

University of Florida

Doctor of Occupational Therapy

Fieldwork Manual

Welcome to the occupational therapy fieldwork program at the University of Florida (UF). Thank you for your dedication to the education of a new generation of occupational therapists.

Remember how excited, frightened and challenged you were by the prospect of your fieldwork experience? The students of the University of Florida Doctor of Occupational Therapy (OTD) program are looking forward to their fieldwork experience in the same way; doubting if they know enough but eager to try their wings. You are very important to these students. As their professional role model you are the person who helps to bring to life all of those pages of words and laboratory practices.

We hope that this fieldwork manual will be a resource about the UF OTD program. The handbook provides information about the UF OTD program and resources to assist both the student and the fieldwork educator (FWE).

Consistent with ACOTE accreditation standards, UF requires both Level I and Level II fieldwork experiences. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop a basic comfort level and understanding of the needs of clients. Experiences are designed to enrich didactic coursework through directed observation and supervised participation in the occupational therapy process. One week Level 1 fieldwork provides students with exposure to pediatric and adult populations. Weekly Level 1 site visits provide students with exposure to a 12 week psychosocial Level I fieldwork experience.

The goal of Level II fieldwork is to develop competent, entry-level generalist occupational therapists. This involves an in-depth experience in occupational therapy service delivery to clients over a 24-week time period (12 weeks each experience) in physical rehabilitative, pediatric or psychosocial settings. Most Level II students are supervised by one full-time professional level OT, but occasionally students experience a group model where one supervisor (an experienced registered therapist) is responsible for two students, or two therapists work together in providing a full-time 12-week experience for one student.

Students have the opportunity to meet with the academic fieldwork coordinator prior to making their fieldwork selections. Multiple resources are provided; including information from former students, materials from fieldwork sites, and information from field site visits by the academic fieldwork coordinator. The academic fieldwork coordinator maintains regular contact with fieldwork sites through e-mail or phone, as well as site visits. Sites are selected based on the variety of factors; treatment conditions available, evaluations and interventions used, opportunities for client participation in the therapy process, facility expectations, student resources for learning and consistency of the learning experience with UF OTD curriculum design and learning objectives.

Our fieldwork educators provide an essential educational element for our OTD students. The students benefit greatly from your expertise and knowledge as they build their critical thinking, refine their communication skills and build their professional identity. This experience will prepare them to lead the profession and community through their contributions in leadership, community and professional service, life-long learning and scholarship.

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All relevant fieldwork forms can be accessed on the OT website under
Fieldwork Manual Companion Forms at:
<https://ot.phhp.ufl.edu/resources/fieldwork/fieldwork-manual-companion-forms/>

DEPARTMENT OF OCCUPATIONAL THERAPY

Department Offices

Are located on the 2nd Floor of the Public Health and Health Professions wing of the HPNP building. The main office is located in Suite 2101.

Office hours: 8:00 am to 5:00 pm, Monday-Friday.

Telephone number: (352) 273-6817

Fax number: (352) 273-6042.

Web address: <http://www.ot.phhp.ufl.edu>

Department of Occupational Therapy Vision

By 2025, the UF OT Department will be a vibrant preeminent research and educational entity in the USA.

Department of Occupational Therapy Mission Statement

We will lead research innovations, present thriving and varied educational programs, embrace a clinician–scientist model, be fiscally healthy, and serve the occupational needs of people, organizations and populations.

Entry-Level Doctor of Occupational Therapy Degree Program (OTD)

The entry-level Doctor of Occupational Therapy Degree Program provides students with a holistic perspective, including an understanding of the philosophical and theoretical basis for practice in the current health care environment. This program is a ten-semester program of full-time undergraduate course work currently working towards accreditation by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association. It includes off-campus fieldwork and a capstone experience, as assigned by the Department at clinical sites in Florida and other states (see Appendix A for OTD Program Course Sequences). Upon graduating from the program students receive a Doctor of Occupational Therapy (OTD) degree.

Accreditation: The entry-level OTD degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; tel. (301) 652-AOTA; web address www.acoteonline.org .

Doctor of Occupational Therapy Program Mission

The mission of the Doctor of Occupational Therapy (OTD) program is to develop clinician-scholars who translate evidence to inform occupational therapy practice, affect health care systems, and meet the occupational needs of people, organizations and populations consistent to emerging 21st century demands.

Doctor of Occupational Therapy Curricula Framework

Program Philosophy

Occupational therapy is a profession dedicated to habilitation, rehabilitation and health promotion as articulated by the American Occupational Therapy Association (AOTA, 2014), the World Health Organization's International Classification of Functioning, Disability and Health (2013), and the National Center for Medical Rehabilitation Research of the National Institutes of Health. The major goal of Occupational Therapy, as defined by the scope of practice, is to optimize occupational performance within the client's roles, contexts, and environments (AOTA, 2014). Occupational therapists focus on improving performance in all areas of occupation to facilitate health and promote growth, change, and/or adaptation. The ultimate goal of this focus is the achievement of health, well-being, and participation in life through engagement in occupation (AOTA, 2014). We envision that effective intervention delivered through meaningful occupations must take into account multiple levels of functioning, as reflected by the models cited above. This document reflects the philosophical foundation of our professional occupational therapy doctoral program, which serves as the basis for our current curricula framework.

A View of Humanity

The University at Florida Doctor of Occupational Therapy professional program is based on the philosophical belief that people have a need and right to participate in occupations that they choose, need, or desire. Occupations are activities that have meaning and value for the daily lives of individuals, families, groups, communities and populations. Participation in meaningful occupations is viewed as a determinant of health and wellbeing (AOTA, 2011; AOTA, 2014).

