**University of North Dakota Occupational Therapy Department**

**Template: Weekly Learning Activities for Level II Fieldwork**

**Week One:**

\_\_\_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

1. observe initial evaluation (specific evaluation names may be appropriate here)
2. observe intervention procedures (specific types of intervention may be assigned such as dressing program, homemaking, leisure skills group etc)
3. 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)

\_\_\_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.

\_\_\_Student will review theories/models/frames of reference used at facility and prepare summary for week two meeting.

\_\_\_Student will brainstorm with supervisor his/her ideas for independent study project.

\_\_\_Student will meet with supervisor at the end of the week and discuss student goals and learning style as well as goals/objectives for upcoming week. Expectations for best practice at facility will be reviewed and professional readings may be assigned (for example, journal articles related to provision of client-centered, evidence-based and occupation-focused intervention; see reference list). Journaling or reflective learning assignments for the upcoming week will be assigned.

**Week Two:**

\_\_\_Student is assigned ***two clients*** and will shadow assigned therapist in evaluation, treatment and documentation process; this may be supervising therapist or another assigned therapist. *(If therapy is provided in a group context, student may be assigned one – two groups initially)*

\_\_\_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)

\_\_\_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 documentation process for discharge on assigned clients, if appropriate with supervisor assistance.

\_\_\_Student will complete all managerial tasks related to assigned clients/groups including attendance sheets, billing charges, or equipment orders with supervisor assistance.

\_\_\_Student continues to gain familiarity with facility programs, observing treatment protocols in occupational therapy with a diverse client group.

\_\_\_Student continues to gain competency in selected assessment instruments and protocol as assigned;

(Facility determines list)

\_\_\_Student completes all interviews/observations of other disciplines as assigned from week one.

\_\_\_Student narrows down ideas for final project to three options.

\_\_\_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.

**Week Three:**

\_\_\_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).*

Expectations for independent treatment of assigned clients will include:

\_\_\_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 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 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)

\_\_\_Student continues to gain competency in assessment instruments as assigned.

(Facility determines list)

\_\_\_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)

\_\_\_Student will determine focus of final project and present outline of project scope.

\_\_\_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 and treatment as well as documentation of therapy progress and outcomes. A goal focus is determined for the coming week.

**Week Four**

\_\_\_Student is assigned **four to five *clients*** 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. *( 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).*

Expectations for independent treatment of assigned clients will include:

\_\_\_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).

\_\_\_Student continues to gain competency in assessment instruments as assigned. Specific assessments to be reviewed this week include:

(Facility determines list)

\_\_\_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)

\_\_\_Student will update supervisor on progress of final project

\_\_\_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.

**Week Five**

\_\_\_Student is assigned ***five to six clients*** 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. *( 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).*

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. Expectations for independent treatment of assigned clients will include:

\_\_\_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 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.

\_\_\_Student continues to gain competency in assessment instruments as assigned. Specific assessments to be reviewed this week include:

(Facility determines list)

\_\_\_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)

\_\_\_Student will update supervisor on progress of final project

\_\_\_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.

**Week Six**

\_\_\_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 is assigned six to eight ***clients*** (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. *( 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).*

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. Expectations for independent treatment of assigned clients will include:

\_\_\_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.

\_\_\_Student continues to gain competency in assessment instruments as assigned. Specific assessments to be reviewed this week include:

(Facility determines list)

\_\_\_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)

\_\_\_Student will update supervisor on progress of final project

\_\_\_Student meets with supervisor at end of the week to complete mid-term evaluation which will include assessment of performance across all areas. Based on the mid-term results, 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.

**Weeks Seven – Ten**

\_\_\_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.

\_\_\_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 inservice introducing intervention procedure/method that is new to the facility but supported by existing research evidence.

\_\_\_The student will present a final project of his or her choice to a selected audience. 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.

**Weeks Eleven to Twelve**

\_\_\_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.

**\_\_\_**Student will demonstrate the ability to effectively evaluate, provide intervention, and document results in a specific area of interest beyond initial facility assignment ( Ie if assigned to inpatient rehabilitation, areas of interest might be in long term care, home, health, or work programs. If assigned to acute psychiatric unit, areas of interest might be working with Alzheimer clients, or individuals with chemical dependency or dual-diagnosis issues)

\_\_\_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.

\_\_\_Student will complete the AOTA Student Evaluation of the Fieldwork Experience, providing feedback to the supervising therapist in a professional manner.