

# OT Fieldwork Connection Newsletter

University of  
Mary

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## Fieldwork News

Welcome to another edition of the University of Mary OT Fieldwork Connection newsletter. It is a pleasure to share with you the highlights of our curriculum, fieldwork news, and future learning opportunities. I'll begin with sharing an exciting learning opportunity for all fieldwork educators that is going to be offered at the University of Mary campus this fall. We are hosting an **AOTA Fieldwork Certificate Workshop on September 24 & 25**. This unique 2-day workshop will provide you with the skills needed to effectively manage the educational, supervision, and evaluation roles of the fieldwork educator. Through interaction with trainers and colleagues, you will learn effective strategies for integrating learning theories and supervision models and will emerge from the seminar with strategies to support best practice ideals in fieldwork education. **Register for the workshop online at:** [http://www1.aota.org/shop\\_aota/prodview.aspx?Type=D&SKU=fwum910](http://www1.aota.org/shop_aota/prodview.aspx?Type=D&SKU=fwum910). A block of rooms is reserved at Expressway Inn & Suites (701-222-2900) under "University of Mary OT Conference". For additional information, please contact me at [canderson@umary.edu](mailto:canderson@umary.edu) or by phone (701-355-8112).

I invite you to visit our new **Fieldwork Educator Resources website** at: [www.umary.edu/fieldwork](http://www.umary.edu/fieldwork). Current fieldwork forms (FW Data Form, Writing Site-Specific Objectives, Level I/II Evaluation forms, etc.) are available for download. Additional resources from AOTA's website are available as well (FEAT, Medicare Part B Solutions, etc).

Congratulations to Angie Hansted, recipient of the **2009 Kathy Perrin Outstanding Fieldwork Educator** award. This award recognizes FW educators for outstanding leadership, mentorship, and teaching abilities in providing fieldwork education to OT students. Angie was nominated for her creativity, patience, and dedication to teaching future occupational therapists. She is employed at St. Alexius Medical Center, Bismarck, ND.

Thank you to all the fieldwork sites that provided **Level I fieldwork** experiences to our students this past March. The students returned to campus with a renewed enthusiasm and a better understanding of their future role as OT practitioners.

Our summer **Level II fieldworks** begin May 10, 2010. The students are eager and excited to begin integrating their academic knowledge with clinical practice! I look forward to collaborating with the FW educators and students throughout the Level II experience. Please feel free to contact me any time with questions or concerns.

Have a great summer!

Cindy Anderson, OTD, OTR/L  
Academic Fieldwork Coordinator

## Letter from the Program Director

Hello again from the University of Mary and happy spring! It is so nice to see the sun shining and the tulips coming up just outside my office door. I hope you find some time to enjoy the nice days ahead.

I am very excited to report that we will have full classes for fall 2010. We had outstanding applicants this year and are looking forward to getting to know them better in the near future. Thank you to everyone who helped with the admissions process or with recruiting students to the profession.

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## Letter from PD (cont'd)

In October of 2009, I mentioned that Therapy Ed would provide a 2 day educational workshop in December to help students prepare for the National Board of Certification for Occupational Therapy (NBCOT) exam. Students gave very positive feedback about the workshop and we have reaped the results in higher pass rates with the graduating class of 2009. We will offer the workshop again in December of 2010.

In addition to the workshop, we have started using the OTKE. The OTKE is "cohort-based online examination designed exclusively for *program director's* to assist with analyzing students' performance related to the validated domains *AND* task statements for entry-level practice" (NBCOT). Students receive scores based on their personal performance as well. We have encouraged students to share these results with their fieldwork educators and it will help identify areas of strength as well as growth. The cohort results are helpful in program evaluation and development as well.

Thank you just isn't enough to tell you how much we appreciate everything you do to help provide exceptional fieldwork experiences for our students. Our students return to campus for 2 weeks following their Level II fieldwork experiences. It is so exciting and rewarding to see how they have grown into professionals and colleagues. We appreciate the time you take with our students!

