

Drake University Occupational Therapy Doctorate Fieldwork Goals, Objectives, and Assignments

Level I Fieldwork Description:

Level I fieldwork is a required and essential component of occupational therapy (OT) education to introduce students to the OT scope of practice throughout a range of authentic practice settings. Students will integrate and apply knowledge and understanding from previous didactic and laboratory coursework in a one-week (forty hours) experiential component. Students' Level I experiences in this course may be related to OT service delivery or may be under the supervision of qualified professionals in a variety of practice environments to enhance student understanding. Fieldwork sites are chosen to align with and strengthen the OTD curricular design; therefore, the order for selection during the four Level I fieldwork experiences will be as follows: adulthood, pediatrics, psychosocial health, and student-selected from all OT practice settings.

Level I Fieldwork Goals:

- “The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients” [American Occupational Therapy Association (AOTA), 2011, p. 33].
- Students will complete direct observation and participate in selected aspects of care with various individuals at the practice setting, with professional guidance.

Level I Fieldwork Objectives:

Upon completion of this course, the student learner will:

- Utilize didactic knowledge of the occupational therapy process, physiology and/or psychosocial development for application during observation in a practice setting.
- Apply knowledge of physiology and/or psychosocial health, and disease or impairment prognosis to be able to provide clinical reasoning and rationale for use of restorative and/or compensatory methods to increase or maintain engagement in desired occupations.
- Demonstrate ability to seek literature, which is evidence-based for application to practice within a practice setting for continuum of care.
- Demonstrate the ability to effectively communicate educational needs with professionals in a practice setting.
- Demonstrate knowledge of documentation within a practice setting to communicate occupational therapy services provided and the need for services.
- Participate in continuum of care within a practice setting for application of didactic knowledge for developing understanding of evaluation process, goal writing, reassessment, and discharge planning.
- Demonstrate knowledge of safety and ethical standards to be able to interact with clients, caregivers, professionals, and significant others throughout the occupational therapy process in a practice setting.

Learning Opportunities during Level I Fieldwork:

Students may have an activity score card that involves completing at least 2 assignments including but not limited to: Chart review, safety and ethical considerations, interactions with clinical instructor and other professionals, observation in a practice setting, utilize knowledge of OT process and apply clinical reasoning, use evidence-based literature, and write a SOAP note.

Level II Fieldwork Description:

Students will complete 2 consecutive Level II fieldwork experiences during the seventh and eighth semesters of the program – both of which, are essential to Drake University’s OTD Program curricular design for developing professional competency in clinical practice. Each experience is 12 weeks in length at full-time equivalents (ACOTE: C.1.13). Students will be supervised by a currently licensed or otherwise regulated licensed occupational therapist with at least one year full-time (or its equivalent) of clinical experience and an understanding of the fieldwork process (ACOTE: C.1.14).

Level II Fieldwork Goals:

- “The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists” [American Occupational Therapy Association (AOTA), 2011, p. 35].
- Students will enhance clinical reasoning and proactive, reflective, and ethical practice through an in-depth experience during supervised provision of care.

Level II Fieldwork Objectives:

Upon completion of this course, the student learner will:

- Adhere to fundamentals of Practice, which includes: Abide by the American Occupational Therapy Association Code of Ethics (2015); follow policies, procedures, and safety regulations at the fieldwork site; and use good sense regarding safety (AOTA, 2009, p. 3).
- Perform basic tenets of Occupational Therapy, which includes: Explain to clients and others the Occupational Therapy profession’s values and beliefs, the value of occupation as an approach and desired result of occupational therapy, and the roles of the occupational therapist and the occupational therapy assistant (AOTA, 2009, p. 3).
- Administer appropriate evaluation and screening, which includes: Justify the evaluation process, select appropriate screening and assessment tools, establish the client’s occupational profile, assess client factors and contexts, gather pertinent information, uniformly administer assessments (modifying according to the client’s need), interpret assessment results, create an appropriate plan, and document the results (AOTA, 2009, p. 4).
- Implement intervention, which includes: Justify the intervention process, use evidence-based research to form decisions, select occupations that motivate and facilitate meeting the client’s goals, use interventions that are client-centered and occupation-based, adjust interventions to optimize client performance, monitor the client’s status and update or terminate when needed, and document the client’s response to treatment (AOTA, 2009, p. 4-5).
- Demonstrate effective communication, which includes: Use verbal and non-verbal communication to clearly and effectively communicate with clients and others, produce clear and accurate documentation that is legible (with correct spelling, grammar, and punctuation) and appropriate to the recipient of the information (AOTA, 2009, p. 6).
- Exemplify Professional Behaviors, which includes: Collaborate with supervisor(s), initiate professional competence, appropriately respond to constructive feedback, and

