Structuring the Level II Fieldwork Experience
Development Worksheet

When structuring weekly expectations and setting site-specific objectives, reflect on the evaluation tool to ensure that all expectations are aligned with formal evaluation criteria.

Supervision Guideline: To help to ensure consumer protection, supervision of the level II student should initially be direct. Based on the discretion of the fieldwork educator, competency level of the student, nature of the setting, and complexity of the client’s condition, supervision should gradually decrease to less direct in order to prepare the student for entry-level practice (C.1.16)

DIRECT SUPERVISION

| *Week 1 | • Provide specific and clear student expectations  
| • Provide facility/department orientation  
| • Introduce student to members of the department/interdisciplinary team  
| • Orient student to facility documentation  
| • Review the fieldwork evaluation tool with the student  
| • Provide overview of patient population; identify common diagnoses treated and any site-specific treatment protocol with which the student should become familiar  
| • Schedule a due date for the student fieldwork project  
| • Provide weekly productivity/caseload expectations (include specific treatment protocol expectations as appropriate)  
| • Provide weekly documentation expectations  
| • Outline a specific schedule for feedback sessions (weekly at minimum, daily if appropriate for site) |

| *Week 2 | •  
| *Week 3 | •  
| *Week 4 | •  

| *Week 5 | •  
| *Week 6 | •  
| *Week 7 | •  
| *Week 8 | •  

Complete the final evaluation and review with the student

ENTRY-LEVEL PRACTITIONER