

EASTERN KENTUCKY UNIVERSITY
Department of Occupational Therapy
Site Alignment with Curriculum Design

Level I

Level II

Both

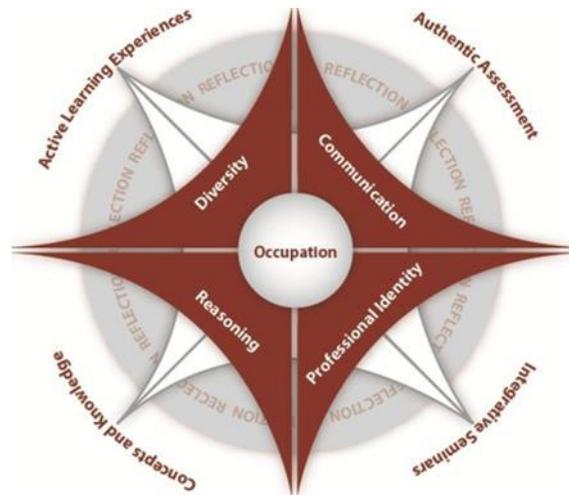
Name of Facility: _____

Unit (optional): _____

The purpose of this form is to 1) describe the ECU Occupational Therapy Curriculum Model to fieldwork educator(s) and 2) for the facility to describe the learning opportunities available to students that align with the curriculum model at Eastern Kentucky University.

Faculty members place occupation at the core of the curricular design. Occupations are activities...of everyday life, named, organized, and given value and meaning by individuals and a culture. Occupation is everything people do to occupy themselves, including looking after themselves...enjoying life...and contributing to the social and economic fabric of their communities. (Law, Polatajko, Baptiste & Townsend, 1997, p.32: American Occupational Therapy Association, 2014)

The ECU Department of Occupational Therapy Curriculum Model is organized around five themes that reflect the profession's core and essential values, knowledge and skills of occupational therapists: **occupation, communication, and diversity, reasoning and professional identity**. These five themes provide the framework for student outcomes and illuminate all aspects of the curriculum model.



After reviewing the online diagram, are the fieldwork education opportunities available at your facility a good fit with the Eastern Kentucky University's Department of Occupational Therapy curriculum design? Yes No

If you checked "Yes", please continue on to fill out the remainder of the form. If you checked "No", please skip to the end of the document, sign and return to Camille Skubik-Peplaski by mail to

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Occupation

An informed perspective on occupation is grounded in the emergence of occupational science as the unique knowledge base of the profession. Occupational science includes the study of the individualized and self-directed nature of occupation experience (Pierce, 2003), cultural repertoires of activities, typical patterns of occupation across the lifespan (Cronin & Mandich, 2005; Munier, Myers & Pierce, 2008), the context of occupation (Blakeney & Marshall, 2009; Robinson & Godbey, 2005; Rowles, 1991; Whiteford, 2004; Wicks & Whiteford, 2005) and occupational patterns in differing life conditions, such as age and disability (Christiansen & Townsend, 2010). Occupational science also supports the advancement of occupational justice to meet health and well-being needs of populations (Wilcock, 2006). Occupation is both the means and ends of occupational therapy intervention (Cynkin & Robinson, 1990; Gray, 1998; Trombly, 1995).

Within providing occupation-based intervention, there is a range of services that address a client's needs at a given point in therapy. **Preparatory methods** are those interventions that help a client get ready to participate in meaningful occupations. **Purposeful activities** goal-oriented activities that present a client with an opportunity to engage in an activity that may simulate a favorite occupation or may provide energy for task or strengthening opportunities by engaging in the activity. **Occupation-based interventions** occur when a client and practitioner collaboratively select and engage in activities that have a particular meaning to the client. These activities utilize a client's actual objects or occur in the context where the client would usually complete this activity.

