

BELMONT OT PROGRAM

Belmont University
School of Occupational Therapy
Fieldwork Site: _____
Supervisor Name: _____

I have reviewed, agree with Belmont University School of Occupational Therapy's program Fieldwork Manual and feel our site is consistent with Belmont's mission.

Belmont OT Program Thread Themes most applicable to my site: (Please check all that apply)

Clinical Excellence	Therapeutic Occupation
Entrepreneurial Leadership	Critical Thinking/ Clinical Reasoning
Faith Based Advocacy	Professional Development through Engagement
Technological Advancements	

Signature _____
Date _____

Definitions:

Faith-Based Advocacy: Prepares the OTD student to advocate for individuals, groups and the profession in order that clients may participate fully in society. The student must understand the ethical ramifications of acting, or not acting, to plead the causes which impact our consumers. The student must also understand the systems within which the profession of Occupational Therapy operates and how one might impact these systems. The desire to act on behalf of the consumer and the profession is founded on the belief that "faith is God's work within us" (Martin Luther) and that doing good works based on this faith is a demonstration of a commitment to the greater good.

Clinical Excellence: Sackett, Richardson, Rosenberg, and Haynes (1997) defined evidence-based practice (EBP) as the "conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based (health care) means integrating individual clinical expertise with the best available, external clinical evidence from systematic research" EBP needs clinical reasoning as well as findings from research to be integrated for best practice (clinical excellence). The essential goal of EBP is to ensure the external research evidence is critically evaluated, understood, and used in applicable clinical situations. The use of EBP should lead to clients receiving the most appropriate occupational therapy treatment. Likewise, EBP uses the best available evidence. EBP should lead to clients receiving the most appropriate occupational therapy treatment rather than the least costly treatment. Likewise, EBP uses the best available evidence. EBP is the marriage of external research evidence with clinical reasoning and client participation to ensure that the OT services provided meet the needs of the persons receiving them.

Entrepreneurial Leadership: The occupational therapy student will become a primary force in enabling effective change necessary for organizational and systematic development. The individual leader empowers colleagues to collaborate through a shared vision within the organization. The leader will collaborate through networks to create desired change within communities or global agencies to meet the needs of marginalized populations and/or individuals.

Technological Advancements: The occupational therapy student will be encouraged to incorporate assisted technologies into the intervention plan. Keeping pace with technological advancement is essential for health promotion for all populations. Technologies include, but are not limited to, information, communication, manipulation, mobility / locomotion, and environmental access.

Therapeutic Occupation - In depth exploration of occupational participation as a means of providing meaning and purpose in life is a major theme of the curriculum. Conditions that impact participation in occupation are reviewed and students are prepared to apply therapeutic occupation as the profession's primary means and ends of intervention with diverse individuals at the time of graduation from the program.

Critical thinking and clinical reasoning: The curriculum reflects developing theory and evidence in occupational therapy. Curricular experiences require the student to engage in critical thinking and scholarly inquiry to examine and analyze information, including research, expert opinion, as well as anecdotal information. These experiences enable students to disseminate current and valid information to consumers and/or other health care professionals. Through these experiences students also develop their ability to identify evidence-based practice. Analysis of case scenarios is used to develop the clinical reasoning process to assist students to consider the multitude of factors that influence engagement in occupation and affect consideration of best practice.

Professional Development through Engagement - The curriculum emphasizes the importance of professional growth. This includes the development of professional behaviors and ethical conduct, needed for participation in educational activities and practice. Students are provided with experiences to promote self-assessment and reflection in an effort to develop and implement goals and activities related to development of entry-level practice competence. The curriculum provides learning experiences to build upon the students' knowledge and skills necessary for meaningful and successful engagement in settings where occupational therapy is currently practiced and where it is emerging as a service. The curriculum includes professional development activities to enable one to assume a variety of occupational therapy roles which may include the role of direct care provider, consultant, educator, manager, researcher, and advocate for the profession and the consumer.