Occupational performance evolves in response to the interaction of the clients (e.g. individuals, communities, and populations), occupation and context or environment (Christiansen, Baum & Bass, 2015). Occupations vary according to life roles which have a developmental perspective, and may change over the course of a lifetime. Each role has its associated developmentally-appropriate and role-appropriate tasks that influence the nature of one's occupations. Human learning occurs via the dynamic interaction between a person and a task in the context of the relevant environment. Occupational therapy strives to facilitate this process through active collaboration between the client and the therapist.

Occupation may be used to prevent or mediate the effects of disability and to facilitate independence and maximum adaptation (AOTA, 2011). When individuals are threatened by stress, deprivation, disease, illness or injury, occupational therapy interventions address (1) the individual's physical, psychological, and social capacities to achieve occupational competence, (2) the skills and habits of effective role performance and (3) environmental modification to support participation.

Educational Philosophy

The professional program fosters culturally sensitive and evidence-based clinical competence through the learner's active engagement in a collaborative process (student, client and educator) that builds on prior knowledge and experience. Learners integrate academic knowledge, active

learning, clinical reasoning, and self-reflection through experiences in and beyond the classroom (AOTA, 2015; Schaber, 2014). Engagement in advanced practice opportunities in health systems and communities supports professional development, opportunities for leadership and advocacy for clients and the profession. The promotion of lifelong learning, collaboration and professional judgment reinforces continual contributions to critical inquiry in evidence-based practice. Completion of a culminating project and an in-depth doctoral capstone experience integrates learner understanding of advanced theory with practice and scholarship. The program facilitates understanding of the connections between philosophical, theoretical and practical knowledge, values, beliefs, ethics, and technical skills for broad application toward engagement in occupation to improve health, participation and quality of life.

The Clinician-Scholar

The professional doctoral program in Occupational Therapy provides professional training as a discipline within the College to optimize occupational performance of individuals, communities and populations within dynamic contexts and specific environments. The program builds upon a background in the liberal arts and sciences to foster culturally sensitive, reflective, evidence-based and clinically competent scholarly practitioners, who we refer to as clinician-scholars.

Definition of the clinician-scholar. The clinician-scholar graduate of the University of Florida's OTD program has advanced practice and scholarly skills. The clinician-scholar critically, systematically, and reflectively appraises, applies, and implements best practices and best evidence within the client's context and culture. The clinician-scholar articulates the core occupational therapy values, as related to advocacy, education, policy, leadership, or service provision meeting the occupational needs of individuals, organizations, and populations.

Curricula Framework

The curricula framework of the University of Florida's Doctor of Occupational Therapy (OTD) program is embedded in a broader institutional and societal context and perspective. Our curricula framework and educational perspective embraces principles of occupational therapy, public health, health science and rehabilitation science. The curricula is aligned within the Vision 2025 of the American Occupational Therapy Association (AOTA, 2017) and the models of health, disability and rehabilitation of the World Health Organization and National Institutes of Health. Within this professional perspective lie the activities of our Department as they relate to the university's tripartite mission of teaching, research, and service.

Overarching Curricular Goal of the OTD Program

The program is guided by an overarching curricular goal:

Graduates of the OTD program will be uniquely prepared by their experiences as part of

- a large academic health science center and
- a college of public health and health professions

to practice as clinician-scholars who will

- meet the complex demands of current and emerging occupational therapy practice settings,
- advocate for the profession and populations, communities and individuals served, and provide leadership for the implementation of evidence-based occupational therapy.

Program Outcomes and Themes

Each program outcome links to a curricular theme and supports the overarching curricular goal.

Upon completion of the program, graduates of the University of Florida OTD program will:

- develop and implement theoretically-sound, evidence-based occupational therapy programs and practices that incorporate an ecological perspective of human health (*Theme: Human Occupation and Health*)
- Integrate rigorous critical thinking and sound clinical reasoning when implementing best practices for optimal outcomes for individuals, communities, and populations. (*Theme: Critical Thinking for Practice and Scholarship*)
- commit to ethical reasoning that intrinsically represents the highest ethical standards, values, and attitudes of the profession (*Theme: Professionalism*)
- champion the occupational performance of individuals, communities, and populations to support health and well-being within culturally diverse contexts (*Theme: Valuing of Diversity*)
- practice with an interprofessional and collaborative perspective of client care (*Theme: Collaborative Practice*)

The fieldwork education experiences allow students to practice skills, related to professional responsibilities, under the supervision of an occupational therapist. Through directed practice and role-modeling, fieldwork educators engage students in all aspects of the occupational therapy process. These experiences bridge coursework with clinical applications in which competence, clinical reasoning, professional identity, and effective communication skills are embedded.

This program fosters culturally sensitive and evidence based clinical competence by actively engaging the student in a collaborative process (with other students, clients and educators) that builds on prior knowledge and experience, and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. The program integrates the philosophy of OT with theoretical knowledge, principles of ethical conduct, and technical skills for application to practice to improve human participation and quality of life (AOTA, 2011; Meyer, 1922; Hinojosa, 2006). This program promotes lifelong learning, collaboration and professional development to support continual contributions to critical inquiry in evidence-based practice.

FIELDWORK DOCUMENTATION AND RECORDS

It is the student's responsibility to insure that the appropriate and up to date health information is completed. Students are responsible for keeping copies of the documentation discussed below and supply it to their fieldwork sites as required. Immunization and CPR Certification copies will not be maintained in the student's OT department file. OT Students are responsible for verifying submission of all the health science center requirements and fieldwork records documentation using UF's Student Health Care Center's Mandatory Immunization Health History Form for Health Professions <https://shcc.ufl.edu/> .

