required academic courses. Attend all scheduled Fieldwork Seminars and meetings. Complete all paperwork requirements, and comply with any additional tests or requirements of individual fieldwork sites by the due date s. These include all health testing, immunizations, CPR, etc. Refer to the individual fieldwork file folders for details. Retrieve nametag following the requirements of the individual fieldwork site. Additional nametag may be required if fieldwork centers have different requirements. Register properly in the appropriate semester, using correct credit hours for OT 4 and OT 4. Write to fieldwork educator at least one to two months prior to arrival, confirming the fieldwork experience and dates. Purchase uniform if required by the center. Additionally, students must meet dress and appearance requirements in order to participate in fieldwork. The Role of Fieldwork Educator and Supervision Supervision can be described as a mutual undertaking between supervisor and supervisee. It is an evolving process, intended to promote growth and development while evaluating performance and maintaining standards of the profession. Supervision of student interns is a dynamic process of managing learning experiences in relation to the fieldwork objectives and expectations outlined in the Field Work Performance Evaluation FWPE. The fieldwork experience should be structured to maintain quality care for clients always a priority , while simultaneously facilitating learning for the OT intern. Working toward mastery of entry-level skills required for competence is a collaborative process between the fieldwork educator and the intern. However, responsibilities consistent to all supervisors include: Establishing expectations, perhaps in conjunction with the intern. Providing learning opportunities tailored to the needs of the intern. Providing ongoing feedback, monitoring, and evaluation of performance. In engaging in the supervisory process, both the fieldwork educator and intern are responsible for seeking a balance in this relationship.

Chapter 8 : 5 Tips to Crush Level II Fieldwork - NewGradOccupationalTherapy

Occupational Therapy Fieldwork Education: Value and Purpose You will receive an email whenever this article is corrected, updated, or cited in the literature. You can manage this and all other alerts in My Account.

ASOT Information Session Fieldwork experience is crucial to the preparation of an occupational therapist and is an integral part of the occupational therapy curriculum at Spalding. When students engage in fieldwork, they apply their classroom knowledge to real-life situations by serving clients at fieldwork agencies with whom the Auerbach School of Occupational Therapy ASOT strategically partners. Fieldwork learning occurs under supervision by an on-site fieldwork educator, who will act as a professional mentor to each student. Fieldwork educators are identified by the agencies as qualified leaders and supervisors. The Auerbach School of Occupational Therapy has a team of faculty, who are experts in a variety of content, to coach and mentor students through the fieldwork process.

Future and Current Students All students will engage in two types of fieldwork education: Level I fieldwork All occupational therapy students at Spalding University complete four traditional Level I fieldwork experiences and one specialty Level I fieldwork focusing on productive aging. These Level I fieldwork experiences take place one day a week for approximately 25 weeks during the second year of the program linked with academic learning experiences. Weekly seminars occur on campus after the fieldwork visit has occurred for students to share and discuss learning experiences with each other as well as to begin learning how to document the occupational therapy process.

Level II fieldwork Upon successful completion of all Level I fieldwork experiences and preparatory coursework, occupational therapy students are required to complete 24 weeks of full-time Level II fieldwork to be eligible for taking the national certification examination in occupational therapy and to become licensed to practice in the United States. International students may be able to set up one Level II experience in their country of origin in qualifying agencies to facilitate an experience that will support their return home, if desired. All partnering fieldwork agencies agreeing to work with ASOT have entered into contracts assuring that missions are aligned and educational standards for high-quality fieldwork and community-based learning experiences are achieved. Placements Each student is carefully matched with fieldwork agencies to provide well-rounded learning experiences. Students are responsible for all fieldwork-related expenses, including but not limited to housing, transportation, meals, and additional fieldwork agency requirements

Fieldwork requirements In order to ensure the safety of all stakeholders, to include clients, students, faculty, affiliating agencies, Spalding University, and the community at large, ASOT students must comply with the following requirements upon acceptance into this program and throughout their enrollment as ASOT students. Background check results must be clear of felonies. Maintain current immunizations, vaccinations, CPR certification, and proof of health insurance. This step must occur prior to the beginning of any fieldwork experience.

Fieldwork Educators No occupational therapy educational program could be complete without support from and the assistance of the Level I and Level II fieldwork educators. Fieldwork educator is the title given by the American Occupational Therapy Association AOTA that identifies the individual s selected by the fieldwork agency as the lead person s who guides and supervises students of occupational therapy during on-site learning experiences. Being a fieldwork educator is an exciting teaching and leadership opportunity, as well as skill builder. Below are only a few of many benefits of being a fieldwork educator:

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Three levels of fieldwork education are integrated into the occupational therapy curriculum. The first level is comprised of site visits and Level I. Level II fieldwork comprises the second level and Community Practice comprises the third level of clinical fieldwork.