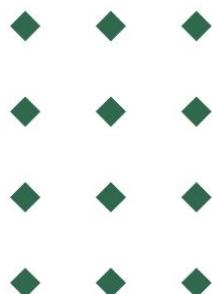




STUDENT HANDBOOK



Occupational Therapy Assistant Program



2025-
2026



Table of Contents

WELCOME	5
Administration and Faculty	5
Faculty and Full-Time Staff	5
UVU OVERVIEW	6
Mission Statements & Philosophies	6
UVU Mission Statement	6
UVU Values	6
OTA Program Mission Statement	6
OTA Program Philosophical Statement	6
Commitment to Excellence	7
Program Philosophy on Teaching and Learning	8
OTA CURRICULAR FRAMEWORK	9
OTA PROGRAM GOALS AND OUTCOMES	10
UVU Essential Learning Outcomes	10
OTA Program Outcomes	11
Curriculum Sample Pathway (Degree Map)	11
Course Descriptions	12
OTA Curricular Threads	16
Basic Functions for an Occupational Therapy Assistant	17
PROGRAM ADMISSION PROCEDURES	19
Admission Requirements	19
Criteria for Selection	19
Admission Steps, Timeline, and Notification of Acceptance	19
Additional Requirements: Immunizations, CPR, Background Check	20
UNIVERSITY ACADEMIC POLICIES	23
Academic Policies & Standards	23
UVU Student Conduct	23
OTA PROGRAM ADMINISTRATION AND ACADEMIC POLICIES	23
OTA Student Conduct	23
Student Dress Code	23
Personal Appearance Guidelines:	23
Compliance and Enforcement	24
Exceptions	24
Academic Student Advising	24



Professional Behaviors & Code of Ethics	24
Grading Policy	27
Probation	28
Dismissal	29
Deferment.....	30
Academic Grievance	31
Attendance Standards.....	32
OTA PROGRAM SAFETY POLICIES AND PROCEDURES.....	34
General Laboratory and Clinical Safety	34
UVU Safety Policies	34
Student Health.....	34
Student Services.....	34
Student Occupational Therapy Assistant (SOTA) Club	35
Professional Organizations	36
National Certification Examination	36
State Licensure	37
OTA Program Accreditation	37
Compliance with ACOTE Standards, Policies, and Procedures	38
FIELDWORK: PHILOSOPHY, POLICIES, AND PROCEDURES.....	39
Types of Fieldwork.....	39
Level I Fieldwork	39
Level II Fieldwork	40
Fieldwork Sites, Policies, & Responsibilities	41
How Fieldwork Sites Are Chosen.....	41
How Fieldwork Placements Are Made	41
Fieldwork Educator Policy.....	42
General Placement Policies	42
Academic Fieldwork Coordinator Responsibilities	43
Policies and Student Responsibilities	43
Fieldwork Supervision Guidelines.....	45
Sources of Supervision Guidelines for Level II Fieldwork	45
General Supervision Principles from AOTA (2014)	45
Documentation Requirements.....	46
FIELDWORK FORMS	46
Appendices	47
Appendix A: Fieldwork Site Evaluation Form	48

Appendix B: Fieldwork I Site Evaluation Form	49
Appendix C: Level I Fieldwork Assessment of Student Performance	50
Appendix D: Student Evaluation of the Fieldwork Experience (SEFWE).....	53
Appendix E: AOTA FIELDWORK DATA FORM.....	62

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 three full-time faculty who teach lecture and lab courses. All faculty are board-certified, licensed in the State of Utah, and current with their professional development.

Faculty and Full-Time Staff

Dr. Lyndsay Fait, OTD, OTR/L, ACUE

Program Director

Assistant Professor

Dr. Lynn Farley, OTD, OTR/L

Academic Fieldwork Coordinator

Assistant Professor

Chris Walters, MS, COTA/L,

Assistant Professor



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), comorbidities 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 3.0 or higher.
- 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.
- Complete related observation, volunteer, or work experience hours (six hours minimum in more than one practice setting).

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 3.0 (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 and Criminal Background Checks

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 if needed. 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.



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. 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.

