STUDENT HANDBOOK

Occupational Therapy Assistant Program

UVU™

2026-2027

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WELCOME

Welcome to the Occupational Therapy Assistant (OTA) program within the College of Health and Public Service at Utah Valley University. We are delighted that you have chosen to join us in our passion for the occupational therapy profession. Our aim is to provide you with the technical education necessary to fulfill a vital role in serving your community. This student handbook contains essential information regarding the policies, standards, and expectations of the OTA program, students, and faculty during your enrollment in the program.

Throughout your journey in the program, this handbook will serve as a valuable resource. It is your responsibility to adhere to these policies. The university-wide academic policies and standards can be found in the catalog, which you can access on here. Keep a copy of the current catalog for reference until your graduation. While this handbook contains information specific to the Occupational Therapy Assistant Program, please note that the college and program faculty retain the right to modify its content at any time.

Contained within the handbook are policies and procedures pertaining to all aspects of the curriculum, including fieldwork (FW) and program requirements. Please read this information thoroughly. Upon completion, you will be asked to sign a form confirming that you have reviewed the handbook and agree to comply with its policies and procedures.

ADMINISTRATION AND FACULTY

The OTA program is administered by a department chair, program director, academic fieldwork coordinator (AFWC), and program support. The faculty includes four full-time faculty and two adjunct faculty who teach lecture and lab courses. All faculty are board-certified, licensed in the State of Utah, and current with their professional development.

Full – Time Faculty and Staff

Dr. Lyndsay Fait, OTD, OTR/L, ACUE
Program Director
Associate Professor

Dr. Lynn Farley, OTD, OTR/L
Academic Fieldwork Coordinator
Assistant Professor

Dr. Taylor Hoyt, OTD, OTR/L
Assistant Professor

Chris Walters, MS, COTA/L
Assistant Professor

Shantae Delgadillo
OTA/PTA Program Coordinator

Adjunct Faculty

Dr. Emily Cummings, OTD, OTR/L

Dr. Christen Ellis, OTD, OTR/L

UVU OVERVIEW

Utah Valley University is the largest public university in the state of Utah and one of a few in the nation offering a dual-mission model that combines the rigor and richness of a first-rate teaching university with the openness and vocational programs of a community college. The unique model, which focuses on student success, engaged learning, rigorous academic programs, and faculty-mentored research, transforms higher education by making it more affordable and accessible to students of all backgrounds.

UVU Fact Book

MISSION STATEMENTS & PHILOSOPHIES

UVU Mission Statement

Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

UVU Values

UVU's culture supports our mission of student success. Student success encompasses both terminal degrees and the holistic education of students, and we believe that we can fulfill this mission best in an environment that allows all individuals to thrive personally and professionally. To this end, UVU operates in accordance with three core values: exceptional care, exceptional accountability, and exceptional results.

OTA Program Mission Statement

The mission of UVU's Occupational Therapy Assistant program is to prepare students to contribute to the profession of occupational therapy through employment, scholarship, service, and leadership by providing exceptional education on the fundamental concepts, knowledge, and clinical skills required for entry-level practice as an occupational therapy assistant.

OTA Program Philosophical Statement

UVU's Occupational Therapy Assistant Program is founded on the principles of holistic, client-centered practice and the promotion of independence and quality of life for individuals across the lifespan. Our philosophy is grounded in the belief that every person deserves the opportunity to live a meaningful and fulfilling life, regardless of physical, cognitive, or emotional challenges.

Core Principles

1. **Holistic Approach**: We recognize the importance of considering the whole person, including physical, emotional, social, and spiritual needs. Our program emphasizes the integration of all aspects of an individual's life to support their overall well-being.
2. **Client-Centered Practice**: We are committed to placing clients at the center of the therapeutic process. Our program teaches students to actively involve clients in setting goals, making decisions, and tailoring interventions to meet their unique needs and preferences.

3. **Empowerment and Advocacy**: We believe in empowering clients to take control of their own lives. Our program encourages students to advocate for their clients, promote self-advocacy, and facilitate access to resources and opportunities that enhance independence and participation in daily activities.
4. **Evidence-Based Practice**: We emphasize the importance of using evidence-based practices to ensure our interventions are effective and grounded in the latest research. Our program fosters critical thinking and lifelong learning to keep pace with advancements in the field.
5. **Interdisciplinary Collaboration**: We value the collaborative nature of healthcare and encourage our students to work effectively within interdisciplinary teams. Our program prepares students to communicate and collaborate with other healthcare professionals to provide comprehensive and coordinated care.
6. **Cultural Competence**: We recognize the diversity of the populations we serve and are committed to providing culturally responsive care. Our program educates students on the importance of understanding and respecting cultural differences to deliver effective and compassionate services.
7. **Ethical Practice**: We uphold the highest standards of ethical practice and professional integrity. Our program instills in students the importance of ethical decision-making, accountability, and adherence to the professional code of ethics.

Curricular Themes/Threads

1. Application to the Occupational Therapy Practice Framework (OTPF) to guide occupation-centered practice
2. Professionalism and Therapeutic Use of Self
3. Leadership
4. Life-Long Learning and Evidence-Based Practice
5. Cultural Humility and Diversity

Educational Goals

- **Develop Competent Practitioners**: Equip students with the knowledge, skills, and attitudes necessary to become competent occupational therapy assistants who can effectively support clients in achieving their goals.
- **Promote Critical Thinking**: Foster critical thinking and problem-solving skills to enable students to adapt and respond to the dynamic and complex nature of healthcare environments.
- **Encourage Lifelong Learning**: Inspire a commitment to lifelong learning and professional development to ensure that graduates remain current and proficient in their practice.
- **Cultivate Therapeutic Use of Self**: Nurture empathy, compassion, collaborative communication, interpersonal skills, and a deep sense of responsibility in our students to interact with clients in respectful, collaborative, client-centered ways.

Commitment to Excellence

UVU's Occupational Therapy Assistant program is dedicated to excellence in education, clinical practice, and community service. We strive to create a supportive and inclusive learning environment that encourages personal growth, professional development, and a passion for occupational therapy. By instilling these values, we prepare our graduates to make meaningful contributions to the field of occupational therapy and to the lives of the individuals and communities they serve.

Program Philosophy on Teaching and Learning

The occupational therapy assistant program at UVU embodies the ideals of experiential learning. This form of learning involves authentic, practice-based experience and emphasizes active engagement, practical application, and reflective practice. By fostering a dynamic and supportive learning environment, students are prepared to become competent, compassionate, and reflective practitioners ready to meet the diverse needs of their clients.

Core Beliefs

- **Student-Centered Learning:** Each student possesses unique strengths, experiences, and perspectives that enrich the learning environment. Teaching should be adaptable to meet diverse learning styles and needs.
- **Active Engagement:** Learning is most effective when students are actively engaged in meaningful activities that reflect real-world challenges and scenarios.
- **Reflective Practice:** Critical reflection on experiences fosters deeper understanding and personal growth. Students should be encouraged to continually reflect on their learning and practice.

Experiential Learning Principles

- **Learning by Doing:** Students learn best through direct experience. Practical, hands-on activities, such as clinical simulations, FW, and lab exercises, are essential.
- **Integration of Theory and Practice:** Theoretical knowledge should be seamlessly integrated with practical application. Classroom instruction should be directly linked to clinical practice to demonstrate relevance.
- **Collaborative Learning:** Learning is a social process. Collaborative projects and peer learning opportunities help students develop teamwork skills and learn from each other's experiences.
- **Real-World Relevance:** Curriculum should include real-life scenarios and problems that occupational therapy assistants encounter in their practice. This helps students develop practical skills and professional competence.

Teaching Strategies

- **Simulated Environments:** Use simulated patients and real-life scenarios to provide students with practical experiences in a controlled environment. This allows for safe practice and immediate feedback.
- **Fieldwork and Community-Engaged Learning:** Provide FW and community-engaged learning (CEL) opportunities where students can apply their knowledge in real healthcare settings under the supervision of experienced practitioners.
- **Problem-Based Learning:** Implement problem-based learning (PBL) where students tackle complex, real-world problems in small groups. This promotes critical thinking, problem-solving, and application of knowledge.
- **Reflection Activities:** Incorporate regular reflection activities, such as journaling, peer discussions, and mentorship meetings, to help students analyze their experiences and integrate their learning.
- **Interdisciplinary Learning:** Foster interdisciplinary collaboration with other healthcare programs to help students understand the holistic nature of patient care and the role of occupational therapy within a broader healthcare team.

Learning Environment

- **Supportive and Inclusive:** Create a supportive and inclusive learning environment where students feel safe to express themselves, take risks, and learn from mistakes.
- **Mentorship and Guidance:** Provide strong mentorship and guidance from faculty and experienced practitioners to support students' professional and personal development.
- **Continuous Improvement:** Encourage a culture of continuous improvement where both students and faculty seek to enhance their skills and knowledge through ongoing education and professional development.

Assessment and Feedback

- **Formative Assessment:** Utilize formative assessments to provide ongoing feedback that helps students identify areas for improvement and celebrate progress.
- **Summative Assessment:** Ensure summative assessments accurately measure students' ability to apply theoretical knowledge in practical settings.
- **Feedback Mechanisms:** Establish robust feedback mechanisms, including self-assessment, peer feedback, and instructor evaluations, to promote continuous learning and growth.

OTA CURRICULAR FRAMEWORK

The OTA program curriculum at UVU is designed to prepare students as generalists with broad exposure to current and non-traditional practice settings. This includes preparing students to work with various diagnoses within individuals, groups, and populations. Additionally, the program prepares students to graduate as leaders in scholarship and evidence-based practice by integrating the baccalaureate project into curriculum design. As a bachelor's level program, students complete pre-requisite courses and general education requirements during the first four semesters of the program. The last four semesters of the program include all occupational therapy-specific courses, including FW I and II rotations and the baccalaureate project. The OTA program length is eight semesters. Students must complete 16 weeks of level II FW and the baccalaureate project within 12 months after completing the didactic portion of the program.

The content, scope, and sequence of course offerings are informed primarily by two key resources: (1) The Intentional Relationship Model (IRM) and (2) the Occupational Therapy Practice Framework: Domain and Process, 4th ed. (OTPF-4), emphasizing the integration of therapeutic relationships and holistic client care. The OTPF serves as a foundational guide, delineating the profession's domain and process, ensuring a comprehensive understanding of the range of occupational therapy interventions and the importance of client-centered practice. This is complemented by the IRM, which teaches students to strategically use therapeutic modes to foster meaningful client interactions and effectively manage interpersonal dynamics. By combining these frameworks, the curriculum equips students with the skills to create tailored, empathetic, and effective treatment plans, fostering positive outcomes and enhancing clients' quality of life. Through hands-on experiences, reflective practices, and theoretical knowledge, students learn to navigate the complexities of client relationships and therapeutic interventions, preparing them to be competent and compassionate occupational therapy assistants.

The program's curricular design is also grounded in evidence-based practice, leadership, and scholarship/research through student participation in a baccalaureate project, which is structured to cultivate well-rounded, competent graduates. This design emphasizes the

importance of evidence-based practice by teaching students to critically appraise and apply research findings to clinical settings, ensuring the delivery of high-quality, effective care. Scholarship is woven into the curriculum by engaging students in scholarly activity and research, culminating in a baccalaureate project that challenges them to explore innovative solutions to real-world problems. Leadership skills are also fostered through the baccalaureate project, encouraging students to take initiative, use evidence to guide best practices, and navigate the complexities of healthcare environments. This project serves as a culminating experience, synthesizing learning and demonstrating the ability to contribute meaningfully to the field. By integrating these elements, the curriculum not only prepares students to excel in their professional roles but also inspires them to be lifelong learners and leaders in their discipline.

OTA PROGRAM GOALS AND OUTCOMES

UVU Essential Learning Outcomes

The Essential Learning Outcomes (ELOs) are a comprehensive set of learning goals that are fostered and developed across a student's educational experience at UVU. They reflect the foundational skills and competencies needed to meet the challenges of an ever-changing and complex world. UVU's ELOs are introduced in General Education (GE) courses and then reinforced and expanded in the OTA Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

COMMUNICATION

Communicate facts and ideas.

To demonstrate competence in communication, students will appraise the needs of their audience; use sound evidence and reasoning in constructing arguments; and clearly and effectively communicate.

INCLUSION

Understand and apply the principles of diversity, inclusion, and equity.

To demonstrate competence in inclusion, students will show cultural understanding; recognize issues of diversity, inclusion, and equity; and understand the importance of creating diverse and inclusive environments for all.

CRITICAL THINKING

Analyze ideas, information, and problems.

To demonstrate competence in critical thinking, students will question assumptions; evaluate ideas and problems in a systematic way; and appraise arguments for importance, logic, relevance, and strength.

INFORMATION LITERACY

Collect, evaluate, organize, and use information.

To demonstrate competence in information literacy, students will find appropriate information to address a need; evaluate it for relevance and validity; and use it to draw conclusions and generate solutions.

DIGITAL LITERACY

Use digital technologies.

To demonstrate competence in digital literacy, students will leverage digital technologies to accomplish goals; engage effectively and ethically in a digital environment; and adapt to new and emerging technologies.

QUANTITATIVE LITERACY

Communicate facts and ideas.

To demonstrate competence in quantitative literacy, students will solve problems using basic calculations; make judgements about and draw conclusions from quantitative evidence; and use quantitative strategies to support a position.

ETHICAL REASONING

Recognize and consider the ethical dimension of behavior.

To demonstrate competence in ethical reasoning, students will apply ethical principles and approaches; consider alternative courses of action and consequences; and evaluate and articulate their own ethical values.

SCIENTIFIC LITERACY

Understand scientific concepts and methods.

To demonstrate competence in scientific literacy, students will have a basic understanding of major scientific concepts and methods; apply scientific knowledge to daily life; and express scientifically informed positions.

OTA Program Outcomes

1. Acquire foundational knowledge of the profession, demonstrating entry-level competence to practice as a generalist in emerging and current practice settings.
2. Integrate knowledge of the occupational therapy process, defined by the OTPF, applying therapeutic use of occupations with persons, groups, and populations.
3. Synthesize scientific evidence, theories, models, and frameworks to utilize evidence-based practice-informed occupational therapy interventions and services.
4. Uphold high ethical standards, values, and attitudes of the occupational therapy profession, demonstrating sensitivity and responsiveness to the unique needs of individual clients.
5. Commit to being lifelong learners, contributing to scholarship and evidence-based professional practice.
6. Advocate for and understand the distinct roles, responsibilities, and the collaborative nature of the occupational therapy assistant and occupational therapist in service delivery.

