

USC Division of Occupational Science and Occupational Therapy

LEVEL II FIELDWORK AT A GLANCE

Week	Evaluation	Evaluation Completed by:	Supervision (suggested)
1			Directive
2			
3			
4	*4 week-Evaluation	Student & Supervisor	Coaching
5			
6	**AOTA Evaluation	Student & Supervisor	
7			Supporting
8			
9			
10			Delegating
11			
12	**AOTA Evaluation **Student Evaluation of Fieldwork Experience	Student & Supervisor	

*Recommended

**Required

Supervision (suggested): this refers to the actions & roles between the CI & student (Barnes & Thornton, 2002).

Directing

During this phase your FW Educator will most likely be working very closely with you, and take responsibility for setting the daily schedule and routine. Based upon your readiness, your CI will determine when you will work closely with others, and/or assume specific tasks. At this time you must be able to vocalize when you are unaware of a term, procedure, concept, or theory base that may be used at this facility. A competent individual is able to identify areas of strengths as well as challenges, and is willing to take initiative to constantly improve as a practitioner. It is suggested that you self-identify your learning goals and objectives, and a plan of action to achieve those goals. In order to enhance their valuable fieldwork experience, students must be accountable for their actions and learning experience. It is important you are able to provide feedback to your CI throughout your fieldwork experience as well as receive feedback.

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Coaching

Your CI may serve more as a coach, while still retaining ultimate responsibility in regards to all client care. (Keep in mind that you are practicing under your CI's license). During this stage your relationship shifts to allow for you to speak up about your ideas and clinical reasoning for what you are doing. At times your CI may wait for you to speak up first, and then offer feedback. Your CI will begin to assist you in differentiating your knowledge, and how to apply this knowledge into practice. At this stage it is imperative that you demonstrate your ability to problem-solve, work independently, take responsibility as well as apply clinical reasoning skills in practice, and be able to articulate your thoughts in order to being to establish yourself as an entry-level practitioner. As you are approaching the midterm point, it is strongly recommended that you perform a self-evaluation of your progress (including your patient care, clinical reasoning skills, treatment plans, etc.). These are some suggestions as to what you should be demonstrating at this point:

- Planning & setting your own schedule
- Identifying priorities & goals for your work with clients
- Expressing chosen methods or modalities to evaluate &/or address client problems
- Documenting your services with improved clarity, fluency, & organization
- Recognizing areas in which additional information/learning is necessary
- Seeking resources to address learning & growth needs

Supporting

Once you have begun to establish yourself as an emerging entry-level practitioner, your CI begins to provide more assurance and support in your decision-making processes, by becoming more of an active listener and facilitating your thought process. The focus is shifted from specifics to the overall performance. This is your opportunity to explore new ideas and concepts and the role of the occupational therapist in general.

Delegating

Now that you are demonstrating increased confidence and ability in skills, your CI will be delegating more responsibility. Keep in mind that it is okay to take initiative in your learning experience, and that you do not necessarily always have to wait for your CI to inform you of what to do next, depending on the relationship you have established with your CI by this point. By this phase you should be performing as an entry-level practitioner. It is important that you are able to provide feedback on your experience.

From: Barnes, M.A., & Thornton, A.L. (2002). Supervision. In K. Sladyk (2002). *The Successful Occupational Therapy Fieldwork Student*. Thorofare, NJ: Slack, Inc.

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Suggestions:

4-week Evaluation: This is a brief tool to help evaluate yourself in preparation for the midterm evaluation (AOTA Evaluation). It is best that you fill out this form and share it with your CI/supervisor. It may be helpful if you share what you wrote about yourself first, then have your CI provide feedback. By utilizing this form it will help you as well as your CI gauge where you might be during the midterm evaluation. Also it will help if there are any areas that may need improvement.

AOTA Evaluation: For both the midterm evaluation and the final evaluation, it is helpful to also grade yourself and compare your score to that of your CI. If you notice vast differences, ask questions. Remember, there is ALWAYS room for improvement at any level.

Student Evaluation of Fieldwork Experience: It is helpful to review this form throughout your fieldwork experience, in order to complete this form more easily. One suggestion would be to keep track of the number of patients you see, and the types of diagnoses. Your CI will have this form, and if not, please check the USC Fieldwork website.

Be sure to make copies of ALL of these forms for your records!

Ebb, W., McCoy, C., & Pugh, S. (1993). *Identifying the developmental needs of the fieldwork student*. Paper presented at The American Occupational Therapy Association, Inc. National Conference, Seattle, WA.