The learning activities below represent suggestions that may be appropriate to support student learning across the 12-week Level II fieldwork experience. It is NOT meant to be used in its entirety, but to use as a resource to stimulate ideas as you construct a weekly schedule suitable to your site and your learning objectives. Activities in italics are sequential and can be used over several weeks.

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| **Week 1 Suggested Learning Activities** | **Mark** **activities chosen** |
| Orientation: Tour, orientation sessions, view department resources, review policies and procedures.  |  |
| Review security protocol, codes, and environmental care information. \*\*This may include attention to sharps safety, transfer protocol, confidentiality, etc.\*\* |  |
| Review fieldwork student manual with FWE and use throughout fieldwork. |  |
| Review fieldwork site learning objectives and assignments. Clarify expectations with FWE, as needed. |  |
| Demonstrate competency in using communication systems used at site. \*\*This may include text, pager, phone, etc.\*\* |  |
| Introduce student to documentation systems, methods, and requirements.\*\*This may include electronic health record, computer, iPad, dictation system, etc.\*\* |  |
| Introduce student to billing and reimbursement mechanisms. \*\*This may include therapy codes, minutes, client attendance, reimbursement systems, etc.\*\*  |  |
| Observe intake or new initial evaluation process of one new client. |  |
| Shadow FWE (a) observe initial evaluation, (b) observe intervention procedures, and (c) write two daily notes on assigned clients following required site format.  |  |
| Demonstrate competency in administering two to three selected assessment tools. \*\*Additional tools may be added throughout fieldwork experience\*\***List tools here:**  |  |
| Review fieldwork site records through chart/history review of one client including review of evaluation, intervention, and documentation. |  |
| Complete scavenger hunt to become familiar with fieldwork site resources. |  |
| Attend and observe team meetings, as scheduled.  |  |
| *Interview selected disciplines to understand their role on the treatment team. Complete 2-3 interviews of student choice. FWE determine possible observation experiences.* |  |
| *Review theories/frames of reference used at fieldwork site and prepare a summary for week two meeting.* |  |
| *Brainstorm with FWE ideas for fieldwork project.* \*\*Seesuggested final project ideas on last page\*\* |  |
| **End of Week One:** Meet with FWE to discuss student performance regarding fieldwork site expectations, student learning style and goals/objectives for upcoming week. Professional readings, journaling, or reflective learning assignments for the coming week may be given.  |
| **Week 2 Suggested Learning Activities:** Student is assigned *two clients* and will shadow FWE in evaluation, intervention, and documentation process. *(If therapy is provided in a group context, student may be assigned one – two groups initially)* | **Mark** **activities chosen** |
| Determine (with FWE) and implement evaluation protocol for assigned client(s). Document results, within fieldwork site timeline, specifically indicating the need/rationale for OT services. |  |
| Determine and implement intervention methods with FWE assistance. |  |
| Identify one client diagnoses to complete a literature search. Determine evidence for one intervention method and report to FWE at the end of the week. |  |
| Demonstrate competence in selected interventions (i.e. one-handed dressing techniques, adaptive cooking procedures, general wheelchair positioning, demonstration of relaxation techniques, etc.**List expected competencies here:** |  |
| Demonstrate (with FWE assistance) use of adaptive equipment or adapted procedure as needed for therapy intervention. |  |
| Document (with FWE assistance) response to therapy intervention using format required by fieldwork site. |  |
| Complete (with FWE assistance) all managerial tasks related to assigned clients/groups including attendance sheets, billing charges, or equipment orders. |  |
| *Gain competency in selected assessment instruments and protocol as assigned.****List expected competencies here:*** |  |
| *Complete all interviews/observations of other disciplines as assigned from week one.*  |  |
| *Narrow down ideas for final project to three options.* |  |
| **End of Week 2:** Meet with FWE to review assignment for research evidence and theory/model review. Discuss applications to clients at fieldwork. Student strengths and areas of growth are discussed, and a goal area is determined for coming week.  |
