



12-Week Level II Fieldwork Student Schedule

Purpose: To provide an example of a student schedule and supervision guidelines, for a 12-week Level II fieldwork placement, for use by Fieldwork Sites and Fieldwork Educators (FWEs) of University of Pittsburgh OTD students. The schedule may be used as-is or modified to fit the site/setting.

- Students benefit immensely from a 12-week schedule that outlines expectations for the Level II Fieldwork experience. FWEs are strongly encouraged to use or create a schedule that incorporates 3 key elements: 1) expectations from AOTA for students by using the 'Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student' 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 (see page 5 of this document). The schedule should be modified as appropriate for the site/setting, the severity of the client's condition, and the ability of the student.
- The Academic Fieldwork Coordinator (AFWC) at the University of Pittsburgh is available to consult with and assist you in developing your schedule.
- Guide to creating or modifying the 12-week schedule: Begin by creating a table that includes weeks 1-12 down the left side. Across the top, include critical responsibilities (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; start by adding information for weeks 11 and 12. Next, work backwards, adding information for weeks 10 followed by weeks 9, 8, 7 and so on to create a gradual increase in responsibilities, so that as the weeks progress the student's responsibilities increase incrementally over time. This 12-week schedule has multiple uses:
 1. It clearly articulates the FWE's expectations of the student.
 2. It can be used to orient the student to the site.
 3. It can be used by students to self-assess their performance throughout the 12 weeks; FWEs should encourage students to do so to take responsibility for their own learning.
 4. It can be used by FWEs to evaluate student performance against the expectations to identify areas of strength and areas for growth and develop subsequent learning objectives written to facilitate improved performance.
- Be sure to review, discuss and provide the student with a copy of the schedule at the start of the experience (day 1 or 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 schedule also serves as a guide for the FWE to illustrate how supervision should be close and direct in week 1 and progressively decrease to less direct supervision over the 12 weeks.

Week	Caseload*	Documentation	Interprofessional Team Reporting	Group Intervention	Supervision of Others by Student	Other	Supervision of Student by Fieldwork Educator (per AOTA, 2020)
1	0	<ol style="list-style-type: none"> 1. Completes Guided Observation for every client for review with FWE 2. Reviews documentation for 1 D/C client to learn range of documentation 3. Reviews documentation of FWE's current caseload as each client is treated 	Observes	Observes and assists as comfortable	Not yet applicable	<ol style="list-style-type: none"> 1. Completes Orientation Checklist 2. Familiarizes self with all supplies and equipment 3. Learns facility mission and vision 	<p>CLOSE & DIRECT supervision daily at site of work.</p> <p>Per AOTA (2020): OT is accountable for safety and effectiveness of all services. Student requires direct contact at the site of work.</p> <p>OT maintains full responsibility for all client care.</p>
2	1	<ol style="list-style-type: none"> 1. Completes Guided Observation for every client for review with FWE 2. Completes all documentation for caseload with FWE review 	Prepares report for caseload; FWE reports while student observes	Observes and assists	Observes supervision of others (COTA; aide)	<ol style="list-style-type: none"> 1. Attends PT, SP, Psych, Nutrition for caseload 2. Provides EBP article for 1 client 	<p>CLOSE & DIRECT supervision continues.</p> <p>Per AOTA (2020): The OT determines when to delegate responsibilities. Student begins primary therapist role for 1 client only under direct oversight.</p> <p>FWE reviews all documentation before submission.</p>
3	2	<ol style="list-style-type: none"> 1. Completes Guided Observation for every client for review with FWE 2. Completes all documentation for caseload with FWE review 	Prepares report for caseload; FWE reports while student observes; student reports for caseload if comfortable	Observes and assists	Observes; not yet applicable	<ol style="list-style-type: none"> 1. Attends PT, SP, Psych, Nutrition for caseload 2. Provides EBP article for 1 client 	<p>CLOSE supervision; transitioning to DIRECT with increasing student independence.</p> <p>Per AOTA (2020): Supervision frequency and method vary based on complexity of client needs and student skill level.</p> <p>FWE remains present or immediately available.</p>
4	3	<ol style="list-style-type: none"> 1. Completes all documentation for caseload 2. FWE reviews and co-signs as required 	Reports for caseload independently	Observes and assists	Observes; not yet applicable	<ol style="list-style-type: none"> 1. Attends PT, SP, Psych, Nutrition for caseload 2. Provides EBP article for 1 client 	<p>DIRECT supervision; transitioning to INDIRECT for routine tasks.</p> <p>Per AOTA (2020): Less direct supervision may be provided when student demonstrates proficiency in routine tasks completed multiple times. Direct supervision required for novel or complex tasks.</p>
5	4	<ol style="list-style-type: none"> 1. Completes all documentation for caseload 	Reports for caseload independently	Co-leads using existing activities or introduces new	Observes; not yet applicable	<ol style="list-style-type: none"> 1. Home visit for 1 client 2. Provides EBP article for 1 client 	<p>INDIRECT supervision for routine tasks; DIRECT for complex or novel situations.</p>

