

University of North Dakota Occupational Therapy Department
Template: Weekly Learning Activities for Level II Fieldwork

The learning activities below represent suggestions that may be appropriate to support student learning across the continuum of the 12 week level II 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.

Week 1	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Student will tour facility and attend orientation sessions, or view department videos on select topics to review policies and procedures. Student will then review manual contents with fieldwork educator and is expected to refer and utilize manual throughout fieldwork.	
	Student will review facility objectives and assignments and clarify expectations with supervisor as needed.	
	Student will review security protocol, codes and environmental care information. (This may include attention to sharps safety, transfer protocol, confidentiality, etc)	
	Student will demonstrate competency in use of hospital communication systems including pager, telephone, Dictaphone, etc	
	Student will become familiar with electronic documentation and billing protocol including therapy codes, charges, attendance record and care maps. May meet with facility representative regarding insurance authorization.	
	Observe intake process of one new client.	
	Student will shadow assigned staff therapist as scheduled and a. observe initial evaluation (specific evaluation names may be appropriate here) b. observe intervention procedures (specific types of intervention may be assigned such as dressing program, homemaking, leisure skills group etc) c. write two progress notes on assigned clients following the facility documentation format.	
	Student will demonstrate competency in administering two to three selected assessment tools. (Others may be assigned throughout the fw experience). To obtain competency, the student may observe the supervisor administering assessment twice with different clients, then the supervisor and student administer the assessment together, then the supervisor observes the student administering the assessment twice with different clients). The student will be expected to take responsibility to study assessment materials as needed and will be responsible to clarify with the supervisor any areas of assessment protocol not understood	
	Student will become familiar with facility records and files through chart/history review of one client including review of evaluation, intervention and documentation of client plus other assigned areas. Student will ask for clarification of all terminology, language, and processes not understood.	
	Student will complete scavenger hunt to become familiar with facility resources for therapy (supplies, assessment tools, reference books/videos, equipment, etc)	
	<i>Student will attend treatment /team meetings as scheduled. Student will begin interviews of selected disciplines to understand their role on the treatment team (Complete 3 interviews of student choice). Student and supervisor will determine possible observation sites.</i>	
	<i>Student will review theories/models/frames of reference used at facility and prepare summary for week two meeting.</i>	
	<i>Student will brainstorm with supervisor his/her ideas for independent study project. See next page for suggested final project ideas.</i>	
<p>End of Week One Student will meet with supervisor and discuss student performance in regard to facility expectations, student learning style and goals/objectives for upcoming week. Professional readings, journaling or reflective learning assignments for the coming week may be given. For a format and description of weekly meeting guidelines and suggested reflective learning assignments, go to www.ot.und.edu Look for the fieldwork link, and the link for fieldwork resources.</p>		

The final project may include but is not limited to:

- 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.
- Develop documentation formats for staff supervision, treatment consultation, and/or monitoring
- Design a needs assessment for a given population.
- Perform background 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 a treatment medium to leave at the facility.
- Present a research/educational project that would benefit staff and/or patients.
- 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 facility.
- 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 such as crisis/hot lines for members of a depression support group, or energy conservation techniques for an arthritis or fibromyalgia support group.
- Conduct a practice analysis examining the population, assessments, or interventions commonly seen in the fieldwork setting. Through study of the typical diagnoses or conditions seen, the gender distribution, age distribution, typical occupational roles, average duration of services, average frequency of services typical disposition destination and common reimbursement sources of the fieldwork site, strategic plans might be developed to provide occupation-based services to the populations served.
- Students could develop and implement a group for the population served at the facility. The student must provide a protocol for the group, occupations addressed by the group, objectives and goals for the group. Step-by-step instructions along with a list of necessary equipment and supplies and time frames for each step would assist in a successful implementation of the group in the future. The headings included in the Activity Demands category of the *Framework* can serve as an excellent guide for completing this assignment.

