Welcome

We want to welcome you to a partnership with us as a fieldwork educator with our Master’s curriculum at Colorado State University Occupational Therapy Department. As a fieldwork educator you provide an important and unique role supporting the educational bridge linking our OT academic program with OT practice. Your role as a fieldwork educator is to work together with OT faculty to guide our students in becoming competent and confident entry-level occupational therapists. This is a collaborative process reflecting our curriculum design and its application in your OT practice area.

We appreciate the time and expertise you bring to this fieldwork and hope that the enclosed materials will provide you with useful information about our occupational therapy program to build a fieldwork program to complement. Please take a few moments to review this information. We welcome any feedback you may have and encourage you to contact us if you have any questions.
Overview of Level I Fieldwork

At Colorado State University, Level I Fieldwork is divided into four sections:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Semester/Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 686A</td>
<td>OT Process Fieldwork</td>
<td>Fall 2016</td>
<td>1</td>
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<tr>
<td>OT 686C</td>
<td>Adult to Old Age Fieldwork</td>
<td>Spring 2017</td>
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<tr>
<td>OT 686D</td>
<td>Infancy to Young Adult Fieldwork</td>
<td>Fall 2017 or Spring 2018</td>
<td>1</td>
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<tr>
<td>OT 686E</td>
<td>Level IE Fieldwork (special/extra placement)</td>
<td>Winter break 2018</td>
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Course Description

This is the first fieldwork exposure to OT practice during the occupational therapy professional master’s curriculum. In this course students complete a 40 hour Level I fieldwork placement in an OT practice setting with supervision by fieldwork educators, usually occupational therapists who deliver services to clients or client systems across the life span. Students explore their own identity as a student therapist while learning about the role of occupational therapists using the OT process. Students reflect upon their own professional growth becoming an OT looking at their assumptions, beliefs and their impact upon others while engaging with clients. This first fieldwork experience is geared toward students gaining a professional identity as an OT and learning about the role of OT in your practice setting. Students explore how professionals make clinical decisions about interventions, discharge planning, and communicate as a member of an interprofessional team. The fieldwork supports students’ awareness of psychological and social factors influencing engagement in occupation. Students are expected to interact with clients, assist with basic interventions and build familiarity with the typical services delivered. Fieldwork will be integrated with fall courses, assignments and class discussions including OT 601 Occupation and Rehabilitation Science, OT 610 Professional Decision Making, and OT 620 Research to Practice I. Fieldwork experiences will create opportunities for students to progress from active observation to active engagement, assisting the fieldwork educator in the therapeutic process.

Course Objectives and related ACOTE* Standards

*ACOTE Standards (2012) – The Accreditation Council for Occupational Therapy Education (ACOTE), as a part of the American OT Association (AOTA), establishes national standards for accredited OT academic programs. This course is designed to address many of these standards as noted below. To review each standard, please visit the American Occupational Therapy Association web site at www.aota.org or http://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx, retrieved 7/6/2015

Upon successful completion of this course, students will...

<table>
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<tr>
<th>Course Objective</th>
<th>Curriculum Threads</th>
<th>ACOTE Standard</th>
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<tr>
<td>1. Actively observe and assist the fieldwork educator during the delivery of services (evaluation, intervention, and /or outcome assessment) and during other organizational or administrative tasks as appropriate.</td>
<td>Optimizing Human Performance And Participation in Everyday Occupations and Contexts Across the Life Span</td>
<td>B.1.8, B.2.4, B.2.5, B.2.7, B.5.8, B.5.23, B.5.24, B.9.1, C.1.7</td>
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The Role of the OT Fieldwork Educator during Level IA Fieldwork

Expectations for the OT fieldwork educators include:

1. Provide opportunities for the fieldwork student to actively engage, participate, and assist during delivery of services (e.g., introduce her/himself to the client &/or family and describe the role of OT, set-up equipment for interventions, assist in interventions/evaluations/documentation of clients, assist fieldwork educator with therapeutic activities) during the delivery of services (evaluation, intervention, and/or assessments) and during other organizational or administrative tasks as appropriate. Students are expected to actively engage in the therapeutic process through focused attention and participation. See more examples on page 6-8.

2. Participate in an audio-taped interview about use of clinical evidence and research-based evidence guiding the assessment and intervention decision making process. Explore the process of assessment and intervention of psycho-social concerns for clients, no matter what the setting.

