

## OCCUPATIONAL THERAPY PROGRAM DETAILS

### Length

The Occupational Therapy Graduate Program is eight semesters (30 months; 36 months with thesis option) long of full time study which includes 3 summers. There are extensive clinical experiences woven throughout academic coursework. The last 2 semesters of the program are spent in full-time fieldwork placements. If students take the non-thesis option, they are projected to graduate in December; students who take thesis option are projected to graduate in June of the third year.

### Thesis Option

A thesis option is available for students wishing to pursue independent research. Students must declare their intention to complete the thesis option by the end of the first year in the program. Students pursuing the thesis option would delay enrollment in O-T 795: Level II Fieldwork until completion of the thesis. Completing a Thesis adds 6 months onto the length of the program.

### Occupational Therapy Hands-On Experiences

Hands-on experiences in the Occupational Therapy Program provide students with opportunities to apply knowledge and skills learned in the academic environment to real life situations in community programs, hospitals and clinics. These experiences help the student develop professional behaviors and skills needed for competent, scholarly clinical practice. These hands-on experiences are a vital part of occupational therapy education.

The UW-L Occupational Therapy Program has a fieldwork experience in every semester of the program. Fieldwork is defined as a student face to face interaction with a client. It may take place in the client's home, workplace, therapy setting, or in our laboratories.

These experiences are summarized below.

- 1) Integrated fieldwork experiences
  - The purpose of these experiences is to gain exposure to different intervention contexts, reinforce course content by applying it in real-life settings, and begin to build skills and professional behaviors.
  - Integrated fieldwork experiences are generally organized by the course instructor and may or may not be supervised by occupational therapy faculty. Details including attendance, expectations, and grading are detailed in each course syllabus.
  
- 2) Three Fieldwork I experiences
  - Fieldwork I is designed for students to:
    - apply the information learned in class to real-life therapeutic settings to build knowledge and technical skills
    - develop professional behaviors
    - become familiar with the roles and responsibilities of occupational therapists in various practice settings/populations.
  - Fieldwork I is connected with each of the major content areas in the program (mental health, physical dysfunction, and pediatrics).
    - Organized by faculty and AFWC; directed/evaluated by OTR or COTA
    - Specific objectives, assignments and grading criteria are in the syllabus

· 3) Patient Laboratories for children and adult clients

- Primary purpose is to apply the entire occupational therapy process with a single client.
- Organized by faculty; supervised and graded in a 1:2 ratio by core and adjunct faculty; extensive individual feedback given on professional behaviors, technical skills, and implementation of OT process
- Demonstrate technical skills to a basic level of competency
- Continued development of professional behaviors
- Integrate curricular threads while applying the occupational therapy process
  - Basic science
  - Theory
  - Clinical Skills
  - Scholarly Practice (outcome measures & collecting evidence in an intervention session)

· 4) Two Fieldwork II experiences at the end of the curriculum

- Apply didactic knowledge in two clinical settings to entry level competency in knowledge, technical skills, and professional behaviors.
- Experience designed by AFWC and FWE, supervised and graded by FWE, assignments graded by AFWC, final grade entered by AFWC.
- Integrate threads of the curriculum
  - Case study assignment (basic science, theory, clinical, scholarship skills)
  - EBP project (scholarship skills)
  - Reflection on student's experiences in observation/participation in leadership, advocacy, and promotion of occupational therapy (leadership, advocacy)

### **Fieldwork Expenses**

Students in the program should expect to incur additional expenses for travel and housing during Fieldwork I and Fieldwork II. Some clinical fieldwork sites are outside of the La Crosse area and students are expected to provide their own transportation to these sites and or assume moving expenses and lodging. In addition, students are required to purchase the appropriate attire for each FW experience. This includes both level 1 and level 2 fieldwork placements. Level I and Level II Fieldwork are courses and the students are charged tuition.