Curriculum Sample Pathway (Degree Map)

First Year

Semester 1			**Credit Hours**
ENGL 1010	Introduction to Academic Writing CC		3
COMM 1020	Public Speaking HH		3
PSY 1010	General Psychology SS		3
American Institutions			3
Fine Arts			3
		Credit Hours	**15**
Semester 2			
ENGL 2010	Intermediate Academic Writing CC		3
MATH 1050	College Algebra QL		4
BIOL 1610 & 1615	College Biology I BB & Laboratory		5
ANTH 101G	Social Cultural Anthropology SS GI		3
		Credit Hours	**15**

Second Year

Semester 3			
STAT 2040	Principles of Statistics QL		4
CHEM 1210 & 1215	Principles of Chemistry I PP & Laboratory		5
ZOOL 2320 & 2325	Human Anatomy & Laboratory		4
PSY 1100	Human Development Life Span SS		3
		Credit Hours	**16**
Semester 4			
ZOOL 2420 & 2425	Human Physiology & Laboratory		4
Personal, Professional, and Civic Growth			3
HLSC 1300	Medical Terminology & Functional Anatomy		3
OT 1010	Introduction to Occupational Therapy		2
Elective: any 1000-level, or higher, courses			3
		Credit Hours	**15**

Third Year

Semester 5

OT 3000	Foundations of Occupational Therapy Practice	3
OT 3100 & 3105	Applied Anatomy and Kinesiology & Laboratory	4
OT 3200 & 3205	Occupational Therapy and Physical Dysfunction & Laboratory	4
OT 3300	Adult Physical Dysfunction Practicum	1
SOC 101G	Intro to Sociology SS GI	3
	Credit Hours	**15**

Semester 6

OT 3400 & 3405	Occupational Therapy in Pediatrics & Laboratory	4
OT 3500	Pediatric Occupational Therapy Practicum	1
OT 3600	Patient Management Skills in Occupational Therapy	3
OT 3700	Research Methods in Occupational Therapy	3
PSY 2300	Abnormal Psychology	3
	Credit Hours	**14**

Fourth Year

Semester 7

OT 3800 & 3805	Psychosocial Issues in Occupational Therapy & Laboratory	4
OT 4000 & 4005	Occupational Therapy in Geriatrics & Laboratory	4
OT 4100	Geriatric/Psychosocial OT Practicum	1
OT 4200	Professional Seminar	2
OT 4300	Occupational Therapy Management and Leadership	3
OT 4400	Baccalaureate Project I WE	3
	Credit Hours	**17**

Semester 8

OT 4720	Fieldwork IIA	6
OT 4800	Baccalaureate Project II WE	3
OT 4820	Fieldwork IIB	6
	Credit Hours	**15**

Total Credit Hours	**122**

Course Descriptions

OT 1010: Introduction to Occupational Therapy

Introduces the role of occupational therapy across various practice settings in promoting health and participation of people, organizations, and populations through engagement in occupations. Explores a variety of topics that may include history, philosophy, the Occupational Therapy Practice Framework: Domain and Process, and the delineation of roles between registered occupational therapists and certified occupational therapy assistants.

OT 3000: Foundations of Occupational Therapy Practice

Provides foundations of the occupational therapy profession, including the development of the profession, the clinical occupational therapy process, theories and models commonly used in practice, and professional ethics, values, and responsibilities. Addresses both historical and contemporary professional perspectives.

OT 3100: Applied Anatomy and Kinesiology

Focuses on kinesiology concepts and basic principles of biomechanics to understand how movement affects occupational performance. Reviews systems that include (but are not limited to) the central nervous system, peripheral nervous system, and musculoskeletal system. Includes formal and informal analysis and assessment of movement as well as analysis of movement in areas of occupation.

OT 3105: Applied Anatomy and Kinesiology Lab

Focuses on structural anatomy and its application to performance. Explores biomechanical concepts of human movement.

OT 3200: Occupational Therapy and Physical Dysfunction

Explores major neurological/physical diseases, injuries, and disorders that may impact adult occupational performance. Reviews and applies concepts of the occupational therapy process, using theory and evidence-based practice to guide rehabilitation assessment and intervention techniques commonly used by occupational therapy practitioners in adult settings.

OT 3205: Occupational Therapy and Physical Dysfunction Lab

Focuses on the application of occupation-based interventions in adult physical dysfunction settings. Reviews and applies current best evidence related to interventions supporting participation and performance in meaningful occupations.

OT 3300: Adult Physical Dysfunction Practicum

Investigates occupational therapy in an adult physical dysfunction setting through a FW experience where students are exposed to various diagnoses and have the opportunity to develop professional behavior and clinical observation skills.

OT 3400: Occupational Therapy in Pediatrics

Examines the occupational therapy process in pediatrics. Reviews human development and the study of occupations for the infant, child, and adolescent from reflexive, sensory, motor, behavior, social and activity standpoints. Emphasizes use of theory, evaluation and data collection, and evidence and occupation-based interventions with the typical and atypical child.

OT 3405: Occupational Therapy in Pediatrics Lab

Focuses on the application of occupation-based interventions in pediatric settings. Reviews and applies current best evidence related to interventions supporting participation and performance in meaningful occupations.

OT 3500: Pediatric Occupational Therapy Practicum

Investigates occupational therapy in a pediatric practice setting through a FW experience. Introduces various diagnoses and opportunities to develop professional behavior and clinical observation skills. Emphasizes the use of theory, evaluation and data collection, and evidence and occupation-based interventions with the pediatric population.

OT 3600: Patient Management Skills in Occupational Therapy

Introduces professional behaviors appropriate for placement in FW sites. Explores successful work skills, advocating for the occupational therapy profession, creative planning and client-centered practice in the community.

OT 3700: Research Methods in Occupational Therapy

Investigates how professionals contribute to the knowledge base that supports the profession of occupational therapy. Teaches the language of scientific inquiry and how to examine research-based literature critically. Examines the guiding principles that support sound research practices.

OT 3800: Psychosocial Issues in Occupational Therapy

Examines occupational therapy in mental health practice. Introduces topics that may include historical events in the development of psychosocial and mental health care throughout the life course, introduction of the Diagnostic and Statistical Manual for Mental Disorders (DSM), co-morbidities with severe and persistent mental illness, psychotropic drugs, use of theory, evaluation and data collection, evidence and occupation-based intervention, and issues that impact psychological and social factors in mental health and occupational performance.

OT 3805: Psychosocial Issues in Occupational Therapy Lab

Examines occupational therapy in mental health practice. Explores the use of occupational therapy treatment modalities, basic craft techniques for therapeutic application, and the group therapy process.

OT 4000: Occupational Therapy in Geriatrics

Discusses the typical aging process and performance skill deficits common to the aging population and interventions to bridge the gap between performance and dysfunction. Explores the role occupational therapy plays in health promotion, prevention, and rehabilitation with the aging population.

OT 4005: Occupational Therapy In Geriatrics Lab

Applies concepts from occupational therapy in geriatrics lecture to address performance skill deficits common to the aging population and interventions to bridge the gap between performance and dysfunction. Explores theory and frames of reference related to occupation-based interventions for the aging population. Reviews current best evidence related to interventions supporting participation in performance and in meaningful occupations.

OT 4100: Geriatric/Psychosocial OT Practicum

Introduces various diagnoses, providing opportunities to develop professional behaviors, develop clinical observation skills, and observe and participate in the occupational therapy process with either psychosocial or geriatric populations.

OT 4200: Professional Seminar

Discusses professional behaviors appropriate for placement in FW sites. Explores topics such as successful work skills, advocating for the occupational therapy profession, creative planning, and client-centered practice in the community.

OT 4300: Occupational Therapy Management and Leadership

Discusses the impact of contextual factors (socioeconomic, political, cultural, professional, ecological) on occupational therapy practice. Identifies strategies for conflict resolution regarding ethics in the personal and organizational realms. Explores skills needed for the effective, ethical supervision of nonprofessional staff within the healthcare setting. Includes identifying and documenting quality improvements, understanding of regulatory and legislative systems that impact occupational therapy practice, and current policy issues and professional responsibility. Explores individual and group leadership issues and identifies personal leadership qualities to apply in life and practice.

OT 4400: Baccalaureate Project I WE

Incorporates Level I FW (practicum) experiences to develop critical thinking skills by developing a baccalaureate project based on evidence-based practice. Provides an in-depth experience to explore topics in one or more of the following: clinical practice skills, administration, leadership, advocacy, and education. Provides an opportunity to practice research and critical reasoning skills and analyze connections and relationships among the experiential learning of Level I FW, didactic coursework, and the complexities of clients as occupational beings.

OT 4720: Fieldwork IIA

Provides a full-time supervised FW experience in mental health, adult rehabilitation, geriatrics, pediatrics, or emerging practice settings that promotes clinical reasoning and reflective practice. Provides opportunities to participate in the occupational therapy process and develop a professional identity as occupational therapy practitioners within an interdisciplinary context.

OT 4800: Baccalaureate Project II WE

Incorporates Level II FW experiences to develop critical thinking skills while developing a baccalaureate project based on evidence-based practice. Provides an in-depth experience to explore topics in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. Provides opportunities to practice research, critical reasoning skills, analyze connections and relationships among the experiential learning of Level II FW, didactic coursework, and the complexities of clients as occupational beings.

OT 4820: Fieldwork IIB

Provides a full-time supervised FW experience in mental health, adult rehabilitation, geriatrics, pediatrics, or emerging practice settings that promotes clinical reasoning and reflective practice. Provides opportunities to participate in the occupational therapy process and develop a professional identity as occupational therapy practitioners within an interdisciplinary context.

OTA Curricular Threads

	Occupation-Centered practice	Professionalism & Therapeutic use Of Self	Leadership	Life-Long Learning & Evidence-Based Practice	Cultural Humility & Diversity
PRE-REQUISITE COURSES					
OT 1010 Introduction to Occupational Therapy	x	x			x
SEMESTER 5					
OT 3000 Foundations of Occupational Therapy Practice	x	x		x	x
OT 3100 Applied Anatomy and Kinesiology	x	x			
OT 3105 Applied Anatomy and Kinesiology Lab	x	x			
OT 3200 Occupational Therapy and Physical Dysfunction	x	x		x	x
OT 3205 Occupational Therapy and Physical Dysfunction Lab	x	x		x	x
OT 3300 Adult Physical Dysfunction Practicum	x	x	x	x	x
SEMESTER 6					
OT 3400 Occupational Therapy in Pediatrics	x	x		x	x
OT 3405 Occupational Therapy in Pediatrics Lab	x	x		x	x
OT3500 Pediatric Occupational Therapy Practicum	x	x	x	x	x
OT 3600 Patient Management Skills in Occupational Therapy	x	x			x
OT 3700 Research Methods in Occupational Therapy	x	x	x	x	
SEMESTER 7					
OT 3800 Psychosocial Issues in Occupational Therapy	x	x		x	x
OT 3805 Psychosocial Issues in Occupational Therapy Lab	x	x		x	x

OT 4000 Occupational Therapy in Geriatrics	x	x		x	x
OT 4005 Occupational Therapy in Geriatrics Lab	x	x		x	x
OT 4100 Geriatric/Psychosocial OT Practicum	x	x	x	x	x
OT 4200 Professional Seminar	x	x	x	x	x
OT 4300 Occupational Therapy Management and Leadership	x	x	x	x	x
OT 4400 Baccalaureate Project I WE	x	x	x	x	x
SEMESTER 8					
OT 4720 Fieldwork IIA	x	x	x	x	x
OT 4800 Baccalaureate Project II WE	x	x	x	x	x
OT 4820 Fieldwork IIB	x	x	x	x	x

Basic Functions for an Occupational Therapy Assistant

All students in the B.S. OTA program must meet and maintain specific basic functions. These standards represent the essential skills and behaviors required for successful completion of the OTA program and ensure that students can provide occupational therapy services safely and effectively under the supervision of an Occupational Therapist or Occupational Therapy Assistant. It is the student's responsibility to inform the program of any limitations that might hinder their ability to meet these standards. Students who have concerns with performing any of the following tasks in their education are encouraged to make an appointment with Accessibility Services at UVU and work with the program director to determine reasonable modifications under the Americans with Disabilities Act. A student must be able, with or without reasonable accommodations, to:

Communication Skills:

1. Communicate effectively and sensitively in person, remotely, electronically, and in writing as needed with faculty, peers, clients, families, other health professionals, and those supporting them.
2. Communicate and interact effectively and sensitively with people from culturally diverse backgrounds, with a variety of physical and emotional ability levels.
3. Elicit and accurately record relevant information.
4. Follow instructions, direct, and instruct others.
5. Access and create digital information.

Intellectual-Conceptual, Integrative, & Cognitive Skills:

1. Perceive, acquire, understand, interpret, and assimilate detailed and complex information presented in both academic and clinical coursework while applying the knowledge of occupational therapy principles and practice.
2. Measure, calculate, reason, analyze, synthesize, and apply information in both academic and clinical settings.
3. Assess, problem-solve, select, and adjust responses or interventions in a timely manner based on data and information presented.
4. Understand the spatial relationships of structures, including three-dimensional relationships.

Pre-Clinical Skills:

1. Work willingly with people with different diagnoses, medical conditions, and functional limitations.
2. Exercise good judgment to safely engage with people of various backgrounds and abilities.
3. Identify, assess, and address safety risks and concerns.
4. Respond to emergency situations in a timely manner by providing or directing interventions in dynamic and rapidly changing environments.
5. Meet safety standards and follow universal precautions.
6. Plan, lead, and tolerate group activities, projects, and presentations.

Professional Skills:

1. Develop mature, sensitive, and effective professional relationships with clients and those supporting them (peers, family, faculty, and staff).
2. Exhibit professionalism, personal accountability, compassion, and integrity.
3. Work with all persons respectfully regardless of age, race, culture, gender identity, sexual orientation, religion, political affiliations, disability, or other status.
4. Participate, collaborate, and contribute as part of a team.
5. Function effectively under stress, display flexibility, and adapt to changing environments.
6. Respect boundaries, accept feedback, and modify behavior and performance appropriately in response to feedback from instructors, FW educators, and peers to promote growth in learning.
7. Understand and function within the professional, legal, and ethical aspects of the practice of occupational therapy at all times in the classroom and in clinical settings.

PROGRAM MATRICULATION PROCEDURES

MATRICULATION REQUIREMENTS

Matriculation requirements are designed to ensure applicants who are admitted into the OTA program can be successful and meet the rigor required of the technical classes. This program uses a merit-based, competitive admission process. Applications may be submitted prior to the completion of the prerequisite courses listed below, but the students must complete all prerequisite courses prior to starting the OTA program and have obtained a C (74%) or better in all prerequisite courses.

Students must:

- Be admitted to Utah Valley University.
- Have an overall minimum GPA of 2.0 or higher (no grades below a C).
- Have completed the UVU general education coursework, in addition to the following discipline core requirement courses: ZOOL 2320, ZOOL 2325, ZOOL 2420, ZOOL 2425, OT1010, and HLTH 1300 with a C or higher (No C-), limited to two attempts per course, must be completed within five years of the start of the program.

Upon acceptance into the program, students are required to obtain and maintain the following:

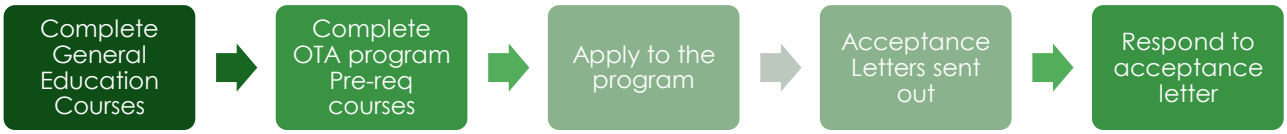
- Criminal background check
- Health/immunization requirements
- CPR certification
- Drug screening

CRITERIA FOR SELECTION

The number of students that can be accepted into the OTA program is limited; therefore, admission is competitive, and a rubric is utilized to maintain an objective admissions process. The process is designed to select the most well-rounded students and considers GPA, completion of prerequisite courses, life experience or familiarity with occupational therapy, and written and verbal communication skills.