3. Provide opportunities to discuss your thought process for making practice decisions, how you use professional reasoning and problem solve different aspects of the OT process, and your role as an OT and how it has evolved over time. Discuss practice and ethical dilemmas and your clinical reasoning process.

4. Explore with the student how the role of OT is framed in terms of the elements of the International Classification of Functioning, Disability, and Health (ICF, see graph on page 11).

5. Provide specific positive and constructive feedback to the student informally during the fieldwork experience and at the conclusion during the formal Fieldwork Student Evaluation meeting.

6. Collaborate with the student to design meaningful learning experiences and respond to student feedback.

7. Collaborate with the CSU OT AFWC to provide students with meaningful learning experiences.

8. Fieldwork educators are not expected to review or grade student course assignments.

9. Respect confidentiality of all communication with student and AFWC, seek consent prior to sharing information.

The Role of the OT Student Therapist during Level IA Fieldwork

Expectations for student learning during fieldwork:
1. Self-advocate to develop opportunities for active engagement with clients by assisting the fieldwork educator performing assessments and providing intervention. Students are not expected to be independently working with clients; they will assist the fieldwork educator. Level I is a steppingstone supporting the integration of knowledge, professional reasoning, and performance toward greater independence during Level II fieldwork. See page 6-8 for specific examples.

2. Serve as an ambassador representing yourself, the Occupational Therapy Department, Colorado State University

3. Develop professional behaviors through active participation with the fieldwork educator, clients, families and professional team members.

4. Gain an awareness of how psychological and social factors impact occupational performance within the practice setting and in the client’s community.

5. Recognize and thoughtfully apply fall OT course concepts into real-world fieldwork experiences and contexts.

6. Learn about the questions and professional reasoning behind occupational therapist decision-making during the OT process.

7. Communicate with Level I fieldwork educator prior to starting the placement, provide copies of the Fieldwork Educator Handbook, a sample of Fieldwork Student Evaluation form and verbally give an overview of your fall OT coursework.

8. Self-evaluate using the Fieldwork Student Evaluation form to support reflection and self-awareness of the development of professional behaviors.

9. Use the Fieldwork Database (E*Value) resource to learn about fieldwork site prerequisite information and forms to comply with requirements prior to starting fieldwork.

Integration of Level IA Fieldwork with Fall Coursework

OT601 Occupation and Rehabilitation Science

The course relies heavily on foundational readings and discussion of those readings. We have selected readings from a variety of professions and disciplines—most especially occupational science and rehabilitation science—for their theoretical and research-based relevance to understanding the complexity of human performance and participation in everyday occupations and contexts across the lifespan. A strong application piece is involved in OT 601. Entry-level students will apply readings and learning activities directly to their 40 hour Level I Fieldwork (OT 686A). To help entry-level students apply what you are learning from required readings to your first Level I fieldwork, you will:

- Observe occupational therapy practice as it occurs in your assigned Level I fieldwork setting.
- Observe assessments, interventions and OT documentation in light of what elements of the ICF are emphasized
- Map your observations according to the ICF, e.g. if and how each element is addressed: body structure/function, activity, participation, environmental factors, including the sociocultural environment, and personal factors, including psychological factors.
- Discuss how varying elements of the ICF could be maximized in settings like your Level I FW.

OT610 Professional Decision Making

Expectations for student learning during fieldwork:

1. Demonstrate professionalism by integrating specific feedback from the fieldwork supervisor, client and other team members (e.g. the student’s organization and time management, engagement in learning, communication, acceptance of responsibility, etc.) into your emerging professional persona.

2. Interact with clients to better understand the client’s perspective on current needs, problems, interventions, and anticipated results.
3. Observe and assist the OT during the delivery of services (evaluation, intervention, and/or outcome assessment) and during other organizational or administrative tasks as appropriate.
4. Interact with the OT fieldwork educator to explore how the supervisor reasons and problem solves when decisions are made regarding different parts of the OT process.
5. Review client histories and OT documentation in light of current services and anticipated outcomes.
6. Gain awareness of a specific practice context and setting, including pragmatics (e.g. organizational culture and priorities, staffing levels, staff workloads, referrals, reimbursement).
7. Integrate course content with fieldwork experiences through reflective journaling and class discussions.

