

Department of Occupational Therapy & Occupational Science
Level II Fieldwork Objectives



1. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to support the delivery of ethical practice to clients, families, significant others, colleagues, service providers, and the public. (C.1.11)
2. Identify and articulate a rationale for selecting current assessments according to individual client needs consistent with the 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. (C.1.11)
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 produces clear and accurate documentation that support occupation based practice in accordance with site requirements.
15. Explain the rationale for supervision and collaborative work between the OT & OTA.
16. Demonstrate entry-level competence for the practice setting.
17. Understand and integrate the psychosocial factors that influence engagement in occupation. (C.1.12)

1. Communication

Students are required to maintain contact with their Fieldwork Faculty Supervisor for the duration of their fieldwork placement. This communication must include the following:

- Confirming the Fieldwork Educator's name and contact information during the first week of the placement
- Providing updates of fieldwork performance at week 3, 6, and 9
- Completion of the Fieldwork Data Form as requested
- Completion of the Student Evaluation of the Fieldwork Experience (SEFWE), including the Fieldwork Faculty Supervisor Feedback form (last page of SEFWE) at the conclusion of the placement

2. Attendance and Time Missed Policy

To meet the requirements of fieldwork, the OT student must complete, at minimum, a 12-week, 480-hour, full-time experience. The Academic Fieldwork Coordinator must approve in advance any adjustments to the experience dates. The student must make up any hours missed because of approved time off or an illness or emergency.

While on fieldwork, the student must adhere to the facility's standard policies, which includes time missed. The student is expected to know the facility's policy and plan external demands on time accordingly.

Time Missed - Planned

The student must approach the TU Academic Fieldwork Coordinator at least three months in advance of their placement to request scheduled time off (i.e. personal, religious, holidays). The time off request must include details of when and why time off is being requested, and a plan to satisfy the missed time. The student cannot approach their Fieldwork Educator to request time off without first having the time off and plan approved by the Academic Fieldwork Coordinator. Requests for time off will only be approved if they meet TU standards for excused absences.

Time Missed - Unplanned (Illness or Emergency)

The student must call-in to notify their Fieldwork Educator if time must be missed because of illness or an emergency; the student must also notify the Academic Fieldwork Coordinator and fieldwork course instructor as soon as possible. Within one week, the student must work with their Fieldwork Educator to create a plan to satisfy the missed time, and report that plan to the TU Academic Fieldwork Coordinator.

Satisfying Missed Hours

It is the responsibility of the student to understand this policy and communicate appropriately. If the student fails to follow this policy, they risk being removed from the fieldwork experience and failing the fieldwork course.

3. Online Learning

Students are required to participate regularly in discussions and complete other required assignments using Blackboard.

4. Evidence-Based Assignment

PURPOSE

To provide student with an opportunity to translate research to practice by retrieving and using evidence in a meaningful and powerful way that augments learning and advances the use of evidence in professional practice.

DIRECTIONS

1. Student must complete at least one approved and passing project by week 11 for the fieldwork site.
2. In order to meet the needs of the site and enhance student learning, the onsite fieldwork educator must approve the project in advance of the start of the project (by week 6).
3. The project should:
 - a. Include a 1-page single spaced summary that is posted on Blackboard for peers to review and comment
 - b. Include a literature review (at least 3 sources) that clearly addresses the area in need and relates specifically to the topic of the project using evidence-based, peer-reviewed sources
 - i. Review should be directly relevant to the topic and expected outcomes of project
 - ii. Example: Constraint induced therapy as a positive intervention with adult stroke survivors should include articles related to adult outcomes, not pediatric outcomes.
 - c. Be communicated to the Level II fieldwork course instructor immediately upon determination by the student and Fieldwork Educator. The title and scope of the project is to be communicated.
 - i. Project should be accessible to the level II fieldwork course instructor upon request
 - d. Be evaluated by the Fieldwork Educator (FWEd) or designee(s)
4. The student project should use research skills that define the scope of a problem and/or collect, analyze and report data, such as a quality improvement projects or a needs assessment for potential service.

Students may select a project from the following options or propose a comparable project to the Fieldwork Educator:

- a. in-service on a key topic
- b. assessment tool evaluation and presentation
- c. special project such as a sensory room or reflection maze
- d. resource manual supported by the evidence

The FWEd must evaluate and score all assignments using the Level II Fieldwork Evidence-based Practice Project rubric (below).

- The FWEd must submit the graded rubric to the Fieldwork Faculty Supervisor; the student will not receive a final grade for their fieldwork experience until the rubric is received.
- Rubric and project are due to the Fieldwork Faculty Supervisor by week 11 of the fieldwork experience

RUBRIC

The Evidence-based Practice Project is graded on professionalism, content, and clarity.

PROFESSIONALISM APA Formatting; organized and evidence-based; accurate grammar and spelling	S/U
CONTENT Complete and accurate discussion of topic areas	S/U
CLARITY Ability to translate evidence into practice for intended audience	S/U

S = Satisfactory; U = Unsatisfactory