
LEVEL II FIELDWORK

Helpful Information for Preparing for your Fieldwork Student

FEATURED CONTENT

- Fieldwork Review
- Fieldwork Manual
- Assignments and Due Dates
- Current Research
- Curriculum Design & Sequence



The Level II fieldwork experiences provide students the opportunity to apply didactic knowledge in the field. This twelve-week experience allows students to express and apply the tenants of occupational therapy, evaluate patients, develop and implement occupation-based intervention plans, provide patient- and family-centered care, and develop their clinical reasoning skills.

Expectations include students demonstrating professional behaviors, providing meaningful occupation-based outcomes utilizing models and frames of references, and consistently delivering and meeting the needs of the clients served within their appropriate contexts. Students should take initiative for learning opportunities, as well as demonstrate appropriate communication skills.

By the end of this experience, students should be participating at the level of an entry-level practitioner. Often this mirrors expectations for a new graduate employee.

FIELDWORK REVIEW

Objectives and expectations

QUESTIONS:

Please reach out to Ashley Efaw (ashley-efaw@ouhsc.edu) for any questions or clarifications.

ASSIGNMENTS & DUE DATES

- Fieldwork Site Information Form: 5/31
- Site-Specific Objectives: 6/7
- Weekly Supervisor Reviews: Every Friday
- FWPE Midterm: 7/5
- Project with Critique: 8/13
- Site and Educator Surveys: 8/13
- FWPE Final: 8/13



CURRENT RESEARCH

- [Occupation-Based Interventions to Improve Occupational Performance Among Older Adults Living in Long-Term Care: A Systematic Review](#)
- [Studying the Specificity of Research Reporting for Ayres Sensory Integration Interventions in Published Literature: A Scoping Review](#)
- [Let's Talk About Ethics: Addressing Ethical Tensions and Building Moral Resilience in the Occupational Therapy Profession](#)

FIELDWORK MANUAL TIPS

A fieldwork manual is a helpful way to organize site materials and can help to provide consistent fieldwork experiences when there is more than one fieldwork educator at a site. Often times this is a binder that holds all documents that students, and fieldwork educators, can refer to at any time.

Key items to include in your manual:

- Plan for Orientation
- Site Specific Assignments (outside of school assignments)
- Behavioral Objectives
- Week-by-Week Schedule
- Documentation Guidelines
- HIPPA
- Department Information/Site Policies
- Copy of your Fieldwork Data Form
- Site-Specific Objectives

Students have access to additional materials regarding guidance for writing site-specific objectives, liability insurance, weekly scheduling examples, and more.

CURRICULUM DESIGN & SEQUENCE

Why did OU move the OT degree to doctoral-level training?

We believe there are significant benefits to having occupational therapists with doctoral training in the state of Oklahoma! The education requirements for an OTD program:

- Elevate the level of practice in both traditional and non-traditional settings.
- Grow available faculty in Oklahoma to meet the Accreditation Council for Occupational Therapy Education (ACOTE) allowance of 50% of your faculty to have an entry-level OTD
- An OTD prepares graduates to be excellent in clinical practice and to serve in non-traditional settings as policymakers, research partners, and profit/non-profit administrators.

What types of courses have been added to the curriculum?

Our curriculum is anchored on the program outcome that students transform into highly qualified occupational therapy professionals prepared to be innovative leaders optimizing the health and well-being of individuals, communities, and society through occupational salience.

Updates to our curriculum include:

- Semester-long courses in clinical management, occupation-based theory, health and wellness, productive aging, cognition, and vision for traditional practice areas.
- Enhancing teaching skills of students to prepare them to teach across fieldwork supervision, continuing education, and academic environments.
- Adding leadership coursework focusing on program development and program evaluation so that our graduates are prepared to work in non-medical settings, such as non-profit associations.

YEAR ONE

SUMMER

- Foundations of OT
- Occupational Science

Fall

- Evidence Based Practice
- Health & Wellness
- Occupational Performance & Task Analysis
- Contexts for Occupational Performance
- Cognition, Occupation, and Participation Across the Lifespan

Spring

- Neuroscience
- Community Participation & Program Development
- Clinical Management for Health
- Pediatric Foundations & Therapeutic Methods
- Research 1
- FW 1
- Seminar in Clinical Skills

YEAR TWO

SUMMER

- Anatomy
- Interprofessional Case Management
- Vision in Practice

Fall

- Principles of Human Movement
- Orthopedic Management of Upper-Extremity Dysfunction
- Neurorehabilitation for Children
- Preparing for CE and Academics
- Progressive Neurological Conditions
- Productive Aging

Spring

- Research II
- Program Evaluation
- Assistive Technology
- Capstone Exploration
- Neurorehabilitation for Adults
- Leadership and Management

YEAR THREE

SUMMER

- FW II

FALL

- FW III
- Capstone Plan

SPRING

- Capstone Experience
- Capstone Dissemination