

DEPARTMENT
OF

Occupational Therapy



UNIVERSITY OF
CENTRAL
ARKANSAS[™]

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 judgment.

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 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 UCA 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 Office of Accessibility Resources and Services 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 2025)

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 professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. (p. 36)

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 types 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 fieldwork, apply knowledge to practice, and develop understanding of the needs of clients.”
(Standards for an Accredited Educational Program for the Occupational Therapist, ACOTE, 2025, p. 38).

Courses and Descriptions

OTHY 6202 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.1.6.). Supervision does not have to be under an occupational therapy practitioner.

OTHY 6212 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 6203 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

The Department requires several types of prerequisites that must be met prior to a student's assigned onsite Level I and II fieldwork placements. In order to be eligible for enrollment in Level I fieldwork courses, a student must be in compliance with the following:

- **Academic Requirements:**
 - Completed all required on-campus coursework to date
 - Prior to beginning any onsite fieldwork experience, a student must have a major graduate GPA of 3.0 or higher (semester and cumulative). If the overall GPA falls below a 3.0 the semester before an off-campus fieldwork placement, the fieldwork placement will be cancelled for the following semester. The student may continue with the on-campus portion of the Level I Fieldwork course and will only be allowed to be placed for onsite fieldwork experiences only after regaining a GPA of 3.0 and with approval from the AFWC, Department Chairperson, and Academic Advisor. Additional details regarding academic probation and suspension and its impact on fieldwork progression can be found in the corresponding section of this manual. Departmental procedures regarding retention and progression can be found within the UCA OT Student Handbook.
- **Training and Documentation Requirements:**
 - Health and safety records are current and submitted in eValue where they can be accessed by the fieldwork faculty and OT faculty.

- **Site-Specific Prerequisites:**
 - Fieldwork sites may have additional requirements for students who are placed at their facility. Students are responsible for obtaining and paying for these required procedures and/or training. Students are responsible for meeting all onboarding requirements for their assigned fieldwork placement. Common possible requirements can be found on page 6 of this manual under the heading of “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, ACOTE, 2025, p. 39).

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

The Department requires several types of prerequisites that must be met prior to a student's assigned onsite Level I and II fieldwork placements. In order to be eligible for enrollment in Level II fieldwork courses, as student must be in compliance with the following:

- **Academic Requirements:**

- Completed all required on-campus coursework to date
- Prior to beginning any onsite fieldwork experience, a student must have a major graduate GPA of 3.0 or higher (semester and cumulative). If the overall GPA falls below a 3.0 the semester before an off-campus fieldwork placement, the fieldwork placement will be cancelled for the following semester. The student will be allowed to be placed for onsite fieldwork experiences only after regaining a GPA of 3.0 and with approval from the AFWC, Department Chairperson, and Academic Advisor. Additional details regarding academic probation and suspension and its impact on fieldwork progression can be found in the corresponding section of this manual. Departmental procedures regarding retention and progression can be found within the UCA OT Student Handbook.

- **Training and Documentation Requirements:**

- Health and safety records are current and submitted in eValue where they can be accessed by the fieldwork faculty and OT faculty.

- **Site-Specific Prerequisites:**

- Fieldwork sites may have additional requirements for students who are placed at their facility. Students are responsible for obtaining and paying for these required procedures and/or training. Students are responsible for meeting all onboarding requirements for their assigned fieldwork placement. Common possible requirements can be found on page 6 of this manual under the heading of "Site Specific Requirements".

Level II Fieldwork Attendance and Progression Policy

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 (c/o 2029)

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

January 3, 2028 through March 24, 2028

and

March 27, 2028 through June 16, 2028

Level II Supervision

According to ACOTE Standard C.1.14, “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, ACOTE, 2025, p.41). Further, the student will be supervised by a licensed occupational therapist with a minimum of 1 year full-time (or its equivalent) of practice.