I would like to extend an invitation to contact me if you ever have any questions about the OT program or curriculum at the University of Mary. My email address is [jsibla@umary.edu](mailto:jsibla@umary.edu). Blessings!

Janeene Sibla, OTD, OTR/L, OT Program Director

## New Elective Course Offering: Emerging Areas of Practice

Beginning this May, we offered a new elective course, Emerging Areas of Occupational Therapy Practice I, OTH 461. This two credit course will be offered as a one week intensive course, meeting for 4 hours each morning for kinesiotopeing and each afternoon for aquatic therapy. The kinesiotopeing portion of this course will be co-taught by Dr. Jennifer Schroeder and Dr. Cindy Anderson. This past fall, these two instructors completed KT1 and KT2 training courses through the Kinesio® Taping Association. In this course, students will be instructed in the basic tenets of kinesiotopeing including the purpose of kinesiotopeing, the benefits of kinesiotopeing, the types of clients and diagnoses kinesiotopeing would benefit, taping techniques, and hands-on application. In addition, the students will further integrate their knowledge through case studies and evidence review.

The aquatic therapy portion of this course will be taught by Dr. Carol

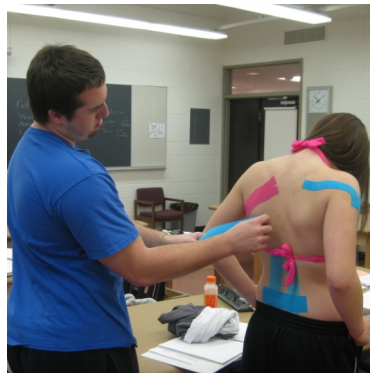


Aquatic Therapy 2010

Olson. She completed a course in aquatic therapy through Aquatic Therapy University in Minneapolis. The course will include exploration of the properties of water that make aquatic therapy a viable option for many clients. Activities will include a combination of classroom lecture and lab held in the University of Mary swimming pool raised to thermo-neutral temperature. Students will explore many therapy techniques using the water as medium for many different physical conditions and disabilities. Precautions and contraindications will also be discussed.

We are excited to offer this new course to expose our students to the new trends in occupational therapy and provide them with an alternative learning opportunity.

Respectfully submitted,  
Jennifer Schroeder, OTD, OTR/L  
and  
Carol Olson, PhD, OTR/L



Kinesiotopeing 2010

## Year 2 Curriculum

The second semester of Year 2 in the OT program is focused primarily on working with school aged children, but also includes some topics not covered in the first semester. Topics in occupational engagement include frames of reference, assessments, interventions and application of the OT process for persons in the early lifespan. The **3<sup>rd</sup> Edition Kramer & Hinojosa's *Frames of reference for pediatric occupational therapy (2010)*** includes several new frames of reference (FOR), including occupation based FOR focused on teaching and learning needed skills (SCOPE-IT Model and Four Quadrant Model of Facilitated Learning) and FOR to Enhance Social Participation and Handwriting; as well as FOR from former editions of the text (SI, NDT, Motor Skill Acquisition, Acquisitional, Visual Perception, and Biomechanical). Students apply these frames of reference based on case scenarios in class and as part of the comprehensive exam held at the end of second semester. Much emphasis is also placed on developing intervention plans based on child/family needs.

In the group leadership course, students observe a therapist leading groups with children and adolescents in various settings, then plan and implement a group in one of the settings. This year, we had several faculty and area therapists as adjunct faculty instructors facilitate groups at schools and day care centers within the community. This course offers students practical experience working with children, while developing competence in dealing with the unexpected that occurs when working with persons in the early lifespan.

Students in the early lifespan component of the program also take the first course in Neuroscience. Course content includes basic neuroanatomy, neuroplasticity and development of the brain and nervous system, the sensory and motor tracts and more. Lab included worksheets and cases to help tie the information together and relate it to OT.

A final bit of early lifespan news: We will be using the new **6<sup>th</sup> Edition of Case-Smith's *Occupational Therapy for Children (2010)*** next fall. I look forward to seeing the changes that are included in this updated text.

Submitted by:

Carol H. Olson, PhD, OTR/L

## Year 3 Curriculum

Greetings, FW Educators!