Health Requirements

As a prerequisite to matriculation or registration, the State University System of Florida requires all students born after 1956 to present documented proof of **immunity to measles**. All students, regardless of age, shall present documented proof of immunization against rubella. Proof of immunity should be presented according to the standards students received from the Registrar's Office. All students are required to verify immunization against diphtheria, rubella (German measles) and tetanus to the university Student Health Care Center..

Students in the Health Science Center colleges (including, Occupational Therapy students) are required to be immunized against the **Hepatitis B Virus**, and also provide proof of **immunity to the chicken pox virus**. Please keep in mind that Hepatitis B vaccinations take approximately six months to complete. It is the policy of the Health Science Center that Hepatitis B vaccinations and chicken pox titer tests are paid for by the student.

Students in the Health Science Center colleges (including, Occupational Therapy students) are required to be tested annually for **Tuberculosis** (or present documentation from physician that this test is contraindicated). All HSC students (including, Occupational Therapy students) are required to have a yearly flu shot.

Most fieldwork placements require a current TB test and flu shot. Therefore, you will need to comply yearly before the beginning of any clinical experience.

Proof of current immunizations and TB Titers will be requested by fieldwork facilities.

All health information and immunization forms should be sent to university Student Health Care Center.

For information about the Student Health Care Center see <https://shcc.ufl.edu/> . The center is located at 1 Fletcher Drive, and phone number is: (352) 392-1161.

CPR

Prior to beginning any type of fieldwork or site visits, students are required to provide proof of current CPR for Health Care Providers certification. CPR certification may be through either the Heart Association or the Red Cross. Some sites require a specific certification. For student's convenience, CPR courses are offered at the CPR and Safety Training Center. Proof of current CPR certification may be requested by fieldwork sites.

Insurance

All UF students are required to have health and hospitalization insurance. The insurance must be applicable while out of the Gainesville area on fieldwork. All full-time students taking 12 or more semester hours of credit are eligible for the health insurance plans sponsored by the University. Students also must obtain a blanket liability insurance policy available at a nominal fee through the Department. Proof of both types of insurance may be requested by fieldwork sites.

Certifications and Mandatory Workshops

All students must be able to provide documentation to all fieldwork sites showing completion of four mandatory training workshops: OSHA/Infection control and HIV/Blood Borne Pathogens

courses, HIPPA and a personal safety workshop. These workshops will be offered by the OT department and scheduled prior to the fieldwork experiences.

Background Checks, Fingerprinting and Drug Screening

Fieldwork facilities often require a variety of different types of background checks. A student who is aware of a legal or conduct issue that may present a problem for fieldwork placement should contact the Program Director upon entering the program or as soon as possible for a confidential discussion of the implications. All students are expected to inquire of both Level 1 and Level 2 site placements concerning the specific background information required. The student is responsible to comply with the request in a timely manner and furnish the required documentation to the site. Some fieldwork sites also require a screening test for drug use. Students are advised that any evidence of use of illegal drugs will jeopardize their ability in the future to obtain state license to practice occupational therapy.

Occupational Therapy Education Program In Partnership with the Profession

Benefits for Fieldwork Educators

The University of Florida (UF) Department of Occupational Therapy is committed to establishing collaborative relationships with Occupational Therapy Fieldwork Educators and agencies wishing to partner with us. Each of you reading this has mentored or will mentor an OTD student from UF. You have offered your knowledge and challenges to these eager young minds, and I hope that they have stimulated yours in return. Please know how much respect we have for your expertise and the integral part you play in each student's careers.

The following benefits are offered to our Fieldwork Educators (FWEs) to foster these relationships:

Professional Development Certificates will be provided as a token of appreciation to fieldwork educators who undertake fieldwork education in addition to their already busy work schedule. These will be mailed to you upon completion of the fieldwork and serve as documentation for your Professional Development Units for NBCOT certification and CEUs for licensure. For free CEU's applicable for your Florida licensure for supervising Level II interns. Please refer to rule 64B11-5.001, Requirements for license renewal of an active license, item #12. You may access the complete rule at the Florida State Licensure website <https://www.flrules.org/gateway/ruleNo.asp?id=64B11-5.001>

Certificates of Participation that entitle you to free tuition at any Florida state school. An application for the certificates is included in the packets sent to you prior to the student's arrival for Level II fieldwork.

Library Access. All Occupational Therapy Fieldwork Educators are able to use the on-line library facilities at UF, including electronic library access to full text journals. An

application process is required for this set-up. Contact Margaret Odom by email: modem@phhp.ufl.edu or telephone 352-273-6098 for the complete procedure.

Free online job postings are provided to all our fieldwork sites. Post job openings at <https://secure.phhp.ufl.edu/ot/resources/jobsSubmitPost.php>

Professional Development Workshops. Periodically the AFWC and/or the Program Director provide *Professional Development Workshops* to fieldwork educators accepting UF students. Please contact Dr. Struckmeyer if you would like to set up a lunch & learn.

Level I Fieldwork Experience

In addition to course work, the student is required to complete a series of related Level I practicum experiences. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I fieldwork is 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. The focus of these experiences is not intended to be independent performance. Students are supervised by qualified competent personnel, who may or may not be occupational therapy personnel. These practicum experiences provide the student with an opportunity to translate theory into practice and to observe or define the roles of occupational therapy in various clinical settings. Level 1 fieldwork experiences are woven throughout the fall and spring semesters and carry specific academic and clinical requirements.

UF students complete three Level I Practicum fieldworks: Adult & Seniors with Physical Dysfunction, Pediatrics and Psychosocial. Due to the geographical location of UF, the opportunity for Level I fieldwork in the immediate area is limited. Therefore, block assignments of one week periods of 40 hours have been organized for students to complete the Adult and Senior Physical Dysfunction and Pediatric Level I fieldwork. The Psychosocial Level I fieldwork occurs throughout the spring semester at community mental health settings, substance abuse programs and inpatient psychosocial settings.

