



## **Utah State Hospital Occupational Therapy Services**

Welcome to your Occupational Therapy student internship at the Utah State Hospital. We are glad you have decided to include this facility as part of your student fieldwork affiliations. Attached is a brief description of OT services offered at the Utah State Hospital at the present time. The OT department is rapidly expanding its services and you have the opportunity to become part of the growth in our programming. As a Fieldwork Level I student, you will have the opportunity to observe OT programming here and also enjoy hands on treatment, usually group treatment. As a Fieldwork Level II student, you will not only have the opportunity to practice your skills in assessing and treating individual patients, you will be leading group therapies, creating group protocols and have a hand in creating new programming.

In order to work well in this setting, you should be creative, flexible, curious, open, have a positive attitude and be empathetic and kind. We do serve a vulnerable patient population, and expect you to see beyond our patient's symptoms and be able to use your best occupational therapy skills and knowledge to facilitate maximal functioning for each individual with whom you will work. We serve our patients through groups and through individual assessment and treatment and strive for excellence in our work.

Please review the attached descriptions and start thinking about the kind of experiences you want to *make* at this hospital. As a Fieldwork Level II student, you will have a Primary Supervisor, but may work with other OT personnel as well. Your Primary Supervisor will sit down with you and collaborate on creating a student experience that will best facilitate your learning and apply your skills for the best benefit of our patients.

## **OT Service Areas and Programs:**

**Excel Clubhouse** – Patients participate as members in a Clubhouse model in a home-like setting – utilize planning and meal prep, practicing social interactions, task completion, initiation and problem solving skills

**Forensics** – Patients are incarcerated as a result of criminal activity – groups focus on living skills, wellness, nutrition, crafts and activities to increase positive social interactions, problem solving skills, and to ultimately restore competency as determined by the legal system. On rare occasions within the forensics program, there are some clients who will be involved in OT groups to prepare for community living.

**Children's Unit** – Patients are 5-11 years old – treatment includes before and after school activities teaching sensory processing and self-calming skills as well as social interaction and cooperation, ADLs may be included in the mornings or evenings, and some groups may be held during school days

**RSC – Recovery Skills Center** (AKA Treatment Mall) Patients come from various adult units to a central place for treatment groups run by all disciplines – OT groups may include Community Reentry Skills, Body Balance, Sensory Awareness & Processing, Nutrition meal planning & prep, Horticulture, Sheltered Workshop, Social Dance, groups geared to the young adult population, and Women's Wellness. Patients may participate in community outings

**Youth** – Girls and Boys youth units are working together with OT practitioners to develop programming, groups and individual interventions

**Sunrise** – OT personnel provide sensory processing education and hands on activities in group therapy format for patients with a dual diagnosis (in this case, “dual diagnosis” refers to a substance abuse disorder combined with another type of psychiatric diagnosis).

**ADLs** – Individual patients are assisted with organizing and following through on ADL routines on the adult units in the mornings

**OT Store** – Staff and patients run the store, including, selling, collecting money or tokens as payment for items, tracking items sold, counting and tallying funds, and inventory store needs. Store is open TID during break times for RSC sessions.

**Individual Tx/Transition Tx** – Some patients may not be able to participate in treatment groups or may be better served by individual treatment on the various units.

**LHU** – (Life Habilitation Unit) This area of mental health work is on an adult unit that has traditionally been focused on transition services for patients who have chronic mental illnesses and need more training and support to succeed in the community. ADL programming, group work, and administrative work make up this fieldwork experience.

## Fieldwork Guidelines

The following guidelines are intended to help you work within our hospital system in a safe and effective manner. Some of these guidelines are probably similar to what you've already learned in school or at other fieldwork sites, but there may be some that are new to you. These guidelines by no means are all inclusive. We do expect you to use your good judgment as well as all other specific guidelines you may have learned through your educational program. Please review these and ask your supervisor to clarify any questions you may have.

- Leave personal belongings at home. This may include your purse or any electronic devices. The USH cannot be responsible for items stolen while on the campus property doing your fieldwork.
- Keep your USH keys and keycard with you, attached at all times. Do not set your keys down, especially in a patient area.
- Side hugs are an appropriate way to provide affection for those patients who attempt to hug you or express affection. You are an important part of their therapy and they may want to express affection or friendliness for your help. In order to protect yourself, side hugs or "knuckle" handshakes are an appropriate greeting.
- Do not leave pts alone in any OT workspace. If you forget an item that you need for group, punt!
- When going through doors, especially on the units, or the outside doors, make sure the door closes and is locked behind you.
- When working with a pt of the opposite sex, or when working with a pt with whom you may feel any degree of discomfort, for your own safety, leave the door to the pt area open/unlocked.
- Keep track of any sharps you may use and return them to their locked areas as soon as you are finished with a project.
- Clean up the area you are working in as soon as is feasible to do so.
- Do not leave any patient documentation out in full view within a patient area; this includes computer screens, charts, notes, etc.
- Do not use patient last names, or those of staff, for confidentiality purposes the USH has adopted a first name, first initial of the last name nomenclature to refer to patients via e-mail or phone messages. For your own schoolwork, use HIPAA guidelines.
- Keep track of persons in the rooms or patient areas you are in; know where everyone is and what they are doing.
- Open (most) doors on Rampton I and II by turning the key towards the direction of the knob – that opens the door and automatically locks it when it is shut behind you.
- Know that all e-mails and voice mails you leave are recorded by the USH system; leave only messages that you would not mind being forever associated with your name. Do not leave messages of complaint – talk directly with the person with whom you have an issue, or your supervisor.
- Ask your supervisor what his or her goals and intentions are for the group or treatment; don't assume you understand what is going on. Your greatest learning tool may be to initiate conversations with your supervisor either before or after interventions.
- Use person-first language; view each person here at USH as an individual, acknowledging that their thinking may be skewed by brain processes, but having feelings, emotions and daily challenges similar to your own.
- Be the therapist, be discreet in your interactions with others, and appropriately - have fun!

One last note – if you have the opportunity to review information before this fieldwork experience, we would recommend: The Allen's Cognitive Disability model and assessment tools, the Sensory Profile and sensory models of intervention, the Assessment of Motor and Process Skills.