Beginning of Week 2		
Student is assigned <i>two clients</i> and will shadow assigned therapist in evaluation, treatment and documentation process; this may be supervising therapist or another assigned therapist. <i>(If therapy is provided in a group context, student may be assigned one – two groups initially)</i>		
Week 2	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Student will determine, with supervisor, appropriate assessment protocol for assigned clients and will complete and document assessment results, (within facility timeline) specifically indicating the need/rationale for OT services.	
	Student will determine, with supervisor input, appropriate intervention methods and will carry out interventions with supervisor assistance.	
	For one client diagnoses, student completes literature search to determine research evidence for one intervention method and reports to supervisor at the end of the week.	
	Student will demonstrate competence in selected interventions (ie one-handed dressing techniques, adaptive cooking procedures, general wheelchair positioning, demonstration of relaxation techniques, etc... <i>you may list expected competencies here</i>)	
	Student will demonstrate use of adaptive equipment or adapted procedure as needed for therapy intervention with supervisor assistance.	
	Student will document the response to therapy intervention, writing progress note following facility protocol with supervisor direction.	
	Student will complete all managerial tasks related to assigned clients/groups including attendance sheets, billing charges, or equipment orders with supervisor assistance.	
	<i>Student continues to gain familiarity with facility programs, observing treatment protocols in occupational therapy with a diverse client group.</i>	
	<i>Student continues to gain competency in selected assessment instruments and protocol as assigned; (Facility determines list)</i>	
	<i>Student completes all interviews/observations of other disciplines as assigned from week one.</i>	
	<i>Student narrows down ideas for final project to three options.</i>	
End of Week 2		
Student meets with supervisor at end of the week to review assignment for research evidence and Theory/Model review; applications are made to existing clientele at facility. Student strengths and weaknesses in performance are discussed and a goal focus is determined for coming week.		

Beginning of Week 3

Student is assigned *three to four clients* and will shadow assigned therapist in evaluation, treatment and documentation process for one – two of assigned clients, treating the other one to two 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 one to two groups while co-leading in two additional groups or individual therapy session*).

Week 3	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Student will work independently to determine appropriate assessment protocol for one to two assigned clients (obtaining approval from supervisor before implementation) and will complete and document assessment results with minimal assistance from supervisor, (within facility timeline) specifically indicating the need/rationale for OT services.	
	Student will construct treatment plans for one to two assigned clients independently, identifying the appropriate theory, model 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 supervisor assistance.	
	For assigned client, student will demonstrate the ability to grade intervention from simple to more advanced and will identify a balance of preparatory, purposeful, and occupation-based activities for intervention.	
	Student will develop one occupation kit which contains 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.	
	Student will demonstrate use of adaptive equipment or adapted procedure as needed for therapy intervention with minimal supervisor assistance	
	Student will set up therapy room and clean up after session.	
	Student will complete documentation with supervisor feedback as needed.	
	Student will initiate the completion of managerial tasks related to assigned clients/groups, with minimal supervisor assistance.	
	Student will meet with patient and family to review assessment results/treatment plan as assigned, with assistance from supervisor.	
	Student will report in team meeting the progress of assigned clients (those who he/she are treating independently).	
	Student will demonstrate competency in administration of safety procedures pertinent to facility (following transfer and transportation guidelines, sharps precautions, etc)	
	<i>Student continues to gain competency in assessment instruments as assigned. (Facility determines list)</i>	
	<i>Student will continue to demonstrate competence in selected interventions focusing on application to more complex client populations. Specific intervention methods to be reviewed include: (Facility determines list)</i>	
	<i>Student will determine focus of final project and present outline of project scope.</i>	

End of Week: Student meets with supervisor to address strengths and weaknesses of performance with particular focus on performance in relation to client assessment and treatment as well as documentation of therapy progress and outcomes. A goal focus is determined 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 fw educator might provide to support student learning. The intention is to involve the student in taking more ownership for their learning experience. See UND OT dept website, www.ot.und.edu Look for the fieldwork link, and then look under “fieldwork resources” to find an overview of the use of learning contracts and a sample format for use.

Beginning of Week 4		
Student is assigned <u>four to five clients</u> and will shadow assigned therapist in evaluation, treatment and documentation process for one – two of assigned clients, treating the other three to four assigned clients independently once competence is determined by supervising therapist. (<i>If therapy is provided in a group context, student may be assigned primary responsibility in planning and leading two to three groups while co-leading in two additional groups or individual therapy session</i>).		
Week 4	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Student will work independently to determine appropriate assessment protocol three to four assigned clients (obtaining approval from supervisor before implementation) and will complete and document assessment results with minimal assistance from supervisor, (within facility timeline) specifically indicating the need/rationale for OT services.	
	Student will construct treatment plans for three to four assigned clients independently, identifying the appropriate theory, model 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 minimal supervisor assistance.	
	For assigned clients, student will demonstrate the ability to grade appropriate interventions from simple to more advanced and will identify a balance of preparatory, purposeful, and occupation-based activities for intervention.	
	Student will develop one occupation kit which contains all of the supplies needed for completion of a meaningful activity for use with assigned client or group.	
	Student will demonstrate use of adaptive equipment or adapted procedure as needed for therapy intervention	
	Student will set up therapy room and clean up after session	
	Student will complete appropriate documentation with supervisor feedback as needed.	
	Student will initiate the completion of managerial tasks related to assigned clients/groups, with minimal supervisor assistance.	
	Student will meet with patient and family to review assessment results/treatment plan as assigned, with minimal assistance from supervisor.	
	Student will report in team meeting the progress of assigned clients (those who he/she are treating independently).	
	<i>Student continues to gain competency in assessment instruments as assigned. Specific assessments to be reviewed this week include: (Facility determines list)</i>	
	<i>Student will continue to demonstrate competence in selected interventions focusing on application to more complex client populations. Specific intervention methods to be reviewed include: (Facility determines list)</i>	
	<i>Student will update supervisor on progress of final project</i>	
End of Week: Student meets with supervisor at end of the week to strengths and weaknesses of performance with particular focus on performance in relation to client assessment, intervention, and documentation of therapy progress and outcomes. A goal focus is determined for the coming week to include progressively more complex clientele, broader focus of assessment experience and wider scope of interventions.		

