

EASTERN KENTUCKY UNIVERSITY
Department of Occupational Therapy
Site Initiation: Alignment with Curriculum Design

Level I Level II Both

Name of Facility: _____

Unit (optional): _____

The purpose of this form is to: 1) describe the EKU occupational therapy curriculum model to the fieldwork educator(s) or the clinical coordinator at a fieldwork site and 2). This form may be completed online, during an on-site visit or a telephone conversation with the fieldwork educator or clinical coordinator.

The EKU Fieldwork Website links to a full description of Eastern Kentucky University's Department of Occupational Science and Occupational Therapy curriculum design and additional information about our fieldwork programming. This website can be accessed at <https://fieldworkeku.wixsite.com/fieldwork>



After reviewing the online diagram, are the fieldwork education opportunities available at your facility a good fit with the Eastern Kentucky University's Department of Occupational Therapy curriculum design? No Yes

If you checked "Yes", please continue to fill out the remainder of the form. If you checked "No", please skip to the end of the document, sign and return to Casey Humphrey at casey.humphrey@eku.edu

Occupation

Occupation serves as the lens from which to view and interpret the other four program outcomes. An informed perspective on occupation is grounded in the emergence of occupational science as the unique knowledge base of the profession. Occupational science includes the study of the individualized and self-directed nature of occupational experience, cultural repertoires of activities, typical patterns of occupation across the lifespan, the context of occupation, and

occupational patterns in differing life conditions, such as age and disability (Blakeney & Marshall, 2009; Christiansen & Townsend, 2010; Cronin & Mandich, 2005; Munier et al., 2008; Pierce, 2003; Robinson & Godbey, 2005; Rowles, 1991; Whiteford, 2010; Wicks & Whiteford, 2005). Occupational science also supports the advancement of occupational justice to meet the health and well-being needs of diverse individuals, groups and populations (Wilcock, 2006). Occupation is both the means and ends of occupational therapy intervention (Gray, 1998; Trombly, 1995). By developing occupation-based interventions graduates of this program can support client engagement in occupation and understand client needs and goals (AOTA, 2020a).

Please describe the continuum of opportunities your facility provides for a student to utilize and occupation-based approach:

Critical thinking

Critical thinking is an essential skill for occupational therapists to use to meet the increasing complexity of healthcare (Velde et al., 2006). Critical thinking is “self-guided thinking which attempts to reason at the highest level of quality in a fair minded way” (Elder, 2019) and “thinking about thinking” (Hammell, 2015, p. 238). The critical thinker actively engages in self-reflection and self-assessment in order to become a better thinker and problem solver. In occupational therapy practice, being able to reflect on and adapt one’s behavior is imperative to providing quality care since no two clients respond in the same way to treatment due to diverse needs, diagnoses and cultural backgrounds.

One important skill that requires critical thinking is clinical reasoning. Clinical reasoning is a high-level cognitive process allowing practitioners to problem solve and adjust interventions in real time while working with clients (Mattingly, 1991). Students learn to apply different types of clinical reasoning such as scientific, narrative, procedural, pragmatic, conditional, and ethical reasoning through self-reflection, case based learning, and community experiences. Therapists use their critical thinking skills to consider cultural diversity of clients and adjust treatments accordingly (Johnston, 2009). An important part of the critical thinking and clinical reasoning process is creativity and innovation (Mattingly, 1991). Occupational therapists often need to create interventions, grade tasks, adapt equipment, devise new ways of doing things, and use technology to help clients engage in meaningful occupations (Schmid, 2004). Through guiding students in the development of critical thinking, we will develop leaders/practioners who are life long learners, and value high quality, evidence-based practice while considering the diverse needs of clients.

Excellence in occupational science and occupational therapy requires reasoning to effectively meet the challenges presented in practice. This reflects the mission of ECU and the ongoing implementation of one facet of the institution Quality Enhancement Program (QEP) which was established to develop informed, critical and creative thinkers and readers who communicate effectively.

