

CURRICULUM

Curriculum Design

Curricular Threads

The professional program is conceptualized as a confluence of five curricular threads: **foundational science, research skills, professional identity/leadership, clinical skills, and theory**. Some of these threads are emphasized at different points in the curriculum (i.e., foundational sciences occur in the first year and clinical skills are more heavily emphasized in the last year).



Graphic by Katrina Veto

Class of 2008

Foundational Science forms the basis of scientific reasoning. Courses dealing with the structure and function of the human body, how the body moves, and various medical conditions, form the building blocks of understanding how occupational performance is affected by disease and developmental delays. The rigor of these courses and the scientific reasoning used in them gives students a solid foundation for learning and practicing the occupational therapy process and developing clinical reasoning. These foundational science courses occur in the first year of the curriculum. Students are then asked to apply foundational science concepts in other coursework, including fieldwork. Examples include explain: the medical condition using foundational science concepts, the “science” behind treatment interventions, and the validity of a new intervention based on the “science” of the proposed mechanism of change.

Scholarly Practice Skills are needed to approach everyday occupational therapy practice with scholarly rigor. Learning the skills and rigor of evidence-based practice (EBP) helps students develop professional reasoning. An evidence-based practitioner has the tools to make ethical and effective evaluation and intervention choices. A scholarly clinician is precise in administering evaluations, interpretation of data, and documentation. The coursework in this thread includes content that helps student develop the skills needed to be a scholarly occupational therapist. Evidence based applications are woven into other courses, including fieldwork, to promote application of EBP concepts in different treatment contexts and with different populations.

Professional Identity/Leadership is the thread that encompasses how students implement their skills and knowledge as a student and a therapist. The coursework in this thread emphasizes collaborating in teams, assuming leadership roles, internalizing a strong professional identity, demonstrating ability to practice with minimal supervision, valuing life-long learning, serving as a person-centered advocate for the client and supporting/ promoting the profession of occupational therapy. Therapeutic use of self, multicultural sensitivity and professional behaviors are strongly emphasized throughout the coursework and all fieldwork experiences.

Clinical Skills include the knowledge and skills that occupational therapists use to make decisions at each step of the occupational therapy process. Courses in this thread include focus on occupational performance problems encountered by various populations in different practice settings (both current and emerging) as well as assessment and intervention options.

Theory provides guides for understanding practice situations, considering assessment and intervention options, selecting the intervention, timing and method of delivery. Occupational therapy theories are applied in the clinical skills thread in context with populations and practice settings.

Scope of the Curriculum

Our mission, “to graduate entry level occupational therapist leaders who are committed to providing excellent occupation-centered, person-centered, evidence-based occupational therapy based on foundational science”, drives decisions about the scope of our curriculum. Based on the practice areas of our graduates, we continue to conclude that the best preparation for our graduates is grounding in foundational science, evidence-based practice, and clinical knowledge and skills in mental health, physical dysfunction, and pediatric settings. With continued professional development, UW-graduates are prepared to work in emerging practice settings.

Curriculum Sequence

The overall sequence of courses was designed to steep the students with foundational science courses early so these science concepts become the foundation for building each student’s occupational therapy knowledge base. The first year also includes coursework on the building blocks of occupational therapy practice: patient handling, ethics, and introduction to occupational therapy, activity analysis, and group leadership.

The end of the first year and first semester of second year is focused on using the foundational science and foundational occupational therapy building blocks to develop clinical skills with different populations in different contexts. There are various points of integration throughout the curriculum.

- The critical analysis of practice courses (CAP) in the 3rd and 5th semester provides students with the opportunity to integrate content from all courses taught in that semester using case studies. The CAP 2 course, taught in the fall 2 semester uses data that students collect on their physical dysfunction fieldwork in the summer as the basis of a case study that they develop during the semester.
- There is some sort of fieldwork experience in each semester of the program. Integrated fieldwork experiences are designed to familiarize the students with a variety of different intervention settings, reinforce course content by applying it to real-life settings, begin to build clinical skills, and develop beginning professional behaviors. Level I Fieldwork is primarily designed to give students exposure to a specific population in different intervention contexts and to help the students continue to develop professional behaviors. Two of the Three Level 1 fieldwork experiences are full time for 1 week to give the student an immersion experience in an occupational therapy setting. Since the population and contexts are different with each of the level I experiences, we do not expect students to develop more proficient skills by the end of the program. However, we do expect the students’ professional behaviors to develop over all of the

fieldwork experiences. The debriefing after the fieldwork I placements provides excellent opportunities for integration between the clinic and the classroom.

