THE OT FIELDWORK PROGRAM

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WELCOME!!!!!!

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VISION OF THE MSOT PROGRAM

We, the Howard University Occupational Therapy faculty, envision a state-of-the-art department comprised of culturally competent faculty who are experts in theory, research, and clinical practice. We are dedicated to serving the underserved population and to preparing leaders of excellence in identifying and solving problems of human occupation.
MISSION STATEMENT

The Howard University Occupational Therapy faculty is committed to teaching, research, and community service directed toward the reduction of barriers that prevent individuals from achieving mastery in occupation. The faculty is dedicated to addressing the health-related needs of those in the African diaspora, and other underserved populations, by promoting the role of occupation in the solution to human and social problems in local, national, and international communities.
CURRICULUM THEMES

Occupation and Human Performance

Diversity and The Underserved

Critical Thinking and Clinical Reasoning

Professionalism and Leadership

Research and Scholarship
The entry-level Master of Science OT program consists of comprehensive didactic coursework including labs and a scholarly research project. The completion of Level I and Level II fieldwork rotations are also essential program components. Upon successful completion of the mandatory 77 credit hour requirement, candidates are qualified to take the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT, Inc.) to become a registered OT (OTR).
## Curriculum

### 1st Year

**Fall**
- Musculoskeletal Anatomy
- Health & Wellness
- OT Theory & Concepts
- Occupational Science
- Clinical Kinesiology
- Research Methods in OT

**Spring**
- Clinical Neuroscience
- Principles of Disease
- Life Participation & Aging
- Human Performance & Movement Analysis
- Pediatrics in OT
- Clinical Decision Making I
- Level I FW (Introductory)

### 2nd Year

**Fall**
- Theories & Assessments in Mental Health (MH)
- Theories of Occupational Performance & Assessments in Physical Dysfunction (PD)
- Independent Research Projects
- Analysis of Human Performance & Technology
- Theories of Human Performance & Intervention in Pediatrics
- Clinical Decision Making II
- Level I FW (Intermediate)

**Spring**
- Theories of Performance & Intervention in PD
- Theories of Group Dynamics & Intervention in MH
- Professional Issues & Ethics in OT
- OT Administration & Management
- Evidence-based Research
- Independent Research Projects II
- Clinical Decision Making III
- Level I FW (Advanced)
OVERVIEW OF
THE
HU MSOT
FIELDWORK
PROGRAM
FW Level II - 2 rotations

FW Level I - Advanced
2nd year – Spring Semester

FW Level I – Intermediate
2nd year – Fall Semester

FW Level I – Intro
1st year – Spring Semester

Preparation for FW I
1st yr - Fall Semester
OCCG 544 Fieldwork Level I - Introductory 1 credit hour

This course provides beginning level clinical experience designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Students are introduced to onsite evaluations, documentation, and intervention strategies in various settings, such as hospitals, long-term care, schools, home health, hospice, homeless shelters, mental health facilities, community, and public health facilities, and are expected to apply beginning level clinical reasoning skills during client observations and clinical practice. Site Visits/Placements. Prerequisite: Admission to the master’s program. Taken concurrently with OCCG-532 – Clinical Decision Making I.
OCCG 545 Fieldwork Level I – Intermediate 1 credit hour

This course provides an intermediate level clinical experience designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Students assist with onsite evaluations, documentation and intervention strategies in various settings, such as acute care facilities, long-term care, schools, home health, hospice, homeless shelters, mental health facilities, and community, and public health facilities, and are expected to apply intermediate level clinical reasoning skills during client observations and clinical practice. Site Visits/Placements. Prerequisite – Successful completion of OCCG 544. Taken concurrently with OCCG-539 Clinical Decision Making II.
OCCG 546 Fieldwork Level I - Advanced 1 credit hour

