

**UNIVERSITY OF PITTSBURGH
OCUPATIONAL THERAPY PROGRAM**

Managing the Exceptional Student

Managing exceptional students, including those who exceed expectations and those who do not meet expectations, require special attention to maximize their learning experiences.

- Students Who Exceed Expectations
 - a. Collaborate with the student and discuss how the student might like to be challenged. The student, likely, has encountered this in prior educational endeavors and can take the lead on identifying strategies. Ask the student to identify, and assist as needed, specific areas for further growth (e.g. in-depth intervention strategies for the client with a brain injury, process improvement in the OT department, development of a new group intervention, research of new assessments that the department may like to use).
 - b. Partner with the student to develop a written plan with specific goals and timelines for completion, giving the student the lead.
 - c. Call the Academic Fieldwork Coordinator to collaborate.

- Students Who Do Not Meet Expectations
 - a. Call the Academic Fieldwork Coordinator no later than the third week of Fieldwork to collaborate, preferably earlier – DO NOT WAIT. The earlier we can act on this, the better. Likely, we will develop a Development Plan with very specific weekly goals and then evaluate the student's performance weekly. Remember that many students blossom in the last 2-3 weeks and we need to give them time and direction to do so early during the fieldwork experience.

Examples:

- In 1 week, student will extract relevant information during a chart review in <10 minutes.
 - Student will arrive in sufficient time to be prepared to begin work at 7:30am 5 out of 5 days in the upcoming week.
 - Student will initiate a 10-15 minute 'feedback session' with the supervisor at the end of each day between 4/8/13 – 4/12/13 and self-report her performance to supervisor, requesting immediate feedback for incorporation into subsequent daily sessions .
- b. Upgrade expectations weekly and formally document.
 - c. Assess goal completion, identifying facilitators and barriers to success that the student can generalize in future weeks of fieldwork.
 - d. Contact Academic Fieldwork Coordinator weekly to collaborate on student's progress.