- Patient laboratories for children and adult clients are designed to give students the opportunity to apply the entire occupational therapy process with one adult and one child. Students are expected to demonstrate specific skills to a level of competency and continue growth in professional behaviors. They are supervised (2 students to 1 clinician) and given extensive feedback to help them develop competencies and to become comfortable accepting and learning from feedback. The curricular threads (i.e., foundational science, theory, clinical skills, scholarly practice, and professional identity/leadership) are integrated into the student's intervention plan for the client. Both laboratories are placed in the spring 3 semester (last semester on campus) to aid in the transition from student to student-therapist by having a caseload of 2 clients.
- The fieldwork II experiences at the end of the didactic content are designed for the student to reach entry level competency in clinical knowledge and skills and professional behaviors. The threads of the curriculum are integrated through assignments (i.e., case study, EBP project, and observation/participation in leadership and advocacy experiences).

Masters of Science in Occupational Therapy Curriculum Grid (Effective Summer 2021)

Thread	Summer 1 (7)	Fall 1 (15)	Spring 1 (15)	Summer 2 (7)	Fall 2 (16)	Winter 2 (1)	Spring 2 (12)	Summer 3 (6)	Fall 3 (6)
Foundational Sciences	OT 523 (4) Human Physiology	OT 524 (5) Anatomy OT 526 (3) Foundations of Movement OT 545 (1) Clinical Applications of Movement		OT 515 (3) Neuroanatomy					
Professional Identity/Leadership			OT 723 (2) Occupational Science		OT 775 (1) Critical Analysis of Practice II		OT 641 (3) Health Care Systems		
Research Skills		OT 550 (2) Scholarly Practice I Foundations of Research and Measurement	OT 751 (2) Scholarly Practice II		OT 760 (3): Scholarly Practice III: EBP OT 799 (TBA)* Thesis (optional)		OT 770(2): Scholarly Practice IV: Analysis and Dissemination		
Clinical Skills		OT 570 (1) Group Dynamics OT 571 (1) Applied Group Dynamics OT 530 (1) OPA OT 531 (1) Applied OPA	OT 625 (3) Community Mental Health OT 670 (2) Phys. Dys. I OT 671 (1) Applied Phys. Dys. I OT 650 (2) PEDS I OT 651 (1) Applied PEDS I OT 611 (2) OT in Acute Care	OT 700 (1) Physical Agent Modalities OT 640 (2) - Assistive Technology	OT 730 (2) Phys. Dys. II OT 731 (1) Applied Phys. Dys. II OT 776 (2) Older Adult OT 777 (1) Applied Older Adult OT 740 (2) PEDS II OT 741 (1) Applied PEDS II OT 780 (3) Program Development		OT 726 (2) Professional Seminar OT 785 (1) Adult Clinical Practice OT 786 (1) Applied ACP OT 787 (1) PEDS Clinical Practice OT 788 (1) Applied PCP		
Theory	OT 520 (3) Intro to OT								
Fieldwork			OT 573 (1) Mental Health FW (ending with class 2021)	OT 790 (1) Physical Dysfunction		OT 791 (1) Pediatrics	OT 573 (1) Mental Health FW (beginning with Class of 2022)	OT 795 (6) Fieldwork II	OT 795 (6) Fieldwork II

University of Wisconsin-La Crosse Occupational Therapy Program

Self -Assessment of Professional Behaviors

The Occupational Therapy Program Director and faculty advisors value and encourage a student therapist's development of his/her own professional identity. Professional identity is developed, in part through the self- reflection of your own professional behaviors, motivations and actions. This self-reflection along with feedback from mentors, may lead to the development of an action plan which will foster the development of quality professional behaviors. The professional behaviors and values listed below are consistent with our occupational therapy curriculum, current licensure laws, code of ethics, and standards of practice which guide the practice of occupational therapy.

Underdeveloped skill (0-2)	Emerging skills (3-5)	Proficient (6-8)	Exceptional skills (9-10)
Performance underdeveloped; needs to improve on skills and behaviors	Required skills and behaviors are developing but a bit inconsistent, continues to need more work to become proficient	Consistent solid performance	Surpass all requirements. Exceptional performance.

