

**UNIVERSITY OF PITTSBURGH**  
**OCCUPATIONAL THERAPY PROGRAM**

**EXAMPLE: Twelve Week Student Schedule**

- This document is provided as an example for use by and/or modification by any Fieldwork Educator of University of Pittsburgh students.
- Students benefit immensely from a 12 week plan outlining expectations for the Level II Fieldwork experience. This example was created by an inpatient rehabilitation hospital in Pittsburgh. All Fieldwork Educators are strongly encouraged to create a plan that incorporates 3 key elements: 1) expectations from AOTA for students by using the ‘Fieldwork Performance Evaluation For The Occupational Therapy Student’ form as a guide; 2) expectations of occupational therapists employed at the fieldwork site by using the job description as a guide; and 3) strategies for adult learners by using Bloom’s Taxonomy as a guide. Begin by creating a table that includes weeks 1-12 along the left side. Across the top, include critical responsibilities as outlined by AOTA and the OTR job description (e.g. documentation, interprofessional team reporting, group intervention, supervision of others by student). Include a column titled “Other” to capture additional experiences beneficial to the student while at your site. Picture what you would like the student to be able to do at the end of fieldwork; ideally carrying a full caseload for the last 2 weeks, fill in weeks 11 and 12. Next, work backwards, filling in weeks 10 followed by weeks 9, 8, 7 and so on to create a gradual increase in responsibilities. This 12 week schedule has multiple uses. First, it clearly articulates the Fieldwork Educator’s expectations of the student. Second, it can be used to orient the student to the site. Third, students can take responsibility for their own learning and self-assess their performance throughout the 12 weeks. Finally, Fieldwork Educators can evaluate student performance against the expectations to identify areas of strength and areas for growth. Those areas requiring improvement can be readily identified with subsequent learning objectives written to facilitate improved performance. The Academic Fieldwork Coordinator (AFWC) at the University of Pittsburgh would be happy to consult with you as you develop your plan!
- Be sure to discuss this document and give a copy of it to the student on day 1 or day 2. Use the schedule as a guide to: (1) ensure that the student understands what is expected and when, (2) provide orientation so the student can work toward your expectations, (3) assess the student’s performance to ensure progression, (4) instruct the student to routinely self-assess their performance, and (5) hold the student accountable for their own learning .
- This matrix also serves as a guide for the Fieldwork Educator to illustrate how supervision should be close and direct in week 1 and decrease to less direct supervision over the 12 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.
- Collaboration with the AFWC is available and welcomed to tailor this schedule to an individual fieldwork site.

| <b>KEY STUDENT EXPECTATIONS</b> |                   |   |   |                                     |   |   |  |
|---------------------------------|-------------------|---|---|-------------------------------------|---|---|--|
| <b>Week</b>                     | <b>Caseload *</b> | <b>Documentation</b>  | <b>Interprofessional Team Reporting (conference, rounds)</b>  | <b>Group Intervention</b>           | <b>Supervision of others by student</b>     | <b>Other</b>  | <b>Supervision of Student by Fieldwork Educator</b>  |
| 1                               | 0                 | 1. Completes Guided Observation for every client for review with FWE<br>2. Familiarize self with facility documentation by:<br>(1) reviewing documentation for 1 D/C client to learn range of documentation, and<br>(2) reviewing documentation of FWE's current caseload as each client is treated | Observes  | Observes and assists as comfortable |   | 1. Completes Orientation Checklist<br>2. Familiarizes self with all supplies in cupboards and equipment<br>3. Learn facility mission and vision | It is expected that students would 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                 | 1. Completes Guided Observation for every client for review with FWE<br>2. Completes all documentation for caseload   | Prepares report for caseload but FWE reports while student observes                                   | Observes and assists                | Observes supervision of others (COTA; aide) | 1. Attends PT, SP, Psych, Nutrition for caseload<br>2. Provides evidence-based practice (EBP) article for 1 client                              |  |
| 3                               | 2                 | 1. Completes Guided Observation for every client for review with FWE<br>2. Completes all documentation for caseload   | Prepares report for caseload; FWE reports while student observes; reports for caseload if comfortable | Observes and assists                |   | 1. Attends PT, SP, Psych, Nutrition for caseload<br>2. Provides EBP article for 1 client  | Gradually over the 12 weeks, it is expected that students would require less direct and more indirect supervision. **  |

| KEY STUDENT EXPECTATIONS |            |   |   |   |  |  |  |
|--------------------------|------------|---|---|---|--|--|--|
| Week                     | Caseload * | Documentation                               | Interprofessional Team Reporting (conference, rounds) | Group Intervention  | Supervision of others by student                             | Other  | Supervision of Student by Fieldwork Educator   |
| 4                        | 3          | 1. Completes all documentation for caseload | Reports for caseload                                  | Observes and assists  |  | 1. Attends PT, SP, Psych, Nutrition for caseload<br>2. Provides EBP article for 1 client               | <p>Specifically, less direct supervision can be provided when the student has demonstrated proficiency in routine tasks completed multiple times.</p> <p>Direct supervision would be provided when the student encounters novel and/or more complex tasks.</p> |
| 5                        | 4          | 1. Completes all documentation for caseload | Reports for caseload                                  | Co-leads using existing activities or introduces new ideas if comfortable |  | 1. Home visit for 1 client<br>2. Provides EBP article for 1 client                                     |  |
| 6                        | 5          | 1. Completes all documentation for caseload | Reports for caseload                                  | Co-leads using existing activities or introduces new ideas if comfortable | Under supervision of OTR, collaborates with COTA and/or aide | 1. Home visit for 2 <sup>nd</sup> client<br>2. Provides EBP article for 1 client                       |  |
| 7                        | 6          | 1. Completes all documentation for caseload | Reports for caseload                                  | Co-leads using existing activities or introduces new ideas if comfortable |  | 1. Observe on the road driving exam for 1 client<br>2. Provides EBP article for 1 client               |  |
| 8                        | 6          | 1. Completes all documentation for caseload | Reports for caseload                                  | Co-leads using existing activities or introduces new ideas if comfortable |  | 1. Observe on the road driving exam for 2 <sup>nd</sup> client<br>2. Provides EBP article for 1 client |  |

| KEY STUDENT EXPECTATIONS |            |   |   |                                      |   |                                      |  |
|--------------------------|------------|---|---|--------------------------------------|---|--------------------------------------|--|
| Week                     | Caseload * | Documentation                               | Interprofessional Team Reporting (conference, rounds) | Group Intervention                   | Supervision of others by student            | Other                                | Supervision of Student by Fieldwork Educator |
| 9                        | 7          | 1. Completes all documentation for caseload | Reports for caseload                                  | Plans, leads and introduces new idea | Coordinates activities for volunteers       | 1. Provides EBP article for 1 client |  |
| 10                       | 7          | 1. Completes all documentation for caseload | Reports for caseload                                  | Plans, leads and introduces new idea | Coordinates activities for volunteers       | 1. Provides EBP article for 1 client |  |
| 11                       | 8          | 1. Completes all documentation for caseload | Reports for caseload                                  | Plans, leads and introduces new idea | Partners with COTA and/or aide for caseload | 1. Provides EBP article for 1 client |  |
| 12                       | 8          | 1. Completes all documentation for caseload | Reports for caseload                                  | Plans, leads and introduces new idea | Partners with COTA and/or aide for caseload | 1. Provides EBP article for 1 client |  |

\* Student assists with all clients 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.

American Occupational Therapy Association (1999). Guide for the supervision of occupational therapy personnel in the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 53, 592-594.