FIELDWORK POLICIES REGARDING SHADOWING/ OBSERVATION

Shadowing/Observation Prior to Fieldwork Experiences

To maintain efficient onboarding for Level I and Level II Fieldwork experiences, the Fieldwork Team is unable to assist with locating, coordinating, or completing onboarding for any shadowing or observation experiences as this is not part of the occupational therapy curriculum and the department does not have the manpower to facilitate these requests. Students may pursue independent shadowing or observation experiences; however, the Fieldwork Team is not able to provide onboarding support, site contacts, or administrative coordination for these types of requests. This ensures that departmental efforts remain focused on the timely onboarding of current fieldwork students and upholds commitments to our community partners. Additionally, students are encouraged to read the policy related to shadowing/observing before fieldwork to understand how this may influence the trajectory of the FW repertoire.

Strategic Planning for Observation and Shadowing Experiences:

Students should be aware that shadowing or observing at a site prior to Fieldwork may restrict their eligibility to complete a Fieldwork experience at that same site. The Department of Occupational Therapy does not prioritize Fieldwork at a site where they have previously shadowed or observed.

Additionally, students who choose to shadow or observe in specialty practice areas (e.g., pelvic health, lymphedema, hand therapy, etc.) will be less likely to receive Fieldwork placements in those specialty settings. This approach ensures that students gain diverse and balanced clinical experiences across a range of populations and settings.

The Fieldwork Team strongly encourages students to wait until they have received their Fieldwork placements before pursuing additional shadowing or observation experiences. Doing so helps to:

- Maximize the educational value of each experience,
- Preserve site availability for all students, and
- Support equitable and diverse clinical learning opportunities.

Fieldwork Placement Requests and Practice Area Selection

When submitting requests for preferred practice areas or locations for Level I Fieldwork, students should be aware that selecting a particular specialty area for a Level I experience precludes eligibility for a Level II placement in that same specialty area.

For example, a student who expresses interest in hand therapy as a Level I placement will not be eligible for a Level II experience in hand therapy. This structure ensures that Level II Fieldwork provides opportunities for advanced skill development in new or broader areas of practice, rather than duplication of prior exposure.

Students are encouraged to discuss their long-term practice interests with the Fieldwork Team prior to submitting preferences to ensure their requests align with professional development goals and maximize exposure to a variety of clinical settings.

FIELDWORK POLICIES REGARDING PROBATION / SUSPENSION

Level I Fieldwork Policy for Students on Academic Probation / Suspension

The standards of academic performance are outlined in the UCA OT Student Handbook concerning academic probation and suspension. An OT student must maintain a semester and cumulative grade point average of 3.0 and cumulative GPA for all required coursework within the curriculum to be eligible to attend any onsite Level I Fieldwork experiences. A student will not be allowed to attend ANY fieldwork experience while on academic probation or if suspended from the Program or University for academic or conduct reasons.

If the student encounters academic difficulties (academic probation) that precludes participation in any of the Level I Fieldwork courses at the scheduled time in the curriculum, an alternate plan for the completion of the OT program may be considered at the discretion of the AFWC and Department Chairperson. An alternate plan for progression will only be implemented if the student is no longer on academic probation and has achieved a minimum semester and cumulative GPA of 3.0 during the semester in which they were on probation. While every effort will be made by the AFWC to accommodate the student through an alternative path, the availability of fieldwork sites and fieldwork educators able to accommodate alternate timing is not guaranteed and will ultimately determine the feasibility of such a plan. Additionally, there are no guarantees about finding another fieldwork site in accordance with the student's preferences for geographic location or practice setting. The student is responsible for working closely with the AFWC and OT Academic Advisor to adhere to the revised plan for fieldwork completion.

Academic faculty may be notified of students on academic probation in order to allow faculty to be aware of the need for increased supervision during clinical contact (clients in the classroom setting or assignments completed in the clinic). Fieldwork educator(s) may also be notified of the student's academic history and progress prior to placement for clinical experiences, when student performance indicates a need for increased supervision or feedback during clinical experiences.