OT620 Research to Practice I
Expectations for student learning during fieldwork:
Unit Three Assignments: Integration of Level IA fieldwork with fall coursework
Assignment A. Conduct and audio-tape an interview with a fieldwork educator regarding her or his path to becoming an occupational therapist. This is an experience using the narrative approach of qualitative research. Any mention of FW educator experience with intervention of psycho-social concerns or work in this area specifically will be noted in the analysis.
Assignment requirements:
1. Students will conduct a guided interview with a fieldwork educator from their Level I fieldwork site that they will use for analyzing qualitative data and reporting findings.
2. Students will transcribe their interviews, analyze their data and develop themes related to their overall research question. Students will generate a 3-4 pp. summary of their solo study. Students will construct a timeline, and focusing special attention on turning points and epiphanies.
3. Students will be assigned to small groups, within which they will co-analyze their data, and develop over-arching themes that apply to all of the group members’ individual findings.
Assignment B. Learn about one or more quantitative client assessments used at their Level I fieldwork site; describe and critique standardized assessment.
Assignment requirements:
Students will individually choose one quantitative client assessment used at their Level I fieldwork site and determine, based on information presented in class, whether and why (or why not) the assessment is a standardized assessment, criterion or normative in nature. Each student will choose from among a group of available standardized assessments presented in class.

Fieldwork Faculty and Staff

Patricia Stutz-Tanenbaum, MS, OTR/L, FAOTA – Academic Fieldwork Coordinator (AFWC)
Phone: 970-491-7795
Cell phone: 970-980-4825
E-mail: patricia.stutz-tanenbaum@colostate.edu
Room #: OT 206
Office Hours: Monday-Friday 8:15 a.m. - 4:45 p.m.

- Coordinates Level I and Level II fieldwork
- Advises students about fieldwork
- Collaborates and consults with fieldwork educators
Colorado State University Occupational Therapy Level IA Fieldwork Educator Handbook - Fall 2016 Student Admission

- Collaborates with faculty and fieldwork support staff
- Manages fieldwork site contracts

**Debi Krogh-Michna - Fieldwork Program Assistant I**

Phone: 970-491-6254
E-mail: Deborah.krogh-michna@colostate.edu
Room #: OT 202
Office Hours: Monday-Friday 7:45 a.m. - 4:45 p.m.

- Communicates with students about general fieldwork information
- Schedules and recruits Level I and Level II fieldwork
- Manages all paperwork and electronic assessments and Level I selection process
- Maintains database and written records related to fieldwork
- Initiates and processes contracts with fieldwork sites

**CSU OT Department Fieldwork Website**

You can access fieldwork information on the web and receive an overview of the fieldwork program including the CSU-OT Department Fieldwork Educator Handbook.

Web Page address: http://www.ot.chhs.colostate.edu/students/supervisors.aspx

**Level I Fieldwork Recruitment and Fieldwork Educator Handbooks**

1. The CSU OT fieldwork office recruits all fieldwork placements including those in Colorado and Wyoming. Recruitment occurs by email, phone call and US mail, and the forms will outline the dates placements are needed. Sites are asked to return the completed form indicating when they can take students. Letters confirming student’s names and placement dates are sent to sites at the beginning of each semester.

2. Fieldwork educator handbooks and updated evaluation forms are always available upon request and on the departmental web site, please see the link above. Students will bring a copy of the Fieldwork Educator Handbook

**Guidelines For Level I Fieldwork**

1. The student will be in good standing with the department.
2. The AFWC and department head consent are required for the student to pursue fieldwork.
3. Students must be officially registered for their respective Level I fieldwork course prior to start date of fieldwork. Failure to register is grounds for cancellation or delay of fieldwork, and the fieldwork office staff will contact the fieldwork educator to request the student be sent home until registration is completed.

**Fieldwork Site Prerequisites for Students**

1. Students will provide the Level IA Fieldwork Educator Handbook with a sample of student evaluation needed to complete the fieldwork placement.
2. Students will provide fieldwork prerequisites with immunization and health records.
3. Students will wear the CSU OT student name tag and be compliant with the fieldwork site dress code.
4. Student will provide proof of current student professional liability insurance provided by the University. CSU Occupational Therapy students’ liability policies are provided by Colorado State University with $2,000,000/$5,000,000 limits of liability as required by our contracts.

