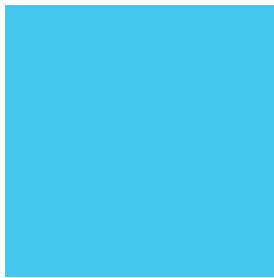


2026-2027 Student Handbook

Department of Occupational Therapy

Clinical Doctorate in Occupational Therapy (Entry-Level)



UAB
The University of
Alabama at Birmingham.
School of Health Professions

UAB SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF OCCUPATIONAL THERAPY
ENTRY-LEVEL OCCUPATIONAL THERAPY DOCTORATE PROGRAM
2026-2027 ACADEMIC HANDBOOK



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09/25/2026

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09/25/2026

Date



Mark Merrick, PhD, AT, ATC, FNATA, FNAP, FASAHP
Dean
School of Health Professions

09/25/2026

Date

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Introduction

Dean's Welcome Message

Welcome to the University of Alabama at Birmingham School of Health Professions where you are joining a legacy of excellence!

We are one of the six schools comprising the renowned UAB Academic Health Center. We offer more than 30 programs and 40 offerings at the certificate, baccalaureate, master's, and doctoral levels. And we are home to nearly 3,000 undergraduate and graduate students.

You came here for an outstanding education, and we provide exactly that. However, only you can control whether you will become an excellent professional. To do so, you must challenge yourself every day and take advantage of all our vast resources, state-of-the-art facilities and research opportunities during your academic and clinical education. You also need to make the most of your access to the world-class faculty who are here to teach and support your journey. You didn't enroll here to be to be an amateur. You came to become a professional, and not an average one. I encourage you to become a "Pro" and an excellent one at that. Own it, live it, excel at what you do, and make both us and yourself proud.

I look forward to seeing you grow in your respective fields and watching you become the leader we know you can be.

Go Blazers!

Mark Merrick, Ph.D., AT, ATC, FNATA, FNAP, FASAHP
Dean, UAB School of Health Professions

Overview of the School of Health Professions

The UAB School of Health Professions (SHP) is one of the largest academic institutions of its type in the United States. What began in the 1950s as a collection of training programs in various para-professional disciplines has grown into an internationally recognized center of academic and research excellence.

Today, we have five academic departments – Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy – that are housed in four buildings: Susan Mott Webb Nutrition Sciences Building (WEBB), Learning Resource Center (LRC), the School of Health Professions Building (SHPB), and the Center for Biophysical Sciences and Engineering (CBSE).

We are proud of many accomplishments including:

- *U.S. News & World Report* ranks all eligible SHP programs in the nation's top 25.
- Research funding is at an all-time high of \$26+ million and growing.
- Nearly 10 of our programs you will only find in Alabama at UAB.
- Our school has never been stronger or better positioned as a national leader in health professions education. And this status will only grow stronger as we continue to welcome students like you.

DISCLAIMER

This Handbook is an overview of general academic regulations specific to SOHP programs at UAB. Although UAB will make its best efforts to abide by this handbook, UAB reserves the right to interpret and apply its procedures and policies, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the program. UAB also reserves the right to address issues not covered in this handbook and to make changes to the policy without advance notice. Changes become effective at the time the proper authorities determine so and the changes apply to both prospective students and those already enrolled. Please refer to our website for the most up-to-date version.

All students are responsible for knowing and abiding by the general University rules and regulations pertaining to studying at UAB and the specific academic requirements of their particular degree program. This Handbook is not intended to nor does it contain all policies or regulations applicable to students. Each student is responsible for familiarizing him/herself with the contents of this Handbook. Although the policies contained herein are intended to reflect current rules and policies of the University, users are cautioned that changes or additions may have become effective since the publication of this material. In

the event of a conflict, current statements of Board policy contained in the Bylaws, Rules, official minutes, and other pronouncements of the Board or Chancellor, or superseding law, shall prevail.

This Handbook does not constitute a contract and may not be deemed or construed as part of any contract between UAB and any student or student representative.

Important Information You Should Know

Although UAB works hard to prepare students for future careers in their desired fields, employment and salaries are not guaranteed. Employment outcomes depend on a student's efforts and market conditions. Students are responsible for understanding their financial responsibilities. [Tuition costs can be found on this UAB website](#). Scholarships are competitive and not guaranteed. Admission to other graduate or professional programs is also not guaranteed. Advisors will provide students with guidance, but students are ultimately responsible for degree completion, and timelines for completion may vary based on individual circumstances.

Section 1 – School and University Information

Academic Calendar

All dates related to registration, payments of tuition and fees, drop/add dates, other administrative requirements, and official school holidays are recorded on the [UAB Academic Calendar](#).

Academic Integrity Code

The University established a new Academic Integrity Code effective August 23, 2021. This Code, which applies to undergraduate, graduate, and professional students as well as all academic activities, defines academic misconduct and outlines procedures for breaches of the code. The Academic Integrity Code process is managed by the Academic Integrity Coordinator (AIC). In the School of Health Professions, the AIC is the Associate Dean for Academic and Faculty Affairs, and the office is located in SHPB 660. [You can see the full text of the Academic Integrity Code online.](#)

Advising

Undergraduate student advising is provided through advisors assigned to each program as well as through the Office of Student Services. Advisor and recruiter contact information can be found on the [Office of Student Services Website](#). Graduate student advising is provided through the SHP graduate programs.

Ambassadors

Ambassadors help to spread awareness of the School of Health Professions and its multifaceted undergraduate and graduate programs, serve as liaisons between the department and university-wide student organizations, and serve as a student voice in school and university committees. The SHP Ambassadors help to support the programs within the school that will impact recruitment and retention initiatives. [You can learn more about the SHP Ambassadors on their webpage.](#)

AskIT

AskIT is the technology help desk for faculty, staff, and students. You will be asked to supply your BlazerID when you request assistance. Contact them by phone at 205-996-5555 or [via email](#) or [visit the AskIT service portal online](#).

Attendance

Class attendance is expected in all SHP programs. Specific class, laboratory, or clinical site attendance requirements may be more stringent than university guidelines. Refer to the

program requirements in this handbook and in course syllabi for policies. The UAB attendance policy is as follows:

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and in those instances requires that instructors provide a reasonable accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

- Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences for students who have approved disability-related absence accommodations through Disability Support Services may follow the reasonable number of absences outlined in their flex plan or as determined by the instructor. Students are responsible for notifying instructors of these and any other approved accommodations through their Notice of Accommodations letter.
- Absences due to participation in university-sponsored activities when the student is representing the University in an official capacity and as a critical participant, provided that the procedures below have been followed:
 - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.
 - If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.
- Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students.
- Absences due to religious observances provided that students give faculty written notice prior to the drop/add deadline of the term.

In these instances, instructors must give students the opportunity to complete assignments in a way that corresponds as much as possible to the nature, scope, and format of the original. Options may include making up exams or other assignments,

rescheduling student classroom presentations, or arranging for early or late submission of written assignments. The course make-up policy should be included in the syllabus.

BlazerID / BlazerNET / Email

BlazerID

All students receive a unique identifier, the BlazerID, established at [BlazerID Central](#). Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET

[BlazerNet](#) is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus.

Email

UAB student email is provided through Microsoft Office 365, a cloud-based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage. The UAB email is the official communication medium for courses, news, information, and announcements. Students should not forward their UAB account to a personal email account. UAB is not responsible for information not received by the student due to the 'redirecting' of a UAB account to another email server.

Blazer Express

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please [visit the Blazer Express website](#).

Bookstore

There is one bookstore located on the UAB campus in the Hill Student Center. It offers a wide variety of products and services to students, including online purchasing and shipping. The bookstore stocks UAB memorabilia and college wear in addition to all required textbooks and course material. Visit [the UAB Barnes and Noble Bookstore online](#) for more details.

Campus OneCard

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and for other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available on the [UAB OneCard website](#).

Campus Map

[UAB's campus map can be found online.](#)

Campus Safety

[Campus safety procedures and resources can be accessed online.](#)

Canvas Learning Management System

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at the [UAB Center for Teaching and Learning website](#). Students should monitor their course sites routinely for communication from faculty and to manage course assignments.

Catalog

The UAB Catalog is published annually and includes UAB's courses, policies, and curricula. Students can [find the Undergraduate or Graduate catalog online](#).

Community Standards and Accountability

[Community Standards and Accountability](#) is responsible for upholding the integrity and purpose of the University through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. UAB Student Advocacy, Rights & Conduct (SARC) delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development. More information can be found at the [UAB SARC website](#). [The UAB student conduct code may be accessed online](#).

Counseling Services

Student Counseling Services offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. Student Counseling Services is located on the 3rd floor of the Student Health and Wellness Center at 1714 9th Avenue South. For more information, call 205-934-5816 or [visit the Student Counseling Services website](#).

Disability Support Services (DSS)

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please [contact Disability Support Services for information on accommodations, registration, and](#)

[procedures](#). Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty, and staff. If you have a disability but have not contacted DSS, please call 205-934-4205 or visit [the DSS website](#).

If you are a student registered with Disability Support Services, it is your responsibility to contact the course instructor to discuss the accommodations that may be necessary in each course. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving academic adjustments. Reasonable and timely notification of accommodations for the course is encouraged and provided to the course instructor so that the accommodations can be arranged.

Emergencies

Report suspicious or threatening activity to the UAB Police Department immediately. Law enforcement officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

Behavioral Threat Assessment and Management (BTAM)

The UAB and UAB Medicine Behavioral Threat Assessment and Management Team (BTAM) is an interdisciplinary team dedicated to maintaining a safe, secure, and healthy campus environment for all students, employees, and visitors. BTAM uses a structured, proactive process to identify, assess, and manage behavioral threats to campus safety and well-being. Concerning behaviors—such as a significant change in academic performance or conduct, aggressive or irrational behavior, expressions of severe distress, or inability to control anger—should be reported promptly. Non-emergency situations involving students may be reported through the Division of Student Affairs at (205) 975-9509 or via the online reporting form. For more information, visit the [UAB BTAM website](#).

UAB Police:

For an emergency, dial 911 *from a campus phone*. For non-emergencies call: 205-934-3535 or 205-934-HELP (4357) or 205-934-4434.

Emergencies affecting campus are communicated via the following:

- UAB Severe Weather & Emergency Hotline 205-934-2165
- [UAB home webpage](#)
- [UAB Emergency Management webpage](#)
- Announcements on [BlazerNET](#)
- Cell phone messages and SMS text via B-ALERT. [Register for B-ALERT online](#).

Nondiscrimination Statement:

UAB is an [Equal Employment/Equal Educational Opportunity Institution](#) dedicated to providing equal opportunities and equal access to all individuals regardless of race, color, religion, ethnicity, national origin, sex (including pregnancy), genetic information, age, disability, and veteran's status. As required by Title IX, UAB prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to UAB's Assistant Vice President and Senior Title IX Coordinator. [The Title IX notice of nondiscrimination is located online.](#)

FERPA Training

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides protection for all educational records related to students enrolled in an educational program. UAB has a dedicated [FERPA website](#) with information about your rights and protection of your records. You may [email any questions or concerns about FERPA issues](#) to FERPA@uab.edu. All SHP students are required to complete FERPA Training. The course can be accessed at [THIS WEBSITE](#).

Financial Aid

Financial Aid Counselors are available each day in the One Stop Student Services Office located in the Hill Student Center, [1400 University Blvd.](#) Suite 103. If you have general questions, you can contact the Office of Student Financial Aid at 205-934-8223 or [via email](#). For additional financial aid information [visit the UAB Cost & Aid website](#).

Food Services

There are several dining facilities available on campus. The [campus dining map](#) can show you the closest to the SHP buildings. For additional information about meal plans and campus dining facilities [visit the Campus Dining website](#).

Graduate School

The UAB Graduate School offers doctoral programs, post-master's specialist programs, and master's level programs. Graduate programs in SHP are coordinated through the Graduate School, and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at [the UAB Graduate School website](#). Policies and Procedures for the Graduate School can be found in the [Graduate School Catalog](#).

Graduation

All students must complete an application for degree six months prior to graduating and no later than the deadline in the academic calendar. The University holds commencement every semester. Check the [UAB commencement website](#) for the most current information.

Health Insurance

To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, the University of Alabama at Birmingham (UAB) requires all students to have major medical health insurance. Students can provide proof of their own private coverage or be enrolled in the Student Health Insurance Plan. The plan is a 1-year commercial policy provided by United HealthCare and is re-negotiated annually. This policy is a comprehensive health insurance policy at an affordable cost that is specifically designed to meet the needs of UAB Students. If you are required to have insurance but have sufficient coverage on another plan and wish to opt out of the Student Health Insurance Plan, you are required to submit a waiver to Student Health Services at the beginning of every semester. More information including submitting a waiver can be found at the [UAB Student Health Insurance Waivers website](#).

HIPAA Training

The Health Insurance Portability and Accountability Act (HIPAA) includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at [UAB Online Learning](#). Compliance with the training requirement is monitored by the Office of Academic and Faculty Affairs.

Honor Societies

All students in the School of Health Professions are eligible for consideration for the Alpha Eta Honor Society. The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A) and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.

Immunization Policy

To provide a safe and healthy environment for all students, faculty, and staff at the University of Alabama at Birmingham (UAB), first-time entering students, international students and scholars, and students in clinical & non-clinical programs, must provide

proof of immunization against certain diseases, unless they have an approved medical or religious exemption. Full details can be found on the [UAB Immunizations webpage](#).

Institutional Review Board for Human Use (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the [IRB website](#).

Intellectual Property

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues, as well as University Policies on Patents, Copyright, and Intellectual Property are on [the Office of Compliance & Risk homepage](#).

Lactation Centers

The University has provided several lactation centers for students, faculty, and staff across the campus. Visit [the UAB Lactation Resources webpage](#) for a resource guide and a location map. The School of Health Professions' lactation room is in the Susan Mott Webb Nutrition Sciences Building at [1675 University Blvd](#), Room 431. Lactating students enrolled in the School of Health Professions have access to the room via their student ID/OneCard. If you cannot access the room, contact the building administrator, Julia Tolbert-Jackson at 205-873-5666.

Libraries and Learning Resource Center

[UAB's libraries](#) house excellent collections of books, periodicals, microforms, and other media. Students have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation.

SHP Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing, and innovative learning environment. It provides audio/visual support, and information technology management of public, classroom, and testing labs. The building is at [1714 9th Avenue South](#), and the SHP student space is on the second floor. You can contact LRC staff [via email](#) or via phone at 205-934-5146.

Lister Hill Library of the Health Sciences

[Lister Hill Library](#) (LHL) is the largest biomedical library in Alabama and one of the largest in the south. It is located [across the crosswalk](#) from the School of Health Professions.

Mervyn H. Sterne Library

[Mervyn H. Sterne Library](#) has a collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences. It is located at [917 13th Street South](#).

UAB Student Conduct Code

The Student Conduct Code promotes honesty, integrity, accountability, rights, and responsibilities expected of students consistent with the core missions of the University of Alabama at Birmingham. This Code describes the standards of behavior for all students, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. Behavior that violates UAB standards of conduct listed within the Student Conduct Code and elsewhere will be subject to disciplinary action through the appropriate conduct process. Whether it is determined that an individual or group is responsible for the violation(s), either by direct involvement or by condoning, encouraging, or covering up the violation, appropriate response will occur with respect to the individual(s) and/or group involved.

[Undergraduate Non-Academic Policies](#)

[Graduate Non-Academic Policies](#)

One Stop Student Services

The mission of the One Stop is to provide a single point of professional integrated service to students. The One Stop serves students who need assistance with academic records, financial aid, registration, student accounting, OneCard, and other related topics. One Stop is located in the Hill Student Center, [1400 University Blvd.](#) Suite 103. You may contact the [One Stop](#) office by phone or email at 205-934-4300, 855-UAB-1STP (855-822-1787), [or via email](#).

Parking

Student vehicles must be registered with [UAB Parking and Transportation Services](#), located at [608 8th Street South](#). Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student's account.

Plagiarism and TurnItIn

Plagiarism violates the Academic Integrity Code and will be addressed in accordance with it. All papers submitted for grading in any SHP program may be reviewed using the online

plagiarism monitoring software. Please note that all documents submitted to [TurnItIn](#) are added to their database of papers that is used to screen future assignments for plagiarism.

Recreation Center

The [Campus Recreation Center](#) is located at [1501 University Blvd.](#) A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track.

School of Health Professions Awards

All students in the School of Health Professions are eligible for consideration for [the SHP Student Awards Program](#), which includes the following awards:

- **Alfred W. Sangster Award for Outstanding International Student** – This award is presented annually to an international student in recognition of their academic and non-academic achievements.
- **Cecile Clardy Satterfield Award for Humanism in Health Care** – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care.
- **Charles Brooks Award for Creativity** – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student's academic activities.
- **Dean's Leadership and Service Award** – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community.

A call for nominations will be sent to program directors each year. Please refer to the program section of this handbook for awards available to students in individual programs.

School of Health Professions Scholarships

SHP has several scholarship opportunities for students enrolled in SHP programs. The Scholarship Committee, comprised of faculty from each department, reviews and selects awardees. Please go to [the SHP Scholarship Application webpage](#) for a list of scholarships and instructions for application.

Application announcements are made by the Office of Academic and Faculty Affairs. Many programs in SHP also have scholarships available to currently enrolled students in those programs. Please refer to the program section of this handbook for more information.

School of Health Professions Shared Values

- Collaboration
- Compassion & Caring
- Excellence & Achievement
- Integrity
- Respect
- Service
- Social Responsibility
- Stewardship

Social Media

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. For more information visit [the UAB Social Media Guidelines webpage](#). The school's official sites are on the following platforms:

- [Facebook](#)
- [Instagram](#)
- [LinkedIn](#)
- [Vimeo](#)
- [X/Twitter](#)
- [YouTube](#)

Student Health Services

The University provides prevention, counseling, and treatment services to students through [Student Health Services](#) (SHS) located at [1714 9th Avenue South](#). Appointments may be scheduled via [their online portal](#).

Title IX

In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of sex in any of its programs or services. The University is committed to providing an environment free from discrimination based on sex and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources, and supports, please visit [the UAB Title IX webpage](#).

Tuition and Fees

[UAB tuition and fees are published online](#). They may be paid through BlazerNET. SHP programs have specific fees attached to programs, courses, and/ or laboratories. Payment deadlines for each semester are published on the official academic calendar. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

Weather

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. UAB has a dedicated [Preparedness webpage with Severe Weather Gathering Points and supply lists](#). Other information sources include the [B-ALERT System](#) (contact information must be setup and current) and the UAB Severe Weather & Emergency Hotline 205-934-2165.

Withdrawal from Course / Program

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and/or program director. Most programs in the School of Health Professions are full-time and the curricula specifically sequenced. Withdrawal from a course may risk you having to wait to register for the class again. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. For more information [visit the UAB Add/Drop, Extended Drop and Withdrawal Policy webpage](#), which also includes a medical withdrawal policy.

Section 2 – SHP and UAB Policies

School of Health Professions Policies

Dismissal of Student for Failure to Make Satisfactory Academic Progress

[Dismissal of Student and Appeal Process](#)

Emergency Plan – SHPB/LRC/WEBB

[SHPB/LRC/WEBB Emergency Plan](#)

Background Check and Drug Screen Policy

Students in SHP programs are required to undergo a background check and drug screen using the school's approved vendor, [Disa Healthcare Technology](#), at the time of program admission, and again, prior to placement in a fieldwork placement (clinical, internship, practicum, residency, etc.). Additional checks/screens may be required by the individual sites therefore; students should work with the program to ensure compliance requirements are met. Instructions for requesting the background check and drug screens are provided to students by their programs. Students in SHP undergraduate programs must complete a module on drug screening and background checks during their first semester. The module will be located in Canvas, UAB's learning management system.

The [SHP Office of Academic and Faculty Affairs](#) is responsible for ensuring student compliance with the Background Check and Drug Screen Policy throughout the program. Students found to be non-compliant with this policy will not be allowed to matriculate in the program (orientation, attend class, fieldwork placement, etc.) until all requirements are met. Program Directors, Fieldwork Coordinators, and students will be notified of non-compliance and a hold will be placed on the students' account.

- Fees for these screenings will be the responsibility of the student.
- The rules and regulations governing individual fieldwork placement sites may include additional provisions and/or more stringent guidelines which supersede this policy. Fees for these screenings are the responsibility of the student.
- Should your criminal background check contain issues, or if you fail a drug screen that may prevent you from receiving or sitting for board certification/licensure, a representative from the Office of Academic and Faculty Affairs will contact you. Depending upon the outcome, students will have a registration hold placed on their account until in compliance and this may result in being dismissed from the program. See your program's guidelines regarding specific consequences.

Programs requiring a criminal background check and drug screening by the end of the first semester of enrollment and again, prior to fieldwork placement (if applicable in the program requirements), are the following:

- Administration Health Services, PhD
- Biomedical Sciences to Biotechnology Fast Track
- Biomedical Sciences to Clinical Laboratory Science Fast Track
- Biomedical Sciences to Health Physics Fast Track
- Biomedical Sciences to Nuclear Medicine & Molecular Imaging Sciences Fast Track
- Biomedical and Health Sciences, MS
- Biotechnology, MS
- Biotechnology, PhD
- Dietitian Education Program, Graduate Certificate
- Genetic Counseling, MS
- Health Administration (Residential), MSHA
- Health Care Management to Healthcare Quality and Safety Fast Track
- Health Care Management to Health Informatics Fast Track
- Health Care Management to Occupational Therapy Doctorate Fast Track
- Health Physics, MS
- Medical Laboratory Science, MS
- Nuclear Medicine & Molecular Imaging Sciences, MS
- Nutrition Sciences, MS
 - Dietetic Internship Clinical Track
 - Dietitian Education Program
 - Research Track
- Nutrition Sciences, PhD
- Occupational Therapy, OTD – (entry level)
- Physical Therapy, DPT
- Physician Associate Studies, MSPAS
- Rehabilitation Science, PhD

The following students enrolled in SHP undergraduate programs will complete a learning module related to background checks and drug screens in Canvas, UAB's learning management system by the first semester of enrollment. If a fieldwork placement (clinical, internship, practicum, residency, etc.) is required, students must complete criminal background checks and drug screens prior to the first day of the semester of a fieldwork placement:

- Health Care Management, BS

- Biomedical Sciences, BS
- Nutrition Sciences, BS
- Disability Studies and Rehabilitation Science, BS

Programs waived from the Criminal Background Check and Drug Screening requirements are the following:

- Applied Mixed Methods Research, Graduate Certificate
- Biotechnology Regulatory Affairs, Graduate Certificate
- Clinical Informatics, Graduate Certificate
- Health Administration (International and Executive tracks), MSHA
- Health Informatics, MSHI
- Healthcare Finance Management, Graduate Certificate
- Healthcare Leadership, DSc
- Healthcare Leadership, Graduate Certificate
- Healthcare Quality and Safety, MS
- Healthcare Quality and Safety, Graduate Certificate
- Health Services Research, MS
- Healthcare Simulation, MS
- Healthcare Simulation, Graduate Certificate
- Nutrition for Community Health, Graduate Certificate
- Nutrition Sciences, MS
 - Clinical Track-Prior Learning
 - Lifestyle Management and Disease Prevention Track
- Low Vision Rehabilitation, Graduate Certificate
- Multi-Tiered Approach to Trauma, Graduate Certificate
- Occupational Therapy Doctorate (Post Professional)
- Physical Therapy Residencies (Neurologic, Orthopedic)
- Primary Care Physical Therapy for Underserved Populations, Graduate Certificate

Students enrolled in exempt programs who participate in a course(s) incorporating community, corporate or other high impact, out-of-classroom activities such as service learning, capstone projects or other hands-on learning experiences, may be required by placement sites to submit background check and drug screening results. Students are responsible for the fees associated with such screening.

Disa Healthcare Technology Instructions

[Disa Healthcare Technology](#) is a secure platform that allows you to order your background check & drug test online. Once you have placed your order, you may use your login to access additional features, including document storage, portfolio builders and reference

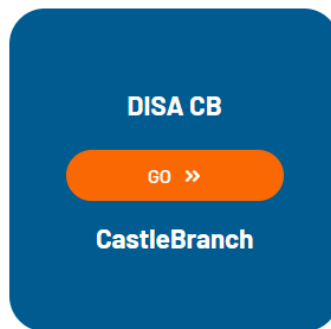
tools. Disa Healthcare Technology also allows you to upload any additional documents required by your school.

Order Summary

- Required Personal Information
 - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number, and email address.
- Drug Test (LabCorp)
 - Within 24-48 hours after you place your order, the electronic chain of custody form e-chain will be placed directly into your CastleBranch account. This e-chain will explain where you need to go to complete your drug test.
- Payment Information
 - At the end of the online process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted, but will result in a \$10 fee and additional turn-around-time.

Place Your Order

[Visit the website](#), click “place order” and choose the Disa CB platform (see logo screenshot below).



Enter package code AHO1 – Background Check and Drug Test. You will be required to enter your program under “Student Information” classification. You will then be directed to set up your Disa/CastleBranch profile account. This package code is for the following majors:

- Health Care Management
- Biomedical Sciences
- Biotechnology
- Biomedical and Health Sciences
- Genetic Counseling
- Health Administration – Residential (MSHA)

- Health Care Quality and Safety (not employees of health care organizations)
- Health Informatics
- Health Physics
- Medical Laboratory Sciences
- Nuclear Medicine and Molecular Imaging Sciences
- Occupational Therapy
- Physical Therapy
- Physician Associate Studies
- Rehabilitation Sciences

View Your Results

Your results will be posted directly to your Disa/CastleBranch profile account. You will be notified if there is any missing information needed to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school’s administrator can also securely view your results online with their unique username and password. If you have any additional questions, you may contact the Service Desk at 888-723-4263 x 7196 or submit a question [using the online contact us form](#).