| **Week 3 Suggested Learning Activities:** Student is assigned *three to four clients* and will shadow FWE in evaluation, treatment and documentation process for 1-2 assigned clients, treating the other 1-2 assigned clients independently, once competence is determined by FWE. *(If therapy is provided in a group context, student may be assigned primary responsibility in planning and leading 1-2 groups while co-leading in two additional groups or individual therapy session).* | **Mark** **chosen activities** |
| Work independently to determine and complete appropriate assessment protocol for 1-2 assigned clients (obtaining approval from FWE before implementation). Document results, within fieldwork site timeline, specifically indicating the need/rationale for OT services. |  |
| Construct intervention plans for 1-2 assigned clients independently, identifying the appropriate theory or frame of reference for intervention and choosing intervention methods appropriate for theoretical orientation. Student will gain approval of plan before carrying out intervention with minimal FWE assistance.  |  |
| Demonstrate ability to grade intervention (with assigned client) from simple to more advanced and identify a balance of occupational therapy intervention types (See OTPF for intervention types).  |  |
| Develop one occupation kit including all of the supplies needed for completion of a meaningful activity for use with assigned client or group. \*\*Activities such as hand sewing, cutting coupons, caring for nails, shaving, applying make-up, wrapping packages, doing carpentry, plumbing, mechanical skills, paying bills, crossword or word search puzzles are some examples which lend themselves to inclusion in occupation-based intervention kits.\*\* |  |
| Demonstrate use of adaptive equipment or adapted procedure as needed for therapy intervention with minimal FWE assistance. |  |
| Set up therapy area and clean up after session. |  |
| Complete documentation with FWE feedback as needed. |  |
| Initiate completion of managerial tasks related to assigned clients/groups, with minimal FWE assistance. |  |
| Review evaluation results/treatment plan with client/family (as assigned), with assistance from FWE. |  |
| Report in team meeting the progress of assigned clients. |  |
| Demonstrate competency in administration of safety procedures pertinent to fieldwork site (following transfer and transportation guidelines, sharps precautions, etc.)**List safety competencies here:** |  |
| *Continue to gain competency in assessment tools as assigned by fieldwork site.* ***List assessment tools here:***  |  |
| *Continue to demonstrate competence in interventions methods identified by fieldwork site, focusing on application to more complex client populations.* ***List intervention methods here:*** |  |
| *Determine focus of final project and present outline of project scope.* |  |
| **End of Week**: Meet with FWE to address strengths and areas of growth with particular focus on client evaluation, treatment, and documentation of therapy progress and outcomes. Identify goal focus for the coming week. \*\*At this point a learning contract format may be introduced to involve the student in identifying goals and learning experiences or resources/supports that the FWE might provide to support student learning. The intention is to involve the student in taking more ownership for their learning experience. \*\*  |  |  |
| **Week 4 Suggested Learning Activities:** Student is assigned 4-5 *clients* and will shadow FWE in evaluation, intervention, and documentation process for 1-2 of the assigned clients, treating the other 3-4 assigned clients independently once competence is determined by supervising therapist. *(If therapy is provided in a group context, student may be assigned primary responsibility in planning and leading 2-3 groups while co-leading in two additional groups or individual therapy session).* | **Mark** **chosen activities** |
| Work independently to determine and complete appropriate assessment protocol for 3-4 assigned clients (obtaining approval from FWE before implementation). Document results, within fieldwork site timeline, specifically indicating the need/rationale for OT services. |  |
| Construct intervention plans for 3-4 assigned clients independently, identifying the appropriate theory or frame of reference for intervention and choosing intervention methods appropriate for theoretical orientation. Student will gain approval of plan before carrying out intervention with minimal FWE assistance. |  |
| Demonstrate ability to grade intervention (with assigned client) from simple to more advanced and will identify a balance of occupational therapy intervention types (See OTPF for intervention types).  |  |
| Develop one occupation kit including all supplies needed for completion of a meaningful activity for use with assigned client or group.  |  |