Students are guaranteed a level 1 placement. Students will provide the AFWC a list of cities they are interested in for each adult and pediatric level 1. While the AFWC will attempt to secure a placement in one of these cities there is not guarantee. Students will be provided with a list of available Level 1 psychosocial sites and will have the opportunity to submit a prioritized list of preferences.

Students learn about intervention most effectively by participating (rather than only observing) in the intervention process whenever possible. Some interventions will target preparatory skills such as range of motion, strength, or self-confidence while others will provide students with opportunities to practice and refine skills in an area of occupation, such as ADL training or leisure skills development. It is often beneficial to students to see some clients consistently over the course of the week so that they can appreciate the process of grading activities with patient improvement. Students also benefit from opportunities to

reflect on their experiences, perhaps considering types of clients who might benefit from a particular intervention, as well as contraindications for use.

Through Level I fieldwork experiences students have the opportunity to observe, evaluate and treat children, adolescents and adults with physical dysfunction, psychosocial dysfunction and/or developmental disabilities.

It is the student's responsibility to provide proof of having met all required health standards and training prior to initiating any fieldwork experience and to have provided proof of OSHA, HIV and HIPAA training. Students are also required to abide by all applicable facility policies and procedures as required for drug testing, fingerprinting and background checks.

Students can access all Level 1 forms on the course website

<http://elearning.ufl.edu/>

Level II Fieldwork Experience

Occupational therapy students complete their preparation for professional service by spending the required equivalent of 12 weeks full-time in two significantly different clinical settings. The normal progression is for the student to complete two concurrent 3-month internships occurring in May and then in August or September. Students are required to select one site primarily oriented towards treatment of adult physical dysfunction. Fieldwork must be completed on at least a half-time basis and must be concluded within one year of completion of OT coursework.

The Academic Fieldwork Coordinator will initiate student placements at the beginning of the first summer semester. Assignments are based on availability, student preferences, type of experience offered, and when indicated, the student's specific needs. Site assignment is carried out by a lottery early in the summer semester. Students may choose from sites located throughout the United States that have returned reservation forms indicating slots available for UF OT students.

Sites that are eligible to take students must ensure that therapy is supervised by a licensed occupational therapist with a minimum of one year experience and that education of students is pragmatically or philosophically supported by the administration of the facility and in accordance with our curriculum design.

Students are responsible for arranging their own transportation, housing and financing for their fieldwork experiences. Special arrangements are available through some facilities, as noted in fieldwork files, but these arrangements are subject to change. Fieldwork may take place outside the US for the second internship rotation, but must be supervised by a graduate of a WFOT approved OT program with a minimum of one year of clinical experience.

Goal Statement Concerning Level II Fieldwork

Level II Fieldwork shall be required and designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable the application of ethics related to the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to develop and expand a repertoire of occupational therapy assessments and interventions related to human performance.

A minimum of 24 weeks of Level II fieldwork is required. The clinical educator shall be an “occupational therapist who meets state regulations and has a minimum of one year practice experience, subsequent to the requisite initial certification” (ACOTE, 2011 Standards. Section C: 1.14).

Each Level II Fieldwork experience is designed collaboratively between the Academic Fieldwork Educator and the Fieldwork Coordinator at the site. Level II Fieldwork assumes that the student is prepared to practice the skills of an entry level occupational therapist. It occurs only after the student satisfies all academic and Level I Fieldwork requirements. Fieldwork must be completed on at least a half-time basis and must be concluded within one year of completion of OT on-campus coursework.

Procedure For Choosing A Level II Fieldwork Site

During the spring semester of year one in the professional occupational therapy program, a meeting will be held to discuss Level II fieldwork. Discussion will occur regarding choice selection, placement, and expectations and responsibilities of the student, Academic Fieldwork Coordinator and Fieldwork Educator.

Students are provided with multiple resources to assist them in making their selection, including information from previous students, materials sent from the fieldwork sites in the site folder (located in the course website under files), and information obtained from field visits by the AFWC.

The fieldwork file specific to each site includes but is not limited to the following information: the Fieldwork Data Form with a summary of each facility, population served, type of service available, Site Specific Objectives, past student evaluations of the site and any additional pertinent data.

Students have the opportunity to meet with the Academic Fieldwork Coordinator both individually and in groups prior to making their fieldwork selection. Students will be given a variety of suggestions to assist in the decision making process. Throughout the curricula, students will meet with the Academic Fieldwork Coordinator to further discuss fieldwork issues.

Students are guaranteed a fieldwork placement. While every attempt will be made to consider preferences students are not guaranteed their preference of locations or settings. Students will have the opportunity to review the list of reservations and list 10 preferences. The placement by preference feature in Acadaware will be used to make assignments. An appeal process is available for students who need to be placed outside of the preference system and must be submitted and approved by the Academic Performance Review committee prior to preference due date. Examples of reasons for approval are dependent care or medical needs.

Level II Fieldwork Evaluation and Grading Procedures

Each fieldwork experience will be evaluated by the student and Fieldwork Educator. The fieldwork educator will complete an evaluation of student performance (FWPE). In addition, the student will complete an evaluation of the fieldwork experience (SEFWE). Review and discussion of the completed evaluation forms will occur at the fieldwork site prior to completion of the experience.

Assignment of the final grade for the fieldwork experience is the responsibility of the Academic Fieldwork Coordinator at the University of Florida.

Grading Student Performance: Level II Fieldwork

Internships are graded on a satisfactory/unsatisfactory basis. AOTA's Fieldwork Performance Evaluation for the Occupational Therapist (FWPE) form is used, and the minimum passing score of 122 points must be attained for satisfactory performance. In addition, all "Fundamentals of Practice" items must be passed with a minimum score of three to achieve a satisfactory grade.

