

DEPARTMENT  
OF

# Occupational Therapy



UNIVERSITY OF  
**CENTRAL**  
**ARKANSAS**<sup>™</sup>

# **FIELDWORK** MANUAL

## FIELDWORK CONTACT INFORMATION

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# PROGRAM VISION, MISSION, CORE VALUES, & PHILOSOPHY

## Vision

Our vision is to make a positive impact by facilitating occupational participation of diverse people, populations, and communities

## Mission

Through an intentional investment in relationships, our program prepares community-engaged occupational therapy practitioners, scholars, and advocates for interprofessional collaboration in traditional and emerging practice settings.

## Core Values

**Advocacy:** promotes advocacy of the profession, consumers, and interprofessional community partners.

**Scholarship:** commits to the goals of lifelong education, as well as the production and the dissemination of knowledge in the humanities, social sciences, and sciences. Scholars are committed to contributing to the development of their field(s) of study and seek to ensure excellence and innovation in occupational therapy.

**Service:** delivers value to diverse people, populations, and communities by facilitating outcomes service recipients want to achieve.

**Professionalism:** believes professionalism can be taught and understood over time. The professionalism we desire to model and expect from our students is a collection of traits including ethics, reliability, competence, dependability, integrity, and communication.

**Inclusion:** honors the inherent value of every individual's unique story, experience, and perspective by creating a safe and inclusive environment.

**Innovation:** promotes creativity and innovation in education, practice, and scholarship to achieve professional excellence.

**Relationship:** prioritizes professional, collaborative, and intentional relationships with community partners, students, and inter/intradisciplinary colleagues.

**Excellence:** understands that perfection is not readily attainable but aspires for excellence by doing ordinary things extraordinarily well.

**Leadership:** models innovation leadership by inspiring productive action in faculty and students. We strive to create a departmental climate where others apply innovative thinking to solve problems.

## **Philosophy**

### *Preamble*

Occupational therapy (OT) education prepares occupational therapy practitioners to address the occupational needs of individuals, groups, communities, and populations. The education process includes both academic and fieldwork components. The philosophy of occupational therapy education parallels the philosophy of occupational therapy, yet remains distinctly concerned with beliefs about knowledge, learning and teaching.

### *Fundamental Beliefs of Occupational Therapy Education:*

Students are viewed as occupational beings, in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that includes a view of humans as occupational beings, occupation as a health determinant, and participation as a fundamental right. Education promotes clinical reasoning and the integration of professional values, theories, evidence, ethics and skills. This will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (AOTA, 2014). Occupational therapy education is the process by which practitioners acquire their professional identity.

### *Values within Occupational Therapy Education*

Enacting the above beliefs to facilitate the development of a sound reasoning process that is client-centered, occupation-based, theory-driven, while encouraging the use of best evidence and outcomes data to inform the teaching-learning experience may include supporting:

- a) active and diverse learning within and beyond the classroom environment, b) a collaborative process that builds on prior knowledge and experience, c) continuous professional judgment, evaluation and self-reflection, and d) lifelong learning.

## FIELDWORK WITHIN THE CURRICULUM

### Curriculum Resources

The following resources detail how the fieldwork experience, by design, is embedded into the program curriculum.

- Course Sequence (Appendix A)
- The Curriculum Model (Appendix B)
- [UCA Department of Occupational Therapy Website](#)

## UCA OCCUPATIONAL THERAPY PROGRAM AUTHORITY & RESPONSIBILITY

The Academic Fieldwork Coordinator (AFWC) is responsible for leading and managing the fieldwork program and ensuring the program is in compliance with the [ACOTE fieldwork standards \(C standards\)](#).

In order to achieve accreditation standards, the AFWC recruits new fieldwork sites and fieldwork educators. Furthermore, assigning students to facilities, confirming placements with site coordinators, and monitoring Level I & II fieldwork students are the responsibility of the AFWC. The AFWC also serves as a resource for students, fieldwork educators, and faculty in regards to planning and processing outcomes for fieldwork experiences.