This information was provided to you at the time you applied to the program. You assume the risk if your criminal background check is not clear. If you do not pass the background check, you may not be able to complete FW rotations that are a requirement of the OTA program. This may result in dismissal from the program or an inability to take advantage of certain clinical sites. The clinical placement agencies make the final determination about accepting students for clinical placement.

It is strongly recommended that if you know of any incidences that may impact you related to the past, you 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	<ul style="list-style-type: none">Conducts and presides at all regular meetingsAttends UVU club meetingsAppoints committee as neededManages all officers to ensure all duties are coveredRepresents club whenever necessaryCommunicates with club advisor and/or program coordinator/faculty
Vice President	<ul style="list-style-type: none">Attends all regular meetingsAttends ICC meeting once monthlyReports on UVU club policies and/or changes in policyRegisters SOTA each fall with Clubs/AssociationsAssist Service/Activities Committee to file paperwork with Student Life and Leadership
Treasurer	<ul style="list-style-type: none">Attends all regular meetingsManages and collect all dues and/or funds associated with SOTAMaintains club banking account including deposits, withdrawals, and statements
Historian	<ul style="list-style-type: none">Attends all regular meetingsDocuments all SOTA activities/projectsKeeps a log of activities date, time, and type of serviceContributes to program newsletterCoordinates with historians, president, and advisor/program direction to obtain information to be added to the website
Secretary	<ul style="list-style-type: none">Attends all regular meetingsTakes attendance of members at each SOTA meetingRecords meeting minutes at each meetingE-mails meeting minutes to advisor; prints and places in a notebook accessible to all membersCompletes roll call

Assistance with Other Organizations

UOTA Student Representative	<ul style="list-style-type: none">Must be a UOTA memberAttends all regular meetingsReports on all changes/news concerning OTInforms students of the benefit of UOTA membershipCo-Chairs the UOTA Student Task Force
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AOTA Student Representative	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Attends UVU OTA PAC meetings and reports on SOTA club news/activities
Service and Social Activities Committee	<ul style="list-style-type: none"> • 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.

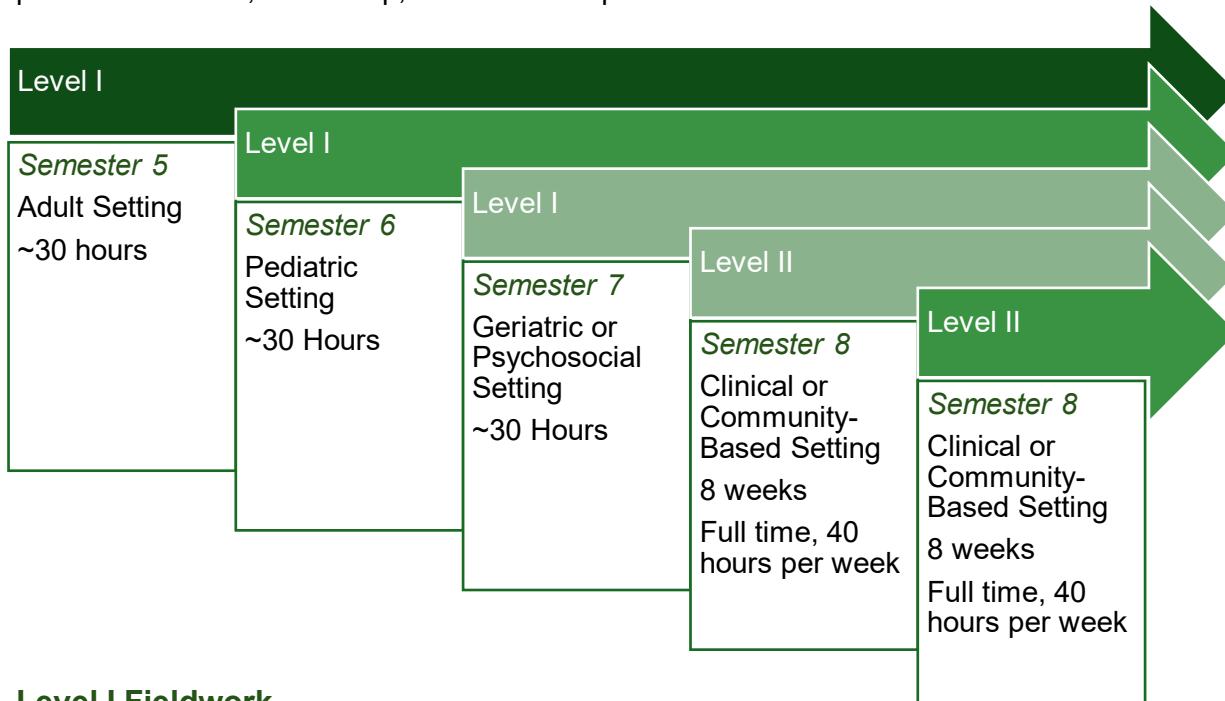
The OTA program at UVU is currently in the applicant stage of program accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE).

