

Dear Fieldwork Educators:

The faculty and students Towson University Department of Occupational Therapy & Occupational Science (TUOT&OS) sincerely appreciate your willingness to participate in the educational process for our students. As an accredited occupational therapy program we are required by the Accreditation Council for Occupational Therapy Education (ACOTE) to assure a plan for collaboration between our program and fieldwork sites and to verify that all aspects of the fieldwork program are consistent with TUOT&OS educational philosophy and curriculum design.

The objectives for the Level II Fieldwork experience for TUOT&OS student are listed below. Please review these objectives and determine if they are currently being met in your program. To the best of your knowledge, please confirm that your program design is consistent with the attached curriculum design and education philosophy of the TUOT&OS program. Indicate your agreement with your signature and date below. If you have any changes to the objectives or would like to add additional objectives please do so below. **Please sign and date this letter, make a copy for your files and return the original to us.**

Thank you for collaborating with us in the education of our students.

COURSE OBJECTIVES

At the conclusion of the Level II fieldwork experience the student will satisfactorily demonstrate entry level competence in evaluation, planning, implementation, outcome measures, and modification of interventions; supervision; research; and education, essential to the safe and effective delivery of occupational therapy services within the context of a practitioner's role and environment. Students will demonstrate interpersonal and professional behaviors including safe, efficient, and effective service delivery; effective, and efficient time management skills; adherence to recognized standards and ethical codes of practice; and ongoing assumption of professional responsibility.

Students will be able to:

1. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
2. Identify and articulate a rationale for selecting current assessments according to individual client needs consistent with AOTA practice framework.
3. Demonstrate objectivity, cultural awareness, and sensitivity in the administration of functional assessments and evaluations according to individual client's needs and strengths.
4. Integrate and apply evidence-based information from assessments to identify and define realistic, attainable, functional, and appropriate client-centered goals based on individual needs and strengths.
5. Explain theoretical and practical rationale for selection and prioritization of client goals and objectives.
6. Respect client confidentiality when sharing and disseminating information with family or other professionals.
7. Observe precautions, contraindications, safety requirements, and/or organizational and resource constraints and accurately assess client needs and response to intervention.
8. Evaluate and determine appropriate point in the therapeutic process to continue or discharge client based on clinical reasoning and empirical evidence.
9. Implement occupation based interventions appropriate for the client's stage in the life span and based upon theoretical principles and evidence based practice.
10. Employ effective problem solving strategies emphasizing individual self-direction and flexibility.
11. Demonstrate effective time management and written and verbal communication skills.
12. Recognize personal strengths and limitations appropriate to being an entry-level occupational therapy practitioner.
13. Comply with fieldwork site and Towson University policies and procedures.
14. Synthesize information to produce clear and accurate occupation based documentation in accordance with site requirements.

15. Explain rationale for supervision and collaborative work between the OT and OTA.
16. Understand and integrate the psychosocial factors influencing engagement in occupation.
17. Demonstrate entry-level competence for the practice setting.

Fieldwork Coordinator (print name)

Signature/Date

Facility

Address

City, State

Zip Code

Mail to: Jerry Bentley, MS, OTR/L, FAOTA, Department of Occupational Therapy & Occupational Science, Towson University, 8000 York RD, Towson, MD 21252 or jbentleydonnelly@towson.edu