ADMISSION STEPS, TIMELINE, AND NOTIFICATION OF ACCEPTANCE

1. Complete all general education coursework with an overall minimum GPA of 2.0 (no grades below a C, no C-).
2. Complete the following discipline core requirement courses: ZOOL 2320, ZOOL 2325, ZOOL 2420, ZOOL 2425, OT 1010, and HLTH 1300 with a C or higher (no C-), limited to two attempts per course, must be completed within 5 years of the start of the program.
3. Apply to the program. Applications may be submitted during the following dates:
    a. Spring semester start: May 15 - September 15
    b. Fall semester start: January 15 - 2026-May 15
4. Acceptance letters to the program will be sent to students by the following dates:
    a. Spring semester start: October 15
    b. Fall semester start: June 15



Student applicants must respond via email within one week of their acceptance to be enrolled in the OTA program. If there are more qualified applicants than class space available, applicants will be placed on a waiting list for that admissions year and will be placed as space becomes available. Students who do not make it into the program will need to reapply for the following year. ***Applications will not be carried over from one year to the next.***

Additional Requirements: Immunizations, CPR, Background Check

Immunizations

Healthcare professionals must demonstrate immunity/exposure before practicing in the healthcare field. As such, the OTA program also carries the same requirements. Immunizations, titers, and other testing requirements have been aligned with our FW site requirements. Although a student may complete a personal exemption for any of the immunizations/titers/tests, doing so may affect their ability to be placed at a FW site. The inability to be placed on FW may cause the student to be ineligible for graduation.

Additionally, upon acceptance into the program, the following immunizations are required of each student (fees may be required). Students must follow instructions to upload official documentation for review by the academic FW coordinator. Failure to complete all immunization/ immunization series prior to the commencement of FW experiences may result in the student being unable to treat patients in a clinic, which will stop their progress in the program.

Influenza Vaccination

The influenza vaccination is required annually and is generally offered between September and February. Current influenza vaccination may be required for FW placements, and as such, the student must be sure they are current for placement. It is possible that influenza vaccines are not available when the student is due to start their practicum. This could result in a delay in placement until the student is able to get the vaccination.

Tuberculosis Skin or Blood Test

Proof of a negative 2-step PPD, QuantiFERON TB Gold test, or T-SPOT is required annually. If positive or you have had a past positive test, you must submit a negative chest x-ray. This requirement also includes international students who have had the BCG immunization. X-ray results are good for three years.

Tetanus, Diphtheria, and Pertussis (Tdap) Booster

Tdap booster is good for ten years. TD may be given subsequent to Tdap.

Measles, Mumps, Rubella (MMR)

You must provide proof of a positive titer (blood draw) on all three (measles, mumps, and rubella). If your titer is negative (non-reactive) or equivocal you will need to reinitiate the shot series according to health care provider recommendations and provide proof of that series and a repeat titer. *NOTE: Adult females who are pregnant or plan to become pregnant within three months of vaccination should consult with their medical provider prior to receiving the MMR vaccination.*

Varicella (Chicken Pox)

Proof of two doses OR a positive titer (blood draw). Stating you had the disease is not acceptable. Varicella immunizations are expensive. If you had the disease it is recommended to start with a less expensive titer first for proof of immunity before starting the immunizations.

NOTE: Adult females who are pregnant or plan to become pregnant within three months of vaccination should consult with their medical provider prior to receiving the varicella vaccination.

Hepatitis B Vaccination Series

You must provide proof of a Hep B titer (blood draw) with a positive (reactive) result. If your titer is negative (non-reactive) or equivocal, you will need to reinitiate the three-shot series and provide proof of that series and a repeat titer. Please plan ahead so this does not delay or jeopardize your FW placement.

Hepatitis A Vaccination Series

This vaccination is highly recommended but not required. If completed, please provide proof of a two-dose series or a positive titer. If you start the series, you must complete it.

A student may decide to refuse any of the immunizations by signing a waiver and release form. A refusal to meet the minimum requirements for immunizations may affect the student's ability to be placed for FW, and thus, the student may not be able to complete the program. Immunization requirements may change after the students have entered the program due to current health trends and or FW placement requirements. The student must comply at the student's own expense. Failure to do so will result in dismissal from the program. Falsification or omission of information required on student's health record is grounds for dismissal from the OTA program.

CPR

Students are required to receive and maintain throughout the program a current American Heart Association Basic Life Support with AED certification.

Drug Testing

Utah Valley University is a drug-free campus and has a "zero tolerance" alcohol and drug policy. UVU has developed an alcohol, tobacco, and other drug policy not only in response to the federal drug-free legislation but also to encourage and sustain an academic environment that promotes the health, safety, and welfare of all members of its community.

The OTA program conforms to the common health profession requirement for drug screening. Both enrollment in the program and subsequent placement at FW sites are contingent upon the presentation of a negative drug screen. The OTA program supports and enforces a zero-tolerance drug policy.

Random drug testing will be completed in the first year of the OTA program and may be repeated at any time during the program. Instructions for completing the drug screening process will be supplied by the OTA program. A student who refuses a drug screen within 24 hours or who presents with positive results without documentation of medical necessity will not be allowed to begin or continue in the program. The student may apply for readmission and/or re-entry after one year, pending evidence of subsequent treatment, counseling, and negative drug screen.

FW sites may require a drug test to allow students to participate in a partner facility. A positive test result may eliminate a student from participating in a FW location and may not allow a student to continue the course or program.

Criminal Background Checks

All students entering the OTA program will be subject to a background check prior to their first semester of study. The background check will be paid at the student's expense and must be completed through the school-approved vendor, Verified Credentials. Students with a history of misdemeanor or felony charges involving drugs, alcohol, sexual misconduct, or moral turpitude may not be eligible to participate in FW, state licensure, or national certification.

The OTA program cannot place any student with a positive criminal background/history for FW at community facilities without that community facility's approval. Placement for FW at a community facility for a student with a positive criminal history cannot be guaranteed. Students cannot progress in the OTA program and cannot graduate without completing FW assignments.

A. The student is responsible for contacting NBCOT and DOPL for a review of their criminal background to determine eligibility for certification and licensure.
B. Delay in following procedures could result in extra expenses and time participating in the academic program without the ability to graduate and be gainfully employed after graduation.
C. Before applying to the OTA program, students who are aware of minor infractions that will come up on a background check are encouraged to investigate the state expungement process if they qualify. Expungement may help to avoid issues related to a background check and may be necessary to successfully complete the OTA program.

You were informed of these requirements at the time you applied to the program. You assume the risk associated with the results of your criminal background check**.** A criminal history may limit or prevent a placement at a clinical fieldwork site, as **each clinical agency,** not UVU, makes the final decision regarding student placements. If you are unable to obtain a required fieldwork placement because of a background check, you may be unable to complete the OTA Program requirements, which could delay graduation or result in dismissal from the program.

It is strongly recommended that if you know of any incidences that may impact you related to the past, you seek legal guidance and take measures to have criminal offenses (felonies and or misdemeanors) expunged or sealed from your record if possible. Please consult the OTA program director for questions.

Student Performance and Safety

If, in the judgment of the instructor, the student's ability to function safely in the clinical area/lab/classroom is impaired, the student will be immediately removed. The instructor will document the incident and report it to the OTA program director. A copy of the report will be incorporated into the student's file. Once documentation is completed, the student will be placed on an action plan by the OTA department to determine reasonable actions to be taken. Depending on the severity and history of the issue, the program may impose one or more of the following actions: informal remediation, formal remediation, probation, and/or dismissal (Policy 548).

Medical Conditions and Use of Prescribed Medications

In the case of a student experiencing a new or ongoing medical condition, including the use of medically prescribed medications that may affect their safety, judgment, or performance, the student must provide signed documentation from the prescribing practitioner to attend and participate in FW/classroom/clinical activities without restriction. It is the student's responsibility to determine from a physician or nurse practitioner whether a medically prescribed drug or medical condition may affect clinical performance.

UNIVERSITY ACADEMIC POLICIES

ACADEMIC POLICIES & STANDARDS

Students are expected to know and uphold UVU's academic policies. For more information, view UVU's Academic Policies & Standards.

UVU STUDENT CONDUCT

Students are expected to know and uphold their rights and responsibilities as UVU students. For more information, view UVU's Student Code of Conduct

OTA PROGRAM ADMINISTRATION AND ACADEMIC POLICIES

OTA STUDENT CONDUCT

The Student Code of Conduct governs the behavior of the student body at UVU. As members of the academic community, students enjoy the privileges and share the obligations of the larger community of which the program is a part. With membership in this community come responsibilities that are consistent with goals of personal and academic excellence. These include acceptance of a code of behavior as defined by the University's Student Code of Conduct.

STUDENT DRESS CODE

All students in the OTA program will reflect the professional appearance of a healthcare worker during academic preparation, field trips, community-engaged learning activities, guest lectures, and FW. Choice in dress and appearance is based on cultural beliefs, personal identity, and often comfort. Habitual practices may take time to modify. Cost may be a factor in changing wardrobes and establishing a professional presence. Initiation of this effort begins in the classroom in the first semester of the OTA program. Professional behaviors will be emphasized to enhance the students' judgment and employability throughout the program. Students will be encouraged to consider their image to clients, the community, and each other. Students will be asked to dress professionally when completing FW, during field trips or community-engaged learning, for guest speakers, job fairs, presentations in class and outside of class, and other special occasions.

FW experiences may require a prescribed dress code. In those instances, the student will adhere to the facility's policy on uniforms/dress. The student should confirm the appropriate dress code during initial contact with the FW site, so dress appropriately from the first day.

Personal Appearance Guidelines:

- Students must maintain good personal hygiene, including regular bathing, use of deodorant, and oral hygiene. Strong perfumes or colognes should be avoided
- Hair should be clean, neat, and pulled back if long enough to interfere with patient care

- Facial hair should be neatly trimmed and well-groomed
- Clean, non-wrinkled clothing
- Simple jewelry to include watches, low profile rings, simple pierced earrings
- Clothing must be comfortable and functional for tasks of bending, reaching, and lifting
- Shirts long enough to cover midriff and buttocks with reaching, bending, and twisting
- Shirts high enough to cover chest hair or cleavage
- Undergarments must be hidden from sight
- Clean, well-trimmed, and groomed fingernails
- Artificial nails and nail polish are not permitted

Compliance and Enforcement

1. **Non-Compliance:** Students found in violation of the dress code policy may be sent home to change and will be marked absent for any missed class or clinical time.
2. **Repeated Violations:** Repeated non-compliance with the dress code policy may result in disciplinary action, up to and including dismissal from the program (see UVU policy 548).

Exceptions

Any exceptions to this dress code policy must be approved in advance by the program director and will be considered on a case-by-case basis.

ACADEMIC STUDENT ADVISING

To encourage student success in the OTA program, students are required to complete a midterm check-in survey each semester and meet with their OTA faculty advisor in person, if requested, for a midterm advisory meeting. This encourages the student to have one-on-one time with faculty to discuss any concerns the student may express about his or her progress in the program. This meeting is documented with the Midterm Advisory Meeting form. Students may arrange additional advising meetings with a faculty member as needed to provide greater clarification and/or assistance throughout the program. Each full-time faculty has established office hours and will arrange to meet with a student outside of office hours when requested.

Professional Behaviors & Code of Ethics

The OTA program is committed to upholding the highest standards of professional behavior as outlined by the American Occupational Therapy Association (AOTA) Code of Ethics. The Code of Ethics embodies the core values of the profession and is integrated into the policies of UVU's OTA program to ensure that students learn and exemplify these principles. The OTA program is committed to upholding the Code, and any violations are addressed with utmost seriousness.

This policy aims to provide guidance on expected professional behaviors for students, faculty, and staff within the program to ensure a respectful, ethical, and effective learning and working environment.

Core Principles

1. **Beneficence**

- **Definition**: Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
- **Expected Behaviors**:
  - Act in the best interest of clients and provide services that are beneficial.
  - Maintain competence in practice through continuing education and skill development, avoid harm and ensure client safety at all times.

2. **Nonmaleficence**
   - **Definition**: Occupational therapy personnel shall refrain from actions that cause harm.
   - **Expected Behaviors**:
     - Avoid engaging in actions that cause physical, emotional, or psychological harm to peers, clients, instructors, or other professionals.
     - Refrain from exploiting relationships with clients, colleagues, or students.
     - Address any impairment that might affect professional responsibilities, such as substance abuse or health issues.
3. **Autonomy**
   - **Definition**: Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.
   - **Expected Behaviors**:
     - Obtain informed consent before initiating services and respect clients' right to refuse treatment.
     - Maintain confidentiality of all client information unless legally required to disclose.
     - Encourage and support clients' participation in decisions regarding their care.
4. **Justice**
   - **Definition**: Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.
   - **Expected Behaviors**:
     - Provide services in a fair and equitable manner to all clients, regardless of socioeconomic status, race, ethnicity, religion, gender, or sexual orientation.
     - Advocate for clients to receive services and resources they need.
     - Follow all applicable laws, regulations, and institutional policies.
5. **Veracity**
   - **Definition**: Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
   - **Expected Behaviors**:
     - Be truthful in all communications and avoid deception.
     - Accurately represent qualifications, education, and experience.
     - Disclose any conflicts of interest.
6. **Fidelity**
   - **Definition**: Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.
   - **Expected Behaviors**:
     - Maintain respectful and professional relationships with clients, peers, instructors, and other healthcare professionals.
     - Keep commitments and honor promises.
     - Address conflicts constructively and ethically.

Compliance and Enforcement

1. **Education and Training**

- The Code of Ethics is integrated into the OTA program curriculum through coursework and practical experiences.

2. **Monitoring and Reporting**
   - Student professional behaviors are monitored throughout the program in each course, and faculty provide ongoing feedback regarding professionalism through assessment (class/lab professionalism points) and midterm advisory meetings.
   - Students are encouraged to report any unethical behavior or violations of this policy without fear of retribution to an instructor or the OTA program director.
3. **Disciplinary Actions**
   - Non-compliance with professional behaviors and the Code of Ethics may result in disciplinary action, up to and including dismissal from the program (see UVU policy 548).

The OTA program is dedicated to fostering an environment of ethical practice and professional behavior. Adherence to the AOTA Code of Ethics and this Professional Behaviors Policy is essential for the success and integrity of the program and the profession. All students, faculty, and staff are expected to uphold these standards to ensure the highest quality of care and professional conduct.

The OTA program aims to support OTA students in the development of professional abilities and attributes through experiences in FW and academic settings. To provide a foundation for this development, students must adhere to approved standards of conduct/behavior and demonstrate patterns of clinical and academic performance.

Appropriate Conduct

1. Students have the responsibility to understand and adhere to published state, UVU, and national occupational therapy guidelines that contribute to an understanding of the profession and the OTA's role.

