The curriculum design of the University of Pittsburgh Master of Occupational Therapy Program is based on the interaction of concepts from the International Classification of Functioning, Disability and Health (ICF) (WHO, 2001), and three primary roles of the occupational therapist. It is our belief that the interaction of these concepts and roles delineates the substance and the process of what occupational therapists do, and how they do it. Furthermore, the matrix of these interactions serves as an organizer for the relationship between the courses in our curriculum and the content within them.

Because Level II Fieldwork represents the capstone of our curriculum, our overall curriculum objectives also serve as our Level II Fieldwork objectives.

### International Classification of Functioning, Disability and Health (ICF) Concepts

<table>
<thead>
<tr>
<th>Environmental factors</th>
<th>make up the physical, social and attitudinal environment in which people live and conduct their lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functioning</td>
<td>indicates non-problematic aspects of health and health-related states.</td>
</tr>
<tr>
<td>Disability</td>
<td>indicates problematic aspects of health and health-related states.</td>
</tr>
<tr>
<td>Participation</td>
<td>is involvement in a life situation.</td>
</tr>
<tr>
<td>Participation restrictions</td>
<td>are problems an individual may experience in involvement in life situations.</td>
</tr>
<tr>
<td>Activity</td>
<td>is the execution of a task or action by an individual.</td>
</tr>
<tr>
<td>Activity limitations</td>
<td>are difficulties an individual may have in executing activities.</td>
</tr>
<tr>
<td>Body functions</td>
<td>are the physiological functions of body systems (including psychological functions).</td>
</tr>
<tr>
<td>Body structures</td>
<td>are anatomical parts of the body such as organs, limbs and their components.</td>
</tr>
<tr>
<td>Impairments</td>
<td>are problems in body function or structure such as significant deviation or loss.</td>
</tr>
</tbody>
</table>

(WHO, 2001, pp. 8, 10).

### Occupational Therapist Roles

**Practitioner Role:** The occupational therapy practitioner, based on outcomes that are meaningful to clients, uses evaluation data to formulate and implement interventions to establish, restore, maintain, or enhance functional and structural integrity, activity, and participation in lifestyles that are optimally independent, productive, and satisfying to clients. Graduates will demonstrate the ability to:

- establish therapeutic relationships with clients and caregivers, and professional relationships with colleagues consistent with the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010);
- screen and evaluate client's participation and participation restrictions, activity and activity limitations, functional and structural integrity and impairments, and occupational environment; document the findings and accurately interpret the results;
- formulate, implement, and document an occupation-based intervention, using current best evidence, to enhance functioning and reduce or prevent disability;
- develop and implement a transition plan in collaboration with clients in preparation for the discontinuation of occupational therapy services.
**Manager Role.** The occupational therapy manager plans, organizes, implements, staffs, directs, and evaluates occupational therapy services; coordinates these functions with other health, education, and work-related services; and promotes understanding of occupational therapy services. Graduates will demonstrate the ability to:

- use data when making resource and program management decisions and apply management principles and strategies to direct occupational therapy services
- relate the roles and functions of occupational therapy to other health care services and describe the influence of external factors, such as demographic trends, public laws, health care policies, and reimbursement policies on health care services.

**Contributor Role.** The occupational therapy contributor has a professional responsibility to recognize and influence health care within the context of world, national, state, community, and work environments. Contributors participate in the development and application of a scholarly body of knowledge within occupational therapy practice. A graduate will demonstrate the ability to:

- recognize, integrate, and discuss issues pertaining to public health and occupational therapy practices, and articulate methods to effect change;
- find, analyze, and integrate scholarly works from both occupational therapy and other appropriate sources; design, implement, and disseminate beginning level research projects as well as articulate the basics of grant writing.

Based on our curriculum design, the content of the curriculum is organized in the curriculum matrix in Table 1. **The objectives for the Level II Fieldwork experience for University of Pittsburgh Occupational Therapy students are listed above.** Examples of Fieldwork Level II experiences, consistent with our curriculum design, are organized in the matrix in Table 2. They serve as suggestions for experiences that may be appropriate for a student at your facility depending on the clients who are typically treated and the delivery of services you provide.
Table 1. Matrix of the University of Pittsburgh Master of Occupational Therapy (MOT) Curriculum Design and Curriculum Content.

