

West Virginia University

Department of Human Performance and Applied Exercise Sciences

Division of Occupational Therapy

OTH 386

Community-Based Psychosocial Level I Fieldwork Education

Fieldwork education is a crucial part of professional preparation and is incorporated throughout the Occupational Therapy students' professional education. The experience provides the student with the opportunity to integrate academic with clinical education and carry out professional responsibilities under supervision. Fieldwork education also allows for greater interdisciplinary appreciation, increased client and family understanding, and modeling of professional role development.

Level I Fieldwork

The goal of Level I fieldwork is to introduce the student to the fieldwork experience and allow them to develop a basic comfort level with an understanding of the needs of various client populations.

Level I fieldwork experiences are incorporated throughout the students' academic year in order to integrate clinical and academic learning. The focus of these experiences is not intended to be solely independent performance, but an enrichment of the student's coursework.

Community-Based Psychosocial Level I Fieldwork

Occupational Therapy Community-Based Psychosocial practice is based on the occupations of an individual and the models of service available within a community. Occupation is defined as: "Activities... of everyday life, named, organized, and given value and meaning by individuals and a culture. Occupation is everything people do to occupy themselves, including looking after themselves (self-care)... enjoying life (leisure interests)... and contributing to the social and economic fabric of their communities (work)"... Law, Polatajko, Baptiste, & Townsend, 1997, p. 32. A community approach begins with a model of occupation which characterizes occupation as a function within an environment, as well as the developmental and personal factors associated with the individual's occupations.

The practice of occupational therapy is moving beyond traditional practice locations and refers to the occupations and relationships within an individual's environment. It refers to ways of practicing that is; client-centered, addresses the person as well as other societal and environmental factors that affect health and function. Practice focuses on health, community, abilities and quality of life, personal versus professional control, and responsibility and prevention. Interventions work with systems that affect the ability of an individual or group to achieve work, leisure, and social goals.

The roles of the Occupational Therapist may expand and encompass not only delivery of direct clinical services but also of consultant program coordinator, case manager, researcher, educator, independent living skills supervisor, job coach trainer, or advocate. With the changes in our socio-medical models, looking at payment sources beyond traditional reimbursement is also included in OT community-based practice. Exploring jobs and sources of funding or payment in terms of grants, endowments, and legislative changes are becoming pre-requisites for these emerging roles.

Course Description

A 32 hour, once-a-week or daily, rotation focused on the psychosocial factors that influence occupational engagement and interpreting the role of Occupational Therapy in non-traditional settings. Supervisors will include qualified personnel such as social workers, program directors, house managers, etc. The WVU OT program Level I Fieldwork Coordinator/ Academic Fieldwork Coordinator will provide distant supervision. By the completion of the rotation, students are expected to have developed a project that compliments the site's mission and goals for the clients served. A clear understanding of how OT can contribute to the site in terms of consultative services offered will also be demonstrated. Instructional methods include meetings, direct communication/ supervision with students and site leaders, and hands-on client experience.

ACOTE Standards

B.1.5 Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. (Reflection Journal Entries, Final Presentation Binder, Quiz)

B.2.3 Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health, and well-being. (Final Presentation Binder)

B.2.4 Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients. (Quiz, Final Presentation Binder)

B.2.5 Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society. (Quiz, Final Presentation Binder)

B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. (Quiz, Reflection Journal Entries, Final Presentation Binder, Contribution Project)

B.2.11 Analyze, synthesize, and apply models of occupational performance. (Final Presentation Binder)

B.5.7 Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (Personal Goals, Reflection Journals, Professional Standards Student Evaluation, Contribution Project)

B.5.18 Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. (Quiz, Final Presentation Binder)

B.5.20 Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (Professional Standards Student Evaluation, Final Presentation Binder)

B.5.21 Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. (Professional Standards Student Evaluation)

B.5.26 Understand when and how to use the consultative process with groups, programs, organizations, or communities. (Needs Assessment, Final Presentation Binder)

B.7.5. Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision. (Needs Assessment, Contribution Project, Final Presentation Binder)

B.8.3 Use scholarly literature to make evidence-based decisions. (Contribution Project, Final Presentation Binder)

B.8.9 Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities. (Final Presentation Binder)

B.9.3 Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. (Contribution Project)

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. (Contribution Project, Final Presentation Binder, Reflection Journal Entries)

Student Objectives

1. Demonstrate a readiness to consider the perspectives of other cultures and a willingness to integrate new knowledge.
2. Contrast the roles and tasks of an occupational therapist in a variety of service models addressing the physical, psychosocial, and cognitive needs of individuals across the lifespan.

