University of Minnesota

Program in Occupational Therapy

Level I Fieldwork Manual
Welcome to Level I Fieldwork

This manual serves as the syllabus for the Level I fieldwork courses and addresses the associated policies and procedures, providing you with an overview of the Level I process. This manual, the Level I Fieldwork Handbook does not answer every question you may have but supplements in-person and online resources.

Fieldwork is a highly regulated component of the occupational therapy education process and as such, adheres to our curriculum design and to standards established by the Accreditation Council of Occupational Therapy Education (ACOTE). Additionally, the University of Minnesota’s Academic Health Center has established criteria to which programs and students must adhere.

Level I fieldwork in this program occurs during the didactic portions of your curriculum in semesters one, two, four, and five. You will have one Level I fieldwork experience in each of these areas; child and youth, adult, older adult, and mental health.

From (ACOTE):
According to the 20181 ACOTE Standards and Interpretive Guide:

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients.


Individual standards that apply to Level I fieldwork include:

C.1.8: Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.

C.1.9: Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance. The program must have clearly documented student learning objectives expected of the Level I fieldwork.

Level I fieldwork may be met through one or more of the following instructional methods:

- Simulated environments
- Standardized patients
- Faculty practice
- Faculty-led site visits
- Supervision by a fieldwork educator in a practice environment

All Level I fieldwork must be comparable in rigor.

See the ACOTE standards document for all accreditation standards regarding fieldwork.
Program in Occupational Therapy Curriculum Design

The objectives for Level I fieldwork are organized around the programs curricular threads and ACOTE standards. By the end of Level I experience, students will:

- Interact professionally and therapeutically with clients as well as their families and caregivers. (B.4.1)
- Confidently apply the OT process (B.4.2; B.4.3; B.4.4; 5; B.4.6; B.4.10; B.4.19)
- Accurately report verbally and in writing observations and interactions with clients (B.4.2; B.4.6)
- Communicate effectively with members of interprofessional teams (B.4.2; B.4.6; B.4.8; B.4.23)
- Appraise own skills in work with clients and as a member of an interprofessional team (B.7.4)
- Identify goals for professional growth (B.7.4; B.7.5)
- Demonstrate the use of technology in practice - telehealth practice (B.4.15)

Placement Process of Students in Fieldwork

Level I fieldwork placements are done on a first come first served basis. You will register for either 7175, 7176, 7177, or starting second semester 7271. You will participate in each one of these courses over the first two years of the program.

Planning and Preparing for Level I Fieldwork

In collaboration with CAHP Student Services, you will be expected to provide documentation/ensure compliance with all of the following:

- Personal Data Sheet. This provides the course director with personal contact information, including medical information and emergency contacts.
- Health Provider level of CPR training (REQUIREMENT ON HOLD DUE TO COVID-19). It will need to be valid beyond the end date of fieldwork and be taken with an organization that will provide a certificate, card, or letter verifying successful completion. First aid is NOT a required component. Make sure this record of completion is also readily available to provide to the fieldwork site if requested. If you have questions about the CPR training meeting the criteria, please check with the Director of Experiential Learning.
- State of MN Background Study. You will have participated in this upon admission to the program. Keep a copy readily available for your fieldwork sites.
- HIPAA training. All AHC students are required to view the HIPAA Privacy and Security video and complete the “Safeguarding Personal Health Information on Computers” as an online course. Every U of M student, faculty member, researcher and staff member who may have access to protected health information is required to complete on-line training regarding privacy and data security.
- Blood Borne Pathogen training. Both levels of training are required.
- Immunization compliance. For a complete list and information pertaining to AHC students for specific information refer to: http://www.bhs.umn.edu/immunization-requirements.htm
- Health Insurance Plan documentation. You must carry health insurance while on fieldwork. Be prepared to provide proof of insurance to your fieldwork site.
- Liability Insurance. The University of Minnesota provides this for you while you are
participating in all fieldwork.

o Student Services Fee.
  - Students enrolled in 6 or more credits for fall and spring semester or 3 or more credits for summer term must pay a student services fee in addition to tuition. This fee provides students with access to various campus resources and services. These include but are not limited to: University-sponsored Student Health Benefit Plan, Boynton Health Services, Student Conflict Resolution Center, University Recreation & Wellness Center, and University Student Legal Services.
  - Students must review their University account (via MyU portal) each semester to ensure they have been assessed this fee to avoid interruption to these resources and services. If you are not being assessed the Student Services Fee automatically, you are required to complete the Student Services Fee Assessment Request form to be issued to the fee. Contact cahpadv@umn.edu for assist with this.

