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### **Level I Fieldwork: Neuromusculoskeletal and Movement-Related Functions (NMSMRF)**

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 neuromusculoskeletal and movement-related 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 NMSMRF**

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
6. Recognize impact of payer guidelines on intervention process (if any)
7. Identify and demonstrate appropriate use of Frames of Reference throughout the intervention process
8. Clearly articulate the need for and purpose of occupational therapy
9. Identify what best practice intervention looks like in practice (client-centered, evidence-based, occupation-based, culturally relevant)
10. Observe and analyze activity performance and recognize performance break-down
11. Identify client psychosocial factors impacting occupational participation and performance
12. Distinguish between intervention approaches and types used at fieldwork site
13. Accurately select and provide rationale for intervention approaches and activities (with prompts)

### **Learning Activities Appropriate for a Level I Fieldwork: Focused on NMSMRF**

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 NMSMRF.

|  |   |
|--|---|
|  | 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. |
|  | Observe ADL sessions (with attention to privacy protection) with understanding of sequencing and grading the steps of the activity and use of environmental adaptations/compensatory strategies to accommodate for client skill and abilities.  |
|  | Practice various preparatory methods (ie. Modalities, splinting, exercises, stretching, etc.).  |
|  | Determine activities reflective of a specific client's lifestyle that might be utilized (ie. washing mirror for ↑ROM, play a game, manipulate clothing fasteners, etc.).  |
|  | Develop interventions using occupation (ie. ADLs, preparing a meal, playing on playground, etc.) that target certain skills (ie. ROM, strength, balance, endurance, etc.) while meeting functional/occupational goals.  |
|  | 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 an intervention session where principles of NDT or other frames of reference are used to facilitate movement.   |
|  | 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.  |
|  | Observe and then practice safety procedures related to transfers and mobility; allow students to observe and then practice principles with staff and, once competency is established, with clients.   |
|  | 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 in physical therapy, speech therapy or other disciplines to appreciate how disciplines work together to provide comprehensive treatment.  |
|  | Observe video fluoroscopy, discuss dysphagia protocols, observe dysphagia groups and appropriate equipment.   |
|  | Complete a home visit with the therapist present.   |
|  | Observe specialized interventions available for particular populations within your setting. For example, the BIG program for individuals with Parkinson's disease, driving programs, aquatic therapy programs, feeding program, etc.  |
|  | Practice handling of equipment common in practice area (ie. Mobility devices, hospital beds, IV poles, feeding tubes, etc.)   |
|  | 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.

- Cherie Graves, PhD, OTR/L – Academic Fieldwork Coordinator – 701-777-6086 – [Cherie.graves@und.edu](mailto:Cherie.graves@und.edu)
- Andrea Young, OTD, OTR/L – Academic Fieldwork Coordinator – 307-268-2408 – [Andrea.young@und.edu](mailto: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 Cherie Graves @ 701-777-6086 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 |
|--|-----|-------------------|----|----|
| <b>AOTA Code of Ethics</b>   |     |                   |    |    |
| 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                                     |     |                   |    |    |
| <b>Communication</b>   |     |                   |    |    |
| 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                        |  |  |  |  |
| <b>Professional Conduct</b>  |  |  |  |  |
| 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.<br>Is the student able to:                      | Yes | Needs Improvement | No | NA |
|--|-----|-------------------|----|----|
| <b>Preparation for Intervention</b>  |     |                   |    |    |
| 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   |     |                   |    |    |
| <b>Intervention</b>  |     |                   |    |    |
| 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) |     |                   |    |    |
| <b>Documentation</b>   |     |                   |    |    |
| 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).

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**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:**

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Signature of Fieldwork Educator

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Date

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Signature of Student

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Date

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Signature of UND Faculty

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Date