Professional Behavior	Score	Description
Knowledge: Core knowledge base, able to apply knowledge in real world situations, can use tacit knowledge and personal experiences appropriately, able to use abstract problem solving, generates questions to promote learning, uses resources to foster learning.		
Commitment to Learning: Learning is self-directed, seeks out and is interested in finding new knowledge, recognizes gaps in knowledge, able to learn from experiences, comes prepared to learn for all classes.		
Technical Skills: Uses all aspects of the Occupational Therapy Framework: Domain and Process throughout the implementation of occupational therapy, anticipates client's needs, adheres to safety policies and procedures, teaches others (i.e., clients) effectively, using health literacy skills, asks for assistance and clarification when needed.		
Communication – Writing <ul style="list-style-type: none"> • Clinical Writing: Effectively documents, using a variety of formats in labs and on FW I when required. • Academic: Writes clearly, for varied audiences, using good technical writing skills, including reasoning/logical sequences. 		

<p>Integrative: Incorporates scientific principles, uses clinical judgment Uses clinical reasoning strategies appropriately. Links academic and clinical knowledge effectively across disciplines. Manages uncertainty.</p>		
<p>Context: Can transfer and generalize skills from one situation to another, adjusts behavior to meet the contextual needs, uses and manages time efficiently and effectively, comes prepared for class and group work, acts proactively, plans ahead. Able to anticipate a need for change and implement a plan of action.</p>		
<p>Relationships: Communicates effectively with peers, professors, clinicians. (e.g., written and oral), meets interpersonal commitments, gives and receives feedback effectively, takes personal responsibility for actions, handles conflict effectively, manages teamwork by contributing fair share to group efforts, teaches others effectively, alters behaviors, when needed, in response to feedback.</p>		
<p>Affective/Moral: able to tolerate ambiguity, shows respect for peers and clients, responsive to client's needs, is empathetic. Adheres to AOTA Codes of Ethics, UWL Policies and Procedures, procedures of FW facilities, professional codes, and standards of practice. Emotional Intelligence: ability to perceive, control, and evaluate emotions. http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm</p>		
<p>Habits of Mind: <i>Definition: habits of mind are those habits that allow the practitioner to be attentive, curious, self-aware, and willing to recognize errors. These are very difficult to objectify but make for good practice. (Epstein, 2007).</i></p> <p>Aware of own strengths/challenges, attentiveness, critical curiosity, recognition of and response to own cognitive and emotional bias, demonstrates willingness to acknowledge and correct errors, manages, and adapts to change effectively (flexibility), aware of own feelings and how this may influence judgment/reasoning.</p>		
<p>Advocacy for Occupational Therapy and Patient Advocacy: Involvement and investment in professional organizations: SOTA, AOTA, WOTA. Promotes Occupational Therapy Profession. Supports</p>		

and demonstrates ways to advocate for patient groups, underserved populations.		
Wellness: Identifies methods/plan for personal health and wellness		

List your Strengths:	List your Challenges:

Write three goals you hope to achieve in the semester	Describe how you will achieve each goal ---PLAN
1.	
2.	
3.	

Student Signature: _____ Date: _____

Academic Advisor Signature: _____ Date: _____

NOTE: Bring this form to ALL your advising sessions. At each session, be prepared to:

Describe how you have achieved (or not achieved) your goals.

Establish new or reformat your goals to accomplish your goals.

References:

- Rubric was adapted from the University of California- San Jose, Pam Richardson
- Epstein, R.M., MD Hundert, E. *Defining and assessing professional competencies, JAMA, 2002: 287 (2): 226-235.*

UW-L Occupational Therapy Program

Fieldwork Program Overview

Fieldwork is defined as a student face to face interaction with a client. It may take place in the client's home, workplace, therapy setting, or in our laboratories.

Since the faculty believe in the effectiveness of hands-on learning, The UW-L Occupational Therapy Program has a fieldwork experience in every semester of the program. These experiences are summarized below.

1) Integrated fieldwork experiences:

- The purpose of these experiences is to gain exposure to different intervention contexts, reinforce course content by applying it in real-life settings, and begin to build skills and professional behaviors. These are generally organized and directed by faculty.

