



Occupational Therapy Program

Fieldwork Manual

College of Nursing and Health Professions



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Vision

Advancing health through meaningful occupations.

Mission Statement

To innovate through education, scholarship, and occupation-centered practice.

Philosophy

The faculty members of the Occupational Therapy Program at the University of Southern Indiana hold the following beliefs about the person, occupational therapy, and education. These beliefs are congruent with the mission of the University of Southern Indiana and serve as the foundation for the curriculum and selection of instructional methods and practices.

Each individual is a unique, active, and complex being of worth and dignity. Human behavior consists of a dynamic interaction among the individual, the environment, and the demands of occupation. The individual is holistic in nature and consideration must be given to performance skills, patterns, and areas of occupation that expand across a variety of contexts. For each person, engagement in occupation is a unique interplay of client factors, activity demands, and performance patterns. Occupational engagement of the individual may be interrupted at any time throughout the lifespan by biological, psychosocial, spiritual, or environmental factors.

Occupational therapy is the art and science of enhancing an individual's overall occupational performance by facilitating the development or learning of essential performance skills, by diminishing or correcting pathology which reduces occupational engagement, or by promoting and maintaining wellness or balance in areas of occupation. The term occupation is used to indicate the individual's purposeful use of attention, interest, energy, and time to engage and participate in daily life. Since the primary focus of the profession is the enhancement of occupational engagement, occupational therapy practitioners are concerned with factors that promote, influence, or enhance occupational performance as well as with those factors that serve as barriers or impediments to the individual's ability to function across the lifespan. The OT Program at USI considers client-centered care and holistic practice critical components to occupational therapy. With this in mind, frames of reference emphasizing such perspectives are influential models for our program. The Person-Environment-Occupation Model (PEO) (Law et al., 1996), the Ecology of Human Performance (EHP) (Dunn, Brown & McGuigan, 1994) and the Model for Human Occupation (MOHO) (Kielhofner, 1995) each recognize the importance of considering the person, contextual factors or environment, and the role of occupation in daily life. These three components are interdependent and require equal consideration in effective occupational therapy practice.

Education directs and facilitates learning, which is valued as a lifelong process promoting competence and scholarship. Learning is the active, continuous process of gaining new knowledge and skills to bring about actual or potential changes in the way of viewing the world. New learning (a function of motivation and readiness) builds on previous levels of knowledge and experience. Learning is facilitated when activities are goal directed, purposeful, and meaningful for the learner. The faculty guide, direct, facilitate, and evaluate learners while encouraging self-direction and development of intellectual

curiosity, creativity, clinical reasoning, self-reflection, and awareness of community involvement. Learning is best achieved in an atmosphere in which individual dignity is respected and a commitment to excellence exists. The development of higher order cognitive skills is enhanced by a liberal art's educational foundation and by the careful selection of teaching strategies and learning assignments within the occupational therapy curriculum. Graduates will be prepared as entry level practitioners in an ever-changing health care delivery system.

References

- Dunn, W., Brown, C., & McGuigan, A. (1994). The ecology of human performance: A framework for considering the effect of context. *The American Journal of Occupational Therapy*, 48, 595-607.
- Kielhofner, G. (1995). *A model of human occupation: Theory and Application* (2nd ed.). Baltimore, MD: Williams & Wilkins.
- Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L., (1996). The person-environment occupation model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*. 63, 9-23.

Curriculum

Professional Coursework:

First Year		
Fall Semester		17
OT 611	Disease and Occupation	3
OT 623	Psychosocial & Cognitive Strategies	4
OT 624	Fundamentals of OT Practice	3
OT 631	OT Theory & Clinical Reasoning	4
OT 652	Applied Neuroscience	3
Spring Semester		19
OT 663	Occupation Centered Practice	4
OT 641	Occupational Therapy Research	3
OT 643	Occupational Considerations of Activities of Daily Living	4
OT 657	Specialized Evaluation Strategies	4
OT 671	Occupational Therapy Leadership	4
Summer Semester		7
OT 651	Professional Trends/ Emerging Practice	3
OT 637	Occupational Interventions/Evidence Based Practice	4

Second Year		
Fall Semester		18
OT 633	Physical Disabilities/Orthopedics in Occupational Therapy	4
OT 662	Professional Issues	4
OT 683	Advanced Occupational Therapy Research Strategies	3
OT 695	Professional Practicum Seminar A, B, C	3
OT 699	Occupational Therapy Synthesis	4
Spring Semester		8
OT 690	Special Topics	2
OT 696	Professional Fieldwork I	6
Summer Semester		6
OT 697	Professional Fieldwork II	6

Synopsis

This six semester MSOT program is designed to be completed in approximately 2 years and fully integrates the OT Program Strategic Plan.

Design

With the purpose of preparing graduates for employment in shifting practice arenas of health care, education, industry, and community programs, the MSOT curriculum design consists of three components: (1) building the foundation, (2) developing the generalist, and (3) expanding the role. The obtainment of a bachelor's degree and other prerequisite courses comprise the first component that build the foundation for professional study and provide a breadth and depth of knowledge in the liberal arts and sciences. The MSOT curriculum, which is interwoven with four curriculum strands (professional integrity, health and social justice, systematic inquiry, and partnerships and collaboration) is designed to develop the generalist and then to expand the role of advanced generalist practitioner. Please see the curriculum design in the next table.

