



Level II Fieldwork Assignment Examples

Fieldwork Educators (FWEs) are encouraged to collaborate with students to develop/design assignments, activities, and/or responsibilities which provide an opportunity for student learning and for students to contribute to the site during the Level II fieldwork experience.

The following are a few examples of assignments:

- Develop three novel occupation-based activities that challenge executive functioning for adults with brain injuries.
- In collaboration with FWE, create a protocol to establish a Feeding Group for individuals with limitations in eating and feeding and implement the group.
- Create or supplement the site’s student manual using AOTA and University of Pittsburgh resources.
- Create an Evidence-based Practice binder/resource for a topic of interest to the department.
- Design and/or enhance home programs typically prescribed by the department in electronic format for personalization for each client.
- Identify 25 meaningful occupation-based interventions that can be provided for clients in the ICU and implement at least one with each appropriate client.

Contact AFWC – Ann Marsico, CSCD, MOT, OTR/L – to collaborate on potential student assignments you feel would be mutually beneficial to the student and to your site.

The table included **suggested Fieldwork Level II assignments/activities and responsibilities** that would complement the University of Pittsburgh curriculum design and curriculum content.

		ROLES		
		Practitioner	Manager	Contributor
ICF	Environmental factors (e.g. physical, social support, attitudes, technology, assistive devices, services & legal policies)	<ul style="list-style-type: none"> • Identifies assistive devices appropriate for a client • Constructs an orthosis for a client • Constructs equipment or devices for a client • Trains client to use equipment, assistive device or orthosis • Conducts an ergonomic assessment on a client • Conducts a safety assessment in the home environment • Other: Specify: _____ 	<ul style="list-style-type: none"> • Conducts inventory of department’s assistive devices • Assists in ordering assistive devices for the department • Identifies support groups/community resources to facilitate clients' participation and re-entry into community • Audits consistency between referrals and environment outcomes • Other: Specify: _____ 	<ul style="list-style-type: none"> • Completes an evidence-based literature review on assistive devices • Collects information about the facility, surrounding community, services provided and cultural backgrounds of clients commonly treated at facility • Documents current legal policies affecting OT services • Presents staff development session on evidence-based interventions for the environment relevant to client population treated at facility • Other: Specify: _____

		ROLES		
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ICF	Participation/ Participation Restriction (e.g. worker, student, civic, social, & family roles)	<ul style="list-style-type: none"> Performs client interview to obtain information regarding relevant/meaningful roles (e.g. worker, homemaker, parent) that client must fulfill Performs a work-site assessment on a client Develops an intervention plan that promotes participation in meaningful roles Plans and carries out a community outing with client Other: Specify: _____ 	<ul style="list-style-type: none"> Attends discharge planning meetings to ensure clients' successful participation and re-entry into community Audits consistency between referrals and participation outcomes Other: Specify: _____ 	<ul style="list-style-type: none"> Compiles a notebook of community resources to share with other professionals Presents a staff development session on evidence-based role performance relevant to client populations treated at facility Presents a staff development session on evidence-based interventions for participation relevant to client population treated at facility Participates in writing a program development grant for a specific activity Other: Specify: _____
ICF	Activities/ Activity Limitations (e.g. self care, household, mobility, communication, & writing tasks)	<ul style="list-style-type: none"> Assesses client's ADLs and IADLs Develops intervention plan selecting activities that are meaningful to a client or client group Educates family and others to assist client's ability to perform meaningful activities Other: Specify: _____ 	<ul style="list-style-type: none"> Compiles an evidenced-based treatment notebook for meaningful client activities Assists in supervising an OTA in carrying out an intervention plan that includes activities meaningful to client Audits consistency between referrals and activity outcomes Other: Specify: _____ 	<ul style="list-style-type: none"> Completes evidence-based literature review that examines meaningful client activities Presents staff development session on evidence-based interventions for activities relevant to client population treated at facility Other: Specify: _____
ICF	Body Functions/Structures Impairment (e.g. strength, range of motion, endurance, sensory, vision, hearing, & perception)	<ul style="list-style-type: none"> Assesses client's muscle strength, functional range of motion, mental status, and perception (e.g. visual, auditory, tactile) Monitors vital signs (i.e. blood pressure, heart rate) Develops intervention plan to restore functions/structures that support activities and participation Other: Specify: _____ 	<ul style="list-style-type: none"> Demonstrates equipment competency to obtain accurate client data (i.e. dynamometer, goniometer) Audits consistency between referrals and body function outcomes Other: Specify: _____ 	<ul style="list-style-type: none"> Presents a staff development session on evidence-based interventions for impairments relevant to client population treated at facility Other: Specify: _____