Fieldwork assignments may be made only at facilities with whom the Occupational Therapy Department has contractual agreements. The fieldwork coordinator must develop and negotiate contracts with sites and maintain clear communication and positive working relationships with the site personnel.

**NOTE:** UCA **does not permit** students or family members to independently contact fieldwork sites prior to their formal placement without expressed permission from the fieldwork coordinator.

Close communication with students and fieldwork sites and educators is vital to the fieldwork program and process. Email is used, along with phone, fax, and mail. To facilitate a collaborative learning experience, the AFWC is available for consultation before, during, and after the students' fieldwork experiences.

### Confidentiality

Respecting student and patient/client confidentiality is extremely important. The University of Central Arkansas complies with the Family Education Rights to Privacy Act of 1974, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Health Information Privacy and Portability Act of 1996. *For more information, please consult **the UCA Doctor of Occupational Therapy Student Handbook**.*

**NOTE:** All patient/client and proprietary information is considered confidential and protected by law, including the 1996 Health Insurance Portability and Accountability Act (HIPAA). Students have an ethical and legal obligation to protect confidential information and to refrain from obtaining information that is not relevant to their fieldwork experience.

Confidentiality applies to all data whether obtained from the patient/client, family, other health care members, charts/records, or other sources. Unauthorized use of confidential information or the violation of confidentiality may result in discipline up to and including dismissal from the occupational therapy program and in civil and criminal liability for the student. Copying or photographing patient/client information is strictly prohibited.

**NOTE:** Any work on assignments or other coursework activity during the fieldwork experience must also strictly adhere to HIPAA regulations and any confidentiality and/or disclosure policies of the fieldwork site, the occupational therapy program, and the University of Central Arkansas.

### **Fieldwork Advisement**

All faculty members are available to discuss fieldwork sites/experiences in their particular area of expertise. However, ultimate responsibility for Level I & II Fieldwork assignments rests with the Academic Fieldwork Coordinator.

### **Fieldwork Location and Cost**

It should be understood that the program participants may be required to go out of state for at least one of the Level I and one of the Level II fieldwork experiences. The individual must assume responsibility for all expenses incurred in preparation for and during these experiences. Students should anticipate expenses such as: program tuition, travel, site-specific requirements, and extra local living expenses.

### **Assignments to Fieldwork Facilities**

Due to the limited number of reserved sites, no completely fair and equitable system exists for participants to request specific assignments. Generally speaking, all persons have family and financial concerns. Such issues cannot be used to dictate a decision about a participant's fieldwork placement. Each student is allowed to submit a list of 5 preferences for their level II fieldwork experiences. While this information is taken into consideration, assignments will be made by the academic fieldwork coordinator.

Once fieldwork assignments are completed, all placements are considered permanent. Assignments for additional/optional fieldwork assignments, once scheduled with the site, are also considered binding.

Unfortunately, there are some unexpected events both in the facility and in the student's life that may cause a cancellation of a scheduled placement. Such circumstances vary widely and must be addressed individually.

## Conflicts of Interest

Students should not be assigned to institutions where previous employment, volunteering, shadowing, or medical history has occurred. Neither should students be placed in a facility where job offers nor financial assistance have been accepted. Additionally, students should not be assigned to sites where a family member would sit in any supervisory capacity over them.

**NOTE:** The responsibility of informing the AFWC, prior to assignments being made, of any potential conflict of interest, falls to the students. A written appeal may be submitted, *with consideration of the timing of setting fieldwork placements*, to the AFWC, explaining why an exception should be made. Initiation of the appeal process does not guarantee an exception will be granted. Appeal outcomes are subject to the AFWC's best judgement.

## Timing of Setting Fieldwork Placements

Level I fieldwork placements may be completed anywhere from 6 weeks to an entire semester prior to the experience.

Level II fieldwork assignments are completed at least 6 months and up to one year in advance. Please notify the AFWC of any potential conflicts of interest or request for accommodations accordingly.