FIELDWORK: PHILOSOPHY, POLICIES, AND PROCEDURES

To ensure comprehensive preparation for clinical experience and eventual employment in the healthcare field, students in the B.S. OTA program must engage with a diverse range of clients across various settings and life stages and demonstrate mastery of both clinical and professional behaviors. FW experiences provide opportunities for students to “promote professional reasoning and reflective practice” (ACOTE, 2023), and, ultimately, connect what they are learning in the classroom to current OT practice during supervised clinical experiences. In addition, FW explores the unique characteristics of occupational therapy (OT) service delivery models across various service settings. It also emphasizes the importance of conveying the values and beliefs that underpin ethical practice, while fostering the development of professionalism and competence necessary for future career responsibilities. Students will complete a total of five FW placements integrated into the curriculum. All FW experiences are required to be completed and passed within the semester they are assigned unless otherwise arranged with the AFWC.

TYPES OF FIELDWORK

There are two types of FW: Level I and Level II. There are three total Level I FW experiences that correlate to their practicum coursework during semesters 5, 6, and 7. There are two Level II FW experiences that occur in semester 8 which must be completed at two different practice settings. For both levels, the AFWC works with the student and the clinical or community site to provide education, leadership, and mentorship.



Level I Fieldwork

Students will complete one Level I rotation in each in the following settings: adults, pediatrics, and psychosocial/geriatrics. These experiences aim to equip students with the skills necessary to contribute effectively to the OT process in various practice environments such as long-term, short-term, inpatient, outpatient, and community-based settings, while allowing opportunities for students to connect what they are learning in the classroom with real-world application.

These experiences emphasize the refinement of professional communication, interprofessional team dynamics, clinical observation & documentation skills, data collection, and planning and adapting activities and environments to meet clients' needs.

Level I supervisors will meet ACOTE standards and may include but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, physical therapists, program directors, etc. Initially, supervision is direct and progresses to less direct with increasing independence, as appropriate. Students will learn to identify unique aspects of service delivery, engage in professional collaboration, increase understanding of reimbursement systems and coding requirements, and contribute to evidence-based, client-centered evaluation and intervention processes in each setting.

Semester 5: Students will complete a ~30-hour practicum in an adult setting as part of the OT 3300 course. This course provides students with exposure to the adult rehabilitation practice setting. It Investigates occupational therapy in an adult physical dysfunction setting through a supervised FW experience where students are exposed to various diagnoses and have the opportunity to develop professional behavior and clinical observation skills.

Semester 6: Students will complete a ~30-hour practicum in a pediatric setting as part of the OT 3500 course. This course Investigates occupational therapy in pediatric practice settings through a supervised FW experience. It introduces various diagnoses and opportunities to develop professional behavior and clinical observation skills. It also emphasizes the use of theory, evaluation and data collection, and evidence and occupation-based interventions with the pediatric population.

Semester 7: Students will complete a ~30-hour practicum in a geriatric or psychosocial setting as part of the OT 4100 course. This course introduces various psychosocial and geriatric-related 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.

Level II Fieldwork

Students will complete two level II FW opportunities during semester 8 of the program with the goal "to develop competent, entry-level, generalist occupational therapy assistants" (ACOTE, 2023). The level II FW objectives focus on developing clinical reasoning skills to gather data for evaluation, screening, intervention, and discharge planning in occupational therapy (OT) practice. Students will learn to implement client-centered and occupation-based treatment approaches, selecting relevant interventions that promote engagement in occupations while understanding various OT frames of reference. Effective communication with clients, families, and significant others through therapeutic use of self is emphasized to build rapport and achieve established goals.