2. Indicators of unprofessional or unsafe conduct include but are not limited to:

   a. Failure to conduct oneself within the guidelines of the OTA program and rules and regulations of the healthcare agencies where students are placed for FW. Examples of unprofessional/unsafe conduct include but are not limited to:
      - Arriving for class, lab, or FW under the influence of drugs and/or alcohol
      - Failing to follow applicable policies and procedures of UVU, the OTA program, and/or FW sites
      - Arriving for class, lab, or FW late or too ill, tired, or unprepared to perform safely
      - Leaving the assigned area without the express permission or knowledge of the instructor

   b. Failure to practice according to the Occupational Therapy Code of Ethics. Examples of unprofessional conduct include but are not limited to:
      - Failing to demonstrate safety in the classroom, lab, or FW site
      - Failing to demonstrate respect for peers, instructors, clients, etc.
      - Dishonesty
      - Using derisive comments or terms
      - Disruption of class or lab, including but not limited to audible use of cell phones or other electronic devices

c. Failure to meet safe standards of practice from a biological, psychological, sociological, and cultural standpoint. Examples of unprofessional practice include but are not limited to:

- Failing to exhibit appropriate mental, physical, or emotional behavior(s)
- Allowing or imposing physical, mental, emotional or sexual misconduct or abuse
- Exposing self or others to hazardous conditions, circumstances, or positions

Resources

For further clarification, refer to the following:

- UVU Student Code of Conduct
- UVU Policy 548 Academic Rights and Responsibilities of HealthCare & Counseling Clinical Program Students
- Occupational Therapy Code of Ethics

Grading Policy

Grades on Individual Assignments

Students are expected to demonstrate professional behavior by turning in assignments on the due date outlined in the course syllabus or as instructed by the instructor of the course in order to receive full credit.

- In case of an excused absence, the assignment must be submitted to Canvas by the assigned deadline.
- Students are not allowed to turn in an assignment for another student.
- All assignments given by an instructor must be turned in regardless of if the due date has passed.
- A 10% deduction of the assignment grade will occur each day the assignment is late. See course syllabi for more information on individual assignment deadlines.

Students receiving a grade below C on an exam or assignment will be required to meet with the faculty member to ensure knowledge has been obtained at a satisfactory level. Evaluation of this knowledge can be in the form of discussion, an exam retake, an updated assignment based on feedback, or additional assignments. The original earned grade will not be changed. These advisement meetings will be documented and placed in the student file.

The following will be used as a guideline for assigning grades:

A	95-100%
A-	90-94%
B+	87-87%
B	83-86%
B-	80-82%
C+	78-79%
C	75-77%

C-	71-74%
D+	67-70%
D	64-66%
D-	60-63%
E	59% and below

Grades/Dismissal

Achievement of a grade of C or better is required in all OTA curriculum courses. Grades of C- or below (75%) will require the student to be placed on probationary status and retake the course or courses within one academic year or the next time the course is offered.

Students who receive a C- or below in either a course that has a co-requisite designation will be required to register, pay for, and retake both courses within one year to continue placement in the OTA program. A student who does not retake both courses within one year will be dismissed on the records of the OTA program.

A student who has failed any two OTA program courses or has failed the same OTA course or FW twice will be dismissed from the program. Students will only be given approval to withdraw from an OTA course once due to life circumstances. Students with egregious violations of academic integrity or professional behaviors may be dismissed from the program without an option to reapply.

Testing and Quizzes

If a quiz or test is required and a student has received pre-approval for an excused absence, the testing must be completed prior to the absence. If the student does not initiate to schedule with all instructors testing prior to the excused absence, the student will receive a zero grade for the quiz/test for each respective course. It is the student's responsibility to collaborate with the instructor on a time for testing 1-2 weeks before the excused absence. There will be no make-up testing after the excused absence unless the excused absence is for an unavoidable catastrophic event such as an accident or snowstorm, etc. Quizzes or tests can only be made up with an excused absence. Students with an unexcused absence will not be allowed to make up missed quizzes or exams.

Probation

Students will follow guidelines and understand their rights and responsibilities regarding grades and professional/ethical behaviors. Failure to follow guidelines could result in probation and/or dismissal. Probation will supersede direct dismissal from the OTA program unless indicated in other policies. Probationary status can be the result of any one or more of the following reasons, as noted below. Reasons for probationary status have been outlined in this student handbook.

Unprofessional behaviors can directly result in probation or dismissal based on the severity and implication of the offense. Although every effort is made to outline specific instances, not every instance can be addressed in the handbook and may need to be dealt with on an individual basis. Once a student is on probationary status, they will remain on probation for the duration of the OTA program until officially graduated.

Probation Will Result From:

1. Three excused or a combination of three excused and unexcused absences in one course.
2. Five excused or a combination of five excused and unexcused absences throughout the program in one semester.
3. Two unexcused absences in one course.
4. Three unexcused absences throughout the program per semester.
5. Loss of all participation/professionalism points in any one class.
6. One violation of the OTA Program's Code of Ethics and professional behaviors policy.
7. Violations of significant consequence or behavior that is:
    a. Problematic to self/others
    b. Clearly observable, irresponsible, or destructive
    c. Directly reflective of the program or profession in a negative manner
8. Non-compliance to the Dress Code more than once per semester.
9. Receiving one "C-"grade (74%) or below in any OTA curriculum course.
    a. Note: Students will be able to track their grades via Canvas. If marginal

academic or professional performance is in question at midterm, the faculty and student are expected to discuss performance and set up a learning contract to help the student become successful in the course. Students are ultimately responsible for their own academic and/or professional performance and are expected to self-monitor.

10. Non-compliance with OTA program immunization requirements.
11. A withdrawal or walkout from a FW I placement.
12. Non-compliance with the OTA program grading policy.
13. Accountability issues such as:
    a. Failure to honestly communicate verbal or written information. For example, cheating or plagiarism.
    b. Failure to report unsafe/incomplete practice of self or peers.
14. Any other circumstance outlined in this handbook.

Probationary Procedures

A verbal or written warning from an instructor or program director may or may not precede a formal letter of probation, depending on the circumstances and/or severity of the situation.

- The student will be asked to meet with the OTA program director and one other member of the OTA program faculty or college. The student will be verbally informed of probation status in this meeting.
- An official letter from the OTA program notifying the student of the probationary status will be given to the student during the meeting. The terms and reasons for probationary status will be outlined in the letter.
- Students may elect to meet with the OTA program director to develop a behavioral contract and should do so within five academic days of receipt of the letter of probation. A contractual agreement demonstrates the student's initiative and desire to remain in the program and graduate, as it identifies areas needing improvement and the student's willingness to make a positive change.
- If a student is on probation for having received below a "C" in a course, the contract will indicate the student's desire to withdraw from the program or re-enter and attempt to retake the course a second time.
- A meeting to discuss the contract must be scheduled by the student and attended within ten academic days of initial notification/contact.
- Both the student, program director, and any involved faculty or college employee will sign the contract.
- Probationary status will remain in effect throughout the program.

Dismissal

The OTA program views the following practices/behaviors outlined below with zero tolerance. These practices indicate the student has committed a violation that requires automatic and immediate dismissal from the OTA program. Being dismissed means not attending any more class sessions, finishing a semester, or completing the program.

Students who are dismissed from the program will receive a zero for all future assignments, quizzes, or tests, and these grades will be reflected in the grade earned at the time of the dismissal. A dismissed student will not be considered for future admission to the OTA program. A dismissed student is not allowed in the physical space of the OTA program.

Dismissal from the OTA program will result from:

1. Two letters of probation.
2. Two OTA course grades below a “C”.
3. Failure to re-take an OTA program course in which a student has received a C- or lower within one year.
4. Positive drug testing from a substance other than prescribed medications cleared by the drug-testing agency.
5. Alcohol or drug intoxication or abuse in the program or public.
6. Walking out on a FW I or II placement.
7. Extreme unsafe practices or behavior in the classroom, lab, clinic, or FW.
8. More than two accounts of unprofessional or unsafe behavior in class, lab, clinic, or FW.

Procedures for Dismissal

1. An incident report will be completed by the faculty describing the incident. Incident reports may also come from a FW educator.
2. A meeting between the student and the program director will occur within five academic days following receipt of the incident report. A decision by the program director will occur immediately following the meeting.
3. If dismissal is the recommended action, an appeal hearing may be initiated by the student with a written statement of what is appealed provided to the program director. The appeal hearing must be scheduled within ten academic calendar days. The hearing will consist of the OTA program director, OTA faculty, other faculty or administration representatives, and the student.
4. A decision regarding the appeal presented will be provided in writing to the student through email by the OTA program director within five academic days following the hearing.
5. Students may continue the appeals process of the dismissal using UVU’s academic grievance procedures outlined in the handbook.

Deferment

Students who wish to temporarily withdraw from the program must do so with sound reasoning. Some reasons for deferment with a temporary withdrawal include:

- Prolonged illness, injury, or disease that is expected to improve
- Religious mission opportunities
- Military deployment
- Pregnancy
- Other reasons as agreed upon between the student and the OTA program director.

Students who are approved to temporarily withdraw for a deferment will have their slot held in the program for a period of one year. If the period of deferment requires over a one-year time frame, students will have a slot held for them for the year of re-entry but will have to retake coursework that is over one year old. A slot will not be held for students who are on probation at the time of their deferral request. Students who are on probation at the time of deferment request must complete the program admissions process to re-enter the program.

Students must be receiving a grade of a C or higher in all program courses at the time of a deferment request for a program deferment to be approved. If a student is not receiving a C or higher in all classes at the time of their deferment request, the deferment request will not be approved, and the student must apply for re-entry to the OTA program if they choose to defer.

Procedure for Re-Entry on a Deferment:

Upon approval of deferment, a student must provide a written letter of intent to re-enter the OTA program with an indication of which year and semester to the OTA program director. The letter of intent must be sent to the OTA program director by the admission date deadline for the fall or spring semester.

Program and Course Withdrawal

It is the student's responsibility to complete the required documents needed to drop or withdraw from a course. Withdrawing from a course in the program will lead to immediate dismissal, as all courses are completed in a required sequence. Failure to withdraw or drop a course by the deadlines listed on the university academic calendar will result in an "E" on the student's transcript.

It is the student's responsibility to request a withdrawal or drop from each individual instructor.

- Students who quit attending class without an official withdrawal initiated by the student will remain on each instructor's class roster and continue to accrue a grade until a withdrawal or drop in that class has been completed.
- Faculty will not automatically withdraw or drop individual students from courses or the program without a written request and completed paperwork that meets the withdrawal criteria past the withdrawal date.
- A request for withdrawal from an OTA program course the student is taking for the second time due to receiving a C- or below the first time will not be honored. Actual withdrawal will result in a second letter of probation, dismissing the student from the OTA program.

Academic Grievance

In accordance with Utah Valley University's Student Rights and Responsibility Code (Policy 541), The Department of Allied Health allows students to appeal serious academic matters such as admission decisions, grades, or dismissal from programs. Before an appeal, the student must attempt to resolve the issue informally with the instructor.

In attempts to resolve student-faculty conflict, the student should use the following sequence of procedures:

1. Meet with the course faculty member involved in the conflict
2. Meet with the course faculty and/or the program director
3. Meet with the Chair of the Department of Allied Health
4. Meet with the Department Admission, Progression, & Graduation (APG) Committee
    a. The scope of the questions addressed by this committee is limited to:
        - Is there cause for a grievance?
        - Were the student and/or faculty informed of College or Departmental policies or procedures and/or applicable standards?
        - Was the student and/or faculty treated fairly in relation to the applicable policies or procedures and/or applicable standards?
5. Meet with the Dean's Office of the College of Health and Public Service (CHPS) representative.
    a. The Dean may recommend an appeals committee convening on the issue.
6. Contact UVU's Council on Academic Standards (www.uvu.edu/cas/) for academic-related appeals.

7. Contact the Office of Student Conduct and Conflict Resolution for non-academic-related appeals or information.

The burden of proof is on the student. The standard of proof will be preponderance. The student may present documentation or witnesses to support the appeal, as stated in Policy 541 and 548. If, at any level during the grievance process, the student is uncomfortable, they may seek assistance from and escalate contact with the next level up.

Attendance Standards

Consistent attendance is essential for professional development and success in the OTA program. Attendance is mandatory for all scheduled classes, labs, and FW rotations. Students are expected to attend all sessions to meet the educational and professional standards of the OTA program.

Each course within the OTA program will have 10% weighting for grading dedicated to attendance/participation/professional behavior. Each course syllabus will define how many points are designated for that course. Attendance/participation/professional behavior points for a class will be deducted for arriving late or for an excused or unexcused absence.

Attendance to all coursework is taken very seriously. Students are expected to attend all classes for each course, arrive on time, and stay until the end of the class period.

Absences, when they occur, will take the form of either excused or unexcused. Missing more than 10 minutes of a class period will count as an absence. This includes late arrival, extended breaks, or leaving early.

Excused Absences:

An excused absence may be granted for the following reasons:

1. **Medical Reasons:**
   - Personal illness or injury.
   - Illness or medical emergencies of immediate family members.
   - Other medical exceptions on a case-by-case basis.

   Requirements:
   - A note from a healthcare provider may be required.

2. **Family Emergencies:**
   - Death or severe illness of an immediate family member.

   Requirements:
   - Documentation such as an obituary or a note from a healthcare provider may be required.

3. **Legal Obligations:**
   - Jury duty, court appearances, or other legal matters.

   Requirements:
   - Official documentation (e.g., jury summons, court notice) must be submitted prior to the absence.

4. **Military Duty:**
   - Obligations related to military service.

   Requirements:
   - Official military orders must be submitted prior to the absence.

5. **Educational Activities:**
    - Conferences, workshops, or other educational activities relevant to the OTA program.

    Requirements:
    - Prior approval from the program director is required, and proof of attendance must be submitted.

Note: Students must inform the program director as soon as possible about any anticipated or emergency absences.

Consequences of Excused Absences

1. Even with an excused absence, participation points for the class missed will be deducted. Students are still responsible for missed in-class work and content covered that day.
2. Three excused absences in one course or a total of four excused absences per semester throughout the program will result in automatic probation.

Unexcused Absences

An unexcused absence is any absence that does not fall into the categories listed above or lacks proper documentation. Examples include:

1. Personal vacations or trips.
2. Work obligations.
3. Non-emergency personal appointments.
4. Oversleeping or transportation issues.

Consequences of Unexcused Absences

1. **First Offense:**
    - Verbal warning and documentation in the student's file.
    - Makeup work assigned at the discretion of the instructor.
2. **Multiple Offenses:**
    - Student placed on automatic probation if two unexcused absences occur in one course, or a total of four unexcused absences occur per semester throughout the program.
    - Additional makeup work or assignments.

Attendance Tracking

1. **Recording Attendance:**
    - Instructors will take attendance at the beginning of each class, lab, or clinical session.
    - Tardiness of more than ten minutes will be recorded as an unexcused absence unless proper documentation is provided.
2. **Reporting Absences:**
    - Students must report any absence to the instructor of the course missed via email or phone as soon as possible.
    - For planned absences, students should notify the instructor at least one week in advance.
3. **Makeup Policy:**

- Students are responsible for obtaining any missed materials and completing assignments.
- Makeup work for excused absences must be submitted within one week of the student's return.
- FW makeup time must be scheduled with the FW educator and academic FW coordinator.

OTA PROGRAM SAFETY POLICIES AND PROCEDURES

General Laboratory and Clinical Safety

Universal Precautions

During classroom lab activities, hand hygiene is performed between sessions of working with different class members or faculty members. Hand sanitizer is provided in the classroom, and gloves are worn if a student or instructor has unhealed skin lesions on his or her hands. All used gloves must be disposed of in a container for regulated waste. If any surface in the lab becomes contaminated with body fluids, appropriate cleanup procedures will be implemented, including any needed assistance from maintenance personnel.

