Assignments on fieldwork can be valuable learning opportunities for a student's development of their clinical and professional skills. For the greatest meaning, assignments should relate directly to the student’s experiences during the clinical placement. It is strongly encouraged to avoid assignments that may be interpreted as 'busy work'. Assignments should provide an opportunity for the student to 'give back' to the facility—what have you not had time to investigate or develop or update? Your student can help you achieve this!

**Guided Observation:**
Students may appreciate a format to guide their clinical observations of evaluation/intervention sessions or groups early in the 12 week experience. The type of setting will determine specific questions, but students can answer questions such as:
- What were the goals for this session?
- What techniques/activities were used to address these goals?
- What was the rationale of why the above techniques/activities were chosen?
- How did the individual respond to the chosen techniques?
- Were family members/caregivers present? How did they respond?
- Identify 2 additional techniques/activities/methods that could be used to meet the goals
- Plans for next session?

**Classical/Clinical Picture Note cards:**
For every new diagnosis seen, students can write a classical picture of the diagnosis on a note card:
- Etiology
- Pathology (basic)
- Signs and Symptoms
- Treatment
- Prognosis

Then, on the back of the card, a clinical picture of the person with the diagnosis should be written and compared to the classical case:
- age
- sex
- history of present illness, including pertinent past medical history
- current impairments, highlighting those addressed by OT
- current medical treatment
- other services being received

**Intervention Resource Notebook:**
As students often have difficulty selecting appropriate activities and designing creative interventions, a self-made resource manual can be of great help. This is a project that can be ongoing throughout a 12 week FW experience, and then used by the student as a resource in the future as well. It may be organized in a variety of ways, but most commonly by goal areas/problem areas.

Essentially, this project entails listing and describing activities to address various goals. It can be expanded to include ideas for grading each activity. It is recommended that students begin by
reviewing supplies, media and activities within the facility to develop an initial list of ideas. *(see idea for a Orientation Scavenger Hunt Below!)* As they observe other therapists in the department and subsequently begin working with patients/clients individually, they can describe what they have seen and done. This is a project that may be recommended for students to maintain independently, or it may be a learning activity that supervisors would like to review and provide feedback for on a regular basis.

**Develop a new process improvement group:**
have a student identify an unmet need in the department or with a patient group in your setting. Student can develop a group within your staff/department to address this need, and encourage a collaborative, multidisciplinary process to meet the needs

**Journal Club:**
Encourage student to identify a clinical concern (a diagnosis, treatment technique, assessment tool etc) applicable to you site. Have the student find a research article that is applicable to the need. Provide copies of the article to the staff and schedule a round-table journal club (a brief time where student can lead a discussion of the article

**Demonstrate use of a new evaluation/assessment tool or new type of equipment/software**
Are you stuck in a clinical rut? Doing the same treatment activities/assessments with your clients? Encourage you students to freshen things up! Students have a lot of information learned in the classroom, that may be applicable to your site. Ask them to bring in an assessment tool, utilized a treatment technique etc. learned in the classroom, that would be realistic and appropriate to implement at your setting, that you are not currently using.

**Develop a resource guide for patients/clients/students/consumers:**
Can be on any topic from adaptive equipment vendors to community resources for leisure activities to whatever meets the needs of the facility and its patients/clients, etc.

**Develop/Revise/Update your FW student manual:**
Do you have a fw student manual? Site Objectives? Weekly expectations? Student resources? Perhaps you do, but it needs to be revised, enhanced, updated. Assign this task to your level II FW student. What a way to be student-centered - by having your student participate in this process!

**Mentor level 1 students/volunteers:**
Do you have other students or volunteers at your site? How can you have the student involved in this process? Opportunities for mentorship/leadership?

**Give student a piece of equipment/supply items (ex-3 paper cups or 5 coins and a paperclip) and ask them to design 5 activities using these items.**

**Orientation Scavenger Hunt:**
This is a great strategy to get the student oriented to the department, staff, and ease some of the common feelings of anxiety and “overwhelmingness” level II students feel initially. Have students learn where certain departments are in your facility, meet staff members, locate supplies, etc...
**Inventory and equipment ordering:**
A level II FW experience is more than just achieving a full-caseload. How can you educate students on other aspects of the department? Quality Improvement/Quality Assurance? -- (especially those that are interested in a manager/supervisory role some day)

**Perform literature searches:**
is there a diagnosis, topic, tool that you are interested in learning more about? Students are experts in performing evidenced-based literature searches.

**Role-Play:**
Does your department have a COTA/L, or an OT aide? If not, can you design a role-play scenario where you or another staff member ‘act’ as a COTA/L or an OT aide? Discuss and practice role delineation and task delegation.

I hope you find these TIPS helpful in shaping your fieldwork program to offer the best possible experience to your students!

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