A copy of this evaluation form will be shared with students before they start Level II FW and is available in the course website. Original copies of the FWPE will be sent to the Fieldwork Coordinator at the site six weeks prior to each Level II fieldwork experience.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. A midterm evaluation of the student's progress in an internship is provided by the Fieldwork Educator to the student in writing and verbally. Strengths and weakness are identified and suggestions are made so that the student will reach the goal of "entry level practitioner" by the end of the internship.

The student and/or the Fieldwork Educator will report unsatisfactory student progress in the internship midterm evaluation immediately to the UF Academic Fieldwork Coordinator. Problem areas will be identified, suggestions for improved performance will be outlined, and alternative solutions will be explored towards the goal of improved performance during the second half of the internship.

Evaluation of student performance during the final week of fieldwork is required by the UF Department of Occupational Therapy. The original copy of the FWPE should be returned to the AFWC at the completion of the experience (on the same form where the student performance was also evaluated at midterm). It is requested that the grading page of the FWPE is faxed to the Academic Fieldwork Coordinator first so that the deadline for grade entry can be met.

It is required that in addition, an original AOTA form be mailed directly to the AFWC. A grade of satisfactory/unsatisfactory is recorded on a student's official transcript for each Level II fieldwork experience.

In order to determine if a student has successfully completed each Level II fieldwork experience, the Academic Fieldwork Coordinator will review the FWPE completed by the Fieldwork Educator. A grade for the Level II fieldwork experience will be determined by using the score a student received from his/her fieldwork supervisor on the FWPE.

Please note that no areas assessed on the FWPE may be marked “Not Observed”. It is the responsibility of the Fieldwork Educator to provide opportunities for participation and or discussion as appropriate for each identified area. Students are responsible for completing all of the tasks and duties assigned by the fieldwork educator prior to receiving the final evaluation from their supervisor. If a student has not completed all of the assigned tasks and duties, the supervisor is not obligated to complete the FWPE until the student has completed all of the requirements designated by the facility.

Unsatisfactory performance at midterm (score of 90 or below) may result in removal from the Level II fieldwork site. This decision will be made in collaboration with the site fieldwork educator, the academic fieldwork coordinator and the OTD program director. The Academic Performance Review committee will then convene and the student may be: 1) removed from the OTD program, 2) offered a remediation, or 3) offered the opportunity to remain at the site with a learning plan in place.

Unsatisfactory performance at the end of the Level II Fieldwork experience will result in a meeting with the OT department academic performance review committee and could mean removal from the OTD program.

In either case, the student should be functioning successfully with entry-level skills for the individual setting.

Student Evaluation of Fieldwork Experience

Students are required to complete an evaluation of each Level II Fieldwork experience. This Student Evaluation of the Fieldwork Experience (SEFWE) affords students the opportunity to provide feedback to the facility, Fieldwork Educator and the University Of Florida Department Of Occupational Therapy. This must be discussed between the student and Fieldwork Educator and then the original is to be returned to the Academic Fieldwork Coordinator at the University of Florida with signatures.

Accommodations for Students with Disabilities

Students requesting classroom or academic accommodations must first register with the Dean of Students Office/Disabilities Research Center. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For information about the policies and procedures for accommodations see: <http://www.dso.ufl.edu/drc>. Contact the DRC at 352-392-8565, by e-mail at accessuf@dso.ufl.edu or the DRC office at 0001 Building 0020 (Reid Hall).

FIELDWORK POLICIES & PROCEDURES

Introduction: Fieldwork sites are at a premium and are a valuable resource of the OT Department. The department has established fieldwork policies (i.e. Appeals, Placement by choice matching) designed to serve the largest good in the fairest possible manner. Attempts are made to accommodate individual student's needs and preferences as much as possible, however this is done in the context of attempting to equally meet the needs of other students and fieldwork sites.

Students are informed at the time of acceptance into the program that they are responsible for the financial burden of this part of their training, that this training may take place anywhere in the United States and that the student is responsible for planning and preparing for this expensive part of their education in advance. Students may also have the opportunity for international placements.

Students are required to complete Level 1 and Level 2 experiences in different settings. Additional policies can and will be added to this list to guarantee a fair and equitable distribution of fieldwork sites.

Placement by preference matching: For Level II fieldwork, in order to fairly distribute fieldwork sites among the students the students will have the opportunity to list 10 sites in order of preference. Fieldwork sites will be assigned through a computer-generated assignment according to student preferences and site availability. Acadaware is the software program used for managing the placements. Students may not switch sites once they have been confirmed with the facility.

Appeals: The appeal process is designed to meet the occasional need of a student for whom the assignment process would prove disruptive to family responsibilities and would result in the student's probable discontinuation of their schooling.

Petitions for appeal are not to be made lightly. Students should consider the gravity of their appeal and submit an appeal only if they feel they could not continue in the program and complete their training if the appeal were denied.

Appeals for special consideration in placement are based on demonstrated need for one of the following reasons: dependent care, extreme personal issues, and students with disabilities who have registered with the Office of Students with Disabilities and have a documented need for placement accommodations. Students will be informed of the dates of the appeal process, generally during the second semester of the first year of the program.

Appeal decisions are made subject to the availability of fieldwork sites. All decisions of the committee will be final. Appeals cannot be made for financial reasons. Appeals found to be made on false claims will be overturned and denied, and the student may be dismissed from the program for this unethical behavior. If not dismissed, students who falsify appeal claims will be placed in any remaining site at the conclusion of the assignment process.

