

USI OTA

Level I & II

Fieldwork Manual



*University of Southern Indiana
OTA Program*

The Purpose and Value of Occupational Therapy Fieldwork Education

The purpose of fieldwork education is to provide occupational therapy and occupational therapy assistant students with the opportunity to apply the knowledge learned in the classroom to practice in the clinical &/or community setting. Fieldwork experiences are designed to enrich the coursework through observation and participation in the occupational therapy process. This serves to integrate academic knowledge with practical knowledge, as they focus on the application of knowledge and skills. The goal of fieldwork education is to develop competent, entry-level generalist occupational therapists & occupational therapy assistants.

Fieldwork provides students with an in-depth experience in the provision of occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. Throughout the fieldwork experience, students are expected to increase these skills at progressively higher levels of performance and responsibility. The academic setting emphasizes the acquisition of knowledge as well as the cognitive and affective growth of the student.

The development of professional behavior begins in the classroom setting, with the goal of demonstrating professionalism in the practice setting. The fieldwork site emphasizes practicing and applying knowledge through supervised intervention and professional role modeling with clients, their families, significant others, and other health care professionals. The fieldwork experience is designed to promote best practice. Students are expected to demonstrate the values and beliefs of our profession that guide ethical practice.

Occupational therapy education integrates the curricular strands (professional integrity, social justice, experiential learning, partnership and collaboration, and health) professional integrity, philosophical and theoretical knowledge, values, beliefs, ethics, and skills for broad application to practice, with the aim of improving the participation and quality of life for individuals with and without impairments and limitations. Fieldwork education prepares students to become competent, entry-level generalists who can function and thrive in a rapidly changing and dynamic health and human service delivery system.

Fieldwork Policies

Fieldwork Experiences

Fieldwork experiences are scheduled fieldwork internships during which time students have the opportunity to observe and apply knowledge of occupational therapy. Occupational therapy assistant students shall complete the two traditional fieldwork levels (Level I and Level II). All fieldwork experiences are completed under the supervision of a fieldwork educator. In all fieldwork experiences, student appearance, attire, and conduct must be appropriate to comply with the high standards of the profession, the USI OTA program, and also with the requirements of the fieldwork facility. In addition, fieldwork students must comply with the following.

- 1.) Students must report to their fieldwork educators in the assigned fieldwork site in



Level I fieldwork shall not be substituted for any part of Level II fieldwork.

Level I A Practicum and Level I B Practicum

Level I A Practicum and Level I B Practicum are both 40-clock hour experiences that are to be completed as part of OTA 297: Practicum Seminar A and OTA 298: Practicum Seminar B. For these experiences, the fieldwork coordinator places each student in a site and notifies the student of the placement. The student will then contact the site to obtain specific directions, including arrival and departure time, dress code, etc. Students are responsible for completion of all required documents for this clinical experience (student evaluation of the site, timesheet, and all written assignments).

The fieldwork educator at the site is responsible for completing the evaluation of the student. The evaluation of the student cannot be completed until all written assignments are submitted to the fieldwork educator. The fieldwork educator will write comments, suggestions, corrections, criticism, etc. on assignments. The original assignments (with the fieldwork educator's feedback)



d. Ability to modify treatment and/or environment according to patient/client



demonstrate the ability practice as an entry-level occupational therapy assistant (in that setting) by the end of the fieldwork internship.

OTA LEARNING OBJECTIVES: LEVEL II FIELDWORK

1. In collaboration with and under direct supervision of the OT and/or OTA, the student will accurately gather data on a client's occupational performance to contribute to the evaluation or screening process. This includes reporting results in clear and accurate fashion.
 2. Student will effectively interact and communicate with clients, families and significant others to through therapeutic use of self to motivate clients build rapport and facilitate the accomplishment of established goals.
 3. Student will assist in establishing client-centered goals, which reflect occupation-based outcomes. Student will demonstrate ability to communicate effectively verbally and in written form, a client's goals and status toward goals in an accurate, complete and timely fashion. Written reports will be legible, use proper spelling, punctuation and grammar.
 4. Student will administer and assist OT with interpretation of assessments. Administer assigned assessment procedures (under the supervision of an occupational therapist) according to standardized protocol or recommended techniques and demonstrate service competence in these assessment methods.
 5. In collaboration with the OT/ OTA, the client, family and significant others, the student will plan and implement goal-oriented treatment programs that address the person, occupational, and contextual issues presented by client. Treatment programs will be applicable, practical, and timely.
 6. Student will be familiar with and utilize treatment/intervention approaches that are client centered and occupation based. Student will select and sequence relevant interventions that promote engagement in occupations and demonstrate functional knowledge of the various frames of reference in Occupational Therapy practice.
 7. The student will successfully grade activities to motivate and challenge clients as well as facilitate progress toward goals. The student will modify the interventions and plan in consideration of the client's status and in collaboration with the OT. Modifications may include updates, changes or termination of therapy interventions.
 8. Student will assume full client caseload, as defined by fieldwork site, by end of experience. Student will develop entry-level competencies for the Level II fieldwork by the end of the experience
 9. Student will clearly communicate the values and beliefs of the occupational therapy
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profession including the therapeutic use of occupations. Student will articulate the differences in the roles of the OTA and OT to clients, families, significant others and service providers.

