

Department of Occupational Therapy  
Duquesne University

Dear level II 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 II 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 II 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 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.

Department of Occupational Therapy  
Duquesne University

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>

\_\_\_\_\_  
**Signature of Fieldwork Educator**

**Date**

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

\_\_\_\_\_  
**Name of fieldwork site**

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

Department of Occupational Therapy  
Duquesne University

Dear Level II Fieldwork Educator,

All occupational therapy academic programs are now required by the revised “*Standards for an Accredited Education Program for the Occupational Therapist*” to assure a documented plan for collaboration between the academic institution and the fieldwork site and verify that all aspects of the fieldwork program are consistent with the academic institution’s curriculum design. The **objectives for the Level II fieldwork** experience for students in Duquesne University’s Occupational Therapy Program are listed below.

We will need you to review the objectives, verify that they are currently being met at your fieldwork site and that they are consistent with the educational philosophy and curriculum design of Duquesne University. If you have any changes to the objectives or would like to add additional objectives please do so below. **We will need you to sign and date this letter, make a copy for your files and return the original to us by mail or fax (412)-396-4343.**

As always, thank you for the invaluable learning experience and support you provide to our students.

**C.1.1** Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education

**C.1.3** Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. Ensure that fieldwork objectives for all experiences include a psychosocial objective.

1. The student will demonstrate competency in utilizing assessment tools and evaluation procedures routinely used by OTRs and COTAs at the fieldwork centers to which they have been assigned.
2. The student will demonstrate proficiency in the analysis, adaptation, grading and application of therapeutic activities in evaluation and treatment of patients referred for occupational therapy services.
3. The student will demonstrate effective oral and written communication skills as demonstrated by heir documentation of service provision; interactions with patients, staff and other professionals; and dissemination of information.
4. The student will demonstrate professional characteristics including:
  - a. the ability to establish and sustain therapeutic relationships
  - b. the ability to work as a member of a treatment team (i.e. work collaboratively with others, to relinquish or assume responsibility when appropriate, demonstrates an understanding of the roles of other health professionals)
  - c. respect for patient confidentiality
  - d. the ability to assume an active role in the student-supervisory relationship (i.e. assumes responsibility for maintaining, assessing and improving self-competency; seeks and utilizes supervision as a tool for self-directed learning)
  - e. the development of a positive professional self-image and the development of a broad sense of professional responsibility (i.e. to the occupational therapy community and the community at large, concern for social and health care issues
  - f. the ability to integrate evidence into the selection of appropriate activities for patient/ client care.
5. The student will appropriately consider and address psychosocial factors related to client’s occupational performance.
6. The student will develop entry level competencies for the Level II fieldwork by the end of the experience (entry level competency is defined as achieving the minimal passing score or above on the AOTA Level II Fieldwork Evaluation)

\_\_\_\_\_  
Name of Site

\_\_\_\_\_  
Signature of Fieldwork Educator

\_\_\_\_\_  
Date

Return signed form to: Elizabeth DeJuliis, OTD, OTR/L  
Duquesne University, #221 Health Science Building 600 Forbes Ave, Pittsburgh, PA 15282 [dejuliise@duq.edu](mailto:dejuliise@duq.edu)