

**UNIVERSITY OF PITTSBURGH
OCCUPATIONAL THERAPY PROGRAM**

Level II Fieldwork Assignment Examples

During the first couple weeks of Level II fieldwork, students will collaborate with the Fieldwork Educator to write 6 assignments, activities and/or responsibilities that would complement the University of Pittsburgh's curriculum design and curriculum content that they will complete during the 12 weeks. A table is attached with **suggestions** for experiences that **may** be appropriate for a student at your facility depending on the clients who are typically treated and the delivery of services provided. At the end of the fieldwork experience, students and Fieldwork Educators will assess completion of each one, with explanations as needed.

Fieldwork Educators are encouraged to collaborate with students and the Academic Fieldwork Coordinator to design student assignments/activities and responsibilities which provide an opportunity for student learning and, additionally, for students to contribute back to the occupational therapy department. A few examples of assignments students have completed include:

1. Develop 3 novel occupation-based activities that challenge executive functioning in adults, male and female, with brain injuries.
2. In collaboration with Fieldwork Educator, create a protocol to establish a Feeding Group for individuals with limitations in eating and feeding and implement the group.
3. Create or supplement the facility's student manual using AOTA's website and resources available at the University of Pittsburgh.
4. Create an Evidence-based Practice binder for a topic of interest to the department.
5. Design and/or enhance home programs typically prescribed by the department in an electronic format for personalization for each client.
6. Identify 25 meaningful occupation-based interventions that can be provided for clients in the ICU and implement at least 1 with each appropriate client.

Please contact Ann Marsico, CScD, MOT, OTR/L to collaborate on potential student assignments you feel would be mutually beneficial to the student and to your fieldwork site.

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Suggested Fieldwork Level II assignments/activities and responsibilities that would complement the University of Pittsburgh Occupational Therapy curriculum design and curriculum content.

		ROLES		
		Practitioner	Manager	Contributor
ICF*	Environmental factors (e.g. physical, social support, attitudes, technology, assistive devices, services & legal policies)	<ul style="list-style-type: none"> ~ Identifies assistive devices appropriate for a client ~ Constructs an orthosis for a client ~ Constructs equipment or devices for a client ~ Trains client to use equipment, assistive device or orthosis ~ Conducts an ergonomic assessment on a client ~ Conducts a safety assessment in the home environment ~ Other: Specify: _____ 	<ul style="list-style-type: none"> ~ Conducts inventory of department's assistive devices ~ Assists in ordering assistive devices for the department ~ Identifies support groups/community resources to facilitate clients' participation and re-entry into community ~ Audits consistency between referrals and environment outcomes ~ Other: Specify: _____ 	<ul style="list-style-type: none"> ~ Completes an evidence-based literature review on assistive devices ~ Collects information about the facility, surrounding community, services provided and cultural backgrounds of clients commonly treated at facility ~ Documents current legal policies affecting OT services ~ Presents staff development session on evidence-based interventions for the environment relevant to client population treated at facility ~ Other: Specify: _____
	Participation/ Participation Restriction (e.g. worker, student, civic, social, & family roles)	<ul style="list-style-type: none"> ~ Performs client interview to obtain information regarding relevant/meaningful roles (e.g. worker, homemaker, parent) that client must fulfill ~ Performs a work-site assessment on a client ~ Develops an intervention plan that promotes participation in meaningful roles ~ Plans and carries out a community outing with client ~ Other: Specify: _____ 	<ul style="list-style-type: none"> ~ Attends discharge planning meetings to ensure clients' successful participation and re-entry into community ~ Audits consistency between referrals and participation outcomes ~ Other: Specify: _____ 	<ul style="list-style-type: none"> ~ Compiles a notebook of community resources to share with other professionals ~ Presents a staff development session on evidence based role performance relevant to client populations treated at facility ~ Presents a staff development session on evidence-based interventions for participation relevant to client population treated at facility ~ Participates in writing a program development grant for a specific activity ~ Other: Specify: _____

	<p>Activities/ Activity Limitations (e.g. self care, household, mobility, communication, & writing tasks)</p>	<p>~ Assesses client's ADLs and IADLs ~ Develops intervention plan selecting activities that are meaningful to a client or client group ~ Educates family and others to assist client's ability to perform meaningful activities ~ Other: Specify: _____</p>	<p>~ Compiles an evidenced-based treatment notebook for meaningful client activities ~ Assists in supervising an OTA in carrying out an intervention plan that includes activities meaningful to client ~ Audits consistency between referrals and activity outcomes ~ Other: Specify: _____</p>	<p>~ Completes evidence-based literature review that examines meaningful client activities ~ Presents staff development session on evidence-based interventions for activities relevant to client population treated at facility ~ Other: Specify: _____</p>
	<p>Body Functions/Structures Impairment (e.g. strength, range of motion, endurance, sensory, vision, hearing, & perception)</p>	<p>~ Assesses client's muscle strength, functional range of motion, mental status, and perception (e.g. visual, auditory, tactile) ~ Monitors vital signs (i.e. blood pressure, heart rate) ~ Develops intervention plan to restore functions/structures that support activities and participation ~ Other: Specify: _____</p>	<p>~ Demonstrates equipment competency to obtain accurate client data (i.e. dynamometer, goniometer) ~ Audits consistency between referrals and body function outcomes ~ Other: Specify: _____</p>	<p>~ Presents a staff development session on evidence-based interventions for impairments relevant to client population treated at facility ~ Other: Specify: _____</p>

*International Classification of Functioning, Disability and Health