

LEVEL II FIELDWORK OBJECTIVES

Introduction/Overview

Level II fieldwork is “designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities” (ACOTE Standards, 2011). A minimum of 24 weeks’ full-time Level II fieldwork is required for eligibility to take the NBCOT examination.

“In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes” (ACOTE Standards, 2011).

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (ACOTE Standards, 2011).

Level II Fieldwork is designed to facilitate the student’s transition to entry-level occupation-centered practice. Integration of occupational science into entry-level occupational therapy knowledge and practice skills is a goal for students who graduate with the entry-level Master of Arts degree in Occupational Therapy from the University of Southern California.

The following overall objectives are based on the American Occupational Therapy Association’s Fieldwork Performance Evaluation for the Occupational Therapy Student (2002):

Fundamentals of Practice

Given an orientation to the organizational structure, policies, and procedures of the fieldwork setting and completion of basic occupational therapy coursework, the student will:

- adhere to AOTA Code of Ethics, state laws governing occupational therapy practice, and the fieldwork site’s policies and procedures.
- adhere to and utilize safety precautions and regulations, using sound safety judgment in all patient care situations.

Basic Tenets of Occupational Therapy Practice

Given information learned from academic coursework, fieldwork educators and supervisors at the fieldwork site, the student will:

- articulate the values and beliefs of the occupational therapy profession, and clearly and confidently articulate the value of occupation.
- communicate the role and function of the occupational therapist and occupational therapy assistant to clients, colleagues, etc. in the fieldwork setting.
- collaborate with “client, family, and significant others throughout the occupational therapy process” (AOTA, 2002, p. 3).

- articulate theories and frames of reference guiding clinical reasoning and treatment implementation.

Evaluation and Screening

Given information learned from academic coursework, and an orientation to data gathering procedures and assessment techniques used in the fieldwork setting, the student will:

- utilize evaluation procedures and methods according to guidelines and standards of the setting.
- collect and compile relevant data from client records, client, family, significant others and other service providers.
- analyze pertinent physical, emotional, social and environmental contexts that affect the assigned client's occupations.
- select and administer a variety of appropriate assessment methods including observation of occupational performance while considering the client's priorities, context(s), theories, and evidence-based practice.
- interpret evaluation results to determine an occupational profile, and establish treatment priorities and goals using the client's occupational performance strengths and address challenges.
- document evaluations results in accordance with facility regulations and third-party reimbursement systems, demonstrating "objective assessment of the client's occupational performance" (AOTA, 2002, p.4).

Intervention

Given an orientation to treatment philosophies, methods, available treatment options, information learned in academic coursework, and an assigned client caseload, the student will:

- utilize interventions informed by evidence, such as "published research and other relevant resources to make informed decisions" (AOTA, 2002, p. 4).
- initiate and implement treatment plans, selecting relevant therapeutic occupations that are client-centered and occupation-based, to encourage optimal occupational performance and facilitate achievement of treatment goals.
- modify task approach, occupations, and context, updating and modifying intervention based on client's progress and occupational needs.
- terminate treatment collaborating with clients, families, associated agencies or services for continuity of care as needed.
- document client's response to treatment in compliance with third party reimbursement systems in a manner that reflects progress and demonstrates continuing need for services.

Management of Occupational Therapy Services

Given information learned from academic coursework, and opportunities to contribute to the administrative functioning of the organization, the student will:

- collaborate with and assign appropriate tasks to occupational therapy assistants and aides.

- understand costs and funding relative to occupational therapy services at the practice site (i.e., billing procedures, scheduling, etc.)
- utilize administrative processes and managerial roles effectively and responsibly, respecting lines of authority.
- meet deadlines and “produce the volume of work required within an expected timeframe” (AOTA, 2002, p. 5).

Communication

Given the clinical standards and procedures for verbal and written communication, the student will:

- use effective interpersonal skills to communicate pertinent information to clients and family members.
- discuss progress with clients, families, significant others and service providers in language that is appropriate to the recipient of the information.
- produce written communication that is “legible, using proper spelling, punctuation, grammar” (AOTA, 2002, p. 6), and terminology.
- prepare oral and written reports with appropriate documentation according to the requirements of the facility and professional standards.

Professional Behaviors

Given the value and importance of the supervisory relationship in the learning experience, and the standards for professional behaviors, the student will:

- collaborate with supervisor(s), assuming an attitude toward the supervisory relationship conducive to learning, communication, and mutual respect.
- respond to feedback in a constructive and professional manner.
- modify behavior in response to supervision, incorporating feedback into future behavior.
- constructively share concerns and feelings regarding experience with supervisor/instructor
- initiate utilization of available resources in the fieldwork setting, “seeking out learning experiences and interactions with supervising therapist and others” (AOTA, 2002, p. 6).
- demonstrate consistent work behaviors including punctuality, time management, task completion, and work site maintenance.
- demonstrate respect for diversity, including but not limited to “socio-cultural, socioeconomic, spiritual, and lifestyle choices” (AOTA, 2002, p. 6).

American Occupational Therapy Association (2006). *2006 accreditation standards for a master’s degree level educational program for the occupational therapist*. Bethesda, MD: AOTA.

American Occupational Therapy Association (2002). *Fieldwork performance evaluation for the occupational therapy student*. Bethesda, MD: AOTA.