Infection Control

The program is responsible for maintaining a safe and healthy environment for students and faculty while in the classroom setting and during any relevant learning activities. General cleaning and maintenance procedures, performed on a regular basis, include the following:

- The classroom area will be cleaned and maintained in accordance with UVU's policy.
- Program equipment should be cleaned with an antiseptic solution available in the classroom; this includes all mat tables, wheelchairs, canes, walkers, tub benches, therapy balls, etc.
- Linens used in class will not be reused until they are laundered.
- All equipment must be cleaned/disinfected and put away following classroom use.

UVU Safety Policies

UVU is committed to providing a safe and welcoming campus and culture. At UVU, our policies are intended to provide a fair and reliable process to support safety-related concerns. We have a network of people and departments who can offer prompt and appropriate assistance through the mechanisms listed here: Stay Safe at UVU: Report and Support

STUDENT HEALTH

Student Health Services has a staff united in the goal of serving students in a caring and competent manner. We have low-cost and available services for UVU students in the areas of medical and psychiatric care, psychological services, learning disability assessment services, and suicide awareness and prevention. We offer life and health-enhancing services that increase the safety, productivity, and life experience of the individual and the campus. For more information, see: http://www.uvu.edu/studenthealth/

Location: Student Center, SC 221
800 West University Parkway Mail Stop 200
Orem, UT 84058

Office Phone: 801.863.8876
Office Fax: 801.863.7056

STUDENT SERVICES

UVU supports the development of all students. In keeping with this philosophy, the university offers a wide range of student services and promotes responsible participation in student life activities. A current list of student services offered through UVU can be found at Student Development & Well-Being

STUDENT OCCUPATIONAL THERAPY ASSISTANT (SOTA) CLUB

The Student Occupational Therapy Assistant Club (SOTA) is an active student club recognized on campus and by the American Occupational Therapy Association. Occupational Therapy students across the nation are involved in their student clubs. Club membership offers students the opportunity to learn about service and leadership within a professional organization. The club meets bi-monthly, and all OTA students are required to participate in the Club.

Roles & Responsibilities

President	• Conducts and presides at all regular meetings • Attends UVU club meetings • Appoints committee as needed • Manages all officers to ensure all duties are covered • Represents club whenever necessary • Communicates with club advisor and/or program coordinator/faculty
Vice President	• Attends all regular meetings • Attends ICC meeting once monthly • Reports on UVU club policies and/or changes in policy • Registers SOTA each fall with Clubs/Associations • Assist Service/Activities Committee to file paperwork with Student Life and Leadership
Treasurer	• Attends all regular meetings • Manages and collect all dues and/or funds associated with SOTA • Maintains club banking account including deposits, withdrawals, and statements
Historian	• Attends all regular meetings • Documents all SOTA activities/projects • Keeps a log of activities date, time, and type of service • Contributes to program newsletter • Coordinates with historians, president, and advisor/program direction to obtain information to be added to the website
Secretary	• Attends all regular meetings • Takes attendance of members at each SOTA meeting • Records meeting minutes at each meeting • E-mails meeting minutes to advisor; prints and places in a notebook accessible to all members • Completes roll call

Assistance with Other Organizations

UOTA Student Representative	• Must be a UOTA member • Attends all regular meetings • Reports on all changes/news concerning OT • Informs students of the benefit of UOTA membership • Co-Chairs the UOTA Student Task Force
AOTA Student Representative	• Must be an AOTA member • Member of the Association of Student Delegates • Attends all regular meetings • Reports on all changes/news concerning OT nationally obtained via AOTA • Attends AOTA Annual Conference as delegates and prepares a presentation for SOTA members about the conference
Program Advisory Committee (PAC) Student Representative	• Attends UVU OTA PAC meetings and reports on SOTA club news/activities
Service and Social Activities Committee	• Communicates with SOTA club Advisor about supplies, activities, needs, etc. and receives permission from the advisor for each project and activity • Collaborates and plans at least one service activity and at least three social activities per semester • Collaborates with the SOTA club and SOTA club president

PROFESSIONAL ORGANIZATIONS

All students in the OTA program are required to obtain student membership in the American Occupational Therapy Association (AOTA) and Utah Occupational Therapy Association (UOTA) and maintain their membership throughout the duration of the program. The cost of these memberships can be found at the following websites:

American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
http://www.aota.org

Utah Occupational Therapy Association (UOTA)
PO Box 58412
Salt Lake City, UT 84158-0412
http://www.utahotassociation.org

NATIONAL CERTIFICATION EXAMINATION

Graduates of an accredited/approved entry-level occupational therapy assistant program are eligible to sit for the certification exam through the National Board for Certification in Occupational Therapy (NBCOT). Information related to the process can be found at https://www.nbcot.org/en/Students/get-certified

Testing Process and Application

The certification examination is administered at Pearson Testing Centers. Eligible candidates must apply for authorization to take the examination by completing the NBCOT® Certification Examination Application online. Once approval is granted, the eligible candidate will receive an Authorization to Test (AT) letter with information related to scheduling the examination time with Pearson. The approval letter is active for 90 days. Eligible candidates must take the exam within 90 days of the approval letter. Further information is provided in OT 4200 regarding details of the exam.

Eligibility Requirements

- Graduate from an accredited/approved entry-level occupational therapy assistant bachelor's degree from an ACOTE-accredited program. An official final college or university transcript must indicate the date of graduation and degree title or NBCOT® Academic Credential Verification Form (ACVF).
- Agree to abide by the NBCOT® Practice Standards and Code of Conduct.
- Receive a character review approval through NBCOT®. A felony conviction may affect a graduate's ability to sit for the NBCOT® certification examination or attain state licensure. Please consult the NBCOT® Handbook for further clarification.

Testing Accommodations

In adherence with the Americans with Disabilities Act, NBCOT® provides reasonable and appropriate testing accommodations for exam applicants with disabilities who are otherwise eligible to take the OTR® or COTA® certification examination in the United States. Visit https://www.nbcot.org/exam/accommodations for additional information related to accommodations for the exam.

STATE LICENSURE

Occupational therapy assistant students should always know state licensing laws, especially while on FW experiences. OTA students need to be aware that state licensing laws differ, and regardless of the state in which the student resides or the school resides, the student is responsible for the state practice act in the state in which they are completing FW.

When preparing to take the national certification exam, students must also prepare for state licensure. While the application process may be different from state to state, all states require successful completion of educational requirements, both academic and FW, and successful completion of the certification examination. Many states have limited ability to practice prior to successful completion of the certification examination and/or limited practice while awaiting the licensing application to be processed.

The OTA program at UVU will provide more detailed information about licensure and application process before the end of the students' last semester. OT 4200: Professional Seminar is designed to provide knowledge on the application process for the state of Utah and educational requirements for NBCOT® upon official graduation from the accredited B.S. OTA program.

OTA PROGRAM ACCREDITATION

UVU's OTA program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

The program must be granted candidacy status, have a pre-accreditation review, complete an on-site evaluation, and be granted accreditation status before its graduates will be eligible to sit for the national certification examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT).

After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure

Accreditation Council for Occupational Therapy Education

7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
Phone: 301.652.6611
Email: accred@aota.org
Website:www.acoteonline.org

COMPLIANCE WITH ACOTE STANDARDS, POLICIES, AND PROCEDURES

In accordance with ACOTE accreditation standard A.1.4, the OTA program is responsible for ensuring compliance with ACOTE standards, policies, and procedures at all times. Changes requiring notification to ACOTE must be completed in a timely manner and consistent with ACOTE requirements. Responsible parties involved in ensuring compliance with ACOTE include the OTA program director, Department of Allied Health Chair, and Dean of the College of Health and Public Service.

The program must comply with the following:

- Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.
- Pay accreditation fees within 90 days of the invoice date.
- Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agree to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrate honesty and integrity in all interactions with ACOTE.
- Comply with the current requirements of all ACOTE policies.

The OTA program at UVU is currently in the applicant stage of program accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE).

B.S. OCCUPATIONAL THERAPY ASSISTANT

STUDENT FIELDWORK HANDBOOK

2026-2027

PREPARE.
ENGAGE.
TRANSFORM.

Connecting classroom learning to real-world practice.

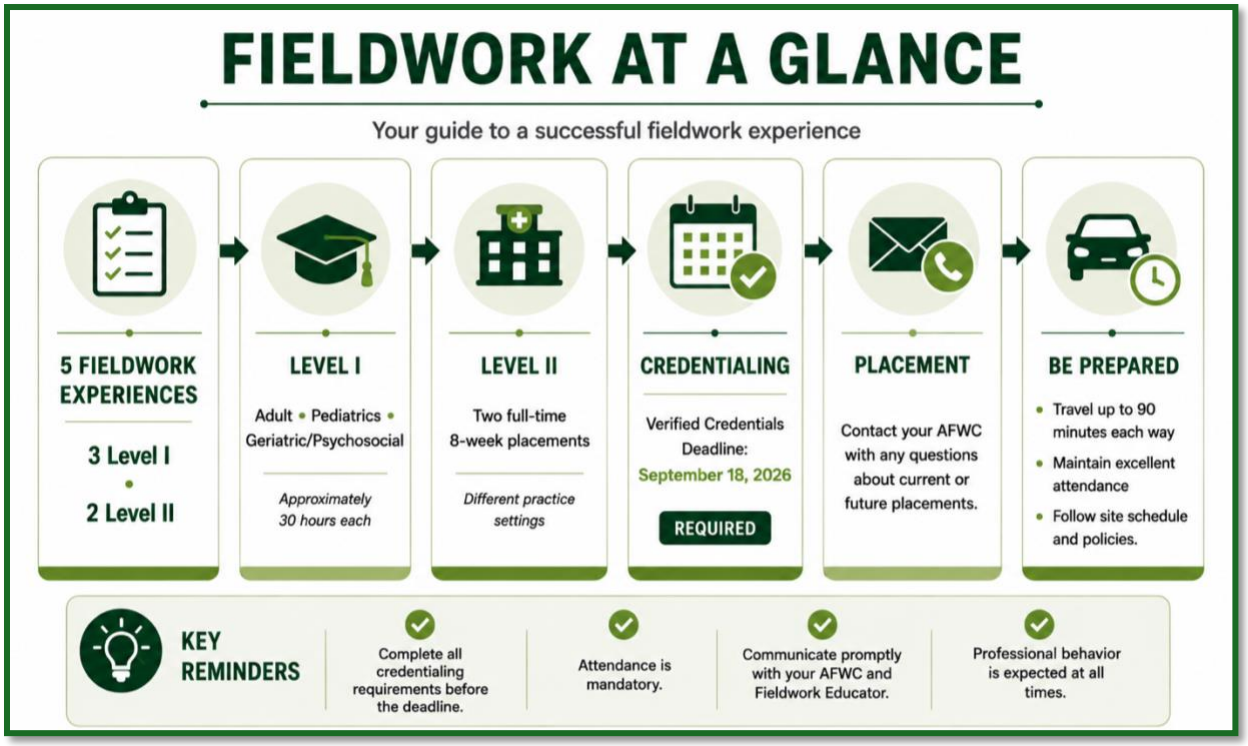
Empowering future occupational therapy assistants to make a meaningful difference in the lives of individuals and communities.

PROFESSIONAL | COMPASSIONATE | PURPOSEFUL

FIELDWORK OVERVIEW

Welcome to Fieldwork! Fieldwork (FW) is an exciting opportunity to apply the knowledge and skills you have developed in the classroom while growing into a confident, competent occupational therapy practitioner. Throughout the program, you will work with clients across the lifespan in a variety of practice settings, allowing you to strengthen your clinical skills, professional behaviors, and clinical reasoning through supervised, real-world experiences. FW is designed to foster reflective practice, ethical decision-making, and an understanding of the many ways occupational therapy is delivered to meet the unique needs of individuals and communities (ACOTE, 2023).

Over the course of the OTA program, you will complete **five FW experiences** that are integrated throughout the curriculum. Unless otherwise approved by the Academic Fieldwork Coordinator (AFWC) and Program Director, all FW experiences must be successfully completed during the semester in which they are scheduled.



Fieldwork Philosophy

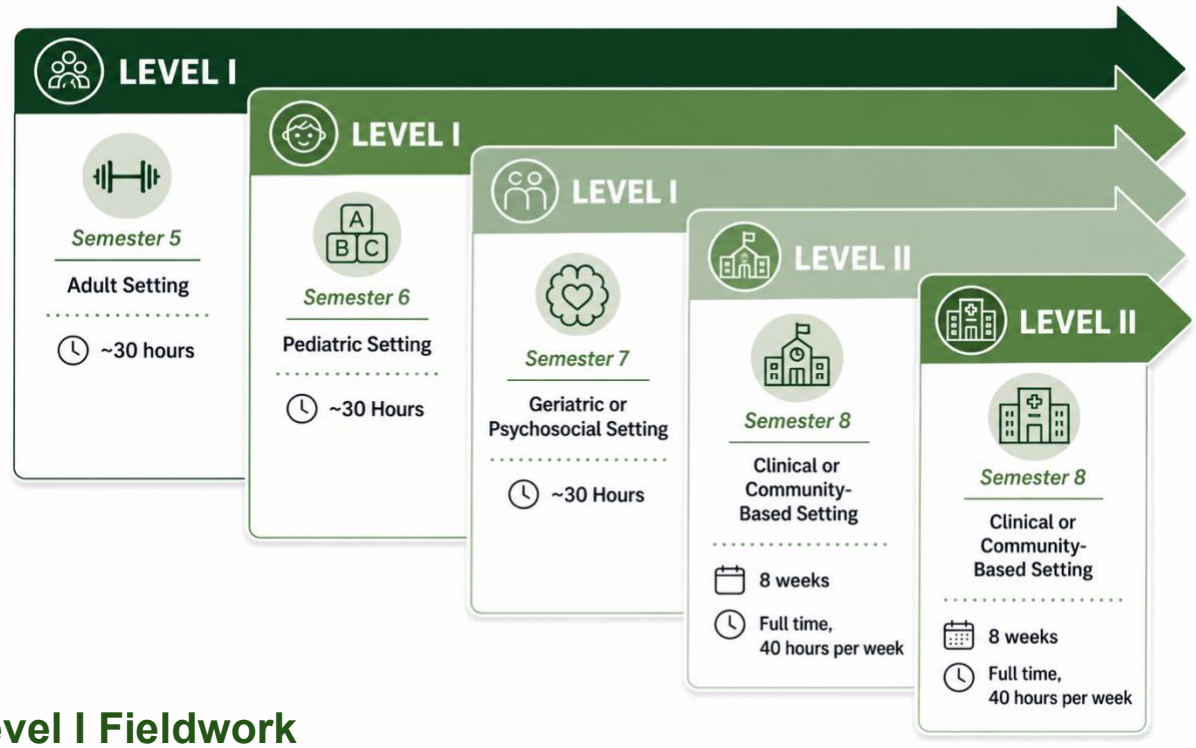
FW is an essential component of occupational therapy education and an important part of your development as a future OTA. The UVU OTA Program is committed to providing meaningful FW experiences that allow you to engage with individuals across the lifespan, experience a variety of practice settings and service delivery models, and develop the clinical and professional behaviors necessary for entry-level practice. FW provides opportunities to strengthen professional reasoning, reflective practice, ethical decision-making, communication, and confidence while experiencing the unique role of occupational therapy in supporting meaningful participation in everyday life. Each experience is intentionally integrated into the curriculum and builds upon your academic preparation as you progress toward becoming a competent, compassionate, and professional OTA.