3. Demonstrate a beginning level of understanding of the therapeutic value of occupational activities, groups, and therapeutic use of self for achievement and maintenance of wellness.
4. Demonstrate a beginning level of ability to collaborate with the consumer, family, caregiver, and other team members to design interventions relevant to the individual's goals, interests, values, and life roles within his/her environmental context.
5. Develop written, verbal, and analytical skills required to begin to assess, integrate, critique, and articulate ideas effectively.
6. Demonstrate a beginning level of ability to interpret and promote the OT profession through verbal and written communication using formats relevant to the purpose or audience.
7. Demonstrate an increased self-awareness through completion of reflective activities.
8. Demonstrate evidence of independent learning and personal professional growth through interaction with fieldwork site.

Assignments

1. Preparation Readings- students are expected to read at least the REQUIRED articles, located on SOLE under Course Content, in Readings folder, prior to your first visit at your fieldwork site. These readings will help give you a better plan and focus for the time spent at your community site and produce more effective results. There are additional optional readings that may be helpful in designing your project, etc. Also, please read the provided information in the Course Content on Sole: Introduction and Needs Assessment.

2. Quiz- a 10 point quiz will be posted on Sole and will need to be completed prior to your first day on site at your placement. The quiz is based on questions from your required preparation readings. You must achieve a 90% to continue with your fieldwork experience. You may take the quiz until this score is achieved.

3. Personal Goals- students are expected to write at least 5 personal goals for this fieldwork experience PRIOR to your first day. Please complete these goals on Sole, under Communication Tools, using the Journal option. Goals must be functional, realistic, objective and measurable. These goals must be completed to the satisfaction of WVU's fieldwork supervisor; if not you will be contacted to redo until the goals are satisfactory.

4. Needs Assessment Questions- develop a list of 8- 10 questions that you feel are appropriate for your site (to ask staff and/or clients) to assist you in developing your group/ contribution to the site. Your questions should address any perceptions of unmet psychological and social client factors and determine the presence of occupational imbalance, alienation, and/ or deprivation. A copy must be sent via email to the instructor to be approved prior to asking the questions at the fieldwork site. These questions must be completed to the satisfaction of WVU's fieldwork supervisor; if not you will be contacted to redo until the questions are appropriate and satisfactory. After completion of the needs assessment with your population, please email Amy Burt the written results for review and feedback. Again, if the write-up is not satisfactory, you will be contacted to resubmit until satisfactory. See Course Content, Needs Assessment folder for more details of process and requirements.

5. Reflection Journal Entries- see the Course Content Section of SOLE website for the Student Fieldwork Reflection Journal template. It is recommended that you save the journal template in Word, allowing you to adjust the space as needed. Personal journal entries are due to on SOLE by Monday at 5pm for Friday rotations. If you will be attending daily, the journal entry is due to SOLE by midnight of the day that you are at the fieldwork placement. When saving your entries, please title as follows: last name_first name_site_ date (i.e. Burt_Amy_Caritas_1-2-13). This process is to provide a vehicle for you to think critically about your personal experiences at the fieldwork site. Do not jot a few sentences down on the sheet and turn it in. You can use this journal as a time to meditate and reflect on what you've seen, felt, and experienced. This is the time to exercise that clinical reasoning process. Please be sure that you turn in a journal entry for each day at your site. You are not permitted to attend your next scheduled site visit until this journal entry is received by the WVU fieldwork supervisor. Please see grading section for details of late assignments.