*\* Please note that all attempts are made to make fieldwork placements and confirm all fieldwork placements as quickly as possible in advance of the assigned fieldwork experience. However, the timeframes given are only a guideline, as external factors (e.g. global pandemic) influence these processes and are outside of the control of the AFWC and Department of Occupational Therapy.*

## Site-Specific Requirements

Fieldwork sites may require students to provide additional documentation that exceeds the program's requirements. Examples of site-specific requirements may include, but may not be limited to:

- immunization records
- a health status report
- proof of medical insurance
- a criminal background check
- a child or adult maltreatment check
- fingerprinting
- a multi-panel drug screen
- COVID-19 testing or vaccination
- an interview
- confirmation of Selective Service draft registration
- prerequisite reading assignments

It is imperative that students identify and satisfy all site-specific requirements of the fieldwork site prior to their rotations. Students without up-to-date requirements will not be allowed to begin fieldwork. This includes maintaining updated records of departmental requirements in the eValue system.

**NOTE:** Students must allot plenty of time, realizing that some results may not be immediate. Additionally, students are expected to assume all financial responsibility for site-specific requirements and to provide the necessary documentation by the deadline established by the fieldwork site.

### **Accommodations**

Students requesting accommodations should contact the Disability Resource Center (DRC) which is located in suite 212 of the Student Health Center. When possible, these requests should be made the first semester of the occupational therapy program. It is a facilities' decision whether an accommodation is reasonable and can be met.

### **Inclement Weather**

While on fieldwork assignment, students will follow the schedule of the fieldwork site, not university policy, announced delays, or closings. Initially, students should learn their assigned facility's inclement weather policy and procedures from their fieldwork educators and obtain any needed contact information.

### **Insurance Coverage**

All University of Central Arkansas occupational therapy students are covered by liability insurance provided by the university. The standard amount is \$2,000,000 per claim and \$5,000,000 aggregate. Student health insurance and additional general liability insurance required by a fieldwork site is the financial responsibility of the student.

### **Accidents, Injuries, and Critical Incidents**

Students are required to follow the fieldwork site's safety, infection control, and emergency protocols. Any incident resulting in harm to the patient/client and/or student or other person(s) should be reported immediately to the student's fieldwork educator and the AFWC. Students should be familiar with incident reporting procedures of the fieldwork site and report such events with expediency.



## INTRODUCTION TO FIELDWORK

### ACOTE Requirements

*ACOTE (July 2020)*

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits educational programs for the occupational therapist. The standards set forth by ACOTE state that:

“Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.” (p. 39)

## LEVEL I FIELDWORK

### Goal of Level I Rotations

The Level I fieldwork experiences are integral to the program’s curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Each rotation requires participation in different type of practice settings, and/or with clients of differing ages and diagnoses. The degree of independence and level of performance expectation will change with each Level I rotation.

“The goal of Level I Fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients.” (Standards for an Accredited Educational Program for the Occupational Therapist, American Council for Occupational Therapy Accreditation, December 2018, p. 41).

### Courses and Descriptions

#### *OTHY 6102 Level I Fieldwork – Occupational Therapy Practice*

Application of professional skills and foundational components of the occupational therapy process with a focus on the social and psychological aspects that influence engagement in occupation within a practice setting. (ACOTE Standard C.1.7.). Supervision does not have to be under an occupational therapy practitioner.

#### *OTHY 6112 Level I Fieldwork - Analysis of Human Occupational Performance*

Application of professional skills and components of the occupational therapy process under the supervision of an occupational therapy practitioner.

#### *OTHY 6103 Level I Fieldwork – Evaluation and Intervention*

Level I Fieldwork under the supervision of an occupational therapy practitioner that focuses on infusion of occupation throughout the occupational therapy process.