FW courses also emphasize respect for diversity, awareness of personal biases, and adherence to the AOTA Code of Ethics, ensuring confidentiality, privacy, and client choice. Professional behaviors such as punctuality, organization, initiative, boundary recognition, and collegiality are expected. Students will communicate the values and beliefs of the OT profession, differentiating the roles of OTAs and OTs, and participate in supervisory processes, adapting performance based on feedback. By the end of the FW, students will assume a full client caseload, demonstrating entry-level competencies as defined by the AOTA Level II FW Performance Evaluation.

Semester 8: Students will complete two full-time eight-week practicums in different settings as part of the OT 4720 and OT 4280 courses. These courses each provide supervised FW experience in two different practice settings that promote clinical reasoning and reflective practice skills. They provide opportunities for students to participate in the OT process and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context.

Please Note: No portion of any Level I FW placement may be substituted for any part of a Level II FW placement.

FIELDWORK SITES, POLICIES, & RESPONSIBILITIES

How Fieldwork Sites Are Chosen

The AFWC will identify, evaluate, and be the primary point of communication with potential FW sites. Sites will first be evaluated using the Site Evaluation form either in person, virtually, or a combination of both to determine the appropriateness of fit to the program needs and goals. Sites will be primarily selected from various locations close to the UVU campus in Utah, Salt Lake, and surrounding counties. However, additional qualified sites may also be contracted with if they meet the educational needs of the program. Each site must be committed to the education of Occupational Therapy Assistants and have sufficient qualified personnel who can serve as FW educators, with at least one year of experience for Level II FW. Additionally, the site must provide students with a well-rounded education that includes a variety of patient/client diagnoses and occupational therapy service needs.

If the site is a good fit for the program, an affiliation agreement must be signed by the FW site, its agents, and the clinical education director at UVU. This agreement will be updated as needed in accordance with ACOTE standards. FW sites are also periodically visited and reviewed for continued appropriateness through the Student Evaluation of FW (SEFW) and by the AFWC or Program Director as needed. Site information will be kept current in the software database management system.



How Fieldwork Placements Are Made

The AFWC works closely with students, clinical sites and educators, the university, and the Accreditation Council for Occupational Therapy Education (ACOTE) to ensure compliance with all policies and procedures while addressing student needs. Placements are determined based on the availability of sites and supervisors, site requirements, and the educational needs of the student. Students have the opportunity to communicate their personal, geographical, and other preferences to the AFWC through surveys and individual consultations. However, it is important to note that educational needs take precedence over student convenience. Students will receive written information from the AFWC about their FW placement two to three weeks before it starts, unless there are special circumstances. Students must then contact the FW educator/site within 48 hours of receiving the placement notification. This can be done by phone or email, to confirm the details of the FW placement, including dates, times, dress code, and other important information.

Fieldwork Educator Policy

FW educators play a vital role in the education and professional growth of OTA students. As partners in the education process, we want to ensure a supportive and enriching FW experience that supports the development of professional behaviors, critical thinking, and clinical skills, that prepares students for successful careers in occupational therapy. As such, the role of the FW educator is to:

- Provide an orientation to the FW site, including policies, procedures, and expectations.
- Provide direct supervision and mentorship to OTA students during their FW placements.
- Provide ongoing supervision, guidance, and feedback throughout the placement.
- Assess student performance using provided evaluation tools and provide constructive feedback.
- Complete required documentation and evaluations in a timely manner.
- Model professional behavior and ethical standards.
- Maintain open communication with UVU's AFWC and other faculty & staff as needed.

General Placement Policies

FW placements are determined by the AFWC to provide students with the best possible experience. Students are not allowed to set up their own FW experiences, contact potential FW supervisors, or arrange their own FW site in any way. However, they may provide the AFWC with name(s) and contact information of potential site(s) in which they have an interest.