5. Satisfactory completion of all fieldwork site pre-requisites and requirements.

Student Workers Compensation

1. CSU provides workers’ compensation coverage through the state’s workers’ compensation for OT fieldwork students registered for CSU coursework.

2. The University has limitations for workers’ compensation coverage if a student is receiving any type of remuneration from a fieldwork facility. This may include but is not limited to the following: stipends, room and/or board, lunch or any meal, etc. The University workers’ compensation coverage decreases or drops if a student receives any type of remuneration.

3. All placements must be confirmed with specific dates prior to the first day of the experience for workers' compensation to be in effect.

OSHA Regulations and HIPAA Training

Students are required to successfully complete quizzes on the OSHA Bloodborne Pathogens and Health Insurance Portability and Accountability Act (HIPAA). Students need a perfect score on both quizzes in order to participate in the Level I fieldwork. Fieldwork educators may request verification from the student.

Student Active Engagement in Level I Fieldwork

Most important to the successful student learning experience is your commitment as a fieldwork student therapist to experience the full scope of opportunities at your fieldwork site. There are very real practicalities of a student’s active engagement in the placement, such as the scheduling and frequency of clients’ services. Access to clients and continuity of services influences the opportunities for students to build relationships and develop meaningful interventions. For example, there is the reality of the availability to participate in evaluations during the time when a student is there. A student’s exposure to evaluations is only possible when there are clients scheduled. Although, there may be informal evaluation opportunities which provide students with insights to the professional decision-making process as interventions are modified and graded. Drawing attention to the ongoing OT process of informal evaluation and modifying intervention can reinforce this concept. Your fieldwork educator’s ability to think aloud about the decision-making process is useful for students to hear and learn from as novices.

The fine-tuned supervisory relationship is built upon the fieldwork educator’s intuition and offering the student opportunities to participate in service delivery. A major part of the student gaining confidence, skills, and completing the fieldwork performance evaluation is through active participation in learning. A few questions to consider when deciding how the student can participate are:

1. Is this student “ready” to take responsibility for their learning experiences building upon existing competence?

2. Is the student eager to interact with clients and take initiative for engaging as expected for beginning level II fieldwork in your practice setting?

3. As students enter the practice environment, clients must be assured they will receive meaningful therapeutic interventions from the student, and guided by the fieldwork educator.
Here are a few examples of active student engagement during fieldwork to consider trying:

1. **Chart review and gathering data about the client** - such a critical skill for students to gain background understanding about client health, precautions and occupational history prior to intervention. Provide an overview for the student about what a good chart review entails.

2. **Looking up any information necessary after the chart review** - this involves procedural clinical reasoning and accessing resources to ensure the student has the background prior to walking in the door with a client.

3. **Planning and preparation for the intervention session** - setting up materials and space - a pragmatic reasoning skill for students to anticipate what is needed and organizing for efficient use of the therapy session.

4. **Greeting a client to explain the role of OT or purpose of equipment involved, and what the OT expects to provide during the session or course of intervention** - this critical part of procedural and conditional reasoning builds rapport and translates the purpose of OT intervention in language understandable to caregivers and clients.

5. **Active student participation and involvement with the client and supervisor during the session.** Students can participate the following ways:
   a. **Listening and asking questions about the session** - briefing prior to the session as well as after can support the student learning from observation.
   b. **Observing from whatever distance the supervisor determines is appropriate** - it will be helpful for the fieldwork educator to coach the student regarding their physical location during the session so as not to intrude, yet be reasonably engaged. Provide specific points for the student to observe (e.g., client response to intervention, grading activity up or down, specific intervention approaches utilized from OTPF) and discuss after the session or do reflective journaling.
   c. **Taking notes on client comments or writing down questions to follow up on** (if not appropriate to pose during the session), estimating the level of assistance provided (e.g., min, mod., max), suggestions for modification, or ideas for the next treatment activities. The goal is to provide the student with prompts for guiding active observation time. It could involve reflective journaling where the student writes about what was learned from the observation and how that could inform practice decisions.
   d. **Light discussion with a caregiver/ family as appropriate to the session or client** - certainly the student and fieldwork educator should discuss what is appropriate for the student to discuss, and what is not appropriate, ahead of time.
   e. **Hands-on intervention or assistance as directed and approved by the supervisor** such as retrieving materials, stabilizing materials or equipment, answering questions from the family or client, demonstration of a task or activity, and contact with the client (such as to feel muscle tone, assist with mobility, give hand over hand during a therapy activity, engage in a reciprocal game with client). There is a potential for “flow” between fieldwork educator, client and student, which may evolve over the fieldwork (more likely during level II given more time). This is based upon trust between everyone involved and intuitive sense of potential opportunities during the intervention session.