Student Responsibilities: Students are responsible for independently arranging for and financing their housing and transportation for internships. Changes in marital status, financial considerations, or changed housing arrangements are not considered adequate grounds for changing fieldwork assignment. In rare instances, housing or other forms of support are provided by the facilities. However, these benefits are subject to change at any time.

Placement sites located in Florida and Gainesville are extremely limited. Thus, not more than one placement in Gainesville is likely. One site may be outside the state of Florida. Students are informed of these limitations before enrollment.

Prior to departing to fieldwork sites, it is necessary that each student shall have at a minimum:

1. Satisfactorily completed all required courses in the occupational therapy curriculum.
2. Enrolled in a liability insurance program under the blanket student policy.
3. Have personal or family medical insurance, which will provide coverage in the geographic areas to which the student will be going. Fieldwork sites are not responsible for health care needs that arise during the internship experience.
4. Proof of having received CPR Certification, and a negative TB test or chest X-ray within the last year. A current influenza vaccination is required. A record of all immunizations is also required.
5. Copy of HIPAA, OSHA/Infection control and HIV/Blood Borne Pathogens, and personal safety course completion certificates. Documentation of these requirements is the student responsibility to upload into Acadaware and maintain hard copies if their personal fieldwork folder.
6. Have complied with all site requirements. This includes, but not limited, to background check, fingerprinting and drug screening as required by sites. Separate background checks, fingerprinting,

Some fieldwork sites require testing for use of illicit drugs and if the testing is positive for drug use the student will be unable to continue in that placement. Students are advised that any evidence of use of illegal drugs will jeopardize their ability in the future to obtain state license to practice occupational therapy. Students are responsible for knowing and following all policies and procedures pertinent to them at fieldwork sites.

Grading Procedures: Each fieldwork experience will be evaluated by the student and fieldwork educator. Level 1 fieldwork's are graded using the *Level 1 Student Evaluation* form. The Level II Fieldwork Educator will complete an evaluation of student performance (FWPE) at midterm and at the completion of the experience. In addition, the student at the end of the experience will complete an evaluation of the fieldwork experience (SEFWE). Review and discussion of the completed evaluation forms will occur at the fieldwork site prior to completion of the experience. Level II fieldwork experiences are graded on a pass/fail

basis. Assignment of final grades for the all fieldwork experiences are the responsibility of the Academic Fieldwork Coordinator at the University of Florida.

Contact with Sites: All prospective and contracted fieldwork sites are considered a resource of the OT Department not the individual student. **Therefore students shall not contact fieldwork sites, currently or prospectively contracted with the university with the intent to establish personal fieldwork placement.** Students who discover or generate new fieldwork sites must recognize that all sites used by the OT Department become part of the department's pool of fieldwork sites, and as such, are open to all students through the lottery.

If a student becomes aware of the possibility of a new fieldwork site they are to inform the Academic Fieldwork Coordinator who will make the appropriate contacts and contracts with the site as the designated representative of the OT Department. If contracts with the University are arranged this site will be available to all students through the lottery. No exceptions to this policy will be made.

Absence Makeup Policy: All students are required to complete the equivalent of 12 weeks per Level II placement. Students are required to maintain the same schedule as their Fieldwork Educator (FWE). If a holiday falls within the fieldwork dates and the FWE has these off, the student is also permitted the day off. Students are allowed a maximum of two sick days per fieldwork experience. Any additional days missed (hurricanes, natural disasters) may be made up by extending the regularly scheduled fieldwork so that the student has completed the required fieldwork length. If the fieldwork site has more stringent makeup policies, the student is required to adhere to those. No vacation type absences are permitted during fieldwork.

Withdrawals: Leaving an internship site without notifying **and** receiving a written or direct telephone response from the Academic Fieldwork Coordinator and the Program Director is viewed as a serious infraction of professional ethics and is considered abandonment of one's professional responsibilities to the patients and facility. The student will receive a failing grade in the internship and will not have the option to petition to reenter the program.

ACOTE Fieldwork Standards 2011

Standard	Description
C.1.1.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.
C.1.2.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students.
C.1.3.	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.
C.1.4.	Ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.14.
C.1.6.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties at the time the student is completing Level I or Level II fieldwork experience. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
C.1.7.	Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.
C.1.8.	Ensure that the Level I fieldwork is integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
C.1.9.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.
C.1.10.	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.
C.1.11.	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.
C.1.12.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The

	student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.
C.1.13.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.
C.1.14.	Ensure that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience subsequent to initial certification and who is adequately prepared to serve as fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.
C.1.15.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.16.	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student.
C.1.17.	Ensure that supervision provided in a setting where no occupational therapy services exist includes a document plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent professional experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
C.1.18.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent</i>).
C.1.19.	Ensure that students attending Level II fieldwork outside of the United States are supervised by an occupational therapist that graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice.

Frequently Asked Questions for Fieldwork Educators (FWE)

I have lost or never received copies of the required evaluation and data forms for my student. Where can I get copies?

Please call or email the department for an original copy of the FWPE if you did not receive one. *The University of Florida must have the original AOTA form at completion of the rotation.*

In addition, students can access all these forms through the CANVAS course and provide you with a copy.

How much experience do I need to be a supervisor?

The standard C 1.14 says ... “has a minimum of one year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator.”

How many Continuing Education Units (CEUs) does a Fieldwork Educator receive for Level II Fieldwork in the State of Florida?

CEUs are earned by occupational therapy Fieldwork Educators for Level II Fieldwork only and may be applied to Florida licensure requirements. A licensee may earn up to 6 continuing education hours per biennium for supervision of Level II occupational therapy students at the rate of no more than 3 hours per student. To be eligible for the credit, the licensee must participate as the primary fieldwork educator for the student. Upon completion of the Level II fieldwork a certificate will be mailed to you by the UF program which can serve as documentation of CEUs for Florida state licensure.