It is hard to believe that the spring semester is already over!! The graduate (3<sup>rd</sup> year) students were very busy again this semester! They continued to learn about the adult and older adult populations in their classes. Recently the OT students participated in one particularly exciting endeavor with PT students from the University of Mary. Students from both disciplines collaborated to plan and conduct "action (exercise) groups" for older adults at one independent living center and one assisted living center in Bismarck. Action groups consisted of exercise or activities to promote health and wellness. Students offered the groups weekly for 10 weeks throughout the semester at each of the facilities. Stu-

dents analyzed the activities in each group and adapted or adjusted the group to be consistent with participants' level of ability, participation, and interaction. In addition, OT and PT student groups evaluated this well elderly population to identify any possible areas of concern, and to reinforce healthy lifestyles already in place. Since this population is growing rapidly, it is important for older adults to maintain independence within their home settings for as long as possible. Therefore, students developed a wellness plan specific to each individual. This was a wonderful learning experience for the students; it gave them a chance to practice the skills learned in the classroom, and it allowed them to work collaboratively

with another discipline, which is something they will do consistently in practice. When asked to give an example of something she learned from the group, one OT student commented, "I learned how PT and OT effectively communicate with each other, provide input to each other, and teach each other about our professions." Overall, students realized the importance of client centered, holistic care... and isn't that what it is really all about?

Wanda Berg, PhD, OTR/L

# University of Mary

Occupational Therapy Program  
7500 University Drive  
Bismarck, ND 58501

Phone: 701-355-8112  
Fax: 701-255-7687  
E-mail: canderson@umary.edu

**We're on the  
web!  
[www.umary.edu  
/fieldwork](http://www.umary.edu/fieldwork)**



Backpack Awareness event 2009

## Occupation-based Occupational Therapy – Don't we already do this?

As a practitioner who received my professional OT education quite a few years ago, I was initially puzzled by the movement for occupational therapy to be "occupation based". I feel my practice has always been occupation based because all of my goals had occupation as the outcome... Joe will dress his lower body with .... by... Dressing is a valid occupation for occupational therapy.

I considered it important to look into the matter deeper since I teach many of the foundational courses in our curriculum at the University of Mary. Trombly (1995) describes the use of occupation as both means and end for occupational therapy. The *Occupational Therapy Practice Framework: Domain and Process, 2<sup>nd</sup> Ed.* describes the outcome of occupational therapy as the client's engagement in occupation. This is accomplished through "therapeutic use of occupations and activities". Sounds like intervention I have done for decades. It simply categorizes intervention into a hierarchy or order of preference for best practice.

The highest and preferred level of intervention is "Occupation-based Intervention." This is where the client actually does their chosen occupation that meets one of their identified goals. When my teen-aged clients with developmental delays had a goal of choosing and purchasing products for a meal in preparation for independent living, my intervention was taking them to a store and doing the "shopping" in a real-life situation. This was occupation-based intervention.

The next level of intervention is "purposeful activity." This is when the client participates in activities that help develop the abilities they need for improved occupational engagement. When my teen-aged clients needed to improve counting money, my intervention was a mock shopping experience where I played the cashier and they played the shopper. This was purposeful activity intervention.

The lowest level of intervention is "preparatory methods." These are interventions where methods or techniques are used to help prepare the

client for occupational engagement. When my teen-aged clients needed to control their level of alertness to be appropriate in a highly stimulating grocery store, my intervention was to teach calming techniques. This was preparatory methods intervention.

As I have gained a deeper understanding of the levels of occupation-based interventions, I have integrated this information into the courses I teach. As our students arrive in your clinics for fieldwork experiences, they will talk about "occupation-based intervention." Their focus will be on how to provide the highest level of "therapeutic use of occupations and activities" for each client. Students may need assistance in understanding how each preparatory and purposeful activity is intentionally designed to assist the clients in reaching their goals of improved engagement in occupation. Although the terminology may be new, the concepts have been in occupational therapy since its beginning.

Terrance Anderson, OTD, OTR/L