

UNIVERSITY OF THE PACIFIC Occupational Therapy

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.

School of Health Sciences Occupational Therapy

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

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

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