Curriculum Design

Components

- 36 - hours: Developing the Generalist
- 39 - hours: Expanding the Roles

Curriculum Strands:

1. Professional Integrity
2. Health & Social Justice
3. Systematic Inquiry
4. Partnership & Collaboration

Prerequisite Courses: Building the Foundation

Baccalaureate degree completion will assist in developing the following:

The Mind: Enhancement of Cognitive Abilities (English, communications, and mathematics)

The Self: Enhancement of Individual Development (ethics, arts, health/fitness)

The World: Enhancement of Cultural and Natural Awareness (history, developmental psychology, sociology, anatomy and physiology, western culture, and global communities)

The Synthesis: Integration and Application of Knowledge

Other required prerequisite courses include:

- BIOL 121: Anatomy and Physiology 1
- BIOL 122: Anatomy and Physiology 2
- PSY 201: Introduction to Psychology
- PSY 261: Lifespan Developmental Psychology
- PSY 322: Abnormal Psychology
- HP 115: Medical Terminology
- HP 225: Pharmacology & Therapeutics
- EXSC 383: Kinesiology or EXSC 391: Kinesiology
- HP 302: Biostatistics, or PSY 353: (USI PSY majors PSY 303 prereq), or STAT 241: Principles of Statistics

Educational Objectives

The USI OT Program will prepare students to:

- Demonstrate the entry-level proficiencies of an occupational therapist, with an ability to practice in dynamic services delivery systems addressing the needs of individuals, populations, and other entities.
- Recognize and value the role played by occupation and related concepts in influencing an individual's health and wellness.
- Know, value, and capably apply elements of theoretical approaches, frameworks, and practice models during evaluations, interventions, and when establishing and evaluating outcomes.
- Recognize, understand, and utilize the synergy of person, occupations, and contexts in facilitating occupational performance (Law et al., 1996) with Individuals of diverse lifespans, cultures, ethnicities, and/or other diversities.
- Engage in active learning—understanding, valuing, and utilizing appropriate ways of knowing and reasoning
- Recognize the impact of pathology on an individual's structure and/or function and recognize how related impairment might contribute to activity limitations and/or participation restrictions (World Health Organization, 2001).
- Know, value, and practice behaviors of professional integrity encompassing the ethical standards and practice standards of the profession.
- Understand and value the roles and contribution of the various professionals and other individuals with whom an OT may collaborate in varying setting.
- Embrace the dynamics of person, occupations, and contexts interactions (Law et al., 1996) as applied to an individual developing the personal and professional aptitudes of an occupational

therapy practitioner—understanding, developing, and utilizing the needed skills, potential occupations, and contextual elements influencing effective, ethical practice.

References

- Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996) The Person-Environment-Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*, 63, 9-23. <http://dx.doi.org/10.1177/000841749606300103>
- World Health Organization. (2001). International classification of functioning, disability, and health (ICF). Geneva: Author.

Curriculum Component I. Building the Foundation

Baccalaureate Degree

The academic approach was the primary method of curriculum design for the Occupational Therapy Program's first component, building the foundation, which is comprised primarily of the baccalaureate degree. This portion of the academic work requires all degree-seeking students gain the desire and ability to achieve personal growth and contribute meaningfully to society. This equips students to harness their full intellectual, aesthetic, emotional, and physical resources to improve their lives and the lives of those around them. The program is based on the premise that students must know themselves and their world before they can become responsive and responsible leaders. It assumes that students need to think clearly, speak and write well, live according to consistent ideals, understand public issues, and use knowledge wisely.

Critical thinking is defined as “the ability to analyze and critically evaluate information.” Students who complete a baccalaureate degree should learn to analyze information presented in numerical, written, spoken, and visual formats. They should develop higher-order cognitive skills such as interpreting, synthesizing, applying, illustrating, inferring, comparing-contrasting, distinguishing the central from the peripheral, and predicting. They should learn to differentiate opinion, theory, and fact, and should be able to define problems and identify solutions.

Information processing is defined as “the ability to locate, gather, and process information.” Students who complete a baccalaureate degree should also know how to perform basic research tasks involving primary and secondary sources, including laboratory experiences. They should learn to retrieve and organize information stored in diverse formats and use the computer to extend their ability to process information.

Curriculum Component II. Developing the Generalist

(36-hours)

The MSOT curriculum, based on occupational performance, the person, and the environment, provides a functional approach to build professional integrity, health and social justice, systematic inquiry, and partnership and collaboration. The curriculum is based on the premise that student learning requires acquisition of knowledge, skills competencies, and attitudes congruent with the occupational therapy profession's philosophy, position, and body of knowledge. Student learning is organized along a continuum and considers a functional approach of occupation across the lifespan.

The core of the second curriculum component, developing the generalist, was designed around initially creating a basis of knowledge of occupational therapy, next, applying such acquired knowledge, and

finally, progressing to evaluating this knowledge. The curriculum design for the generalist component is based upon a functional approach that addresses occupation across the lifespan. This method of education also integrates the American Occupational Therapy Association's (2018) *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines* as well as professional terminology documents that outline the scope, language, and constructs of occupational therapy such as *Occupational Therapy Framework: Domain and Process*. In the planning of the curriculum, the second component—developing the generalist, the curriculum design integrated the following documents:

American Occupational Therapy Association. (2018). Accreditation council for occupational therapy education (ACOTE®) standards and interpretive guide. Rockville, MD: Author.

American Occupational Therapy Association. (2015). Code of Ethics. *American Journal of Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.696S03>

American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. 69, 6913410057. <https://doi.org/10.5014/ajot.2015.696S06>

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

Although the occupational therapy profession has an abundance of theoretical approaches, the OT Program at USI emphasizes a client-centered and holistic approach to practice realizing that a foundation of knowledge is essentially required. With this in mind, the curriculum refers to comprehensive theoretical approaches of the Person- Environment-Occupation Model (Law et al., 1996), the Ecology of Human Performance (Dunn, Brown, & McGuigan, 1994), and Model of Human Occupation (Kielhofner, 1995) which all recognize the importance of considering the person, contextual factors or environment, and the role of occupation in daily life. These three components are considered interdependent and require the integration of equal consideration in effective occupational therapy practice. Of course, before developing courses that draw from client-centered, holistic models, the curriculum must begin at one end of the continuum of knowledge in which a basis of said knowledge is established.