| Demonstrate use of adaptive equipment or adapted procedure as needed for therapy intervention with minimal FWE assistance. |  |
| Set up therapy area and clean up after session. |  |
| Complete documentation with FWE feedback as needed. |  |
| Initiate completion of managerial tasks related to assigned clients/groups, with minimal FWE assistance. |  |
| Review evaluation results/treatment plan with client/family (as assigned), with assistance from FWE. |  |
| Report in team meeting the progress of assigned clients. |  |
| Demonstrate competency in administration of safety procedures pertinent to fieldwork site (following transfer and transportation guidelines, sharps precautions, etc.)**List safety competencies here:** |  |
| *Continue to gain competency in assessment tools as assigned by fieldwork site.* ***List assessment tools here:***  |  |
| *Continue to demonstrate competence in interventions methods identified by fieldwork site, focusing on application to more complex client populations.* ***List intervention methods here:*** |  |
| *Update FWE on progress of final project.* |  |
| **End of Week**: Meet with FWE at end of the week to address strengths and areas of growth with particular focus on client evaluation, intervention, and documentation of therapy progress and outcomes. Identify goal for the coming week to include progressively more complex clientele, broader focus of evaluation experience and wider scope of interventions. |  |  |
| **Week 5 Suggested Learning Activities:** Student is assigned 5-6 and will shadow FWE in evaluation, intervention, and documentation processes for 1-2 more complex clients, treating the other 4-5 assigned clients independently once competence is determined by FWE. *(If therapy is provided in a group context, student may be assigned primary responsibility in planning and leading 3-4 groups while co-leading in two additional groups or individual therapy session which are more complex in nature).****\*\**** Students will begin to demonstrate ability to ration out caseload and participate in choosing and prioritizing the treatment level of all patients on the caseload. \*\* | **Mark** **chosen activities** |
| Work independently to determine and complete appropriate assessment protocol for 3-4 assigned clients (obtaining approval from FWE before implementation). Document results within fieldwork site timeline, specifically indicating need/rationale for OT services, with occasional, minimal assistance from FWE.  |  |
| Construct intervention plans for 4-5 assigned clients independently, identifying the appropriate theory or frame of reference for intervention and choosing intervention methods appropriate for theoretical orientation. In addition, student will investigate research evidence for intervention chosen and will include evidence in justification of therapy plan. Student will gain approval of plan before carrying out intervention with occasional minimal FWE assistance.  |  |
| Demonstrate ability to grade intervention (with assigned client) from simple to more advanced and will identify a balance of occupational therapy intervention types (See OTPF for intervention types).  |  |
| Develop 2-3 occupation kits including all supplies needed for completion of a meaningful activity for use with assigned client or group. |  |
| Demonstrate use of adaptive equipment or adapted procedure as needed for therapy intervention. |  |
| Set up therapy area and clean up after session. |  |
| Co-treat with a COTA or COTA student (if available) for at least one client or group, and work cooperatively to accomplish therapy objectives. |  |
| Complete documentation with FWE feedback as needed. |  |
| Initiate completion of managerial tasks related to assigned clients/groups, with minimal FWE assistance. |  |
| Review evaluation results/treatment plan with client/family (as assigned), with occasional, minimal assistance from FWE. |  |
| Report in team meeting the progress of assigned clients and initiate communication with team members as needed throughout the week. |  |
| *Continue to gain competency in assessment tools as assigned by fieldwork site.* ***List assessment tools here:*** |  |
| *Continue to demonstrate competence in interventions methods identified by fieldwork site, focusing on application to more complex client populations.* ***List intervention methods here:*** |  |
| *Update FWE on progress of final project.* |  |
| **End of Week**: Meet with FWE at end of the week to address strengths and areas of growth with particular focus on client evaluation, intervention, and documentation of therapy progress and outcomes. Identify goal for the coming week to include progressively more complex clientele, broader focus of evaluation experience and wider scope of interventions. In addition, over the next week, the student and FWE will complete the AOTA Fieldwork Performance Evaluation (FWPE) for review at the next weekly meeting. FWE should receive an email link giving access to the midterm performance evaluation. The student may also complete the Student Evaluation of Fieldwork (SEFWE) form to give feedback to the site on learning experience thus far. |
