

Possible Assignments for Level II Fieldwork

Please assign your student at least ***one weekly assignment throughout their fieldwork***. This will allow the student an opportunity to apply skills and knowledge to your setting. Although additional assignments are not mandatory, they are highly recommended. Please feel free to use assignment ideas you have, these are merely examples.

Students will be enrolled in a 2 credit online course, OT Practice and Management while completing Fieldwork II. This is required to give students 12 credits, which some need for financial aid. ***This online course should not substitute for the assignments specific to your setting.***

Please discuss the assignment requirements for your facility with your student in the first week of fieldwork so he/she is aware of the expectations at your facility.

ADMINISTRATIVE TASKS

- Have your student complete an AOTA Data Form for your facility/clinic. Submit to WITC for updating. Data Form provided on WITC Website (see OTA program, Fieldwork).
- Have your student utilize the AOTA Midterm and Final format and create at least two “Learning Objectives” (i.e. student goals for achieving entry level competency in your setting) for your clinical site. Samples can be found on AOTA’s website. Please look under “Site Specific Objectives with the red title:
<http://www.aota.org/Educate/EdRes/Fieldwork.aspx>

OBSERVATION TASKS

- Allow students to observe OT treatment provided by an OTR or COTA. Have the student write SOAP notes based upon the observation of treatment.
- Allow the student to observe the patient in physical therapy, speech therapy, activities, etc. and write objective notes describing what occurred.
- Allow students to observe a medical procedure or surgery and describe to the OT department.

INTERVIEWS

- Have your student interview team members about their roles and relate these roles to the OT process.

PRESENTATIONS

- Have your student research a topic pertinent to your facility and present the information to the department or facility staff. Require the student to provide handouts, and resources.
- Have your student summarize and present an evidence-based practice topic related to your setting.

CONSTRUCTION

- Have your student to make a piece of adaptive equipment for a patient or the department.
- Have your student adapt or modify a game, toy, or intervention for a specific patient or population.

TECHNOLOGY

- Have your student to use technology to create handouts for your department.
- Have your student create a list of iPad apps appropriate for your setting. The student could complete an activity analysis of the specific apps.