- **Location:** While location preferences are important, close geographical proximity to the placement site is not always assured.
- **Placement Sites:** 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 fieldwork for a variety of reasons. The student and the AFWC will work together to find a suitable alternative as quickly as possible.
- **Transportation:** Students should be prepared to travel up to 90 minutes each way using their own transportation or arrange for lodging if the placement is further away.
- **Dress Code:** Policies of the specific FW sites are to be followed.
- **Hours:** Schedules are determined by the FW educator and are specific to the site.
- **Attendance:** All absences must be reported beforehand by the student and approved by the FW educator. Failure to do so could be cause for dismissal by the FW site. Absences must also be reported to the AFWC. Absences of more than two days must have the missed time completed before receiving a grade and starting another FW experience. Unexcused absences or excessive tardiness may be grounds for failing a FW rotation.
- **Special Requests:** Any special placement requests must be submitted in writing to the AFWC at least one year prior to the FW date for consideration.
- **Costs:** Students are responsible for all costs associated with FW, which can include transportation, relocation, meals, uniforms, etc.

Academic Fieldwork Coordinator Responsibilities

The AFWC ensures students gain varied occupational therapy experiences across different settings and roles. Key responsibilities of the AFWC are to:

- Identify, create, and maintain affiliation agreements with appropriate FW sites.
- Assign supervisors for all FW experiences.
- Verify that students meet site-specific requirements for the site in which they are placed (e.g., CPR certification, background checks, immunizations, drug testing, etc.).
- Verify that FW educator's credentials and qualifications are sufficient and meet ACOTE standards (e.g., one-year minimum experience for level II placements).
- Remove students from FW if they become non-compliant.
- Ensure appropriate and sufficient supervision is provided at each site.
- Ensure diverse experiences across the lifespan and various practice settings.
- Foster open communication between site/clinical coordinators, FW educators, students, and the OTA program director.
- Act as a support for both students and FW educators/sites during FW rotations.
- Complete a check in with students and FW educators during their placement to assess progress and address any concerns.
- Address conflicts promptly with assistance from the OTA program coordinator if needed.

FW course grades are also assigned by the AFWC incorporating feedback from the student and FW educator. Both FW educators and students must submit their evaluation forms within one week of completing Level I FW. The evaluation includes feedback on student performance from the course instructor, FW educator, and AFWC. Students can also provide feedback on their FW experiences.

Policies and Student Responsibilities

It is important for students to maintain excellent and frequent verbal and written communication with both the AFWC and their FW educator during FW experiences.

- Students will provide the AFWC current contact information when requested and update the AFWC ASAP if contact information changes.
- Students will maintain current site-specific requirements (e.g., CPR certification, background check, immunizations, drug testing, etc.) and update/upload their profile with current documents as needed. *Note: Students who are not up to date with certain immunizations, or who do not pass their criminal background check or drug testing, may not be able to participate in FW rotations.*
- Students will maintain an updated profile in the FW software and check it frequently (once per semester) to ensure the information is correct and up to date.
- Students must not miss any FW sessions. Absences are only allowed in very serious situations. Any missed FW must be completed before enrolling in the next FW class. Students cannot progress in the program without completing FW as planned.
- Students must complete all forms, tasks, and assignments given by the FW educator and AFWC by the specified deadlines. Exceptions are only made in special situations.
- Students should ask for a copy of their FW evaluation from the facility. The OTA program will not provide these evaluation copies.
- Each student must inform the AFWC if there are any problems or concerns at the FW site. This will allow for a meeting between the student, the FW educator, and the AFWC to discuss and resolve the issue.

- Students needing special accommodations or having disabilities must sign a release form allowing faculty to discuss these needs with the FW site or educator. Failure to disclose the need for accommodations before starting FW cannot be used to justify poor grades or failing status.
- If a student fails a FW experience, the AFWC will schedule another comparable experience when available. Failing two FW experiences results in academic disqualification from the OTA program.
 - After the first failure, a plan involving the student, AFWC, and faculty will be created to help the student succeed in the next placement, which may include tutoring, special assignments, or additional courses.
 - All required level II FW must be completed within 12 months of finishing academic coursework, or the student may be required to retake relevant courses before a new FW assignment.