| **Week 6 Suggested Learning Activities:** Student is assigned 6-8 clients(or whatever is considered to be 90 percent of entry-level therapist caseload) and will shadow FWE in evaluation, treatment and documentation process for 1-2 complex clients, treating the other 5-6 assigned clients independently once competence is determined by supervising therapist. *(If therapy is provided in a group context, student may be assigned primary responsibility in planning and leading 3-4 groups and 2-3 individual sessions, while co-leading in two additional groups or individual therapy session which are more complex in nature).****\*\**** Students will begin to demonstrate ability to ration out caseload and participate in choosing and prioritizing the treatment level of all patients on the caseload. \*\* | **Mark** **chosen activities** |
| Demonstrate ability to assist other therapists with their case load as needed (i.e. to start therapy following established treatment plan as needed). |  |
| Demonstrate ability to orient Level I fieldwork students/volunteers and accurately communicate the scope of occupational therapy services at fieldwork site. |  |
| Work independently to determine and complete appropriate assessment protocol for 6-8 assigned clients (obtaining approval from FWE before implementation). Document results within fieldwork site timeline, specifically indicating need/rationale for OT services, with occasional to minimal assistance from FWE.  |  |
| Construct intervention plans for 6-8 assigned clients independently, identifying the appropriate theory or frame of reference for intervention and choosing intervention methods appropriate for theoretical orientation. In addition, student will investigate research evidence for intervention chosen and will include evidence in justification of therapy plan. Student will gain approval of plan before carrying out intervention with occasional minimal FWE assistance.  |  |
| Demonstrate ability to grade intervention (with assigned client) from simple to more advanced and will identify a balance of occupational therapy intervention types.  |  |
| Develop 2-3 occupation kits including all supplies needed for completion of a meaningful activity for use with assigned client or group. |  |
| Set up therapy area and clean up after session. |  |
| Co-treat with a COTA or COTA student (if available) for at least one client or group, and work cooperatively to accomplish therapy objectives. |  |
| Complete documentation with FWE feedback as needed. |  |
| Initiate completion of managerial tasks related to assigned clients/groups, with minimal FWE assistance. |  |
| Review assessment results/treatment plan with client/family (as assigned), with occasional, minimal assistance from FWE. |  |
| Report in team meeting the progress of assigned clients and will initiate communication with team members as needed throughout the week. |  |
| *Continue to gain competency in assessment tools as assigned by fieldwork site.* ***List assessment tools here:*** |  |
| *Continue to demonstrate competence in interventions methods identified by fieldwork site, focusing on application to more complex client populations.* ***List intervention methods here:*** |  |
| *Update FWE on progress of final project.* |  |
| **End of Week**: Meet with FWE at end of the week to complete mid-term fieldwork performance evaluation which will include assessment of performance across all areas. Identify goal for the coming week to include progressively more complex clientele, broader focus of evaluation experience and wider scope of interventions. Review the student evaluation of fieldwork (SEFWE) form (if desired) to provide FWE with feedback to adjust student caseload and learning supports provided, as needed. Other tools such as the Fieldwork Experience Assessment Tool (FEAT) may be used to gather data regarding student perception of the learning experience. |
| **Week 7-10 Suggested Learning Activities:** Continue to treat patients as assigned, gradually assuming the entire caseload of the FWE. With clients who are more complex, the FWE acts as consultant, helping as requested by the student. Ultimately, the student should achieve competency in all primary evaluation, intervention, and documentation responsibilities and demonstrate the ability to work progressively more independently the last four weeks of the fieldwork experience. Continue weekly meetings to summarize student strengths and areas of growth, focus student efforts toward independence, and ensure that the student is progressing satisfactorily. | **Mark** **chosen activities** |
