



LEVEL II FIELDWORK OBJECTIVES VERIFICATION FORM

We appreciate your collaboration with us on providing Level II experiences for our students and in establishing objectives that are relevant for your site and the goals of the Level I fieldwork experience. Level II experiences must be supervised by an Occupational Therapist who has a minimum of a year experience after initial certification. We want to collaborate with you if you need any support for your fieldwork program or have any questions.

The "Standards for an Accredited Educational Program for the Occupational Therapist", as defined by the Accreditation Council for Occupational Therapy Education (ACOTE) requires that the Fieldwork site and the occupational Therapy education program meet the following standards:

- C.1.1 - Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
- C.1.3 - Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.
- C.1.11 - Ensure that the student supervisor is licensed or otherwise regulated occupational therapist who has a minimum of 1 year of full-time (or its equivalent) of practice experience and who is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork.
- C.1.13- Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
- C.1.14 - Ensure that supervision provided in a setting where no occupational therapy services exists includes a plan for provision of occupational therapy services and supervision by a currently license or otherwise regulated occupational therapist with at least 3 years of professional experience prior to the placement. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience.

Please take a moment to review the Mission, curriculum design and objectives. Our Midwestern Occupational Therapy Program Fieldwork Manual is online and has resources for all Fieldwork Educators. The URL is www.midwestern.edu/OTfieldwork

The Midwestern University Occupational Therapy Program FW Level II objectives are provided on the next page. Please contact us with additional site-specific objectives or adaptations to the Program objectives. We will make every effort to collaborate with you for the benefit of the student and your site.

If you feel these objectives can be met in your program, please indicate your agreement with your signature and date below. Please attach this objectives sheet and any of your own site-specific objectives with your signature and fax to the OT Program Fieldwork Office 630.515.7418.

Site Signature: _____

Printed Name: _____

MWU AFWC Signature: _____

Printed Name: _____

Fieldwork site: _____

Date: _____

Level II Fieldwork Course Objectives:

(These objectives can be used independently or in conjunction with your specific organizational objectives designed for entry-level practice)

Upon completion of this course, the student will be able to:

1. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate an intervention plan. (ACOTE Standard B.3.6).
2. Use sound judgment concerning safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (ACOTE Standard B.3.7).
3. Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy interventions. (ACOTE Standard B. 4.4).
4. Select and apply assessment tools, considering client needs, and cultural and contextual factors. (ACOTE Standard B.4.5).
5. Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team. (ACOTE Standard B. 4.8).
6. Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (ACOTE Standard B.4.9)
7. Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. (ACOTE Standard B. 4.10).
8. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (ACOTE Standard B.4.23).
9. Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches. (ACOTE Standard B. 4.21).
10. Apply the principles of the teaching–learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public. (ACOTE Standard B. 5.19).
11. Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. (ACOTE Standard B.4.25).
12. Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (ACOTE Standard B.4.9).
13. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non–occupational therapy personnel. (ACOTE Standard B.5.8).

14. Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments. (ACOTE Standard B.4.20).
15. Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. (ACOTE Standard B.4.28).
16. Demonstrate knowledge of the use of technology in practice, which must include: Electronic documentation systems, Virtual environments, Telehealth technology. (ACOTE Standard B.4.15)
17. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes and coding and documentation requirements that affect the practice of occupational therapy. (ACOTE Standard B.4.29)
18. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. (ACOTE Standard B.7.1).

Midwestern University Mission

Midwestern University's historical and sustaining philosophy dedicates the institution and its resources to the highest standards of academic excellence to meet the educational needs of the healthcare community.

Occupational Therapy Program Mission

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists, and the development of a community of practice leaders who will meet the occupational needs of individuals and communities through compassionate, innovative, and evidence-based practice.

Occupational Therapy Program - Curriculum Design

The curriculum design is at the center of the Midwestern University Occupational Therapy Program. The curriculum design becomes real to the extent that faculty and students live the guiding professional and educational principles articulated in the Program philosophy: *occupation-centeredness, intentional engagement* in the teaching and learning experiences, and the development and reliance upon *critical and ethical reasoning*. In its depth and breadth, the curriculum is designed to develop a generalist occupational therapist who has advanced critical reasoning and skills in occupation-based and evidence-informed practice. Students are educated in the use of occupation to provide therapeutic intervention for individuals and groups of all ages through in-depth, carefully planned learning experiences. The design is actualized within a curriculum framework that is (a) *scaffolded and layered* in its intention and delivery, (b) tethered to *experiential and authentic* learning opportunities, and (c) lived out in *professional praxis* as occupational therapy is enacted, practiced, embodied and actualized.

Scaffolded and Layered Design. The curriculum design reflects our strong belief that carefully sequenced courses and learning opportunities provide vital links between the acquisition of knowledge, application, analysis, and synthesis, all of which are required for critical reasoning and professional practice. Carefully placed courses and learning opportunities afford students with dovetailed opportunities to build upon essential concepts and assimilate the knowledge, skills and attitudes that inform occupational therapy practice. Students are thus supported in their intentional engagement, critical reasoning, and occupation-centeredness. The intentional placement of courses, learning opportunities and progression of content facilitates the scaffolded approach to learning, synthesis and application of crucial content to various

populations, settings, and clinical challenges inherent to occupational therapy practice.

Experiential and Authentic Learning. The curriculum design provides students with opportunities to reflect and consider the impact of occupational therapy interventions on the quality of the lives of individuals, communities and populations. Observation, case-based, and experiential learning provide opportunities to form questions, seek relevant resources, and integrate new insights to resolve unique occupational problems as they are expressed in real life situations. Where occupational therapy already exists, aspiring practitioners demonstrate the merits of occupation-based practice; in emerging areas of practice, students promote and develop occupational therapy services. Experiential learning facilitates authentic teaching-learning situations in which students learn by doing, and serve individuals, groups and communities through mentored occupational therapy practice.

Professional Praxis. Professional praxis is the process by which occupational therapy is enacted, practiced, embodied and actualized for individuals, groups, communities, and populations. Professional praxis is the means by which person-centered, occupation-focused therapeutic approaches are learned by students and realized through the learning opportunities within the curriculum. Praxis involves the conceptualization and process by which the skills, values and behaviors are embodied as befitting a doctor of occupational therapy. Professional praxis requires facility in therapeutic use of self, the consistent use of evidence-informed knowledge to guide occupation-focused practice, and the strength derived from ethical and compassionate service that is woven throughout the Program.

Thus, the Midwestern curriculum is consistent in its philosophy, curricular threads, and design. Faculty and students live the guiding professional and educational principles articulated in the Program philosophy, specifically, *occupation-centeredness, intentional engagement, and critical and ethical reasoning.*