Non-compliance with any of these (and thus with the affiliation agreement) while on fieldwork will result in any of the following: removal from course enrollment, dismissal from your fieldwork site, a delay in academic progress, and/or issues with successful completion of the curriculum, depending upon your academic status.

**Additional Requirements**
Some organizations require additional specific documentation and information before you may participate in a clinical experience within their setting. Any additional costs are your responsibility. Items frequently stipulated by organizations include:
- Site-specific orientation/registration may be online or in person and frequently occurs outside of the fieldwork experience
- Additional background checks
- Additional Immunizations (e.g.; a second two-step tuberculin test)
- Drug Testing
- Health History Documentation

Audits by fieldwork sites can and do occur. It is your responsibility to meet these requirements in a timely manner as requested by the site and the Director of Experiential Learning. Failure to provide documentation in a timely manner can result in removal from a site.
Course Policies

Zoom Use, HIPAA, FERPA

Fieldwork involves participating in the OT process with clients in clinics, community, and virtual settings. This year Level I fieldwork will be completed virtually using Zoom. This requires students and faculty to follow both HIPAA and Family Educational Rights and Privacy Act (FERPA) policies depending on the population we are working with. You completed University HIPAA Training in Training Hub. For information on FERPA please go to https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

There is a special 15 minute HIPAA training related to Zoom use that you will need to complete one time at least 24 hours prior to your first Zoom Level I experience. [Zoom: Understand HCC Requirements EUS156]

While on Zoom you need to respect the privacy of your clients. What does this mean? You need to have a private space to participate in your Level I fieldwork experience. You cannot participate at your local coffee shop or in your living room with your roommates watching. If you cannot be in a private space with a closed door you need to at a minimum be seated with your back to a wall so your screen cannot be viewed by others and you need to be wearing a headset so that the conversations remain as protected as possible.

Social Media

This also requires us to follow a strict social media policy. It is expected that all students and faculty will not post any information about their clinical experiences on social media to protect the identities of the people that we serve. If you notice that someone has posted something on social media regarding their clinical experience this should be reported to the Course Director or the Director of Experiential Learning immediately.

Inclement Weather Plan

Fieldwork sites will follow the University Emergency Closing Policy.

Twin Cities: https://policy.umn.edu/operations/emergencyclosing Additional information is located on pg. 16 of the Program in Occupational Therapy Safety Manual.

Rochester: If the decision to close the Rochester campus is made, UMR administration will make all official University announcements via the radio, which is the primary source of information on University closings. To the extent possible, the UMR website and SAFE-U will also be used to make University closing announcements. Additional Information is located on pg. 18 of the Program in Occupational Therapy Safety Manual.

Absence Policy

Students are expected to be one time and prepared for all Level I fieldwork dates. Students must contact their supervising faculty member prior to the start of their fieldwork experience if unable to attend. All absences will need to be made up in a manner determined by the faculty member supervising the Level I fieldwork experience.
Dress Code Policy

Students participating in all experiential learning activities, including Level I faculty lead experiences are expected to be dressed in a professional manner. Proper attire includes khaki-type pants or dress pants that are clean, and free of holes, tears, and wrinkles; shirts must be polo style with a collar, plain, solid color, and logo free. Footwear must be closed-toed. Students should refrain from wearing any jewelry that may invade client space during experiential learning activities. Hair shoulder length and longer should be pulled back. Nails should be natural and kept short and clean. No artificial nails or extenders are permitted due to likelihood of harboring pathogens. Fragrances, perfumes, and colognes should be avoided. All students and faculty should wear their University ID at all times. With respect to patient and student safety, modifications that allow for cultural or ethnic traditional dress are permitted.

Examples of clothing that is not acceptable includes but not limited to: jeans, denim jackets; clothing that is worn, faded, or has holes; sweatpants, shorts, skirts, dresses, or leggings; t-shirts, sweatshirts, tank tops, or any other shirts that have bare shoulders. No open toe shoes, heels, or flip flops.

Any student found in violation of this policy by course director, site supervisor, or preceptor will be addressed by faculty and may be in jeopardy of being sent home from the experience for inappropriate dress resulting in making up the experience.

Late Assignment Policy

Assignments are due at the time posted in the work plans. As a course policy, late assignments will not be accepted after midnight on Monday of Week 15. Final decisions regarding late assignments are up to the discretion of the instructor of the course. For legitimate absences, notify the instructor prior to the absence and submit assignments on the due date electronically or a date negotiated with the instructor. Legitimate absences include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances.