Accidents / Injuries Occurring on Campus:

All accidents/injuries occurring while involved in a program associated with the School of Health Professions are to be promptly reported to the faculty member in charge of class. Incident reports for accidents and injuries must be filed with the Department Administrative Office within 48 hours of the incident. Failure to report accidents or injuries within 48 hours of the incident may impact UAB’s ability to address the accident or injury.

Accident / Injury Reporting Procedure

When a student, visitor, faculty, or staff is involved in an accident or sustains an injury while involved in a program associated with the School of Health Professions, an accident / injury report is required. The faculty member in charge of the class where the injury occurs, or who is the first point of contact following the injury should download and complete this [Incident Report Form](#).

Needlestick/ Blood or Body Fluid Exposures

When a student, visitor, faculty, or staff is involved in a body fluid or needlestick exposure while involved in a program associated with the School of Health Professions, they should follow the procedures on [the UAB Human Resources website](#). The faculty member in charge of the class where the exposure occurs, or who is the first point of contact following the injury should download and complete this [Incident Report Form](#).

Undergraduate and Graduate Volunteer Research:

Undergraduate or graduate volunteer students wanting to conduct research in a School of Health Professions laboratory should contact [Dr. Samantha Giordano-Mooga via email](#) for requirements.

UAB Policies

Academic Progress

[UAB Academic Progress policy for Graduate Students](#)

[UAB Academic Progress policy for Undergraduate Students](#)

Health

[UAB Policy on Immunizations](#)

[UAB Policy on Needle Sticks and Exposures](#)

Equal Opportunity

[UAB Policy on Equal Opportunity and Discriminatory Harassment](#)

Police and Public Safety

[UAB Policy on Campus Safety](#)

[UAB Policy on Firearms, Ammunition, and Other Dangerous Weapons](#)

Research and Scholarly Activities

[UAB Policy on Academic Integrity Code](#)

[UAB Policy on Ethical Standards in Research and Other Scholarly Activities](#)

[UAB Policy on Patents](#)

Substance Use/Abuse

[UAB Policy on Alcoholic Beverages, Use and Consumption](#)

[UAB Policy as a Drug Free Campus](#)

[UAB Policy on Non-Smoking](#)

Technology

[UAB Policy on Technology Resources](#)

Student Complaints

[UAB Complaint Policy](#)

Section 3: Program Specific Information

Occupational Therapy Doctorate Program

Program Overview

Occupational therapy is a client-centered health profession concerned with promoting health and wellbeing through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life.

Occupational therapy practitioners achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement. (WFOT 2012)

Introduction

Welcome to the entry-level Clinical Doctorate in Occupational Therapy (OTD) Program in the School of Health Professions at UAB.

The purpose of this document is to present the policies of the UAB Department of Occupational Therapy and to specify the standards of student scholastic performance and professional conduct.

Students must read this document carefully to gain a precise understanding of department expectations. These policies are intended to ensure matriculation practices, preservation of student rights, and promotion of a standard of performance that will qualify the student to meet the demands and challenges of occupational therapy practice.

The program you are entering will prepare you as generalists to practice occupational therapy. The program's focus is on enabling occupational participation at the individual, organization/community, and population levels. The curriculum will develop your knowledge and skills to become a critical and creative problem solver who analyzes the physical, mental, and social components of activities. You will learn to work collaboratively with your clients to begin or resume participating in daily occupations that are meaningful and lead to more productive and purposeful lives for them. The faculty urges you to commit to learning and to maintain the highest level of achievement. You are investing in your future as a professional person and in the occupational therapy profession, and these policies have been implemented to assist you.

The Student Handbook serves as a contract between you, the faculty, and the program. Once you have read and understand the contents, you will be asked to

electronically acknowledge your commitment to the information, policies, and procedures included within it.

Mission, Philosophy, and Curriculum Design

Introduction

The UAB Department of Occupational Therapy's mission reflects the philosophy of occupational therapy as well as promotes and enhances the mission and strategic vision of both the University of Alabama at Birmingham (UAB) and the School of Health Professions (SHP):

The Institution: The University of Alabama at Birmingham

Institutional Philosophy: At UAB, we have never settled on the limitations of the present—we have helped build the future through new ideas and initiatives in the classroom, the laboratory, the studio, and the clinic. UAB's vision, mission, and shared values provide a foundation for the university's strategic plan.

UAB's Vision: UAB is a world-class research university and academic health system committed to understanding and improving the human experience.

UAB's Mission: UAB enriches society and improves health and well-being through transformational educational experiences, groundbreaking research, innovation and entrepreneurship, community engagement, and world-class patient care while serving our UAB, local, and global communities.

UAB's Values: UAB Shared Values: We CARE

Collaborate: Work as a team for the greater good.

Act with integrity: Be accountable and always do the right thing.

Respect all: Champion diversity and opportunities for all, with civility.

Excel: Innovate and strive for excellence in everything we do.

The foundation of the university's mission rests on four foundational pillars. These are:

Education: Prepare UAB's student body to become healthy, engaged global citizens and leaders by providing a world-class, socially conscious education.

Research, Innovation and Economic Development: Empower innovative research, scholarship, and creative activities that drive knowledge and job creation focused on improving society.

Community Engagement: Engage with UAB and external communities in meaningful and mutually beneficial collaborations that contribute to the public good.

Patient Care: Provide the highest-quality patient-centered integrative care and translate discoveries into revolutionary therapies.

The [University's 2024-2028 Strategic plan](#) vision, mission, and values provide a framework and common language for collaboration and strategic goals that will build on its strong foundation. The university serves students and patients while recognizing that it is also embedded in a vibrant community.

School of Health Professions Philosophy

The UAB School of Health Professions does not have a philosophy statement. Here we provide the school's vision statement:

Vision: To be recognized as a global leader in teaching, research, and service that develops new scientific knowledge, removes barriers and disparities, and develops leaders who help individuals, organizations, and communities to achieve their highest potential in a changing world.

Mission: Improving the health and well-being of people everywhere through exceptional, collaborative, and innovative teaching, research and service.

Values: Collaboration; Compassion & Caring; Excellence & Achievement; Integrity; Respect; Service; Social Responsibility and Stewardship

(SHP, 2024)

The goal of the University and School is to provide education that prepares diverse students to lead, teach, and provide professional services; to become prominent scholars and societal leaders of the future; to pursue research that benefits society, spurs innovation and expands our capability to discover and share new knowledge.

The Department of Occupational Therapy

Vision: To advance occupational therapy practice by providing outstanding entry-level and post-graduate education; translate science to deliver exemplary practice; lead innovative and ground-breaking research and train the next generation of researchers and leaders of our profession.

To be recognized as a premier national and international occupational therapy program through excellence in teaching, research and service.

Mission: To improve the lives of people through innovation in research, education, and service. We focus on our students' intellectual and social development and prepare visionary and ethical practitioners, leaders, scholars, and researchers who are curious about and committed to promoting participation in valued occupations as a means of enabling health and wellness for individuals, groups, and populations. Cultivating excellence, interdisciplinary collegiality, and inclusive excellence, we strive to prepare our graduates to be advanced entry-level practitioners able to deliver innovative, culturally responsive, and reasoned practice; to be societal leaders; and to pursue research that will benefit society and expand our capability to discover and share knowledge.

Value Statement: The UAB Department of Occupational Therapy is committed to a welcoming environment that reflects our shared values that include collaboration, respect, integrity, and excellence. We believe that our department and community are enriched by the contribution and participation of all our people. We are committed to promoting success and transformational academic and professional growth for all of our students.

The Department's vision and mission are aligned with both the vision and mission of the School of Health Professions and UAB to provide **education** that prepares diverse students to lead, teach, provide professional services and become the prominent scholars and societal leaders of the future; pursue **research** that benefits society, spurs innovation and expands UAB's capability to discover and share new knowledge; and encourage partnerships that improve education, health and quality of life through **service** at home and around the globe.

Our vision and mission reflect our commitment, in line with UAB's fundamental pillars, to educate, advance research and discovery, and use knowledge to respond to the needs of our communities (UAB, 2018).

Influenced by The American Occupational Therapy Association's "Vision 2030" (AOTA, 2026), we strive to address our profession's core aspiration of "Enriching life for ALL individuals and society through meaningful engagement in everyday activities."

Through their preparation as lifelong learners, innovators and evidence-based practitioners, our graduates will be prepared to improve the health and well-being of persons, groups, and populations, today and into the future.

Foundational Philosophies

Fundamental Beliefs about Humans

We believe that occupation is a central aspect of the human experience. Occupation fulfills basic human needs essential for survival, provides the mechanism for people to exercise and develop innate capacities of a biological, social, and cultural nature, to adapt to environmental changes and flourish as individuals (Wilcock, 1993). People differ in how they are motivated toward and choose to do things, in their patterns of everyday life, and in their individual capacities (Kielhofner, 2017). Humans are complex beings engaged in a dynamic process of interaction with physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Human beings evolve, change, and adapt through their active engagement with their environments (AOTA, 2007).

Thus, we advocate the use of occupation to facilitate health by promoting growth, change, and/or adaptation with the goal that our clients will participate in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life. This aligns with the philosophical base of the profession of occupational therapy, which states “that by virtue of our biological endowment, people of all ages and abilities require occupation to grow and thrive; in pursuing occupation, humans express the totality of their being, a mind–body–spirit union. Because human existence could not otherwise be, humankind is, in essence, occupational by nature.” (Hooper & Wood, 2014)

To address this our mission is to optimize people’s participation in occupation and to understand its influence on health and well-being. We believe that participation can be supported or restricted by the physical, affective or cognitive abilities of individuals, the characteristics of the occupation, or the physical, social, cultural, attitudinal and legislative environments (WFOT, 2010). Our role is to better understand all aspects of a person (volition, habituation, and performance) and the influence of the environment (Kielhofner, 2017) when we work with clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation or participation restriction. This also includes those experiencing occupational deprivation, occupational alienation, occupational imbalance, and occupational injustice. Enabling occupation for personal well-being, for community development, to prevent illness, and to advance towards social justice and a sustainable ecology, provides the motivation and momentum to deliver and continue to evolve our department.

Educational Philosophy

The Department of Occupational Therapy is committed to providing students with opportunities to discover, apply, and disseminate knowledge, and to recognize life-long learning as the path to successful professional service.

The Department is committed to providing a climate for learning that is grounded in the mission of the UAB and of the SHP. This climate for learning includes mutual respect and concern for all learners, openness to questions and risk taking, cultural awareness and a focus on excellence through engagement in active learning. The Department of Occupational Therapy tailors its educational program to strategies that emphasize embedded, real-life learning.

A main tenet of the Department's fundamental belief about learning is to shift the focus of instruction away from the teacher dispensing information and towards students engaging in activities that require them to use occupational therapy concepts to solve problems. Specific pedagogies, such as project-based learning, team-based learning, and case-based learning, provide the structures to support learning, and foster both engagement and scholarship to an extent greater than is possible with traditional instructional pedagogies.

The use of group learning facilitates not only the acquisition of knowledge but also several other desirable attributes, such as communication skills, teamwork, problem solving, independent responsibility for learning, sharing information, and respect for others (Wood, 2003). As such, they provide a powerful intellectual and social foundation for dealing with genuinely challenging problems.

The faculty is responsible for facilitating students' learning and guiding them toward the accomplishment of program competencies. Faculty members act as a coach or a facilitator, drawing upon the Departmental, School, and University resources with the goal for students to ultimately be responsible for their own learning experiences.

This is commensurate with AOTA's Philosophy of Occupational Therapy Education (2018), which emphasizes the fundamental beliefs of occupational therapy education as:

“Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching–learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that includes a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence,

ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation. Occupational therapy education is an ongoing process that shapes a practitioner's professional identity."

The Entry-level Doctor of Occupational Therapy Curriculum Design

Introduction

The curriculum design and associated curriculum reflect, at their core, the importance that the program places on occupation, occupational participation, and health and well-being.

These core tenants fully support the profession's philosophy of occupational therapy, which states:

"Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation" (AOTA, 2020)

"Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy." (AOTA, 2020)

Scope of the Curriculum

The UAB entry-level OTD program addresses the 2023 ACOTE standards (effective July 31, 2025), as well as its own vision and mission, through an integrated curriculum centered on occupation, occupational participation, health and well-being, and the occupational therapy process.

Strong community partnerships embedded throughout the program ensure that meaning, understanding, and learning are all defined relative to practice contexts or within opportunities that closely simulate the demands of practice. Further, partnerships with non-traditional entities allow learning and development in emerging sectors, challenging learners to see occupational therapy in action beyond traditional settings, addressing, for

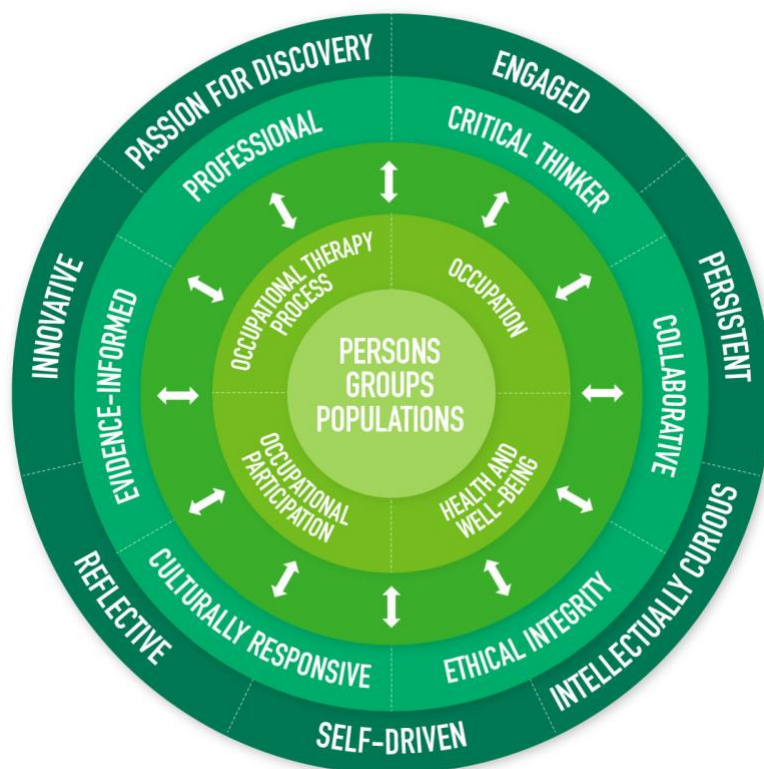
example, occupational deprivation and justice at an individual, community, and societal level.

As a program, we strive to develop professionals who are well-prepared for current and emerging practice. Our goal is to produce graduates who use the most current evidence base to focus on client-centered enablement of occupation and base decisions on client information, a critical review of relevant research, expert consensus, and past experiences. Graduates of our curriculum will possess a series of characteristics and skills that will guide them to be innovators and collaborators who always strive to achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders, and the public

Curriculum Model

Our curriculum design is depicted in the model below (Figure 1). Our curriculum design is explained after the image of the model.

Figure 1: UAB OTD Curriculum Model



Key:

- Core: represents those we serve.
- First ring: Department of occupational therapy threads.

- Arrows: represent the interaction of curriculum and professional characteristics.
- Second ring: characteristics of students beginning level II fieldwork.
- Third ring: characteristics of students upon program graduation.

Model Core

The core of the model is the basis for the curriculum, and those who we serve. The unique contribution that occupational therapy offers to society is enabling the health and well-being of **people, groups, and populations** through participation in occupations. The OTD curriculum is designed to ensure that it is responsive to the needs of the individual, the profession, and the broader society. Therefore, we provide our students with opportunities to use these fundamental qualities as a basis for clinical practice, scholarly pursuits, and service opportunities.

First Ring

The model's first ring, adjacent to its core, highlights our program's curriculum threads of **occupation, occupational participation, occupational therapy process, and health and well-being**. To facilitate students' socialization into this collective belief about occupation, occupational participation, and health and well-being, the faculty use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2020) as a summary of the interrelated constructs that describe occupational therapy practice. These threads form the central tenants of the curriculum, permeate its courses and learning activities, and are reflected in student assessment measures.

Arrows

The arrows between the first and second ring represent the interaction between the curriculum and the **characteristics that we identify as important to occupational therapy professionals, employers, and alumni**.

Second Ring

Characteristics located in the second ring describe our expectations of students after they complete didactic courses and as they enter their level II fieldwork. Students develop these interpersonal attributes to support the application of the core tenants of our curriculum. The curriculum is designed to facilitate the students' socialization into our collective belief that **ethical integrity, professionalism, cultural responsiveness, collaboration, critical thinking, and evidence-informed care** are the basis of occupational therapy practice.

Third Ring

The outermost ring offers insight into the culmination of the didactic, fieldwork, and critical capstone process as the student emerges as an advanced entry-level occupational therapist. The characteristics emerging at this point are the attributes that differentiate the

novice who entered the program from the graduate at completion of the curriculum, when they emerge as an occupational therapist who is **engaged, persistent, intellectually curious, self-driven, reflective, and innovative and has a passion for discovery.**

The layers of the curriculum are the foundations of our professional program that is designed to lead and support our students to experience and then pursue excellence as an advanced entry- practitioner, to be a societal leader, and to pursue research that will benefit society and expand our capability to discover and share knowledge.

Curriculum Core Tenants or Threads

The UAB Department of Occupational Therapy Curriculum Threads include:

- Occupation
- Occupational Participation
- Health and well-being
- Occupational Therapy Process

Interprofessional Education

What is Interprofessional Education?

Interprofessional education (IPE) occurs when students from two or more health professions learn with, from, and about each other to improve collaboration and the quality of care (World Health Organization, 2010). IPE is a recognized hallmark of high-quality health professions education and is foundational to the UAB OTD program's preparation of students for collaborative, team-based practice.

ACOTE Standards Addressed: B.3.21, B.3.22, B.4.6

IPE in the UAB OTD Curriculum

The UAB OTD Program is embedded within the UAB School of Health Professions and the UAB academic health system; one of the most comprehensive academic medical environments in the Southeast. This setting offers rich and naturally occurring opportunities for students to learn alongside and collaborate with students and professionals from a broad range of health disciplines, including physical therapy, speech-language pathology, nursing, social work, medicine, physician associate studies, and clinical and diagnostic sciences.

IPE is woven into the OTD curriculum in the following ways:

Didactic coursework: OT 726 Low Vision & Participation, OT 722 Contexts of Professional Practice: Early Adulthood to Middle Adulthood, OT 723 Contexts of

Professional Practice: Later Adulthood, and OT 727 Health and Wellness Promotion include content on interprofessional team roles, communication across disciplines, and the OT practitioner's contribution to team-based care. Students examine how occupational therapy's distinct value is communicated and operationalized within interprofessional contexts.

Level I Fieldwork: Students completing Level I fieldwork experiences are expected to observe, and where appropriate participate in, interprofessional collaboration at their clinical sites. Fieldwork educators are asked to identify and facilitate IPE opportunities. Students reflect on these experiences as part of their fieldwork coursework.

Level II Fieldwork: Level II fieldwork placements in hospital, rehabilitation, school, community, and other settings routinely require students to function as members of interprofessional teams. Fieldwork evaluation tools used by the program include assessment of students' interprofessional collaboration skills.

Doctoral Capstone Experience: Students completing capstone experiences may work within or alongside interdisciplinary teams and are expected to demonstrate awareness of how their area of focus intersects with the broader health care and community landscape.

Co-curricular and community-based activities: UAB SHP and campus-wide initiatives, including [insert examples, e.g., JusticeBridge, any formal UAB IPE program or simulation], provide additional structured opportunities for students to engage in collaborative learning with peers from other health professions programs.

What Students Can Expect

Throughout the program, you will have opportunities to:

- Learn about the roles, scope of practice, and contributions of other health professions to client care
- Practice communicating OT's distinct value to interprofessional team members
- Collaborate with students and professionals from other disciplines in real and simulated clinical environments
- Develop the team communication and collaboration skills essential for safe, effective, and equitable care

Students are encouraged to actively seek out and engage in interprofessional learning opportunities whenever they arise — in the classroom, in fieldwork, and in the broader campus community.

IPE and the AOTA Code of Ethics

The AOTA Code of Ethics (2025) affirms that occupational therapy practitioners collaborate with colleagues from other disciplines in the best interest of clients. The UAB OTD program honors this value by preparing students to be effective, confident contributors to interprofessional teams throughout their careers.

Occupation/Occupational Participation/Health and Well-being

“Achieving health, well-being, and participation in life through engagement in occupation” (AOTA, 2020) is the central statement of our curriculum. This statement is woven into all learning experiences to support our students’ understanding of the complex nature of occupation and participation. Occupation refers to the everyday activities that people do as individuals, in families, and within communities to occupy time and bring meaning and purpose to life. Occupations include things people need to do, want to do, and are expected to do (WFOT, 2023).

Interrelated with occupation, the World Health Organization (WHO, 2001) and the Occupational Therapy Practice Framework (AOTA, 2020) use the term “participation” to refer to “involvement in a life situation.” Consistent with this usage, the term “occupational participation” is used within our curriculum to refer to engagement in activities that are part of a person’s sociocultural context and are desired and/or necessary to one’s well-being. It is through the active engagement in occupations that have personal and social significance that an individual’s health and/or well-being is promoted, facilitated and/or maintained. These statements support our curriculum and shape our students’ learning.

The complex and multi-faceted nature of occupation, occupational participation, and their impact on health and well-being inform our instructional activities. In turn, these are supported and shaped by key features and emphases within our curriculum that facilitate and support the therapeutic use of occupations. Our curriculum scaffolds elements, identified as critical in modern health and social care, in a dynamic, creative, inquisitive, and flexible manner.

Drawing on the diversity of our student cohorts, we strive to tailor our education to reflect and build on their life narratives to empower them as graduates of our program to be advanced entry-level practitioners whose practice is shaped by ethical integrity, professionalism, cultural responsiveness, collaboration, and critical thinking and is informed by evidence. As graduates, professionals, and citizens they will be engaged,

persistent, intellectually curious, self-driven, reflective, and innovative, with a passion for discovery.

Occupational Therapy Process

Infused through our curriculum is the process of guiding the development of our students from their starting points as novices to the level of competence necessary for advanced entry-level practice. To support their development, the curriculum supports students' needs for formally learned facts and rules to guide behavior, as well the process of development in which they increasingly rely on their own decision making to guide their behavior.

We use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2020) to provide the structure for these formally learned facts and emphasize mastery of the occupational therapy process as an important step in enabling our students' ability to successfully respond to the novel situations they will face as graduates. Throughout their journey from novice to competent practitioner, the importance of this "borrowed knowledge" is emphasized to support success, both as a student and upon graduation as an advanced entry-level practitioner.

Rationale for Curriculum Design (selection, scope, and sequencing of content)

Students enter the program with diverse academic backgrounds and life experiences. The curriculum's structure ensures that students have opportunities to share their abilities, knowledge, and skills. Students will individually and collectively build upon and integrate their prior knowledge while developing their occupational therapy identity. This is an important component of our occupational therapy education that supports students' advancement as practitioners, future scholars, and leaders in the community.

Didactically, the curriculum stresses problem solving, discussion, reading and writing, and analysis and synthesis of information. The use of traditional lectures is minimized, and classes are regularly divided into small learning groups. Faculty assume the role of facilitators and encourage students to learn through team-, problem-, and case-based studies; cooperative learning; peer instruction; role playing; and simulation. Students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media.

Development as a scholar is fundamental to the curriculum because contemporary clinical practice is informed by evidence-based decision-making that uses the best available research findings, integrated with clinical expertise and understanding of the client's values, to design interventions that provide optimal outcomes. Evidence-informed practice assumes that all practitioners have background knowledge in research, in particular, the

skills of searching for and appraising literature, using research in assessment or intervention, and using research approaches to evaluate the effectiveness of service outcomes. To promote active participation in evidence-informed practice, our coursework and classroom activities are structured to help students develop and practice the skills required to appraise research critically, match research findings to specific clinical questions, and to integrate research into practice.

Finally, our students are actively engaged in real-world problem solving and work with numerous community partners, which prepares them for emerging areas of practice and helps them become leaders in their communities. Throughout the curriculum, students acquire essential knowledge and skills through immersion with community partners that engages them in real-world problems at the individual, community, and organization level. These immersion opportunities provide elements necessary for our students to apply sets of key component skills, developed through classroom participation and coursework, to clearly identify needs with growing confidence and autonomy. Our curriculum is structured to expose students to an extensive network of community partners in both traditional and non-traditional and emerging settings in which occupational therapy can support the health and well-being of a diverse client base.

We encourage our students, who are pursuing a Clinical Doctorate in Occupational Therapy, to take responsibility for their learning as soon as they begin the curriculum. Developing independent responsibility for learning and professional behavior is embedded in our curriculum and forms a core characteristic of our graduates. This prepares them to take responsibility for their careers by giving them the skills they need to systematically analyze their developmental needs, identify and use appropriate methods to meet those needs, and regularly review achievements in relation to their personal and career objectives. Professional development is a key process for maintaining professional licensing and certification, and we expect all graduates of our program to participate in this process as a routine part of their professional practice. Our curriculum acknowledges that professional development is a learning framework for our students to ensure that they model and promote the values of reflective and evidence-informed practice, critical appraisal, and a commitment to lifelong learning.