Designing a curriculum that considers comprehensive models of practice did not mean the Occupational Therapy Program at the University of Southern Indiana has no medical diagnosis-based classes. Courses such as OT 611: Disease and Occupation and OT 652: Applied Neuroscience have a basis in medical diagnoses with an emphasis on the translation of diagnoses to consideration of occupational performance and function across the lifespan. For instance, OT 611: Disease and Occupation includes consideration of a child who had cerebral palsy becomes an adolescent and an adult with the same diagnosis. These diagnoses-based courses are offered early in the curriculum to establish a foundation of knowledge necessary for occupational therapy practice. All courses in the first two semesters (OT 611: Disease and Occupation, OT 623: Psychosocial and Cognitive Strategies, OT 624: Fundamentals of OT Practice, OT 631: OT Theory and Clinical Reasoning, OT 633: Physical Disabilities and Ortho of OT Practice, OT 637: Occupational Interventions/Evidence Based Practice, OT 641: Occupational Therapy Research, OT 643: Occupational Considerations of Activities of Daily Living, OT 652: Applied Neuroscience, and OT 657: Specialized Evaluation) help to provide an educational basis for students.

Specific techniques that include the holistic, client-centered approach, as considered across the lifespan, are emphasized in OT 623: Psychosocial and Cognitive Strategies, OT 637: Occupational Interventions/Evidence Based Practice, and OT 643: Occupational Considerations of Activities of Daily Living presented in the first two semesters. In OT 637: Occupational Interventions/Evidence Based Practice, activity analysis allows students to analyze functional movement patterns across the lifespan while engaged in therapeutic activity and occupation. In OT 633: Physical Disabilities and Ortho of OT Practice, assistive technology as well as the rudiments of physical agent modalities join the strong orthotics core of this course. The foundational content of the occupational therapy curriculum is also addressed in the first two semesters with OT 624: Fundamentals of OT Practice which emphasizes written, oral, and nonverbal professional communication, OT 631: OT Theory and Clinical Reasoning introduces these skills in relation to occupational performance, while OT 623: Psychosocial and Cognitive Strategies educates students of such considerations in regard to occupation across the lifespan. Students then progress by building on this knowledge and applying it in holistic, client centered manners across the lifespan. OT 657: Specialized Evaluation covers screens, assessments, and evaluations of occupations, OT 643: Occupational Considerations of Activities of daily Living addresses functional aspects of such occupations while OT 637: Occupational Interventions/Evidence Based Practice allows students to study various interventions to establish/restore occupations across the lifespan.

Finally, the students begin a transition to evaluating such knowledge through OT 641: Occupational Therapy Research in which students learn of professional inquiry and issues relating to basic and applied research, although this practice primarily take place in the graduate coursework.

Curriculum Component III. Expanding the Roles (39-hours)

The third curriculum component—expanding the roles—consists of 10 courses, designed to elevate students to the levels of evaluation and synthesis of knowledge and to prepare students for practice as generalist practitioners. Naturally, these higher-level courses integrate the foundational occupational therapy knowledge involving function across the lifespan previously learned. This portion of the curriculum “expands” this knowledge to enable students to function in their extensive role as an occupational therapist. The curriculum design for the expanded roles component is also based upon the American Occupational Therapy Association’s (2018) *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines* and professional terminology documents that outlines the scope, language, and constructs of occupational therapy such as *Occupational Therapy Framework; Domain and Process*. This portion of the curriculum, which continues with the functional approach to occupation across the lifespan is 39 credit hours consisting of OT 651: Professional Trends/Emerging Practice which explores trends and emerging areas of practice, OT 662: Professional Issues in which professional responsibilities, ethical, and legal aspects are learned, OT 663: Occupation Centered Practice which examines the contribution of aspects such as occupational science, OT 671: Occupational Therapy Leadership which focuses on executive leadership and management skills, OT 683: Advanced Occupational Therapy Research which involves conducting and disseminating research, OT 690: Special Topics in which study is concentrated on emerging, innovative, or specialized areas of the occupational therapy profession, OT 695: Professional Practicum Seminar A and B which addresses

the application of occupation particularly in reference to fieldwork aspects, OT 696: Professional Fieldwork I and OT 697: Professional Fieldwork II which enable students to synthesize knowledge into occupation therapy practice settings, and OT 699: Occupational Therapy Synthesis which students synthesize preparation for advanced practice and consider in context of community needs.

Curriculum Strands: Weaving the Fabric of the USI MSOT Curriculum

Strong clinical skills and professionalism are the primary components of the Occupational Therapy Program as are four curriculum strands (Professional Integrity, Health and Social Justice, Systematic Inquiry, and Partnerships and Collaboration, and wellness) which are threaded throughout courses in the MSOT curriculum.

Historically, curriculum strands have been chosen for a variety of reasons. USI's OT Program strands were derived from *ACOTE Standards* while other curriculum strands grew from trends in occupational therapy practice, the philosophy and curriculum design, interest of faculty members, and input from USI OT Program's advisory board. All OT course syllabi include objectives addressing aspects of each strand.

OT 611: Disease and Occupation

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through beginning the OT Process of determining client strengths and weaknesses and developing therapeutic activities in response to the disease process. Systematic Inquiry is addressed through identifying the relationship of the disease process on the occupational function/dysfunction continuum in a variety of populations using inquiry in current evidence. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice, especially relating to the function/dysfunction continuum. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed within the diagnosis framework assignment.

OT 623: Psychosocial & Cognitive Strategies

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by requiring students to adhere to all confidentiality regulations for themselves and their clients when treating clients with cognitive and psychosocial issues. Systematic Inquiry is addressed by the research project, group protocol, and case study that students undertake in this course. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice and consideration of professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services including evaluation and intervention design to all clients without disparity.