Level II Fieldwork Policy for Students on Academic Probation / Suspension

The standards of academic performance are outlined in the UCA OT Student Handbook concerning academic probation and suspension. An OT student must maintain a semester and cumulative grade point average of 3.0 and cumulative GPA for all required coursework within the curriculum to be eligible for enrollment in a Level II Fieldwork course. A student will not be

allowed to attend ANY fieldwork experience while on academic probation or if suspended from the Program or University for academic or conduct reasons.

Should a student drop below a cumulative 3.0 GPA in the semester immediately preceding Level II Fieldwork, the student will not be allowed to proceed. The student will be placed on hold until the following academic year when the student will be required to retake each course in which a "C" was earned to remediate the deficient cumulative GPA. This opportunity for remediation is only available for one semester, during which the student will be required to make the grades necessary to bring the GPA to the required level to progress to Level II Fieldwork.

FIELDWORK POLICIES: STANDARDS AND PROFESSIONAL GUIDELINES

Professional Behaviors

Students are expected to demonstrate and maintain the professional behaviors and ethics as set forth by the UCA Department of Occupational Therapy and the American Occupational Therapy Association during fieldwork experiences. Professional behaviors include, but are not limited to, appropriate communication and interactions with supervisors and staff; maintaining facility-specific dress code; time management; seeking, accepting, and implementing constructive feedback in a timely manner; completing assignments and facility-specific expectations as assigned. Failure to comply with professional behaviors can jeopardize successful completion of Level I and/or Level II Fieldwork.

Use of Cell Phones / Electronic Media

During all fieldwork learning experiences, students are expected to exhibit courtesy and respect for fieldwork educators, instructors, staff, other students, and clients. Student use of a cell phone or electronic media for personal reasons during times of client contact or when receiving clinical instruction constitutes unprofessional behavior. Students are expected to refrain from using cell phones, watches that receive text messages/phone calls, and other electronic devices for personal use while on fieldwork experiences except with permission from the fieldwork educator at designated break times and in non-public areas. Students should refrain from accessing social media while in the fieldwork setting. Students should not post information related to clients (written or photographic) on any personal social media. Students are required to abide by the fieldwork site policy pertaining to photographs and other media.

Communication Expectations of the Student (Checking UCA Email)

During your Level I and Level II fieldwork experiences you are registered for a class and still a UCA OT student. Students are expected to use your UCA email account for all fieldwork communication with your fieldwork educators and AFWC/Fieldwork Team. You are expected to check your UCA email account daily and respond to all requests and inquiries in a timely manner, Monday through Friday.

Extension

Students will follow established start and ending dates of the onsite fieldwork experiences. In cases where illness or emergencies impact attendance, the student should immediately be in contact with the AFWC and Fieldwork Team. If a student is unable to complete a fieldwork experience due to illness or emergencies, a plan will be developed at the discretion of the AFWC and Department Chairperson.

The AFWC may determine, based on input from the fieldwork educator(s) and the student's performance evaluation, that additional clinical time is warranted in order to provide the student opportunity to successfully meet course expectations. The AFWC may arrange for a limited extension of the clinical experience (no greater than two weeks for a Level II Fieldwork experience). If the student is not able to meet predetermined expectations by the conclusion of the extension, the student will earn a failing grade (F) or NC for the fieldwork component of the course and will be required to repeat the fieldwork course in its entirety (at the same fieldwork or alternate fieldwork site). Students who have previously received an extension on another fieldwork experience (Level I or II) or have received a failing grade or NC in a fieldwork experience/course will not be eligible for an extension due to performance concerns.

Regardless of reason, if an extension requires alternate timing or an alternate fieldwork site that is out of the typical sequence for UCA OT fieldwork, no guarantee for timing of placement or geographical location will be provided as the placement will be dependent upon availability. There is potential for delay in progression through the OT program curriculum, depending on the timing and circumstances of the extension.

