EXAMPLE: 8 Week Student Fieldwork II Schedule

- This document is provided as an example that can be used or modified by any Fieldwork Educator of Wisconsin Indianhead Technical College students.
- Collaboration with the AFWC is available and welcomed to modify this to an individual fieldwork location.
- OTA students benefit from an 8-week plan outlining expectations for the Level II Fieldwork experience.
- Please discuss this document and provide a copy for the student on the first or second day of the fieldwork experience.

- This chart serves as a guide for the Fieldwork Educator (FWE) to show how supervision should be close and direct in week 1 and decrease to less direct supervision over the 8 weeks. This schedule should be adapted so that it is appropriate for the setting, the severity of the client’s condition, and the ability of the student.
<table>
<thead>
<tr>
<th>Week</th>
<th>Caseload</th>
<th><strong>Documentation</strong></th>
<th><strong>Treatment</strong></th>
<th><strong>Interprofessional Team Reporting (care conference)</strong></th>
<th><strong>Other</strong></th>
<th><strong>Supervision of Student by Fieldwork Educator (FWE)</strong></th>
</tr>
</thead>
</table>
| 1    | 0        | Familiarize self with facility documentation by 1. Reviewing system (electronic or paper) and obtaining passwords 2. Reviewing OT notes 3. Discussing with FWE documentation process/requirements for this setting | Observes | Observes | Completes facility orientation checklist  
Familiarizes self with all supplies in cupboards and equipment  
Meets team members | It is expected that students receive CLOSE supervision at the start of Fieldwork that is daily and direct contact at the site of work (AOTA, 1999, p.592) |
| 2    | 1        | Completes documentation for each observed client. Reviews with FWE  
Completes all documentation for caseload | Observes and assists | Observes | Observes PT, ST, for client on caseload  
Observes other departments (activities, rec therapy, etc.) |
| 3    | 2        | Completes documentation for each observed client. Reviews with FWE  
Completes all documentation for caseload | Treatment using existing activities  
Shows FWE treatment plan for non-caseload client | Observes | Observes PT, ST, for client on caseload  
EBP article on one client and intervention | Gradually over the 8 weeks, it is expected students require less direct and more indirect supervision ** |
| 4    | 3        | Completes documentation for each observed client. Reviews with FWE  
Completes all documentation for caseload | Treatment using existing activities  
Shows FWE treatment plan for non-caseload client | Prepares report for caseload but FWE reports while student observes | Home evaluation |
| 5    | 4        | Completes documentation for each | Treatment using existing activities and new ideas | Prepares report for caseload but FWE reports while student observes:  
Observe specialized low vision evaluation | Specifically, less direct supervision can be provided when the |
|   | observed client. Reviews with FWE  
Completes all documentation for caseload | Shows FWE treatment plan for non-caseload client | reports for caseload if comfortable | student has demonstrated proficiency in routine tasks completed multiple times  
Direct supervision would be provided when the student encounters novel and/or more complex tasks  
Supervision is also based on state and reimbursement guidelines |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>Plans and introduces new treatment ideas</td>
<td>Reports for caseload</td>
<td>Advocacy Assignment</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>Plans and introduces new treatment ideas</td>
<td>Reports for caseload</td>
<td>EBP article on one client and intervention</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>Plans and introduces new treatment ideas</td>
<td>Reports for caseload</td>
<td>Present final project to department</td>
</tr>
</tbody>
</table>

*Student assists with all clients (may observe) but is primary therapist for this caseload

**The amount of supervision will depend on the skills of the fieldwork educator, the skills of the student, the nature of the work, and the expectations and requirements of the work setting and external regulatory or legislative agencies.