OT 624: Fundamentals of OT Practice

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed thorough the education regarding professional communication in written, verbal, and nonverbal forms, Systematic Inquiry is addressed through the integration of professional journal review assignments of single system studies as well as basic examination of methods of professional communication. Partnerships & Collaboration are integrated through the examination of interdisciplinary health care and

by examining professional communication with other health care professionals. In addition, the OTA/OTA responsibilities of practice are examined. Finally, Health & Social Justice are addressed with accountability of services to all clients without disparity.

OT 631: OT Theory and Clinical Reasoning

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the exploration and application of various practice frames to the practice of occupational therapy via case studies. Systematic Inquiry is addressed through practical exercises utilizing the various forms of clinical reasoning. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity, based on theories and models of occupational therapy practice.

OT 633: Physical Disabilities/Orthopedics in Occupational Therapy

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the education regarding professional use of various modalities to increase participation in occupations. Systematic Inquiry is addressed through the integration evidence-based practice regarding physical disabilities. Partnerships & Collaboration are integrated through the examination of interdisciplinary health care regarding orthotics, assistive technology, and physical agent modalities, and by examining professional communication regarding the use of the interventions. Finally, Health & Social Justice are addressed with accountability of services to all clients without disparity.

OT 637: Occupational Interventions/Evidence Based Practice

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by requiring students to adhere to all safety regulations for themselves and their clients when designing occupation-based interventions. Systematic Inquiry is addressed by the evidence-based intervention projects that students undertake in this course which requires research and application of all course materials. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice and consideration of professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services including occupational intervention design to all clients without disparity.

OT 641: Occupational Therapy Research

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the research process as students must adhere to all issues regarding the Institutional Review Board and research projects must have IRB approval. Systematic Inquiry is addressed through the research project that students undertake in this course which requires performance of research involving a thorough review of literature and current practice. Partnerships & collaboration are integrated through the consideration of aspects of evidence-based practice. Finally, Health & Social Justice are addressed with accountability of services to all clients without disparity. This is examined in the literature review process of their research project as well as the research itself.

OT 643: Occupational Considerations of Activities of Daily Living

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through beginning the OT Process of determining client strengths and weaknesses in all aspects of ADL/IADL and ethically selecting and implementing adaptive, compensatory, and therapeutic activities that are purposeful and meaningful to the client populations. Systematic Inquiry is addressed by incorporating current evidence in regard to purposeful activity with client populations. Partnerships & Collaboration is addressed by implementing client-centered practice with service learning in Community Corrections Center, community partnerships—including healthcare facilities and USI Children’s Learning Center—and collaboration with other disciplines. Finally, Health & Social Justice is used with accountability of services to all clients without disparity and is addressed within the case studies, disability awareness, and OT Framework assignments.

OT 651: Professional Trends/Emerging Practice

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity through the exploration and application of standards of conduct and communication needed for an occupational therapist to successfully engage in various practice roles and settings. Systematic Inquiry is addressed through the logic model process. Partnerships & Collaboration are integrated through considerations of collaboration with the variety professionals encountered in practice within various models of service. Finally, Health & Social Justice are addressed through the examination of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions and the development of programs to address those needs.

OT 652: Applied Neuroscience

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Systematic Inquiry and Professional Integrity are addressed through the synthesis of research into specific pathologies and the creation of a paper communicating findings and conclusions. Partnerships & Collaboration are integrated through the consideration of aspects of evidence-based practice regarding occupational therapy interventions with individuals with specific pathologies or conditions. Finally, Health & Social Justice are addressed through an exploration of the total impact of pathology on an individual’s performance—biological, social, and psychological.

OT 657: Specialized Evaluation Strategies

The strand, Professional Integrity, includes aspects of professional ethics, conduct, communication, and leadership. Professional Integrity is addressed throughout the evaluation process by professionally gathering client data and ethically reporting initial and re-evaluation results. The Systematic Inquiry strand involves clinical reasoning, technology, research, and evidence-based practice. Systematic Inquiry is addressed throughout the OT evaluation process by using various types of clinical reasoning skills to assess gathered client data and by basing results on current evidence when creating treatment plans. Partnership and Collaboration is the strand that consists of aspects of client-centered practice, collaboration with OTAs and other health professionals, and service learning. This strand is also

addressed throughout the entire OT evaluative process by focusing specifically on individual client needs, collaborating with other professionals in relation to the service provision team, and by meeting community needs with innovative evaluation projects. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed within the case studies, group presentations, and APA paper.

OT 662: Professional Issues

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the application of standards of ethics, regulations, and professional development to practical situations. Systematic Inquiry is addressed through the investigation and analysis of issues current to the practice of occupational therapy. Partnerships & Collaboration are integrated through the exploration of and interaction with professionals and clients with whom occupational therapists frequently work. Finally, Health & Social Justice is addressed with the exploration of standards of accountability (including OBRA 1987 & IDEA) of services to all clients without disparity.

OT 663: Occupation Centered Practice

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by ethically analyzing tasks and activities while communicating findings in relation to occupational science. Systematic Inquiry is addressed by inquiry into current and evolved evidence relating to the role of occupation. Partnerships & Collaboration are integrated by focusing on client-centered practice in occupation. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed within the activity analysis assignment.

OT 671: Occupational Therapy Leadership

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the education regarding management and leadership responsibilities and styles. Systematic Inquiry is addressed through the integration of literature review assignments of management and leadership styles. Partnerships & Collaboration are integrated through the examination of interdisciplinary health care including professional communication with other health care professionals. Finally, Health & Social Justice are addressed with accountability of management and leadership without disparity.

OT 683: Advanced Occupational Therapy Research Strategies

Curriculum Strands of Health & Social Justice, Professional Integrity, Systematic Inquiry, and Partnerships & Collaboration are incorporated throughout this course. Students address issues of health and societal justice relating to evidence-based practice as research is examined and performed. Likewise, systematic inquiry is addressed through literature reviews and performance of research. Professional integrity is integrated through the IRB process and the throughout the research process. Finally, partnerships and collaboration are included in the use of groups to perform research as well as the examination of published research that is performed collaboratively.