Week	Caseload*	Documentation	Interprofessional Team Reporting	Group Intervention	Supervision of Others by Student	Other	Supervision of Student by Fieldwork Educator (per AOTA, 2020)
		2. FWE reviews; co-signs as required		ideas if comfortable			Per AOTA (2020): Type and method of supervision vary by complexity of client condition, student knowledge/skill, and practice setting requirements. FWE available by phone or on-site.
6	5	1. Completes all documentation for caseload 2. FWE spot-checks documentation	Reports for caseload independently	Co-leads using existing activities or introduces new ideas if comfortable	Under OTR supervision, collaborates with COTA and/or aide Per AOTA (2020): OT assistant delivers services under supervision of and in partnership with OT.	1. Home visit for 2nd client 2. Provides EBP article for 1 client	INDIRECT supervision; direct available on request or for complex cases. Per AOTA (2020): Student begins learning delegation principles. OT (via FWE) remains responsible for all aspects of service delivery.
7	6	1. Completes all documentation for caseload independently 2. FWE periodic review	Reports for caseload independently	Co-leads using existing activities or introduces new ideas if comfortable	Collaborates with COTA/aide under FWE guidance	1. Observe on-the-road driving exam for 1 client 2. Provides EBP article for 1 client	INDIRECT supervision for routine tasks; available for complex/novel tasks. Per AOTA (2020): Supervision is cooperative — both parties responsible. Frequency varies with client complexity and student demonstrated competence.
8	6	1. Completes all documentation for caseload independently 2. FWE periodic review	Reports for caseload independently	Co-leads using existing activities or introduces new ideas if comfortable	Collaborates with COTA/aide under FWE guidance	1. Observe on-the-road driving exam for 2nd client 2. Provides EBP article for 1 client	INDIRECT supervision; student demonstrates growing autonomy. Per AOTA (2020): OT encourages peer collaboration and mentoring to promote professional development. FWE monitors student's ability to recognize limits of competence.
9	7	1. Completes all documentation for caseload independently	Reports for caseload independently	Plans, leads, and introduces new idea independently	Coordinates activities for volunteers Per AOTA (2020): Aide must demonstrate competence before performing delegated tasks; student (as emerging OT) ensures tasks are predictable and client condition stable.	1. Provides EBP article for 1 client	INDIRECT supervision standard; DIRECT available as needed. Per AOTA (2020): Student recognizes when additional supervision is required and seeks it proactively. FWE monitors professional development and safety.

Week	Caseload*	Documentation	Interprofessional Team Reporting	Group Intervention	Supervision of Others by Student	Other	Supervision of Student by Fieldwork Educator (per AOTA, 2020)
10	7	1. Completes all documentation for caseload independently	Reports for caseload independently	Plans, leads, and introduces new idea independently	Coordinates activities for volunteers Per AOTA (2020): Oversight ensures volunteers are trained, instructed on specific tasks, and know signs/symptoms requiring escalation.	1. Provides EBP article for 1 client	INDIRECT supervision; student functions near entry-level independence. Per AOTA (2020): Student is responsible for recognizing when peer supervision or mentoring is needed to support competence and professional development.
11	8 (Full caseload)	1. Completes all documentation for caseload independently 2. FWE available for consultation	Reports for caseload independently	Plans, leads, and introduces new idea independently	Partners with COTA and/or aide for caseload Per AOTA (2020): OT assistant delivers services in partnership with OT; student responsible for understanding OT goals and supporting them.	1. Provides EBP article for 1 client	MINIMAL/INDIRECT supervision; student demonstrates entry-level competency. Per AOTA (2020): OT remains accountable for safety and effectiveness. Supervision documentation must include frequency, methods, content areas, and names/credentials of participants.
12	8 (Full caseload)	1. Completes all documentation for caseload independently 2. FWE available for consultation	Reports for caseload independently	Plans, leads, and introduces new idea independently	Partners with COTA and/or aide for caseload Per AOTA (2020): Student demonstrates ability to determine when to delegate, considers COTA's competence, client complexity, and nature of intervention.	1. Provides EBP article for 1 client	MINIMAL/INDIRECT supervision; student functions at entry-level OT. Per AOTA (2020): Supervision is a cooperative process aimed at ensuring safe/effective service delivery and fostering professional competence. Final evaluation reflects readiness for autonomous practice post-certification.

Notes:

* Student assists with all clients but is primary therapist for this caseload.

** The amount of supervision depends 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.

Reference

American Occupational Therapy Association. (2020). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. American Journal of Occupational Therapy, 74(Suppl. 3), Article 7413410020. <https://doi.org/10.5014/ajot.2020.74S3004>

Bloom's Taxonomy

Bloom's Taxonomy is a hierarchical framework that classifies levels of cognitive learning and thinking, commonly used in educational settings to design instruction and assess student performance. Originally developed by Benjamin Bloom in 1956 and revised by Anderson and Krathwohl in 2001, the taxonomy organizes learning into six levels, progressing from lower-order to higher-order thinking skills:

Bloom's Taxonomy: Levels and Clinical Examples for OT Students

Level	Order of Thinking	Description	Clinical examples for OT students
Remembering	Lower	Recalling facts and basic concepts	Names standardized assessments used at the site; states the steps of a transfer technique; identifies contraindications for a diagnosis; recalls the components of the OTPF
Understanding	Lower	Explaining ideas or concepts in one's own words	Explains a client's diagnosis and how it impacts occupational performance; describes the purpose of an assessment to a client; summarizes findings from an evaluation to the FWE
Applying	Mid	Using knowledge in new situations	Administers a standardized assessment with supervision; implements a treatment plan developed by the FWE; applies proper body mechanics during client care; uses therapeutic use of self during a session
Analyzing	Mid	Drawing connections and breaking down information into parts	Interprets assessment results to identify a client's strengths and limitations; distinguishes between short- and long-term goals; analyzes how the environment affects a client's occupational performance; identifies factors contributing to a client's lack of progress
Evaluating	Higher	Justifying decisions or courses of action through critique and judgment	Justifies selection of intervention approaches based on evidence and client goals; critiques own performance after a session and identifies areas for improvement; defends recommended modifications to a home program; determines when to modify a treatment activity based on client response
Creating	Higher	Producing new or original work by combining knowledge and skills	Independently develops a client-centered treatment plan; designs a home exercise program tailored to a client's goals and context; formulates occupation-based goals; proposes a new group protocol appropriate for the population served at the site

Reference

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's educational objectives*. Longman.