Grading of Fieldwork Courses

All students must register for an S/N grade. The grades for all Level I fieldwork courses are based on your assignment work, assessment of your professional behaviors via the OT Program Professional Development Tool, your Evaluation of Student in Level I Experience Form, documentation provided by your fieldwork educator, and your final End of Semester Simulation grade. Grades are earned by you the student and, based upon review of all of your assignments and documentation, assigned by the Course Director.

For additional information, please refer to: https://policy.umn.edu/education/gradingtranscripts.
Additional Policies and Requirements for Level I Fieldwork

All fieldwork sites will have policies and procedures that apply to you as a student for the duration of your fieldwork rotation. In addition, you are expected to comply with the following U of MN policies and procedures. If you believe a site-specific policy and U of MN policy are in conflict or have been violated, your first action should be to report your concern directly to your Course Director. If a discussion with your Course Director does not resolve the question, contact the Director of Experiential Learning to determine next steps.

Professional, Ethical, Conduct
A key component to success in fieldwork is the ability to present and engage in a professional manner. Your ability to engage with others in a positive manner is foundational to successful completion of your fieldwork and thus the program. Throughout the program, professionalism and professional behaviors have been integrated into your learning. Additionally, be sure to review The Program in Occupational Therapy’s Minimum Technical Standards (see Attached), The Professional Development Tool (see Attached), and the Occupational Therapy Code of Ethics ([https://www.aota.org/About-Occupational-Therapy/Ethics.aspx](https://www.aota.org/About-Occupational-Therapy/Ethics.aspx)) prior to beginning fieldwork. These documents outline fundamental expectations for occupational therapists and you as an occupational therapy student. Contact the Director of Experiential Learning to discuss your ability to meet these expectations. Any report of unprofessional or unethical behavior while participating in fieldwork is taken seriously and will be reviewed closely. It may affect the grade you earn for the fieldwork course. Investigation by the Director of Experiential Learning may, in part, use the Professional Development Tool and further discussion with relevant parties.

Injuries sustained while doing fieldwork
If you sustain an injury during fieldwork, obtain the necessary treatment, complete the facility injury report following the established process, and then contact the Course Director and student services staff as soon as possible. Address all questions regarding health insurance coverage with the student health insurance plan to Boynton Health Services or Student Services staff.

Use of Personal Electronic Devices:
The use of personal electronic devices is strictly regulated by the fieldwork location. The program defers to the expectations of the individual clinical sites during fieldwork experiences. Expect that personal electronic devices (computers, tablets, cell phones) should be turned off and stowed unless specifically requested by your clinical educator or the setting. Be aware of and adhere to the requirements established by the fieldwork setting, even if you observe lack of compliance in those that are employed at the setting. Do not use your cell phone for personal calls during standard work hours.
### Disability Accommodations

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities – 612-626-1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.

- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

#### Additional information:
- Rochester - [http://r.umn.edu/student-life/student-services/disability-resources](http://r.umn.edu/student-life/student-services/disability-resources), [disability@r.umn.edu](mailto:disability@r.umn.edu)
- Twin Cities - [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/), [drc@umn.edu](mailto:drc@umn.edu)

### Mental Health & Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

### Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf)) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [https://policy.umn.edu/education/instructorresp](https://policy.umn.edu/education/instructorresp).

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty](https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if
<table>
<thead>
<tr>
<th>Electronic Aids in Exams</th>
<th>Appropriate Student Use of Class Notes and Course Materials</th>
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<tbody>
<tr>
<td>Electronic aids are permitted or prohibited during an exam.</td>
<td>Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <a href="https://policy.umn.edu/education/studentresp">https://policy.umn.edu/education/studentresp</a>.</td>
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<tr>
<th>Student Conduct Code</th>
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<td>The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.</td>
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<tr>
<td>As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: <a href="https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf">https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf</a></td>
</tr>
<tr>
<td>Note that the conduct code specifically addresses disruptive classroom conduct, which means &quot;engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student’s ability to learn.” The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.</td>
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<th>Make up Work for Legitimate Absences</th>
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<tr>
<td>Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <a href="https://policy.umn.edu/education/makeupwork">https://policy.umn.edu/education/makeupwork</a>.</td>
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<tr>
<th>Use of Personal Electronic Devices in the Classroom</th>
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<tr>
<td>Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <a href="https://policy.umn.edu/education/studentresp">https://policy.umn.edu/education/studentresp</a>.</td>
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<tr>
<th>Sexual Harassment, Sexual Assault, Stalking and Relationship Violence</th>
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<tr>
<td>The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<a href="https://eoaa.umn.edu/report-misconduct">https://eoaa.umn.edu/report-misconduct</a>). If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts. Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information confidential.</td>
</tr>
</tbody>
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### Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf).