OT 690: Special Topics

Curriculum Strands of Health & Social Justice, Professional Integrity, Systematic Inquiry, and Partnerships & Collaboration are incorporated throughout this course. Students address issues of health and societal justice, professional integrity, and partnerships and collaboration through the study of leadership qualities and leadership techniques that address these areas. Likewise, systematic inquiry is addressed through literature reviews of leadership theories.

OT 695: Professional Practicum Seminar A, B, C

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the fieldwork process as students must adhere to HIPPA and OSHA standards on this fieldwork. Systematic Inquiry is addressed through the fieldwork projects that students undertake in this course and during their fieldwork experience which require application of all course materials thus far. Partnerships & Collaboration are integrated through the consideration of all aspects of the fieldwork experience including professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity. This is examined during the preparation of and the actual fieldwork experience.

OT 696: Professional Fieldwork I

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the fieldwork process as students must adhere to HIPPA, OSHA, and safety standards as well as their facility's standards while on this fieldwork. They must integrate these standards for themselves, their clients, and the professional staff. Systematic Inquiry is addressed through their use of evidence-based assessment and intervention with clients as well as with any fieldwork assignments given to them. Students are required to apply all course materials thus far. Partnerships & Collaboration are integrated through the consideration of all aspects of the fieldwork experience including evidence-based practice and with professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity. This includes evaluation and intervention design during the fieldwork experience.

OT 697: Professional Fieldwork II

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed through the fieldwork process as students must adhere to HIPPA, OSHA, and safety standards as well as their facility's standards while on this fieldwork. They must integrate these standards for themselves, their clients, and the professional staff. Systematic Inquiry is addressed through their use of evidence-based assessment and intervention with clients as well as with any fieldwork assignments given to them. Students are required to apply all course materials thus far. Partnerships & Collaboration are integrated through the consideration of all aspects of the fieldwork experience including evidence-based practice and with professional staff, clients, and families. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity. This includes evaluation and intervention design during the fieldwork experience.

OT 699: Occupational Therapy Synthesis

Curriculum Strands of Professional Integrity, Health & Social Justice, Systematic Inquiry, and Partnerships & Collaboration are integrated throughout this course. Professional Integrity is addressed by ethically identifying population needs, implementing, and measuring outcomes for community service projects; and additional activities relating to leadership and professional communication. Systematic Inquiry is addressed by inquiry into current and evolved evidence relating to synthesizing scholarly community service/service-learning projects. Partnerships & Collaboration are integrated by professionally communicating and implementing projects with community partners. Finally, Health & Social Justice is addressed with accountability of services to all clients without disparity and is addressed considering community needs through various populations.

Fieldwork Policies

Fieldwork Experiences

Fieldwork experiences are scheduled internships during which time students have opportunities to apply their knowledge of occupational therapy. The MSOT curriculum has three 40-hour Level I fieldwork experiences and two Level II fieldwork experiences. The 12-week, 480-hour, fieldwork experiences in OT 696 Professional Fieldwork I and in OT 697 Professional Fieldwork II are designated as Level II fieldwork.

If a student earns a letter grade of C or C+ in OT696: Professional Fieldwork I or OT697: Professional Fieldwork II, the student will be required to retake the course. Progression in the OT Program will depend upon successful completion of the second attempt of the fieldwork course. If a student earns a letter grade of F in OT696: Professional Fieldwork I or OT 697: Professional Fieldwork II, the student will be dismissed from the OT Program.

All fieldwork experiences are completed under the supervision of facility fieldwork educators. The fieldwork educator evaluates the student's performance at the completion of each rotation. The course instructor determines the earned course grade in conjunction with the Fieldwork Educator assessment(s). Generally, for all fieldwork experiences, student appearance, attire, and conduct must comply with the high standards of the profession and with the requirements of the Fieldwork Educator. In addition, students must comply with the following:

1. Students must report to their Fieldwork Educators in the assigned clinical site in accordance with policies of the agencies.
2. Students must comply with privacy and confidentiality regulations at the local, state and federal levels. In particular, when dealing with health information, students must comply with the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Students working in a school setting must comply with the Family Education Rights and Privacy Act (FERPA) of 1974.
3. Students shall abide by all policies and procedures of the facilities to which they are assigned. At all times, students must remember they are ambassadors of the Occupational Therapy Program at the University of Southern Indiana.

Interference in fieldwork arrangements by the student, the student's family members or anyone working on the student's behalf (outside of the Occupational Therapy Program) is strictly prohibited and results in suspension from the Occupational Therapy Program.

The Academic Fieldwork Coordinator or chair of Occupational Therapy Program shall have the power to veto a facility selection if she/he determines the site is not appropriate for the student. It is rare for a student to obtain a fieldwork placement at the same facility in which the student is currently or was previously employed. Please contact the Academic Fieldwork Coordinator if you have questions. All fieldwork selections must also be approved by faculty via vote at a faculty meeting.

Students are responsible for submitting and maintaining updated copies of all required health records and fieldwork and internship requirements (including competencies related to HIPAA, OSHA, and infant and adult CPR). These are housed on CastleBranch website. Students, Academic Fieldwork Coordinator, Program Chair, and Administrative Assistants have access to these documents. CastleBranch compliance is checked by the Academic Fieldwork Coordinator frequently. Students must be fully compliant with all requirements to participate in any and all fieldwork experiences. If a student becomes noncompliant during their fieldwork rotation, the student will be asked to suspend fieldwork until compliance is achieved. This may delay fieldwork completion. Students are responsible for providing any required documents to fieldwork sites as requested.