2) Three Fieldwork I experiences:

- Connected with each of the major content areas in the program (community mental health & wellness, physical dysfunction, and pediatrics).
- Primary purpose of Fieldwork I is development of student's professional behaviors.
- Students continue to be exposed to different intervention contexts and identify the role of OT in those settings.
- Students continue to build knowledge and technical skills.
- Organized by faculty and AFWC; directed/evaluated by OTR or COTA.

3) Patient Laboratories for children and adult clients:

- Primary purpose is to apply the entire occupational therapy process with a single client.
- Organized by faculty; supervised and graded in a 1:2 ratio by core and adjunct faculty; extensive individual feedback given on professional behaviors, technical skills, and implementation of OT process.
- Demonstrate technical skills to a basic level of competency.
- Continued development of professional behaviors
- Integrate curricular threads while applying the occupational therapy process.
 - Basic science
 - Theory
 - Clinical Skills
 - Scholarly Practice (outcome measures & collecting evidence in an intervention session)

4) Two Fieldwork II experiences at the end of the curriculum:

- Apply didactic knowledge in two clinical settings to entry level competency in knowledge, technical skills, and professional behaviors.
- Experience designed by AFWC and FWE, supervised and graded by FWE, assignments graded by AFWC, final grade entered by AFWC.
- Integrate threads of the curriculum:
 - Case study assignment (basic science, theory, clinical, scholarship skills)
 - EBP project (scholarship skills)
 - Reflection on student's experiences in observation/participation in leadership, advocacy, and promotion of occupational therapy (leadership, advocacy)



Class of 2022

Fieldwork Orientation Meeting

SEPTEMBER 24, 2020
ROOM 4014 & WEBEX

Your Fieldwork Team:



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Today's Objectives

- ▶ Orientation to OT Fieldwork Program
- ▶ Understand OT FW I and II experiences
- ▶ Understand OT FW I and II matching process
- ▶ Exxat Fieldwork Database
- ▶ Question and answer session

What is Fieldwork Education?

- ▶ An integral component of the total curriculum through which the student is enabled to develop, demonstrate and achieve competence to practice as an occupational therapist
- ▶ Complements, supports and informs academic studies and is undertaken as a partnership between a student, an identified fieldwork educator, and the education center

▶ A. Alsop et al., Making the Most of Fieldwork Education © Auldeen Alsop and Susan Ryan 1996

Fieldwork Terminology

- ▶ **SCCE** – Site Coordinator of Clinical Education
- ▶ **FWE** – Fieldwork Educator
- ▶ **CI** – Clinical Instructor
- ▶ **AFWC** – Academic Fieldwork Coordinator
- ▶ **DCE** – Director of Clinical Education

UWL OT Fieldwork Program TIMELINE

- ▶ **Level 1** (40 hours equivalent each)
 - ▶ **Adult Physical Disabilities** - Summer II, 2021 (OT 790)
 - ▶ **Pediatrics** - Winter/J-Term II, 2022 (OT 791)
 - ▶ **Mental Health** - Spring II, 2022 (OT 573)
- ▶ **Level 2** (12 weeks each)
 - ▶ Summer, 2022
 - ▶ Fall, 2022

Level I Fieldwork

- The AOTA *Standards* describe the goal of Level I Fieldwork "to **introduce** students to the fieldwork **experience** and develop a basic **comfort** level with an **understanding** of the needs of clients."
- Not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed **observation and participation** in selected aspects of the occupational therapy process"

Overview of FW I

- ▶ Designed to provide students an opportunity to participate in the OT process in a clinical setting
 - ▶ Practice interview skills
 - ▶ Improve observation skills
 - ▶ Practice Professional Behaviors in a clinical setting
 - ▶ Understand the role of the OT
 - ▶ Begin **preliminary** assessment and intervention skills

Level I Fieldwork

- ▶ Adult Physical Disabilities
- ▶ Pediatrics
- ▶ Mental Health

Level I FW: Adult Phys. Dis.