Beginning of Week 5		
Student is assigned <i>five to six clients</i> and will shadow assigned therapist in evaluation, treatment and documentation process for one – two more complex clients, treating the other four to five assigned clients independently once competence is determined by supervising therapist. (<i>If therapy is provided in a group context, student may be assigned primary responsibility in planning and leading three to four groups while co-leading in two additional groups or individual therapy session which are more complex in nature</i>).		
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.		
Week 5	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Student will work independently to determine appropriate assessment protocol three to four assigned clients (obtaining approval from supervisor before implementation) and will complete and document assessment results with occasional and minimal assistance from supervisor, (within facility timeline) specifically indicating the need/rationale for OT services.	
	Student will construct treatment plans for four to five assigned clients independently, identifying the appropriate theory, model 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 supervisor assistance.	
	For assigned clients, student will demonstrate the ability to grade appropriate interventions from simple to more advanced, and will identify a balance of preparatory, purposeful, and occupation-based activities for intervention.	
	Student will develop two to three occupation kits which contain all of the supplies needed for completion of a meaningful activity for use with assigned client or group.	
	Student will construct adaptive equipment as needed for therapy intervention.	
	Student will set up therapy room and clean up after session.	
	Student will co-treat with a COTA or COTA student if available for at least one client or group, and work cooperatively to accomplish therapy objectives.	
	Student will complete documentation with supervisor feedback as needed.	
	Student will initiate the completion of managerial tasks related to assigned clients/groups, with minimal supervisor assistance.	
	Student will meet with patient and family to review assessment results/treatment plan as assigned, with occasional minimal assistance from supervisor.	
	Student will report in team meeting the progress of assigned clients (those who he/she are treating independently) and will initiate communication with team members as needed throughout the week.	
	<i>Student continues to gain competency in assessment instruments as assigned. Specific assessments to be reviewed this week include: (Facility determines list)</i>	
	<i>Student will continue to demonstrate competence in selected interventions focusing on application to more complex client populations. Specific intervention methods to be reviewed include: (Facility determines list)</i>	
	<i>Student will update supervisor on progress of final project.</i>	
<p>End of Week: Student meets with supervisor at end of the week to strengths and weaknesses of performance with particular focus on performance in relation to client assessment, intervention, and documentation of therapy progress and outcomes. Goals for the coming week should include progressively more complex clientele, broader focus of assessment experience and wider scope of interventions.</p> <p>In addition, the student and FW educator will complete the AOTA Fieldwork Evaluation Form (FEW) for review at the next weekly meeting. The student may also complete the Student Evaluation of Fieldwork (SEFW) form to give feedback to the site on supervision provided.</p>		

