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Level I Fieldwork: Mental Functions

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. Each level I fieldwork experience enriches didactic coursework through providing students experiences with both **directed observation** and **participation** in selected aspects of the occupational therapy process. Qualified supervisors might include 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.

The overall purpose of the UND level fieldwork focused on mental functions is for students to utilize occupation-based theory to guide the intervention process, apply rationale for intervention selection, intervention approach, and intervention type, use research evidence to support intervention choice, document the intervention process, and utilize professional reasoning throughout the intervention process. During this 5-day fieldwork experience, students should have opportunity to **both observe and apply** select skills to practice. Students benefit from opportunities to reflect on their experiences and compare their perceptions of the client's level of ability and intervention possibilities with those of a seasoned professional.

Learning Objectives for Level I Fieldwork: Focused on Mental Functions

Students will be able to:

1. Demonstrate professional behaviors including positive attitude, flexibility, respect, and responsibility
2. Demonstrate positive and appropriate professional communication skills with others
3. Demonstrate compliance with standards including fieldwork site policies and procedures, confidentiality, safety, and ethics
4. Demonstrate positive and appropriate professional conduct (i.e. Receiving and using feedback, identifying personal strengths/challenges, managing stressors, appropriate dress and hygiene, punctuality, initiative, etc.)
5. Use evidence-based practice to inform the selection of appropriate interventions that address behavioral health and psychological or social factors
6. Understand the service delivery model and recognize impact of payer guidelines on intervention process (if any)
7. Identify and demonstrate appropriate use of models and frames of reference that address behavioral health and psychological and social factors throughout the intervention process
8. Clearly articulate the need for and purpose of occupational therapy in this setting
9. Identify what best practice intervention looks like in practice (client-centered, evidence-based, occupation-based, culturally relevant) that address behavioral health and psychological or social factors
10. Observe and analyze activity performance and recognize performance break-down
11. Identify client behavioral health including psychological or social factors impacting occupational participation and performance
12. Distinguish between occupational therapy practice framework intervention approaches and types used at fieldwork site
13. Accurately select and provide rationale for intervention approaches and activities (with prompts)

Suggested Site Learning Activities Appropriate for Level I Fieldwork: Focused on Mental Functions

Feel free to place a check on the left side to identify activities that would be a good fit with your fieldwork setting. This list of learning activities are only suggestions and do not serve as a complete list of activities that are appropriate for a Level I Fieldwork experience focused on mental functions.

	Review AOTA Code of Ethics and discuss expectations for professional behavior in fieldwork setting with fieldwork educator.
	Observe and then co-facilitate an interview or observation-based assessment session. Compare findings with the fieldwork educator. It is helpful for students to discuss which assessment method might be most appropriate for evaluating a particular client and to participate in documenting assessment results.
	Orient students to the rationale for selection of interventions, including the use of crafts, leisure activities or skill-building sessions; engage students in identifying appropriate interventions for specific clients.
	Observe ADL sessions (with attention to privacy protection) including understanding of sequencing and grading the steps of the activity and use of environmental adaptations/compensatory strategies to accommodate for cognitive and skill abilities.
	Participate in intervention sessions directed toward addressing an area of IADLs, so students can appreciate the impact of context on occupational performance. For example, they might observe a kitchen assessment or intervention session related to cognition so that they can appreciate unsafe elements for cognitively impaired individuals in the kitchen context.
	Observe and participate in leading group activities. If available, students would benefit from planning and co-leading a group session directed toward skill development and then meeting with the fieldwork educator to reflect on the therapy session.
	Observe groups led by other disciplines, if available, to learn to appreciate the impact of various disciplinary and theoretical approaches to group work and the impact on problem-solving and goal-setting processes.
	Participate in or observe assessment and intervention of sensory functions (ie. Visual, hearing, vestibular, taste, smell, proprioceptive, touch, pain, sensitivity to temperature and pressured).
	Observe a family conference, consultation or discharge meeting to learn more about family-centered care.
	Identify diagnostic safety precautions during evaluation and intervention under supervision of the fieldwork educator.
	Receive feedback from fieldwork educator early in level I FW in regard to student strengths and challenges in relation to therapeutic use of self and respond responsibly to feedback provided.
	Document outcomes of occupational therapy services including assessment of progress and rationale for continuation or termination of services following guidelines and protocol of the facility.
	Observe and participate responsibly in a team meeting and/or observe a given client while working with other disciplines to appreciate how disciplines work together to provide comprehensive treatment.
	Identify aspects of diversity that are present at the fieldwork setting and communicate implications of diversity on evaluation and treatment of clients served.
	Practice explaining the purpose of OT to fieldwork educator, team members, families, and/or clients.
	Identify opportunities to discuss ethical implications related to occupational therapy practice.
	Search, select, and discuss a piece of research literature relevant to the client population being served.

Contact Us:

If any concerns or questions arise, please feel free to contact us.