### **Tuition**

Tuition charges for the occupational therapy program can be located on the records and registration webpage. <http://www.uwlax.edu/uploadedFiles/Offices-Services/Cashier/FeeTuitionSchedules/Grad%20Fall%20and%20Spring%20Fee%20Schedule.pdf>

The financial section of the occupational therapy program website lists information on tuition, financial aid, scholarships, etc. <http://www.uwlax.edu/Occupational-Therapy-MS/Financial-information/>

### **Textbook Costs**

Textbook lists will be prepared by the Occupational Therapy Program and distributed to students in

ample time for purchase either from the UW-L Bookstore or private sources. This list will change from year to year as new texts become available. Although the cost of books is high, keep in mind that you are building your professional library during your educational years. Please budget for increasing costs of texts throughout the program. Fieldwork in Year Three requires use of all the books previously purchased and no new additional required texts.

### **Special Course Fees (Fees current as of AY 15-16)**

Special course fees are attached to various courses throughout the curriculum. These fees are used for supplies that students need to complete the learning activities in the course. The special course fees (subject to change if costs rise) that are anticipated through the curriculum are:

#### Fees assessed each semester:

Materials & Resources Program Fee **\$34.50**

Clinical Supervision Program Fee **\$40.65**

#### Fees attached to specific courses:

Summer 1 OT 520 **\$43.50** (liability insurance and name tag)

Summer 3 OT 795 **\$10.00** (Criminal Background Re-Check)

### **Photocopying Expenses**

Throughout the course of the program, students may be expected to make copies of handouts for their classmates. In addition, students may wish to photocopy portions of library materials. ALL photocopy expenses are the students' responsibility. The occupational therapy program will not absorb student's photocopy expenses. Students are expected to follow all copyright laws when making photocopies.

### **Printing Expenses**

The university charges for printing. There are pay print stations in Murphy Library and Wing. The occupational therapy program has one computer printer for student use reserved only for printing assignments that the instructor requires in hard copy. Printing powerpoints or journal articles needs to be done at the pay printing stations on campus.

### **Evaluations:**

Evaluations are designed by faculty members to best measure the student's performance on the student learning objectives of the course and the program. Examinations may use various formats: multiple choice completed in class, take home using D2-L, written essay exams, case studies, laboratory examinations, practical/competency, or oral exam. Students are expected to complete examinations independently unless otherwise notified by the course instructor. Submission of the examination signifies the students acknowledgment that the examination is completely that student's work.

#### **Practical/Competency Examinations**

Practical/competency examinations using volunteer patients, instructors, student lab assistants, or clients in clinical settings will occur during the curriculum. Students are expected to attend these examinations on time, dressed professionally, and conduct themselves in a professional manner. Universal precautions and clinic maintenance are expected and graded as part of the examination.

### **OTKE (Occupational Therapy Knowledge Examination)**

During the last academic semester (spring II), students take the OTKE examination. Written in the style and format of the terminal national certification examination, the OTKE gives the program information about the knowledge students have prior to level II fieldwork. The OTKE also gives the students baseline information about their areas of strengths and areas for further study and development on fieldwork. There is no charge to the student for this exam.

### **NBCOT Exam**

Students graduating from the program are eligible to sit for the terminal national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be certified as an Occupational Therapist, Registered (OTR). Most states require a license to practice occupational therapy. State licenses are usually based on the results of the NBCOT Certification Examination and additional open-book testing on the state law.

A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or to obtain state licensure. As of this printing of the handbook, the fee for taking the national certification examination for occupational therapist is \$500 (current as of 8/2015). Each state that you specify that you would like to receive a copy of your score report is an additional \$40. The NBCOT certification exam is available on-line and you can take it whenever you are ready at any pro-metric learning sites location around the country. More information about the examination and study tools available can be found at [www.nbcot.org](http://www.nbcot.org)

### **University of Wisconsin System Authorization**

The Masters of Science in Occupational Therapy Program was authorized by the University of Wisconsin Board of Regents in 2004.

### **Accreditation**

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-1220 Telephone number: (301) 652- 6611 (ext. 2914) Fax number: (240) 762-5140 email: [accred@aota.org](mailto:accred@aota.org) Webpage: [www.acoteonline.org](http://www.acoteonline.org)

Occupational Therapy educational programs are periodically reaccredited to maintain the quality of the program. The University of Wisconsin-La Crosse Occupational Therapy Program successfully completed the last accreditation self-study and on-site visit in 2008 with a visit scheduled for fall, 2015.