6. **Writing a draft documentation** - the student will not be documenting in the official medical chart or notes but should certainly be a partner in formulating the note following the session or drafting any letters of medical necessity or goals for therapy. I recommend the student drafting at least one note each day for review and discussion with fieldwork educator. The student could identify next steps, if s/he were to see the client for the next session and provide a rationale.
7. **Provide educational or EBP resources to the client &/or family with FW educator approval**- this could be an indirect service delivery approach with the student providing education and/or consultation on an approved subject which is relevant for the caregiver/client. The student would benefit from planning ahead to have relevant resources and background information in-hand for the client/caregiver.

8. **Interacting as a professional and member of the team**- a critical piece of being an effective OT is being a team member, the student needs to be included as part of the team and contributing as there is opportunity during level I fieldwork.

At the end of the day, the fieldwork educator will need to evaluate the student’s readiness to progress to level II fieldwork with the basic skills, confidence and professional behaviors needed in your practice setting. This is provided through feedback throughout the week as well as at the end during the fieldwork evaluation process.

**Level IA Student Fieldwork Evaluations**

The following evaluations are required within two weeks after the end of the student’s 40 hour fieldwork in order to receive proper credit for the course. The student is responsible for ensuring all documentation is submitted.

Overview of Level IA fieldwork documents and assignments

1) **Letter of Introduction and resume for the Fieldwork Educator**: Students are required to send a letter of introduction and resume to the fieldwork educator at least one week prior to the scheduled fieldwork experience.

2) **Fieldwork Evaluation of Student (FWE)**: The Level I Fieldwork Evaluation of Student (FWE) is the evaluation of fieldwork performance by the fieldwork educator.
   a) The fieldwork educator will be sent an email from E*Value to establish an account for the evaluations to be completed. During the placement, the fieldwork educator will receive emails prompting completion of the evaluation form of the student. The student will also do a self-evaluation through E*Value on their own account to compare perspectives with the fieldwork educator to support student reflection and awareness of development of professional behaviors.
   b) The E*Value Fieldwork Evaluation site is located at https://www.e-value.net/home-main.cfm.
   c) The student will give the fieldwork educator a sample evaluation form on the first day of the placement.
   d) On the last day of the fieldwork, the fieldwork educator will review the completed E*Value evaluation with the student on their own account. The student will go into their E*Value account to share their self-evaluation. After the evaluation has been discussed, the fieldwork educator signs the form by inputting a state license number.
   e) The student will review their feedback on their E*Value account using the Level I Student Evaluation of Fieldwork Experience (SEFWE).
   d) Student performance is rated using a Likert scale on the form. The Level IA Fieldwork Evaluation of Student sections of the evaluation include: Acceptance of Responsibility, Commitment to Learning, Communication Style: Written, Verbal and Non-Verbal, Interaction with Others, Participation in the Supervisory Process, Time Management and Organization and Assumes the Student Therapist Role.
   e) Before the student leaves your fieldwork site be sure you and the student review the evaluation forms on E*Value and “sign” them for final submission. The student uses their CSU ID as a signature.
f) The student evaluation meetings are an opportunity for you to provide positive and constructive feedback on professional growth and development for a student therapist, which will shape the student’s self-reflection and areas to grow during future fieldwork placements.
g) Keep in mind that everyone views things in a different way and there is always the chance a student may disagree with some of the feedback. Constructive feedback is essential for professional growth and increased understanding about developing an identity as a student therapist.
h) We value your professional judgment regarding a student’s preparation for continuing forward with Level II fieldwork. Sometimes a student needs more experience before progressing. Please contact me if you have any concerns with the student’s performance as soon as the thought enters your mind. I am available to assist and advise you and the student at any time during the placement and after it is completed.