Termination/Dismissal from a Fieldwork Placement

Several factors can cause a student to be dismissed from a fieldwork experience or have the placement terminated by the site and/or fieldwork educator. Some examples include, but are not limited to, professional behavior, violation of HIPAA, safety awareness, or competencies indicate that the student will not meet entry level requirements in two (Level I) or twelve weeks (Level II). This termination may occur at any time during the fieldwork experience. If your fieldwork is terminated, you will receive a failing grade (F) and/or NC for the course.

Impact on Progression Through the Curriculum

Should a student need to withdraw, delay, have an extension, take a leave of absence, or repeat fieldwork for any reason, there are no guarantees about when another fieldwork placement can be scheduled. The potential for a waiting period for a placement may further delay the student's graduation from the program. For OTD students, ACOTE stipulates that the capstone experience can only be started after successful completion of all other coursework and Level II fieldwork. Therefore, a delay or need to repeat a fieldwork could delay the start of the capstone experience and subsequent graduation from the program.

After Hours Situations

If a problem occurs after office hours and is urgent in nature, then the student should contact the AFWC on the office phone number provided (phones are typically forwarded to the AFWC's personal cell phone after hours). In the event the AFWC cannot be reached by cell phone or email, and the situation is urgent in nature, then the student should first contact the other fieldwork faculty (Mr. Brazeal) by office phone, and then, if necessary, the Department Chairperson. Do not call other department faculty, other fieldwork faculty, or the Department Chairperson unless absolutely necessary and the situation cannot wait until the AFWC is available. A "Reminders and Contacts" handout is posted in each Blackboard course shell.

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 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 the [UCA Fieldwork website](#).

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 for c/o 2027 and c/o 2028

Department of Occupational Therapy Occupational Therapy Doctorate Curriculum		
	<i>Course Credits</i>	<i>Total Credit Hours</i>
<u>Fall I</u>		<i>17</i>
OTHY 6323 Professional Foundations of Occupational Therapy	3	
OTHY 6324 Art & Science of Occupation	3	
OTHY 6110 Doctoral Seminar I – Introduction to Professional Practice	1	
OTHY 6403 Applied Human Anatomy	4	
OTHY 6303 Human Movement and Performance	3	
OTHY 6326 Conditions Influencing Occupational Performance	3	
<u>Spring I</u>		<i>16</i>
OTHY 6404 Occupational Therapy Assessments	4	
OTHY 7321 Evidence-Based Practice I	3	
OTHY 6120 Doctoral Seminar II – Introduction to Capstone	1	
OTHY 6355 Applied Neuroscience	3	
OTHY 6307 Theories in Occupational Therapy	3	
OTHY 6202 Level I Fieldwork - Occupational Therapy Process	2	
<u>Summer I</u>		<i>10</i>
OTHY 6212 Level I FW Analysis of Human Occupational Performance	2	
OTHY 6321 Administration & Management	3	
OTHY 6438 Documentation of the Occupational Therapy Process	4	
OTHY 6190 Formative Competency	1	
<u>Fall II</u>		<i>16</i>
OTHY 6510 Holistic Interventions – Birth to Young Adult	5	
OTHY 6511 Holistic Interventions – Adult to End of Life	5	
OTHY 7322 Evidence-Based Practice II	3	
OTHY 6203 Level I Fieldwork – Evaluation & Intervention	2	
OTHY 6104 Level II Fieldwork Seminar	1	
<u>Spring II</u>		<i>7</i>
OTHY 6V51* Level II Fieldwork – Rotation I	6	
OTHY 6V71** Level II Fieldwork – Rotation II	1	
<u>Summer II</u>		<i>8</i>
OTHY 6V71** Level II Fieldwork – Rotation II (continues – usually through 3 rd week in June)	5	
OTHY 6309 Population and Community Based Programming	3	
<u>Fall III</u>		<i>12</i>
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	