- ▶ Students are placed in an Outpatient or Inpatient Adult Physical Disabilities setting for ONE 40-hour full-time week
- ▶ Course Instructor provides students with syllabus, learning objectives, assignments, Canvas discussions, etc.
- ▶ Date: **Summer 2 - August 2021**
- ▶ Placements: Made by AFWC with assistance of student ranked wishlist
 - ▶ Will see list of available slots in Exxat

Level I FW: Pediatrics

- ▶ Students are placed in a variety of settings including schools, hospitals and outpatient clinics for ONE 40-hour full-time week
- ▶ Course Instructor provides students with syllabus, learning objectives, assignments, Canvas discussions, etc.
- ▶ Date: **Winter/J-Term (January), 2022**
- ▶ Placements: Made by AFWC with assistance of student ranked wishlist
 - ▶ Will see list of available slots in Exxat

Level I FW: Mental Health

- ▶ Students will observe, interview and establish/implement intervention plans for MH populations in **community settings**
 - ▶ Will correlate with mental health, wellness, and community coursework (implemented **Spring semester II, 2022**)
- ▶ Students will observe OT services in a **traditional** MH setting
 - ▶ Students typically sign-up for these observations **ONE FRIDAY** during the 2nd spring semester

Level II Fieldwork

- ▶ An integral and crucial part of the overall educational experience that allows the student an opportunity to **apply theory and techniques** acquired through the classroom and Level I fieldwork learning
- ▶ Provides an **in-depth experience in delivering occupational therapy services** to clients, focusing on the application of evidence based purposeful and meaningful occupations, administration, and management of occupational therapy services
- ▶ Provides the student with the opportunity to **carry out professional responsibilities** under supervision and to observe professional role models in the field

▶ ACOTE, 2012

Level II Fieldwork

- ▶ TWO, DIFFERENT 12-week full-time experiences
- ▶ **Summer and Fall of 2022** - Final Semesters
- ▶ Commencement: Mid-December
- ▶ Must choose two different areas
 - ▶ Example: Cannot select two pediatric, two outpatient, two rehab, or two mental health, etc.
 - ▶ Why? You want a broad base of skill, NBCOT exam, marketability, well-rounded clinician

UW-L OT Clinical Affiliations

How do I know where I want to go?

- ▶ 300+ Facility Contracts
- ▶ Exxat – Fieldwork Database
 - ▶ Sites offer “slots” on an annual basis (October mailing)
 - ▶ Students view slots via wish-list and can rank accordingly for each fieldwork experience

FW II: FCFS and Early Decisions

▶ **First Come, First Serve**

- ▶ FCFS in Exxat
 - ▶ “Manage FCFS Slots” (or small clock icon in wishlist)
 - ▶ <https://exxat.force.com/Forum/s/article/Managing-FCFS-Slots-for-Students-STEPS-ALL>
 - ▶ Notify Polly of your interest in these slots (through Exxat or email) & WHY!

▶ **Early Decision**

- ▶ Early deadlines
- ▶ Applications/interviews
- ▶ Polly will email you site-specific information/details
- ▶ Submit Early Decision requests in writing

Fieldwork Decision Making

For Travel?

For
Finances?

For
Experience?

What if I don't know what I want?

- ▶ THIS IS NORMAL!
 - ▶ Aim for a broad and varied experience
 - ▶ Talk to your advisor and AFWC
 - ▶ Talk to second and third year OTS
 - ▶ Network with alumni
 - ▶ Explore the Exxat Database
 - ▶ AOTA – student section
- ▶ You won't see everything on FW II - Guaranteed
- ▶ You won't be destined to work in only ONE area of OT for the rest of your career because of your FW II experience



Goal of Clinical Education is
to become a generalist OT!

VARIETY IS KEY!

FW Site Availability

- ▶ More and more difficult to find good FW II sites
- ▶ Students need to be flexible with decisions
- ▶ Lottery system will be used as needed
- ▶ Students may need to go where there is a spot or face possibility of delayed graduation
- ▶ Metro areas (i.e. Minneapolis/Milwaukee/Madison) are very difficult = Lots of competition
- ▶ Final setting selection may be based on needs of the clinic or staffing

OT Schools in WI alone!

UWL

UWM

UW Madison

Madison
Tech - OTA

Milwaukee
Tech - OTA

Western La
Crosse -OTA

Bryant &
Stratton - OTA

Carroll

Mount Mary

Indianhead
Tech - OTA

Marquette in
process of
development

Concordia

Fox Valley
Tech - OTA

How long
do I have
to make my
decision?