How many Professional Development Units (PDUs) does a Fieldwork Educator receive for Level II Fieldwork for NBCOT certification?

PDUs are earned by occupational therapy Fieldwork Educators based upon the number of weeks they provide supervision for a Level II student. For example, a FWE may earn one PDU for each week of supervision of an occupational therapy student. Upon completion of the Level II fieldwork a certificate will be mailed to you by the program which can serve as documentation of your PDU's for NBCOT certification.

PDU's are also earned by the supervision of Level I students based upon the number of students. A Fieldwork Educator may earn one PDU for each Level I student they supervise, regardless of the hours required.

Do students have professional liability insurance? Who provides it?

University of Florida students carry student liability insurance at the rate of \$1,000,000/3,000,000. A copy of this insurance policy's declaration page will be mailed or emailed to you prior to the student's start date. In addition, your student can access this form for you through the course website.

How many Level II hours do OTR students need?

ACOTE “requires a minimum of the equivalent of 24 weeks full-time Level II fieldwork.” UF Students complete Level II fieldwork on a full-time basis unless otherwise arranged. Generally

students are scheduled 5 days per week (or 4 10 hour days). However this can be altered according to the needs of the facility, supervisor and student. At the University of Florida our students must complete two 12-week Level II internships. Fieldwork must be completed on at least a half-time basis and must be concluded within one year of completion of OT on-campus coursework.

What happens if a student misses a day?

Students are required to maintain the same schedule as their FWE. If a holiday falls within the fieldwork dates and the FWE has this day off, the student is also permitted the day off. If the FWE is scheduled to work a holiday the student is expected to work the holiday.

Students are allowed a maximum of two sick days per fieldwork experience. Any additional sick or natural disaster days missed may be made up by extending the fieldwork hours so that the student has completed the required fieldwork length. A time log may be required to document make up time. If the fieldwork site has more stringent make up policies, the student is required to adhere to those. The student must have the FWE sign an absentee form for any days missed and must then submit this to the Academic Fieldwork Coordinator. No vacation type days are permitted during fieldwork.

What happens if the Fieldwork Educator misses a day or there is a holiday?

At the discretion of the FWE, the time can be made up by being mentored by another occupational therapist at the facility, staying later on regularly scheduled days or additional days at the end of the rotation. An additional project may be assigned. Some examples of projects may include; designing an activity or piece of equipment for the clinic, putting together home programs, researching treatment methods or activities.

What do I do if I think the student is not performing as expected on the fieldwork?

If you have a student at your facility that is not passing the specific tasks listed on the Fieldwork Performance Evaluation and is not fulfilling the requirement of the specific goals set up by your fieldwork site, contact the Academic Fieldwork Coordinator immediately.

What paperwork/assignments are required by the Level II student?

Students are required to submit the following paperwork:

- Prep form: due 2 weeks prior to the fieldwork. Students are required to review the site specific objectives and provide the contact information for their fieldwork educator if different from the fieldwork coordinator.
- Week one follow up form – input is needed from the Fieldwork Educator.
- Midterm follow up form – input is needed from the Fieldwork Educator.
- Midterm scores on the FWPE form.
- Student Evaluation of Fieldwork Experience (SEFWE) form – at the end of the fieldwork experience this form must be reviewed with the supervisor and signed by both parties. This can be submitted electronically (as one document) to the AFWC.
- The **original** hard copy FWPE must be returned to the University of Florida.

All additional assignments on Level II are at the discretion of the fieldwork educator. Typical assignments performed by students include: written treatment plans on clients being served, presentation of a case study or educational topic, fabrication of a piece of equipment or activity to be left with the facility, development of a home program.

What paperwork is required of the Fieldwork Educator?

- *Copy of site specific fieldwork objectives.* You may submit specific objectives from your facility or complete the Level II Fieldwork Site Specific Objectives Checklist included in the Fieldwork Manual Companion Forms on the OT website and included in the packet mailed to you.
- *Fieldwork Data Form*
- *Fieldwork Performance Evaluation (FWPE)* – evaluation of the student completed at midterm and final. **The University of Florida must have the signed original AOTA form at completion of the rotation.**

Please notify the Academic Fieldwork Coordinator if there is a problem identified at midterm or anytime during the fieldwork.

Can a COTA supervise an OTR student?

A certified assistant can supervise a registered therapist student only during Level I Fieldwork and on an occasional day off of the OT during Level II. An occupational therapist with one year full time equivalent experience and must be the primary supervisor during Level II Fieldwork. State licensure guidelines for supervision must be adhered to.

Who do I contact at the University of Florida to setup a fieldwork site?

You should contact the Academic Fieldwork Coordinator to discuss this and begin the fieldwork contract process.

References

- ACOTE (2013). Accreditation Council for Occupational Therapy Education: Standards and Interpretive Guide.
- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68 (Suppl.1), S1–S48. doi:10.5014/ajot.2014.682006.
- American Occupational Therapy Association. (2015). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 69, 6913410052p1-6913410052p2. doi:10.5014/ajot.2015.696S17.
- American Occupational Therapy Association. (2017). Vision 2025. *American Journal of Occupational Therapy*, 71, 7103420010. <https://doi.org/10.5014/ajot.2017.713002>
- Christiansen, C. H., Baum, C. M., and Bass, J. B. (2015). Health, occupational performance, and occupational therapy. In C. H. Christiansen, C. M. Baum & J. B. Bass (Eds.), *Occupational therapy: Performance, participation and well-being* (pp. 7-21). Thorofare, NJ: SLACK Incorporated.
- Meyer, A. (1922). The philosophy of occupation therapy. *Archives of Occupational Therapy*, 1, 1-10.
- Moyers, P. A., & Dale, L. M. (2007). *The guide to occupational therapy practice* (2nd ed.). Bethesda, MD: AOTA Press
- Schaber, P. (2014). Conference Proceedings—Keynote address: Searching for and identifying signature pedagogies in occupational therapy education. *American Journal of Occupational Therapy*, 68, S40–S44. doi:10.5014/ajot.2014.685S08
- World Health Organization. How to use the ICF: A practical manual for using the International Classification of Functioning, Disability and Health (ICF). Exposure draft for comment. October 2013. Geneva: WHO.