Level I Fieldwork

Level I fieldwork comprises a vital component of OT 695 Professional Practicum Seminar A, B, C and is designed to enrich the didactic coursework through directed participation in selected aspects of the occupational therapy process. For Level I fieldwork, Fieldwork Educators include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists. Level IA, Level IB, and Level IC are a 40-clock hour experiences to be completed during the second fall semester. For these experiences, the Academic Fieldwork Coordinator places each student at a site based on the lottery process described below. Level I fieldwork sites will address practice in behavioral health, or psychological and social factors influencing engagement in occupation. Evidence will be submitted through a student assignment. After the fieldwork coordinator notifies the student of the placement the student contacts the site. Level I placements are completed during the week assigned by the Academic Fieldwork Coordinator during the second fall semester. OT classes are not held during this assigned week. Students are responsible for completion of all paperwork for this clinical experience (student evaluation of the site, timesheet, and all written assignments). Again, remember, written assignments must comply with HIPAA and FERPA. Students who violate HIPAA/FERPA regulations will be dismissed from the Occupational Therapy Program.

Level IA, IB, and IC Lottery Process

Level IA, IB, and IC Fieldwork is determined as follows: Using a lottery matching system, students randomly select a lottery number and then rank order their "wish list" for fieldwork sites from the list of reservations provided by the Academic Fieldwork Coordinator. Using the order of the lottery selection, the Academic Fieldwork Coordinator matches students to sites. Having a site on the "wish list" does not guarantee that students will be placed in any of

those spots, determination is at the discretion of the Academic Fieldwork Coordinator. Lottery matching will be randomly completed for each Level I placement.

Level II Fieldwork

Designated as OT 696 Professional Fieldwork I and OT 697 Professional Fieldwork II, Level II fieldwork is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and treatment interventions related to functional performance. Because of accreditation requirements, Level II Fieldwork Educators **MUST** be licensed occupational therapists who have a minimum of one year full-time practice experience. To pass the Level II fieldwork experiences, each occupational therapy student must practice at the level of an entry-level occupational therapist by the end of each clinical. These two courses are graded according to the graduate grading criteria and the grade is determined by the Academic Fieldwork Coordinator.

Lottery Matching System

The Occupational Therapy Program utilizes a lottery matching system to assign students to Level II fieldwork sites. For each class of students, the Academic Fieldwork Coordinator holds reservations for Level II fieldwork experiences. Students, who wish to enroll in Level II fieldwork, at times other than the reserved placements of their class, may be required to wait until an additional Level II fieldwork placement is available.

In the lottery matching system, students randomly select a lottery number. The Academic Fieldwork Coordinator then confirms 30 (minimum) sites to create a selection list and disperses to students. Students can submit a “wish list” for areas of the country or practice areas that they would like to see in the selection list. The Academic Fieldwork Coordinator schedules a selection day. Using the order of the lottery selection, students then select their site from the selection list. For the second internship experience, a reverse order (the student who selected last for the first internship selects first for the second internship) is used.

Special cases related to the Level II fieldwork lottery including site specific requests, Academic Fieldwork Coordinator veto, and administrative placement are described below.

Site Specific Requests

Some fieldwork sites request to interview students and select which student they would like to host. In these scenarios, students who are interested in this specific site provide contact information to the Academic Fieldwork Coordinator, who then supplies these students names and contact information to the site. The fieldwork site then performs interviews and selects the student they wish to host. These selections occur before all other fieldwork selections. Other fieldwork sites have requested faculty to select a qualified student to attend fieldwork based on an OT faculty consensus. In these scenarios, students interested will either (a) be interviewed by the OT faculty or (b) write an essay and submit it to the Academic Fieldwork

Coordinator. OT faculty will meet and select, as a group, the student who will be placed at the site who made this request. Again, these selections occur before all other fieldwork selections.

Academic Fieldwork Coordinator Veto

The Academic Fieldwork Coordinator and/or Program Chair shall have the power to veto a facility or student selection if it is determined the rotation is not appropriate, for any reason. Prior to matching, the Academic Fieldwork Coordinator may choose to meet privately with a student in order to veto one or more facilities.

Administrative Placement

The Academic Fieldwork Coordinator and Program Chair reserve the option of removing students and/or sites from the lottery. In most cases students will be notified prior to the lottery that they will not participate. At times the Academic Fieldwork Coordinator may have to remove a student during the lottery to make an academic placement. Administrative placement consists of a student-site match proposed by the Academic Fieldwork Coordinator and approved by other faculty members. In addition, students who have been placed on probation within the program may be administratively placed by the Academic Fieldwork Coordinator. Students must pass ALL skills checkoffs in order to be eligible for placement.

Process for Selecting Fieldwork Sites

Fieldwork site selection is based on the clinical sites interest and availability, accreditation status, personnel qualifications and patient/client population. All fieldwork sites must have a signed affiliation agreement with the University of Southern Indiana MSOT program. The agreement outlines the liability and responsibilities of parties involved and must be executed before the beginning of any fieldwork experience. The OT Program and Fieldwork Site must agree on site objectives prior to the start of the fieldwork rotation.

The maximum student cohort accepted by the USI MSOT program is 30 students participating in a total of 3 forty-hour Level I Fieldwork placements and 2 Level II Fieldwork placements during the two-year program. The actual number of fieldwork sites and placements required to meet student and program needs is calculated each year based on the new and returning student cohorts and the types of settings/experiences needed. Due to the lengthy time requirement for the USI MSOT approval of new clinical contracts, a Memoranda of Understanding (MOUs) is obtained and maintained for all sites expressing willingness to participate with USI as clinical fieldwork sites and meeting the USI criteria for site selection. Additional placements with existing sites are solicited and obtained if needed by the Academic Fieldwork Coordinator. The number of current MOUs are enough in scope and number to allow for completion of fieldwork rotations.

