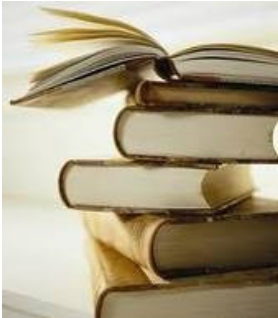


University of Mary

OT Fieldwork Connection Newsletter

Message from the Program Director



Over the course of the last year, the faculty completed a detailed *curriculum review* resulting in a significant **curriculum change beginning in fall 2011**. The foundation of our professional occupational therapy education curriculum is grounded in several elements that provide the structural framework necessary for effective quality program delivery. The mission of the University of Mary, the mission and outcomes of Department of Occupational Therapy and the liberal arts foundation shape the University of Mary professional occupational therapy education program. Contexts such as society, culture, economy, regional and global healthcare, politics, and the natural environment influence the mission and outcomes of the program. Professional OT values and the Benedictine values provide a unique perspective with which to interpret all of the factors that influence ongoing program development.

In general, the curriculum design follows a **development progression** in which learning begins with fundamental concepts and each subsequent semester(s) builds on knowledge from the previous semester(s). During the **first year** of the professional OT program (or OTH 400), coursework focuses on **fundamental concepts** of OT, including occupation, models of practice, task analysis, therapeutic use of self, ethical decision making, anatomy and kinesiology. Special attention is focused upon the Occupational

Therapy Practice Framework.

The **second year** of the professional OT program is centered upon OT services for individuals in the **early lifespan**. Coursework focuses on assessment, intervention planning, implementing occupation-based intervention and discharge. Additional areas of concentration include laws affecting practice, documentation, and reimbursement. Students also gain additional knowledge regarding group leadership with the early lifespan population, application of assistive technology and behavioral neuroscience. During this year of study, students also complete a level I fieldwork in an early lifespan setting. During the **third year**, which occurs at the graduate level, students' coursework focuses upon methods of research, statistics and advanced exploration of occupation based practice. Following these topics, students learn about OT services for individuals in the **adult and later lifespan**, including assessment, intervention planning, implementing occupation-based intervention and discharge. Additional areas of concentration include program development, OT management, documentation, reimbursement, splinting, physical agent modalities, and behavioral neuroscience. Students also complete a level I fieldwork in an adult or aging adult setting.

Following completion of the third year of academic coursework, students

complete **two (2) level II fieldwork** experiences. One of the placements focuses on working with individuals in the early lifespan and the other focuses on working with individuals in the adult and later lifespan.

Upon completion of level II fieldwork experiences, students return to campus for a focused study of the integration of the OT process through case story application and for preparation for future practice. Emphasis is placed upon professional development, licensure and certification, as well as becoming a fieldwork educator.

As I reflect back on this year of significant change, I am thankful for the faculty who help to develop the skills and knowledge in our students so they can become competent OTs. They are a remarkable group of individuals to work with and I appreciate the distance they will go for our students. I am also very thankful for the support we receive from our graduates, fieldwork educators and colleagues in the field. You help make the final connections and provide the circumstance in which our students finally feel like they are truly making a difference in other's lives.

Many blessings to you!

Dr. Janeene Sibla

"It is not so much what is poured into the student, but what is planted that really counts." – Author Unknown

Fieldwork Updates



Our OT graduate students will be starting their **first Level II fieldwork** this spring. We have students scheduled to start **May 9, 2011** at sites across the United States and they are all eager to begin their clinical experiences. Thank you to all those fieldwork coordinators and educators who volunteered to supervise our students. Your willingness to be active in ensuring the quality of future therapists is commendable!

Spring is also a good time to **review and evaluate your site's fieldwork organizational structures**, such as your student manual, student orientation process, student assignments, weekly student expectations, and also site-specific student outcomes. During your review, ask yourself if your site's fieldwork student policies/outcomes/expectations are clearly described, still applicable, or do they need revision. I would be very happy to answer any questions you may have during your review/evaluation process. I can be reached via email at canderson@umary.edu.

I have also started planning Level II fieldworks for 2012! I hope to have those student/site matches made in May and plan to send letters to sites by the end of May. Thank you to all of you who offered to supervise a student or two in 2012. I look forward to working with all of you in the future.

Enjoy your summer,
Cindy Anderson, OTD, OTR/L
Academic Fieldwork Coordinator

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2010 Kathy Perrin Outstanding Fieldwork Educator Award



Congratulations to **Jody Larson**, recipient of the 2010 *Kathy Perrin Outstanding Fieldwork Educator* award. This award recognizes outstanding leadership, mentorship, and teaching abilities in providing fieldwork education to OT students. Jody was nominated for her knowledge, generosity with her time and talents, and her enthusiasm and dedication to teaching future occupational therapists. Jody is employed at the North Dakota State Hospital in Jamestown, ND.