## Supervision

In most cases, Level I oversight is provided by a currently licensed or credentialed occupational therapy practitioner, such as an OT or an OTA. However, professionals from a number of disciplines may supervise students and provide a beneficial learning experience, including but not limited to:

- psychologists
- physician assistants
- teachers
- social workers
- physicians
- speech language pathologists
- nurses
- physical therapists

## Level I Fieldwork Eligibility

In order to be eligible for enrollment in Level I fieldwork courses, a participant must have faculty approval. Approval is based on, but not limited to, the following criteria: acceptable performance, as documented on the **Attitude/Behavioral Check Sheet** (Appendix C), consistent classroom attendance, cumulative GPA of 3.0 or better, and current health and safety records as well as any site-specific requirements.

## LEVEL II FIELDWORK

### Goal of Level II Rotations

Students will complete a minimum of 24 weeks' full-time level II fieldwork being exposed to a variety of clients across the life span and to a variety of settings. The program will ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (Standards for an Accredited Educational Program for the Occupational Therapist, American Council for Occupational Therapy Accreditation, December, 2016, Draft 1, p. 42).

## Courses and Descriptions

### *OTHY 6V51 Level II Fieldwork – Rotation 1*

Integration and application of academically acquired knowledge through an in-depth experience in delivering occupational therapy services in traditional and/or emerging service delivery models. Requires a grade of PR/CR for six continuous hours to receive credit for this course. Prerequisite: Successful completion of previous courses in program sequence and approval of graduate faculty.

### *OTHY 6V71 Level II Fieldwork – Rotation 2*

Integration and application of academically acquired knowledge through an in-depth experience in delivering occupational therapy services in traditional and/or emerging service delivery models. Requires a grade of PR/CR for six continuous hours to receive credit for this course. Prerequisite: Approval of graduate faculty, successful completion of a total of six hours of Level II Fieldwork Rotation I (OTHY 6V51).

## Level II Fieldwork Eligibility

In order to be eligible for enrollment in Level II fieldwork courses, a student must have: 1) completed all required on-campus coursework to date; 2) a cumulative grade point average in the program of 3.0; 3) approval of the faculty; and 4) current health and safety records including site-specific requirements valid throughout the entire fieldwork. Approval of the faculty is based on, but not limited to, the following criteria: acceptable performance as documented on the **Attitude/Behavioral Check Sheet**, and consistent classroom attendance.

**NOTE:** Each fieldwork experience is 12 weeks and 40 hours per week, or the full-time equivalent for the assigned site. The student is expected to complete Level II Fieldwork in 24 weeks in order to continue in the curriculum sequence. If the student does not successfully complete all Level II Fieldwork, then a) the student has 12 months to successfully complete the fieldwork experience(s) in order to proceed to coursework, and b) the student's anticipated graduation date will be delayed 12 months (moving the student to the next cohort of students).

Attendance is mandatory for all fieldwork meetings. There are no excuses for lateness or absence. Fieldwork students may receive no credit or their experiences can be delayed as a result of failure to attend required fieldwork days or to submit required absentee reports to the Academic Fieldwork Coordinator, as explained in the course syllabus. If a student is absent from a fieldwork rotation for more than the equivalent of two weeks, then a) the student has 12 months to successfully complete the fieldwork experience(s) in order to proceed to coursework, and b) the student's anticipated graduation date will be delayed 12 months (moving the student to the next cohort of students). With approval from the Academic Fieldwork Coordinator and Program Director, if the student has missed two weeks or less and is able to successfully make-up the missed fieldwork experience under the supervision of his/her onsite supervisor prior to the Summer II didactic courses beginning, the student may proceed with coursework at the discretion of the Academic Fieldwork Coordinator and Department

Chairperson. Final decisions regarding progression in fieldwork and further progression into the curriculum sequence is with the Academic Fieldwork Coordinator and Department Chairperson.

## **Level II Fieldwork Grade Policy**

Grades for Level II fieldwork are on a scale that includes: progress (PR), no credit (NC), or credit (CR). Each Level II rotation is six credit hours. For Level II Rotation I students will earn a total of six credits and one grade at the end of the spring semester of either credit or no credit based on the results of the Fieldwork Performance evaluation, course requirements, and discretion of the Academic Fieldwork Coordinator. If a student receives a grade of NC, the student will be required to retake and successfully complete the entire Level II Rotation I experience before moving on to Level II Rotation II.