The Academic Fieldwork Coordinator is responsible for assuring that all MOUs are in place at least 2 months prior to student start date. The USI MSOT Administrative Assistant assists the Academic Fieldwork Coordinator by either obtaining risk management approval of all outside the university facility contracts or by initiating our college contract upon request of the Academic Fieldwork Coordinator. The

administrative assistant maintains a data base of all MOUs which the Academic Fieldwork Coordinator has access. In addition, the Academic Fieldwork Coordinator is responsible for obtaining and complying with all site requirements and keeping students informed regarding those. The Academic Fieldwork Coordinator obtains site objectives and fieldwork data. This information is shared with students and maintained via blackboard and emails.

The Academic Fieldwork Coordinator will ensure all Fieldwork Educators meet supervision requirements and are adequately prepared to serve as Fieldwork Educators prior to each fieldwork experience. Licensure verification for OT fieldwork supervisors is completed by the Academic Fieldwork Coordinator sending verification form to Fieldwork Educator and Fieldwork Educator returning form to Academic Fieldwork Coordinator. If a valid license cannot be verified for a Level II FW educator, the supervisor will not be used.

The USI MSOT program works very hard to develop a collaborative relationship with its fieldwork sites and supervisors. All supervisors are considered advisors to our Program, and all are invited to participate in the MSOT Research Conference held every fall and for any Fieldwork Educator's Meeting. In addition, supervisors are encouraged to share concerns, suggestions, and resources with the Academic Fieldwork Coordinator and program faculty at any time. In return for providing fieldwork education and participating in the Program advisory process, the USI MSOT program provides Professional Development Units for therapists who supervise USI MSOT students, and the USI MSOT program strives to be a community resource.

The Academic Fieldwork Coordinator and faculty of the USI MSOT Program work collaboratively to identify and select sites that are consistent and supportive of our MSOT program curriculum and requirements as well as to the field of occupational therapy. Students are not authorized to arrange their own fieldwork experience and must participate in the program's selection process.

Once the selection process has been completed, the MSOT Faculty meet to discuss the student/site selections and provide final recommendations and approval.

Fieldwork Supervision Where No OT Services Exist

Currently, the USI MSOT Program does not utilize Level 2 sites/experiences without existing occupational therapy services.

If a site becomes interested or available for fieldwork experiences where no occupational therapy services occur, the following will be utilized:

In non-traditional settings in which the Fieldwork Educator is not available to provide direct supervision or to be onsite at the time that the student is present the following policy will be adhered to:

1. The Fieldwork Educator must remain available to the student by phone or means of electronic communication, i.e., text, instant messaging, or email communication during all working hours.

2. The Fieldwork Educator assigned must have a minimum of three years of experience as an OT.
3. The Fieldwork Educator must agree to provide a minimum of eight hours per week of direct supervision to the student.
4. The Academic Fieldwork Coordinator, the Fieldwork Educator, and the student will be involved in developing a written plan for supervision, including site specific objectives and plan for proper evaluation of the student and fieldwork experience. This plan will account for the amount and times of both onsite and offsite supervision.
5. An on-site supervisor designee of another profession must be assigned when the occupational therapy supervisor is off-site.

Student Evaluation of Fieldwork

The student will evaluate the fieldwork experience at the completion of the rotation using the AOTA Student Evaluation of Fieldwork Experience (SEFWE). In addition, students will be required to complete a weekly journal and a time sheet (initialed by Fieldwork Educator) that records time spent at the fieldwork experience. Information from this will be compiled by the Academic Fieldwork Coordinator and will be evaluated and disseminated to faculty. This information will be utilized in our program evaluation for meaningful analysis on the program's achievement of its goals and objectives.

Level II Fieldwork Courses and Assignments

The Level IIA Internship (OT 696: Professional Fieldwork I) and Level IIB Internship (OT 697: Professional Fieldwork II) consist of a minimum of 12 weeks on a full-time basis. In the online courses OT 696 and OT 697, the student will be able to access and submit weekly fieldwork journals, a midterm evaluation sheet, time sheet, and fieldwork project. Students will receive access to *Fieldwork Performance Evaluation for the Occupational Therapy Student* (FWPE) to complete at midterm (week 6), and *Fieldwork Performance Evaluation for the Occupational Therapy Student* (FWPE), *Student Evaluation of the Experience*, and *Student Evaluation of the Educator* to complete at completion of fieldwork via Formstack. The Fieldwork Educator will receive access to *Fieldwork Performance Evaluation for the Occupational Therapy Student* (FWPE) to complete at midterm (week 6) and again at the completion of fieldwork via Formstack. Students cannot begin the level IIA fieldwork experience until they have successfully completed OT 695, including completion of three level I fieldwork experiences. Students cannot begin the Level IIB fieldwork experience until they have successfully completed OT 695 and OT 696, including completion of level IIA fieldwork.

Students cannot start any (Level I or II) fieldwork experience without CastleBranch being current.

Fieldwork Absences

Level II Fieldwork is a 12-week full-time educational experience. If the Fieldwork Educator traditionally works 5, eight-hour days, over a 12-week period, this equals 60 days of required Level II Fieldwork Experience over 12 weeks. If the Fieldwork Educator traditionally works 4, ten-hour days, this equals 48

days of required Level II Fieldwork Experience over 12 weeks. If the fieldwork site has a different schedule, they must notify the Academic Fieldwork Coordinator. The USI OT Program also requires every student to complete 480 hours of Level II FW experience over the 12 weeks in addition to the required mandated days.

Students attending 5 days/week, or 60 days, may have no more than two excused absences, and students attending 4 days/week, or 48 days, may have no more than one excused absence during their fieldwork experience. All absences must be approved by the Academic Fieldwork Coordinator and Fieldwork Educator. If any further days are missed, the days and hours must be made up. There is no exception.

Students still must document a minimum of 480 hours of Level II FW experience over the 12 weeks.

USI students are not permitted vacation time during their fieldwork experience. If the fieldwork site is closed during a holiday, this will count as one of the excused absence days. During fieldwork, students will not follow the university calendar for days off, they will follow the sites schedule to report.