<u>Spring III</u>		<i>15</i>
OTHY 7330 Occupational Therapy Practice for Children, Youth and Families	3	
OTHY 7340 Occupational Therapy in Rehabilitation and Disability	3	
OTHY 7360 Advanced Occupational Therapy Practice in Mental Health	3	
OTHY 7220 Transition to Practice	2	
OTHY 7V50*** Doctoral Capstone	4	
<u>Summer III</u>		<i>8</i>
OTHY 7V50** Doctoral Capstone (3 rd week in April through 13 week summer)	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. <i>Courses must be completed over the spring (typically 6171) and summer terms (typically a combination of 6271 and 6371).</i> ***A combination of OTHY 7150, 7250, 7350, 7450, 7550, 7650, 7750, or 7850 for a total of 12 hrs. <i>Courses must be completed over the spring (typically 7450) and summer terms (typically 7850).</i>		<i>109</i>

Appendix B: Course Sequence for c/o 2029

Cohort 2029

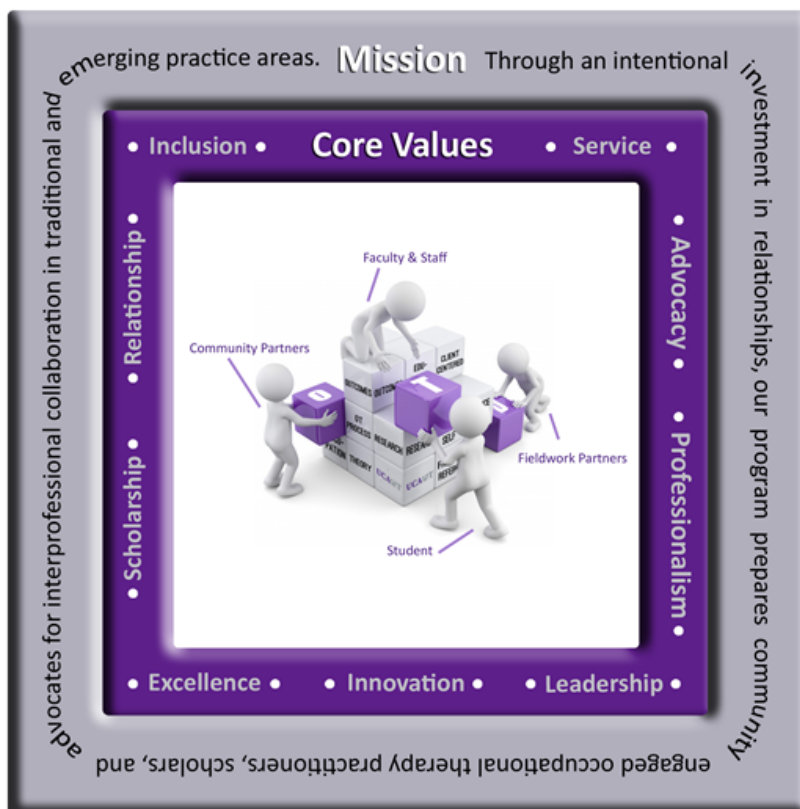
	<i>Course Credits</i>	<i>Total Credit Hours</i>
<u>Fall I</u>		<i>17</i>
OTHY 6323 Professional Foundations of Occupational Therapy	3	
OTHY 6324 Art & Science of Occupation	3	
OTHY 6110 Doctoral Seminar I – Introduction to Professional Practice	1	
OTHY 6403 Applied Human Anatomy	4	
OTHY 6303 Human Movement and Performance	3	
OTHY 6326 Conditions Influencing Occupational Performance	3	
<u>Spring I</u>		<i>16</i>
OTHY 6404 Occupational Therapy Assessments	4	
OTHY 7321 Evidence-Based Practice I	3	
OTHY 6120 Doctoral Seminar II – Introduction to Capstone	1	
OTHY 6355 Applied Neuroscience	3	
OTHY 6307 Theories in Occupational Therapy	3	
OTHY 6202 Level I Fieldwork - Occupational Therapy Process	2	
<u>Summer I</u>		<i>10</i>
OTHY 6212 Level I FW Analysis of Human Occupational Performance	2	
OTHY 6321 Administration & Management	3	
OTHY 6438 Documentation of the Occupational Therapy Process	4	
OTHY 6190 Formative Competency	1	
<u>Fall II</u>		<i>16</i>
OTHY 6510 Holistic Interventions – Birth to Young Adult	5	
OTHY 6511 Holistic Interventions – Adult to End of Life	5	
OTHY 7322 Evidence-Based Practice II	3	
OTHY 6203 Level I Fieldwork – Evaluation & Intervention	2	
OTHY 6104 Level II Fieldwork Seminar	1	
<u>Spring II</u>		<i>9</i>
OTHY 6V51* Level II Fieldwork – Rotation I	6	
OTHY 6V71** Level II Fieldwork – Rotation II	3	
<u>Summer II</u>		<i>6</i>
OTHY 6V71** Level II Fieldwork – Rotation II (continues – usually through 3 rd week in June)	3	
OTHY 6309 Population and Community Based Programming	3	
<u>Fall III</u>		<i>12</i>
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	