- ▶ I will ask you to submit your wishlist in Exxat by **December 4, 2020**
 - ▶ Wishlist feature will be available starting in October
 - ▶ Watch Exxat for FCFS offers (clock)
- ▶ Level II placements are typically complete by end of spring semester, 2021!

How firm is my decision?

- ▶ Once commitment letters have been sent to a site, OTS must honor their decision to accept the placement!
- ▶ Remember: You signed an agreement to go to assigned FW placements on admission to this program.

Should I contact the sites directly?

- ▶ NO - NEVER!
- ▶ The AFWC should be the **only** one contacting the sites. Why?
 - ▶ Legal process
 - ▶ How do clinicians perceive this?

Types of OT Facilities

- ▶ Acute Care Hospital: see patients short-term
- ▶ Sub-acute units of a hospital
- ▶ Transitional Care Units
- ▶ Inpatient Rehab: can be free standing or unit in a hospital
- ▶ Outpatient Therapy Clinics – may have hand therapy, ortho or neuro emphasis
- ▶ Pediatric Hospitals, NICU, outpatient, inpatient
- ▶ Pediatric private practice
- ▶ Pediatric school district

Types of OT Facilities, cont.

- ▶ Facilities for people with Developmental Disabilities
- ▶ Mental Health inpatient/outpatient
- ▶ Military Hospitals/Vas
- ▶ Prisons or Correctional Institutions
- ▶ Skilled Nursing Facilities (SNFs)
- ▶ Nursing Homes
- ▶ Assisted Living Facilities
- ▶ Work Hardening
- ▶ Industrial Rehabilitation
- ▶ Rural Health Care
- ▶ Community Practice

EXXAT

Exxat Fieldwork Database

- Login and explore (student orientation video)
 - <https://exxat.force.com/Forum/s/article/Student-Orientation-Video>
- Create Your Profile
 - https://docs.google.com/a/uwlax.edu/file/d/0B6jNDgGT_0V2cnJpc2JnbU1sZkk/edit
- Creating Wishlist, step-by-step:
 - <https://exxat.force.com/Forum/s/article/Wishlists-for-Students-STEPS-All>
 - (Copy and paste this link into your browser)
- Finding SEFWE Forms (Student Evaluation of Fieldwork Experience)
 - Go to Map of Affiliation, Type in Site and Scroll to very bottom
- ALL Forms (including health information)
 - Found in student packet on left hand side of toolbar

Exxat Profile Instructions

- ▶ Go to “**My Profile**” on left side
 - ▶ Click on “**Basic Information**” on the right side; fill out; click “save changes”
 - ▶ Fill out **Personal Statement** (perhaps why you were motivated to go into OT; could use application information)
 - ▶ **Special Abilities** may be special certifications, trainings, or abilities
 - ▶ Fill in **Areas of Interest**; OK to check many
 - ▶ Please fill out the **remaining categories**

Exxat - How to Fill in Health Info.

- ▶ Go to “**My Profile**”
- ▶ Go to “**required documents**” on the right side
- ▶ You will need to **upload** all of your documents and keep up to date with this
 - ▶ *REMEMBER: Input **DATE** of vaccine after uploading your document!
- ▶ Emilee Mielke in the front office will oversee and keep track of this

Upcoming Meetings:

- ▶ "Show and Tell" Fieldwork Meeting THIS October
 - ▶ 2nd year students share FW 2 placements and students meet other faculty
- ▶ FW 1 Meetings: Will be scheduled prior to each level 1 FW experience to discuss expectations
- ▶ Additional meetings may be schedule periodically for information on FW.

Selection & Placement Timeline

▶ 1st year

- ▶ **October:** FW sites receive our annual slot request
 - ▶ Watch for FCFS & Early Decision options (Exxat & email)
- ▶ **December 4th:** FW II Wishlists due
- ▶ **Spring Semester**
 - ▶ FW II Placements Finalized
 - ▶ FW I Phys Disabilities Placements Finalized

Selection & Placement Timeline

▶ 2nd year

▶ **Summer**

- ▶ FW I Pediatric Placements Finalized
- ▶ FW I Mental Health Placements Finalized

▶ **August:** FW I Physical Disability Experience

▶ **January:** FW I Pediatric Experience (J-Term)

▶ **Spring Semester:** FW I Mental Health Experience

▶ 3rd year

▶ **Summer Semester:** FW II Experience

▶ **Fall Semester:** FW II Experience



What questions do
you have?