### **Lodging a Formal Complaint against the Program**

Any person may file a signed complaint about the Occupational Therapy Program with the Program Director, the Department of Health Professions or the University. The complaint must be in writing and identify the complainant. The written complaint must clearly describe the specific nature of the complaint, provide supporting data, and specify the requested response to the complaint.

Complaints against the University of Wisconsin-La Crosse Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department, at the following address:

ACOTE Chairperson c/o the AOTA Accreditation Department  
4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814-1220.

Letters of complaint against educational programs must:

- describe the nature of the complaint and the related accreditation standards or accreditation policies or procedures that the complainant believes are not being met by the program;
- document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and
- be signed by the complainant. (The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.)

The full policy is on the AOTA Web site at the following

link: <http://www.aota.org/Educate/Accredit/Policies/Procedures/38176.aspx>

## UW-L Occupational Therapy Program Fieldwork Program Overview

Fieldwork is defined as a student face to face interaction with a client. It may take place in the client's home, workplace, therapy setting, or in our laboratories.

Since the faculty believe in the effectiveness of hands-on learning, The UW-L Occupational Therapy Program has a fieldwork experience in every semester of the program. These experiences are summarized below.

- 1) Integrated fieldwork experiences
  - The purpose of these experiences is to gain exposure to different intervention contexts, reinforce course content by applying it in real-life settings, and begin to build skills and professional behaviors. These are generally organized and directed by faculty.
- 2) Three Fieldwork I experiences
  - Connected with each of the major content areas in the program (mental health, physical dysfunction, and pediatrics).
  - Primary purpose of Fieldwork I is development of student's professional behaviors.
  - Students continue to be exposed to different intervention contexts and identify the role of OT in those settings
  - Students continue to build knowledge and technical skills
  - Organized by faculty and AFWC; directed/evaluated by OTR or COTA
- 3) Patient Laboratories for children and adult clients
  - Primary purpose is to apply the entire occupational therapy process with a single client.
  - Organized by faculty; supervised and graded in a 1:2 ratio by core and adjunct faculty; extensive individual feedback given on professional behaviors, technical skills, and implementation of OT process
  - Demonstrate technical skills to a basic level of competency
  - Continued development of professional behaviors
  - Integrate curricular threads while applying the occupational therapy process
    - Basic science
    - Theory
    - Clinical Skills
    - Scholarly Practice (outcome measures & collecting evidence in an intervention session)
- 4) Two Fieldwork II experiences at the end of the curriculum
  - Apply didactic knowledge in two clinical settings to entry level competency in knowledge, technical skills, and professional behaviors.
  - Experience designed by AFWC and FWE, supervised and graded by FWE, assignments graded by AFWC, final grade entered by AFWC.
  - Integrate threads of the curriculum
    - Case study assignment (basic science, theory, clinical, scholarship skills)
    - EBP project (scholarship skills)
    - Reflection on student's experiences in observation/participation in leadership, advocacy, and promotion of occupational therapy (leadership, advocacy)

## Occupational Therapy Program Fieldwork Program - Detail

Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
Summer I	Nursing Home Visit	OT 521: Professional Foundations of Practice	<b>Knowledge:</b> Initial exposure to Nursing home setting	<ul style="list-style-type: none"> <li>• Read charts</li> <li>• Interview client</li> <li>• Observation</li> <li>• Client handling techniques</li> </ul>	Experience designed, supervised, and graded by course instructor
			<b>Technical skills:</b> basic professional skills (observation, interview, charts, patient handling)		
			<b>Clinical Writing:</b> writes up findings in an evaluation format.		
			<b>Affective/Moral:</b> interview a resident		
			<b>Habits of mind:</b> self-reflection on interview skills		
Fall I	Child Care Center and Nursing Home Visit	OT 551 Applied Assessment	<b>Knowledge:</b> knows assessment tool, administers assessment protocol outside of classroom to typically developing child and adult.	<ul style="list-style-type: none"> <li>• Assessment Administration and scoring</li> <li>• Observation of child's and adult's behavior and responses on assessment</li> <li>• interview</li> </ul>	Experience designed, supervised, and graded by course instructor
			<b>Context:</b> manages time effectively		
			<b>Habits of Mind:</b> recognizes need for and adjust behavior when necessary		
			<b>Relationships:</b> communicate appropriately with children and older adults; receive feedback from faculty.		

