

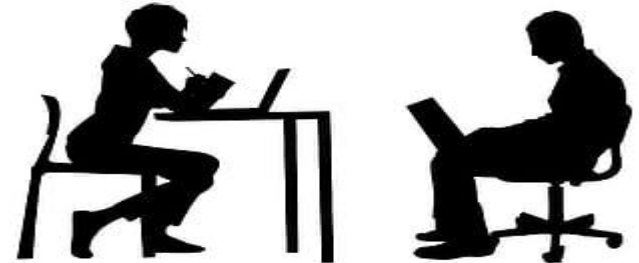


Therakids Fieldwork Information

Level II FW rotation

Purpose

The purpose of this document is to describe the desired expectations of fieldwork placement with Therakids P.C., for level II students. It is intended to be a reference that states the preferred qualities of a fieldwork student to maximize the students learning experience.





Introductions

Traci Hartrich, OTR/L

Kathy Wassink, OTR/L

Jamie Turner, COTA/L, Fieldwork Coordinator and Educator

Fieldwork Educators

Ramona Shevlin, COTA/L



Fieldwork Protocol

Therakids Requirements

- According to the AOTA standards for the level II OTA fw student, the student must complete 16 weeks. This must be completed on a full time or part time basis. The academic program determines the required time needed to complete the fw setting.
- In accordance with LCCC, any level II fw student will Therakids will complete 256 hours and 38 days. If the student reaches 38 days and does not have the hour requirement, the student will continue with the rotation until he/she reaches 256 hours.
- If the student does not attend a full day on their own accord then the fw student is responsible for making up that day/hours to ensure the 256 hour/38 day of direct on site/hands on experience.



Level II Fieldwork and the OT student

- The student will be supervised by a licensed therapist with a minimum of one year experience
- OT students will be supervised by an OTR and OTA students will be supervised by an OTR or OTA
- The supervising therapist will recognize when direct versus indirect supervision is needed and ensure that supervision supports of students current and developing levels of competence with the OT process
- Supervision should initially be direct and in line of sight and gradually decrease to less direct supervision as is appropriate depending on the:
 - Competence and confidence of the student
 - Complexity of clients needs
 - Number and diversity of clients
 - Role of OT and related services
 - Type of practice setting
 - Requirements of practice setting



Expectations

Post Preparatory Work

- As a FW student you will have post preparatory work to be completed each day/week
- Including: research for diagnosis's, understanding performance components and completion of treatment plans

Expectations

- Driving between schools
- Communication with school staff, other therapist, teacher's, secretaries etc.
- Updating IEP information, goals, progress reports and minutes
- Understanding school based terminology
- How to grade and adapt activities.

OTA Guidelines

Fieldwork Performance Evaluations
Professional Behavior



-
- Demonstrate self-responsibility
 - Respond constructively to feedback
 - Demonstrate consistent work behavior
 - Demonstrate respect for diversity
 - Demonstrate positive interpersonal skills
 - Effective time management
 - Documentation done in timely manner
 - Start/end treatment times appropriately





OTA Guidelines Continued

Dress Code:

- Depends on district (jeans, leggings etc.)
- No low cut shirts
- Wear tag/identification at all times
- No Scrubs
- Can wear tennis shoes: as long as clean and look nice

Maintain Good Hygiene

- Nails must be trimmed and clean
- Hair must be combed and clean
- Body odor neutral
- Make-up worn in moderation

What to do if a student is struggling

During level II fw experience, there are numerous opportunities for fw educators/coordinators to communicate and interact. This will provide appropriate and necessary interventions with and for a fw student along their fw journey.





Potential concerns:

1. Late arrival to site
 2. Unexplained absences or multiple absences
 3. Difficulty grasping common concepts (performance components, professional behavior)
 4. Not asking follow up questions or delving deep enough questions
 5. Minimal or lack of interactions with staff and other disciplines.
 6. Not following up supervisors directives
 7. Difficulting with performing basic treatment sessions
 8. Unable to keep up or follow work schedule
 9. Difficulting developing comprehensive treatment plan
- If any of the above concerns are noted, please contact the fw coordinator to determine a plan of action. Most of the time a simple conversation with the student will be enough. In others, a learning or behavioral contract may need to be developed with the student to get them on track.



Evaluations

Carefully study the rating scale (check the fw performance evaluation objectives)

- When scoring
 - 2=needs improvement but is a realistic score for the student at midterm
 - 3=an entry level practice, infrequently given at midterm and is a strong rating for the final
- Document why the score was given (if you are unsure, review the rating scale prior to use and look at objectives)

Fieldwork Paperwork, forms and handouts

Preparedness form

Development of professional behaviors

Post Preparatory Work

Skilled observation form

Student Evaluation of FW form

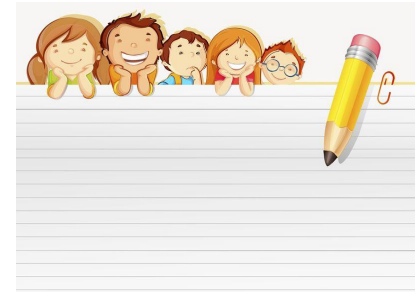
Weekly Feedback form (completed wk 1-3)

AOTA Midterm/Evaluation form completed

FW performance evaluation objectives

Handouts

- Consideration for progress reports
- Calculating accuracy to measure objectives
- Assessments/Screeners
- Terminology
- Handy learning sheets





Any Questions