Fieldwork Purpose

FW is where classroom learning connects with real-world practice. Through supervised experiences, you will have opportunities to apply knowledge and skills learned in your courses while developing clinical reasoning, professional behaviors, and hands-on skills. FW allows you to observe and participate in the occupational therapy process, learn from experienced practitioners, receive and apply feedback, and reflect on your growth as a professional. Each experience builds upon the previous one, preparing you for entry-level practice as an OTA.

FIELDWORK CURRICULUM

You will complete two levels of FW as part of the curriculum: Level I and Level II. During Semesters 5, 6, and 7, you will complete Level I FW experiences that are integrated with your practicum coursework. During Semester 8, you will complete two full-time Level II FW experiences in different practice settings to broaden your clinical knowledge and professional skills. Throughout each FW experience, your AFWC will collaborate with you and your FW site to support your success through coordination, communication, and mentorship.



Level I Fieldwork

You will complete three Level I FW experiences in **adult, pediatric, and geriatric/psychosocial** practice areas. These experiences provide opportunities to apply classroom learning while developing the knowledge, skills, and professional behaviors expected of an OTA. Placements may occur in a variety of clinical and community-based settings, including long-term care, skilled nursing, inpatient rehabilitation, acute care, outpatient clinics, schools, early intervention programs, mental health settings, community-based programs, and other emerging practice areas.

During Level I FW , you will observe and participate in the occupational therapy process while strengthening your professional communication, clinical observation, documentation, data collection, activity analysis, and clinical reasoning skills. You will collaborate with interprofessional team members, apply evidence-based and client-centered principles, adapt activities and environments to meet client needs, and become familiar with documentation, reimbursement, and occupational therapy service delivery models.

SEMESTER 5
OT 3300 – ADULT PRACTICUM

You will complete an approximately 30-hour Level I fieldwork experience in an adult practice setting as part of OT 3300.

During this experience, you will gain exposure to occupational therapy services for adults with physical dysfunction and a variety of medical diagnoses. You will observe and participate in the occupational therapy process while developing professional behaviors, clinical observation, communication, and documentation skills.

~30-HOUR PRACTICUM

SEMESTER 6
OT 3500 – PEDIATRIC PRACTICUM

You will complete an approximately 30-hour Level I fieldwork experience in a pediatric practice setting as part of OT 3500.

During this experience, you will work with children across a variety of diagnoses while applying pediatric theories and frames of reference to evaluation, data collection, and occupation-based intervention. You will continue to develop your professional behaviors, clinical observation, and clinical reasoning skills within pediatric practice.

~30-HOUR PRACTICUM

SEMESTER 7
OT 4100 – GERIATRIC OR PSYCHOSOCIAL PRACTICUM

You will complete an approximately 30-hour Level I fieldwork experience in either a geriatric or psychosocial practice setting as part of OT 4100.

During this experience, you will observe and participate in occupational therapy services for older adults or individuals with psychosocial needs. You will gain experience working with a variety of diagnoses while strengthening your professional behaviors, clinical observation, communication, and clinical reasoning skills.

~30-HOUR PRACTICUM

Your responsibilities may include observing interventions, assisting with assessments and treatment activities, documenting client progress, participating in team meetings, and reflecting on your experiences to improve your performance. The amount and type of direct client care is determined by your FW educator and the AFWC based on your competence and the site's policies. These foundational experiences prepare you for the increased independence and responsibility expected during Level II FW .

Your Level I FW educator will meet ACOTE supervision requirements and may include an OT, OTA, psychologist, physician assistant, teacher, social worker, physician, speech-language pathologist, nurse, physical therapist, program director, or another qualified professional, depending on the practice setting. Supervision is direct and provides opportunities to observe, participate, ask questions, receive feedback, and progressively build competence and confidence.

Level II Fieldwork

You will complete **two full-time, eight-week Level II FW experiences** during Semester 8 as part of OT 4720 and OT 4820. These experiences are completed in two different practice settings and are designed to prepare you for entry-level practice as an OTA. Building on the knowledge and skills developed throughout the OTA curriculum, Level II FW provides opportunities to apply clinical reasoning, develop professional judgment, and deliver client-centered, occupation-based occupational therapy services under the supervision of an occupational therapy practitioner.

During Level II FW , you will participate in all aspects of the occupational therapy process, including screening, evaluation, intervention planning, intervention implementation, documentation, discharge planning, and outcomes measurement. You will strengthen clinical

reasoning, therapeutic use of self, professional communication, collaboration with clients and interprofessional teams, and application of evidence-based, occupation-centered practice.

As your competence develops, you will progressively assume greater responsibility for client care while demonstrating professionalism, ethical practice, initiative, organization, and effective communication. By the end of your second Level II FW experience, you are expected to function as an entry-level OTA by managing a full client caseload and demonstrating competency as measured by the AOTA FW Performance Evaluation for the OTA (FWPE).

Level II Requirements and Expectations

To begin Level II FW, you must:

- Be in good standing with Utah Valley University and the OTA program.
- Successfully complete all required didactic coursework with a grade of **C or better**.
- Receive approval from the AFWC.

Please note: You must successfully complete Level II FW practicum courses within **12 months** of completing your didactic coursework.

Each Level II FW experience is **full-time for eight consecutive weeks**. Your daily schedule is determined by the FW site and FW educator and may vary by practice setting. Throughout Level II FW, you are expected to demonstrate professional behavior, maintain consistent communication with your FW educator, seek and apply feedback, and show continued growth throughout the experience. Satisfactory performance at midterm does not guarantee successful completion. You must continue to demonstrate improvement and achieve entry-level competency by the conclusion of each eight-week experience.

CLINICAL COMPLIANCE

Credentialling Process

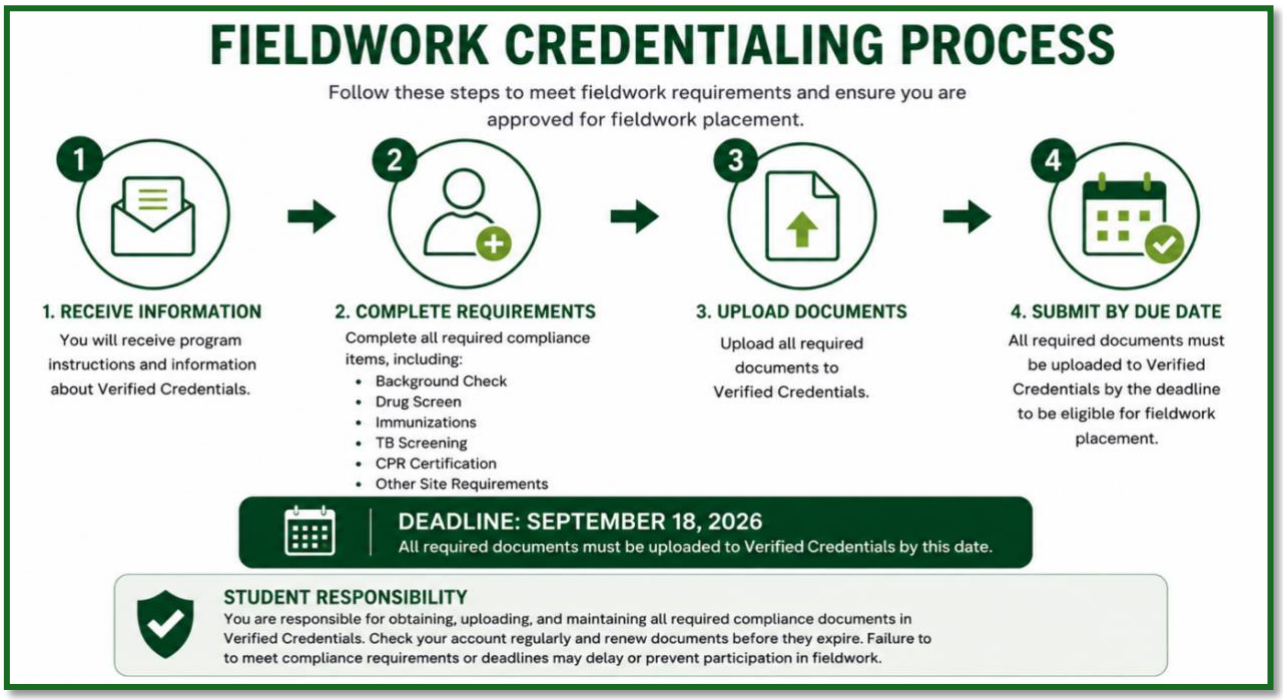
In order to stay compliant with our clinical partner's site requirements, and for the safety of both our UVU OTA students, other healthcare workers, and their patients, students are required to have and maintain:

- Common annual vaccinations for healthcare workers (Influenza)
- Common immunizations (Tetanus, Diphtheria, and Pertussis (Tdap), Measles, Mumps, Rubella (MMR), Varicella (Chicken Pox), Hepatitis A and B)
- Annual drug screens and tests for Tuberculosis
- CPR certification for healthcare providers
- Background checks

See the OTA Student Handbook, 2026-2027 section on “Additional Requirements: Immunizations, CPR, Background Check” for detailed information about each requirement.

The UVU OTA Program utilizes **Verified Credentials**, a secure third-party compliance management system, to verify and maintain student records related to required clinical documentation. Students are responsible for submitting all required documentation, including background check results, immunization records, drug screening results, and any other program-required compliance items, through the Verified Credentials portal. **Detailed instructions for creating an account, accessing the system, uploading required documents, and paying for associated fees will be provided by the program.**

Students are responsible for all associated fees and ensuring that all required documentation is submitted, accurate, and maintained in accordance with program deadlines. Failure to complete or maintain required compliance documentation by the established deadlines may result in delayed or denied participation in FW experiences, or other program requirements until compliance is achieved.



FIELDWORK PLACEMENT PROCESS

How Fieldwork Sites Are Developed

The AFWC is responsible for identifying, evaluating, and serving as the primary point of contact for FW sites. Potential sites are evaluated using the Fieldwork Site Evaluation Form (Appendix A) through onsite visits, virtual meetings, or a combination of both methods to determine whether they meet the educational goals and requirements of the OTA program.

FW sites are primarily located in Utah, Salt Lake, and surrounding counties; however, additional qualified sites may be developed as needed to meet the educational needs of the program. Each site must demonstrate a commitment to OTA education, provide meaningful learning experiences across a variety of client populations and practice settings, and have qualified personnel available to serve as FW educators. In accordance with ACOTE standards, Level II FW educators must have a minimum of one year of practice experience.

Before you may be assigned to a fieldwork site, a current affiliation agreement must be fully executed between the fieldwork site and Utah Valley University. Affiliation agreements are maintained and updated as needed to comply with university requirements and ACOTE standards.

FW sites are reviewed on an ongoing basis to ensure they continue to provide high-quality educational experiences. Site quality is monitored through student feedback using the Student Evaluation of Fieldwork (SEFW) (Appendix D), site visits and communication by the AFWC or Program Director, and periodic review of site information. Current site information is maintained in the program's FW database.

How Fieldwork Placements Are Made

The AFWC works closely with students, FW educators, FW sites, Utah Valley University, and the Accreditation Council for Occupational Therapy Education (ACOTE) to ensure compliance with program requirements while supporting student success.

FW placements are determined based on the availability of qualified FW sites and educators, site requirements, and each student's educational needs.

- **Location:** While location preferences are important, close geographical proximity to the placement site is not always assured.
- **Site Placement:** Students will **not** be placed at a site where they have had previous experience (paid or volunteer), have had treatments (for themselves or a family member), have interviewed for, or made arrangements for future employment, or have completed another FW rotation at.
- **Placement**: Once a site is confirmed, students are not allowed to trade, change, or cancel their FW site or supervisor. Exceptions for extenuating circumstances may be made on a case-by-case basis and with approval from the AFWC. Occasionally, a facility may be forced to cancel a student's FW for a variety of reasons. The student and the AFWC will work together to find a suitable alternative as quickly as possible.

You will have multiple opportunities to share your personal, geographic, and practice-setting preferences through surveys and individual meetings with the AFWC. Requests for special placements should be submitted in writing as early as possible to allow adequate planning. Every effort is made to consider these preferences; however, educational objectives, site requirements, and placement availability take precedence over personal convenience.

You will receive your FW placement information from the AFWC approximately **2–3 weeks** before the start of each FW experience, unless special circumstances require a different timeline.

When instructed by the AFWC, you are responsible for contacting your assigned FW educator or site by phone or email to introduce yourself and confirm important details, including your start date, daily schedule, dress code, parking, and any additional site-specific requirements.

Student Site Suggestions

You may not contact or solicit potential FW sites directly. If you identify a site that you believe would be a good FW placement, you are encouraged to provide the AFWC with as much information as possible, including the site name, practice setting, contact person's name, title, phone number, email address, and any other relevant information. The AFWC will determine whether the site meets program requirements and will coordinate all communication, site evaluation, and affiliation agreement processes.

Students who contact or solicit FW sites without prior approval from the AFWC may jeopardize the program's relationship with clinical partners and the integrity of the FW placement process. Failure to comply with this policy may result in disciplinary action, up to and including delayed FW placement, academic probation, removal from a FW assignment, or other action deemed appropriate by the OTA Program.

PROFESSIONAL EXPECTATIONS

You are expected to demonstrate professional behavior throughout every FW experience. As a representative of Utah Valley University, the OTA-B program, and the occupational therapy profession, you are responsible for maintaining professional conduct, communicating effectively, following site policies, and providing safe, ethical, and client-centered care. The expectations outlined in this section apply to both Level I and Level II FW unless otherwise specified.

Professional behaviors

You are expected to conduct yourself in a professional manner at all times during FW. This includes demonstrating honesty, integrity, accountability, initiative, organization, respect for others, ethical behavior, and a willingness to learn. You are expected to accept constructive feedback, apply it to your performance, and demonstrate continuous growth throughout each FW experience.

Communication

Professional communication is essential to a successful fieldwork experience. You are expected to maintain timely, respectful, and professional communication with both your fieldwork educator and the AFWC throughout every fieldwork experience. Be sure to:

- Maintain an up-to-date profile in the fieldwork management system (Typhon)
- Respond promptly to emails, phone calls, and requests from the AFWC and your fieldwork educator.
- Notify the AFWC immediately if concerns or challenges arise during your fieldwork experience so they can be addressed promptly

Attendance

Attendance is an essential component of every FW experience. You are expected to attend every scheduled FW day, arrive on time, and remain for your entire assigned schedule. During FW , you will follow the schedule established by your FW educator, which may differ from the Utah Valley University academic calendar. University holidays (e.g., Fall Break and Spring Break) do not apply unless your FW site is also closed.

If an absence is unavoidable, you must notify your FW educator **before** your scheduled start time and notify the AFWC as soon as possible. Absences must be approved by your FW educator and may require additional documentation.

All missed FW time must be made up according to the FW site's requirements and approved by both your FW educator and the AFWC before you can receive a passing grade or progress to the next FW experience. If your FW site observes a holiday schedule (e.g., a school district's Spring Break), you may follow the same schedule as your FW educator; however, all missed FW days must be made up.