- exhibit consistent work behaviors (including effective time management, positive interpersonal skills, and respect for diversity) (AOTA, 2009, p. 6).
- Demonstrate consideration of psychosocial factors, to include: In all fieldwork settings, understand the psychosocial factors that influence engagement in occupation, and integrate these factors to develop “client-centered, meaningful, and occupation-based outcomes”.
 - Incorporate Research, Administration, and Management, which include: In all fieldwork settings, integrate applicable aspects of research, administration, and management skills to benefit current and future occupational therapy services.

Learning Opportunities during Level II Fieldwork:

Students may have weekly on-line journal entries as part of a discussion group. Included in these journal entries, students will be asked to complete evaluations, assessments, screenings, treatment plans, goal writing, intervention strategies, patient education, re-evaluations, and discharge planning – to name a few.

Doctoral Experience Description:

Students will complete one 16-week Doctoral Experience during the ninth semester of the program. This course is an in-depth Doctoral Experience in which the student applies advanced knowledge to the practice of occupational therapy and develops advanced skills (beyond a generalist level) in one or more of the following selected areas: “clinical practice, research, leadership, program policy and development, advocacy, education, and theory development” (AOTA, 2011, p. 37). In relationship to the Drake University OTD curriculum, students will select and apply a portion of the following themes from the curricular threads: application of research and evidence-based practice; service learning; collaborative, compassionate competent care focused on health and well-being; entrepreneurial leadership; and/or adaptive and dynamic teaching-learning environments centered on discovery of knowledge in a variety of settings and contexts. Students will produce a culminating project, which will be used to report their application of advanced knowledge throughout the Doctoral Experience.

Prior to the beginning this course, the student must pass specific competency requirements throughout the didactic component of the OTD program, successfully complete Level I and Level II Fieldwork, and receive a passing score on the National Board for Certification in Occupational Therapy (NBCOT) certification practice exam. This Doctoral Experience occurs under the supervision of a mentor with expertise in one or more of the above advanced practice areas (accordant with the student’s focus area, and the mentor need not be an occupational therapist).

Doctoral Experience Goals:

- Students will gain advanced knowledge by scaffolding new information and applying it to obtain new or enhanced skills (components of Drake University College of Pharmacy and Health Sciences’ Core Values).
- Students will synthesize knowledge, advance critical thinking, and discover innovative ideas for clinical practice (Drake University Occupational Therapy Program Philosophy).

Doctoral Experience Objectives:

Upon completion of this course, the student learner will:

- Demonstrate advanced skills in occupational therapy practice through work on a self-designed educational experience, which may include developing research, programming, theory, advanced practice skills or locations, as well as experience in administration, management, advocacy, or education.
- Demonstrate abilities to be mentored by advanced clinicians and professionals for advancement of skills, knowledge, and abilities necessary for advancing occupational therapy.
- Demonstrate advanced skills of an occupational therapist (beyond those of a generalist), which align with the student's individualized objectives and outcomes.
- Demonstrate the ability to document knowledge and skill acquisition in regards to goals and objectives developed for the specific location to increase self-reflection and for application to future practice.
- Develop outcomes for individualized objectives, which will be submitted and presented as a student's culminating project to demonstrate advanced learning and skill development.

Learning Opportunities during Doctoral Experience:

Students will have weekly progress notes and assignments that correlate with their individualized objectives through the use of an Action Plan.