| Phase out specific assignments as student demonstrates competency as an entry level therapist. |  |
| Construct a learning contract in collaboration with student and FWE to encourage students to take initiative in continued development and accountability. |  |
| Demonstrate increased competency in specific assessment tools and researches 1-2 additional assessments that would be appropriate in the fieldwork site, presenting an overview of assessment instruments chosen in an appropriate format. |  |
| Demonstrate increased competency in specific intervention methods. Based on literature searched conducted throughout the fieldwork, provide a presentation to fieldwork site on research evidence to support existing interventions used or provide an in-service introducing intervention procedure/methods that are new to the fieldwork site but supported by existing research evidence. |  |
| *Present final project to a selected audience.* |  |
| **End of Week**: Weekly meeting to summarize student strengths and areas of growth in all areas will serve to focus student efforts toward independence and ensure that the student is progressing satisfactorily. |
| **Week 11-12 Suggested Learning Activities:** The student continues to treat patients as assigned, assuming the entire caseload of the FWE. With those clients who are more complex, the FWE acts as consultant, providing direction and assistance as requested by the student. The student has achieved competency in primary evaluation, intervention, and documentation responsibilities and demonstrates the ability to work independently, requiring only in-direct supervision by the FWE. | **Mark** **chosen activities** |
| Participate in additional learning experiences as initiated by the student. \*\*This might include shadowing therapists in other areas of the fieldwork site, participation in treatment areas not originally assigned or any learning experience deemed appropriate by FWE. \*\*  |  |
| Plan and prepare for closure with clients, demonstrating the ability to re-assign clients to other therapists or groups as indicated. Demonstrate ability to construct clear and concise treatment plan which can be carried out by other therapists, as needed. |  |
| **Required Activity:** Complete the AOTA Student Evaluation of the Fieldwork Experience (SEFWE) in advance of end of week meeting. In last meeting provide feedback to the FWE in a professional manner, following the FWE’s evaluation of student. |  |
| **End of Week**: Final meetings with FWE. At week 11 the FWE begins to gather data to fill out the AOTA fieldwork performance evaluation (FWPE), gathering supporting information from other therapists and staff as needed. The FWE will again receive an email with a link providing access to complete the final evaluation. At the final meeting (conclusion of week 12), the FWE will first review the final evaluation with the student followed by the student reviewing the SEFWE with the site. |

**Final project ideas:**

* Present an in-service to OT staff on the *Occupational Therapy Practice Framework.*
* Present a case study completing each section of the *Framework* with information obtained/observed about the specific patient.
* Have students develop patient education materials on specific diseases, symptoms, and/or treatments.
* Perform literature searches on assessment and intervention techniques to support evidence-based practice.
* Design a needs assessment for a given population.
* Perform research for a potential new program (i.e. driving program, teen parenting program, etc.).
* Compile resources for staff that are reflective of occupation-based practice.
* Fabricate an intervention to leave at the fieldwork site.
* Present a research/educational project that would benefit staff and/or clients.
* Present articles of interest to staff, or conference proceedings.
* Construct adaptive equipment to benefit client participation in a desired occupation.
* Create a notebook/brochure of available community resources, such as self-help groups, crisis/hot lines, social service agencies, and other community service providers.
* Organize an OT month display/celebration/event for the entire fieldwork site.
* Develop a new group, program, or protocol. Organize materials and documents to support program implementation.
* Make a presentation to a support group on a topic of interest to that groups’ participants. \*\*Examples: crisis/hot lines for members of a depression support group, energy conservation techniques for an arthritis or fibromyalgia support group\*\*
* Develop and implement a group for the population served at the fieldwork site. The student must provide a protocol for the group using Cole’s 7 Steps.