6. Contribution Project- each student group assigned to a site will design a community-based, psychosocial project/group OR complete a project that benefits the site according to the needs identified through the needs assessment that will complement the site's mission and objective. The project may address the clients or the organization and include interventions, education, and/or advocacy. It should address concepts identified in the Needs Assessment that are appropriate for OT to address such as: areas of occupation, promoting outcomes in health and wellness, participation and occupational performance, and increasing quality of life. For example, this may be a weekly group that is developed and led by the OT students, or you may offer programming ideas for health and wellness activities. The nature of the project/group will vary with the student's placement and the needs of the site. The instructor will facilitate project/group development. Any suggestions and feedback from the site supervisors is welcome.

7. Professional Standards Student Evaluation- to be completed by site supervisor and sent to Amy Burt via mail (PO Box 9139 Health Sciences Center, Morgantown, WV 26506-9139) or fax (304-293-7105) after completing the 32 hours of on site time. Requirements for passing: no more than one item below "2" or no more than two items below "3".

8. Final Presentation Binder- each student group assigned to a site will develop a binder that illustrates the experience. When organizing the binder, consider that you are promoting OT at this site and you want to interest the reader. Focus information on Community –based, psychosocial OT. Be sure to cover the recommended areas, but do not be excessive. Please use dividers for the different sections. All text should be typed and be sure to obtain permission if you plan to use any pictures from the site. **THIS IS DUE 2 WEEKS AFTER YOUR LAST DAY ON SITE.** Areas that need to be included in this binder are as follows:

- a. a copy of your Needs Assessment and a summary of your results
- b. biographical information about the site (all the services offered by the site, funding resources, etc.)
- c. any possible grant sources for this community site, document your findings as to how to apply
- d. the OT impact/ contribution to this site with a justification for the OT frame of reference(s)/ models that in your opinion best suit this site

- e. determine specific Healthy People 2020 Objectives (<http://www.healthypeople.gov/>) that may be addressed by the student contribution to the site (include specifics regarding relation to OT)
- f. a personal reflection of the experience (struggles/ challenges, triumphs, suggestions, etc.)

General Policies

1. The student will be required to attend all fieldwork sessions as scheduled with fieldwork site supervisor. Students are required to complete 32 hours of time at the site. If, for some reason, the student is absent they are to contact their site supervisor prior to their normal start time and make arrangements for making up the missed session. It is recommended that students take advantage of any optional days, should fieldwork be missed for reasons of inclement weather or illness.
2. It is expected that all students at their fieldwork sites will have consistent and constant supervision. A student or group of students should never be left alone with a client. The supervisor needs to be within eye contact of the student(s) at all times in order to ensure the safety of the students and the clients.
3. Students are required to dress and conduct themselves professionally at all times, as they are representatives of WVU, the OT program, and the profession. Some fieldwork sites may have specific dress codes that are to be adhered to. Students are required to wear their nametag at all times.
4. Student-instructor meetings to address fieldwork issues and/or experiences may be held on an as needed basis during the semester via face-to-face contact, Sole chats, and/ or Sole forums.

Grading

OTH 386 is graded on a pass or fail basis. A passing grade is defined as all required materials have been submitted and approved by the WVU Fieldwork supervisor, and a total score of 90% is achieved. Also, all assignments (as listed above) must be completed to the satisfaction of the course instructor to pass this course, 32 hours must be completed and verified by fieldwork supervisor, and a passing rating must be achieved on the professional behaviors evaluation form filled out by the fieldwork supervisor at the completion of the 32 hours. The WVU course instructor assigns the final grade for the course.

***If assignments are late, the following sequence will take place:

Late assignment 1: a verbal warning;

Late assignment 2: a written warning;

Late assignment 3: a written warning with a meeting with the WVU Fieldwork supervisor(s) to determine a remediation plan with the possibility of not completing the fieldwork rotation.

Social Justice Statement

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (304-293-6700).

Special Note— Information supplied in this syllabus is as accurate as possible at the time of distribution to the class. However, elements in this syllabus are subject to change and/or correction based on recognized or necessary course modifications, typing/printing errors found in the syllabus after distribution to students, etc. Major changes or modifications impacting course assignments, course or assignment grading, etc., will be announced via e-mail by course instructor and are thereafter recognized as binding within the course.