

LEVEL II FIELDWORK AT A GLANCE

Week	Supervision (suggested)	Evaluation	Evaluation Completed by:
1	Directing		
2			
3			
4	Coaching	*4 week-Evaluation	Student & Supervisor
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) refers to the evolving roles and responsibilities of the FWE & student during the 12-week fieldwork experience (Barnes & Thornton, 2002).

Directing

During the first phase, the FWE and student will work closely together, and the FWE may take responsibility for setting the daily schedule and routine. If the student does not understand something, it is his/her responsibility to utilize resources and/or ask the FWE. It is important for the student to be aware of his/her areas of strength as well as challenges. It is suggested that students identify learning goals and objectives, and develop a plan of action to achieve those goals. It is important for a student to be able to provide and receive feedback to/from his/her FWE throughout the fieldwork experience.

Coaching

During this phase, the FWE may serve more as a coach, while continuing to retain ultimate responsibility for client care (the student is practicing under the FWE's license). During this stage the supervisory relationship shifts, providing more opportunity for the student to contribute ideas and demonstrate clinical reasoning. The FWE may wait for the student to speak up prior to offering feedback. As the midterm point approaches, it is strongly recommended that the student perform a self-evaluation of his/her progress.

Typical responsibilities at midterm may include:

- Planning & setting one's own schedule

- Selecting appropriate assessments to evaluate clients and develop the plan of care
- Establishing priorities & goals for intervention with clients
- Documenting services provided with improved clarity, fluency, & organization
- Seeking resources to address learning & growth needs

Supporting

During this phase the student has begun to establish him/herself as an emerging entry-level practitioner, and the FWE assumes a more supportive role. Supervision focuses on providing assurance and support, and the FWE may become more of an active listener, facilitating the decision-making and problem solving processes. The supervisory focus shifts from specific tasks to overall performance. The student has greater opportunity to explore new ideas and concepts, including the overall role of the occupational therapist.

Delegating

As the student demonstrates increased confidence and ability, the FWE will be delegating more responsibility to the student. In addition, the student will continue to take increasing initiative in the learning experience. By the end of this phase the student should be performing as an entry-level practitioner.

Barnes, M.A., & Thornton, A.L. (2002). Supervision. In K. Sladyk, (Ed.), *The successful occupational therapy fieldwork student* (pp. 103-115). Thorofare, NJ: Slack, Inc.