If the student anticipates an attendance conflict or is ill, the student must notify both the Academic Fieldwork Coordinator and the Fieldwork Educator. Requests to miss fieldwork may be denied. All such conflicts beyond the allotted 1-2 days of excused absences **MUST** be made up, without exception.

Regardless of number of days missed or type of make-up work, students must demonstrate entry-level performance by the completion of the fieldwork experience. At any time, the Fieldwork Educator may determine that additional experiential/clinical time is required to meet the goals/requirements of the FW educational experience in that setting. In this case, the Academic Fieldwork Coordinator and the Fieldwork Educator will develop a plan of continuation that will be presented to the student. Once the student has met and reviewed the plan of continuation with the Academic Fieldwork Coordinator and the Fieldwork Educator, the student will either accept or refuse the plan of continuation. If the student accepts the plan of continuation, the student will perform additional experiential/clinical hours. If the student refuses to accept the plan of continuation, the student will receive the grade listed at that time.

Documentation of All Level Fieldwork Experiences

In the USI MSOT program, no part of any level I fieldwork is ever substituted for any part of any level II fieldwork.

At the USI MSOT program, level I fieldwork is part of the course, OT 695, which is separate from our level II fieldwork courses. Level I fieldwork is completed in three forty-hour experiences in the second fall semester.

Level II fieldwork (OT 696 and OT 697) are two separate courses. These level II fieldwork experiences are 12 weeks in length – OT 696 is completed in second spring semester (January-April) and OT 697 is completed in the second summer (May-August).

The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

- The Academic Fieldwork Coordinator at the USI MSOT program places students at two different facilities (one inpatient hospital and one “community or specialty facility” for 12 weeks each).
- If deemed necessary, the Academic Fieldwork Coordinator can assign a student to one facility for all 24 weeks of level 2 fieldwork provided that the facility can provide an inpatient hospital practice area AND a community or specialty practice area.
- A student will be in no more than three different settings for level II fieldwork.

Evaluating the Effectiveness of Supervision

In order to document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice) the Academic Fieldwork Coordinator will:

- Orient students prior to leaving for Level II internships about the evaluation of the fieldwork experience
- Provide students with a formal evaluation tool for the fieldwork experience (Student Evaluation of the Experience AND Student Evaluation of the Educator)
- Review student evaluations of the fieldwork experience and educator to determine the effectiveness of supervision and the quality of fieldwork experiences
- Provide and/or develop online education modules on selected aspects and topics of interest for supervising therapists
- Provide workshops to specific sites as invited and requested
- Annually review site objectives and collaborate with supervisors and facilities as needed to revise or develop new objectives
- Annually update the OT Fieldwork Resources page:
<https://www.usi.edu/health/occupational-therapy/ot-fieldwork-resources>
- Advise Fieldwork Educators of the presence of the OT Fieldwork Resources page

Protection of Consumers and Amount of Supervision

The USI MSOT program ensures that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice.

Initially, the USI MSOT student will receive supervision that will be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client’s condition, and the ability of the student.

The Academic Fieldwork Coordinator will:

- Encourage facilities and supervisors to develop week-by-week schedules to ensure that students will initially receive close supervision and decrease to less supervision in order for the student to develop entry-level skills by the end of the assigned Level II experience

- Act as a liaison between supervisors and students if conflict or performance difficulties arise
- Assist in developing specific, time-limited behavioral contracts for expectations of student performance when difficulties arise

Students report level of supervision weekly throughout the fieldwork experience.

Clinical Locations

The Occupational Therapy Program has contracts with many renowned model fieldwork sites around the country. Due to limited availability for fieldwork opportunities around the Evansville area, most students will leave the Evansville area for some and/or all Level I and Level II Fieldwork experiences. Most students will attend at least one, if not more, Level I and/or Level II fieldwork rotations at sites that are not within driving distance of Evansville, Indiana, or their hometown. If a student is unable or unwilling to complete a fieldwork rotation, fieldwork completion and graduation will most likely be delayed.

Relation of Fieldwork Completion to Didactic Work

For full compliance with this Standard, all students in the Occupational Therapy Program at the University of Southern Indiana shall complete all fieldwork within a 24-month period following completion of academic didactic preparation.

Transportation

Students are required to provide their own transportation to and from any agency or institution included in curriculum requirements.

Housing

Clinical experiences (OT 695, OT 696, OT 697) are integral aspects of the educational program of the Occupational Therapy Program at the University of Southern Indiana. Students must make their own arrangements for and finance their housing needs.

Errors and Incidents During Fieldwork

It is the College policy that all incidents occurring during fieldwork experiences be reported for the purpose of generating and maintaining a record of such incidents. This information is considered confidential and is retained only for the period of time a student is enrolled in the Occupational Therapy Program. While on fieldwork experiences, students who participate in or observe an incident involving students must take responsibility for notifying the appropriate persons. A student responsible for or a witness to an incident shall make out an agency incident report as appropriate, as well as an appropriate report with USI.

Change in Health Status

A change in health status must be reported to program faculty or staff. The student must provide to the Occupational Therapy Program and to pertinent clinical sites, copies of a physician's release after the student experiences an illness or injury that will restrict

participation in any of the fieldwork or classroom activities (e.g. lifting restrictions which may affect the ability to learn and/or perform patient lifting and transfer techniques.)

Personal Injury

Students, who become injured in the clinical setting, are to report the incident immediately to their instructor and complete an agency and College of Nursing and Health Professions incident report. The College incident report will be submitted to the Dean's office. A copy of a physician's release must be provided to the Occupational Therapy Department after the student experiences an illness or injury that will restrict participation in any of the fieldwork or classroom activities (e.g. lifting restrictions which may affect the ability to learn and/or perform patient lifting and transfer techniques.)

Infection Control Policy

The Occupational Therapy Program belongs to the College of Nursing and Health Professions and assumes their Infection Control Policy. More information may be found at <https://www.usi.edu/health/about-the-college/handbook-for-college-of-nursing-and-health-professions>.