Please describe the continuum of opportunities your facility provides for a student to utilize and occupation-based approach: _____

Reasoning

Excellence in occupational science and occupational therapy requires reasoning to effectively meet the challenges presented in practice. Forneris (2004) defines four basic critical thinking attributes: reflective, context, dialog and time. These attributes are the essence of clinical reasoning, and reflect the mission of ECU and the Quality Enhancement Program (QEP) goal to develop informed, critical and creative thinkers who communicate effectively. The QEP was "initiated with the 2007 Southern Association of Colleges and Schools (SACS) re-accreditation process to develop informed, critical and creative thinkers who can communicate effectively. This is represented with the E to the fourth power (E) to indicate four basic tenets of thinking critically: Explore, Evaluate, Expand, And Express" (Eastern Kentucky University, 2011a).

Please describe the opportunities available at your facility to encourage students to engage in clinical reasoning and reflective practice. (Examples might include: observation of therapist who asks student to quickly write a SOAP note to discuss at lunch time. Or, opportunity to sit in on a

rehab manager's meeting and then ask student to discuss how what was observed guides practice in the facility. Do you have students search for evidence to support practice at your facility and report back the next week?) _____

Diversity

Diversity can include differences in “race, ethnicity, religion, socioeconomic status, gender, sexual orientation, and physical disabilities” (Eastern Kentucky University, 2011b, p. 7). Culture is considered to be a contextual factor in human function by the World Health Organization (2001). Diversity in the curriculum includes particular attention to Appalachia and the Commonwealth, as well as global and community health issues and the public policies affecting them (Keefe, 2005; Kronenberg et al., 2005; Williams. 2001). Understanding and appreciating diversity enhances respect, improves relationships with others, and facilitates good communication skills.

Please check all that apply and comment as needed:

- Age Range of ages: _____
- Race
- Ethnicities Specify: _____
- Gender If only one gender, specify which _____
- Educational levels Range _____
- Socioeconomic Specify _____
- Other please specify _____

Comments: _____

Communication

Communication skills are essential to an occupational therapist's potential to serve the needs of society, collaborate with other service providers, advocate on behalf of clients, and interact with clients of diverse cultural and language backgrounds. Communication can be used to express occupational science and occupational therapy to promote health and participation. Knowledge of unique language and concepts of occupational science and occupational therapy is essential and requires skills in both oral and written communication. A skilled communicator demonstrates effective verbal and nonverbal abilities such as “...speaking, body language, reading, writing, listening...for varied audiences and purposes” (Masin, 2006, p.132). Skilled communication develops so that students can convey ideas clearly and effectively as they become effective advocates for clients and the occupational therapy profession. Emphasis on communication skills reinforces the institutional mission of the QEP initiative.

Please describe opportunities for written, oral and interpersonal communication for an EKU Occupational therapy student.

Professional Identity

Basic and essential professional behavior includes, but is not limited to: demonstrating personal responsibilities and accountability, dependability, promptness, membership in student professional organizations, integrity, cooperation, commitment to learning, self-regulation, and effective use of

time and resources, dedication to high standards of excellence, and projecting a professional image (Kasar, 2000; McCormack, Jaffe, & Goodman – Lavey, 2003; Randolph, 2003). In addition, professionals act ethically and morally, with honesty, empathy, compassion and continuous regard for all. Occupational therapists must be prepared to skillfully negotiate multiple systems and to assume within these systems a variety of professional roles, including: continually competent practitioner with a strong occupational therapy identity, life-long learner, collaborator with clients, occupational therapy assistants (Sands, 2003), and other professionals, leader, entrepreneur, educator, manager, strategic planner, program designer and evaluator, consultant, researcher, grant-writer, advocate, ally in the shaping of policy and service, and interdisciplinary team member.

Please describe your expectations for students' professional behavior and professional identity growth.

Please describe required projects or extra assignments above and beyond the course requirements of EKU: _____

Which of the five theme areas are linked to the student project or assignments?

- Occupation
- Reasoning
- Communication
- Diversity
- Professional Identity

Signature of Facility Representative

Date

For Fieldwork Office Use Only

EKU Overall Evaluation of the Site Alignment with the Curriculum Design

1- Does not meet 2- Inconsistently meets 3- Meets expectations 4- Exemplary

Signature of ECU Academic Fieldwork Coordinator

Date

Date contract executed _____

Date contract reviewed by ECU OT Fieldwork Office/ legal _____

Date contract reviewed by facility legal _____