

LBCC OTA Program: Level II Fieldwork Suggested Timeframe for Meeting Requirements

<p>Week 1</p> <p><i>Bad</i> <i>1/23</i></p>	<p><u>Days 1,2,3</u></p> <ul style="list-style-type: none"> ✓ Have the student review the fieldwork site's student handbook, including site-specific fieldwork objectives, policies & procedures, and safety information (fire exits/safety and hazard communication, etc.); check for understanding ✓ Provide the student with an orientation to the fieldwork site ✓ Introduce the student to core staff ✓ Establish a time for you and the student to meet on a regular/weekly basis; briefly document these "formal" meetings ✓ Have the student review the Student Evaluation of Fieldwork Experience form with you, discuss the student's personal learning objectives, and discuss the student's learning style and the supervisor's teaching style to clarify expectations <p><u>Days 3,4,5</u></p> <ul style="list-style-type: none"> ✓ Have the student observe interventions ✓ Have the student assist with interventions as appropriate ✓ Assign the student 2 or 3 clients to follow that he/she will begin working with next week ✓ Have the student practice writing notes on interventions that he/she observes or assists with ✓ Have the student become familiar with medical records at the site ✓ Have the student attend team meetings ✓ Have the student meet additional staff, discover their roles/responsibilities and how they fit into the team ✓ Have the student discuss their assignments with you; decide if the student will be doing a research paper or case study, and establish due dates. ✓ If this is a psychosocial setting, discuss ideas for group treatment and begin planning for the student to lead his/her first group
<p>Week 2</p>	<ul style="list-style-type: none"> ✓ Have the student plan an intervention/develop a treatment plan for 3 clients ✓ Have the student implement an intervention/provide treatment for 3 clients, then write a note on each intervention ✓ Have the student observe occupational therapy evaluations/assessments ✓ Have the student become familiar with assessment tools ✓ Have the student interview 2 or 3 clients ✓ Plan for having the student lead a group (<i>if this is a psychosocial setting, the student should lead the group for ~4 weeks and so begin doing so next week</i>) ✓ If the student will be presenting their research paper or case study to an audience on-site, establish a date to do so
<p>Week 3</p>	<ul style="list-style-type: none"> ✓ Increase the number of clients assigned to the student for treatment planning, treatment implementation, note writing, etc. (~30%-40% of a normal staff load) ✓ Have the student begin documenting in the electronic medical record or paper chart ✓ Have the student become more involved in/contribute to team meetings ✓ Have the student assist with/participate in evaluations, i.e. by conducting occupational profiles/performing client interviews, conducting observations of occupational performance/reporting on clients' ADL status, and/or administering sections of standardized assessments ✓ Have the student begin leading a group if appropriate ✓ Have the student assist with attendance records, therapy charges, etc. as appropriate to the site
<p>Week 4</p>	<ul style="list-style-type: none"> ✓ Increase the number of clients assigned to the student for treatment planning, treatment implementation, note writing, etc. (~40%-50% of a normal staff load) ✓ Have the student report on clients on his/her caseload in team meetings if appropriate