Level II Rotation II spans over multiple semesters; therefore, students will earn two grades and variable credits leading up to the culmination of Level II Rotation II. This will include: earning a PR or NC for May Intersession [1 credit hour], and earning a CR or NC for Summer I [5 credit hours] for a total of 6 credit hours.

If a student is progressing through their Level II Rotation II fieldwork as expected per the fieldwork educator, fieldwork site, Academic Fieldwork Coordinator, and course requirements, the student will earn a PR for May Intersession. A grade of CR or NC will be earned at the end of Level II Rotation II based on results from the Fieldwork Performance Evaluation and at the discretion of the Academic Fieldwork Coordinator. The PR will display on the student's academic record with credit awarded accordingly. A grade of CR indicates successful completion of Level II Rotation II fieldwork at the end of Summer I. In the event that a student is only successful for a portion of the Level II Rotation II experience (earning a PR grade), but does not successfully complete Level II Rotation II at any point, a grade of NC will be assigned. In the event that a student receives a grade of NC, the student will be required to retake the entire Level II Rotation II 12-week experience, despite credits previously earned for any grades of PR on the Rotation II fieldwork experience.

## **Level II Fieldwork Dates**

The Level II fieldwork experiences are scheduled as follows (but can change as needed):

January \_\_\_\_\_ through March \_\_\_\_\_  
and  
March/April \_\_\_\_\_ through June \_\_\_\_\_

## **Level II Supervision**

According to ACOTE Standard c.1.13, "supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression towards entry-level competence (Standards for an Accredited Educational Program for the Occupational Therapist, American Council for

Occupational Therapy Accreditation, 2018, p.43). Further, the student will be supervised by a licensed occupational therapist with a minimum of 1 year full-time (or its equivalent) of practice.

## BENEFITS OF FIELDWORK EDUCATION

In addition to the connection between fieldwork sites and the educational program, fieldwork educators and students have opportunities for developing skills. Students may share current theory, research, and evidence. Educators help students learn the essentials to becoming reflective practitioners.

### Professional Development Units

Many licensing and certification agencies such as the National Board for Certification in Occupational Therapy (NBCOT) recognize fieldwork student supervision as professional development. The number of units granted is determined by the agency. Please see [www.nbcot.org](http://www.nbcot.org) for more information.

### Library Access

Library access to UCA's Torreyson Library is available to our current fieldwork educators to support evidence-based practice. For more information go to: [Resources to Support Practice: Library Agreement](#).

### Cynthia B. Cole Outstanding Fieldwork Educator Award

The *Cynthia B. Cole Outstanding Fieldwork Educator Award* is given annually by the UCA Occupational Therapy Department to recognize outstanding performance as an occupational therapy practitioner and fieldwork educator. Nominations are provided by the students, making this a meaningful award for fieldwork educators. Students are given criteria to nominate practitioners who are instrumental in helping them develop as future occupational therapist by their use of sound occupational practices, evidence-based interventions, and the use of occupation within their daily practice.

## DISCLAIMER

While the intent of this manual is to provide the most accurate and detailed information, the content is subject to change without notification. Please consult the manual regularly throughout the course of the program.