<table>
<thead>
<tr>
<th>ROLES</th>
<th>Practitioner</th>
<th>Manager</th>
<th>Contributor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment Factors</strong>&lt;br&gt;(physical, social, attitudinal)</td>
<td>Analyzes the influence of the environment on occupational functioning and makes recommendations</td>
<td>Plans, establishes &amp; manages organizational, educational &amp; community environments</td>
<td>Uses research evidence to identify &amp; influence health within multiple environments; advocates for access to OT services for clients in need</td>
</tr>
<tr>
<td><strong>Participation / Participation Restriction</strong></td>
<td>Evaluates &amp; intervenes for factors that enable or restrict full participation of consumers of OT services</td>
<td>Considers social, economic, political, legislative &amp; policy issues to plan, establish &amp; manage service delivery systems that promote participation of OT consumers &amp; disability populations</td>
<td>Uses &amp; designs research to examine factors that enable full participation of individuals &amp; populations &amp; disseminates findings to consumer, professional, regulatory and health policy groups</td>
</tr>
<tr>
<td><strong>ICF</strong>&lt;br&gt;Activities / Activity Limitations</td>
<td>Analyzes everyday activities &amp; occupations. Evaluates &amp; intervenes for factors that enable or limit expected, required, or desired activities/occupations of consumers of OT services</td>
<td>Plans, establishes, &amp; manages resources &amp; service delivery systems that reduce activity limitations &amp; promote activities for OT consumers &amp; disability populations</td>
<td>Uses &amp; designs research to examine factors that enable activities &amp; occupations of individuals &amp; populations, &amp; disseminates findings to consumer, professional, regulatory and health policy groups</td>
</tr>
<tr>
<td><strong>Body Functions &amp; Structures / Impairment</strong></td>
<td>Evaluates &amp; intervenes for factors that influence optimum health as well as deviations and loss of functions/structures</td>
<td>Plans, establishes, &amp; manages resources &amp; service delivery systems that reduce impairments &amp; promote healthy function of body functions/structures for OT consumers &amp; disability populations</td>
<td>Uses &amp; designs research to examine factors that prevent deviations &amp; loss of functions/structures to promote health of individuals &amp; populations, &amp; disseminates findings to consumer, professional, regulatory and health policy groups</td>
</tr>
</tbody>
</table>

*International Classification of Functioning, Disability and Health
Table 2. **Suggested** Fieldwork Level II assignments/activities and responsibilities that would complement the University of Pittsburgh MOT curriculum design and curriculum content.

<table>
<thead>
<tr>
<th>ICFs</th>
<th>ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practitioner</td>
</tr>
</tbody>
</table>
| Environmental factors | ~ Identifies assistive devices appropriate for a client  
(e.g. physical, social support, attitudes, technology, assistive devices, services & legal policies) | ~ Conducts inventory of department’s assistive devices  
~ Assists in ordering assistive devices for the department  
~ Identifies support groups/community resources to facilitate clients’ participation and re-entry into community  
~ Audits consistency between referrals and environment outcomes | ~ Completes an evidence-based literature review on assistive devices  
~ Collects information about the facility, surrounding community, services provided and cultural backgrounds of clients commonly treated at facility  
~ Documents current legal policies affecting OT services  
~ Presents staff development session on evidence-based interventions for the environment relevant to client population treated at facility | ~ Other: Specify: _______________ |
| Participation/Participation Restriction | ~ Performs client interview to obtain information regarding relevant/meaningful roles (e.g. worker, homemaker, parent) that client must fulfill  
~ Performs a work-site assessment on a client  
~ Develops an intervention plan that promotes participation in meaningful roles  
~ Plans and carries out a community outing with client  
~ Other: Specify: _______________ | ~ Attends discharge planning meetings to ensure clients’ successful participation and re-entry into community  
~ Audits consistency between referrals and participation outcomes | ~ Compiles a notebook of community resources to share with other professionals  
~ Presents a staff development session on evidence-based role performance relevant to client populations treated at facility  
~ Presents a staff development session on evidence-based interventions for participation relevant to client population treated at facility  
~ Participates in writing a program development grant for a specific activity | ~ Other: Specify: _______________ |
| Activities/Activity Limitations | ~ Assesses client’s ADLs and IADLs  
~ Develops intervention plan selecting activities that are meaningful to a client or client group  
~ Educates family and others to assist client’s ability to perform meaningful activities  
~ Other: Specify: _______________ | ~ Compiles an evidenced-based treatment notebook for meaningful client activities  
~ Assists in supervising an OTA in carrying out an intervention plan that includes activities meaningful to client  
~ Audits consistency between referrals and activity outcomes  
~ Other: Specify: _______________ | ~ Completes evidence-based literature review that examines meaningful client activities  
~ Presents staff development session on evidence-based interventions for activities relevant to client population treated at facility | ~ Other: Specify: _______________ |
| Body Functions/Structures Impairment | ~ Assesses client’s muscle strength, functional range of motion, mental status, and perception (e.g. visual, auditory, tactile)  
~ Monitors vital signs (i.e. blood pressure, heart rate)  
~ Develops intervention plan to restore functions/structures that support activities and participation  
~ Other: Specify: _______________ | ~ Demonstrates equipment competency to obtain accurate client data (i.e. dynamometer, goniometer)  
~ Audits consistency between referrals and body function outcomes | ~ Presents a staff development session on evidence-based interventions for impairments relevant to client population treated at facility | ~ Other: Specify: _______________ |

*International Classification of Functioning, Disability and Health*