Please describe the opportunities available at your facility to encourage students to engage in critical thinking:

Communication

Master communication skills are essential for occupational therapist leaders to effectively influence health care and create relationships with diverse clients (Fowler & Jones, 2015). Taylor (2008) postulates that a therapist must develop a collaborative relationship with the client while demonstrating caring, empathy, humility, honesty, a relaxed manner, compassion, self-awareness and open communication. Effective communication is a learned process. Therefore, this curriculum promotes the development of therapeutic communication (oral and written) and presentation skills. Through critical thinking and self-reflection opportunities students learn to increase their interpersonal and therapeutic communication skills in preparation to collaborate with an interprofessional team, create health care policies including third party payors, and serve as a client advocate and a leader in the health care industry (Maloney & Griffith, 2013). Students will also learn to disseminate research in order to be evidence-based practitioners, and guide their clients to reach optimal health care outcomes and create value for the profession of occupational therapy.

Please describe opportunities for written, oral and interpersonal communication for an ECU Occupational therapy student:

Leadership

Graduates from this program will have the skills necessary to be capable leaders in the profession, beginning with a well-defined professional identity grounded in ethics and an understanding of diverse people, populations, and contexts of service delivery. Basic and essential professional leadership includes, but is not limited to: demonstrating personal responsibility and accountability, dependability, promptness; membership in student, university, community, and professional organizations; integrity; cooperation; commitment to learning; self-regulation effective use of time and resources; dedication to high standards of excellence; and embodying a professional image (Kasar & Clark, 2000; Jacobs & McCormack, 2019; Randolph, 2003). In addition, leaders in occupational therapy act ethically and morally, with honesty,

empathy, compassion, and continuous regard for all. Occupational therapists must be prepared to skillfully negotiate multiple systems and to assume within these systems a variety of professional roles, including: continually competent practitioner with a strong occupational therapy identity, life-long learner, collaborator with clients, occupational therapy assistants and other professionals, leader, entrepreneur, educator, manager, strategic planner, program designer and evaluator, consultant, researcher, grant-writer, advocate, ally in the shaping of policy and service, and interdisciplinary team member. Graduates of the program will serve as leaders of change at local, state, and national levels using tools such as program development, participatory action research, client education, and evidence-based practice.

Please describe opportunities for leadership development for an EKU occupational therapy student at your facility:

Practice

The curricular outcome of practice encompasses the process of delivering occupational therapy services in a variety of practice settings and practice areas, including physical and mental health, and emerging and innovative areas of practice. Students must be prepared to work with a variety of populations across the lifespan. Practice incorporates professional behavior, ethics, and communication, as well as knowledge of foundational concepts (anatomy, physiology, neurology, psychology, kinesiology, etc.), theory, and clinical practice skills. Graduates of this program are skilled at diagnosing, evaluating and treating occupational performance dysfunction regardless of diagnosis or context, including related client factors, performance skills, and performance patterns. The overarching goal of clinical practice is to improve client health, well-being, and participation in life through the skilled therapeutic use of occupation for individuals, groups, and populations (AOTA, 2020a). Skilled practitioners use evidence to support service delivery, are ethical, and use occupation as the basis of their skilled intervention. Students practice clinical skills and engage in clinical practice during Level I experiences, Level II fieldwork, service-learning opportunities, labs, and other active learning experiences. Practice extends beyond the clinic to include such things as competency in leadership roles, program development, administration, advocacy, and policy. As students progress in the program, they expand their understanding of practice to demonstrate advanced in depth knowledge in a specialized practice area for dynamic engagement in the profession.

Please describe your area of practice (ie: age range of population served, frequent diagnosis seen, common assessment tools utilized, etc):

Please describe required projects or extra assignments above and beyond the course requirements of EKU: _____

Which of the five theme areas are linked to the student project or assignments?

- Occupation
- Critical Thinking
- Communication
- Leadership
- Practice

Information Needed to Initiate a New Affiliation Agreement:

Full Name of Facility to be used on the Agreement: _____

Address of Facility: _____

Name and Title of Individual Signing the Agreement: _____

Email, Phone, and Fax of Individual Signing the Agreement: _____

Signature of Facility Representative

Date

For Fieldwork Office Use Only

EKU Overall Evaluation of the Site Alignment with the Curriculum Design

1-Does not meet

2-Inconsistently meets

3-Meets expectations

4-Exemplary

Signature of ECU Academic Fieldwork Coordinator

Date

Recommended for contract initiation or renewal

Yes

No

Contract executed _____ (date)