The faculty and students collaborate to develop professionals who are well-prepared for current and emerging practice, who use the most current evidence-base, to focus on client-centered enablement of occupation, based on client information and critical review of relevant research, expert consensus and past experience. Equally, graduates of our curriculum will be innovators, and collaborators, and always achieve and maintain high

standards of professional integrity toward clients, colleagues, partners, stakeholders, and the public.

Summary of Curriculum Design

Curricular Threads

- Occupation
- Occupational Participation
- Occupational Therapy Process
- Health and well-being

Student Learning Outcomes (SLO) and Program Competencies

The educational goals of the curriculum are designed to produce strong, competent, and effective entry-level advanced occupational therapists. Specifically, our curriculum will prepare graduates to:

- SLO 1: Demonstrate and articulate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy.
- SLO 2: Develop creative implementation of occupation-based practice in current and emergent practice areas.
- SLO 3: Operationalize current research and knowledge bases to guide professional reasoning, critical-thinking, and decision-making in the context of evidence-informed practice.
- SLO 4: Implement the occupational therapy process to facilitate occupational participation and advance occupational justice to promote health and well-being across individuals, groups, and populations.
- SLO 5: Demonstrate culturally humble and culturally responsive practice during implementation of the occupational process through collaboration with clients, caregivers, and other professionals, with attention to the impact of culture, identity, and context on occupational participation.
- SLO 6: Exhibit professionalism and demonstrate ethical integrity consistent with the occupational therapy code of ethics throughout all areas of practice.
- SLO 7: Develop as reflective practitioners who are empowered and engaged in their own learning and professional development.
- SLO 8: Demonstrate intellectual curiosity and a passion for discovery to develop innovative solutions in clinical practice and scholarly activity.

Interprofessional Education and Program Outcomes

Two of the program's Student Learning Outcomes are directly supported by the UAB OTD Program's commitment to interprofessional education (IPE) and have relevance to developing competence in interprofessional team dynamics, as required by ACOTE Standard B.3.22:

SLO 3 - Evidence-Informed Practice: Evidence-informed practice in occupational therapy occurs within interprofessional contexts. Students develop the ability to apply and communicate research evidence as members of collaborative, team-based care teams.

SLO 5 - Culturally Responsive Collaborative Practice: Collaboration with "other professionals" is at the heart of interprofessional practice. This outcome prepares students to engage respectfully and effectively with team members from other disciplines.

ACOTE Standards Addressed: B.3.21(Interprofessional Communication), B.3.22(Interprofessional Team Dynamics), B.4.6(Inter- and Intraprofessional Collaboration)

These outcomes are supported through coursework, community-based learning, Level I and Level II fieldwork, and doctoral capstone experience. For a full description of how IPE is embedded across the curriculum, including specific course-level and experiential learning opportunities, see the Interprofessional Education (IPE) section in the Curriculum Design section of this handbook.

ACOTE Standards Addressed: B.3.21 (Interprofessional Communication), B.3.22 (Interprofessional Team Dynamics), B.4.6 (Inter- and Intra-professional Collaboration)

Course(s) Addressing Goals and Objectives

- The entire curriculum supports and facilitates the program's threads, goals, and objectives. Each course contributes to these elements.

Instructional Design to Address Goals and Objectives/Curricular Threads

- Lecture
- Problem solving/problem-based learning.
- Discussion
- Reading and writing
- Analysis/synthesis of information
- Small group learning
- Experiential learning
- Team-based learning
- Case-based learning
- Cooperative learning

- Peer instruction
- Role playing
- Simulation
- Laboratory experience
- Hands-on experience
- Therapeutic media
- Reflective activities

Philosophy of Occupational Therapy

The progressive educational philosophy of the University of Alabama at Birmingham (UAB) Occupational Therapy programs is grounded in the enduring values of the profession and is intentionally aligned with AOTA's Philosophy of Occupational Therapy Education (AOTA, 2018) and the Philosophical Base of Occupational Therapy (AOTA, 2025).

Occupational therapy education at UAB prepares practitioners to address the occupational needs of individuals, groups, communities, and populations through a curriculum that integrates academic coursework and experiential learning, including fieldwork and doctoral capstone experiences. Consistent with the philosophy of occupational therapy education, the program is informed by beliefs about knowledge, learning, teaching, and professional formation, while remaining firmly grounded in the profession's foundational view of humans as occupational beings.

Occupations are defined as the everyday activities that bring meaning and purpose to people's lives and enable participation in society. All people have an innate need and fundamental right to engage in meaningful occupations across the lifespan, and participation in occupation is a primary driver of health, well-being, adaptation, and quality of life (AOTA, 2025). Occupational performance is understood as dynamic and contextually embedded, shaped by the interaction of personal factors, performance skills and patterns, environmental and contextual influences, and the characteristics of the occupation itself.

The UAB Occupational Therapy programs embrace the belief that occupation is both a means and an end of occupational therapy practice. Engagement in occupation has intrinsic therapeutic value, and facilitating participation in meaningful occupations is the central outcome of occupational therapy intervention. This philosophical foundation informs teaching, clinical reasoning, research, advocacy, and service across all program components.

Fundamental Beliefs of Occupational Therapy Education

Consistent with AOTA's Philosophy of Occupational Therapy Education (2018), students are viewed as occupational beings in dynamic transaction with their learning contexts. The teaching–learning process is designed to promote:

- Professional and clinical reasoning
- Critical and reflective thinking
- Cultural humility and responsiveness
- Integration of professional values, theory, evidence, ethics, and skills

Through this process, students are prepared to collaborate with clients and communities to support health, well-being, participation, occupational justice, and role competence through engagement in occupation.

Occupational therapy education is recognized as an ongoing, transformative process that shapes students' professional identity and prepares graduates for evolving and complex practice contexts. Learning experiences intentionally promote adaptability, responsibility, and ethical decision-making to support lifelong professional growth.

Values Embedded in Occupational Therapy Education

The UAB Occupational Therapy programs enact these philosophical beliefs by supporting educational practices that include:

- **Active, engaging, diverse, inclusive, and experiential learning** within and beyond the classroom
- **Collaborative learning** that builds upon students' prior knowledge, lived experience, and professional goals
- **Continuous professional judgment**, self-reflection, and evaluation
- **Lifelong learning**, leadership, advocacy, and responsibility to address society's occupational needs

These values are reinforced throughout the curriculum and are foundational to the development of graduates who are prepared to practice ethically and effectively within dynamic health care, educational, and community-based systems.

Occupational Therapy's Distinct Value

The philosophy and curriculum of the UAB Occupational Therapy programs are aligned with the profession's distinct value (AOTA, 2015; AOTA, 2025), which is to improve health and quality of life by facilitating participation and engagement in occupations—the meaningful, necessary, and familiar activities of everyday life. Occupational therapy is client-centered,

evidence-informed, outcome-oriented, and cost-effective, and it promotes participation, inclusion, prevention, adaptation, and occupational justice.

Graduates of the UAB Occupational Therapy programs are prepared to advocate for the profession and to demonstrate occupational therapy's value through measurable outcomes, ethical practice, and meaningful impact on the lives of individuals, families, communities, and populations

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Course Sequence

Students enter the program with diverse academic backgrounds and life experiences. The curriculum's structure ensures that students have opportunities to share their abilities, knowledge, and skills. Students will individually and collectively build upon and integrate their prior knowledge while developing their occupational therapy identity. This is an important component of occupational therapy education. Further, the curriculum stresses problem-solving, discussion, reading and writing, and analysis and synthesis of information.

The use of traditional lectures is minimized, and classes are regularly divided into small learning groups. Students are encouraged to learn through team, project, and case-based studies, cooperative learning, peer instruction, role-playing and simulation while faculty assume the role of facilitator. Students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media. Students are also actively engaged in real-world problem-solving, working with numerous community partners.

The curriculum leading to the Clinical Doctorate in Occupational Therapy has at its core critical practice courses, fieldwork experiences, and capstone engagement, designed to prepare the student for generalist practice upon graduation. The student also completes

basic science courses, research/evidence-based courses, and foundational knowledge courses that support the student in the content and rigor of the practice, fieldwork, and capstone courses.

Students enter the program having completed their undergraduate education, including program prerequisites.

Typical Sequence:

Summer – Semester I

- OT701: Theoretical Foundations for Advanced Occupational Therapy Practice – 3 credits
- OT704: Research Design for Occupational Therapy Practice – 3 credits
- OT715: Introduction to the OT Process, Analysis and Adaptation of Occupation – 3 credits
- OT716: Social, Economic and Political Factors that influence Occupational Participation – 2 credits
- OT717: Creative Occupations – 2 credits
- OT730: Performance Skills for Occupation: Introduction – 2 credits
- Total Credit Hours – 15

Fall – Semester II

- OT720: Contexts of Professional Practice: Infancy to Early Childhood – 6 credits
- OT726: Low Vision & Participation – 3 credits
- OT731: Performance Skills for Occupation: Infancy to Adolescence – 2 credits
- OT764: Fieldwork Experience – 1 credit
- OT776: Capstone Project – 1 credit
- Total Credit Hours – 13

Spring – Semester III

- OT705: Evidenced-based Occupational Therapy Practice Design and Application – 3 credits
- OT721: Contexts of Professional Practice: Childhood to Adolescence – 6 credits
- OT732: Performance Skills for Occupation: Adulthood – 2 credits
- OT750: Scholarly Inquiry I – 2 credits
- OT764: Fieldwork Experience – 1 credit
- OT776: Capstone Project – 1 credit
- Total Credit Hours – 15

Summer – Semester IV

- OT703: Advocacy and Healthcare Policy in Population Health – 3 credits
- OT706: Management for Occupational Therapy Practice – 3 credits
- OT722: Contexts of Professional Practice: Early Adulthood to Middle Adulthood – 6 credits
- OT751: Scholarly Inquiry II – 2 credits
- OT764: Fieldwork Experience – 1 credit
- OT776: Capstone Project – 1 credit
- Total Credit Hours – 16

Fall – Semester V

- OT634: Seminar in Professional Readiness – 2 credits
- OT723: Contexts of Professional Practice: Later Adulthood – 6 credits
- OT727: Health & Wellness Promotion – 3 credits
- OT774: Contemporary and Emerging Issues in Occupational Therapy – 2 credits
- OT776: Capstone Project – 1 credit
- Total Credit Hours – 14

Spring – Semester VI

- OT765: Advanced Fieldwork Experience I – 10 credits
- Total Credit Hours – 10

Summer – Semester VII

- OT766: Advanced Fieldwork Experience II – 10 credits
- Total Credit Hours – 10

Fall – Semester VIII

- OT777: Capstone Experience: Emerging as an Occupational Therapist – 14 credits
- Total Credit Hours – 14

Total Curriculum Hours: 107

Course Descriptions

From UAB Graduate Catalog at: [School of Health Profession Catalog-Occupational Therapy](#)

Summer – Semester I

OT 701: Theoretical Foundations for Advanced Occupational Therapy Practice (3 credits)

Occupational therapy frameworks, theory, philosophy, conceptual models, and practice models as guides to clinical reasoning; integration into clinical practice.

OT 704: Research Design for Advanced Occupational Therapy Practice (3 credits)

Emphasis on study designs, advanced statistical concepts, internal and external validity, confounding variables, extrapolation of findings from sample to population; critique of the professional literature.

OT 715: Introduction to the OT Process, Analysis and Adaptation of Occupation (3 credits)

Examines the complex nature of occupation and how it contributes to the experience of being human; Employing logical thinking, critical analysis, problem-solving and creativity, students will learn how to analyze and adapt occupations. Students will study the domain and process of occupational therapy through case-based learning.

OT 716: Social, Economic and Political Factors that Influence Occupational Participation (2 credits)

Examines the individual, community and systems level influencers of occupational participation; Discussion of health viewed through social, cultural and systemic factors. Focus on developing critical thinking skills related to occupational justice, occupational disruption, deprivation, apartheid, transitions and imbalance in culturally responsive practice.

OT 717: Creative Occupations (2 credits)

Exploration of arts and crafts in both historical and contemporary contexts; involvement in creative projects and reflections on experience to support understanding of creativity in the arts, sciences, professions, evaluation, daily life, and culture.

OT 730: Performance Skills for Occupation: Introduction (2 credits per semester)

Introduction to the examination of anatomical, physiological, neurological, cognitive, biomechanical, and functional movement principles and the relation of these, and changes to occupational participation.

Fall – Semester II

OT 720: Contexts of Professional Practice: Infancy to Early Childhood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of infancy to early childhood.

OT 726: Low Vision & Participation (3 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention to address issues related to vision loss across the lifespan referred for OT treatment in all practice settings. Case-based learning.

OT 731: Performance Skills for Occupation: Infancy-Adolescence (2 credits per semester)

Anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, from infancy through adolescence, to occupational participation.

OT 764: Fieldwork Experience I (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776: Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Spring – Semester III

OT 705: Evidenced-based Practice Design and Application for Advanced Practice (3 credits)

Strategies for evidence-based service delivery; critical analysis of the literature to support clinical practice.

OT 721: Contexts of Professional Practice: Childhood to Adolescence (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of childhood to adolescence.

OT 732: Performance Skills for Occupation: Adulthood (2 credits per semester)

Examines anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, across adulthood, to occupational participation.

OT 750: Scholarly Inquiry (2 credits)

Introduction to key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 764: Fieldwork Experience II (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776: Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Summer – Semester IV

OT 703: Advocacy and Healthcare Policy in Population Health (3 credits)

Broad overview and challenges of the current U.S. healthcare system; impact of regulation on health care access, delivery, cost, and quality; effective patient-professional relationships.

OT 706: Management for Advanced Occupational Therapy Practice (3 credits)

Managing people and resources in a practice environment changing due to political, regulatory, economic, and social drivers.

OT 722: Contexts of Professional Practice: Early Adulthood to Middle Adulthood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of early adulthood to middle adulthood.

OT 751: Scholarly Inquiry (2 credits)

Continued study of key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 764: Fieldwork Experience III (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776: Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Fall – Semester V

OT 634: Seminar in Professional Readiness (2 credits)

Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

OT 723: Contexts of Professional Practice: Later Adulthood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of later adulthood.

OT 727: Health and Wellness Promotion (3 credit hours)

Occupational Therapy's role in developing theory-driven and evidence-based health promotion and wellness programs. Theoretical perspectives and intervention models guiding health promotion and wellness programs for individuals or groups of people, with and without disabilities, and in a variety of settings. Case-based learning.

OT 774: Contemporary and Emerging Issues in Occupational Therapy (2 credits)

Exposure to contemporary and emerging issues and trends in occupational therapy practice; value and contribution of occupational therapy in complex and emerging settings;

key competencies and unique professional attributes of occupational therapists; factors influencing health and social contexts.

OT 776: Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Spring – Semester VI

OT 765: Advanced Fieldwork Experience I (10 credits per semester)

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

Summer – Semester VII

OT 766: Advanced Fieldwork Experience II (10 credits per semester)

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

Fall – Semester VIII

OT 777: Capstone Experience: Emerging as an Occupational Therapist (14 credit hours)

Supervised experience for dissemination and application of the capstone synthesis project to demonstrate in-depth knowledge in a focused area of study.

Elective

OT 615: Occupational Therapy Study Abroad (1 credit hour)

A five-week program that offers a unique combination of online and classroom learning, an in-country community engagement and cultural immersion. Selected location and on-site activities provided in the current course syllabus.

Graduation Criteria

To matriculate from the University of Alabama at Birmingham (UAB) Entry-Level Clinical Doctorate in Occupational Therapy (OTD) Program and be awarded the Clinical Doctorate in Occupational Therapy degree, students must successfully satisfy all academic, fieldwork, financial, and professional requirements established by the program, department, Graduate School, and university. Specifically, students must:

- **Complete all required academic coursework** by earning the full **107 semester credit hours** required for the Clinical Doctorate in Occupational Therapy curriculum.
- **Meet all academic performance standards**, including:
 - Earning a minimum grade of **B** in all required occupational therapy courses, with no more than **two grades of C** permitted throughout the curriculum;
 - Maintaining a minimum **cumulative grade point average (GPA) of 3.0** on a 4.0 scale;
 - Successfully completing all required didactic, laboratory, and clinical coursework;
 - Resolving any grades of Incomplete and having no outstanding academic deficiencies.
- **Successfully complete all experiential learning requirements**, including:
 - All required **Level I Fieldwork** experiences;
 - All required **Level II Fieldwork** placements in accordance with program and accreditation standards;
 - The doctoral **Capstone Experience and Capstone Project**, demonstrating advanced knowledge synthesis, leadership, scholarship, clinical practice, advocacy, education, program development, administration, or other approved area of focus.
- **Fulfill all financial obligations** to the university, including payment of tuition, fees, and any other outstanding charges.
- **Remain in good standing** with both the Department of Occupational Therapy and the UAB Graduate School, including adherence to all professional, ethical, behavioral, and academic standards outlined in university and program policies.

Students who fail to meet any of these requirements may be delayed in graduation or may not be eligible for degree conferral until all deficiencies have been satisfactorily resolved.

Program Length: The Entry-Level Clinical Doctorate in Occupational Therapy program is designed to be completed in **eight consecutive semesters** of full-time study. Individual

progression may vary depending on academic performance, leave of absence status, or other approved circumstances.

Faculty and Staff

Our faculty and staff are teachers, scholars, researchers, and leaders who provide exceptional mentoring and training. They are committed to delivering a high-quality educational experience and supporting students' professional growth throughout the OTD program.

The OTD Program values open communication, collaboration, and student success. Students are encouraged to visit the online [Faculty and Staff Directory](#), to access faculty and staff profiles, contact information, office locations, office hours, and areas of expertise.

Accreditation

Current Accreditation Status: Accredited

The UAB Entry-Level Occupational Therapy Doctoral (OTD) 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, Bethesda, MD 20814.
- Telephone number: (301) 652-6611
- [Email](#)
- [Website](#)

Graduates of the program will be eligible to sit for the national certification examination for occupational therapists 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.

Students are expected to complete 24 weeks of Level II fieldwork and an individual 14-week capstone experience within 12 months following the completion of all didactic portions of the curriculum. Per ACOTE Standard D.1.3, the doctoral capstone experience must be started after completion of all didactic coursework and Level II fieldwork, as well as completion of the required preparatory activities.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of

Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage.

Individual state regulations must then be met for the initially certified OTR to practice. All states require licensure or other types of regulation (e.g., certification or registration) to practice; however, these state requirements are usually based on the results of the NBCOT Certification Examination. Alabama is one of these states. Students/new graduates should contact the **Alabama State Board of Occupational Therapy**, 770 Washington Avenue, Suite 420, Montgomery, AL 36130-4510, [website](#), telephone number (334) 353-4466.

Most Boards award regular permits once the individual receives verification of successful completion of the national certification exam. In Alabama, one CANNOT practice if the certification exam is failed and will not be awarded licensure to practice until the exam has been passed. Many states conduct criminal background checks as part of determining eligibility to apply for licensure to practice.

The **UAB entry-level Clinical Doctorate in Occupational Therapy program** is designed to lead to professional licensure in Occupational Therapy. While there is a national professional exam, the National Board for Certification in Occupational Therapy (NBCOT) examination, associated with the occupational therapy licensure; specific licensure requirements still vary from state to state.

Student Learning Outcomes & Program Competencies

Program competencies, or the skills and abilities learners acquire through its curriculum, are the end-product of an educational program. These competencies represent a dynamic combination of knowledge and understanding, interpersonal and practical skills, ethical values and responsibilities, and abilities.

The educational goals of the curriculum are designed to produce strong, competent, and effective entry-level advanced occupational therapists. Our graduates will possess occupational therapy knowledge, skills, creativity, and critical clinical reasoning.

The program's Student Learning Outcomes (SLOs) are intentionally aligned with the **2023 ACOTE Standards and Interpretive Guide** (effective July 31, 2025) across all standard areas, including:

- **Section A:** Foundational Content Requirements

- **Section B:** Basic Tenets of Occupational Therapy
- **Section C:** Occupational Therapy Process and Practice
- **Section D:** Doctoral Capstone

Each SLO is connected to one or more courses within the curriculum, ensuring that students have multiple opportunities to develop, practice, and demonstrate competency across the eight semesters of the program. The full SLO-to-curriculum mapping, including the specific ACOTE standards addressed by each learning outcome, is maintained by the Program Director and is available upon request. This mapping is reviewed annually as part of the program's continuous quality improvement process to ensure ongoing alignment with accreditation standards and program goals.

Specifically, our curriculum will prepare students to:

- Demonstrate and articulate an understanding of **occupation** as a core value and organizing principle of the profession of occupational therapy.
- Develop creative implementation of **occupation-based practice** in current and emergent practice areas.
- Operationalize current research and knowledge bases to guide **professional reasoning, critical-thinking, and decision-making** in the context of **evidence-informed** practice.
- Implement the **occupational therapy process** to facilitate **occupational participation** to promote **health and well-being**.
- Demonstrate **culturally responsive practice** during implementation of the occupational process through **collaboration** with clients, caregivers, and other professionals.
- Exhibit **professionalism** and demonstrate **ethical integrity** consistent with the occupational therapy code of ethics throughout all areas of practice.
- Develop as **reflective** practitioners who are **persistent, self-driven, and engaged** in their own learning and professional development.
- Demonstrate **intellectual curiosity** and a **passion for discovery** to develop **innovative** solutions in clinical practice and scholarly activity.

Essential Task and Skills

The Department of Occupational Therapy wishes to facilitate success for each student. **As a student, if you know of any reason that you cannot now, or after standard instruction, meet all of the requirements set forth below, you are to inform the UAB Disability Support Services so you can be counseled regarding the process for requesting reasonable accommodations. The University of Alabama at Birmingham wishes to make reasonable accommodations in areas in which it is able to do so.**

Note: there are certain requirements and standards of performance that this program cannot accommodate, such as in the areas of safety or judgment.

The program is committed to working collaboratively with students and UAB Disability Support Services to explore all reasonable accommodations. Students are encouraged to contact DSS early to discuss their needs

The student must possess sufficient cognitive skills to:

- Acquire, apply, process, retain, and apply knowledge through a variety of instructional methods such as written materials (i.e., texts, journals, documentation and other written sources), oral-delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
- Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice.
- Process (measure, calculate, analyze, synthesize, and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving in a logical and timely manner.
- Perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice-related tasks such as moving in a variety of environments, designing treatment equipment, and fabricating splints.
- Maintain attention for 2 - 4 hours; tolerate days when classes or fieldwork may last 8 - 10 hours.
- Take and pass tests/quizzes in a variety of formats.
- Complete written assignments and produce written documentation in standard and organized English.
- Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
- Apply safety knowledge and judgment to a variety of situations.
- Comply with university, program, and fieldwork site rules and regulations.

- Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of individuals (behavioral, cultural, etc.), in order to maximize client performance.
- Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
- Identify and select occupations that are goal directed and motivate and challenge clients.
- Demonstrate judgment necessary to establish priorities and develop and use strategies.

The student must possess sufficient interpersonal skills, communication skills, and affective learning skills to:

- Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy and confidence.
- Collaborate with classmates, clients, family members, significant others and team members.
- Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
- Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
- Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently.
- Orally present information to groups of people.
- Communicate in the English language effectively and clearly in oral and written forms, using proper spelling, punctuation, and grammar to explain procedures and teach skills.
- Use language appropriate to the recipient, with faculty, peers, clients, and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely.
- Obtain information from clients, peers, faculty, supervisors and other professionals.
- Use therapeutic communication skills such as attending and active listening during therapeutic interactions; motivating and facilitating client behaviors in order to maximize client performance.

- Communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues.
- Be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients and establish professional identity within complex systems.
- Utilize the computer for communication and class assignments.
- Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
- Plan, guide and implement both individual and group interventions.

The student must possess sufficient professional behaviors to:

- Demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
- Exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct.
- Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
- Exhibit flexibility and adapt to changing environments and expectations.
- Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
- Tolerate working in environments where there is exposure to disability, illness, pain and death.
- Maintain general good health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.
- Maintain ethical standards including honesty, integrity and confidentiality, at all times.
- Produce the required volume of work in the expected time frame.

The student must possess sufficient physical and sensory skills to:

- Tolerate sitting up to 2 hours at a time, over an 8 – 10 hour period.
- Tolerate periods of physical activity up to 8 – 10 hours per day.

- Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
- Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab and clinical settings.
- Demonstrate lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
- Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.
- Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotation.
- Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head, and limb movements.
- Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
- Legibly record/document evaluations, patient care notes, and referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
- Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
- Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.

- Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
- Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork.

Admissions & Enrollment Requirements

Requirements for Admission

Acceptance is based on the students' academic ability, aptitude for a career as an occupational therapist, interview, and personal statement.

Potential students will:

- Hold a baccalaureate degree in a discipline other than occupational therapy from an accredited college or university or receive a baccalaureate degree prior to the admission year.
- Have an overall minimum GPA 3.0 as calculated by OTCAS or a minimum GPA of 3.0 in the last 60 hours of coursework.
- Have an overall minimum GPA of 3.0 or better for all prerequisite courses.
- Complete all prerequisite coursework prior to the admission year.
- Complete at least 20 hours of observation of occupational therapy. Various settings are recommended.
- If invited, complete an interview with the faculty of the Department of Occupational Therapy.

Prerequisites

All prerequisites must be completed in the last 8 years with a grade of "B" or better, or must be scheduled for completion **by a date of the admission year agreed upon in writing by the program director.**

([See transfer equivalents for UAB.](#))

Course requirements are listed in semester credit hours

Arts and Humanities

- Intermediate Writing – UAB Equivalent EH302 (3 credit hours)

Social and Behavioral Sciences

- Abnormal Psychology – UAB Equivalent is PY 218 (3 credit hours)
- Developmental Psychology – UAB Equivalent is PY 212 (3 credit hours)
 - Course must cover Human Development from prenatal period to old age.

