

CMU MSOT Fieldwork Program Reflection of the Curricular Design

To ensure the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences strengthen ties between didactic and fieldwork education the program has utilized community partners that are providing traditional, nontraditional and emerging practice experiences.

In the first spring semester, the focus of didactic instruction for Level I fieldwork is on the older adult (OCCU 515) and wellness (OCCU 514). In the older adult course, emphasis is placed on occupation-based practice utilizing the OTPF in age related diseases including vision deficits, orthopedic conditions, mental illness, cardiological and oncological conditions, diabetes, neurological conditions, trauma conditions such as burns and amputations, and functional mobility. In the wellness course didactic instruction is focused on wellness in the population, needs assessments for community programs, planning, and implementing wellness activities in the community. The Level I fieldwork associated with the fall semester is in conjunction with these courses focused on the older adult population and their wellness. Course content is integrated into fieldwork starting with the completion of a needs assessment. Students work with staff at a facility to identify needs in wellness programming for older adults. Students work with the AFWC during seminar to analyze the identified needs. Students apply Cole's 7 Steps, a model learned in the wellness course, to plan wellness groups. The students lead a session that includes a psychosocial component. Once the plans are implemented, the student completes documentation in SOAP format, as well as create occupation-based goals for subsequent sessions. These subjects, documentation, goal writing and lesson planning are covered in fieldwork seminar (OCCU 550). The cumulative project for fieldwork and the didactic courses is a presentation on one of the weekly fieldwork groups.

In the fall semester, Level I fieldwork is based in pediatrics. Didactic instruction is focused on occupation-based practice in pediatrics (OCCU 531) including related theory and developmental milestones. Integration of the didactic instruction in pediatrics and fieldwork is through a collaboration with an on-campus early intervention learning center. Students utilize a lesson planning template within fieldwork seminar to plan the group lessons. Students demonstrate integration of theory, evidence-based practice, psychosocial and social factors, therapeutic use of self and activity analysis in the weekly lesson plans. Students implement the plans weekly in the classrooms at the learning center. After implementation of the group activities, the students document each intervention session using the SOAP note format. Students grade their own notes using a rubric that has been adapted to fit the pediatric population. This rubric was originally introduced in the summer semester (OCCU 522).

Additionally, in the fall semester, we have a collaboration between pediatric course, fieldwork and a site on campus (Little/Mini Mavericks Learning Center) where the students plan and implement activities with students at the site. This experience is intended to provide the students additional opportunities to gain valuable hands-on experience with young children, practical application of skills learned in OCCU553, and practicing documentation skills in preparation for the one-week experience later in the semester. The instructional component in OCCU533 includes preparation for practical skills, evaluation and assessment skills, documentation skills, and the application of theories and frames of references through group lesson planning and implementation of the plans in the student's classroom. All of the OT program students are observed at this site and all faculty are involved with observations to support student success on a schedule.

In the second spring semester, the focus of fieldwork is inter-professional education. This rotation is designed to be a weeklong experience. Didactic instruction is focused on community-based practice working with inter-professionals for populations (OCCU 542). Topics covered include population health, inter-professional education, measuring effectiveness of intervention, physical and emotional conditions, quality of life, trauma informed care, ethics and evidence-based research. Students will utilize individual and group planning templates for the week to develop interventions and goals that address population health and psychosocial wellness in populations. After implementation of the plans, each student will document the intervention using a SOAP note, or other appropriate format for the facility. The cumulative project for fieldwork and populations is focused on program evaluation for a community-based event. Evaluation will explore existing psychosocial and social support provided and make recommendations for areas of improvement.