Personal vacations or trips **may not be scheduled during FW** . Unexcused absences, excessive tardiness, or failure to follow attendance procedures may result in removal from the FW site, failure of the FW course, or dismissal from the OTA Program.

Accident, Illness, or Injury During Fieldwork

Your health and safety are important during FW . If you become ill, are injured, or experience an accident or exposure to blood or other potentially infectious materials, you must:

- Notify your FW educator immediately.
- Follow all FW site policies and procedures.
- Seek medical care if needed.
- Notify the AFWC as soon as possible.
- Complete any required incident reports.

If you have symptoms of a contagious illness, do not report to FW . If you experience a bloodborne pathogen exposure (e.g., a needlestick injury or contact with blood or body fluids), report the incident immediately and follow the FW site's exposure control procedures. Students are responsible for medical expenses not covered by the FW site or personal insurance. Medical clearance may be required before returning to FW following a significant illness or injury.

Confidentiality

You are responsible for protecting the privacy and confidentiality of all patients, clients, families, staff, and facilities encountered during FW . You must comply with HIPAA, FERPA, FW site confidentiality policies, and all applicable federal and state privacy laws.

Confidential information must never be discussed in public places or shared with unauthorized individuals. Any breach of confidentiality may result in disciplinary action, removal from FW , failure of the FW course, dismissal from the OTA Program, and potential legal consequences.

Photography and Social Media

You are expected to maintain the highest standards of professionalism and confidentiality while participating in FW .

You may not photograph, video record, or audio record patients, clients, staff, medical records, treatment sessions, or clinical areas without written **authorization from the FW site and all required individuals.**

You may not post, share, or discuss patient information, photographs, videos, or identifying details **on social media or other electronic platforms.** You should not identify or tag your FW site, FW educator, coworkers, patients, or clients without prior authorization.

Even when names are omitted, information that could reasonably identify a patient, client, staff member, or facility must never be shared.

Failure to comply with FW site policies, HIPAA, or other privacy laws may result in disciplinary action, removal from FW , course failure, dismissal from the OTA Program, and potential legal consequences.

Electronic Devices

Personal electronic devices should only be used during scheduled breaks or emergencies unless specifically authorized by your FW educator for educational or clinical purposes.

Use of personal cell phones, smart watches, earbuds, headphones, or other electronic devices must comply with FW site policies. You are expected to represent yourself, the OTA Program, Utah Valley University, and the occupational therapy profession professionally in all electronic communications and online activities.

Dress Code

You are expected to present a professional appearance and comply with the dress code and appearance policies of your assigned FW site.

Unless otherwise directed by your FW site, you are required to wear your UVU OTA Program name badge at all times during FW . You should maintain appropriate personal hygiene, wear clean and professional attire, and follow all site-specific requirements regarding identification, footwear, jewelry, fragrances, tattoos, piercings, and personal protective equipment (PPE).

Failure to comply with the FW site's dress code or appearance policies may result in dismissal from the FW site until the issue is corrected.

Roles and Responsibilities in Fieldwork

Successful FW is built on a partnership between the student, the AFWC, and the FW educator. Each has specific responsibilities that contribute to a positive and successful FW experience.

Student Responsibilities

As an OTA student, you are responsible for meeting all program, university, and FW site requirements before, during, and after each FW experience.

Fieldwork Placement

You are responsible for:

- Accepting the FW placement assigned by the AFWC.
- Providing accurate information regarding placement preferences and special requests by established deadlines.
- Understanding that educational objectives, site requirements, and placement availability take precedence over personal convenience.
- Arranging your own transportation and lodging, if needed.
- Paying all expenses associated with FW , including transportation, lodging, meals, uniforms, parking, drug screening, background check, and other site-specific costs.
- You may not arrange your own FW placement, contact or solicit potential FW sites or FW educators, or attempt to change an assigned placement.

Professional Responsibilities

You are responsible for:

- Following all FW site policies and procedures
- Demonstrating professional behavior and ethical conduct
- Maintaining client confidentiality
- Using electronic devices appropriately
- Wearing appropriate professional attire and your UVU OTA Program name badge**,** unless otherwise directed by your FW site
- Representing yourself, UVU, the OTA Program professionally at all times

Communication

You are expected to maintain timely, respectful, and professional communication with both your FW educator and the AFWC. You are responsible for:

- Maintaining current contact information
- Maintaining current credentialing requirements (CPR, drug screen, etc.)
- Maintaining an up-to-date profile in the FW management system
- Promptly reporting concerns or problems to the AFWC
- Responding to emails, phone calls, and requests from the OTA Program and FW site in a timely manner

Attendance and Participation

You are responsible for:

- Attending every scheduled FW day
- Arriving on time and remaining for your assigned schedule
- Following your FW educator's work schedule
- Reporting absences according to program policy and making up missed FW time
- Completing all required assignments, documentation, evaluations, and course requirements by the established deadlines

Progression

You are responsible for successfully completing all FW requirements to progress through the OTA Program.

If accommodations are needed, you are responsible for working with Utah Valley University's Accessibility Services and notifying the AFWC **before beginning FW** . If your performance concerns require remediation, you are expected to actively participate in the success plan developed by the OTA Program.

Academic Fieldwork Coordinator Responsibilities

The AFWC oversees all aspects of FW education and serves as the primary liaison between the OTA Program, students, and FW sites.

The AFWC is responsible for:

- Developing, evaluating, and maintaining qualified FW sites and affiliation agreements.
- Assigning students to FW placements that meet ACOTE standards and program objectives.
- Verifying student compliance with credentialing and site-specific requirements.
- Verifying that FW educators meet ACOTE supervision requirements.
- Ensuring students receive diverse learning experiences across the lifespan and a variety of practice settings.
- Monitoring student progress through regular communication with students and FW educators.
- Providing guidance and support to students and FW educators throughout each FW experience.
- Addressing concerns or conflicts promptly and collaborating with the Program Director when appropriate.
- Assigning final FW Practicum course grades based on required evaluations and course requirements

Fieldwork Educator Responsibilities

FW educators play a vital role in preparing OTA students for entry-level practice. As partners in the educational process, FW educators provide supportive learning experiences that foster professional behavior, clinical reasoning, and hands-on skills.

FW educators are expected to:

- Orient students to the FW site, including policies, procedures, safety guidelines, and expectations.
- Supervise, mentor, and support students throughout the FW experience.
- Provide regular feedback and learning opportunities that promote professional growth.
- Evaluate student performance using the required FW evaluation tools.
- Complete required documentation and evaluations by established deadlines.
- Model professional behavior, ethical practice, and effective communication.
- Maintain communication with the AFWC regarding student progress or concerns.

Fieldwork Supervision Guidelines

The UVU OTA program, AFWC, and the contracted FW education sites will work together to ensure appropriate supervision is in place for all student FW experiences.

Sources of Supervision Guidelines for Level II Fieldwork

1. **State Laws and Practice Acts**
   - State laws and practice acts, such as the Utah State Practice Act, or the Practice Act for the state in which FW is being completed, govern the practice of occupational therapy. These documents specify any state-specific supervision requirements.
2. **Federal Regulations**
   - Federal regulations, including Medicare, outline the supervision required for fieldwork students in certain healthcare settings and with specific types of Medicare coverage. The AOTA website provides the most up-to-date information on Medicare regulations for student supervision.
3. **ACOTE Standards**
   - The ACOTE Standards mandate that during Level II FW, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least one year of experience. This practitioner should be adequately prepared to serve as a FW educator. (C.1.13)
   - Supervision should initially be direct and then progress to less direct as appropriate, based on the FW site's demands, the complexity of the client's condition, and the student's abilities. (C.1.14)
4. **COE and COP Recommendations**
   - The COE and Commission on Practice (COP) FW Level II position paper (COE/COP, 2012) recommends that supervision in FW Level II settings should ensure consumer protection and provide appropriate role modeling of occupational therapy practice. Supervisors must recognize when direct versus indirect supervision is needed at each site, and in each treatment session, and ensure that supervision supports the student's developing competence.

General Supervision Principles from AOTA (2014)

Supervision Involves:

- Guidance and oversight related to the delivery of occupational therapy services and the facilitation of professional growth and competence.
- It is the occupational therapist's responsibility to provide adequate and appropriate supervision.

Frequency, Methods, and Content of Supervision:

- These may vary depending on:
  - Complexity of client needs
  - Number and diversity of clients
  - Knowledge and skill level of the FW student
  - Type of practice setting
  - Requirements of the practice setting
  - Other regulatory requirements

Types and Methods of Supervision:

- **Direct, Face-to-Face Contact:**
  - Observation, modeling, client demonstration, discussions, teaching, and instruction.
- **Indirect Contact:**
  - Phone conversations, written correspondence, and electronic exchanges.

Documentation Requirements

OTA FW students must comply with facility and state requirements for documenting a supervision plan and supervision contacts. Documentation may include:

- Frequency of supervisory contact
- Methods or types of supervision
- Content areas addressed
- Evidence supporting areas and levels of competency
- Names and credentials of participants in the supervisory process

FIELDWORK FORMS

See the Appendices for each of the following forms.

- Initial Site Evaluation Form
- Level I FW Site Evaluation
- Level I FW Assessment of Student Performance
- Level II AOTA Student Evaluation of the FW Experience (SEFWE)
- AOTA FW Data Form

QUESTIONS?

Fieldwork is one of the most rewarding experiences in the OTA curriculum.

Each experience provides opportunities to grow in confidence, competence, and professionalism while preparing you to serve clients with compassion and excellence.

Embrace each opportunity, ask questions, seek feedback, reflect on your experiences, and enjoy the journey toward becoming an OTA!

Appendices

Appendix A: Initial Site Evaluation Form
Appendix B: Level I FW Site Evaluation
Appendix C: Level I FW Assessment of Student Performance
Appendix D: Level II AOTA Student Evaluation of the FW Experience (SEFWE)
Appendix E: AOTA FW Data Form

APPENDIX A: FIELDWORK SITE EVALUATION FORM

Site Name					
Site Location(s)					
Primary Contact Name and Info					
Setting	Inpatient	Outpatient	Home Health	Early Intervention	Community
	SNF	Acute	Schools	LTAC	Other:
Population	Pediatrics	Adults	Geriatrics	Psychosocial	Other:
Common Dx					
Mission Statement, core values, etc.					
DOPL/BBB review, complaints, legal/ethical issues					
Student handbook and site-specific objectives?	Developed, in use	In progress	Not developed/used		
Relevant policies, procedures, student requirements for FW	Background check	Flu Vaccine	Other:		
	Drug test	Covid Vaccine	Other:		
# of qualified supervisors	OTR/L	COTA/L	Other:		
Pace, Average clients/day	Fast paced	Medium pace	Slow paced		
Schedule Flexibility	Low flexibility	Medium flexibility	High flexibility		
Typical Schedule					
Company Culture					
Other notes					

APPENDIX B: FIELDWORK I SITE EVALUATION FORM

Fieldwork Site: _____

Semester/Year: _____

Type of Fieldwork: ☐ Phys Dys/Adult Rehab ☐ Geri psych ☐ Psych ☐ Peds ☐ Other _____

Please comment on the notable strengths and weaknesses of this setting by circling, **Y** (yes), **N** (no), or **NA** (non-applicable) below.

Y / N / NA	**1.**	Did the site provide an orientation to the setting or program?
Y / N / NA	2.	Were objectives and expectations discussed?
Y / N / NA	3.	Did the fieldwork educator assist you in organizing time and planning learning experiences?
Y / N / NA	4.	Did the fieldwork educator show you the site's method of documentation & record keeping?
Y / N / NA	5.	Were you encouraged to interact with clients?
Y / N / NA	6.	Was the site's staff supportive of the student in the learner role?
Y / N / NA	7.	Did the center provide an opportunity to observe occupational therapy practitioners interact with other professionals? (staffing, rounds, team conferences).
Y / N / NA	8.	Did the fieldwork educator attempt to answer relevant questions and/or suggest avenues to explore further with personnel, charts, references?
Y / N / NA	9.	Did this experience aid in your professional development?
1 / 2/ 3/ 4/ 5	10.	Rate this Fieldwork I experience (1-poor, 2-below average, 3-average, 4-above average, 5-excellent)
1 / 2/ 3/ 4/ 5	11.	Rate your fieldwork educator's effectiveness of supervision (1-poor, 2-below average, 3-average, 4-above average, 5-excellent)

Other feedback or comments regarding your supervisor or this experience: _____

_____

_____

These signatures verify that you have discussed together the information on this form:

Fieldwork Educator: _____ Date: _____

Fieldwork Student: _____ Date: _____

Fieldwork educators Name & Credentials:_____

Years Experience: _____ Professional License# _____

License State: _____ License type (if not OT/OTA): _____

APPENDIX C: LEVEL I FIELDWORK ASSESSMENT OF STUDENT PERFORMANCE

Student: _____

Facility: _____

Student Completed 30 Hours: ☐ Yes ☐ No

Number of Absences: _____

Reason(s) for Absence(s): _____

_____

Fieldwork Educator: _____

Start Date: _____ End Date:_____

Fieldwork Type: ☐ Adult Rehab/ Phys Dys

☐ Pediatric

☐ Mental Health

☐ Other _____

INSTRUCTIONS FOR SUPERVISOR

Please review and check each item using the following rating scale:

4 During the 30-hour experience, the student consistently (all the time) displayed this behavior.

3 During the 30-hour experience, the student frequently (at least 4 times) displayed this behavior.

2 During the 30-hour experience, the student occasionally (at least 2 times) displayed this behavior.

1 During the 30-hour experience, the student rarely (1 time) displayed this behavior.

NA During the 30-hour experience, the student did not have a chance to display this behavior. (NA = points)

The Student Demonstrates:

A. Self-Awareness	**4**	**3**	**2**	**1**	**NA**
Is able to recognize and discuss his/her own feelings, attitudes and behavior.					
Is aware of his/her reactions in a clinical setting.					
Comments:					
B. Interpersonal Skills	**4**	**3**	**2**	**1**	**NA**
Is comfortable with patients/clients in a clinical setting.					
Takes initiative with patients /clients.					
Takes initiative to interact with staff.					
Is able to modify his/her behavior in response to supervision.					
Is comfortable around persons of varied ages and social and ethnic groups.					
Demonstrates sensitivity to needs of patients/clients.					

Comments:					
C. Participation in the Supervisory Process	**4**	**3**	**2**	**1**	**NA**
Is able to utilize feedback from supervisor and staff.					
Is able to give feedback to supervisor and staff.					
Shows interest and asks appropriate questions.					
Comments:					
D. Professional Behaviors	**4**	**3**	**2**	**1**	**NA**
Is prompt in attendance.					
Notifies supervisor in a timely manner prior to absence or lateness.					
Satisfactorily made-up absences (if applicable).					
Displays time management to complete data collection on 5 patients.					
Dresses appropriately, is well-groomed, displays good hygiene habits.					
Wears name tag and introduces self properly.					
Does not allow personal affairs to interfere with duties.					
Practices everyday courtesies.					
Observes facility rules and regulations.					
Displays sound judgment in regard to safety of self and others.					
Demonstrates an understanding of the role (or potential role) of the OTR in this setting.					
Demonstrates an understanding of the role (or potential role) of the COTA in this setting.					
Takes initiative to seek out varied learning experiences.					
Respects confidentiality of patient/client related information.					