3. **Level I Student Evaluation of Fieldwork Experience (SEFWE):** This is the student’s evaluation of the fieldwork site, your supervisory approach and their learning experience completed in E*Value. This form will be completed online by the student and submitted electronically.
   a) The student completes the SEFWE at home prior to meeting with the fieldwork educator, and uses E*Value access to review the SEFWE at the final meeting, prior to the end of the placement.
   b) Once you and the student review the SEFWE and “sign” it, print copies for you and the student.
   c) As the student completes the SEFWE they are to consider this opportunity to give constructive feedback about their educational experiences during the placement. This is not about critiquing the quality and effectiveness of you as an OT practitioner. Students will focus on the value of their learning experiences during the fieldwork.

4. **Thank You Note:** Students write a thank you note to the fieldwork educator(s), director, and staff upon completion of the Level I experience.

5. **Completion of Fieldwork Paperwork:** Students are responsible for submitting ALL fieldwork evaluations through E*Value within two (2) weeks of the last day of their placement. All signatures (fieldwork educator state license number and student CSU ID) must be on E*Value to be considered complete and receive a grade.

### Level IA Fieldwork Grading

The student will receive a satisfactory/unsatisfactory grade for each Level I fieldwork based on the following:

1. Passing the fieldwork evaluation and fieldwork educator recommendation.
2. Successful completion of required hours.
3. Student submission of all fieldwork evaluations and paperwork through appropriate web sites within two weeks of completing the placement.
4. CSU academic fieldwork coordinator recommendation to progress with fieldwork.
5. If the fieldwork educator does not recommend that a student pass the fieldwork, the student will meet with the academic fieldwork coordinator and fieldwork educator to discuss the concerns identified. The academic fieldwork coordinator, the student and the university faculty will follow-up with the student to develop a plan of action.
6. The final assignment of the Level I fieldwork grade is the responsibility of the academic fieldwork coordinator, and is based on the above-mentioned items as well as discussions with the student and the fieldwork educator.

### University Academic Integrity Policy
This course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. For more information on this policy and its articulation in CSU course syllabi, please see the TILT Academic Integrity website: http://tilt.colostate.edu/integrity

The University academic integrity policy applies specifically in this course in completion of fieldwork evaluations and individual work associated— that is – work that is designated as individual effort should be just that. Students should neither accept from nor contribute to others’ work in terms of direct wording or organization. Nor should students use prior work by others as their own.

Accommodations for a Disability

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 require Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with Resources for Disabled Students (RDS), an office on CSU’s campus. Students may email Rose Kreston, the director, for consultation at: rose.kreston@colostate.edu, call for an appointment at: 970-491-6385, stop in at 100 General Services Building on-campus. A student may contact a fieldwork educator to discuss the need for reasonable accommodations. If a fieldwork student requests accommodation from the fieldwork site, and you have questions determining the reasonableness of the request, please contact Patricia Stutz-Tanenbaum by phone: 970-491-7795, or by email: patricia.stutz-tanenbaum@colostate.edu. The request for accommodation should be made in a timely manner for each fieldwork placement.

Department Professional Behavior Expectations

Behaviors demonstrated by students during all aspects of the occupational therapy program reflect students’ on-going professional development and expanding professionalism. Professional behavior expectations refer to time management, organization, engagement, reasoning and problem-solving, written communication, verbal and non-verbal communication, supervision, professional-personal boundaries, and diversity awareness including sensitivity and understanding. They are described in more depth in the student handbook (http://www.ot.chhs.colostate.edu/students/index.aspx). Student familiarity with these expectations is essential and can enable students to actively and consciously expand skills, confidence, and competence. As needed, these expectations are to be used by students, their instructors and their advisors to evaluate student progress, areas for growth, and needed supports.

Occasionally, these expectations may be used by faculty members to identify and document needed changes in student behavior (e.g. in the case of Departmental or Academic Probation). While professional behavior is an expectation at all times, it becomes critical as students are involved in community and fieldwork experiences. Students must meet professional behavior expectations as a condition for placement on community and level I and level II fieldwork. When professional behavior concerns exist and have been documented, OT faculty with agreement from the department head may cancel or postpone student community and fieldwork experiences.