This course provides an advanced level clinical experience designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Students participate in and analyze onsite evaluations with supervision, document findings and identify intervention strategies in various settings. Students are expected to apply advanced level clinical reasoning skills during client observations and clinical practice. Site Visits/Placements. Prerequisite: Successful completion of OCCG 545. Taken concurrent with OCCG-543 Clinical Decision Making III.
Level I FW

Introductory

Intermediate

Advanced

Clinical Decision Making Courses

Clinical Decision Making I

Clinical Decision Making II

Clinical Decision Making III
• Acquires information about a client’s functional skills, roles, context, and prioritized needs through the use of available resources in order to develop an occupational profile.
• Understands processes and procedures for acquiring client information (e.g., client records, observation, interview, occupational profile).
• Notes expected patterns, progressions, and prognoses associated with conditions that limit occupational performance (e.g., stages of disease, secondary complications, outcomes).
• Identifies methods for recognizing and responding to typical and atypical physiological, cognitive, and behavioral conditions.
FW Level I - Intermediate

• Assists with administering standardized and non-standardized assessment results, using information obtained about the client’s current condition, context, and priorities in order to develop and manage client-centered intervention plans.
• Applies theoretical approaches, models of practice, and frames of reference.
• Analyzes activities in relation to the occupational profile, practice setting, and stage of occupational therapy process.
• Prioritizes goals based on client skills, abilities, and expected outcomes in relation to level of service delivery and frequency and duration of intervention (e.g., expected length of stay, transition plan).
• Assists with collaborative client-centered intervention.
Advanced –

• Selects interventions for managing a client-centered plan throughout the occupational therapy process.
• Identifies and implements intervention activities for supporting participation in occupations based on current sensory, cognitive, motor, and psychosocial skills and abilities.
• Identifies methods for adapting or grading an activity, task, or an environment based on client condition(s), developmental needs, and task demands.
• Identifies methods and strategies for improving range of motion, strength, and activity tolerance based on general medical, neurological, and musculoskeletal condition(s).
• Demonstrates or identifies transfer methods and positioning techniques based on client needs; general medical, neurological, and musculoskeletal condition(s); task; and environmental demands.
Advanced (cont)—

• Manages interventions for the young, middle-aged, and older adult client, using clinical reasoning, the intervention plan, and best practice standards consistent with psychosocial, cognitive, and developmental abilities in order to achieve functional outcomes within areas of occupation.

• Identifies/utilizes approaches (e.g., remediation, compensation, prevention) and interventions (e.g., problem solving, medication management, memory strategies) appropriate for psychosocial and cognitive models of practice (e.g., cognitive, behavioral, acquisitional, developmental).
FIELDWORK LEVEL II PROGRAM

OCCG 541 Fieldwork II Experience  6 credit hours
The goal of Level II Fieldwork is to develop competent entry-level, generalist occupational therapists. Students are scheduled for two 12-week rotations on a full-time basis. Level II Fieldwork provides 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. Students use clinical reasoning to identify, select and generate alternate solutions for clinical problems and rationale for occupation-based intervention based on theoretical models in practice settings. Students are exposed to a variety of clients across the lifespan and to a variety of settings. Prerequisites: Completion of all program and academic course requirements.
FW LEVEL II REQUIREMENTS

• FW Educators **must** have a **minimum of 1 year** of experience to supervise a Level II OT student.
• MSOT students **must** be supervised by an OT.
• Students need to complete **480 hours of FW for each rotation.**
• New FWEs should be prepared to supervise a Level II student (prior to the student’s arrival) by completing a **training course or by receiving training from their supervisor or the university’s representative.**
• A current MOU must be in place for all FW rotations.
• Updated FW Data Forms should be submitted to the AFWC.
These are a few of the FW standards governing the operation of FW programs set forth by Accreditation Council for Occupational Therapy Education (ACOTE®).
| C.1.3  | Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork. |
| C.1.4  | Ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives. |
| C.1.7  | Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation. |
| C.1.11 | Ensure that the fieldwork experience 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. |
| C.1.1 4 | Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program. |
| C.1.1 6 | Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student. |
References


FIELDWORK CONCERNS

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