Year 3 Curriculum

The **graduate (3rd) year students** were very busy again this semester, and all are looking forward to spring! Students continued to learn about the adult and older adult populations in their classes this semester. The students worked with PT students to provide services to older individuals (a well elderly population) in our community. This is a very valuable experience given the expected increase in this population in our country. We received much positive feedback from the individuals involved! We all know that as therapists, we need to use evidence (research) to support the use of certain tools and interventions, and evaluate the effectiveness of the tool used with the population for which it was designed. Students do this in an assignment in which they demonstrate competence in administration of tests commonly used by OTs. Students administer an assessment tool to an adult individual in the community. The students interpret, document, and explain the results. This gives them an

opportunity to explain and justify the necessity of the test to the client as well as 3rd party payers. Teaching others (therapists, students, clients and families) is an important role of the therapist, and is also addressed in this assignment. Students are busy preparing for their FW's and have been active in practice labs to sharpen their skills! They are all excited about the new endeavors in which they are about to embark! In OTH 515, students discussed many of the hot health care topics and legislative issues that may impact the profession of OT. Two graduate students attended the AOTA conference in Philadelphia this April. They attended many informative sessions on legislative and practice issues, listened to the AOTA president speak, and participated in the Assembly of Student Delegates (ASD) as representatives from our school. They came back with renewed enthusiasm and passion for the profession of OT!

Wanda Berg, PhD, OTR/L



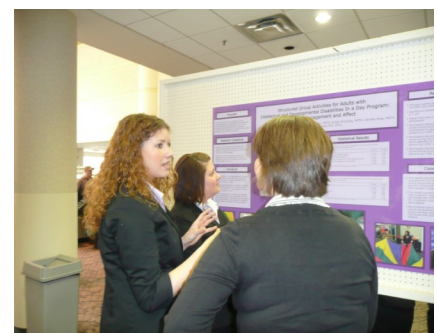
"To teach is to touch lives forever." -
Anonymous

2011 Research Colloquium

Our graduate occupational therapy students presented their master's research projects at the **Allied Health Scholarship Colloquium** on Friday April 29, 2011. The Colloquium is a day-long event that celebrates the Scholarship of Discovery with student presenters from OT, PT, Nursing, Exercise Science, and Athletic Training. The day started with a keynote speaker followed by research platform presentations and poster presentations. The occupational therapy student research presentations and posters covered various topics, including effects of sensory integration with individuals with dementia, effects of Focused Action Therapy upon quality of life for individuals with major depression, structured group activities for adults with intellectual and developmental disabilities, stress management intervention on burnout levels for community based direct support staff, and Sundowning phenomenon. If you would like more information about the Allied Health Scholarship Colloquium please email Cindy Anderson at canderson@umary.edu.

Submitted by:

Jennifer Schroeder, OTD, OTR/L



OT students during poster presentations April 29, 2011.

Families As Mentors Program

Occupational Therapy Program
7500 University Drive
Bismarck, ND 58501

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One semester during the pediatric year in the OT curriculum, occupational therapy students participate in the **Families as Mentors program** along with students from nursing, social work, education, and/or physical therapy. This is a program partially sponsored through the Parents as Trainers grant with monies provided through Part B and Part C of I.D.E.A. During one semester, students are partnered with a student from another discipline and a family who has a child with a disability. Students spend time with the family as a “participant observer” to understand more fully the experiences that families have related to their child and services received. Students are not to provide services or advice, but are rather there to spend time with the family and/or child. This program has been successful in developing empathy in students. One OT student stated “Family mentoring was a great experience. I learned so much about the struggles a family faces when dealing with medical bills, therapies, transportation, etc. But I also saw a family who has come together to help each other out and who love and support each other unconditionally.” Another student said, “I think it meant a lot to our family to be understood from their perspective.”

If you know of families who have a child with a disability from the Bismarck/Mandan region, especially those with a young child (birth- five years old) who may be interested in this program, please contact me or share my contact information with the family so they may contact me. My information is: olsonc@umary.edu; 701-355-8156.

Submitted by:
Carol Olson, PhD, OTR/L

NEW HEALTH AND WELLNESS COURSE

The practice area of **Health and Wellness** has been identified by AOTA as one of the six broad overarching areas of practice (children and youth, health and wellness, mental health, productive aging, rehabilitation, and work and industry found at <http://www.aota.org/Practitioners/PracticeAreas.aspx>). We have developed a new course to specifically address this area of practice so all 6 areas are unquestionably covered in our curriculum. Students take the new Health and Wellness course their first semester in our program. Students complete the entire OT process as outlined in the OT Practice Framework, 2nd edition. Students learn how to complete OT evaluation (occupational profile and analysis of occupational performance), intervention (planning and implementation), and outcomes measurement in Health and Wellness areas of quality of life, occupational justice, mental health, well-being, exercise and physical activity, weight management and obesity, substance abuse, people with disabilities, families, and successful aging. Throughout the course students apply OT theory and models of practice to the OT process. We are using the text **“Occupational therapy in the promotion of health and wellness”** by Scaffa, Reitz, and Pizzi (2011). The capstone includes students going through the “big picture” of the OT process by applying content to their own life through creating a wellness evaluation, intervention, and outcomes measurements on themselves.

Terrance Anderson, OTD, OTR/L