CSU Library Research Resources

Our university has committed to electronic access for all alumni and FW educators. You can look at: http://libguides.colostate.edu/alumni. Our goal is to support access to research evidence to support professional practice for everyone linked to CSU. Access is provided for 3 searchable database collections, ERIC, PubMed, and PubMed Central, as well as a couple of individual journals.
1. **ACOTE Requirements:** The ACOTE (Accreditation Council for Occupational Therapy Education) Standards state that fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The Standards require a student be supervised by qualified personnel:

   C.1.9. Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

2. **In emerging practice areas** where an OTR may not be on-site full-time and in settings where an OTR may not be employed at all, non-OTR fieldwork educators may be COTAs and/or other health/education professionals who provide meaningful supervision promoting OT student independence and professional growth. The academic fieldwork coordinator must approve the emerging practice area site, there must be a documented plan for provision of OT services, the supervisor must be conversant with the role of OT in this setting, the client population, practice setting and philosophy of the program prior to taking a CSU-OT Level II student.

3. **Strategies for Supervision in Various Fieldwork Environments:** Supervision by the primary fieldwork educator includes, but is not limited to:

   a. Determining the standards and competencies of OT student practice at their site appropriate for the Level of fieldwork and academic preparation.
   b. Instruction, mentorship, guidance and feedback in the use of the OT process: client evaluation, service intervention, intervention planning, discharge planning and documentation for their site
   c. Exploration of and guidance in professional reasoning and ethical issues
   d. Feedback and evaluation of student performance and readiness for progression to additional Level I or Level II experiences. The primary fieldwork educator is responsible for spending sufficient time with the student to determine competency, provide feedback and to score fieldwork evaluation forms. The primary fieldwork educator recommends, through evaluation, whether a student should progress to the next Level I experience or not, or if a student therapist is prepared for Level II.
   e. The CSU OT Fieldwork Office staff is available to consult and advise fieldwork educators and students during the Level I fieldwork to facilitate positive learning experiences. Please let us know how we can work together to support you and the student to have the best fieldwork experience.

4. **Supervision of a Group of fieldwork students**

   It is common to have multiple students at one fieldwork site. When there is one fieldwork educator for a group of students there is an even greater need for advance planning and organization to make it an optimum learning experience that includes individualized and group learning objectives and learning strategies. It is most effective and efficient to form teams of students (2-3 persons with one OT and OTA), who can provide co-treatment, initial reflection, feedback and support to sister students. This is an opportunity for peer evaluation in a noncompetitive, collaborative environment.
This is possible by structuring student meetings to allow for discussion of documentation, treatment plans, and verbal processing of practice dilemmas.

**OT610 Conceptual Model**

Effective professional decision-making relies on:
- A strong, research-supported knowledge base
- Hyper awareness of one’s own internal assumptions
- Professional reasoning
- Effective interpersonal interactions
- Effective use of the OT process including **evaluation** and **intervention** to achieve **outcomes**.

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**UNIT I: Knowledge Base that Informs Occupational Therapy Practice**

**UNIT II: What’s going on in my own head and heart?**
- Assumptions
- Beliefs
- Perceptions
- Feelings
- Professional reasoning
- Seeking & using information
- My knowledge gaps

**UNIT II: How well do I work with others?**
- Interpersonal and interaction styles
- My impact on others
- My impact on group and team efforts

**UNIT III: How well do I use the OT Process?**
- Ecological practice models
- to impact on individuals, organizations, populations
- “client” centeredness
- performance and participation outcomes

**UNIT IV: Application and synthesis using Problem-Based Learning**
OT601 Occupation and Rehabilitation Science I

The reference below explores how the ICF could be integrated into an occupational therapy practice setting.

http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf retrieved 8/19/2010

In each course unit, students will rely heavily on the International Classification of Functioning, Disability and Health as a conceptual model to help you identify, name, and interrelate knowledge that students have constructed from course materials, discussions and fieldwork experiences. Students will use the ICF to map and classify knowledge in occupational science and rehabilitation science and in related disciplines as to the area(s) of the ICF primarily targeted by each perspective. Acknowledging that the ICF model does not address all practice, research, and policy issues that are informed by occupational science and rehabilitation science, students will develop a final scholarly paper personal conceptual model to improve upon the ICF.

Figure 1. Schematic of International Classification of Functioning, Disability, and Health (ICF).

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Colorado State University Occupational Therapy Curriculum Design

Vision:
CSU-OT is a magnet that attracts and grows future leaders of occupational therapy in the state, nation and world through exemplary integrated programs of education, research and community outreach and service that meet real world occupational needs.

Mission:
The Occupational Therapy Department exists to optimize human performance and participation in every day occupations and contexts across the lifespan.

