



LEVEL I FIELDWORK OBJECTIVES VERIFICATION FORM

We appreciate your collaboration with us on providing Level I experiences for our students and in establishing objectives that are relevant for your site and the goals of the Level I fieldwork experience. Our fieldwork program promotes clinical reasoning, reflective and ethical practice, and professionalism.

Level I Objectives are as follows:

ACOTE Standards:	
B.1.2.	Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations.
B.3.2.	Apply and analyze the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.
B.4.1	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
B.4.9	Design and implement intervention strategies to remediate and/ or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.
B.4.25	Demonstrates knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient-and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable

Included with this notice is a copy of our Mission, Curriculum design, and Objectives. Please take a moment to review the Mission, curriculum design and objectives. Our Midwestern Occupational Therapy Program Fieldwork Manual is online and has resources for all Fieldwork Educators. The URL is <http://www.midwestern.edu/OTfieldwork>.

If these objectives can be met in your program, please indicate your agreement with your signature and date below. ***Once signed/dated, please give this form and any site-specific objectives you may have to Midwestern University Occupational Therapy student to upload to EXXAT.***

Facility Name:		Date:
Supervisor or Coordinator Printed Name:	Supervisor or Coordinator Signature:	
MWU Printed Name: Dana Lingle	MWU Signature: <i>Dana Lingle</i>	

Thank you for your ongoing support for the profession of Occupational Therapy

Midwestern University Mission

Midwestern University's historical and sustaining philosophy dedicates the institution and its resources to the highest standards of academic excellence to meet the educational needs of the healthcare community.

Occupational Therapy Program Mission

The Occupational Therapy Program is dedicated to excellence in the education of occupational therapists, and the development of a community of practice leaders who will meet the occupational needs of individuals and communities through compassionate, innovative, and evidence-based practice.

Occupational Therapy Program – Curriculum Design

The curriculum design is at the center of the Midwestern University Occupational Therapy Program. The curriculum design becomes real to the extent that faculty and students live the guiding professional and educational principles articulated in the Program philosophy: occupation-centeredness, intentional engagement in the teaching and learning experiences, and the development and reliance upon critical and ethical reasoning. In its depth and breadth, the curriculum is designed to develop a generalist occupational therapist who has advanced critical reasoning and skills in occupation-based and evidence-informed practice. Students are educated in the use of occupation to provide therapeutic intervention for individuals and groups of all ages through in-depth, carefully planned learning experiences. The design is actualized within a curriculum framework that is (a) scaffolded and layered in its intention and delivery, (b) tethered to experiential and authentic learning opportunities, and (c) lived out in professional praxis as occupational therapy is enacted, practiced, embodied, and actualized.

Scaffolded and Layered Design. The curriculum design reflects our strong belief that carefully sequenced courses and learning opportunities provide vital links between the acquisition of knowledge application, analysis, and synthesis, all of which are required for critical reasoning and professional practice. Carefully placed courses and learning opportunities afford students with dovetailed opportunities to build upon essential concepts and assimilate the knowledge, skills and attitudes that inform occupational therapy practice. Students are thus supported in their intentional engagement, critical reasoning, and occupation-centeredness. The intentional placement of courses, learning opportunities and progression of content facilitates the scaffolded approach to learning, synthesis, and application of crucial content to various populations, settings, and clinical challenges inherent to occupational therapy practice.

Experiential and Authentic Learning. The curriculum design provides students with opportunities to reflect and consider the impact of occupational therapy interventions on the quality of the lives of individuals, communities, and populations. Observation, case-based, and experiential learning provide opportunities to form questions, seek relevant resources, and integrate new insights to resolve unique occupational problems as they are expressed in real life situations. Where occupational therapy already exists, aspiring practitioners demonstrate the merits of

occupation-based practice; in emerging areas of practice, students promote and develop occupational therapy services. Experiential learning facilitates authentic teaching-learning situations in which students learn by doing, and serve individuals, groups, and communities through mentored occupational therapy practice.

Professional Praxis. Professional praxis is the process by which occupational therapy is enacted, practiced, embodied, and actualized for individuals, groups, communities, and populations. Professional praxis is how person-centered, occupation-focused therapeutic approaches are learned by students and realized through the learning opportunities within the curriculum. Praxis involves the conceptualization and process by which the skills, values and behaviors are embodied as befitting a Doctor of Occupational Therapy. Professional praxis requires facility in therapeutic use of self, the consistent use of evidence-informed knowledge to guide occupation-focused practice, and the strength derived from ethical and compassionate service that is woven throughout the Program.