

Department of Occupational Therapy  
Duquesne University

Dear level I Fieldwork Educator:

To meet ACOTE standards, we are required to present to you, the **mission statement** for the Department of Occupational Therapy at Duquesne University, our curriculum philosophy and the **objectives for the Level I fieldwork experience** for Duquesne University Department of Occupational Therapy.

If you feel that that, to the best of your knowledge, your program design is consistent with the curriculum philosophy of our Duquesne University occupational therapy and that these level I FW objectives can be met in your program, **please indicate your agreement with your signature and date on both of the forms below and return to Duquesne University.** Please return by **fax or mail one week before Fieldwork begins.** I encourage you to keep a copy for your records, as well.

Thank you again for your dedication and commitment to the education of our occupational therapy students.

**Mission Statement**

The **mission of the Department of Occupational Therapy** is to educate students to be excellent, holistic, practitioners, *practice-scholars* who serve, do, question and lead occupational therapy. As practice scholars our graduates will demonstrate the requisite skills and habits to use and create evidence to support their practice, to facilitate change as engaged leaders, to think critically and creatively as practice innovators. The Department of Occupational Therapy's mission is consistent with the mission of Duquesne University and the John G. Rangos, Sr. School of Health Sciences. Graduates of the occupational therapy program will be able to act responsibly, reasonably, morally, and ethically in their decisions related to personal lifestyle, occupational therapy, leadership, and citizenship within their local, national and world communities.

**CURRICULUM PHILOSOPHY**

The Department of Occupational Therapy holds sacred its fundamental obligations to serve God by serving students and to animate the Spiritan Charism of Duquesne University which call us to educate students who have a profound concern for moral and spiritual values, a hospitality to diversity and multiculturalism, and a commitment to service to the community, the nation and the world. The Spiritan Charism is consistent with and compliments the philosophies, ethics, and standards of the American Occupational Therapy Association (AOTA, 2011).

As a profession, occupational therapists have come to understand that occupation is a critical dimension of human existence. Occupations are "daily activities that reflect the cultural values, provide structure to living, and meaning to individuals; these activities meet human needs for self-care, enjoyment and participation in society. (Crepeau, et al., 2013, p. 1031). Occupations are multidimensional and participation in occupation is the essence of productive living (Christiansen & Baum, 2015).

Engaging in occupation is "the active process of being, becoming and belonging as well as performing or doing occupations" (Townsend & Polatajko, 2007, pp. 370). Engagement in occupation is a dynamic process that supports the person's continuous adaptation. Throughout their life span, humans engage in occupations in a variety of contexts. This person-occupation-environment interaction is essential to an individual's ability to effectively engage in meaningful, purposeful occupations throughout their life. A deeper understanding of the interplay between the person, occupations, and their environments is gained by considering important related concepts such as quality of life, meaningful productivity, independent living, full participation, social and occupational justice, multiculturalism, and healthy lifestyles (AOTA, 2011).

A guiding component of the Department of Occupational Therapy's curriculum philosophy is that occupational performance is developed and enhanced by treating the "whole person" and attending to physical, psychological, social and cultural issues as influenced by the environment. Our students are trained to recognize occupation as the critical link between the person and their environment and to appreciate the impact of personal (e.g., spiritual, cultural, physical) and environmental (e.g., social, physical, political) influences on occupational function and performance. Our consistent focus on person-environment interaction as the dynamic process whereby an individual has the potential to influence their environment, and vice versa through the use of occupation and engagement in occupational roles is integrated throughout the curriculum. This focus on occupation and occupational performance

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as an integrated and consistent theme in the curriculum ensures the graduates develop the capacity to critically examine the occupations people perform and enables them to use occupation as the medium to assist people to live their lives to the fullest extent possible.

Developing practice scholars is another guiding component of the occupational therapy curriculum. Practice scholars have established the requisite habits to use and create evidence that supports occupation and evidence-based practice (Crist, Muñoz, Witchger-Hansen, Benson & Provident, 2005). The scholarship of practice is a constant consideration in curricular design, educational pedagogy, community-university partnership, community engaged learning (service learning), and program outcome evaluations. Students in our program are consistently challenged to recognize that scholarship is an essential element in their success as leaders and practice scholars (Townsend, Polatajko, Craik & von Zweck (2011). To that end, the Duquesne University program generates consistent opportunities for students to critically reflect on their practice and to embed scholarship activities in their everyday practice. Students learn and practice knowledge, skills, attitudes and habits that allow them to assume leadership roles as practitioners, research collaborators, and advocates. Our emphasis on practice scholarship challenges students to intentionally link occupational therapy theory and practice and to ensure that the best available evidence guides their practice.

The educational philosophy of the Department of Occupational Therapy is organized around **five** core components, which are integrated into and guide instruction. These include:

- a graded developmental approach to acquiring the knowledge, skills and attitudes to be a practice scholar who reflects on and engages in the scholarly application of occupational therapy and has a skill set to deliver person-centered, evidence- based occupational therapy.
- a concentration on occupation as the link between person and environment and as an organizing framework for understanding the interaction of these factors on occupational performance.
- a central focus on occupation, on humans as occupational beings, and on the complex processes by which people find meaning and health through the interactive person-environment process of ‘doing’ or engagement in occupations.
- a comprehensive understanding of both personal factors and context or environmental influences on occupational performance and function in the areas of occupation.<sup>1</sup>
- an intentional use of engaged, active learning educational pedagogies that embed learning in context.<sup>2</sup>

Please visit our webpage for full list of citations. <http://www.duq.edu/academics/schools/health-sciences/academic-programs/occupational-therapy/programs-design>

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**Signature of Fieldwork Educator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Name of Fieldwork Educator (printed)**

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**Name of fieldwork site**

**Mail/fax to:** Elizabeth D. DeIulii,OTD, OTR/L Duquesne University Health Science Building 600 Forbes Ave Pittsburgh, 15282 Fax:412-396-4343

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**Level I Fieldwork Objectives for students in the Duquesne University  
Occupational Therapy Program**

**Upon completion of Level I Fieldwork, the student will be able to:**

1. Elicit the client's view of the meaningfulness of the rehabilitation process.
2. Articulate the relationship between person, environment and occupational performance during fieldwork experiences.
3. Utilize clinical reasoning skills including procedural, interactive and conditional reasoning in identifying and evaluating patient/client occupational performance issues during fieldwork
4. Utilize self-reflection to develop insight into how one contributes to or detracts from the therapeutic partnership.
5. Re-evaluate and modify intervention plans in response to cues from the client and others in the environment
6. Utilize objective data obtained in the evaluation and re-evaluation process.
7. Actively prepare for supervision sessions by identifying specific issues to discuss.
8. Adjust behavior and/or practice in response to supervision.
9. Observe, document and discuss the interaction between supervising therapist and patient/client or self and patient/client during fieldwork experience.
10. Document his/her affective and cognitive responses to fieldwork experience.
11. Achieve at least 1 personal goal in each section of the Level IA Fieldwork evaluation.
12. Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process.
13. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
14. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
15. Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This includes developing a summary of occupational therapy outcomes, appropriate recommendations and referrals, and discussion with the client and with appropriate others of post-discharge needs.
16. Students will consider psycho-social factors related to client's occupation in every setting.

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**Signature of Fieldwork Educator**

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**Date**

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**Name of Fieldwork Educator (printed)**

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**Name of Fieldwork Site**

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