## **ADDITIONAL RESOURCES**

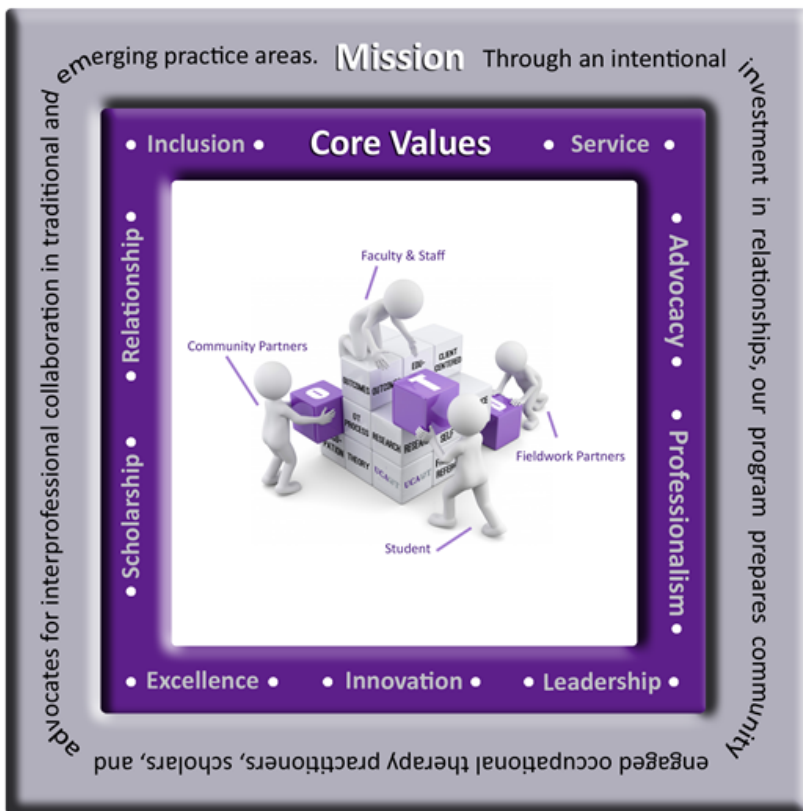
- Appendix A: Course Sequence
- Appendix B: The Curriculum Model
- Appendix C: Attitude & Behavioral Check Sheet

## Appendix A: Course Sequence

Department of Occupational Therapy Fieldwork within the OTD Curriculum		
	Course Credits	Total Credit Hours
<b>Fall I</b>		<b>17</b>
OTHY 6323 Professional Foundations of Occupational Therapy	3	
OTHY 6324 Art & Science of Occupation	3	
OTHY 6110 Doctoral Seminar I (Service Learning – lab with occupation course)	1	
OTHY 6403 Applied Human Anatomy	4	
OTHY 6303 Human Movement and Performance	3	
OTHY 6317 Research	3	
<b>Spring I</b>		<b>15</b>
OTHY 6404 Occupational Therapy Assessments	4	
OTHY 6326 Conditions Influencing Occupational Performance	3	
OTHY 6120 Doctoral Seminar II (Problem & Solution Based Learning)	1	
OTHY 6355 Applied Neuroscience	3	
OTHY 6307 Theories in Occupational Therapy	3	
OTHY 6102 Level I Fieldwork - Occupational Therapy Process	1	
<b>Summer I</b>		<b>12</b>
OTHY 6112 Level I FW Analysis of Human Occupational Performance	1	
OTHY 6321 Administration & Management	3	
OTHY 6438 Evaluation and Intervention Planning	4	
OTHY 6190 Formative Competency	1	
OTHY 7317 Applied Research I	3	
<b>Fall II</b>		<b>15</b>
OTHY 6510 Holistic Interventions – Birth to Young Adult	5	
OTHY 6511 Holistic Interventions – Adult to End of Life	5	
OTHY 7318 Applied Research II	3	
OTHY 6103 Level I Fieldwork – Evaluation & Intervention	1	
OTHY 6104 Level II Fieldwork Seminar	1	
<b>Spring II</b>		<b>7</b>
OTHY 6V51* Level II Fieldwork – Rotation I	6	
OTHY 6V71** Level II Fieldwork – Rotation II	1	
<b>Summer II</b>		<b>11</b>
OTHY 6V71** Level II Fieldwork – Rotation II (continues – usually through 3 <sup>rd</sup> week in June)	5	
OTHY 6309 Population and Community Based Programming	3	
OTHY 7319 Applied Research III	3	
<b>Fall III</b>		<b>12</b>
OTHY 7311 Leadership & Communication in Healthcare	3	
OTHY 6310 Occupational Therapist as an Educator	3	
OTHY 7320 Contemporary Issues and Advocacy in Occupational Therapy	3	
OTHY 7310 Doctoral Seminar III – Planning & Development	3	
<b>Spring III</b>		<b>15</b>
OTHY 7330 Occupational Therapy Practice for Children, Youth and Families (4 wk block with 8 hrs lec/8 hrs lab per week)	3	
OTHY 7340 Occupational Therapy in Rehabilitation and Disability (4 wk block with 8 hrs lec/8 hrs lab per week)	3	
OTHY 7360 Advanced Occupational Therapy Practice in Mental Health (4 wk block with 8 hrs lec/8 hrs lab per week)	3	
OTHY 7220 Doctoral Seminar IV – Transition to Practice	2	
OTHY 7V50*** Doctoral Residency	4	
<b>Summer III</b>		<b>8</b>
OTHY 7V50** Doctoral Residency (3 <sup>rd</sup> week in April through 1 <sup>st</sup> week in August)	8	
*A combination of OTHY 6151, 6251, 6351, 6451, 6551, or 6651 for a total of 6 hrs.		
**A combination of OTHY 6171, 6271, 6371, 6471 or 6571 for a total of 6 hrs. Courses must be completed over the spring (typically 6171) and summer terms (typically a combination of 6271 and 6371).		
***A combination of OTHY 7150, 7250, 7350, 7450, 7550, 7650, 7750, or 7850 for a total of 12 hrs. Courses must be completed over the spring (typically 7450) and summer terms (typically 7850).		
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## Appendix B: The Curriculum Model