Natural Sciences and Mathematics

- Statistics (must be taken in Math, Psychology or Sociology) – UAB Equivalent MA 180, PY216 or SOC 410 (3-4 credit hours)
- Biology with Lab – UAB Equivalent BY123/L (4 credit hours)
- Human Anatomy with Lab – UAB equivalent BY115/L (4 credit hours)
- Human Physiology with Lab – UAB equivalent BY116/L (4 credit hours)
- Kinesiology – UAB Equivalent is KIN307 (4 credit hours)
- Introductory Sociology – UAB Equivalent SOC 100 (3 credit hours) or Cultural anthropology – UAB Equivalent ANTH 101 (3 credit hours)

It is strongly recommended that applicants also take the following course: Medical Terminology – UAB Equivalent AHS 350 – may be taken online.

Transfer of Credit Policy

The Department adheres to the [credit transfer policy](#) established by the UAB Graduate School.

Previously earned graduate credit that has not been applied toward another degree (either at UAB or elsewhere) is eligible for transfer into the student's current degree program. Ordinarily no more than 12 semester hours of transfer credit can be applied to a degree program. Acceptance of more than 12 hours will require approval by the program director, department chair, and Graduate School Dean. All credit transfer requests must be initiated by the student and require the approval of the graduate program director, department chair, and the Graduate School Dean.

Transfers of Credit forms are available online at [Graduate Forms](#). An application for transfer of credit will not be considered until the student has completed at least 9 semester hours of graduate credit in their current UAB program and is in good academic standing. Once transfer credit has been accepted, it will be included in the calculation of the grade point average in the student's current UAB program.

Graduate credit earned with a grade of B or above while a graduate student in another regionally accredited graduate school may be considered for transfer. In programs offered jointly by UAB and other universities, graduate credits earned in the program at a

cooperating university are eligible for transfer to UAB. If a student earns credit in one UAB graduate program and is later admitted to another program, unused credits from the previous program, if applicable, are eligible for consideration for transfer into the current program.”

In keeping with this University policy, requests for transfer of graduate credit from another entry level occupational therapy program, accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), will be considered on an individual case basis and will require approval from the Program Director and the Department Chair before it is submitted for approval to the Graduate School Dean. Each course submitted for review will be evaluated for equivalence to the required department course by the faculty member currently teaching the course, and the program director. Course syllabi must be provided for equivalence review, and a competency test may be administered at the Program Director’s discretion.

Withdrawal-Course

Because the professional program is a sequenced curriculum, students may not withdraw from a course without permission. Course withdrawal may prevent the student from enrolling in subsequent semester of coursework.

Withdrawal-Program

A student may choose to withdraw from the program but is encouraged to engage in an exit interview with the Department Chair/Program Director. If the student is in good academic standing, they may petition the faculty for re-entry into the program. Depending on withdrawal reasons and permission to re-enter, specific objectives may be required before the student re-enters. Acceptance for re-entry will be subject to class space availability.

Application Process

Prospective students seeking admission to the Entry-Level Doctor of Occupational Therapy (OTD) program should review all admission requirements, prerequisite coursework, application procedures, deadlines, and supplemental materials on the program's official Admissions webpage. Because admission criteria, application processes, and deadlines may be updated periodically, applicants should use the website as the official source for the most current information.

Admissions and Application Information: [Admissions and Application Process](#)

Students are encouraged to consult the Admissions webpage regularly and contact the program directly with any questions regarding eligibility, application requirements, or the admissions process.

Department of Occupational Therapy Policies and Procedures

The purpose of this document is to present the policies of the UAB Department of Occupational Therapy and to specify the standards of student scholastic performance and professional conduct. Students must read this document carefully to gain a precise understanding of the Department's expectations.

The Entry-Level OTD Student Handbook is the definitive document regarding progression in the program. All other handbooks (e.g., fieldwork and capstone) do not supersede the policies and procedures presented here. These policies are intended to ensure nondiscriminatory recruitment and matriculation practices, preserve student rights, and promote a standard of performance that will qualify you to meet the demands and challenges of occupational therapy practice.

Your ability to practice as an occupational therapist will depend upon the extent of your knowledge and how you apply it to help people of all ages construct healthy, meaningful, and productive lives.

Therefore, the faculty urges you to maintain the highest level of achievement. You are investing in your future as a professional person and in the success of the profession.

Academic Advisor

In the first summer semester of the professional program, each student will be assigned an academic advisor who will be available to them throughout the didactic portion of the program. Academic advisors provide guidance on professional and academic matters and are a resource for personal matters should they arise.

Students will contact their academic advisor to schedule a meeting at least once per semester or as requested by the individual student or faculty to review program progress and work through professional and personal growth issues. Semester meetings should preferably take place by midterm.

Note: When students complete the didactic portion of the program and transition to Level II Fieldwork and Capstone Experience – ALL students will transition and be advised/mentored by the Academic Fieldwork Coordinator during Level II Fieldwork Rotations, for the 6th and 7th semesters of the program, and by the Doctoral Capstone Coordinator for the 8th semester of the program.

Academic Progress: Student Responsibility

Students are responsible for monitoring their university records. This includes checking the number of credits completed/needed for the Occupational Therapy degree, financial aid requirements and other university requirements such as vaccinations and health insurance. Students are also responsible for the timeliness and accuracy of all university, department forms and required documentation for fieldwork/capstone experiences. Students should refer to the OT department, Graduate School and the University websites.

Academic Good Standing, Remediation, and Progression Requirements

All students enrolled in the Doctor of Occupational Therapy (OTD) Program must maintain academic and professional **good standing** with both the UAB Graduate School and the Department of Occupational Therapy throughout their enrollment. Students who fail to maintain good standing may be subject to academic sanctions, delayed progression, probation, course repetition, or dismissal from the program. Students who are not in good standing will not be permitted to progress toward degree completion until deficiencies have been addressed and resolved.

Good Standing: Graduate School

The UAB Graduate School defines academic good standing as maintaining:

- A cumulative grade point average (GPA) of **3.0 or higher** (B average); and
- Satisfactory performance in pass/fail coursework, defined as earning at least as many hours of **Pass (P)** as **No Pass (NP)**.

For additional information, see the UAB Graduate School Academic Progress Policy: [UAB Catalog-Graduate-Academic Progress](#)

Good Standing: Department of Occupational Therapy

To remain in good standing within the Department of Occupational Therapy, students must:

- Successfully complete all required occupational therapy coursework with a grade of B or higher, or a grade of Pass (P) in designated pass/fail courses;
- Maintain a minimum cumulative GPA of 3.0;
- Demonstrate satisfactory academic, clinical, professional, and ethical performance in all didactic, laboratory, fieldwork, capstone, and other program-related experiences.

Exception: A student may earn a grade of **C** in no more than **two occupational therapy courses** during the curriculum while maintaining a minimum cumulative GPA of 3.0. Earning a C may result in academic monitoring, academic alert status, remediation requirements, or other sanctions as determined by the Department.

Academic Failure and Dismissal

A grade below a **C** (including a grade of **F**) in any occupational therapy course constitutes failure of the course. Likewise, a grade of **No Pass (NP)** or **Fail** in any required pass/fail course, fieldwork, capstone experience, or other program requirement constitutes failure of that requirement.

Because the curriculum is sequential and competency-based, failure of any required course or academic requirement may prevent progression in the curriculum and is grounds for **dismissal from the OTD Program**. The Department reserves the right to review each situation individually and determine whether dismissal, course repetition, remediation, probation, or other actions are appropriate based on program policies and student performance.

For purposes of these policies, **coursework** includes all didactic, laboratory, practical, fieldwork, clinical education, capstone, and experiential learning requirements associated with the curriculum.

Academic Alert and Remediation

Students will be placed on Academic Alert if they:

- Earn a grade of **C** in any occupational therapy course; or
- Fail to maintain a semester or cumulative GPA of **3.0**.

When a student is placed on Academic Alert, the student's academic advisor will refer the student to the Department's **Committee for Student Success**.

The Committee for Student Success consists of at least two faculty members and the student's advisor and acts on behalf of the faculty in matters related to student academic progress and success. The Committee reviews academic concerns, requests for leave of absence, academic appeals, and other matters related to student progression and makes recommendations to the OTD Program Director.

The Committee will review the academic performance of students who receive a C grade and/or whose GPA falls below 3.0. As part of this process, the Committee may:

- Request a meeting with the student;
- Develop an individualized remediation plan;

- Recommend academic support services;
- Establish performance expectations and timelines;
- Monitor the student's progress throughout the remediation period; and
- Recommend additional actions to the OTD Program Director when warranted.

The purpose of remediation is to support student success and provide appropriate academic resources while ensuring that the essential competencies required for entry-level occupational therapy practice are achieved.

Readmission Following Dismissal

Students dismissed from the OTD Program for academic reasons may petition for consideration for readmission, provided the dismissal was not related to ethical, professional, behavioral, or other conduct violations.

Because the OTD curriculum is delivered in a prescribed sequence, students who are approved for readmission may only re-enter the program when the required coursework is offered again and when space is available. Readmitted students may also be required to complete designated remediation activities before returning to coursework if such activities are determined to be necessary for academic success and safe progression in the program.

Readmission is not automatic and is granted at the discretion of the Department of Occupational Therapy and the OTD Program Director.

Petition Process for Readmission

A student who has been dismissed from the program due to failure to maintain academic good standing may petition the OTD Program Director, in writing, for readmission to the program.

To be eligible for consideration:

- The student must have been absent from the program for a minimum of **one semester** following dismissal.
- The written petition must be submitted at least **60 calendar days** prior to the semester in which the student seeks readmission.

Upon receipt of the petition, the Program Director will refer the matter to the Department's **Committee for Student Success (CSS)** for review.

Within **14 calendar days**, the CSS will either:

- Submit a formal recommendation to the Program Director; or
- Request additional information from the student, which may include a meeting with the Committee.

If additional information or a meeting is required, the CSS will submit its formal recommendation to the Program Director within **30 calendar days of the initial petition**, provided that all requested information has been received and any required meetings have been completed.

The Program Director will review the recommendation of the CSS and make the final determination regarding readmission. The student will be notified of the decision in a prompt and reasonable manner.

Readmission and Success Plan

All readmission decisions will include an individualized **Readmission and Success Plan** designed to support successful progression through the curriculum. Depending on the circumstances leading to dismissal and the student's readiness to return, the plan may require the student to:

- Repeat previously completed coursework;
- Retake failed courses;
- Complete remediation assignments or competency assessments;
- Participate in academic support services, advising, or coaching; and/or
- Meet specific academic performance benchmarks following readmission.

The student must review the decision and the Readmission and Success Plan and provide written acknowledgment and acceptance within **five (5) business days** of receiving the notification.

Failure to Petition for Readmission

Students who elect not to pursue readmission through the petition process and later wish to return to the OTD Program must apply through the program's standard admissions process and meet all admission requirements in effect at the time of application.

Acceptance through the regular admissions process is not guaranteed.

Academic Integrity Code

The University expects the highest ethical and professional behaviors from the academic community. The code, including penalties for violations, is published on the UAB website at [UAB Academic Integrity Code](#)

Accidents

All accidents/incidents occurring in the Department of Occupational Therapy are to be promptly reported to the faculty member in charge of the class. Incident reports must be filed with the Department Administrative Office within 48 hours of the incident. Failure to report accidents immediately may result in further action.

First Aid Kit

First Aid kits can be found in classrooms 124 and 125. Students or faculty will find band aids, gauze, antibiotic ointment, and others supplies available in the kits. Students and faculty should notify the department if supplies are being depleted so that the kits can remain stocked appropriately.

Artificial Intelligence (AI) Policy

The UAB Entry-Level OTD Program recognizes that artificial intelligence (AI) tools are increasingly integrated into academic, clinical, and professional environments. However, the use of AI must not compromise the development of essential competencies required for safe and effective occupational therapy practice. Students are expected to demonstrate independent clinical reasoning, critical thinking, and sound professional judgment. These competencies cannot be delegated to or replaced by AI systems. The inability to independently evaluate, interpret, and apply information poses significant risks in clinical decision-making and client care. All use of AI must align with UAB's Academic Integrity Code. Unauthorized or undisclosed use of AI constitutes academic misconduct with all associated sanctions, and students remain fully responsible for the accuracy, validity, and originality of all submitted work. Artificial Intelligence cannot be used as a proxy to pass a university course. Deceit constitutes academic misconduct and is subject to review according to UAB's Academic Integrity Code.

Expectations for AI use are determined at the course and assignment level and will be explicitly communicated by faculty. Instructors may prohibit or permit AI use based on the learning objectives and professional competencies being assessed. When AI use is permitted, students are required to disclose its use, provide documentation (e.g., prompts, chat-generated output) if requested, clearly describe how it informed their work, and critically evaluate all AI-generated content for accuracy, bias, and appropriateness. Students are expected to exercise professional judgment in determining whether AI-

generated information is safe, appropriate, and applicable. In all cases, students are accountable for ensuring that their work reflects their own level of competence and readiness for clinical practice. Students take full responsibility for AI-generated materials as if they had produced them themselves; ideas must be attributed, and facts must be true. The program supports ethical, transparent, and clinically responsible engagement with AI; however, priority is placed on the development of competent, independent practitioners capable of delivering safe, evidence-informed care.

Attendance and Tardiness Policy

This is a professional graduate education program. Consistent with the ethical principles of the occupational therapy profession and accreditation standards governing occupational therapy education, attendance and active participation in all scheduled educational activities are expected. Students are responsible for arriving on time and being prepared to participate fully in all learning experiences.

Students should be aware that UAB and the School of Health Professions recognize certain absences as excused and require reasonable accommodations for missed assignments, examinations, presentations, and other substantive academic activities. The Department of Occupational Therapy adheres to university policies regarding excused absences.

Department Attendance Policy

Attendance is required for all course-related activities unless an absence is recognized as excused under university policy or is related to a documented illness, family emergency, or other approved circumstance. Course activities include, but are not limited to, lectures, laboratories, seminars, examinations, quizzes, fieldwork experiences, capstone experiences, site visits, observations, and other scheduled learning activities.

The department attendance policy applies to didactic coursework, fieldwork, and capstone experiences. Students participating in Level I Fieldwork, Level II Fieldwork, or the Doctoral Capstone Experience must also comply with the more stringent attendance requirements outlined in the Fieldwork and Capstone Manual when applicable.

Students are required to:

- Contact the Department of Occupational Therapy at (205) 934-3568 and notify all affected course directors by email as soon as possible, preferably before the missed activity.
- Provide the reason for the absence.
- Meet with course directors regarding make-up requirements and complete all required academic activities.

For absences during experiential components:

- **Level I Fieldwork:** Students must contact their Fieldwork Educator and **Dr. Veloz** and follow the attendance requirements described in the Fieldwork and Capstone Manual.
- **Level II Fieldwork:** Students must contact their Fieldwork Educator and the Academic Fieldwork Coordinator, **Dr. Cunningham**, and follow the attendance requirements described in the Fieldwork and Capstone Section of the Handbook.
- **Capstone Experience:** Students must contact their Capstone Mentor and the Doctoral Capstone Coordinator, **Dr. Megan Carpenter** and follow the attendance requirements described in the Fieldwork and Capstone Section of the Handbook.

In the event of a documented emergency, such as a serious illness or death in the family, supporting documentation and a request for an excused absence should be submitted to the Program Director and affected course directors no later than 24 hours after returning to class.

For short-term illnesses that do not require medical attention, students must still follow the department attendance notification procedures.

Students who miss **more than two full class periods in a single course during an academic semester**, whether through repeated tardiness or unexcused absences, **may have their final course grade reduced by one letter grade**.

Students who accumulate **three unexcused absences within the program during a single semester** may be referred for review under applicable university and program policies governing student conduct and academic responsibility.

Whether coursework may be made up following an absence is at the discretion of the course director. The program cannot guarantee that all missed experiences can be replicated.

- Alternative learning or evaluation activities may be offered when feasible.
- Make-up laboratories and other experiential activities may not be possible due to scheduling, resource, cost, or instructional limitations.
- Students should not expect identical replacements for missed examinations, assignments, site visits, or laboratory experiences.
- This is particularly relevant for high-stakes assessments, including practical examinations, midterms, and final examinations.
- **Make-up examinations may not be provided for unexcused absences.**

Tardiness

Tardiness is considered unprofessional and disruptive to the learning environment. Students arriving after instruction has begun will be marked tardy.

Three instances of tardiness will be considered equivalent to one unexcused absence.

Students are expected to follow all attendance notification procedures when they anticipate being late or absent from any portion of a scheduled class or educational activity.

Class Breaks

Course directors will be mindful to ensure that regular breaks are allowed during lectures and/or lab sessions. Please minimize disruption to the learning environment associated with students leaving the classroom or eating outside of break times; and by returning promptly upon completion of a break.

Courses

Classrooms, dates and times of classes for each semester will be indicated on schedules distributed prior to the first day of class each semester. Note that the Department of Occupational Therapy uses designated classrooms and therefore the provided schedules may differ slightly from those posted on BlazerNet.

Until the schedule is finalized for each semester, it is not possible to project class meeting times. Classes and lab experiences are scheduled on a regular basis during the semester. UAB allows classes, lab experiences and community activities to be scheduled during the week from 7 a.m. to 7 p.m., and students must also understand that community and clinical sites might require the student to be available on the weekends. Students are expected to be on time for all classes.

Disciplinary Actions

of a student to follow the prescribed guidelines for conduct or academic standards and performance requirements will subject them to disciplinary actions as outlined by the [UAB Academic Integrity Code](#)

In such instances, the student will have an opportunity to respond to an allegation of misconduct.

Email

The University of Alabama at Birmingham provides email services to faculty, staff, and students. Please note that all email messages, documents, and correspondence and data obtained through UAB or UABHS network resources are considered UAB property. Students should review and be mindful of the following: [UAB IT Email Guidelines](#)

Faculty, staff and students are expected to use their UAB email for all email correspondence.

Ethics/Conduct

Students are expected to conduct themselves in a manner appropriate to a professional person, and to abide by the Code of Ethics set forth by the American Occupational Therapy Association (AOTA). A copy of the AOTA Code of Ethics can be found at: [AOTA Code of Ethics](#)

The Occupational Therapy Code of Ethics (2025) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice.

AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2025).

The Code of Ethics is an AOTA official document, and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

- It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles (AOTA, 2025).
- It delineates enforceable Principles and Standards of Conduct that apply to AOTA members (AOTA, 2025).

The University of Alabama at Birmingham Occupational Therapy faculty and students are responsible for learning and upholding the AOTA Code of Ethics in their personal and professional interactions, decisions, and behaviors. Students learn and develop ethical,

professional behaviors throughout their tenure at UAB, into fieldwork and ultimately, clinical practice. It is imperative that students take these responsibilities seriously.

Examinations and Coursework Procedures

Students are expected to be prepared for and present at all scheduled examinations. Make-up examinations are reserved for students whose absence is excused under university or departmental policy, including documented illness, family emergencies, or other significant circumstances as described in the UAB Attendance Policy.

Students who are unable to attend a scheduled examination must contact the Department of Occupational Therapy at (205) 934-3568 before the scheduled examination time and follow up with an email to the course director as soon as possible explaining the circumstances that prevented attendance.

Examination Procedures

- Students are expected to adhere to the following procedures during all examinations:
- Students must arrive before the scheduled start of the examination. Additional testing time will not be provided to students who arrive after the examination has begun, unless accommodations have been approved through Disability Support Services (DSS).
- Students may not leave the examination room during the examination unless authorized by the faculty member or unless approved DSS accommodations permit otherwise. Students who leave the examination room without authorization may be considered to have withdrawn from the examination and may not be permitted to return. Such action may result in forfeiture of the examination and a grade of zero.
- Assigned seating may be used during examinations. Students are required to sit in their assigned seats when directed to do so.
- Students may not access or use books, notes, calculators, electronic devices, mobile phones, smart watches, artificial intelligence tools, or any other resources unless specifically authorized by the course director.
- Mobile phones, smart watches, and other unauthorized electronic devices must be powered off and stored as directed by the faculty member before the examination begins.
- Food and beverages are prohibited during examinations unless prior approval has been granted by the course director or required as an approved accommodation.
- Once an examination has begun, students may not communicate with anyone other than the faculty member administering the examination.

- Students may not begin the examination until instructed to do so and must stop immediately when directed by the faculty member.
- Any student suspected of using unauthorized materials, receiving assistance, providing assistance, copying, sharing examination content, or engaging in any form of academic misconduct may be referred for review under the UAB Academic Integrity Code and program policies.
- Students whose behavior disrupts the testing environment may be required to leave the examination room. Such behavior may include repeated disturbances, failure to follow examination instructions, or allowing unauthorized devices to disrupt the testing environment. Removal from an examination may result in a grade of zero and/or additional disciplinary action.

Examination Review and Grading

Occasionally, examination questions may contain typographical errors, ambiguities, or other concerns. Students who believe an examination question is flawed should notify the course director in writing within one week of the examination date, providing a detailed explanation of the concern. The course director will review the matter and determine whether a grading adjustment is warranted. The course director's decision is final.

Course directors generally return graded examinations within two weeks and may provide opportunities for review of examination content and performance.

All examination materials, whether electronic or printed, remain the property of UAB and the Department of Occupational Therapy. Examination materials may not be copied, photographed, retained, distributed, posted, shared, or reproduced in any manner without express permission from the course director.

Make-Up Examinations

Examination dates are established at the discretion of the course director, and final examinations are administered according to the departmental or university examination schedule.

Students approved for a make-up examination must coordinate scheduling directly with the course director. Make-up examinations may differ in format, content, question type, or delivery method from the original examination.

Coursework and Assignment Feedback

Course directors generally require one to two weeks to evaluate assignments, projects, examinations, and other coursework, depending on the complexity of the assignment, the level of feedback required, and class size.

When feedback from a previous assignment is necessary to complete an upcoming assignment, faculty will make reasonable efforts to provide feedback within one week. Students with concerns regarding delayed grading should first consult the course director. If concerns remain unresolved, students may contact the OTD Program Director.

Violations of Examination or Coursework Procedures

Students who violate examination procedures, coursework requirements, academic integrity standards, or other program policies may be referred to the Department Chair, OTD Program Director, and/or appropriate university offices for review and action in accordance with university policies.

Late Submission of Coursework

Students are responsible for submitting all assignments and coursework in the required format and by the published deadline. Coursework submitted after the deadline without an approved extension or documented excused absence may be subject to the following penalties:

- Up to 24 hours after the published deadline: Reduction of one letter grade.
- More than 24 hours and up to 48 hours after the published deadline: Reduction of two letter grades.
- More than 48 hours and up to 72 hours after the published deadline: Grade of zero (0).
- More than 72 hours after the published deadline: The submission will not be accepted unless approved by the course director due to documented extenuating circumstances.

The course director may grant exceptions to these penalties when supported by an approved accommodation, an excused absence, or other documented circumstances consistent with university and program policies.

Faculty Availability

Please be aware that while our primary goal as faculty members is to facilitate student learning, all faculty have other responsibilities, which demand time and attention. These roles range from involvement on committees to research and client care. Please remember that weekends and evenings are not considered at times that faculty is required to be available by the Department of Occupational Therapy. Please anticipate correspondence, email, or telephone, to be returned during traditional business hours.

Faculty Titles

Faculty are to be addressed by their title (Ms., Mr., Dr., etc.) and last name. The climate in the department is student oriented and faculty members strive to be approachable and have the common goal of excellence in education for each student. However, addressing faculty by their title and last name conveys appropriate respect for an academic appointment and is a way to recognize the scholarly achievements of occupational therapists in an academic setting.

Fieldwork educators, capstone mentors, classroom guests should also be addressed by their title (Ms., Mr., Dr., etc.) and last name.

This applies to all forms of communication (verbal, written, electronic) with faculty, staff, fieldwork educators and guests. Students should demonstrate a high standard of professionalism and respect in all interactions with others.

Fieldwork and Capstone Experience

Fieldwork Level I Experience

In addition to didactic coursework, the student is required to complete a series of Level I experiences. These fieldwork 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/community settings. Fieldwork experiences are embedded throughout the program.

Fieldwork Level II Experience

Occupational therapy students complete their preparation for professional practice by spending the required equivalent of 12 weeks full-time fieldwork in two significantly different clinical settings. The expected progression is for the student to complete two sequential 12-week placements in the spring and summer semesters of their second and third year.

Doctoral Capstone Experience

The Doctoral Capstone is an individualized project designed and implemented by each student. Capstone project courses and education is designed to both challenge the student and offer them an opportunity for in-depth exposure to one or more of the following: research skills, clinical practice skills, theory development, program development and policy development, administration, advocacy, or education (ACOTE, 2023). Students are required to complete the equivalent of no less than 14 weeks (560 hours), during their capstone experiences. During the doctoral experience, the student is mentored by an expert in the focus area chosen.

See Fieldwork and Capstone section of the handbook for specific policies related to all fieldwork and capstone experiences.

Grading Policies

Grading Scale

Grading criteria for each course will be communicated to students at the beginning of the semester through the course syllabus and other course materials. Unless otherwise specified by the course director, grades will be assigned according to the following scale:

- **90-100%:** A (Superior Performance)
- **80-89%:** B (Satisfactory Graduate-Level Performance)
- **70-79%:** C (Minimally Acceptable Graduate-Level Performance)
- **Below 70%:** F (Failing Performance)

Grade Reporting

Final grades are reported to students by the course instructor and through official university systems, including BlazerNET. To comply with the Family Educational Rights and Privacy Act (FERPA), departmental administrative staff are not authorized to release grades. Students should not contact the Department of Occupational Therapy office to request grade information.

