

UNIVERSITY OF THE PACIFIC Occupational Therapy

School of
Health Sciences

Department Mission

The mission of the University of the Pacific's OTD program is to prepare students to become competent, socially conscious practitioners in the use of occupation as a therapeutic measure for individuals and diverse communities. The student-centered curriculum aims to optimize student understanding of the value of occupation from various perspectives across the lifespan, including biological, psychological, and social to promote a compassionate, client-centered, science-driven, and interdisciplinary team approach in the delivery of care.

FIELDWORK CONTACTS

Academic Fieldwork Coordinator:
Natalie Loera, nloera@pacific.edu

Clinical Administrative Assistant:
Aimal Naeemi, anaeemi@pacific.edu

How We Support You

- The fieldwork educator prepares ahead of time for the student's learning experiences by designing specific opportunities for the student to learn, developing site specific objectives and weekly expectations for progression toward entry-level performance.
- Regular check-in's through email, phone calls, or Zoom on student progress and/or concerns
- Reminder emails prior to mid-term & final evaluations
- Support for strategies and resources to ensure student success
- Support students in research and program development projects

CURRICULAR THREADS

1. Student-Centered Scholarship of Teaching and Learning
2. Reflective Evidence-Based Practice
3. Client-Centered Leadership
4. Occupation-Based Community Practice
5. Advocacy/Occupational Justice

Supervision Resources

- Evenson, M. E., Roberts, M., Kaldenberg, J., Barnes, M. A., & Ozelie, R. (2015). Brief Report—National survey of fieldwork educators: Implications for occupational therapy education. *American Journal of Occupational Therapy*, 69 (Suppl. 2), <https://doi.org/10.5014/ajot.2015.019265>
- Hanson, D. & Deluliis, E. (2015). The collaborative model of fieldwork education: A blueprint for group supervision of students. *Occupational Therapy In Health Care*, 1–17, <https://doi.org/10.3109/07380577.2015.1011297>
- Kemp, E. & Crabtree, J.L. (2018): Differentiating fieldwork settings: Matching student characteristics to demands, *Occupational Therapy In Health Care* <https://doi.org/10.1080/07380577.2018.1491084>
- Ozelie, R., Janow, J., Kreutz, C., Mulry, M. K., & Penkala, A. (2015). Supervision of occupational therapy level II fieldwork students: Impact on and predictors of clinician productivity. *American Journal of Occupational Therapy*, 69, <http://dx.doi.org/10.5014/ajot.2015.013532>.
- Varland, J., Cardell, E., Koski, J., & McFadden, M. (2017) Factors influencing occupational therapists' decision to supervise fieldwork students. *Occupational Therapy In Health Care*, 31:3, 238-254, <https://doi.org/10.1080/07380577.2017.1328631>
- New AOTA Fieldwork Performance Evaluation and Formstack

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6677 and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.