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<u>Spring III</u>		<i>14</i>
OTHY 7330 Occupational Therapy Practice for Children, Youth and Families	3	
OTHY 7340 Occupational Therapy in Rehabilitation and Disability	3	
OTHY 7360 Advanced Occupational Therapy Practice in Mental Health	3	
OTHY 7220 Transition to Practice	2	
OTHY 7V50*** Doctoral Capstone (3 rd week in April through 1 st week of May)	3	
<u>Summer III</u>		<i>9</i>
OTHY 7V50** Doctoral Capstone (2nd week in May through 13 week summer)	5	
OTHY 7V50** Doctoral Capstone (2nd week in May through 13 week summer)	4	
*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. <i>Courses must be completed over the spring (typically 6171) and summer terms (typically a combination of 6271 and 6371).</i> ***A combination of OTHY 7150, 7250, 7350, 7450, 7550, 7650, 7750, or 7850 for a total of 12 hrs. <i>Courses must be completed over the spring (typically 7450) and summer terms (typically 7850).</i>		<i>109</i>

Appendix C: The Curriculum Model

UCA Occupational Therapy Curriculum Model



Building Future Occupational Therapists - One Relationship at a Time

Appendix D: Attitude and Behavioral Check Sheet
UCA OTD Behavioral Competency Form

Student Name: _____

Rating Criteria: M=Meets D = Does Not Meet N/O = Not Observed

Dates	Performance	Student Rating of Self	Faculty Rating	Comments
	Personal Conduct and Professional Responsibilities			
	Displays appropriate dress and personal hygiene (modest dress, appropriate for the setting, business casual for professional presentations, purple polo when requested)			
	Attends scheduled academic activities (classes, clinical experiences, etc.) on time (promptly notifies faculty regarding upcoming absences)			
	Displays honesty and integrity in academic and professional matters and assumes responsibility for own actions			
	Demonstrates active engagement in academic and clinical settings (active listening/ no cell phone distraction/ device distraction/ consistent verbal and non-verbal communication)			

	Demonstrates an overall positive outlook [attitude] on learning (in both classroom and community)			
	Demonstrates ability to be flexible by adapting appropriately to unexpected situations			
	Demonstrates the ability to work productively and cooperatively with others (peers/ faculty/community partners/patients)			
	Demonstrates judgment by assessing situations, analyzing options, and problem solving			
	Demonstrates awareness of personal needs and seeks appropriate intervention when problems arise: 1. Personal 2. Academic 3. Other (specify)			
	Effectively utilizes organizational and time management skills (evidenced by grades and timeliness of completing assignments)			

	Engages in professional writing effectively across multiple contexts			
	Demonstrates sensitivity and respect for people of varied racial, cultural, religious and/or disability backgrounds			
	Demonstrates the ability to modify behavior in response to feedback			
	Demonstrates the ability to give constructive feedback			
	Physical Competencies			
	Moves independently throughout the campus setting and fieldwork settings			
	Utilizes and manipulates a variety of media and equipment			

Faculty Signature	Date
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Faculty Signature	Date
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Student Signature	Date
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Student Signature	Date
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