Academic Performance Standards

Students receive grades based on their demonstrated performance in each course. Because entry-level occupational therapy practice requires mastery of professional knowledge and skills, students are expected to achieve at least a B-level performance in all occupational therapy coursework to progress through the curriculum.

Consistent with program progression requirements:

- Students may earn a grade of **C** in no more than **two occupational therapy courses** during the curriculum while maintaining all other academic standards.
- A grade below **C** (including an **F**) constitutes failure of the course.
- Students must also meet all requirements described in the **Academic Good Standing and Progression Policy**.

Faculty reserve the right to require students to demonstrate satisfactory achievement in all components of a course, including examinations, laboratory activities, fieldwork-related assignments, practical experiences, professional behaviors, and other designated learning activities. Successful completion of a course may require satisfactory performance on specific course components in addition to achieving the minimum overall course grade.

Grade Appeals

The assignment of grades is the responsibility of the course director or faculty member teaching the course. Evaluation criteria are outlined in each course syllabus.

A student who believes a grade has been assigned in error or in an unfair manner should follow the process below:

1. Initial Review with Course Director
 - a. The student must first discuss the concern with the course director and provide a written rationale supporting the request for review.
 - b. The course director will review the concern and respond to the student.
2. Program Director Review
 - a. If the student remains dissatisfied with the outcome, the student may request a review by the OTD Program Director.
3. Department Chair Review
 - a. If the Program Director serves as the course director, the appeal will be reviewed by the Department Chair.
 - b. The decision of the Program Director or Department Chair, as applicable, is final with respect to routine grade disputes.

The Program Director and/or Department Chair will typically respond within **five (5) business days** of receiving the student's request.

Appeals Involving Academic Misconduct

If a student receives a final grade of **F** as a result of an academic misconduct determination, the student may appeal through the following sequence:

1. OTD Program Director
2. Department Chair
3. Associate Dean for Academic and Faculty Affairs, School of Health Professions
4. Dean, School of Health Professions

The decision of the Dean is final.

Students must initiate the appeal process within **30 calendar days** of the date the grade is officially posted. Individuals reviewing the appeal will normally respond within **five (5) business days of receiving the appeal request**.

Incompletes

The Department of Occupational Therapy does not routinely award grades of Incomplete (I) for missed assignment deadlines, poor time management, or failure to complete course requirements by established due dates. Students are expected to complete all coursework within the timeframes established by the course director.

A grade of Incomplete may be considered only in exceptional circumstances that prevent a student from completing course requirements despite otherwise satisfactory academic progress. Examples of such circumstances include, but are not limited to:

- Serious illness or injury;
- Death of an immediate family member;
- Significant personal or family emergencies; or
- Other extraordinary and unforeseen circumstances beyond the student's control.

Students seeking consideration for an Incomplete grade must communicate with the course director as soon as possible and provide appropriate documentation when requested. Approval of an Incomplete grade is at the discretion of the course director and must comply with university policies governing Incomplete grades.

Any coursework required to remove the Incomplete must be completed within the timeframe established by the university and course director. Failure to satisfy the requirements for removal of the Incomplete within the prescribed period will result in the assignment of the appropriate final grade in accordance with university policy.

Grade Rounding

Final course grades which are determined using decimals will be rounded up to the next whole number only when equal to .5 or greater. For example: 89.50 would round up to 90.

Academic Alert

It is the policy of the program to utilize an academic alert system to early identify students who are struggling academically and assist them in identifying strategies to improve their academic skills as follows:

Triggering Events

- A single “high stakes” assessment score of less than 80%.
- A composite grade of less than 80% at midterm

Academic Alert Process

- Once a student has been identified, they will be notified and placed on academic alert.

They will be required to do the following:

- Meet with the course director and academic advisor to discuss an individualized remediation plan which they will be required to complete.

Progress/Outcomes

- An academic alert is removed at the end of the semester if the student completes the semester with semester course grades of A or B and a UAB Term GPA of 3.0 or greater.
- Academic Alert is not recorded on the permanent file. It is a process utilized to assist student's success.

Guidelines for Students Use of Space and Resources

The Department of Occupational Therapy is in the privileged position of having classrooms allocated solely for the use of the department.

Students have access to these rooms from 7 am to 7 pm, Monday to Friday using their OneCard. Access outside these times, including at weekends is not permitted.

Use of the OneCard is tracked centrally and security cameras are monitored routinely for purposes of maintaining security of department areas.

Classrooms may be used by students for **professional and educational purposes only.**

All classrooms, both within the department and throughout the School of Health Professions and UAB, must be always kept clean and tidy.

Students should be courteous of noise levels and disruption when between classes. Students who are disruptive will be asked to leave the building.

Food consumption in the classrooms must be kept to a minimum, except for approved lab activities. Beverages in containers with lids may be used in the classrooms.

The different resources and facilities in the classrooms, including the kitchen in room 125, may not be used by students except for approved activities under the supervision of the course director(s).

Note: Room 136 must be kept clean. The kitchenette must be maintained to the highest standard and the fridges must be kept clean and remain clean. Food may not be stored in the fridges overnight.

Failure to maintain any area to a high standard may result in the removal of the privilege to use the facilities outside of scheduled class times.

Students may not invite people outside the department into the classrooms without prior permission from the Program Director.

UAB's policy states that individuals are not allowed to attend University courses unless officially enrolled for class through the appropriate registration process.

Students, faculty, and staff are responsible for ensuring that these areas remain secure by keeping doors closed/locked at all times. Access to the classrooms is limited to the department and a limited number of key individuals only. Therefore, any actions that compromise safety, such as propping doors open, allowing others into the rooms and so forth, will not be tolerated.

When using rooms outside the department the area must be left in the highest standard and ready for courses that follow allocated times. Failure to comply may result in disciplinary actions.

Children in University Courses

We understand that balancing family responsibilities with the demands of a graduate program can be challenging, and we want to support our students in every way we can. At the same time, we ask that students refrain from bringing children to class, as it can be difficult to maintain the learning environment for everyone when young ones are present.

There are limited exceptions for certain teaching demonstrations or lab practicals, and we are always happy to discuss those on a case-by-case basis.

Identification Badges

Students are provided with a UAB Campus OneCard photo identification badge.

Students must wear their OneCard badge at all times in and around the campus. Any student who is seen not wearing a badge will be asked to leave the premises.

The UAB Campus OneCard is the card used to gain entrance into the School of Health Professions Building and the appropriate classrooms.

If a student loses the UAB Campus OneCard they must report this to the staff in the Department of Occupational Therapy **immediately**, to ensure that the card is cancelled and the security of the building and classrooms is maintained. Student will be provided with information on how to obtain a replacement. The student will be responsible for all associated costs for replacing the UAB Campus One Card.

Laboratory Participation and Professional Boundaries

Many occupational therapy courses include laboratory experiences that require students to observe, practice, and perform assessment and intervention techniques with classmates under faculty supervision. These laboratory experiences are an essential component of professional education and are designed to support the development of clinical skills necessary for entry-level occupational therapy practice.

Laboratory Attire and Participation

Some laboratory activities require students to expose specific body regions in order to appropriately participate in assessments, therapeutic procedures, movement analysis, or other educational activities. Students are expected to dress in a manner that permits safe and appropriate participation in laboratory sessions.

Course directors will notify students in advance when laboratory attire requirements differ from the standard dress code outlined in this handbook.

Student Responsibilities

Students are responsible for informing the course director of any circumstances that may affect participation in laboratory activities, including:

- Physical or medical conditions;
- Religious or cultural considerations;
- Personal circumstances; or

- Other factors that may make participation in specific examinations or procedures inadvisable, undesirable, or prohibited.

Students will not be penalized if a documented physical or medical condition limits participation in certain examination or treatment procedures. However, all students must be able to meet the essential functions and technical standards of the Occupational Therapy Program, with or without reasonable accommodation. Students seeking accommodation should work with Disability Support Services (DSS) and provide appropriate documentation in accordance with university policy.

Professional Boundaries

Students may practice occupational therapy assessment and intervention techniques only as part of approved educational activities and under appropriate faculty supervision.

Students are prohibited from:

- Diagnosing, treating, or attempting to manage medical, psychological, or other health conditions of fellow students;
- Providing occupational therapy services outside the scope of supervised educational activities; or
- Representing themselves as licensed practitioners.

Students should also refrain from asking faculty members to diagnose, evaluate, or treat personal physical, mental health, or psychosocial conditions outside of established educational activities.

The professional liability insurance provided through the University of Alabama at Birmingham applies only when students are participating in approved educational, fieldwork, or clinical experiences under appropriate supervision by qualified personnel. Activities conducted outside of those approved educational experiences are not covered.

Leave of Absence

Students who need to request a leave of absence (LOA) should contact the OTD Program Director as soon as possible to discuss the circumstances requiring the leave, the anticipated duration, and any supporting documentation. Examples of supporting documentation may include medical documentation, letters from healthcare providers, or documentation of personal or family hardships.

All leave of absence requests are reviewed individually and approval is not guaranteed.

Leave of Absence During Didactic Coursework

For students enrolled in didactic coursework, a leave of absence may be considered when circumstances prevent completion of semester requirements. If approved, a grade of Incomplete (I) may be assigned in accordance with university policy.

Students receiving an Incomplete as part of an approved leave of absence must complete all outstanding coursework within the timeframe established by the university and the course director. Failure to satisfy these requirements may result in the assignment of the appropriate final grade.

Leave of Absence During Level II Fieldwork

Students requesting a leave of absence during a Level II Fieldwork experience must first notify the Academic Fieldwork Coordinator and provide:

- The reason for the request;
- The anticipated duration of the leave; and
- Any supporting documentation.

The Academic Fieldwork Coordinator will advise the student regarding required communication with the fieldwork site and will forward the request to the Program Director for review.

If approved, a grade of Incomplete (I) may be assigned. If the fieldwork experience is not completed within one semester of the approved leave, a failing grade may be assigned in accordance with university and program policies.

The terms and conditions for completion of the remaining fieldwork requirements will be determined by the Academic Fieldwork Coordinator based on individual circumstances, accreditation requirements, and site availability.

Leave of Absence During the Doctoral Capstone Experience

Students requesting a leave of absence during the Doctoral Capstone Experience must first notify the Doctoral Capstone Coordinator and provide:

- The reason for the request;
- The anticipated duration of the leave; and
- Any supporting documentation.

The Doctoral Capstone Coordinator will advise the student regarding communication with the capstone site and will forward the request to the Program Director for consideration.

If approved, a grade of Incomplete (I) may be assigned. If the Capstone Experience is not completed within one semester of the approved leave, a failing grade may be assigned in accordance with program and university policies.

The terms and conditions for completing the remainder of the Capstone Experience will be determined by the Doctoral Capstone Coordinator based on individual circumstances and site availability.

Additional Leave of Absence Requirements

Students are expected to request a leave of absence as soon as circumstances arise. Failure to submit a request in a timely manner may result in denial of the request.

In accordance with accreditation and program requirements:

- All Level II Fieldwork experiences are expected to be completed within one year of completing all didactic coursework.
- The Doctoral Capstone Experience must begin after the successful completion of all didactic coursework and both Level II Fieldwork Experiences, and expected to be completed within one year of completing the didactic portion of the curriculum.

Students should refer to the Fieldwork and Capstone section of the Handbook for additional documentation regarding leave of absence requests, fieldwork requirements, and capstone requirements.

Leave of Absence-Pregnancy

Pregnancy and Parenting Considerations

Students who are pregnant are encouraged to notify the **OTD Program Director** as early as they feel comfortable doing so. Early communication helps the program coordinate any necessary academic, laboratory, fieldwork, capstone, or clinical considerations and ensure that students are aware of available resources and support services.

Upon notification, the Program Director will work with the appropriate individuals, including course directors, laboratory personnel, the **Academic Fieldwork Coordinator**, and/or the **Doctoral Capstone Coordinator**, as applicable, to address any concerns related to laboratory participation, exposure risks, fieldwork placements, capstone experiences, scheduling needs, or other educational requirements.

Students should promptly inform the Program Director of any pregnancy-related medical restrictions, complications, or other circumstances that may affect participation in coursework, laboratory activities, fieldwork, capstone experiences, or progression through

the curriculum. The Program Director will assist the student in exploring reasonable accommodations and available university resources, as appropriate.

The Department of Occupational Therapy has a long history of supporting students who are pregnant, parenting, or whose significant others are expecting a child while enrolled in the program. Students have successfully completed the curriculum while managing pregnancy, childbirth, and family responsibilities at various points throughout the program. In most cases, when medical appointments, planned absences, and childbirth-related leave are communicated and coordinated in advance, progression through the curriculum is not adversely affected.

Students may also be eligible for protections, accommodations, and support services under applicable university policies and federal regulations. Questions regarding accommodations or academic planning should be directed to the OTD Program Director as early as possible.

Title IX

- See: [Title IX Pregnancy-Parenting](#)
- [Title IX Overview](#)

Campus Lactation Centers

The department will customize a plan for students upon their return from maternity leave, including ensuring that the student has access to the resources and facilities they need that aligns with their course schedule.

UAB recognizes the substantial health benefits of breastfeeding and fully supports the decision to nurse. We are committed to providing the necessary support for breastfeeding. Our campus offers clean, private lactation rooms, and additional breastfeeding information is available in these spaces as well as through [the UAB Campus Lactation Resources webpage](#).

Professional Behaviors

Online/Virtual Conduct

At times, you may have meetings that are conducted virtually. The following are guidelines students are expected to follow when participating virtually. Failure to meet any of these guidelines is considered a violation of professional behavior.

Person

Dress appropriately – you should dress as you would for an in-person class.

Environment

- **You should be in a quiet environment.** Plan where you are going to be ahead of time so that you can limit auditory distractions during the meeting.
- **Your background should not be visually distracting.** Sit in front of a simple background or use a virtual background. Be sure that there are no pets or other people in the background and if something visually distracting enters the space, mute your video briefly until you remove them from the environment.
- **You are to be seated upright and professionally.** You should not be reclined or lying down at any time. If sitting on a bed, seat yourself in a way that does not show the headboard.
- **You are not to be in a moving vehicle at any time** while participating in a virtual meeting.

Occupation

- **Your microphone must be muted** as soon as you sign on and whenever you are not speaking.
- **Your video should be on, unless you have been granted an exception from the instructor.** It is acceptable and recommended to mute the camera if you must leave the screen or if something distracting enters your environment, but turn it back on as soon as possible. Video is crucial in building trust and engagement in virtual communications.
- **No eating during your meeting, unless you have been granted an exception from the instructor.**
- **Do not send private chats during a class session.** You need to understand that the “chat” feature creates an automatic record that is saved on the instructor’s computer, which includes messages to “everyone” as well as “private”. Limit chat to class comments and questions.
- **Do not share meeting links publicly.** If you are setting up or sharing meeting links, use email.

Program Evaluation

A variety of measures are used on an ongoing basis to provide data helpful for continually improving the quality of the programs and to maintain accreditation. Students are periodically asked and encouraged to provide confidential feedback regarding various aspects of the program.

Professionalism

Professional conduct includes behaving with courtesy and respect towards classmates, clients, staff, classroom and department visitors and faculty. Personnel in the Department are here to help the student develop professional attitudes, knowledge and, skills in occupational therapy. This process is best fostered in a climate of mutual respect and high expectations.

Professional relationships and mentoring established within the department and school are part of the department's overall top-down approach to developing professionalism. A top-down approach emphasizes role modeling and immersion in both a professional culture and professional activities. Students have opportunities to participate in professional occupational therapy associations at both state and national levels, as well as student organizations within the department. Through such engagement, students gain experience in active volunteerism and leadership, which fosters the development of humanitarianism, integrity, and accountability. Participation in professional opportunities also promotes a critical awareness of personal behaviors and respect for others.

The faculty take professional behaviors seriously. When a student demonstrates inappropriate professional behaviors, faculty will meet with the student to discuss the behavior and a plan to improve behaviors will be developed.

Professional Dress Code/Guidance

Professional Dress Code and Guidance

The status of each of us, as individuals, is reflected by the initial image we portray to others. Studies have shown that professional competency is judged initially by the outward appearance and manner of health care professionals. Trust and acceptance by clients is an important factor in how well they respond to our interventions, despite our technical skills. Dress regulations, in many instances, serve to protect the client, to identify the professional to the consumer and to other professionals, and to allow us to do our jobs safely and effectively. Guests to our department, clients, research volunteers, applicants to the program, and a host of professionals notice our campus attire. When one accepts the individual responsibilities inherent in becoming an occupational therapist, one assumes the collective responsibilities of reflecting upon the profession as a whole.

The University of Alabama at Birmingham has professional dress code guidelines for all students. Students are expected to be well groomed and to portray the appearance of a responsible health professional while in attendance at any activity associated with the profession and/or department. It is the student's responsibility to dress appropriately. The professional standards, goals, and objectives of the occupational therapy program require

appropriate behavior and attire in the classroom/educational environment. Unprofessional attire may not be worn at any time when a student is representing UAB as an institution – on or away from campus.

Professional Appearance and Dress Expectations

Occupational therapists are entrusted with the care of individuals, families, and communities. Professional appearance contributes to the development of trust, credibility, safety, and effective therapeutic relationships. While professional competence is ultimately demonstrated through knowledge, skills, and professional behavior, appearance often creates an important first impression for clients, families, colleagues, research participants, applicants, and other members of the community.

The Department of Occupational Therapy values the diversity, individuality, and self-expression of its students and recognizes that personal style, cultural identity, religious practices, gender expression, and individual preferences are important aspects of who we are. Students are encouraged to present themselves in a manner that reflects both their authentic selves and the professional responsibilities associated with becoming an occupational therapist.

Students are expected to maintain an appearance that is clean, neat, safe, and appropriate for the educational or clinical environment. Professional dress should support learning, foster trust and respect, promote safety, and reflect positively on the student, the department, the university, and the occupational therapy profession.

Because occupational therapy education occurs in a variety of settings, dress expectations may vary depending on the activity. Different standards may apply in classroom settings, laboratories, simulation activities, community-based experiences, fieldwork placements, capstone experiences, professional conferences, research activities, presentations, and other program-related events. Students are expected to comply with any attire requirements established by course directors, laboratory personnel, fieldwork educators, capstone mentors, clinical sites, or other program representatives.

The University of Alabama at Birmingham and the Department of Occupational Therapy expect students to demonstrate professional judgment in their appearance whenever they are participating in university-sponsored or program-related activities, whether on or off campus. When representing UAB or the occupational therapy profession, students are expected to dress in a manner that reflects professionalism, respects the expectations of the setting, and supports the delivery of safe and effective occupational therapy services.

Questions regarding appropriate attire for a specific course, laboratory, fieldwork experience, capstone experience, or professional event should be directed to the course

director, Academic Fieldwork Coordinator, Doctoral Capstone Coordinator, or Program Director, as appropriate.

In All Settings:

Photo Identification: UAB Campus OneCard photo identification must be worn at all times (on campus and during off-campus activities affiliated with UAB and during fieldwork and capstone experiences). UAB Campus OneCard photo identification badges must be secured above the waist, with the photo facing forward and clearly visible to others.

Personal Hygiene: Students need to manage their own personal hygiene to avoid offensiveness in close physical interactions with clients, visitors, students, and instructors.

Hair: All hair should be clean and well-groomed at all times. During labs or during other simulated or actual client interactions, hair should be secured (pulled back/up) in a way that it will not interfere with management of clients or use of equipment.

Hats and head coverings: Hats are not acceptable. Head coverings are allowed when worn for religious, cultural, medical or ethnic observations (please discuss with the Program Director).

Jewelry: Jewelry should be minimal, with no sharp edges, in order to avoid risk to others or self during simulated or actual client interactions (in the classroom, during labs or practical exams, or during community-based and other off-campus clinical education experiences).

Clothing: Clothing should be clean and neat. Clothing should not be tight or thin enough for undergarments to be visible. Undergarments shall be worn and shall not be visible when the students are involved in any activities in the classroom, lab or fieldwork experiences – regardless of body position or task.

Classroom Dress Code

In addition to the “In All Settings” guidelines listed above, classroom dress code includes the following:

- **Upper Body:** Tops should provide coverage of the shoulders, chest and torso area. Low cut tops, or short tops that do not fall below the level of the pant or skirt waistband are not considered appropriate attire. Top/shirts should not gap when bending forward nor ride over the lower back region when moving or raising your arms overhead.
- **Lower Body:** Shorts, dresses, or skirts must not be shorter than 3” above the knee. Track, basketball, or other athletic shorts are not acceptable. Leggings, yoga pants and similar can be worn when paired with a dress or tunic-length shirt. Note that

tight or revealing clothing is deemed as professionally inappropriate and can disrupt the learning environment.

- **Footwear:** Shoes must be worn at all times, even when seated (no bare feet). Closed toe shoes, including running shoes or sandals that cover the majority of the foot are strongly encouraged.

Guest lecture attire: When guest lecturers are scheduled to be in the classroom, official UAB OT department polo shirts and khaki, black or navy-blue solid color pants/skirt **MUST** be worn (no denim). Sweatshirts or sweaters may not cover the polo. Students may wear a plain colored long-sleeved shirt under the polo if they anticipate being cold during the guest lecture.

Classroom or external presentation attire: Business or business-casual dress will be required at the discretion of the course instructor. Please ask for additional guidance about what constitutes business or business-casual dress as needed prior to the presentation.

Lab attire in the classroom: Lab attire may be acceptable in the classroom setting if a student does not have adequate time to change between classroom and lab activities. This needs to be cleared with the course instructor and does not apply when guest lectures, outside guests or presentations are scheduled.

Laboratory Dress Code

Wearing appropriate lab attire has a direct effect on learning experiences. Specific guidelines are offered to ensure that you will be able to examine the body, move appropriately and maintain modesty. Students show respect for classmates by presenting themselves in a clean, appropriate lab "uniform". (Course specific dress code requirements are at the discretion of the course instructor and may differ from the general policy).

In addition to the "In All Settings" guidelines, laboratory dress code includes the following:

- **For Practical Examinations and Skill Checkouts-**Gray (charcoal/pewter) scrubs tops and pants, athletic (tennis) shoes and socks must be worn and in good condition.
- **For laboratory activities during class time** the following are acceptable:
 - Any color scrub tops and pants, athletic (tennis) shoes and socks must be worn and in good condition.
- **Upper Body:** t-shirts, sweatshirts, and scrub tops are acceptable. There may be times students are asked to wear tank tops or sports bras to identify bony prominences or to assess movement. Students will be notified ahead of time and are encouraged to discuss with their lab instructor if they are uncomfortable with that request.

- **Lower Body:** track, basketball and other athletic shorts are acceptable. Yoga pants, spandex, scrub pants, and sweatpants can be worn. Athletic (tennis) shoes and socks must be worn and in good condition.

Academic Skills Competencies/Lab Practical/Off Campus Clinical Education Dress Code

Many clinical sites have increasingly strict guidelines on dress and appearance where if the student chooses not to adhere to the policies they would be unable to participate in fieldwork experiences that are hosted at those sites. As a result, the department has stricter guidelines for specific activities that are designed to model all or part of clinical rotations.

Therefore, in addition to the “In All Settings” guidelines, the following dress code applies during academic skills competencies, lab practicals, and/or during off-campus community-based experiences, unless stated otherwise by the course instructor:

Clothing: The course director will provide instructions regarding the appropriate attire for each course and activity. **The official attire for students in the UAB OT department are the UAB OT polo shirts and khaki, black or navy-blue solid color pants/skirts MUST be worn (no denim) or gray scrubs with a UAB OT patch that you will receive from the department.** Sweatshirts or sweaters may not cover the polo. Students may wear a plain colored long-sleeved shirt under the polo if they anticipate being cold. Clothing worn in these settings/situations must be neat and clean to avoid contamination in clinical settings/situations. They should be removed for cleaning as soon as possible after leaving any clinical site to reduce contamination to your personal surroundings.

Shoes: Closed-toe shoes with rubber soles must be worn. Shoes should be clean and in good condition.

Nails: Nails should be clean, trimmed, and free of polish. No artificial nails. Nail length must be kept to a minimum to avoid skin trauma or contamination.

Jewelry: All jewelry should be minimal. Some facial piercings may not be permitted.

Gray (Charcoal/Pewter) color for scrubs:



Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make up missed work.

Professional and Student Organizations

Student membership in both the American Occupational Therapy Association (AOTA) and the Alabama Occupational Therapy Association (ALOTA) is required during the professional program.

AOTA and ALOTA protect the scope of practice for occupational therapy and represent the profession at the national and state levels. Membership in these associations is comparable to holding “career insurance.” It is our sincere hope that student membership will translate into lifelong membership.

Students will benefit personally and professionally from the publications, member services, and events the associations provide. Various class assignments will require access to the AOTA member website, the ALOTA member website, as well as other events, resources, and membership benefits.

American Occupational Therapy Association

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.

Mission Statement

To advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.

AOTA is only strong because of member support and participation and therefore the department and faculty require all UAB occupational therapy faculty and students to be members of our national professional organization.

AOTA has an active student membership. Student members get the same benefits as every other AOTA member, with substantial savings on dues and more. More information regarding AOTA student membership and links for joining can be [found on the AOTA website](#).

Follow AOTA on social media: students have many [opportunities to network with and learn](#) from AOTA leaders, educators, researchers, experienced OTs and OTAs, and fellow students.