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			Affective/Moral: demonstrate caring respectful behavior towards child and adult		
Fall 1	Nursing Home Interview and Activity Group	OT 531 Applied OPA	<b>Knowledge:</b> Activity Planning and adaptation	<ul style="list-style-type: none"> <li>Interview a resident using occupations based format.</li> <li>Plan, implement and assess a group activity based on interview findings.</li> </ul>	Experience designed, supervised, and graded by course instructor
			<b>Commitment to learning:</b> self-directed		
			<b>Clinical writing:</b> interview note and group write up		
			<b>Context:</b> manage time/plan ahead for activity in specific time slot.		
			<b>Relationships:</b> with peers/residents/TR staff.		
			<b>Beginning advocacy for Occupational Therapy:</b> explain purpose of therapy to a population		
Spring I	Adults with Mental Illness in community residence Fieldwork I (Part	OT 573 Mental Illness Fieldwork I (Part One)	<b>Knowledge and Integration:</b> apply knowledge of conditions, assessments, interviewing, and interventions in community mental health setting. Implements a plan of care and	<ul style="list-style-type: none"> <li>Build rapport &amp; establish relationships</li> <li>Interview residents and, plan activity sessions x4 for an individual and a group</li> </ul>	Experience designed by course instructor. Supervision by course instructor and/or adjunct



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	One) (20 hrs. appx)		<p>modifies plan based on the residents' performance.</p> <p><b>Develop Technical Skills:</b> Use of health literacy techniques with this population, revamps /redesigns plan in response to resident needs and wishes, uses FWE for guidance as needed.</p> <p><b>Commitment to Learning:</b> Self-directed</p> <p><b>Clinical writing:</b> Writes initial note and progress notes.</p> <p><b>Contexts:</b> manages time in sessions, comes prepared for each FW I session.</p> <p><b>Affective/Moral:</b> Shows respect, empathy, and caring for residents. Upholds AOTA Code of Ethics and Standards of Care during FW-I experience</p> <p><b>Habits of Mind:</b> Aware of own strengths, completes self-assessment of strengths/weaknesses with this</p>	<ul style="list-style-type: none"> <li>• Administer basic cognitive screening assessment</li> <li>• Observation skills</li> <li>• Plan, conduct &amp; evaluate activity groups</li> <li>• Evaluates FW I Experience</li> <li>• Supervisor Feedback</li> </ul>	faculty. Final grade entered by course instructor.

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Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
			<p>population. Discusses FW performance with advisor.</p> <p><b>Advocacy for Profession:</b> Explains purpose of occupational therapy to a population unfamiliar with the profession using appropriate health literacy principles.</p> <p><b>Relationships:</b> Works on building therapeutic relationships. Communicates with team members and residents. Open to FWE's feedback, especially therapeutic use of self.</p>		
Spring 1	Structured Observation of occupational therapist and clients in Mental Health treatment setting Fieldwork I - Part Two (10 hrs. appx)	OT 573 Mental Illness Fieldwork I (Part Two 2)	<p><b>Knowledge:</b> generates questions about role of occupational therapy with mental health population.</p> <p><b>Commitment to Learning:</b> Self-directed interview with occupational therapist and client.</p> <p><b>Clinical Writing:</b> Narrative or SOAP</p> <p><b>Relationships:</b> manages self effectively in mental health setting with clients and staff.</p>	<ul style="list-style-type: none"> <li>• 1 day directed observation</li> <li>• reflection paper</li> <li>• Client and mental health occupational therapist interview to identify occupational therapist's role in mental health.</li> <li>• Occupational therapy theory, and clinical practice in mental health facility.</li> </ul>	Experience designed, supervised and graded by course instructor (who is also the AFWC)