Level I Placements

During their Level I FW rotation, students will actively engage in observational learning and hands-on practice with supervision. Their responsibilities include observing therapeutic interventions, assisting with patient assessments, documenting patient progress, and participating in team meetings as the site allows. They will also develop professional communication skills, demonstrate ethical behavior, and adhere to the policies and procedures of the clinical setting. Additionally, they are tasked with applying knowledge from their didactic courses to practical scenarios, reflecting on their experiences to enhance their clinical reasoning, and seeking feedback to improve their performance.

The amount and type of student involvement with direct patient/client care is at the discretion of the FW Educator and AFWC. This foundational experience is designed to prepare them for more advanced Level II FW and eventual professional practice.

Level II Placements

To be placed in a Level II FW, students must be in good standing with the University and the OTA-B program. Students must have completed all the didactic course work with a grade of C or better and must be approved by the AFWC to progress to Level II FW courses. FW Level II courses (OT 4720 & OT 4820) must be successfully completed within 12 months of the completion of didactic course work.

Students must be present at the FW center on all regular working days unless there is an extreme emergency (refer to the excused absence policy). Each FW Level II is a full-time, eight-week clinical experience that must not be interrupted. This full-time schedule may vary from site to site and is determined by the site and FW educator.

Personal trips or vacations during this period are not allowed and will put the student on probation.

Students are responsible for **consistent professional behaviors** and **communications** with their FW educator throughout the FW II experience. Even if a student is passing at mid-term, they must continue to show improvement. If a student does not improve enough by the end of the eight weeks, they may fail the FW experience.

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

For further questions or concerns, please contact the AFWC at Utah Valley University.

FIELDWORK FORMS

See Appendix for:

- 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

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: _____

Supervisor: _____

Facility: _____

Start Date: _____ End Date: _____

Student Completed 30 Hours: Yes No

Fieldwork Type: Adult Rehab/ Phys Dys

Number of Absences: _____

Pediatric

Reason(s) for Absence(s): _____

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	2	3	4	5	
1. Client/patient screening									
2. Client/patient evaluations (<i>Use specific names of evaluations</i>)									
3. Written treatment/care plans									
4. Discharge summary									

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	Consult- ation
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		
	1	2	3	4	5	1	2	3	4	5
Anatomy and Kinesiology										
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.

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

<u>FW I</u>		<u>FW II</u>	
Contact Person:	Credentials:	Contact Person:	Credentials:
Phone:	Email:	Phone:	Email:

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

Student Prerequisites (check all that apply) ACOTE Standard C.1.2		Health requirements:	
<input type="checkbox"/> CPR	<input type="checkbox"/> First aid	<input type="checkbox"/> HepB	<input type="checkbox"/> Physical Check up
<input type="checkbox"/> Medicare/Medicaid fraud check	<input type="checkbox"/> Infection control training	<input type="checkbox"/> MMR	<input type="checkbox"/> Varicella
<input type="checkbox"/> Criminal background check	<input type="checkbox"/> HIPAA training	<input type="checkbox"/> Tetanus	<input type="checkbox"/> Influenza
<input type="checkbox"/> Child protection/abuse check	<input type="checkbox"/> Prof. liability ins.	<input type="checkbox"/> Chest x-ray	
<input type="checkbox"/> Adult abuse check	<input type="checkbox"/> Own transportation	<input type="checkbox"/> Drug screening	Please list any other requirements:
<input type="checkbox"/> Fingerprinting	<input type="checkbox"/> Interview	<input type="checkbox"/> TB/Mantoux	