Alabama Occupational Therapy Association

The Alabama Occupational Therapy Association (ALOTA) is a member organization. ALOTA is the state-based professional organization and public voice for the occupational therapy profession within Alabama. Members consist of occupational therapists, occupational therapy assistants, occupational therapy students, and corporate sponsors who employ occupational therapy personnel. ALOTA is a state affiliate of the American Occupational Therapy Association (AOTA), which is the national professional association. ALOTA and AOTA share the common goals of working to advance the profession of occupational therapy, the public's awareness of and access to needed occupational therapy services, and the contributions of occupational therapy to health, wellness, productivity and quality of life.

ALOTA is only strong because of member support and participation and therefore the department and faculty require all occupational therapy faculty and students to be members of their state professional organization.

For more information [visit the ALOTA website](#).

World Federation of Occupational Therapy (WFOT)

The WFOT was founded in 1952 and is the official international organization for the promotion of occupational therapy. Since its inception, the Federation has done much to develop minimum education standards and clinical practice throughout the world. Each official OT association of a country is eligible to become a member, as can individual certified therapists. The Federation holds a general conference once every four years. Delegates and individual members from countries throughout the world convene to exchange ideas and information.

To join WFOT as an Individual Member please contact the American Occupational Therapy Association. For more information [visit the WFOT website](#).

Graduate Student Government

The vision of the GSG is to protect and promote the interest of graduate students, provide a forum for graduate students to voice concerns on academic and non-academic issues, and enhance the quality of education and research at the University of Alabama at Birmingham. For more information [visit the Graduate School Government website](#).

Pi Theta Epsilon

Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. PTE recognizes and encourages superior scholarship among students enrolled in accredited educational programs across the United States. For more information [visit the Pi Theta Epsilon website](#).

Each year the Alpha Beta Chapter of PTE, founded at the University of Alabama at Birmingham (UAB) in 1988, inducts new members.

Student Occupational Therapy Association

The Student Occupational Therapy Association (SOTA) was established as a service club in 1969 for, according to the bylaws, "the purpose of fellowship among students, faculty, and those persons interested in promoting the profession; for the dissemination of knowledge; and for the purpose of both unification within the profession and with other organizations at The University of Alabama at Birmingham."

Membership of the association includes interested students enrolled in the occupational therapy program at UAB. The student association also has a faculty sponsor who serves as a liaison between the department and the student association.

One of the main functions of the SOTA is the raising of funds to help pay expenses of student representatives to the Annual Conference of the American Occupational Therapy Association. Funds are also raised for the Memorial Scholarship, to help pay expenses for active members to attend the ALOTA conference, and community service projects. Participation in SOTA is voluntary, but membership is strongly encouraged.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

Part of UAB's mission is to champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel. In that spirit, the COTAD mission is to meet society's occupational needs by developing local and national initiatives and aligning with key

stakeholders to create a socioculturally diverse workforce that is able to provide culturally sensitive and client-centered services to occupational therapy consumers.

COTAD Chapters are designed to support occupational therapy students to work together to develop and promote diversity and inclusion within occupational therapy education programs and in the profession. Each Chapter is designed to create opportunities and resources to foster open conversation and increase awareness of different lived experiences to increase cultural humility.

JusticeBridge

JusticeBridge is a service-based, interdisciplinary student association where students can get hands-on experience working with community partners to address justice-based issues. UAB undergraduate and graduate students across all areas of study with a passion for social justice and community advocacy come together to connect classroom knowledge with real-world experience and learn practical ways to advocate for individuals impacted by the criminal legal system.

OT Student Ambassador Program

The Student Ambassador Program is a more formal means to reach out to those interested in the Department of Occupational Therapy at UAB. Student Ambassadors correspond with prospective students to answer questions about the department from a student perspective, give tours of the campus, and assist faculty with recruitment activities. It is a volunteer position, and there is an application process for interested students; this usually takes place near the beginning of the second semester, which allows for mentoring with the soon-to-be outgoing cohort of ambassadors. Interested students are encouraged to contact any of the student ambassadors, or the admissions coordinator, Mr. Kerry McAlpine or Mrs. Victoria Stargell, or the Program Director.

Program Evaluation and Continuous Quality Improvement

The UAB Entry-Level OTD Program is committed to ongoing, systematic program evaluation as a core component of its continuous quality improvement (CQI) process. In accordance with ACOTE Standards A.6.1–A.6.4, the program routinely collects, analyzes, and acts on a comprehensive set of formative and summative outcome data to ensure that the curriculum continues to meet its stated goals, reflects best practices in occupational therapy education, and prepares graduates for entry-level practice.

Data the Program Collects

Program evaluation includes the following data categories:

Student Data:

- Retention rates
- Academic performance (GPA, course grades, grade distributions)
- Fieldwork performance (Level I and Level II Fieldwork evaluations)

Faculty Data:

- Effectiveness in assigned teaching responsibilities (evaluated annually)

Program Data:

- Student satisfaction with the program (collected via end-of-program surveys)
- Student evaluations of fieldwork experiences (SALFWE and SEFWE)
- Student evaluations of the doctoral capstone experience
- Evaluation of doctoral capstone outcomes
- Graduate performance on the NBCOT Certification Examination (first-time pass rates)
- Graduate job placement rates
- Employer satisfaction with graduate performance
- Graduate scholarly activity (e.g., presentations, publications, grants, state and national leadership positions, and professional awards)

How Data Is Used

A written report summarizing the analysis of outcome data and planned action responses is maintained annually by the Program Director. The results of ongoing program evaluation are used to inform the program's strategic plan, curriculum design, course sequencing, fieldwork programming, faculty development, and other program operations. The program demonstrates, on an annual basis, how data analysis has informed program growth and strategic changes.

Course Evaluations

Students are asked to evaluate a selection of the courses they take each semester through an online course feedback system (IDEA). Student anonymity is protected, enabling students to provide honest and accurate assessments of course content and instruction. Faculty use this feedback as part of their ongoing professional development and to make improvements to course design and delivery.

Program Outcome Data (Public Disclosure)

In accordance with ACOTE Standard A.3.7, the UAB Entry-Level OTD Program makes the following outcome data available to current and prospective students:

[NBCOT Certification Exam Pass Rate is on their website.](#)

[UAB OTD Graduation Rate is on our website.](#)

These data are reviewed annually as part of the program's continuous quality improvement process (ACOTE A.6.3).

ACOTE Standards Addressed: A.3.7, A.6.1, A.6.2, A.6.3, A.6.4

Records

- Student Records Policy (One Stop Student Services) at: [One Stop Student Services](#)
- UAB Records Retention Policy at: [Records Retention Schedule](#)
- UAB graduate school records policy at: [Graduate School Policies and Procedures](#)

Reference Requests

Students seeking professional references are encouraged to ask faculty members in advance and to complete a Release for Recommendation form. References will be provided in accordance with university and department policies.

Scholarships

Keep updated on available scholarships by visiting the following links:

[SHP Admissions Tuition Scholarships](#)

[AOTA Scholarships](#)

Social Media

Social media, such as LinkedIn, Twitter, Facebook, YouTube etc., can be a useful communication tool, but occupational therapy students should use these forums judiciously. Use of social media sites by health care providers presents unique concerns due to the blurring of the line between one's personal and professional lives (McBride & Cohen, 2009). Occupational Therapy students should note that potential employers might examine your online presence to assess your behavior related to ethical decision-making and/or respectful and courteous communication.

The AOTA Advisory Opinion for the Ethics Commission on Social Networking (2011) stated:

Although posting information on an OSN site is not inherently unprofessional, health care providers need to be cognizant of their responsibility to carefully select the

content and amount of information they post. As health care providers, occupational therapy practitioners, educators, and students should ensure that their postings are consistent with professional legal and ethical standards, behavior the term e-professionalism was coined to describe.

UAB welcomes individuals and academic/organizational units to identify their role at UAB publicly on social media. Be aware that by doing so, you are representing UAB and therefore subject to UAB's conduct policies. Students are subject to the [UAB Academic Integrity Code](#).

Academic/organizational units are free to create and maintain a presence on social media that is professional, technically secure and does not violate university web policies or laws that govern the dissemination of public information. These include UAB's Digital Mass Communications and Content policy, UAB IT's Acceptable Use Policy, as well as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). These policies are part of the implicit and explicit agreement you make with UAB for the use of its resources, including its logo and branding.

Social Networking within UAB OT

Students in the Department of Occupational Therapy need to be aware that, when posting on any social media, students must adhere to privacy and confidentiality guidelines and laws. Students should **never be discussing or posting pictures** of classroom guests, any material about a patient, client or family, or even a work setting – these are HIPAA and confidentiality violations. The rules of academic integrity also apply to postings on social media sites. In considering a post to any social media site, you should think about how it will reflect on you, the department, or the university if it were to become widely known amongst students, faculty and staff.

The Department of Occupational Therapy restricts “friending”, “liking”, “following” on personal social media sites between faculty/staff and students. The only exception to this is the professional site, “LinkedIn.” Maintaining appropriate professional boundaries, while a student is enrolled in the program, means that faculty-student, staff-student merit close consideration of the implications and nature of interactions on social media.

The Department of Occupational Therapy and the students of the Department of Occupational Therapy actively participate on several social networks – consider connecting with your department and colleagues.

Student Photographs

Each member of the entering classes will be asked to provide/pose for photographs, usually during New Student Orientation. These pictures are used to make a composite

picture of the entire class. The pictures are also used for our records and LinkedIn Profiles. Students will be informed where and when the photographs will be taken.

Student Support and Resources (Academic)

There are many resources available to you as a student of UAB for academic support. The following is a list of some of the resources that the department has found to be particularly beneficial to students:

The University Writing Center: This service provides free writing support to all UAB students, including in person one-on-one consultations and tutoring services. More information can be found here: [UAB Writing Center](#)

Library Liaison: Lister Hill Library has a dedicated liaison for the School of Health Professions to serve as a point person and advocate for students and faculty. The liaison is available in person, through email, and instant messenger. Some of the services provided include one-on-one or small group research assistance, review of methods for identifying resources, review of library services, assistance with searching databases, and assistance with managing citations. More information can be found [on the UAB Libraries website](#).

Technology Requirements

All students must have access to a computer that allows them to complete all coursework and general curriculum requirements. Students are responsible for knowing how to operate the computer systems and the software packages required, including the capability to use the university's lock-down browsers for testing. (Please reference the UAB IT website for recommendations on computer specifications and software availability for students).

UAB's Learning Management System is "Canvas". It is important that students are familiar with accessing and using this system: there are resources for students such as training options, tutorials and technical support on the Canvas website.

Technology Use

Established and emerging online internet and wireless technologies and social networking platforms are fundamentally changing the way organizations and individuals communicate. Because of the constantly evolving nature of social networking platforms and technologies, this policy and guidelines do not attempt to identify every platform, although they will apply to all contemporary communication technologies available.

The rationale for this policy is that in the clinical setting, health care professionals may not engage in the use of any form of electronic device/technologies for non-work-related needs/activities while in the work environment. This includes, but not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, use of social

media apps, playing games, accessing internet, listening to music, or any other contemporary communication technologies available. The use of any communication technology is often prohibited or restricted to specific areas. The use of any device to take photographs of staff, visitors, clients/patients and even clinical areas is prohibited. Any photographing, videotaping, audiotaping, and/or filming in clinical areas is subject to strict policies and is often prohibited unless it has been approved by Risk Management Departments.

Therefore, in preparing students for careers in healthcare settings, the UAB Department of Occupational Therapy has a **ZERO TOLERANCE** policy for communication/electronic technology, including cell phone use. This includes, but is not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, playing games, accessing internet, listening to music, emailing or using social media, including but not limited to Facebook, Snapchat, Whatsapp, Facebook Messenger, WeChat, GroupMe, Instagram, YouTube, Pinterest, or any other contemporary communication technologies available during any instructional sessions. This includes, but not limited to, lectures, presentations, discussions, group work, lab activities, community activities, fieldwork rotations and any activity, regardless of setting, associated with courses.

- Communication/electronic technologies, including cell phones, must be silenced and placed out of sight and remain there for all instructional times.
- Communication/electronic technologies, including cell phones may be left on vibrate for emergency notification purposes only. In this case, the student will notify the course director/instructor/fieldwork educator prior to the instructional session and quietly excuse themselves when they receive it.
- Communication/electronic technologies, including cell phones may be used when the course director/instructor/fieldwork educator allows it for specific learning activities.
- All course directors build in designated breaks and the use of communication/electronic technologies, including cell phones in the instructional environment is allowed at that time. Students will return their devices to silence/out of sight when instruction recommences.
- The recording of any instructional session, faculty, staff, colleagues, students or visitors, either through video or voice, is strictly prohibited at all times. Prior approval from the person being recorded is required.

The School of Health Professions expects students to maintain an acceptable quality of academic performance and to exhibit appropriate conduct. Students are expected to conduct themselves in a manner similar to the accepted standards for practicing health

care professionals. As a result, any student in breach of the technology use policy will be viewed as exhibiting unprofessional behavior, as detailed in the UAB Academic integrity Code.

Students will be subject to disciplinary action as detailed in this policy ranging from oral or written warning to suspension/expulsion from classes and other privileges in the School of Health Professions.

Fieldwork and Capstone Overview

SECTION A - FIELDWORK RELATED TO MISSION, PHILOSOPHY AND CURRICULUM DESIGN

Students are responsible for completing various Level I Fieldwork Experiences over the course of three consecutive semesters that are associated with OT 764 and two, Level II Fieldwork Experiences that are associated with OT 765 and OT 766 where each are a minimum of 12-weeks. Students are required to complete Level II Fieldwork Experiences in different practice areas. To achieve this requirement the department has affiliation agreements with over 300 well-vetted facilities across the nation that provide clinical learning opportunities for occupational therapy students. Fieldwork is an essential part of the occupational therapy curriculum and Level I and Level II Fieldwork Experiences are strategically placed within the sequence of the curriculum at UAB to allow each student to developmentally build upon the knowledge and skills learned from didactic coursework and previous fieldwork experiences. In addition, through an extensive network of community partners, the program embeds numerous learning experiences throughout the curriculum to provide context and real-life situations, thus further supporting didactic coursework. All students must complete all fieldwork experiences set by the program.

LEVEL I FIELDWORK EXPERIENCES

Students are required to complete a series of related Level I Fieldwork Experiences. These fieldwork 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. For Level I Fieldwork Experiences, the profession's accrediting body, ACOTE®, does not require a minimum number of hours. Each program sets the time requirements for students on Level I Fieldwork Experiences.

Level I Fieldwork Experiences will take place throughout the student's second, third, and fourth semesters in the program, using a variety of partners to provide community-based learning opportunities. The objectives and assignments for these experiences are based on previous semesters of the curriculum and build on one another.

Following ACOTE® standards, Level I Fieldwork Experiences here at UAB are met through one or more of the following instructional methods:

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

Here at UAB, we ensure all Level I Fieldwork Experiences are comparable in rigor with the proper learning objectives (see Appendix A) and associated assignments.

- For Level I Fieldwork Experiences (OT 764), when the instructional method is faculty-led site visits, those faculty who are involved are briefed by the Academic Fieldwork Coordinator regarding Level I fieldwork objectives, assignments, student evaluation, and expectation of professional behaviors.
- For Level I Fieldwork Experiences (OT 764), when the instructional method is supervision by a fieldwork educator in a practice environment, the Academic Fieldwork Coordinator meets with those fieldwork educators to review Level I fieldwork objectives and assignments. Each fieldwork educator is also briefed on the student evaluation and expectation of professional behaviors.

Level I Fieldwork Experiences focus on the occupational therapy process, occupation, occupational participation, and health and well-being at the personal, group, and population levels. All fieldwork experiences will integrate the appropriate use of the Occupational Therapy Practice Framework: Process and Domain (4th Edition; AOTA 2020) language, practicing observation skills, and therapeutic use of self. These concepts are woven through the curriculum and established as key foundational characteristics of occupational therapy practice. These fieldworks experiences are graded by the fieldwork educator(s) in the areas of clinical application of interpersonal skills, observation skills, fundamentals of practice skills, professional behavior, ethical behavior, and the role of occupational therapy. At the conclusion of the three semester and their associated Level I Fieldwork Experience students will have a better understanding and demonstration of knowledge related to the occupational therapy process and different ways to motivate and facilitate clients' progression towards meaningful occupational participation.

Per ACOTE®, Level I Fieldwork Experiences must meet certain accreditation standards, which are below:

C.1.1. Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.

C.1.3. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

C.1.6. Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.

C.1.7. Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practices, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives.

C.1.8. Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork).

Demonstrate support for enhancing supervision (e.g., materials on supervisory skills continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).

C.1.9. Document a process for communication with the student and the fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of the resources that support student well-being.

C.1.10. Ensure that fieldwork educators 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.1.11. Demonstrate that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Document mechanisms for formal evaluation of student performance.

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

- Virtual environments
- Simulated environments

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

Document that all students have similar Level I fieldwork experiences (e.g., learning activities, objectives, assignments, and outcome measures).

- (2023 ACOTE® Standards and Interpretive Guide, Effective 7/31/2025)

LEVEL II FIELDWORK EXPERIENCES

Occupational therapy students complete their preparation for professional practice by spending the required equivalent of 12 weeks, full-time fieldwork in two significantly different practice areas (24 weeks total). Our program's advanced fieldwork courses (Level II Fieldwork Experiences) take place during the sixth and seventh semesters of the entire curriculum sequence. The standards recommend that the student is exposed to a variety of clients across the life span and to a variety of settings. Therefore, these fieldwork experiences will not only take place in traditional, hospital-based settings, but also in other types of outpatient clinics, community-based programs, and emerging practice areas.

Fieldwork sites are only considered where therapy is supervised by a certified and/or licensed occupational therapist, where the education of students is pragmatically or philosophically supported by the administration of the facility, and the practice of occupational therapy reflects the mission, philosophy and learning objectives of the Department of Occupational Therapy at UAB. The department commits extensive resources to the establishment of our large network of fieldwork affiliations, and this ensures that students can learn and develop their skills within a variety of practice areas and settings.

A one student to one fieldwork educator apprenticeship model (1:1) is the typical and preferred supervision model during Level II Fieldwork Experiences. This close supervision model ensures proper supervision and frequent assessment of student progress toward achievement of required learning objectives. In addition, this model of supervision provides protection of consumers and allows opportunities for appropriate role modeling of occupational therapy practice.

During a small percentage of our Level II Fieldwork Experiences, a 2:1 supervision model, where a student is supervised by two fieldwork educators, is implemented. The academic fieldwork coordinator will work closely with each student and those sites to ensure proper supervision, frequent assessment of student progress toward achievement of required

learning objectives, protection of consumers, and allow opportunities for appropriate role modeling of occupational therapy practice.

For potential Level II fieldwork sites where no OT services exist, this will be a case-by-case basis and the following process will be followed to ensure the proper amount and type of student supervision is provided. For these fieldwork experiences, supervision will be the responsibility of a faculty member who is an occupational therapist or an appropriately vetted occupational therapist whose CV indicates the individual has at least 3 years' full-time or its equivalent of professional of experience and background to support the student in the setting. For example, if a site is community-based mental health clinic where no OT services exist, the faculty occupational therapist or clinical occupational therapist who has experience in either mental health, community practice, or both will be the supervising occupational therapist for the student in this site. During the 12-week full-time rotation direct supervision will be provided by supervising occupational therapist and documented on a weekly basis to ensure the required 8 hours of direct supervision is met each week. When not onsite, the supervising occupational therapist will be available to the student throughout the experience via phone and email. When not onsite, the student will be assigned to an on-site supervisor who will be educated on the importance of supervising the student when the supervising occupational therapist is not on site. They too will have access to the supervising occupational therapist via phone and email. All supervising parties, as well as the student, will have access to the Academic Fieldwork Coordinator via phone and email throughout this experience, which will provide an enhanced collaborative model for a fieldwork experience where no OT services exist. All standard documentation associated with Level II Fieldwork Experiences will be used and completed by the supervising occupational therapist with input from the on-site supervisor as appropriate to ensure the student is moving toward and meeting entry-level generalist competency at midterm and final for this type of Level II Fieldwork Experience.

Level II Fieldwork Experiences take place at the conclusion of all didactic coursework and Level I Fieldwork Experiences, but before the Capstone Experience.

All Level II Fieldwork Experiences have fieldwork objectives related to the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE) (see Appendix A), and some organizations may have site-specific objectives for students to successfully progress and meet the clinical and professional standards of an entry-level practitioner. After a potential site has been vetted and the affiliation contract is in place, and before a student can be sent to the site the department and the site must agree on fieldwork objectives for students. The Academic Fieldwork Coordinator will work with the site to

ensure that comprehensive fieldwork objectives are in place before a student is sent for a Level II Fieldwork Experience.

Level II Fieldwork Experiences allow the student to implement knowledge and skills learned over the past five semesters to critically think and problem solve appropriate intervention plans based on a client's individual circumstances and goals. Students are prepared to provide meaningful and occupation-based interventions that increase occupational participation and engagement in life to promote health and well-being for their clients.

Per ACOTE®, Level II Fieldwork Experiences must meet certain accreditation standards, which are below: (2023 ACOTE® Standards and Interpretive Guide, Effective 7/31/2025)

C.1.1. Ensure that the fieldwork experience reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork strengthens the ties between didactic and fieldwork education.

C.1.3. Document that all fieldwork experiences include an objective with a focus on the occupational therapy practitioner's role in addressing the psychosocial aspects of the client's engagement in occupation.

C.1.6. Ensure at least one fieldwork experience (either Level I or Level II) has a primary focus on the role of occupational therapy practitioners addressing mental health, behavioral health, or psychosocial aspects of client performance to support their engagement in occupations.

C.1.7. Ensure that the ratio of fieldwork educators to students enables proper supervision and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practices, and the ability to conduct frequent assessment of student progress in achieving stated fieldwork objectives.

C.1.8. Document a mechanism for evaluating the effectiveness of supervision (Level I and Level II fieldwork).

Demonstrate support for enhancing supervision (e.g., materials on supervisory skills continuing education opportunities, student well-being, cultural humility, and articles on theory and practice).

C.1.9. Document a process for communication with the student and the fieldwork educator throughout the fieldwork experience. Ensure all aspects of the student's progress and performance are addressed and the fieldwork educator is aware of the resources that support student well-being.

C.1.12. Document a required minimum of 24 weeks' full-time Level II fieldwork. Documentation must specify if part-time completion is available as agreed upon by the site and the program. The length of the part-time program must be equivalent in length to a minimum of 24 weeks full-time. Ensure that 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. Document and verify prior to the start of the Level II fieldwork that the student is supervised by an occupational therapy practitioner who is:

- Adequately prepared to serve as a fieldwork educator.
- Currently a licensed or otherwise regulated occupational therapist.
- Has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.

The fieldwork educator may be engaged by the fieldwork site or by the educational program.

Document and verify that students completing Level II fieldwork outside of the United States are supervised by an occupational therapist (regardless of title) who graduated from a program accredited by ACOTE®, approved by WFOT, or otherwise regulated in the country in which the students are completing fieldwork. The fieldwork educator must have at least 1 year of experience in practice prior to the onset of Level II fieldwork.

C.1.14. Ensure that Level II fieldwork supervision is direct and then decreased to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.

C.1.15. Document a mechanism for requiring formal evaluation of student performance on Level II fieldwork.

C.1.16. Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented 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 of professional experience prior to the Level II fieldwork. 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 onsite supervisor designee of

another profession must be assigned while the occupational therapy supervisor is off site.

SECTION B - CAPSTONE RELATED TO MISSION, PHILOSOPHY AND CURRICULUM DESIGN

The Capstone Program at UAB is largely designed to keep the University, School of Health Profession's and Occupational Therapy Department's visions and missions at heart.

Through a sequence of capstone preparation courses completed across multiple semesters, students have ample time to apply foundational knowledge, develop advanced skills, and prepare for their individualized capstone projects.

This structured process helps students become ethical, evidence-based practitioners who can design, implement, and evaluate innovative and culturally responsive occupational therapy services. Students also engage in a rigorous scholarly process that promotes professional growth, leadership, interdisciplinary collaboration, and lifelong learning.

Throughout the capstone experience, students work closely with faculty and site mentors, receiving guidance that supports their development as practitioners, scholars, and leaders. Students reflect on their learning and professional growth through various assignments, including but not limited to personal and professional goals, challenges, outcomes, and the sustainability related to their projects.

To ensure students are fully prepared before beginning the capstone experience in semester eight, capstone preparation occurs through four consecutive one-credit courses in semesters two through five. These courses build upon each other and are completed alongside related didactic coursework to support successful capstone planning and implementation.

Capstone experiences are encouraged to take place in a variety of settings and practice areas, one of which will be chosen in collaboration with the student and the Doctoral Capstone Coordinator (DCC). Each site will be chosen based on the availability of clinical sites, mentorship opportunities, and scope of student project design.

The Capstone Program is designed to both challenge the students and offer them an opportunity for in-depth exposure to one or more of the following focus areas: research skills, clinical skills, program development, policy development, administration, advocacy, leadership or education (ACOTE®, 2023).

Capstone education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The capstone project and experience together are designed to:

- Provide the students with an in-depth exposure to a specified area of occupational therapy
- Develop collaborative and interdisciplinary practice skills
- Promote clinical reasoning and reflective practice
- Apply synthesized knowledge gained through didactic courses and fieldwork experiences
- Transmit the values and beliefs that enable ethical practice
- Develop professionalism and competence in career responsibilities.