Comments:		
E. Additional Information		
Please list/describe the student's areas of strength:		
Please list/describe suggested areas for the student's continued growth and learning:		
Please briefly describe the student's learning project:		
Any additional Comments (optional)		
Suggested grade for this student based on their overall performance:	**PASS**	**FAIL**

These signatures verify that you have discussed together the information on this form:

Fieldwork Educator: _____ Date: _____

Fieldwork Student: _____ Date: _____

Fieldwork educators Name & Credentials:_____

Years Experience: _____ Professional License# _____

License State: _____ License type (if not OT/OTA): _____

APPENDIX D: STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose: This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting.
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs.
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design.
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

Instructions to the Student: Complete this SEFWE form before your final meeting with your fieldwork supervisor(s). **It is imperative that you review the form with your supervisor and that both parties sign on page 1.** Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator. This information may be reviewed by future students as well. The FW Performance Evaluation should be reviewed first, followed by this SEFWE, allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: ☐ First ☐ Second ☐ Other _____

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

_____	_____
Student's Signature	FW Educator's Signature
_____	_____
Student's Name (Please Print)	FW Educator's Name and credentials (Please Print) FW Educator's years of experience _____

FW Educator's OT/OTA License #: _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
Site-specific fieldwork objectives							
Student supervision process							
Requirements/assignments for students							
Student schedule (daily/weekly/monthly)							
Staff introductions							
Overview of physical facilities							
Agency/Department mission							
Overview of organizational structure							
Services provided by the agency							
Agency/Department policies and procedures							
Role of other team members							
Documentation procedures							
Safety and emergency procedures							
Confidentiality/HIPAA							
OSHA—Standard precautions							
Community resources for service recipients							
Department model of practice							
Role of occupational therapy services							
Methods for evaluating OT services							
Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

_____

_____

_____

_____

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		**HOW MANY**	**EDUCATIONAL VALUE**
	Yes	**No**		
1. Client/patient screening				1 2 3 4 5
2. Client/patient evaluations *(Use specific names of evaluations)*				
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
				1 2 3 4 5
3. Written treatment/care plans				1 2 3 4 5

4. Discharge summary				1 2 3 4 5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	**Indiv-idual**	**Group**	**Co-Tx**	**Consul-tation**
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4				
5.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				
5.				
Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				
5.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Cognitive Orientation to Occupational Performance (CO-OP)				
Dynamic Interactional/MultiContext				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ------- 5 = very valuable)

Case study applying the Practice Framework	1 2 3 4 5 N/A
Evidence-based practice presentation: Topic:	1 2 3 4 5 N/A
Revision of site-specific fieldwork objectives	1 2 3 4 5 N/A
Program development Topic:	1 2 3 4 5 N/A
In-service/presentation Topic:	1 2 3 4 5 N/A
Research Topic:	1 2 3 4 5 N/A
Other (list)	1 2 3 4 5

ASPECTS OF THE ENVIRONMENT

1= Rarely, 2=Occasionally, 3=Frequently, 4=Consistently	**1**	**2**	**3**	**4**
Staff and administration demonstrated cultural sensitivity				
The Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate w/ or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (*specify)*:				
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast	
Types of documentation used in this setting:				
Ending student caseload expectation: _____ # of clients per week/day				
Ending student productivity expectation:_____ % per day (direct care)				

SUPERVISION

What was the primary model of supervision used? (check one)

☐ One supervisor : One student

☐ One supervisor : Group of students

☐ Two supervisors : One student

☐ One supervisor : Two students

☐ Distant supervision (primarily off-site)

☐ Three or more supervisors : One student (count as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				
6.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

☐ Informatics	☐ Occ. as Life Org	☐ A & K	☐ Foundations	☐ Level I FW
☐ Pathology	☐ Neuro	☐ Administration	☐ Theory	☐ Peds electives
☐ Env. Competence	☐ Research courses	☐ Prog design/eval	☐ Consult/collab	☐ Older adult elect.
☐ Interventions	☐ Evaluations	☐ Adapting Env	☐ Human comp.	☐ Community elect.
☐ Social Roles	☐ History	☐ Occupational Sci	☐ Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

_____

_____

SUMMARY

1= Rarely, 2=Occasionally, 3=Frequently, 4=Consistently	**1**	**2**	**3**	**4**	**5**
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

_____

_____

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations: _____

_____

Study the following intervention methods: _____

_____

Read up on the following in advance: _____

_____

Overall, what changes would you recommend in this Level II fieldwork experience?

_____

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

_____

APPENDIX E: AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Academic Education (formerly Education) Special Interest Section Fieldwork Community of Practice with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date:

Name of Facility:

Address: Street: City: State: Zip:

FW I		FW II	
Contact Person:	Credentials:	Contact Person:	Credentials:
Phone: Email:		Phone: Email:	

Director: Phone: Fax: Website address:	Initiation Source: ☐ FW Office ☐ FW Site ☐ Student	Corporate Status: ☐ For Profit ☐ Nonprofit ☐ State Gov't ☐ Federal Gov't	Preferred Sequence of FW: *ACOTE Standards B.10.6* ☐ Any ☐ Second/Third only; First must be in: ☐ Full-time only ☐ Part-time option ☐ Prefer full-time

Student Prerequisites (check all that apply) *ACOTE Standard C.1.2*

- ☐ CPR
- ☐ Medicare/Medicaid fraud check
- ☐ Criminal background check
- ☐ Child protection/abuse check
- ☐ Adult abuse check
- ☐ Fingerprinting
- ☐ First aid
- ☐ Infection control training
- ☐ HIPAA training
- ☐ Prof. liability ins.
- ☐ Own transportation
- ☐ Interview

Health requirements:

- ☐ HepB
- ☐ MMR
- ☐ Tetanus
- ☐ Chest x-ray
- ☐ Drug screening
- ☐ TB/Mantoux
- ☐ Physical Check up
- ☐ Varicella
- ☐ Influenza

Please list any other requirements:

OT Fieldwork Practice Settings:

Hospital-based settings

- ☐ Inpatient Acute
- ☐ Inpatient Rehab
- ☐ SNF/Sub-Acute/Acute Long-Term Care
- ☐ General Rehab Outpatient
- ☐ Outpatient Hands
- ☐ Pediatric Hospital/Unit
- ☐ Pediatric Hospital Outpatient
- ☐ Inpatient Psychiatric

Community-based settings

- ☐ Pediatric Community
- ☐ Behavioral Health Community
- ☐ Older Adult Community Living
- ☐ Older Adult Day Program
- ☐ Outpatient/hand private practice
- ☐ Adult Day Program for DD
- ☐ Home Health
- ☐ Pediatric Outpatient Clinic

School-based settings

- ☐ Early Intervention
- ☐ School

Other area(s)

Please specify:

Age Groups:

- ☐ 0–5
- ☐ 6–12
- ☐ 13–21
- ☐ 22–64
- ☐ 65+

Number of Staff:

OTRs:

OTAs/COTAs:

Aides:

PT:

Speech:

Resource Teacher:

Counselor/Psychologist:

Other:

Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: *ACOTE Standards C.1.2, C.1.11*

Student work schedule and outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/week/day:	Room provided ☐yes ☐no	☐ High	☐ High
Do students work weekends? ☐yes ☐ no	Meals ☐yes ☐no	☐ Moderate	☐ Moderate
Do students work evenings? ☐yes ☐no	Stipend amount:	☐ Low	☐ Low
Describe the FW environment/atmosphere for student learning:			
Describe available public transportation:			

Types of OT interventions addressed in this setting (check all that apply):

Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply):

ACOTE Standards C.1.8, C.1.11, C.1.12

Activities of Daily Living (ADL)

- ☐ Bathing/showering
- ☐ Toileting and toilet hygiene
- ☐ Dressing
- ☐ Swallowing/eating
- ☐ Feeding
- ☐ Functional mobility
- ☐ Personal device care
- ☐ Personal hygiene and grooming
- ☐ Sexual activity

Rest and Sleep

- ☐ Rest
- ☐ Sleep preparation
- ☐ Sleep participation

Instrumental Activities of Daily Living (IADL)

- ☐ Care of others/pets
- ☐ Care of pets
- ☐ Child rearing
- ☐ Communication management
- ☐ Driving and community mobility
- ☐ Financial management
- ☐ Health management and maintenance
- ☐ Home establishment and management
- ☐ Meal preparation and clean up
- ☐ Religious / spiritual activities and expression
- ☐ Safety and emergency maintenance
- ☐ Shopping

Education

- ☐ Formal education participation
- ☐ Informal personal education needs or interests exploration
- ☐ Informal personal education participation

Work

- ☐ Employment interests and pursuits
- ☐ Employment seeking and acquisition
- ☐ Job performance
- ☐ Retirement preparation and adjustment
- ☐ Volunteer exploration
- ☐ Volunteer participation

Play	Leisure	Social Participation
☐ Play exploration ☐ Play participation	☐ Leisure exploration ☐ Leisure participation	☐ Community ☐ Family ☐ Peer/friend
Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement ☐ Practicing an activity ☐ Simulation of activity ☐ Role play Examples:	**Preparatory Methods and Tasks:** Methods, adaptations and techniques that prepare the client for occupational performance ☐ Preparatory tasks ☐ Exercises ☐ Physical agent modalities ☐ Splinting ☐ Assistive technology ☐ Wheelchair mobility Examples:	**Education**: describe **Training**: describe **Advocacy**: describe **Group Interventions**: describe

Method of Intervention	Outcomes of Intervention	Theory/Frames of Reference/Models of Practice
Direct Services/Caseload for entry-level OT ☐ One-to-one: ☐ Small group(s): ☐ Large group: Discharge/Outcomes of Clients (% clients) ☐ Home ☐ Another medical facility ☐ Home health	☐ Occupational performance improvement and/or enhancement ☐ Health and Wellness ☐ Prevention ☐ Quality of life ☐ Role competence ☐ Participation OT Intervention Approaches ☐ Create, promote health/habits ☐ Establish, restore, remediate ☐ Maintain ☐ Modify, facilitate compensation, adaptation ☐ Prevent disability	☐ Acquisitional ☐ Biomechanical ☐ Cognitive/Behavioral ☐ Coping ☐ Developmental ☐ Ecology of Human Performance ☐ Model of Human Occupation (MOHO) ☐ Occupational Adaptation ☐ Occupational Performance ☐ Person-Environment-Occupation (PEO) ☐ Person-Environment-Occupational Performance (PEOP) ☐ Psychosocial ☐ Rehabilitation frames of reference ☐ Sensory Integration ☐ Other (please list):

Please list the most common screenings and evaluations used in your setting:

Identify safety precautions important at your FW site:

- ☐ Medications
- ☐ Postsurgical (list procedures)
- ☐ Contact guard for ambulation
- ☐ Fall risk
- ☐ Other (describe):
- ☐ Swallowing/choking risks
- ☐ Behavioral system/ privilege level (locked areas, grounds)
- ☐ Sharps count
- ☐ 1 to 1 safety/suicide precautions

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): *ACOTE Standard C. 1.12*

Performance Skills:

- ☐ Motor skills
- ☐ Process skills
- ☐ Social interaction skills

Performance Patterns:

Person:

- ☐ Habits
- ☐ Routines
- ☐ Rituals
- ☐ Roles

Group or Population:

- ☐ Habits
- ☐ Routines
- ☐ Rituals
- ☐ Roles

Client Factors:

- ☐ Values
- ☐ Beliefs
- ☐ Spirituality
- ☐ Mental functions (affective, cognitive, perceptual)
- ☐ Sensory functions
- ☐ Neuromusculoskeletal and movement-related functions
- ☐ Muscle functions
- ☐ Movement functions
- ☐ Cardiovascular, hematological, immunological, and respiratory system functions
- ☐ Voice and speech functions; digestive, metabolic, and endocrine system functions;
- ☐ Skin and related-structure functions

Context(s):

- ☐ Cultural
- ☐ Personal
- ☐ Temporal
- ☐ Virtual

Environment:

- ☐ Physical
- ☐ Social

Most common services priorities (check all that apply):

- ☐ Direct service
- ☐ Discharge planning
- ☐ Evaluation
- ☐ Meetings (team, department, family)
- ☐ Client education
- ☐ Intervention
- ☐ Consultation
- ☐ In-service training
- ☐ Billing
- ☐ Documentation

Target caseload/productivity for fieldwork students:

Productivity (%) per 40-hour work week:

Caseload expectation at end of FW:

Productivity (%) per 8-hour day:

Number groups per day expected at end of FW:

Documentation: Frequency/Format (briefly describe) :

- ☐ Handwritten documentation:
- ☐ Computerized medical records:

Time frame requirements to complete documentation:

Administrative/Management Duties or Responsibilities of the OT/OTA Student:	Student Assignments. Students will be expected to successfully complete:
☐ Schedule own clients ☐ Supervision of others (Level I students, aides, OTA, volunteers) ☐ Budgeting ☐ Procuring supplies (shopping for cooking groups, client/intervention-related items) ☐ Participating in supply or environmental maintenance ☐ Other:	☐ Research/EBP/Literature review ☐ In-service ☐ Case study ☐ In-service participation/grand rounds ☐ Fieldwork project (describe): ☐ Field visits/rotations to other areas of service ☐ Observation of other units/disciplines ☐ Other assignments (please list):

OPTIONAL DATA COLLECTION:

The question includes in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

Please identify any external review agencies that accredit / recognize this FW setting and year of accreditation/ recognition. Examples: JCAHO, CARF, Department of Health, etc.

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Describe the fieldwork site agency stated mission or purpose (can be attached).

OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3,C.1.7, C.1.8, C.1.11,C.1.12*

How are occupation-based needs evaluated and addressed in your OT program??

Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?

Describe how psychosocial factors influence engagement in occupational therapy services.

Describe how you address clients' community-based needs in your setting.

How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards C.1.3, C.1.11*

Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9*

Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19*

Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16*

☐ Supervisory models

☐ Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)

☐ Clinical reasoning

☐ Reflective practice

Comments:

Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.2, C.1.3, C.1.10*

Supervisory Patterns–Description (respond to all that apply)

☐ 1:1 Supervision model:

☐ Multiple students supervised by one supervisor:

☐ Collaborative supervision model:

☐ Multiple supervisors share supervision of one student; number of supervisors per student:

☐ Non-OT supervisors:

Describe funding and reimbursement sources and their impact on student supervision.

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date:

ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

☐ Fieldwork Agreement/Contract?

OR

☐ Memorandum of Understanding (MOU)?

Which FW Agreement will be used? ☐ OT Academic Program Fieldwork Agreement ☐ Fieldwork Site Agreement/ Contract

Title of parent corporation (if different from facility name):

Type of business organization (Corporation, partnership, sole proprietor, etc.):

State of incorporation:

Fieldwork site agreement negotiator: Phone: Email:

Address (if different from facility):

Street: City: State: Zip:

Name of student: Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

Information Status *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8,*

- ☐ New general facility letter sent:
- ☐ Level I Information Packet sent:
- ☐ Level II Information Packet sent:
- ☐ Mail contract with intro letter (sent):
- ☐ Confirmation sent:
- ☐ Model behavioral objectives:
- ☐ Week-by-week outline:
- ☐ Other information:
- ☐ Database entry:
- ☐ Facility information:
- ☐ Student fieldwork information:
- ☐ Make facility folder:
- ☐ Print facility sheet: