

- Orients to site specific objectives including independent learning, evidence based article reviews, presentations, case studies, etc
- Introduction to scheduling, billing, coding, documentation, and forms;
- Reviews confidential charts for a few clients on supervisor caseload;
- Completes treatment observations, write up and review with supervisor;
- Writes treatment plan, grade therapeutic activity, begins journaling;
- Student begins to assist in therapy sessions as appropriate; and
- Meets daily with supervisor (directive).

Week 2: Intervention/Evaluations Begins

- Reviews assignments, completes observations/file reviews;
- Learns fieldwork supervisor's weekly routines;
- Records observations and partial administration of evaluations;
- Completes discharge summary/transfer of services forms, supervisor gives feedback;
- Reviews and assists daily documentation, billing, coding;
- Reviews 504/IEPs for students on caseload;
- Student develops, reviews and implements treatment plans for 1-3 clients;
- Student grades a therapeutic activity listing ways to modify for different skill level;
- Researches and summarizes two evidence based journal articles relevant to site;
- Chart reviews, treatment observation(s) with responses; and
- Supervisor reviews student progress in daily meeting with supervisor (directive).

Week 3: Assume Responsibility for ¼ Caseload

- Reviews assignments from previous week;
- Completes evaluation(s) and corresponding documentation with supervisor as observer and providing feedback;
- Interprets evaluation results based on age/developmental skill level, including all relevant information regarding prospective discharge scenario;
- Exposure to and completing necessary documentation in 504/IEP software, if applicable;
- Increased completion and implementation treatment plans, discharge summaries and corresponding documentation. Supervisor reviews, offers suggestions;
- Reports treatment information as necessary to teachers or other PPT members;

- Student completes treatment analysis for supervisor;
- Develops a list of suggested home activities; and
- Meets daily with supervisor (directive).

Week 4: Supervision moves to coaching style from directive style

- Supervisor will review student progress and assignments from previous week;
- Begins to plan week to week;
- Orients to specific client conditions;
- Increase caseload for treatment planning, sessions, evaluations/discharge and corresponding documentation and billing;
- Completes treatment analysis;
- Writes up proposed summary and recommendations of observed evaluation;
- Develops relevant goals/objectives for .()Tj-0.6e-4q(m)208T5M2w/B400A-x002 T2.47(ev)-4 (a)8(ou)-2 (s

- Complete midterm evaluation and discuss areas of strengths and areas for continued growth with student. Contact the AFC coordinator as appropriate.

Week 7: Supervision moves from coaching style to supporting style

- Reviews assignments from previous week;
- Designs, implements treatment sessions and corresponding documentation;
- Types up client adaptation, accommodation and/or modifications for 1 client to be reviewed with staff;
- Grades one therapeutic activity listing ways to modify for different skill levels;
- Begins co- treating or group co- leading each day, as appropriate;
- Completes a progress report (ie: annual, triennial) with supervisor input and review;
- Participates in interprofessional collaborative practice with more than one other professional in co-treating or co-leading, team planning developing competency in roles/responsibility (IPEC, 2011); and
- Meets weekly and checks in “as needed” with supervisor.

Week 8: Caseload increasing, increasing focus on interprofessional collaborative practice

- Review assignments from previous week;
- Student will present modifications to appropriate staff with supervisor present;
- Designs and implements treatment and completes corresponding documentation from

- caseload and corresponding documentation;
- Supervision moves to delegating style from supporting styles;
- Works on final project;
- Participation in an interprofessional team meeting, such as a PPT meeting;
- Participates in interprofessional collaborative practice; and
- Meets weekly and checks in “as needed” with supervisor.

Week 11: Continues responsibility for full caseload

- Reviews assignments from previous week;
- Implements OT interventions/evaluations as appropriate for full supervisor’s full caseload and discuss feedback with supervisor;
- Sets up/implement consultation time with a staff member;
- Implements a group treatment session on therapist’s caseload, if applicable;
- Begins transition process for student in preparation for return to supervising OT;
- Participates in interprofessional collaborative practice;
- Works on final project;
- Meets weekly and checks in “as needed” with supervisor; and
- Student completes AOTA Student Evaluation of the Fieldwork Experience (SEFWE).

Week 12 (Final Week): Continues full caseload, final project, final evaluation

- Reviews assignments from previous week;
- Implements treatment sessions for full caseload and discuss feedback with supervisor;
- Presents final project;
- Participates in interprofessional collaborative practice;
- Student discusses results of SEWE with fieldwork supervisors, provide original to site;
- Supervisors complete FINAL EVALUATION on student’s performance and discusses results with the student; provide copy to student; original copy to FW coordinator; and
- Site FW coordinator will mail the Performance Evaluation Form and the Student Evaluation of the Fieldwork Experience to the Academic Fieldwork Coordinator.

REFERENCES

Interprofessional Educational Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, DC: Interprofessional Education Collaborative. Retrieved from