The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. (ACOTE®, 2023, p. 42)

The Doctoral Capstone consists of two parts: the project and the experience. ACOTE® (2023, pp. 47) defines each of these as:

- "Capstone Project: An individual project that is completed by a doctoral-level student that demonstrates the student's ability to relate theory to practice and to synthesize in-depth knowledge in a practice area that relates to the capstone experience.
- Capstone Experience: An in-depth exposure in a concentrated area that includes activities in a mentored practice setting and may also include activities in a non-mentored practice that meets developed goals/objectives of the doctoral capstone. The mentored practice setting may be in-person, virtual or hybrid and includes learning experiences."

Per ACOTE®, Doctoral Capstones must meet certain accreditation standards, which are below: (2023 ACOTE® Standards and Interpretive Guide, Effective 7/31/2025)

D.1.0. The goal of the Doctoral Capstone is to provide an in-depth exposure to one or more of the following areas in occupational therapy: clinical skills, research skills, administration, leadership, program development and evaluation, policy development, advocacy, and/or education.

The doctoral capstone consists of 2 parts:

- Capstone Project
- Capstone Experience

The student will complete a 14-week capstone experience and an individual related capstone project to demonstrate synthesis and application of knowledge gained.

D.1.1. Ensure that the doctoral capstone is designed through collaboration with the student, a faculty member in the occupational therapy educational program who holds a doctoral degree, and an individual with documented expertise in the content area of the capstone.

D.1.2. Document that the content expert is informed of the plan for and purpose of the doctoral capstone and has content expertise in the focus area.

D.1.3. Document that the doctoral capstone is an integral part of the program's curricular design and:

- Reflects the mission and philosophy of the program
- Contributes to the development of in-depth knowledge in the designated area of interest
- Includes preparation consisting of a literature review, needs assessment, goals/objectives, and a plan to evaluate project outcomes. This must be completed prior to the commencement of the 14-week doctoral capstone experience

The doctoral capstone must be started after completion of all coursework and level II fieldwork experiences.

D.1.4. Document that the process for ensuring valid written agreements between the organization and the program are in effect prior to and for the duration of the capstone experience.

Ensure that there is a valid plan for the individual doctoral capstone experience that, at a minimum, includes:

- Individualized specific doctoral capstone experience objectives
- Plans for evaluation, supervision and mentoring
- Responsibilities of all parties

The agreement must be signed by all parties.

D.1.5. Require that the length of the doctoral capstone experience be a minimum of 14 weeks' full-time, and a minimum of 32 hours per week. This may be completed on a part-time basis as agreed upon by the organization and must be consistent with the individualized specific objectives and capstone project. This must be equivalent in length to 14 full-time weeks of at least 32 hours per week. The program must have a mechanism to document that the students meet the requirements for

capstone length. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.

D.1.6. Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.

D.1.7. Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.

SECTION C - PERSONNEL RELATED TO FIELDWORK AND CAPSTONE

Faculty:

Assistant Professor, Director of Clinical Education, and Academic Fieldwork Coordinator
Deek Cunningham, PhD, OTR/L, SIPT (#2623), FAOTA

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SECTION D - PROFESSIONAL BEHAVIOR RELATED TO FIELDWORK EXPERIENCES AND CAPSTONE EXPERIENCES

The Clinical Doctorate in Occupational Therapy Program at UAB provides students with a holistic perspective, including an understanding of the philosophical and theoretical basis for practice in both current and emerging settings. Professional education to become an occupational therapist differs from traditional undergraduate and/or graduate education. Students in the professional occupational therapy program are responsible for learning service delivery procedures and techniques that, when applied incorrectly, may jeopardize a client's psychological, emotional, and/or physical health and well-being. Because of the moral, ethical, and legal responsibilities inherent in serving the clients of occupational therapy, success in our professional program requires considerable effort on the part of the student. Investing a significant amount of time for independent educational activities and application of knowledge to occupational therapy practice is required without exception. Off-campus educational experiences in a variety of settings are mandatory components of specific occupational therapy courses and of the program in general. The correlation of these learning experiences with classroom content requires the student to independently develop organized learning strategies. The faculty will assist the student as appropriate and when possible, in order to be successful in this program. The purpose of this manual is to inform the occupational therapy student of their specific responsibilities necessary for the successful completion of all Level I and Level II Fieldwork Experiences and Capstone Experiences.

PROFESSIONAL IMAGE

Integrity, honor, and professionalism are key tenets of our profession and our program. As future occupational therapy practitioners, students must learn about and apply the knowledge of the AOTA 2025 Occupational Therapy Code of Ethics (2025) related to core

values and principles and standards of conduct. We believe the behaviors that students exhibit during the didactic portion of the program will be the behaviors students will exhibit during fieldwork and capstone experiences. Therefore, we expect professional behavior, language, and dress at all times during the eight semesters of the Clinical Doctorate in Occupational Therapy Program, which includes all course-embedded off campus opportunities, Level I Fieldwork Experiences, Level II Fieldwork Experiences, and Capstone Experiences.

COMMUNICATION FOR OFF-CAMPUS EXPERIENCES, FIELDWORK EXPERIENCES AND CAPSTONE EXPERIENCES

All communication (written, spoken, pictorial, etc.) will be professional and respectful at all times. You are representing the Department of Occupational Therapy, The University of Alabama at Birmingham, the profession of Occupational Therapy and yourself. Refer to the Department of Occupational Therapy Handbook for more specific information regarding social media and professional communication. Cell phones and all other electronic devices are strictly prohibited at any time during your fieldwork and capstone experiences. If there is a need to have your phone on during your fieldwork experience or capstone experience, you need to first communicate this with your fieldwork educator(s) or capstone site mentor(s) and gain clearance. The phone must be turned to silent, and it cannot be on at all in certain areas of a fieldwork or capstone site where it is clearly marked cell phone use is not permitted.

ELECTRONIC DEVICE AND SOCIAL NETWORKING PLATFORMS

Established and emerging online internet and wireless technologies and social networking platforms are fundamentally changing the way organizations and individuals communicate. Because of the constantly evolving nature of social networking platforms and technologies, this policy and guidelines do not attempt to identify every platform, although they will apply to all contemporary communication technologies available.

The rationale for this policy is that in the clinical setting, health care professionals may not engage in the use of any form of electronic device/technologies for non-work-related needs/activities while in the work environment. This includes, but is not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, use of social media apps, playing games, accessing internet, listening to music, or any other contemporary communication technologies available. The use of any communication technology is often prohibited or restricted to specific areas. The use of any device to take photographs of staff, visitors, patients, and even clinical areas is strictly prohibited. Any photographing, videotaping, audiotaping, and/or filming in clinical areas is subject to strict

policies and is often prohibited unless it has been approved by Risk Management Departments.

Therefore, in preparing students for careers in healthcare settings, the UAB Department of Occupational Therapy has a **ZERO TOLERANCE** policy for communication/electronic technology, including cell phone use. This includes, but is not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, playing games, accessing internet, listening to music, emailing or using social media, including but not limited to, Facebook, Snapchat, WhatsApp, Facebook Messenger, WeChat, GroupMe, Instagram, TikTok, YouTube, Pinterest, or any other contemporary communication technologies available during any instructional sessions. This includes, but not limited to, lectures, presentations, discussions, group work, lab activities, community activities, fieldwork experiences, capstone experiences, and any activity, regardless of setting, associated with courses.

- Communication/electronic technologies, including cell phones, must be silenced, and placed out of sight and remain there for all instructional times.
- Communication/electronic technologies, including cell phones may be left on vibrate for emergency notification purposes only. In this case, the student will notify the course director/instructor/fieldwork educator(s)/capstone site mentor prior to the instructional session and quietly excuse themselves when they receive it.
- Communication/electronic technologies, including cell phones may be used when the course director/instructor/fieldwork educator(s)/capstone site mentor allows it for specific learning activities.
- All course directors build in designated breaks and the use of communication/electronic technologies, including cell phones in the instructional environment is allowed at that time. Students will return their devices to silence/out of sight when instruction recommences.
- The recording of any instructional session, faculty, staff, colleagues, students, or visitors, either through video or voice, is strictly prohibited at all times. Prior approval from the person being recorded is required.

The School of Health Professions expects students to maintain an acceptable quality of academic performance and to exhibit appropriate conduct. Students are expected to conduct themselves in a manner similar to accepted standards for practicing health care professionals. As a result, any student in breach of the cell phone use policy will be viewed as exhibiting unprofessional behavior, as detailed in [The University of Alabama at Birmingham's Academic Integrity Code](#).

Students will be subject to disciplinary action as detailed in this policy ranging from reduced grade on assignments or in the course to academic suspension or academic expulsion from classes and other privileges in the School of Health Professions and UAB.

CONTACT INFORMATION

Students are responsible for maintaining up-to-date contact information, including mailing address, phone number(s) and any possible name changes with the department at all times, especially during Level II Fieldwork Experiences and Capstone Experiences.

DRESS FOR FIELDWORK EXPERIENCES AND CAPSTONE EXPERIENCES

Each fieldwork and capstone site should have a dress code specific to the facility. Please reference either the file for the individual fieldwork or capstone site or discuss with the on-site fieldwork educator or capstone site mentor. In lieu of a facility specific dress code, please reference the department dress code below that you can use during your fieldwork experiences and capstone experiences.

Inappropriate dress at fieldwork and capstone sites will result in immediate withdrawal from the experience/site.

During fieldwork experiences and capstone experiences, we expect professional dress. The following are required in professional dress during these times:

- **Photo Identification:** UAB photo identification with the badge that identifies students as an "Occupational Therapy Student" facing outward must be worn at all times, secured above the waist, and clearly visible to others.
- **Clothing:** Official UAB OT department polo shirts and khaki, black or navy-blue solid color pants/skirts **MUST** be worn (no denim). Sweatshirts or sweaters may not cover the polo. Students may wear a plain colored long-sleeved shirt under the polo if they anticipate being cold. Clothing worn in these settings/situations must be neat and clean to avoid contamination in clinical settings/situations. They should be removed for cleaning as soon as possible after leaving any clinical site to reduce contamination to your personal surroundings.
- **Shoes:** Closed-toe shoes with rubber soles must be worn. Shoes should be clean and in good condition.
- **Personal Hygiene:** Students need to manage their own personal hygiene to avoid offensiveness in close physical interactions with clients, visitors, students and instructors. Body odor, smoke, or other odors are not acceptable. Use of deodorants and/or antiperspirants is encouraged. Perfumes or other strong fragrances are not acceptable.

- **Hair:** All hair should be clean and well-groomed at all times. During fieldwork and capstone activities that involve working with clients, hair should be secured (pulled back/up) in a way that it will not interfere with management of clients or use of equipment.
- **Hats and head coverings:** Hats are not acceptable. Head coverings are allowed when worn for religious, cultural, medical, or ethnic observations (please discuss with the Program Director).
- **Nails:** Fingernails are to be kept short and clean to avoid skin trauma or contamination. Nail polish and artificial nails are not appropriate in clinical settings and should not be worn in clinical situations to minimize infectious disease concerns.
- **Jewelry:** All jewelry should be minimal. Excessive jewelry, dangling earrings or large hoops, and facial piercings are not permitted. With the exception of ear piercing, there will be no visible body piercing, including but not limited to tongue or nose piercing, or eyebrow rings/bars.
- **Tattoos:** Some clinical and fieldwork sites require that tattoos be covered. Students should be prepared to comply with individual site policies regarding tattoos. When in doubt, consult your Academic Fieldwork Coordinator."
- **Failure to comply with the program's dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make up missed work.**

EMAIL FOR OFF-CAMPUS EXPERIENCES, FIELDWORK EXPERIENCES, AND CAPSTONE EXPERIENCES

We all rely on e-mail as an official means of communicating with each other. It is a requirement for each student to have a valid (@uab.edu) e-mail address. **DO NOT** forward the UAB account to a personal account. Please see an OT staff member with all questions pertaining to e-mail. The department will only use UAB accounts and is not responsible for information not received by students due to 'redirecting' of a UAB account to another email server.

The department will continue to communicate with students via email during all fieldwork experiences and capstone experiences. Students are responsible for checking their e-mail regularly for distribution of official UAB communications.

UAB recommends that e-mail be checked at least once a day when reasonable, even during fieldwork experiences and capstone experiences.

OUTSIDE EMPLOYMENT DURING OFF-CAMPUS EXPERIENCES, FIELDWORK EXPERIENCES, AND CAPSTONE EXPERIENCES

If the student chooses to obtain employment in therapy aide or rehabilitation technician positions, while in the didactic portion of the occupational therapy professional curriculum, The University of Alabama at Birmingham assumes no legal responsibility for the competency of the student engaged in the job duties assigned by their employer. Students working in these positions must not represent themselves to the public or to their employer as a practicing occupational therapy student. This title is reserved for when the University officially places the student at fieldwork and capstone sites to complete course embedded off campus experiences, Level I and Level II Fieldwork Experiences, and Capstone Experiences.

The professional liability insurance available through the University only covers the student during official field trips, fieldwork experiences and capstone experiences. Scheduling of classes, field trips, Level I and Level II Fieldwork Experiences and Capstone Experiences cannot be adjusted around the work schedules of individual students. Safe fieldwork and capstone performance requires adequate physical and mental preparation.

Level II Fieldwork Experiences and Capstone Experiences are as demanding as a full-time job. Students are typically required to be on a fieldwork experience five days per week, eight hours per day. Typical hours per day are required for Capstone Experiences as well. However, students should be aware that in certain settings for Level II Fieldwork Experiences and Capstone Experiences, longer weekday hours; as well as weekend shifts may be necessary. Therefore, students are strongly discouraged from outside employment during Level II Fieldwork Experiences and Capstone Experiences.

SECTION E - FIELDWORK AND CAPSTONE POLICIES AND PROCEDURES

Fieldwork experiences are an integral part of the educational process for the occupational therapy student at The University of Alabama at Birmingham. Fieldwork sites are developed and maintained by the Academic Fieldwork Coordinator with administrative support.

Required Documentation for Students Prior to Participating in Any Level I Fieldwork Experience, Level II Fieldwork Experience, or Capstone Experience

- Record of immunizations
- Evidence of current criminal background check(s) (CBC)
- Evidence of current 10-panel drug screen(s)
- TB testing

- Two, 2-step TB tests, or one TB blood draw, are required upon entry of the UAB OT program. One, 2-step TB test or one TB blood draw is required at least once per year after initial TB requirement is met.
- CPR at the basic healthcare provider level
- Health insurance
- HIPAA Training Certificate
- FERPA Training Certificate
- IRB Initial Training and Renewal Training Certificate(s)
- OSHA/Standard Precautions Training Certificate(s)
- Certificate of malpractice insurance (provided by the department)
- Signed copies of "Essential Tasks and Skills" Form - to be signed by the student each semester while in the program
- Documentation supporting health conditions that may require reasonable accommodations must be submitted and approved by UAB Disability Support Services
- Any site-specific documentation required, which may include additional drug testing and background checks

All these documents should be kept in a manner that are readily accessible, as it is the responsibility of the student to provide these documents to the community partner, fieldwork site, or capstone site. Each student must be in full compliance with all the above noted documentation prior to initiating any out-of-class experience, including course-embedded experiences.

BACKGROUND CHECKS AND DRUG SCREENS

By policy, SHP students are required to undergo routine background checks and drug screens using the school's approved vendor, [DISA CB](#), at the time of program admission and again at specific times during the program related to fieldwork experiences and capstone experiences. Instructions for conducting background checks and drug screens will be provided upon admission to the program and at other times throughout the program. Please refer to the policy section of this handbook regarding background checks and drugs screens; as well as the university policy statements related to alcohol and substance abuse.

Students are required by the department to complete drug screens and criminal background checks upon entry to the program, again during their second semester in the program and again prior to the first Level II Fieldwork Experience. Students are responsible for all associated expense(s). To complete drugs screens and criminal background checks, please note the following:

Students must use [DISA CB](#) and directions on how to upload documents for compliance and where and how to take the drug screens.

- The code for the initial screen is **AH01** (this includes drug screen and background check)
- The code for rechecks is **AH01re** (this includes drug screen and background check)
- In the event that only a drug screen is required, the code is **AH01dt**

Students will be supplied deadlines throughout the program for when the initial and rechecks for background checks and drug screens are to be completed.

Please note that in the codes above the character is a "zero" and not a capital letter. Students that fail to complete the background check and/or drug screen by the prescribed deadline will receive a registration hold and will not be allowed to begin any fieldwork or capstone experience until fulfilling all compliance requirements.

Questions specific to your DISA CB account may be directed to [the DISA CB website and click contact support](#). You can also make an appointment at the Office of Academic and Faculty Affairs here at the School of Health Professions by [emailing them directly](#) or visiting them on the sixth floor in SHPB 660.

Each student may also be required to complete additional background checks and/or drug screens, if required by a fieldwork or capstone site. Furthermore, some facilities require background checks and/or drug screens to be completed at their facility. It is the student's responsibility to make these arrangements when required. Students are also responsible for all associated expense(s).

CAMPUS ONE CARD AND SUPPLEMENTAL NAME BADGE

Students are provided with a UAB Campus OneCard photo identification badge, as well as a supplemental identification name badge. The UAB Campus OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library check-out, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. This is also the card used to gain entrance into the School of Health Professions Building and the appropriate classrooms. [Additional information is available on the ONE Card website.](#)

Students are provided with a supplemental name badge. The supplemental name badge is only used for identification purposes and will be used to identify each student as an Occupational Therapy Student. This must be worn over the UAB Campus OneCard.

Students must have both badges on them at all times, for all on campus and off campus activities.

- If a student loses the UAB Campus OneCard, they must [contact UAB One Stop Student Services for information on how to obtain a replacement](#).
- If a student loses a supplemental name badge, they must report to Dr. Cunningham, Academic Fieldwork Coordinator, SHPB 346 for information on how to obtain a new one.
- The student will be responsible for all associated costs for replacing either the UAB Campus OneCard or the supplemental name badge.

CARDIOPULMONARY RESUSCITATION (CPR)

All School of Health Professions (SHP) clinical students are required to complete CPR at the basic healthcare provider level. All occupational therapy students must present an up-to-date CPR certificate at the basic health provider level before participating in any community-based practice or field trips; as well as before starting Level I Fieldwork Experiences, Level II Fieldwork Experiences and Capstone Experiences. CPR certification is valid for 2 years. The School of Health Professions will provide CPR training during the end of the first semester and then again before students go out on their first Level II Fieldwork Experience. Training details will be discussed during the first and fifth semesters of the program.

DISABILITY SUPPORT SERVICES (DSS)

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, [please contact Disability Support Services for information on accommodations, registration, and procedures](#). Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff.

FERPA TRAINING

The Family Educational Rights and Privacy Act of 1974 provides protection for all educational records related to students enrolled in an educational program. All students in the School of Health Professions must complete an online tutorial and be tested on FERPA regulations at the time of program admission. To complete the FERPA Training for SHP Students. A [BlazerID is required to access Campus Learning System](#). Compliance with the training requirement is monitored monthly. Students who have not completed the training are reported by name to the Office of Academic and Faculty Affairs for follow-up with the Program Director.

Information about your rights and protection of your records is available at [Office of the Registrar - FERPA](#). If you have questions or concerns about FERPA issues, you may [email the Office of the Registrar - FERPA directly](#) or you may [email the Office of Academic and Faculty Affairs here at the School of Health Professions](#) or visit them on the sixth floor in SHPB 660.

FLU SHOTS

As of Fall 2019, all School of Health Professions clinical students are required to obtain a yearly flu shot. Flu shots are available at no cost at the Student Health and Wellness Center here at UAB. Each student can make an appointment through the patient portal, by phone at (205) 934-3581, or in person.

HIPAA TRAINING

The Health Insurance Portability and Accountability Act (HIPAA) includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must [complete an online tutorial and be tested on HIPAA regulations](#) at the time of program admission. A BlazerID is required to access Campus Learning System. Compliance with the training requirement is monitored monthly. Students who have not completed the training are reported by name to the Office of Academic and Faculty Affairs for follow-up with the Program Director.

IMMUNIZATIONS

Immunizations including MMR (Measles, Mumps, Rubella); Tdap (Tetanus, Diphtheria, Acellular Pertussis); Hepatitis B Series; Varicella (Chickenpox/Shingles); Meningococcal, and Tuberculosis Screening (TB Skin Test, Blood Test or Chest X-ray)

All students enrolled in the School of Health Professions are required to be compliant with the [Clinical Immunizations - Level 3 Immunization Requirements](#). In addition, The University of Alabama at Birmingham has a strict policy regarding Tuberculosis Screening (TB) for all undergraduate and graduate students. All clinical students must meet UAB's Tuberculosis screening requirement, as well as the School of Health Professions and Department of Occupational Therapy requirements. The policy states:

"If no history of positive TB skin test, two separate 2-step TB skin tests or one IGRA blood test (Quantiferon/T-Spot) are required upon matriculation into the program. The two separate 2-step skin tests must be placed at least one week apart. After this requirement is met, only one 2-step TB skin test or one IGRA blood test (Quantiferon/T-Spot) is required per year while in the program. TB tests are good for one year."

The UAB Department of Occupational Therapy routinely receives notification of the status of all students' compliance with all immunization requirements from the Office of Academic and Faculty Affairs here at the School of Health Professions.

If a student is found to be in non-compliance for any immunizations, such as TB Screening, they will be granted a two-business day grace period to correct the non-compliance. If the area of non-compliance will take more than two-business days to rectify, the student must contact the Academic Fieldwork Coordinator immediately. If the area of non-compliance is not met or the Academic Fieldwork Coordinator is not notified within two-business days, the student must meet with the Program Director to discuss the reason for, and plan to correct, the area of non-compliance.

The two-business day period will commence at the point that the department receives notification from Office of Academic and Faculty Affairs here at the School of Health Professions of the students' non-compliance.

After the two-business day grace period has elapsed the student may not attend any classes; will not be able to participate in any community activities, regardless of setting; will not participate in any course embedded experiences, Level I or Level II Fieldwork Experiences and/or Capstone Experiences. The student may not return to any program activities until they can show proof of action towards correcting the area of non-compliance.

If, as a result, of absences a student misses assignments, quizzes, tests, practical examinations, participation points, or any other submission deadlines/assignments, then a grade of zero for that course component will be assigned. Additional time may be needed to complete Level II Fieldwork Experiences or Capstone Experiences if a student misses time during these activities due to non-compliance. Other consequences may result if the additional time cannot be completed at the original fieldwork experience or capstone experience site.

If you have any questions concerning immunizations requirements, please [contact Student Health and Wellness via email](#) or 205.934.3580 or through your Patient Portal

OR CONTACT

The [SHP Office of Academic and Faculty Affairs via email](#) or by visiting them on the sixth floor, SHPB Room 660.

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

All students enrolled in this program are required to complete [IRB training](#) and maintain compliance with this training, which could include completing IRB renewal training, throughout the eight semesters of this program.

Students are required by the department to complete IRB training upon entry to the program and instructions will be provided by the department on access and deadlines. Initial IRB training will be good for three years, but students may be required to complete the [IRB Renewal training](#).

LEVEL I FIELDWORK EXPERIENCES

Level I Fieldwork Experiences are associated with OT 764 and take place over three semesters (1 full year). Students will be assigned to different off-campus fieldwork experiences within various community-based settings at different times during the three semesters enrolled in OT 764. Level I Fieldwork Experiences are a combination of virtual environments, simulated environments, faculty-led site visits, and fieldwork educator supervised sites, allowing students to experience a variety of settings and supervision styles. There are also short-term community-based experiences embedded in other courses of the curriculum. These experiences are an integral part of these courses and the curriculum, designed to reinforce the topics being discussed in class. Greater responsibility for the design and implementation of intervention for clients will be placed on students as they progress through the curriculum, allowing proper implementation of what is being learned in the classroom to be implemented in the field. **No aspect of the Level I Fieldwork Experience can be substituted for Level II Fieldwork Experience.**

Supervisors of Level I Fieldwork Experiences may include, but are not limited to, currently licensed, or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Each site is selected by the Academic Fieldwork Coordinator and evaluated by the student(s) participating at that site. Learning objectives and projects associated with Level I Fieldwork Experiences will be provided prior to initiation of the experience.

LEVEL I FIELDWORK EVALUATION FORMS

It is the responsibility of the student to ensure that all documentation related to evaluation of the fieldwork experience is returned by the required date to the Academic Fieldwork Coordinator or the instructor if the experience takes place as part of a specific course.

Under the present system, there are two forms related to Level I Fieldwork Experiences: The Level I Fieldwork Evaluation for the Occupational Therapy Student (OTS) and the

Student Assessment of the Level I Fieldwork Experience (SALFWE) (see Appendix A). These forms must be completed for each Level I Fieldwork Experience the student is assigned across all three semesters. The Level I Fieldwork Evaluation for the Occupational Therapy Student (OTS) should be completed and signed by the specific site fieldwork educator, as well as reviewed and signed by the student. The SALFWE should be completed and signed by the student.

LEVEL II FIELDWORK EXPERIENCES (OT 765 AND OT 766)

Fieldwork experiences are part of the academic program. Level II Fieldwork Experiences take place after successful completion of the five semesters of professional coursework and precedes the capstone experience and graduation. Traditionally, two twelve-week full-time assignments are completed, although part-time assignment may be possible. If a student needs to participate in part-time Level II Fieldwork Experiences, a written request must be submitted to both the Academic Fieldwork Coordinator and the Program Director at least 6 months before the first day of the semester of the student's first Level II Fieldwork Experience. The decision for the student to participate in a part-time Fieldwork Experience will be determined on a case-by-case basis and is not a guarantee. No Level II Fieldwork Experience should be less than 20 hours per week. The length of a part-time Level II Fieldwork Experience must be equivalent in length to a minimum of 12 weeks full-time.