## Occupational Therapy Program Fieldwork Program - Detail

Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
Spring 1	Ergonomic evaluation and treatment session	OT 671 Physical Dysfunction I	<b>Context:</b> experience working with a "real" person in a work setting	<ul style="list-style-type: none"> <li>• administer work evaluation</li> <li>• provide recommendations</li> <li>• write evaluation note</li> <li>• write treatment note</li> </ul>	Experience designed by instructor. Individual student mentoring provided regarding interpreting results and planning treatment. Graded by instructor. Site visit not supervised.
			<b>Knowledge/technical skills:</b> Knowledge/technical skills: Complete assessment and recommendations, apply didactic coursework to work context		
			<b>Clinical Writing:</b> writes up an evaluation, and treatment note in a SOAP format		
			<b>Affective/Moral:</b> interview and intervention with a client		
			<b>Advocacy for occupational therapy and Client Advocacy:</b> promotes occupational therapy on campus through participation in ergonomic assessment, helps clients advocate for changes in workplace by providing recommendations for needed equipment.		
Summer 2	Physical Dysfunction Fieldwork I (40 hours appx).	OT 790 Physical Dysfunction Fieldwork I	<b>Knowledge, Integration &amp; Context:</b> observe role of occupational therapy in physical dysfunction settings	<ul style="list-style-type: none"> <li>• Build rapport with clients and supervisor</li> </ul>	Experience designed by course instructor. Student evaluated

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Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
			<p><b>Commitment to Learning:</b> advocates for own learning during FW experience. Self-directed to complete assignments.</p> <p><b>Technical Skills:</b> beginning assessment, intervention and documentation skills for this population. At minimum students develop observation skills, and as allowed by the site, may participate in hands-on practice of skills in the OT Process (assessment, intervention planning and implementation, and documentation)</p> <p><b>Relationships:</b> participates in the student FW supervisor relationship, receives feedback on FW performance from FW supervisor.</p> <p><b>Affective/Moral:</b> considers the needs of the client when observing treatment sessions (comfort being observed, interacting with client etc.) Demonstrates respect, empathy and caring.. Upholds AOTA Code of Ethics and Standards of Care during FW-I experience.</p>	<ul style="list-style-type: none"> <li>• assist with evaluation, intervention plan and implementation as appropriate for setting</li> <li>• document case study information</li> <li>• Evaluate FW I experience</li> <li>• Supervisor Feedback</li> </ul>	<p>by Fieldwork Educator, Students complete evaluation of FW experience, FW orientation and debriefing conducted by course instructor and AFWC, final grade by course instructor</p>

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Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
			<p><b>Habits of Mind:</b> completes a pre and post reflection of professional behaviors. Discusses FW performance with advisor.</p>		
Summer 2	Qualitative Interview, Data Analysis and Synthesis.	OT 760	<p><b>Knowledge and Technical Skills:</b> continue development of interviewing skills, begin developing data collection skills.</p>	<ul style="list-style-type: none"> <li>• Locate and interview people from across the lifespan</li> <li>• Synthesize data from a community to describe a "profile" of that small town</li> <li>• identifying how occupations emerge from values, meaning, and context</li> </ul>	Final product evaluated by instructor; interview experience processed through class discussion and related to level and quality of obtained data; supports Clinical Skills Thread (Use of Self), Scholarly Practice Thread (data collection and reasoning), and Leadership Thread (working in teams)
			<p><b>Commitment to Learning:</b> Students must manage their own time, seek out interviewees, and find resources to complete their project. Self- reflect on own performance in class.</p>		
			<p><b>Context:</b> as students apply interview skills from the classroom to the field, manage their time to obtain needed information from interviewees, and come to class with data in order to analyze as a class.</p>		
			<p><b>Relationships:</b> Communicate with interviewees, and work as a team to complete the project.</p>		
			<p><b>Affective/Moral:</b> Show respect to interviewees, do not pass judgment on ways of life that</p>		

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			<p>may be new to them, and conduct self professionally.</p> <p><b>Habits of Mind:</b> Demonstrates curiosity about topic, recognize own biases and feelings. Reflects on success of project, identifies strengths and problems of the project, and problem solves potential solutions.</p>		
Fall 2	Home Evaluation and recommendations	OT 630 Therapeutic Adaptations	<p><b>Knowledge/Technical skills:</b> Completes a home assessment</p> <p><b>Commitment to Learning:</b> Choses own client based on interests and desire to practice specific evaluation. Self-directed; no supervision during assessment</p> <p><b>Clinical Writing:</b> Writes up home assessment in SOAP note format</p> <p><b>Integrative:</b> Develop consultation skills using clinical judgment and reasoning.</p> <p><b>Context:</b> Works with a client in their home</p>	<ul style="list-style-type: none"> <li>• Complete home assessment and provide recommendations</li> <li>• Write an evaluation note</li> </ul>	Experience designed and graded by instructor. Home evaluation is not supervised.