RESOURCES

Books:

Costa, D. (2015). *The Essential Guide to Occupational Therapy Fieldwork Education: Resources for*

Today's Educators and Practitioners, 2nd ed. AOTA Press

Costa, D. (2007). *Clinical Supervision in Occupational Therapy: A Guide for Fieldwork and Practice*. AOTA press.

Eisner, D. (2016). *The Clinical Success Formula*. Dan Eisler Publishing.

General Fieldwork resources:

Articles from Florida about fieldwork: <http://www.floteceducation.org/>

AOTA Fieldwork Performance Evaluation:

Atler, K. & Wimmer, R.C. (2003). Introduction to the Fieldwork Performance Evaluations for the Occupational Therapy Student and the Occupational Therapy Assistant Student. *OT Practice*, 8(6), CE-1- CE-8.

Crist, P. (2003). The new OTS FW Performance Evaluation. *Advance for Occupational Therapy Practitioners*, 19(15), 7-8.

AOTA website: <https://www.aota.org/Education-Careers/Fieldwork.aspx>

Fundamentals of OT:

AOTA. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68(Supp. 1), S1-S48.

<https://ajot.aota.org/article.aspx?articleid=1860439>

AOTA. (2015). Code of Ethics. <http://ajot.aota.org/article.aspx?articleid=2442685>

AOTA. (2015). Standards of Practice.

<https://www.aota.org/~media/Corporate/Files/AboutAOTA/Core/Standards%20of%20Practice%20for%20Occupational%20Therapy%20FINAL.pdf>

Evaluation and Screening:

Hinojosa, J. & Kramer, P. (Eds.). (2014). *Evaluation in occupational therapy: Obtaining and interpreting data* (4th ed.). Bethesda, MD: AOTA Press.

Mulligan, S. (2014). *Occupational Therapy Evaluation for Children: A Pocket Guide* 2nd ed. Lippincott Williams & Wilkins

Vroman, K & Stewart, E. (2014). *Occupational Therapy Evaluation for Adults: A Pocket Guide* 2nd ed. Lippincott Williams & Wilkins

Intervention:

Case-Smith, J. & O'Brien, J. (2015). *Occupational therapy for children and adolescents* (7th edition). St. Louis: CV Mosby.

Crepeau, E., Cohn, E., & Schell, B. *Willard & Spackman's occupational therapy* (12th edition). Philadelphia: Lippincott, Williams & Wilkins.

Radomski, M.V. & Trombly-Latham, C.A. (Eds.). (2013). *Occupational Therapy for Physical Dysfunction* 7th ed. Philadelphia, PA: Lippincott Williams & Wilkins.

Sames, K.M. *Documenting Occupational Therapy Practice* (3rd Edition). Pearson Education, Inc.

Appendix A

Program Curriculum

Entry-Level Doctor of Occupational Therapy Program (107 credits)

Year 1

Fall

OTH 6008 Neuroscience of Human Occupation	5
OTH 6209 Applied Lifespan Human Development	3
OTH 6419 Pathophysiological Conditions in OT Practice	3
OTH 6002 Foundations of Occupational Therapy	3
	14

Spring

OTH 6423 Clinical Musculoskeletal Anatomy	5
OTH 6242 Clinical and Functional Kinesiology	3
OTH 6539 Occupational Therapy Theory	3
OTH 6722 Professional Development in Occupational Therapy	1
	12

Summer

OTH 6435 OT Clinical Skills I	2
OTH 6324 Psychosocial OT Evaluation and Intervention	3
OTH 6850 Psychosocial Level 1 Fieldwork	2
OTH 6763 Research 1: Evidence Based Practice	3
	10

Year 2

Fall

OTH 6636 Occupational Therapy Screening and Evaluation II	4
OTH 6642 Occupational Therapy Intervention II	6
OTH 6115 OT Clinical Skills 2	3
OTH 6816 Adult Level 1 Fieldwork	2
	15

Spring

OTH 6635 Occupational Therapy Screening and Evaluation I	4
OTH 6641 Occupational Therapy Intervention I	4
OTH 6812 Pediatric Level 1 Fieldwork	2
OTH 6726 OT Service Delivery and Organization	2
OTH 6906 Doctoral Mentorship 1	1
	13

Summer

OTH 6848 Level 2 Fieldwork I	6
OTH 6904 Doctoral Mentorship 2	1
	7

Doctor of Occupational Therapy Fieldwork Handbook

Year 3

Fall

OTH 6849 Level 2 Fieldwork II	6
OTH 6818 Clinical Competence Seminar	2
OTH 6819 Competency	1
	9

Spring

OTH 6700 Advocacy and Interprofessional Skills	2
OTH 6016 Advanced Occupational Therapy Theory	3
OTH 6765 Research: Methods and Design	3
OTH 6908 Doctoral Mentorship 3	2
	10

Summer

OTH 6705 Leadership and Professional Development	3
OTH 6724 Program Evaluation and Development	3
OTH 6909 Doctoral Mentorship 4	2
	8

Year 4

Fall

OTH 6985 Residency: Doctoral Experiential	7
OTH 6911 Capstone	2
	9

TOTAL CREDIT HOURS

107