Core Values: Collaboration, Excellence, Honesty, Innovation, Respect, Service, and Vision
Conceptual Core:

*The study of human performance and participation in everyday occupations and contexts across the lifespan.*

**Master's Overall Outcomes Organized by Curricular Threads**

Prepare practitioners who use contextual thinking to meet the ever-changing occupational needs of individuals, groups and populations in diverse service contexts, as evidenced by:

- Reflection, flexibility, and curiosity in learning and practice.
- Empathy, compassion, and the ability to discern clients’ priorities for service.
- The ability to integrate knowledge, evidence and situational factors to make, justify and modify decisions.
- The ability to create and influence dynamic practices that reflect up-to-date research, theory and approaches.
- A sincere appreciation for research.

**Rigorous Culture of Inquiry**

Masters students are able to:

- Express and justify one’s reasoning orally and in writing.
- Actively participate in a community of scholars consisting of faculty, interdisciplinary scholars, practitioners, clients.
- Explain the historical and philosophical development of different areas practice and forms of inquiry.
- Explain the relationship of different forms of inquiry to practice.
- Understand that professional knowledge is fluid and dynamic by demonstrating the ability to:
Locate, synthesize, critically evaluate, and apply scholarship that supports practice and its underlying foundations.
- Select, justify, and advocate for practice approaches considered "best practice".
- Allow research to modify and change one's practice.
- Translate research to practice and understand when research does not translate to particular clients or settings.

- Demonstrate preliminary skills and habits to support further developments as scholars.
- Conduct components of research under the guidance of faculty.
- Discern ethical issues concerning the conduct and translation of research.
- Generate questions about individuals’ and groups’ performance and participation that range from basic to applied, from body functions & structures to social, economic and political systems.

**Foundations of Human Performance and Participation in Everyday Occupations and Contexts**

Masters students are able to:

- Articulate the contributions of Occupation and Rehabilitation Science to understanding human performance and participation in occupation.
- Explain the transactions between: the quality of performance and participation in occupation, the distinctiveness of the person/group, and the characteristics of environments.
- Explain how performance and participation in occupation influences and is influenced by the following:
  - Body structures and function
  - Mental health & well-being
  - Lifespan development
  - Culture and diversity
  - Social participation
  - Public policy
  - Physical environments

- Synthesize knowledge of the multiple levels that influence occupational performance to guide practice perspectives and decisions.

**Optimizing Human Performance and Participation in Everyday Occupations and Contexts**

Masters students are able to:

- Use occupation therapeutically with individuals, groups, populations across the life span.
- Engage clients (individuals, groups, systems, populations) in creating a course of action for improving and/or maintaining human performance and participation.
- Assess the impact of each of the following on occupational performance:
  - Body structures and function
  - Mental health & well-being
  - Lifespan development
  - Culture and diversity
  - Social participation
  - Public policy
  - Physical environments
  - Service context
Design and implement interventions that address multiple levels (see above) of human performance and participation for individuals, groups, systems and populations.

Provide strong rationales and evidence to justify interventions at each level (above) of human performance and participation.

Competently measure, document and report changes in human performance and participation in occupation.

Utilize ethical reasoning throughout the OT process.

Identify needs where occupational therapy could provide a vital service.

Create new services and determine how services will be delivered.

Continuously critique and modify practice approaches in light of new scholarship.

### Effective Teaching and Learning

Masters students are able to:

- Analyze, evaluate and construct knowledge.
- Create learning opportunities for a broad continuum of clients (individuals, groups, populations, systems), using scholarship of how people learn
  - Engage clients (individuals, groups, populations, systems) in problem-solving that will improve human performance and participation.
  - Use strategies that are universal for all types of learners.

### Professional Identity and Career Development

Masters students are able to:

- Embrace and integrate the philosophy, history and values of occupational therapy.
  - Analyze and evaluate origins, evolutions and future direction of present day interventions.
  - Articulate how one will move the occupational therapy profession forward.
- Articulate and advocate with confidence, for what occupational therapy can offer society.
- Act ethically and with integrity during all interactions as an occupational therapy student/practitioner/professional.
- Demonstrate continuous reflection, flexibility and curiosity in learning to keep practice dynamic.
- Craft a professional development plan for continued competence after the academic program.

Please see the program of study for the occupational therapy professional master’s students at: [http://ot.chhs.colostate.edu/students/ms_motcurriculum.aspx](http://ot.chhs.colostate.edu/students/ms_motcurriculum.aspx)