### Academic Freedom

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

OR

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".
The University has two distinct grading scales: A-F and S-N.

**A-F grading scale.** The A-F grading scale allows the following grades and corresponding GPA points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Points</th>
<th>Definitions for undergraduate credit</th>
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<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that significantly exceeds expectations in the course.</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is above the minimum expectations in the course.</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the minimum expectations in the course.</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>Represents achievement that partially meets the minimum expectations in the course.</td>
</tr>
<tr>
<td>D</td>
<td>1.000 -</td>
<td>Represents achievement that partially meets the minimum expectations in the course.</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>Represents failure in the course and no credit is earned.</td>
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</table>

**S-N grading scale.** The S-N grading scale allows for the following grades and corresponding GPA points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Points</th>
<th>Definitions for undergraduate credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>0.00</td>
<td>Satisfactory (equivalent to a C- or better)</td>
</tr>
<tr>
<td>N</td>
<td>0.00</td>
<td>Not Satisfactory</td>
</tr>
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For additional information, please refer to: [https://policy.umn.edu/education/gradingtranscripts](https://policy.umn.edu/education/gradingtranscripts).
The University of Minnesota Program in Occupational Therapy

Minimum Technical Standards

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation. In adhering to this policy, the University abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity. The University's mission is to provide optimal educational opportunities for all students, including those with disabilities. Students are responsible for seeking assistance at the University and making their needs known. The Office of Disability Services (DS) is provided by the University of Minnesota to promote access, by ensuring the rights of students with disabilities and assisting the University in meeting its obligations under federal and state statutes. For further information, visit http://ds.umn.edu/.

The Program in Occupational Therapy requires students to engage in diverse, complex and specific experiences essential to the function of an occupational therapist assuring best practices to protect patient safety. The student must be able to participate in these experiences safely and within an acceptable amount of time. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions throughout the curriculum including all clinical rotations.

Candidates for the Program in Occupational Therapy must meet the technical standards necessary to acquire or demonstrate competence in occupational therapy as outlined in this document with or without reasonable accommodation.

Motor Skills General: The candidate should have sufficient motor functions such that they are able to execute movements required to provide general care and treatment to clients in all health care settings.
Specific:
1. It is required that a candidate possess the motor skills necessary for assessment and therapeutic procedures in a variety of positions and settings.
2. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional uses of senses within the context of provision of treatment (such as fabrication of splints or custom orthotics).
3. The candidate must be able to perform basic life support (including CPR), transfer and position clients and position and re-position self around clients.

Sensory/Observation General: The candidate must be able to acquire a defined level of information presented through demonstration and experience in the rehabilitative sciences.
Specific:
1. Candidate must be able to observe the client accurately, at a distance and close at hand, and observe and appreciate all levels of information including non-verbal communications such as vision, hearing and somatic sensation, when performing assessment and intervention.
2. Candidate must be able to learn to perform visual and tactile examinations and treatments to differentiate subtle variations in color, shape and general appearance.
3. Candidate must also possess the visual acuity to read or view various forms of documentation.
including records, charts, print and handwritten notation.

**Communication** General: The candidate must have the ability to communicate effectively and sensitively with other students, faculty, staff, clients, family and other professionals.

Specific:
1. Candidate must be able to express his or her ideas and feelings clearly and demonstrate willingness and ability to give and receive feedback.
2. The candidate must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment.
3. The candidate must be able to effectively communicate in English in oral, written and electronic forms and to retrieve information from literature, computerized databases and lectures.
4. Candidate must be able to process and communicate information on the client’s status with accuracy in a timely manner to members of the health care team.
5. The appropriate communication may also rely on the candidate’s ability to make a correct judgment seeking supervision and consultation in a timely manner.

**Cognitive** General: The candidate must be able to measure, calculate, reason, analyze, integrate and synthesize information at a level commensurate with a Masters level education.

Specific:
1. Due to the nature of a hybrid curriculum, the candidate must be able to self-organize his/her time, independently manage multifaceted demands and schedules.
2. The candidate must be able to effectively maneuver within and problem solve while working in an online context.
3. The candidate must be able to quickly read and comprehend extensive written materials.
4. Candidate must also be able to evaluate and apply information and engage in critical thinking in the classroom, lab and clinical setting all in a timely manner.
5. Candidate must be able to synthesize the information in the development of an effective treatment plan.

**Behavioral/Emotional** General: The candidate must possess the emotional health required for the utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of clients and families.

