

## 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.

## 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](mailto:nloera@pacific.edu)

Clinical Administrative Assistant:  
Aimal Naeemi, [anaeemi@pacific.edu](mailto:anaeemi@pacific.edu)

## Supervision Resources

University of the Pacific's Level I Coordinator and Academic Fieldwork Coordinator will collaborate with the site and coordinators to develop site objectives and determine specific needs of community site.

Our Level I coordinator will supervise students during their experience and will be in regular contact with site. Site supervisors may also include licensed or otherwise regulated occupational therapists, occupational therapy assistants, teachers, social workers, and other healthcare providers.

Students engage with the community site and members with a focus on learning objectives that address psychosocial needs of the site.

Students develop a project at the end of their experience that aligns with the needs of the community site.

Brown, A. B., & Mohler, A. J. (2020). SELTEC: Service and Experiential Learning Through Engagement in the Community: A Level I Fieldwork Model: Part 1. *Journal of Occupational Therapy Education*, 4 (3). <https://doi.org/10.26681/jote.2020.040317>.

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>

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>.

## 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