10. Student will follow all policies and procedures of fieldwork site as well as student policies for the University of Southern Indiana Occupational Therapy Assistant Program.
 11. Student will take initiative to explore new learning opportunities and for obtaining professional competence by taking advantage of all planned activities.
 12. Student will actively participate in the supervisory process. This includes but is not limited to communicating with supervisor on treatment progress, identifying/reporting need for program changes, adapting performance based on supervisory feedback, and seeking guidance when necessary.
 13. Student will utilize resources available to them when planning the performing assigned duties. These resources include resources that are evidence-based research articles and experienced personnel at the fieldwork site, reference material, experts outside of those available at the fieldwork site.
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assignment may be done by matching student requests for location and types of experiences with the most appropriate sites available by the OTA Fieldwork Coordinator. Regardless of how assignments are made, at times special considerations may occur. Three examples include (a) pre-approval for lottery, (b) academic fieldwork coordinator veto, and (c) Administrative Placement.

Pre-approval for Lottery

Recently, some fieldwork educators have requested that students have pre-approval to enter the lottery for their specific sites. In some cases, a facility requests a group interview of interested students. Following a facility interview, the fieldwork educator works with the academic fieldwork coordinator to determine which students will be granted pre-approval to enter the lottery for that specific site. In other cases, a facility requests faculty to select an appropriate student. To select an appropriate student for a particular site, faculty may request interested students to complete a group interview, individual interview, or written essay. During the lottery, only pre-approved students may select a site that requests pre-approval.

Academic Fieldwork Coordinator Veto



USI OTA Level II Fieldwork Learning Objectives



The OTA student who has to enroll in OTA 397: Technical Fieldwork A a second time because of a No Pass rating earned the first time may be required to wait for an additional Level II fieldwork placement because this student is now out of original class sequence. A student who repeats this course will undergo Administrative Placement for the next Level II fieldwork site. This student is neither eligible to assist in establishing a new fieldwork site for this experience or any subsequent Level II experiences nor eligible for a fieldwork site that is new to the Occupational Therapy Assistant Program. For additional information, see the _____ section of the _____ for the effects of receiving one or more No Pass ratings for OTA 397: Technical Fieldwork A.

Level IIB: Technical Fieldwork B

(OTA 398: Technical Fieldwork B) consists of a minimum 8 full-time work weeks with a total of at least 280 hours. The USI Occupational Therapy Assistant program defines a full-time workweek as a _____ of 35 supervised hours in fieldwork (completed at the fieldwork facility) per week. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site. When the student has completed all necessary requirements for beginning fieldwork, he or she will receive a packet with the following paperwork (_____): _____

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USI OTA Level II Student Responsibilities Form

Fieldwork Educator ____ the USI OTA Academic Fieldwork Coordinator (_____) to alert them to the student's absence on that day. This contact should be made _____ the student's scheduled time to arrive at the fieldwork site that day. Students are NOT permitted to take vacation during Level II fieldwork; taking a vacation during Level II fieldwork will result in a No Pass rating for the course, OTA 398: Technical Fieldwork B.

Fieldwork in Relation to Curriculum Design:

OTA 398 Technical Fieldwork B (3 hours): While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy assistant coursework. Students will examine the interplay among occupational performance areas, components, and contexts, develop and expand a repertoire of occupational therapy treatment interventions, and employ clinical reasoning and reflective practice skills. Fieldwork B, a Level II internship of at least 8 fulltime work weeks in duration, must vary from Fieldwork A to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based).

. Pre-requisites: OTA 397.

Progression through the Fieldwork Experiences:

The student who has to enroll in OTA 398: Technical Fieldwork B a second time because of a No Pass rating earned the first time may be required to wait for an additional Level II fieldwork placement because this student is now out of original class sequence. A student who repeats this course will undergo Administrative Placement for the next Level II fieldwork site. This student is neither eligible to assist in establishing a new fieldwork site for this experience or any subsequent Level II experiences nor eligible for a fieldwork site that is new to the Occupational Therapy Assistant Program. For additional information, see the _____ section of the _____ for the effects of receiving one or more No Pass ratings for OTA 398: Technical Fieldwork B.

Enrollment in Academic Coursework During Level II Fieldwork Experiences:

Although each Level II fieldwork internship is an intense experience requiring the student to spend long hours at the fieldwork site and often extra time after the fieldwork day is over, preparing for the next day, some students enroll in academic courses in addition to the Level II fieldwork course. The student who wishes to enroll in courses (other than OTA 351: Independent Study) in addition to OTA 397: Technical Fieldwork A or OTA 398: Technical Fieldwork B must successfully complete the following process:

- 1.) Submit to the OTA Program Chair &/or the OTA Academic Fieldwork Coordinator a written plan of action titled _____ with the headings:



Relation of Fieldwork Completion Timeline to Didactic Work:
For full compliance with standards, all students in the Occupational Therapy Assistant



2.) A student's potential for achieving entry-level competence by the end of the affiliation in question.

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