Specific:
1. The candidate must be able to maintain mature, sensitive, and effective relationships with clients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations.
2. Candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
3. The candidate must be able to balance their individual learning needs with the professional standard of protecting the safety of patients in all health care delivery environments.
4. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy regardless of age, gender, race, socioeconomic status, and disability status, religious or cultural background.
5. Candidate must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The candidate must possess skills and
experience necessary for effective and harmonious relationships in diverse academic and work environments.

6. The candidate must possess the ability to reason morally and practice in an ethical manner in accordance with professional, legal and cultural standards of practice.

Upon acceptance into the University of Minnesota’s Program in Occupational Therapy the candidate will be responsible for verifying that they understand and meet the technical standards as outlined in this document.
Any occupational therapy student applicant or currently enrolled occupational therapy students with questions about whether they can meet these technical standards due to the functional limitations from a disability should contact a disability specialist from the Disability Services Office for a confidential consultation.

Disability Services for both campuses can be contacted at:

Disability Services
University of Minnesota Twin Cities
McNamara Alumni Center
200 Oak St SE Suite 180
Minneapolis,
MN 55455
Phone: (612) 626-1333 (V/TTY)
Fax: (612) 626-9654
www.ds.umn.edu (http://www.ds.umn.edu/)

Approved by the Office of the General Counsel and the Disabilities Services Office 11/1/11.
Student Name: 

Date: 

Advisor: 

**Rating Scale of Performance:**

4: Meets competency consistently: Performance is consistent, skilled, and self-initiated

3: Meets competency occasionally: Performance is frequent and skilled

2: Area for growth: Performance requires some assistance and direction

1: Needs practice and coaching: Performance requires substantial development and/or requires much assistance and direction

<table>
<thead>
<tr>
<th>Professional Skills Competencies</th>
<th>Student Rating</th>
<th>Advisor Rating</th>
<th>Comments : Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fundamentals of Practice in Academic, Clinical, and Community Settings</em></td>
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<tr>
<td>Adheres to ethics (e.g. maintains confidentiality; follows AOTA Code of Ethics and student Code of Conduct)</td>
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<tr>
<td>Uses sound judgment (e.g. communicates with others thoughtfully and respectfully; abides by personal boundaries in interactions)</td>
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<tr>
<td>Adheres to safety regulations (e.g. follows client’s dietary restrictions; uses transfer belt; follows facility dress code; uses proper body mechanics)</td>
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<tr>
<td>Behaves respectfully towards others, valuing dignity (e.g. asks permission to engage with clients/families; uses age appropriate vocal tone)</td>
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<tr>
<td>Embraces cultural differences (e.g. seeks information to honor cultural norms; asks culturally related questions rather than making assumptions)</td>
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<tr>
<td>Acts honestly and with integrity (e.g. speaks truth in all situations; humbles self when in error)</td>
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<tr>
<td>Practices articulating OT to others (e.g. defines OT practice in various settings; contributes to explanations around practice approaches)</td>
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<tr>
<td>Accurately critiques own limitations and strengths in skills, knowledge, and abilities and adjusts behavior accordingly (e.g. humbles self in inquiry)</td>
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<tr>
<td>Shows initiative and is prepared for work (e.g. starts work on time with proper planning completed ahead of the task)</td>
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</table>

**Resources:**


<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fosters the collaboration of others with encouragement and by recognizing their contributions</td>
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<tr>
<td>Sets an example for others (e.g., rises to a challenge; moves out of comfort zone; admits when own actions did not contribute to a desired outcome and how they could have been improved)</td>
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<tr>
<td>Celebrates the success of others on team</td>
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</tbody>
</table>

**Professional Communication**

| Chooses effective communication tools and techniques to facilitate discussions (e.g. demonstrates a variety of techniques) |
| Expresses knowledge and opinions with clarity and respect: working to ensure common understanding (e.g. seeks clarification humbly and appropriately) |
| Listens actively and encourages ideas and opinions from others (e.g. maintains eye contact and facial expressions welcome input) |
| Uses tactful, respectful language appropriate to the given situations (e.g. when giving constructive feedback) |
| Recognizes own communication strengths and areas for growth (e.g. communicates with supervisor about personal style that works best) |
| Articulates OT effectively to others (e.g. defines OT practice in various settings; contributes to explanations around practice approaches) |
| Uses social media platforms and electronic communication tools respectfully and within professional parameters (e.g. properly tailors email and online communication to meet the demands of the task) |
| Adjusts communication techniques and style to the audience members (e.g. speaks to audience at an appropriate level) |

**Additional Comments:**

__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________________