OT Fieldwork Practice Settings:				
Hospital-based settings	Community-based settings	School-based settings	Age Groups:	Number of Staff:
<input type="checkbox"/> Inpatient Acute	<input type="checkbox"/> Pediatric Community	<input type="checkbox"/> Early Intervention	<input type="checkbox"/> 0-5	OTRs:
<input type="checkbox"/> Inpatient Rehab	<input type="checkbox"/> Behavioral Health Community	<input type="checkbox"/> School	<input type="checkbox"/> 6-12	OTAs/COTAs:
<input type="checkbox"/> SNF/Sub-Acute/Acute Long-Term Care	<input type="checkbox"/> Older Adult Community Living		<input type="checkbox"/> 13-21	Aides:
<input type="checkbox"/> General Rehab Outpatient	<input type="checkbox"/> Older Adult Day Program	<u>Other area(s)</u>	<input type="checkbox"/> 22-64	PT:
<input type="checkbox"/> Outpatient Hands	<input type="checkbox"/> Outpatient/hand private practice	Please specify:	<input type="checkbox"/> 65+	Speech:
<input type="checkbox"/> Pediatric Hospital/Unit	<input type="checkbox"/> Adult Day Program for DD			Resource Teacher:
<input type="checkbox"/> Pediatric Hospital Outpatient	<input type="checkbox"/> Home Health			Counselor/Psychologist:
<input type="checkbox"/> Inpatient Psychiatric	<input type="checkbox"/> Pediatric Outpatient Clinic			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 <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> High	<input type="checkbox"/> High
Do students work weekends? <input type="checkbox"/> yes <input type="checkbox"/> no	Meals <input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input type="checkbox"/> yes <input type="checkbox"/> no	Stipend amount:	<input type="checkbox"/> Low	<input type="checkbox"/> 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)	Instrumental Activities of Daily Living (IADL)	Education
<input type="checkbox"/> Bathing/showering	<input type="checkbox"/> Care of others/pets	<input type="checkbox"/> Formal education participation
<input type="checkbox"/> Toileting and toilet hygiene	<input type="checkbox"/> Care of pets	<input type="checkbox"/> Informal personal education needs or interests exploration
<input type="checkbox"/> Dressing	<input type="checkbox"/> Child rearing	<input type="checkbox"/> Informal personal education participation
<input type="checkbox"/> Swallowing/eating	<input type="checkbox"/> Communication management	<input type="checkbox"/> Work
<input type="checkbox"/> Feeding	<input type="checkbox"/> Driving and community mobility	<input type="checkbox"/> Employment interests and pursuits
<input type="checkbox"/> Functional mobility	<input type="checkbox"/> Financial management	<input type="checkbox"/> Employment seeking and acquisition
<input type="checkbox"/> Personal device care	<input type="checkbox"/> Health management and maintenance	<input type="checkbox"/> Job performance
<input type="checkbox"/> Personal hygiene and grooming	<input type="checkbox"/> Home establishment and management	<input type="checkbox"/> Retirement preparation and adjustment
<input type="checkbox"/> Sexual activity	<input type="checkbox"/> Meal preparation and clean up	<input type="checkbox"/> Volunteer exploration
	<input type="checkbox"/> Religious / spiritual activities and expression	<input type="checkbox"/> Volunteer participation
Rest and Sleep	<input type="checkbox"/> Safety and emergency maintenance	
<input type="checkbox"/> Rest	<input type="checkbox"/> Shopping	
<input type="checkbox"/> Sleep preparation		
<input type="checkbox"/> Sleep participation		

Play	Leisure	Social Participation
<input type="checkbox"/> Play exploration <input type="checkbox"/> Play participation Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement <input type="checkbox"/> Practicing an activity <input type="checkbox"/> Simulation of activity <input type="checkbox"/> Role play Examples:	<input type="checkbox"/> Leisure exploration <input type="checkbox"/> Leisure participation Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance <input type="checkbox"/> Preparatory tasks <input type="checkbox"/> Exercises <input type="checkbox"/> Physical agent modalities <input type="checkbox"/> Splinting <input type="checkbox"/> Assistive technology <input type="checkbox"/> Wheelchair mobility Examples:	<input type="checkbox"/> Community <input type="checkbox"/> Family <input type="checkbox"/> Peer/friend 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 <input type="checkbox"/> One-to-one: <input type="checkbox"/> Small group(s): <input type="checkbox"/> Large group: Discharge/Outcomes of Clients (% clients) <input type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input type="checkbox"/> Home health	<input type="checkbox"/> Occupational performance improvement and/or enhancement <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Prevention <input type="checkbox"/> Quality of life <input type="checkbox"/> Role competence <input type="checkbox"/> Participation OT Intervention Approaches <input type="checkbox"/> Create, promote health/habits <input type="checkbox"/> Establish, restore, remediate <input type="checkbox"/> Maintain <input type="checkbox"/> Modify, facilitate compensation, adaptation <input type="checkbox"/> Prevent disability	<input type="checkbox"/> Acquisitional <input type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive/Behavioral <input type="checkbox"/> Coping <input type="checkbox"/> Developmental <input type="checkbox"/> Ecology of Human Performance <input type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input type="checkbox"/> Occupational Performance <input type="checkbox"/> Person-Environment-Occupation (PEO) <input type="checkbox"/> Person-Environment-Occupational Performance (PEOP) <input type="checkbox"/> Psychosocial <input type="checkbox"/> Rehabilitation frames of reference <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list):
Please list the most common screenings and evaluations used in your setting:		
Identify safety precautions important at your FW site:		