Beginning of Week 6		
Student is assigned six to eight <i>clients</i> (or whatever is considered to be 90 percent of entry-level therapist caseload) and will shadow assigned therapist in evaluation, treatment and documentation process for one – two complex clients, treating the other five to six assigned clients independently once competence is determined by supervising therapist. (<i>If therapy is provided in a group context, student may be assigned primary responsibility in planning and leading three to four groups and 2 – 3 individual sessions while co-leading in two additional groups or individual therapy session which are more complex in nature</i>).		
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.		
Week 6	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Student will demonstrate the ability to assist other therapists with their case load as needed; ie to start therapy following established treatment plan as needed.	
	Student will demonstrate the ability to orient level I fieldwork students and volunteers, and communicate the scope of occupational therapy services accurately.	
	Student will determine appropriate assessment protocol for 6 – 8 assigned clients (obtaining approval from supervisor before implementation) and will complete and document assessment results with occasional and minimal assistance from supervisor, (within facility timeline) specifically indicating the need/rationale for OT services.	
	Student will construct treatment plans for six to eight assigned clients independently, identifying the appropriate theory, model or frame of reference for intervention and choosing intervention methods appropriate for theoretical orientation. In addition, student will investigate research evidence for key interventions chosen and will include evidence in justification of therapy plan. Student will gain approval of plan before carrying out intervention with occasional minimal supervisor assistance.	
	For assigned clients, student will demonstrate the ability to grade appropriate interventions from simple to more advanced and will identify a balance of preparatory, purposeful, and occupation-based activities for intervention.	
	During the course of the week, student will develop two to three occupation kits which contain all of the supplies needed for completion of a meaningful activity for use with assigned client or group.	
	Student will set up therapy room and clean up after session.	
	Student will co-treat with a COTA or COTA student if available for at least one client or group, and work cooperatively to accomplish therapy objectives.	
	Student will complete appropriate documentation with supervisor feedback as needed.	
	Student will initiate the completion of managerial tasks related to assigned clients/groups, with minimal supervisor assistance.	
	Student will meet with patient and family to review assessment results/treatment plan as assigned, with occasional minimal assistance from supervisor.	
	Student will report in team meeting the progress of assigned clients (those who he/she are treating independently) and will initiate communication with team members as needed throughout the week.	
	<i>Student continues to gain competency in assessment instruments as assigned. Specific assessments to be reviewed this week include: (Facility determines list)</i>	
	<i>Student will continue to demonstrate competence in selected interventions focusing on application to more complex client populations. Specific intervention methods to be reviewed include: (Facility determines list)</i>	
	<i>Student will update supervisor on progress of final project.</i>	
<p>End of Week: Student meets with supervisor at end of the week to complete mid-term evaluation (FWE) which will include assessment of performance across all areas. Goals for the coming week should include progressively more complex clientele, broader focus of assessment experience and wider scope of interventions. The student evaluation of fieldwork (SEFW) form can be reviewed to provide fieldwork educator with feedback to adjust student caseload and learning supports provided as needed. In addition, other tools such as the Fieldwork Experience Assessment Tool (FEAT) may be used to gather data regarding student perception of the learning experience.</p>		

Weeks 7-10		
The student continues to treat patients as assigned, gradually assuming the entire caseload of the supervising therapist. With those clients who are more complex, the supervising therapist acts as consultant, providing direction and assistance as requested by the student. Ultimately, the student should achieve competency in all primary treatment and documentation responsibilities and demonstrate the ability to work progressively more independently the last four weeks of the fieldwork experience. The continuation of weekly meetings to summarize student strengths and weaknesses in all areas will serve to focus student efforts toward independence and ensure that the student is progressing satisfactorily.		
Weeks 7-10	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Specific assignments are phased out as students demonstrate competency in entry level therapist skills. Learning contracts constructed cooperatively between student and supervising therapist are encouraged as a means for students to take initiative to develop targeted skills and to ensure continued accountability in student learning.	
	Student demonstrates increased competency in specific assessments assigned and researches one – two additional assessments that would be appropriate in the facility, presenting an overview of assessment instruments chosen in an appropriate format.	
	The student demonstrates increased competency in specific interventions provided within the facility. Based on literature searches conducted throughout the fieldwork, the student provides presentation to the faculty on research evidence to support existing interventions used, or provides in-service introducing intervention procedure/method that is new to the facility but supported by existing research evidence.	
	<i>The student will present a final project of his or her choice to a selected audience.</i>	
End of Week: Weekly meetings to summarize student strengths and weaknesses in all areas will serve to focus student efforts toward independence and ensure that the student is progressing satisfactorily.		

Weeks 11-12		
The student continues to treat patients as assigned, assuming the entire caseload of the supervising therapist. With those clients who are more complex, the supervising therapist acts as consultant, providing direction and assistance as requested by the student. The student has achieved competency in all primary treatment and documentation responsibilities and demonstrates the ability to work independently, requiring only in-direct supervision by the supervising therapist.		
Weeks 11-12	Suggested Learning Activities Note: suggested activities in <i>italics</i> are sequential and can be used over a number of weeks	Mark chosen activities in this column
	Student will participate in additional learning experiences as initiated by the student. This might include shadowing therapists in other areas of the facility, participation in treatment areas not originally assigned or any learning experience deemed appropriate by supervising therapist.	
	Student will plan and prepare for closure with clients, demonstrating the ability to re-assign patient to other therapists or groups as indicated and to construct clear and concise treatment plan which can be carried out by other therapists as needed.	
Required Activity	Student will complete the AOTA Student Evaluation of the Fieldwork Experience, providing feedback to the supervising therapist in a professional manner.	
End of Week: Final meetings with supervising therapist. At week 11 the fw educator begins to gather data to fill out the AOTA fieldwork evaluation form (FWE) , gathering supporting information from other therapists and staff as needed. The student gathers data to fill out the student evaluation of fieldwork form (SEFW). At the final meeting at the conclusion of week 12, the student first reviews with the site the SEFW, this is followed by fw educator evaluation of the student using the FWE.		