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			<b>Affective/Moral:</b> Works with a "real" person (not fellow student). Demonstrates empathy, respect, and caring.		
Fall 2	Interview of a person with a chronic condition	OT 779 Applied Psycho-social	<p><b>Knowledge/Technical Skills:</b> build on interview skills, applies didactic information to a community- dwelling adult with a chronic medical condition, builds on documentation skills.</p> <p><b>Integrative:</b> Build on clinical reasoning skills</p> <p><b>Relationship:</b> Demonstrates respect, empathy, and caring for client interviewed. Builds on therapeutic use of self.</p>	<ul style="list-style-type: none"> <li>Independently complete interview</li> <li>Document and present findings to peers and instructor</li> </ul>	<p>Experience designed by instructor. Interview paper and presentation graded by instructor. Interview not supervised.</p>
Fall 2	<ul style="list-style-type: none"> <li>Play Observation &amp; Assessment</li> <li>Developmental Assessment.</li> </ul>	OT 651 Pediatrics I	<b>Technical Skills:</b> Administer a standardized tool, sustain observation skills, and being simultaneously playful and scholarly as they interact with a child. Build on assessment skills, documentation and written communication.	<ul style="list-style-type: none"> <li>Students responsible for finding child</li> <li>Practice observation skills</li> <li>Complete a play assessment</li> <li>Complete a developmental assessment</li> <li>Document results in written report.</li> <li>Give and receive peer feedback</li> </ul>	Instructor designed and graded; students must self-reflect using guided questions as prompts.

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			<p><b>Integrative:</b> Integrate knowledge, test administration principles, and clinical reasoning with a typically developing child.</p>		
			<p><b>Commitment to Learning:</b> Find their own children to test, organize their time outside of class to complete the assignment.</p>		
			<p><b>Context:</b> Work with a client in their natural context, and apply didactic knowledge and skills to a community context (home, school, etc.)</p>		
			<p><b>Relationships:</b> Practice communication when working with the client and family, and partner.</p>		
			<p><b>Affective/Moral,</b> Demonstrate respect for the client and the client's values, and abstain from judgment.</p>		
			<p><b>Habits of Mind:</b> Self-reflect on performance, and identify any beliefs that may have interfered with the administration of the tool and/or their final reports.</p>		



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Winter Term 2	Pediatric Fieldwork II – 40 hours	OT 791 Pediatrics Fieldwork I	<b>Knowledge:</b> Identify adaptation, clinical reasoning in action, and therapeutic use of self by the clinician	<ul style="list-style-type: none"> <li>• Practice observation skills</li> <li>• Participate in evaluation, intervention planning and implementation as appropriate for setting</li> <li>• Document reasoning in action,</li> <li>• Identify and reflect on therapeutic use of self as observed in clinician and self.</li> <li>• Identify professional reasoning, with accompanying theoretical foundations</li> <li>• Evaluate Fieldwork I experience</li> <li>• Supervisor feedback</li> </ul>	Experience designed by course instructor. Student evaluated by Fieldwork Educator (FWE) Orientation and debriefing by course instructor and AFWC Final grade entered by course instructor
			<b>Technical Skills:</b> observe role of occupational therapy in pediatric settings, beginning assessment, intervention and documentation skills for this population. Practice evaluation, reasoning, therapeutic use of self, etc., with children. Continue developing therapeutic relationships.		
			<b>Integrative:</b> Identify instances of reasoning, and apply knowledge taught in Peds I, OT 651, Fall semester.		
			<b>Commitment to Learning,</b> Complete Fieldwork I assignment with reflection and depth.		
			<b>Habits of Mind:</b> Reflect on own behaviors & performance in the setting		
			<b>Context,</b> Apply didactic knowledge in a pediatric setting.		