<input type="checkbox"/> Medications	<input type="checkbox"/> Swallowing/choking risks
<input type="checkbox"/> Postsurgical (list procedures)	<input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds)
<input type="checkbox"/> Contact guard for ambulation	<input type="checkbox"/> Sharps count
<input type="checkbox"/> Fall risk	<input type="checkbox"/> 1 to 1 safety/suicide precautions
<input type="checkbox"/> Other (describe):	

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

Performance Skills:	Client Factors:	Context(s):
<input type="checkbox"/> Motor skills	<input type="checkbox"/> Values	<input type="checkbox"/> Cultural
<input type="checkbox"/> Process skills	<input type="checkbox"/> Beliefs	<input type="checkbox"/> Personal
<input type="checkbox"/> Social interaction skills	<input type="checkbox"/> Spirituality	<input type="checkbox"/> Temporal
Performance Patterns:	<input type="checkbox"/> Mental functions (affective, cognitive, perceptual)	<input type="checkbox"/> Virtual
Person:	<input type="checkbox"/> Sensory functions	Environment:
<input type="checkbox"/> Habits	<input type="checkbox"/> Neuromusculoskeletal and movement-related functions	<input type="checkbox"/> Physical
<input type="checkbox"/> Routines	<input type="checkbox"/> Muscle functions	<input type="checkbox"/> Social
<input type="checkbox"/> Rituals	<input type="checkbox"/> Movement functions	
<input type="checkbox"/> Roles	<input type="checkbox"/> Cardiovascular, hematological, immunological, and respiratory system functions	
Group or Population:	<input type="checkbox"/> Voice and speech functions; digestive, metabolic, and endocrine system functions;	
<input type="checkbox"/> Habits	<input type="checkbox"/> Skin and related-structure functions	
<input type="checkbox"/> Routines		
<input type="checkbox"/> Rituals		
<input type="checkbox"/> Roles		

Most common services priorities (check all that apply):

<input type="checkbox"/> Direct service	<input type="checkbox"/> Meetings (team, department, family)	<input type="checkbox"/> Consultation	<input type="checkbox"/> Billing
<input type="checkbox"/> Discharge planning	<input type="checkbox"/> Client education	<input type="checkbox"/> In-service training	<input type="checkbox"/> Documentation
<input type="checkbox"/> Evaluation	<input type="checkbox"/> Intervention		

Target caseload/productivity for fieldwork students:	Documentation: Frequency/Format (briefly describe) :
Productivity (%) per 40-hour work week:	<input type="checkbox"/> Handwritten documentation:
Caseload expectation at end of FW:	<input type="checkbox"/> Computerized medical records:
Productivity (%) per 8-hour day:	Time frame requirements to complete documentation:
Number groups per day expected at end of FW:	

<p>Administrative/Management Duties or Responsibilities of the OT/OTA Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule own clients <input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting <input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/intervention-related items) <input type="checkbox"/> Participating in supply or environmental maintenance <input type="checkbox"/> Other: 	<p>Student Assignments. Students will be expected to successfully complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research/EBP/Literature review <input type="checkbox"/> In-service <input type="checkbox"/> Case study <input type="checkbox"/> In-service participation/grand rounds <input type="checkbox"/> Fieldwork project (describe): <input type="checkbox"/> Field visits/rotations to other areas of service <input type="checkbox"/> Observation of other units/disciplines <input type="checkbox"/> Other assignments (please list):
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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: