The “Standards for an Accredited Educational Program for the Occupational Therapist”, as defined by the American Occupational Therapy Association require that the Fieldwork site and the occupational Therapy education program meet the following standards:

- B.10.1 Document a plan to assure collaboration between academic and fieldwork representatives. The plan shall include agreed upon fieldwork objectives that are documented and made known to the student.

- B.10.4 Conduct fieldwork in settings equipped to provide application of principles learned in the academic program and appropriate to the learning needs of the student.

- B.10.5 Require that all aspects of the fieldwork program be consistent with the curriculum design of the program. (refer to the FW Manual)

- B.10.15 Ensure that psychosocial factors influencing engagement in occupation are understood and integrated for development of client-centered, meaningful, occupation-based outcomes?

- B.10.17 Ensure that the student is supervised by a currently licensed or credentialed Occupational Therapist who has a minimum of 1 year of practice experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator.

Included with this notice is a copy of our Mission; Objectives and Curriculum design. The Student Coordinator has been sent a copy of the FW Manual for your personal use and each student has a FW Manual for reference. Please take a moment to review the Mission, curriculum design and objectives.

If you feel these objectives are currently being met in your program, and that, to the best of your knowledge, your program design is consistent with the educational philosophy of the Midwestern University, Occupational Therapy Program; please indicate your agreement with your signature and date below.

**If you have your own site specific objectives, please attach and return with this fax.**

Thank you for your ongoing interest and support for the profession of occupational therapy.

Signature: ________________________________________________________________

Printed Name: ____________________________________________________________

Facility: _________________________________________________________________

Date: ___________________________________________________________________

Please Fax To: LaVonne St.Amand  630.668.4787 or 630.515.7418
Occupational Therapy Program Mission

To educate and graduate occupational therapists who embrace the complex occupational needs of individuals and communities, and who advocate for their clients and the profession. To this end, the Occupational Therapy Program will:

- Support the university through teaching, scholarship and service
- Serve others through academic, scholarly and experiential opportunities, and
- Foster self-directed, innovative and compassionate practitioners devoted to holistic and ethical practice.

Occupational Therapy Program Curriculum Design

The curriculum design is the core of the Occupational Therapy Program at Midwestern University (MWU). The curriculum, with its integration of basic, medical, and occupational science courses, is designed to promote the evolution of competent occupational therapists. Competent OTs are capable of facilitating the process of human growth and change, thereby becoming change agents. Through our curriculum, the OT students are provided the opportunity to progress through the process of self-assessment and self-reflection in their accumulation of experience and knowledge while becoming occupational therapists. This provision exists because the development of the curriculum was accomplished by the adherence to three salient precepts: (a) developmental principles and framework, (b) disciplined thinking, and (c) practice. Not only do these major precepts integrate the courses, they were the driving forces in the construction of the curriculum design.
1. Exhibit the ability to analyze tasks relative to areas of occupation, performance skills, patterns, activity demands, context(s), and client factors to formulate an interventions plan (ACOTE Standard B.2.7).

2. Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process (ACOTE Standard B.2.8).

3. Select and use standardized and nonstandardized screening and assessment tools appropriately to determine the need for intervention (ACOTE Standards B. 4.1, B. 4.2, & B. 4.3).

4. Evaluate client(s)’ occupational performance using standardized and nonstandardized assessment tools including the occupational profile, client factors, performance patterns, performance skills and cultural, physical, social, personal, spiritual, temporal and virtual contexts and activity demands which affect performance (ACOTE Standard B.4.4).

5. Interpret the evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks (ACOTE Standard B. 4.8).

6. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services (ACOTE Standard B. 4.10).

7. Use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies based on the stated needs of the client and data gathered in the evaluation process in collaboration with the client and others (ACOTE Standard B.5.1).

8. Select and provide occupational therapy interventions and procedures to enhance safety, wellness and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation (ACOTE Standard B.5.2).

9. Provide therapeutic use of occupation and activities (e.g. occupation-based activity, practice skills, preparatory methods) (ACOTE Standard B.5.3).
10. Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioceptive), neuromuscular and behavioral skills (ACOTE Standard B.5.5).

11. Utilize therapeutic use of self as part of the therapeutic process in both individual and group interaction (ACOTE Standard B. 5.6).

12. Modify environments (e.g., home, work, school, community) and/or adapt processes as appropriate to the client/population and setting (ACOTE Standard B.5.8).

13. Develop and promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all contexts relevant to the client (ACOTE Standard B.5.15).

14. Demonstrate the ability to educate the client, family, significant others, colleagues, other health providers, and/or the public in a professionally acceptable manner (ACOTE Standard B.5.16).

15. Effectively interact through written, oral and nonverbal communication with the client, family, significant others, colleagues, other health providers, and/or the public in a professionally acceptable manner (ACOTE Standard B.5.18).

16. Grade and Adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context (ACOTE Standard B.5.19).

17. Identify and demonstrate techniques in skills of supervision and collaboration with occupation therapy assistants on therapeutics as appropriate to the site (ACOTE Standard B.5.21).

18. Monitor and reassess, in collaboration with the client, caregiver, family and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention (ACOTE Standard B.5.24).

19. Plan for discharge, in collaboration with the client, caregiver, family, and significant others; resources; and discharge environment (ACOTE Standard B.5.25).

21. Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved (ACOTE Standard B.5.27).

22. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services (ACOTE Standard B.5.28).

23. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third-party, private-payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy (ACOTE Standard B.7.5).

24. Utilize the mechanisms, systems, and techniques to maintain, organize, and prioritize workloads in various intervention settings (ACOTE Standard B.7.6).

25. Demonstrate a knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics, Core Values and Attitudes of Occupational Therapy Practice, and Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings (ACOTE Standard B.9.1).