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			<p><b>Relationships:</b> Interact with children and clinician supervisors</p> <p><b>Affective/Moral:</b> Respond to children/clients and their supervisor</p>		
Spring 2	Adult Lab	OT 785 Adult Clinical Practice and OT 786 Adult Clinical Practice Applied	<p><b>Knowledge &amp; technical skills:</b> Completes the occupational therapy process with a client.</p> <p><b>Integrative:</b> Incorporate basic science, evidence, and theory as they develop evaluation and treatment plans for client.</p> <p><b>Commitment to learning:</b> Develops treatment plans is self-directed, seeks out own learning to develop these plans.</p> <p><b>Clinical writing:</b> Completes all forms of documentation in the occupational therapy process - evaluation, treatment plan, treatment notes, home evaluation, and discharge summary.</p> <p><b>Context:</b> Uses classroom/ "clinic" as intervention context, completes home or community assessment.</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Communication with client and family</li> <li>• Therapeutic use of self</li> <li>• Administer assessments</li> <li>• Intervention planning</li> <li>• Intervention implementation</li> <li>• Documentation</li> <li>• Evidence based practice</li> <li>• Outcome measures</li> <li>• Professional behaviors</li> <li>• Present patient in "rounds"</li> <li>• Supervisor and peer feedback</li> </ul>	<p>Experience designed by course instructor. Overall experience monitored by course instructor</p> <p>Students supervised by adjunct instructors under guidance of course instructor</p> <p>Final grade entered by course instructor</p>

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Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
			<p><b>Relationships:</b> Receives direct supervision and feedback from instructor. Discusses performance with advisor.</p> <p><b>Habits of mind:</b> completes self-reflection after each treatment session.</p> <p><b>Affective/moral:</b> considers the client's needs throughout the process. Demonstrates empathy, respect and caring.</p>		
Spring 2	Pediatrics Lab	OT 741 Applied Pediatrics	<p><b>Clinical Skills:</b> Implements aspects of the occupational therapy process with single child under supervision (in pairs).</p> <p><b>Knowledge:</b> Apply classroom knowledge in a real life situation, problem solve evaluation and intervention implementation activities.</p> <p><b>Technical Skills:</b> Apply the occupational therapy process, practice test administration, write reports, plan and implement interventions.</p> <p><b>Integrative:</b> Use clinical reasoning in intervention planning and implementation,</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Communication with client and family</li> <li>• Therapeutic use of self</li> <li>• Assessment</li> <li>• Intervention planning</li> <li>• Intervention implementation</li> <li>• Documentation</li> <li>• Evidence based practice</li> <li>• Outcome measures</li> <li>• Professional behaviors</li> <li>• Supervisor and Peer feedback</li> </ul>	<p>Experience designed by course instructor. Overall experience monitored by course instructor. Students supervised by adjunct instructors under guidance of course instructor. Final grade entered by course instructor.</p>

## Occupational Therapy Program Fieldwork Program - Detail

Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
			<p>and documentation (report and daily notes)</p> <p><b>Commitment to Learning,</b> Seek out new knowledge that was not explicit in coursework, self-directed</p> <p><b>Context:</b> Practice with child in clinic and home, manage schedule in relation to the family's needs.</p> <p><b>Relationships,</b> Practice communication with the family and client, receive direct feedback from mentors,</p> <p><b>Habits of Mind:</b> Debrief each session, and identify what worked and what didn't. Adapt to the client's schedule and lab schedule.</p> <p><b>Affective/Moral,</b> Practice acceptance of clients' values that may be different than their own, Show respect for their partner and their mentor. Demonstrate empathy, caring, and respect for child and family.</p>		

## Occupational Therapy Program Fieldwork Program - Detail

Semester	Type of Experience	Course	Professional Behaviors	Learning Activities (Hands On)	Evaluation
Summer 3 Fall 3	Fieldwork II	OT 795	See FWPE for specifics professional behaviors expected.	<ul style="list-style-type: none"> <li>• Additional Learning Activities beyond FW II objectives at site:</li> <li>• Case study</li> <li>• EBP in-service</li> <li>• D2-L discussion boards to include:</li> <li>• Leadership abilities/opportunities</li> <li>• Occupational therapy Promotion and advocacy</li> <li>• Use of occupation in clinical site</li> <li>• Experiences developing cultural competencies</li> <li>• Psychosocial factors</li> <li>• Student evaluates FW experience</li> <li>• Supervisor Feedback</li> <li>• AFWC feedback</li> </ul>	FW Objectives designed by site and program. Additional objectives/assignments designed by program. AFWC supervises, and grades all FW II assignments required by the program. AFWC determines and enters the final grade.