## UCA Occupational Therapy Curriculum Model



## Building Future Occupational Therapists - One Relationship at a Time



## Appendix C: Attitude and Behavioral Check Sheet

University of Central Arkansas  
Occupational Therapy Program  
Attitude/Behavioral Check sheet

Student: \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** The purpose of this evaluation is to provide feedback to the student regarding his/her professional development towards becoming an occupational therapist. The following rating scale is to be used by the faculty. Ratings are based on observations of the students in the classroom and other professional academic situations.

0 = Unsatisfactory: The student does not demonstrate the required and/or level of professional skill.

1 = Need Improvement: the student (while beginning to demonstrate the required level of professional skill) needs improvement in either quality or quantity.

2 = Meets Requirements: the student demonstrates the required level of professional skills.

3 = Exceeds Requirements: the student demonstrates refinement of additional qualities beyond the required by his/her progression through this curriculum.

4 = N/O Not Observed: (Student has not been observed) . . . or (has not had the opportunity to display) . . or (faculty have not had the opportunity to observe the student).

The student:

<b>Physical Competencies (Mobility and Dexterity)</b>	<b>Rating</b>					<b>Comments</b>
Moves independently throughout the campus setting and fieldwork settings.	0	1	2	3	N/O	
Utilizes and manipulates a variety of media and equipment	0	1	2	3	N/O	
Independently performs motor coordination needed for treatment activities	0	1	2	3	N/O	
Maintains alertness and ability to act in an emergency situation	0	1	2	3	N/O	
Detects odors, sights, and sounds which may cause or indicate a potential hazard	0	1	2	3	N/O	
<b>Behavioral Competencies</b>						
Displays appropriate dress and personal hygiene	0	1	2	3	N/O	
Demonstrates the ability to work productively with authority figures	0	1	2	3	N/O	
Demonstrates the ability to work productively with peers	0	1	2	3	N/O	
Displays honesty and integrity in academic and professional matters	0	1	2	3	N/O	
Assumes responsibility for own actions	0	1	2	3	N/O	
Demonstrates ability to be flexible by adapting appropriately to unexpected situations	0	1	2	3	N/O	
Demonstrate judgment by assessing situations, analyzing options, and problem solving.	0	1	2	3	N/O	
Attends scheduled academic activities (classes, clinical experiences, etc.) on time	0	1	2	3	N/O	
Demonstrates awareness of personal needs and seeks appropriate intervention when problems arise:	0	1	2	3	N/O	