The final decision for all Level II Fieldwork Experience remains the responsibility of the Academic Fieldwork Coordinator to ensure that the appropriate environment and learning needs of the students are considered. Students will have the opportunity to review education site files. In planning for Level II Fieldwork Experiences, students should anticipate temporary relocations, as well as associated expenses.

There are no guaranteed fieldwork site choices. In situations of **extreme** hardship, students may petition for a change of placement after the placement has been confirmed. If the student disagrees with the decision of the Academic Fieldwork Coordinator regarding the request to change, the student can petition the Program Director. All petitions must be submitted in writing and must be received in a timely manner in order to be considered. The justification for the change should be clearly detailed in the petition and accompanied by supporting documentation. Students have been informed since admission to the program, that they are responsible for completing a minimum of two, Level II Fieldwork Experiences that are each a minimum of 12 weeks. Students can complete Level II Fieldwork Experiences in a minimum of one setting if it reflects more

than one practice area, or in a maximum of four different settings. Students are aware that they are responsible for the financial burden of this part of their training. Students are responsible for the planning and preparation for this part of their education in advance. All

fieldwork assignments are final unless canceled by the facility or by the Academic Fieldwork Coordinator. An unauthorized change in scheduling of assigned placements is prohibited. Doing so will result in disciplinary action as outlined in [The University of Alabama at Birmingham's Academic Integrity Code](#).

Students have the option of requesting an additional Level II Fieldwork Experience in a specialized area following completion of the normally scheduled fieldwork requirements. Students interested in pursuing this should contact the Academic Fieldwork Coordinator for additional information.

While the full list of Level II Fieldwork Objectives is set with the site prior to allocation of students, each student is required to develop four focus areas as an assignment in the Seminar in Professional Readiness course (OT 634) and prior to moving into their Level II Fieldwork Experiences (OT 765 and OT 766). These four focus areas align with [the Fieldwork Performance Evaluation \(FWPE\) for the Occupational Therapy Student](#) (revised 2020) (AOTA Document)

The purpose of these focus areas is to provide a template to empower the students and create ownership as they work with their fieldwork educator to map out the next 12 weeks and be successful in meeting all the site-specific fieldwork objectives. The Academic Fieldwork Coordinator will reach out to the site and include the details of the student assigned to that site and, in this initial email, all the necessary documentation for the fieldwork experience is attached, which includes the student's identified focus areas.

Prior to the start of Level II Fieldwork Experiences, students will complete the Personal Data Form and Focus Area Template for both Level IIA and Level IIB Fieldwork Experiences. These documents will be sent to the student's respective fieldwork educator(s). The student will be supplied with electronic copies of the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE), the Student Evaluation of the Fieldwork Experience (SEFWE), and Student Evaluation of the Fieldwork Educator (SEFWEd). These forms will be discussed in more depth later in the program.

Even with the formalized process of requesting reservations by the program, occasionally fieldwork placements are canceled by the fieldwork sites for reasons beyond the control of the university and the department. In these instances, the Academic Fieldwork Coordinator will work with each student to secure the best available fieldwork site.

Student requests for a particular site or geographic location cannot be guaranteed. In some instances, alternative dates may need to be used. Both Level II Fieldwork Experiences must be completed after the student has completed all didactic coursework and prior to

enrolling in the Capstone Experience. Students will receive ten hours of credit for each Level II Fieldwork Experience successfully completed.

STUDENT ADVISING DURING LEVEL II FIELDWORK EXPERIENCES (OT 765 AND OT 766)

Each student will be required to attend all three advising sessions (week 3, 7, and 9) with the course director, or another assigned faculty from the Clinical Education Team for OT 765 -Advanced Fieldwork I and attend both advising sessions (weeks 3 and 9) with the course director, or another assigned faculty from the Clinical Education Team for OT 766 - Advanced Fieldwork II. For all advising sessions, The Fieldwork Advising Form (see Appendix A) must be completed and emailed to the course director **prior to** each scheduled advising session. Advising sessions will be conducted in groups over Zoom and if a student has questions, concerns, and would like to have a discussion they do not feel comfortable having during group advising sessions, individual sessions may be requested via email. All students are made aware they can reach out to the Academic Fieldwork Coordinator via email at any time during their Level IIA Fieldwork Experience (OT 765 - Advanced Fieldwork I) and Level IIB Fieldwork Experience (OT 766 -Advanced Fieldwork II) if they have questions, concerns or further discussions.

LEVEL II FIELDWORK EVALUATION FORMS (OT 765 AND OT 766)

There are three forms that must be completed that are associated with Level II Fieldwork Experiences. They are the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE), the Student Evaluation of the Fieldwork Experience (SEFWE), and Student Evaluation of the Fieldwork Educator (SEFWEd) which are all managed in EXXAT Prism (see Appendix A).

For the midterm of the Level II Fieldwork Experience, in advance of meeting with the fieldwork educator(s) to collaboratively review the evaluation form, the student should self-assess on a copy of the Fieldwork Performance Evaluation of the Fieldwork Student (FWPE). When meeting with the fieldwork educator(s), both parties should review the FWPE in EXXAT Prism (AOTA – Fieldwork Performance Evaluation Mid-term OTS). This will allow dialogue and collaboration between the student and the fieldwork educator(s) to either confirm that the student is appropriately performing at midterm for a particular fieldwork experience or if adjustments need to be made to ensure the student will continue to progress for the remainder of the fieldwork experience.

At the end of the Level II Fieldwork Experience, in advance of meeting with the Fieldwork Educator(s) to collaboratively review the evaluation forms, the student should self-assess on a copy of the Fieldwork Performance Evaluation of the Fieldwork Student (FWPE), as well as complete the Student Evaluation of the Student Experience (SEFWE) and the Student Evaluation of the Fieldwork Educator (SEFWEd). When meeting with the Fieldwork

Educator(s), both parties should review the FWPE in EXXAT Prism first (AOTA – Fieldwork Performance Evaluation Final OTS), followed by the SEFWE in EXXAT Prism. The student is not required to review the Student Evaluation of the Fieldwork Educator (SEFWEd) with their Fieldwork Educators but can if they desire.

All relevant parties (i.e., Fieldwork Educator(s) and student) must sign all forms. If at any time during the fieldwork experience there is concern, the Fieldwork

Experience Performance Tool (FEAT) can be used (see Appendix A). It is intended to be completed by both the Fieldwork Educator(s) and the student separately prior to meeting together to discuss the findings. This form is not required, but it is easy to use, and it is a way to facilitate dialogue between Fieldwork Educator(s) and the student, if needed.

It is the responsibility of the student to ensure that all documentation related to evaluation of the fieldwork experience is completed in EXXAT Prism by the required date. If the student desires copies of the FWPE, SEFWE, or SEFWEd, it is their responsibility to make copies of all relevant forms for their records. It is the responsibility of the Academic Fieldwork Coordinator to inform the students in a reasonable timely manner of the required date, either through written or verbal notice. Failure to return all the necessary documentation will result in the withholding of grades for the course related to that fieldwork experience.

DOCTORAL CAPSTONE PROJECT AND EXPERIENCE

The Doctoral Capstone consists of two parts: the project and the experience.

Capstone Project (OT 776- 4 sequential courses)

At UAB, each students' capstone project component is completed in four separate courses that run concurrently with other core courses relevant to the content included in the capstone project courses. These courses are designed to prepare the student to implement their capstone project during the capstone experience and meet specific accreditation criteria for ACOTE®. Students must complete specific assignments to adequately prepare for their capstone experience. These include but are not limited to focused research questions, literature reviews, needs assessments, goals and objectives, and an evaluation plan.

Capstone Experience (OT 777)

At UAB, students are required to complete the equivalent of no less than 14 weeks' full-time work and 32 hours per week for their capstone experiences.

Traditionally, one fourteen-week full-time assignment is completed, although a part-time assignment may be possible. If a student needs to participate in part-time Capstone

Experience, a written request must be submitted to both the DCC and the Program Chair at least 12 months before the first day of the semester of the student's Capstone Experience. The decision for the student to participate in a part-time Capstone Experience will be determined on a case-by-case basis and is not a guarantee. No assignment is less than half-time.

The final decision for all placements remains the responsibility of the Doctoral Capstone Coordinator to ensure that the appropriate environment and mentorship for the student's area of focus and learning objectives are considered. In planning for Capstone Experiences, students should anticipate temporary relocations, as well as associated expenses. There are no guaranteed capstone site choices, and, in some instances, alternative dates may need to be used.

Students have been informed since admission to the program, that they are responsible for completing a Capstone Experience that is 14 weeks' full-time work and 32 hours per week. Students are aware that they are responsible for the financial burden of this part of their training. Students are responsible for the planning and preparation for this part of their education in advance. All capstone experiences are final unless canceled by the facility or by the DCC. An unauthorized change in scheduling of assigned placements is prohibited. Doing so will result in disciplinary action as outlined in [The University of Alabama at Birmingham's Academic Integrity Code](#).

According to ACOTE®, completion of a Capstone Project and Capstone Experience are degree requirements for the entry-level Clinical Doctorate in Occupational Therapy. Successful completion of the didactic portions, followed by successful completion of two-Level II Fieldwork Experiences, and followed by successful completion of the Capstone Experience of the curriculum are all required for eligibility to take the national certification examination, which is given by the National Board for Certification in Occupational Therapy (NBCOT®).

Capstone Experience Objectives

- Engage in an ongoing mentoring relationship(s) with professional(s) within and/or outside of occupational therapy
- Demonstrate effective and appropriate communication skills to work professionally with consumers, colleagues, and other personnel during the capstone experience
- Demonstrate positive and appropriate interpersonal skills and insight into their own professional behaviors to accurately evaluate their professional strengths, weaknesses, and professional skills/behaviors

- Consistently implement an individually designed, doctoral capstone project during the experience to total 14-weeks or more of full-time, in-depth participation with guidance from mentors. (Full time equivalent is 32 + hours per week)
- Practice and apply knowledge from the classroom, practice settings, and fieldwork experiences with guidance from site mentor/supervisor, faculty mentor, and DCC while completing an individualized scholarly project.
- Develop their essential skills and knowledge while contributing to the advancement of occupational therapy practice through an individualized scholarly activity.
- Apply evidence-based and professional knowledge and skills while completing an individualized scholarly activity.
- Practice and apply theory to practice while demonstrating advanced knowledge in a chosen specialized area through completion of the capstone experience and individualized scholarly project.
- Apply principles of ethics, explain justifiable solutions to issues of injustice, and act in an ethical and safe manner while adhering to the site's policies and procedures related to health and safety, consumer and employee rights, quality improvement, accident and disease prevention, and human subjects research where appropriate.

PLUS 3 individualized, student written objectives related to capstone project and site.

The following will NOT be graded by site mentors and will NOT be on the formal score form yet must be completed for compliance with ACOTE® standards.

- Complete and disseminate an individualized doctoral capstone project that relates to the experience and demonstrates synthesis of in-depth knowledge in the focused area of study.
- UAB has chosen to have students complete a poster as their mechanism to show completion and dissemination of the individualized capstone project.

STUDENT ADVISING DURING CAPSTONE EXPERIENCE (OT 777)

Advising is addressed during the capstone experience through mandatory Doctoral Capstone Coordinator (DCC) Check-In Meetings that occur twice during the 8th semester (week 4 and 10). These meetings are conducted in small group format over Zoom where students are asked to share their progress with their capstone projects/experiences, discuss transitioning from a fieldwork student to a capstone student, provide any useful advice to peers on this transition, and request additional resources from the DCC if needed. The DCC offers and hosts individualized time with each student at the end of these meetings on a case-by-case basis through expressed need of the student and/or

DCC. Each meeting is documented using a checklist form with narrative space available for specific commentary and important notes.

STUDENTS CONTACTING FIELDWORK AND CAPSTONE SITES

All prospective and contracted fieldwork and capstone sites are considered a resource of the UAB Occupational Therapy Department, not the individual student. Students may be provided with a list of perspective fieldwork and capstone sites, and this list **SHOULD NOT** be shared with anyone outside of the program.

Students, or student's family members, significant others, friends, or acquaintances, shall not contact fieldwork and capstone sites, currently or prospectively contracted with the university, with the intent to establish personal fieldwork or capstone placement. Sharing information with others not in the program or contacting sites will be viewed as exhibiting unprofessional behavior and will result in disciplinary actions detailed in [The University of Alabama at Birmingham's Academic Integrity Code](#).

ABSENCES AND HOLIDAYS

For the entry-level clinical doctorate degree, Accreditation Council for Occupational Therapy Education (ACOTE®) requires:

- Each student must complete a minimum of 24 weeks' (~960 hours) full-time equivalence fieldwork experiences at the end of successfully completing the didactic portion of the curriculum.
- Each student must complete a minimum of 14 weeks (~ 448 + hours) full-time equivalence Capstone Experience after successfully completing the didactic portion and both Level II Fieldwork Experiences.

Full-time hours for Level II Fieldwork Experiences and Capstone Experiences will differ based on the setting, as well as the fieldwork educator(s) capstone site mentor(s) the student is partnered with for each experience. Students are required to maintain the same schedule as their fieldwork educator(s) and capstone site mentor(s). If a holiday falls within the fieldwork experience or capstone experience and the fieldwork educator(s) or capstone site mentor has these off, students are also permitted these days off. Any additional missed days may be made up on weekends or by extending the fieldwork experience or capstone experience to ensure the student has completed the required 24 weeks of full-time fieldwork experience and the 14 weeks of full-time capstone experience.

Students should follow the notification procedure of the facility they are placed for reporting any absence. The student is also responsible for notifying the Academic Fieldwork Coordinator when missing days for Level II Fieldwork Experiences or the Doctoral Capstone Coordinator when missing days for the capstone experience, within 24 hours of

the absence. Failure to do so may result in disciplinary action as outlined in [The University of Alabama at Birmingham's Academic Integrity Code](#).

Beyond absences due to illness or emergencies, the student must submit in writing the reason they will be absent from any part of their fieldwork experience and/or capstone experience. For Level II Fieldwork Experiences, the Fieldwork Absence Petition Form will be used. For Capstone Experiences, the Capstone Absence Petition Form will be used (see Appendix B). These forms will be provided to all students prior to starting their Level II Fieldwork Experiences and their Capstone Experiences (see Appendix B). The appropriate form must be submitted at least 2 weeks prior to the date they plan to be absent, and this will be submitted to either the Academic Fieldwork Coordinator or the Doctoral Capstone Coordinator. All forms will be reviewed by the appropriate point of contact and the Program Director. Based on the submission, a decision will be made regarding whether an absence will be excused or not. Failure to follow this policy may result in withdrawal from the fieldwork site and/or the capstone site; as well as disciplinary action as outlined in [The University of Alabama at Birmingham's Academic Integrity Code](#).

EARLY TERMINATION OF FIELDWORK EXPERIENCES AND/OR CAPSTONE EXPERIENCES

Level II Fieldwork Experiences and Capstone Experiences are credit-bearing courses and awarded by the department, not the site. Students who do not complete Level II Fieldwork Experiences and/or Capstone Experiences do not get credit and will not graduate from the program. Students are not permitted to participate in extra hours during the evenings and/or weekends in order to shorten the length of their Level II Fieldwork Experiences and/or Capstone Experiences. Students may not terminate their Level II Fieldwork Experiences and/or Capstone Experiences early without the permission of the Academic Fieldwork Coordinator and/or the Doctoral Capstone Coordinator.

PERFORMANCE CONCERNS ON FIELDWORK EXPERIENCES AND/OR CAPSTONE EXPERIENCES AND INDIVIDUALIZED STUDENT PERFORMANCE IMPROVEMENT PLANS

It is the responsibility of the student to communicate to the Academic Fieldwork Coordinator and/or the Doctoral Capstone Coordinator all possible concerns regarding their performance while on Level II Fieldwork Experiences and/or Capstone Experiences. The Academic Fieldwork Coordinator and/or the Doctoral Capstone Coordinator will advise the student regarding recommended course of action. In instances where concerns cannot be addressed through less formal means, an Individualized Student Performance Improvement Plan (PIP) will be developed.

Individualized Student PIPs are most associated with Level II Fieldwork Experiences and/or Capstone Experiences when there are concerns with student performance but may in some instances be used with Level I Fieldwork Experience performance concerns.

Individualized Student PIPs are a written, signed agreement that specifies individualized learning objectives to be accomplished and directly relate to areas of concern with student performance on fieldwork experiences and/or capstone experiences. Typically, Individualized Student PIPs include, but are not limited to, activities, materials, and procedures to be used, and explicitly delineate responsibilities of involved parties, including objective criteria, methods of evaluation, and timelines. Items on each Individualized Student PIP should also be directly related to items on the fieldwork performance evaluation (FWPE) and/or doctoral capstone experience student evaluation form (DCESEF).

Individualized Student PIPs are situationally dependent on circumstance and can be developed in two different ways.

ONE:

In order to be successful and continue on a Level II Fieldwork Experience or Capstone Experience at the **current site** the Individualized Student PIP will be developed collaboratively with the fieldwork educator or capstone mentor at the site and the Academic Fieldwork Coordinator or Doctoral Capstone Coordinator and may include input from the student and other team members when applicable. Typically, development of an Individualized Student PIP takes place as follows:

- The Academic Fieldwork Coordinator or Doctoral Capstone Coordinator is notified of concerns with student performance.
- The Academic Fieldwork Coordinator or Doctoral Capstone Coordinator gathers information from all relevant parties.
- Fieldwork educator or capstone mentor at the site rates the student performance using the recommended evaluation tool for the fieldwork experience or capstone experience.
- Fieldwork educator or capstone mentor at the site consents to initiation of an Individualized Student PIP, and includes, but is not limited to, the following information:
 - Opening statement (problems, needs)
 - Desired outcome (objective goals, directly linked to items of concern as identified on the FWPE or the DCESEF)
 - Context of learning (e.g., onsite, offsite, independently, in meetings)
 - Strategies
 - Duties of the student and fieldwork educator(s) or the capstone site mentor(s)
 - Method of evaluation (e.g., review, observed, reported)

- Timeline for review
- Course of action if items not met
- Closing statement
- Signatures of all relevant parties

To be successful at the current site the student will complete the Individualized Student PIP and obtain a passing score on the recommended evaluation tool for the fieldwork experience or capstone experience.

If the student is unsuccessful in completing the Individualized Student PIP and/or does not obtain a passing score on the recommended evaluation tool for the fieldwork experience or capstone experience the result may be an administrative withdrawal or failure of the experience.

TWO:

In order to be assigned and successful at another site for a Level II Fieldwork Experience or Capstone Experience the Individualized Student PIP will be developed collaboratively with the Academic Fieldwork Coordinator or Doctoral Capstone Coordinator and the student. Typically, development of an Individualized Student PIP takes place as follows:

- The Academic Fieldwork Coordinator or Doctoral Capstone Coordinator is notified of concerns with student performance.
- The Academic Fieldwork Coordinator or Doctoral Capstone Coordinator gathers information from all relevant parties.
- Fieldwork educator or capstone mentor at the site rates the student performance using the recommended evaluation tool for the fieldwork experience or capstone experience.
- The Academic Fieldwork Coordinator or Doctoral Capstone initiates an Individualized Student PIP, and includes, but is not limited to, the following information:
 - Opening statement (problems, needs)
 - Desired outcome (objective goals, directly linked to items of concern as identified on the FWPE or the DCESEF)
 - Context of learning (e.g., onsite, offsite, independently, in meetings)
 - Strategies
 - Duties of the student and fieldwork educator(s) or the capstone site mentor(s)
 - Method of evaluation (e.g., review, observed, reported)
 - Timeline for review

- Course of action if items not met
- Closing statement
- Signatures of all relevant parties

To be successful at another site, the student will complete the Individualized Student PIP and obtain a passing score on the recommended evaluation tool for the fieldwork experience or capstone experience.

If the student is unsuccessful in completing the Individualized Student PIP and/or does not obtain a passing score on the recommended evaluation tool for the fieldwork experience or capstone experience the result may be an administrative withdrawal or failure of the experience.

WITHDRAWAL FROM FIELDWORK EXPERIENCES AND/OR CAPSTONE EXPERIENCES

Administrative withdrawal from Level II Fieldwork Experiences and/or Capstone Experiences may occur, but is not limited to, the following reasons:

- Violation of any portion of [The University of Alabama at Birmingham's Academic Integrity Code](#).
- Non-academic misconduct as outlined in the student handbook; this may also include quality of performance while on Level II Fieldwork Experiences and/or Capstone Experiences
- Failure to comply with facility or university policies and procedures
- Endangering clients, physically, mentally, and/or emotionally
- Failure to pay tuition
- Failure to comply with personal health insurance or health record requirements
- Failure to complete required documentation
- If in the determination of the Academic Fieldwork Coordinator and/or Doctoral Capstone Coordinator the facility no longer poses a suitable educational environment for the student

All instances of administrative withdrawal from Level II Fieldwork Experiences and/or Capstone Experiences are handled on a case-by-case basis. Depending on the circumstances, the following actions may result:

- Placement at an alternate site as soon as is feasible
- Placement at an alternate site contingent upon completion of an Individualized Student PIP
- Failure of the experience

STUDENT FAILURE OF FIELDWORK EXPERIENCES AND/OR CAPSTONE EXPERIENCES

- The facility informs the Academic Fieldwork Coordinator or the Doctoral Capstone Coordinator and the student when a student is failing Level II Fieldwork Experience or a Capstone Experience. Ideally, this discussion about the student's failure should occur as soon as possible. It is also the responsibility of the student to contact the Academic Fieldwork Coordinator or the Doctoral Capstone Coordinator as soon as they are aware of the situation.
- The Academic Fieldwork Coordinator or the Doctoral Capstone Coordinator will counsel with the fieldwork educator(s) or the capstone site mentor(s) and the student as to what actions need to occur in order to improve student performance. This will include a time frame for anticipated results.
- In the event that a student fails a Level I Fieldwork Experience, they will receive no credit for that portion of the overall grade for OT 764. Refer to the objectives related to each Level I Fieldwork Experience, each course syllabi, and the Clinical Doctorate in Occupational Therapy Student Handbook policy entitled Academic Progression: "Good Standing".
- In the event that a student fails a Level II Fieldwork Experience, the student is dismissed from the program. Refer to the Clinical Doctorate in Occupational Therapy Student Handbook policy entitled Academic Progression: "Good Standing".
- In the event that a student fails a Capstone Experience, the student is dismissed from the program. Refer to the Clinical Doctorate in Occupational Therapy Student Handbook policy entitled Academic Progression: "Good Standing".
- In the event of a failed Level II Fieldwork Experience, the Academic Fieldwork Coordinator and the Program Director counsel the student regarding those behaviors or actions that were identified as problem areas and also counsels the student on the consequences of the failure (dismissal) and the appeals process.
- In the event of a failed capstone experience, the Doctoral Capstone Coordinator and the Program Director counsel the student regarding those behaviors or actions that were identified as problem areas and also counsels the student on the consequences of the failure (dismissal) and the appeals process.
- If a student experiences health problems or personal issues which necessitate termination of the Level II Fieldwork Experience or a temporary leave of absence from the Level II Fieldwork Experience, arrangements for completion of the Level II Fieldwork Experience will be handled on an individual basis by the Academic Fieldwork Coordinator and the Program Director. Refer to the Clinical Doctorate in Occupational Therapy Student Handbook Leave of Absence.

- If a student experiences health problems or personal issues which necessitate termination of the Capstone Experience or a temporary leave of absence from the capstone experience, arrangements for completion of fieldwork experience will be handled on an individual basis by the Doctoral Capstone Coordinator and the Program Director. Refer to the Clinical Doctorate in Occupational Therapy Student Handbook Leave of Absence.

APPEAL PROCESS

The student first contacts the Academic Fieldwork Coordinator or the Doctoral Capstone Coordinator about their belief that they were graded or treated unfairly. If the student is not satisfied with the decision, they may then appeal to the Program Director. If the student believes the issue remains unresolved, the student may implement the Appeals Process. Refer to the Clinical Doctorate in Occupational Therapy Student Handbook Dismissal of Student and Appeal Process.

SECTION E – SHP AND UAB POLICIES

- [Dangerous Weapons and Firearms Policy](#)
- [Drug-Free Campus and Workplace Policy](#)
- [General Policy Regarding the Use and Consumption of Alcoholic Beverages](#)
- [Non-Smoking Policy](#)
- [School of Health Professions Student Drug Screen and Background Check Policy](#)
- [UAB Academic Integrity Code](#)
- [UAB Student Conduct Code](#)
- Note: Additional university policies may be located at [Community Standards & Student Accountability](#).

REFERENCES

Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. <https://acoteonline.org/accreditation-explained/standards/>

American Occupational Therapy Association. (2020) Occupational Therapy Practice Framework: Domain and Process—Fourth Edition. Am J Occup Ther August 2020, Vol. 74(Supplement_2), 7412410010p1–7412410010p87. Doi: <https://doi.org/10.5014/ajot.2020.74S2001>

OTA 2025 Occupational Therapy Code of Ethics. Am J Occup Ther November/December 2025, Vol. 79(Supplement 3), 7913060400. Doi: <https://doi.org/10.5014/ajot.2025.79S302>

Student Handbook Acknowledgement of Receipt

The Department of Occupational Therapy Student Handbook serves as a contract between you and the faculty/program.

Once you have read it and understand the contents, all students and faculty will be required to sign that they acknowledge and understand the contents of the student handbook.

Please use the QR Code below to provide your acknowledgement that you have received and understand the contents and obligations outlined in the student handbook.



ELOTD Student Handbook 2026-2027

Final Audit Report

2026-09-25

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