- Rhonda Roed, OTD, OTR/L – Interim Academic Fieldwork Coordinator – 701-777-2216 - Rhonda.roed@und.edu
- Andrea Young, OTD, OTR/L – Academic Fieldwork Coordinator – 307-268-2408 – Andrea.young@und.edu

Student Name: _____

Dates of Fieldwork: _____

Facility Name, City, State: _____

The purpose of this performance report is to identify student's growth in professional behaviors and skills in preparation for Level II experiences and entry-level practice. Level I experiences provide students with exposure to the role of occupational therapy and the opportunity to apply knowledge gained during coursework. We encourage as much "hands-on" experience as possible and appropriate and understand this will vary between sites. Please complete this form in its entirety. If there are areas you are unable to adequately assess, please indicate NA. We understand not all behaviors may be observed or demonstrated during the week. A score of a "no" in any of the three items listed below with ***, leads to automatic failure of fieldwork experience. Five or more areas scored "no", leads to failure of fieldwork experience. Definitions for scoring are as follows:

Measurement	Behavior
Yes	Meets expectations as a Level I student. Performs easily, consistently; needs minimal supervision.
Needs Improvement	Student is willing and tries; somewhat awkward or lacking in confidence; needs additional guidance.
No	Skill is lacking; has poor ability to integrate or relate academic information; has difficulty relating to clients/staff.
NA	Not able to adequately assess.

Following completion of this form, please review the results with the student. Specific and timely feedback is important to assist students in improving their skills. If items are of concern prior to sharing this information, please feel comfortable enough to contact Rhonda Roed @ 701-777-2216 or Andrea Young @ 307-268-2408. Thank you for your service, dedication, and assistance in the educational process of our occupational therapy students. We deeply appreciate the unique learning opportunities you provide and the time and energy extended by you and other staff in creating a stimulating and successful experience.

Professional Behaviors

Is the student able to:	Yes	Needs Improvement	No	NA
AOTA Code of Ethics				
Demonstrate compliance with policies, procedures, and rules of the facility directly related to safety ***				
Adhere to diagnostic safety precautions during evaluation under supervision of the fieldwork educator ***				
Demonstrate respect for patients' and families right to confidentiality ***				
Demonstrate an understanding of professional standards and code of ethics applicable to this facility and AOTA				
Demonstrate ability to establish rapport, trust and confidence with others				
Communication				
Use language appropriate to the educational/learning level of the audience (clients, team members, etc.)				
Articulate clearly the need/purpose of OT				

Practice positive verbal and non-verbal interpersonal communication skills in all interactions				
Respond constructively when conflict is present (ex. Miscommunications, upset clients, other areas of tension)				
Demonstrate ability to set necessary limits in response to undesirable physical or social behavior of clients				
Use assertive communication skills to clarify information as needed				
Listen attentively and clarify any constructive feedback provided by fieldwork educator				
Professional Conduct				
Positively modify performance after receiving constructive feedback				
Accurately identify own personal strengths/challenges related to performance				
Effectively manage stressors in positive and constructive ways				
Adhere to program and facility guidelines with appropriate dress and hygiene				
Demonstrate punctuality in attendance and in meeting deadlines				
Demonstrate initiative and the ability to be self-directed				
Demonstrate respect and sensitivity in regard to cultural diversity				

Professional Skills

Please consider student's performance in facility activities as well as UND assignments. Is the student able to:		Yes	Needs Improvement	No	NA
Preparation for Intervention					
Accurately listen, observes and then articulates FW setting intervention process					
Distinguish between intervention types used at FW setting					
Recognize impact of payer guidelines on intervention process					
Understand ethical considerations in intervention					
Prepare in advance for participation in the intervention process					
Intervention					
Review client goals and accurately selects pertinent intervention approaches and activities (with prompts)					
Provide accurate rationale (verbal or written) for use of activity with a client or group					
Utilize observation skills to identify client's performance during intervention session					
Accurately identify client's response to intervention and adjust as needed					
Communicate verbally about ongoing assessment gathered through intervention					
Effectively compare intervention note to prior documentation and notes change in client status					
Identify and demonstrate appropriate use of Frames of Reference throughout the intervention process					
Use evidence-based practice to inform the selection of appropriate interventions					
Identify what best practice intervention looks like in practice (client-centered, evidence-based, occupation-based, culturally relevant)					
Documentation					
Accurately records updates to occupational profile, as needed					
Accurately documents intervention session					
Consistently produces documentation free of spelling and grammatical errors					
Appropriately uses abbreviations approved by the fieldwork site					
Produce concise and legible written reports					

Based on performance, did student pass this Level I experience? _____ **YES** _____ **NO**

(A score of a “no” in any of the three items with ***, leads to automatic failure of fieldwork experience. Five or more areas scored “no”, leads to failure of fieldwork experience).

Please identify one strength the student demonstrated and document through an example.

Area of strength:

Example:

Please identify one area for improvement and document through an example.

Area of improvement:

Example:

Additional comments:

Signature of Fieldwork Educator

Date

Signature of Student

Date

Signature of UND Faculty

Date