


Colorado Mesa University Occupational Therapy Level II Fieldwork Education Schedule/Supervision Development

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

ACOTE Supervision Guidelines: “Ensure that Level II Fieldwork supervision is direct and then decreased to less direct supervision as appropriate for the setting, the severity of the client’s condition, and the ability of the student to support progression toward entry-level competence.” [C.1.14]

ACOTE standards can be found at the following link: <https://acoteonline.org/accreditation-explained/standards/>

Below is a sample progression of a schedule and supervision levels for FW II Students.

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Direct Supervision</div> 	Week 1	<ul style="list-style-type: none"> • Provide specific and clear student expectations, site-specific objectives • Orientation of facility: Policies and Procedures for Department; Introduce student to members of the department/interprofessional team • Orient student to facility documentation systems and provide weekly documentation expectations • Provide weekly productivity/caseload expectations (include specific treatment protocol expectations as appropriate) • Outline a schedule for supervision/feedback sessions (weekly at minimum) • Student observation of treatments, evaluations; observe with other disciplines as fitting for your site
	Week 2	<ul style="list-style-type: none"> • Student observation of treatments, evaluations; observe with other disciplines as fitting for your site • Student may take on 1-2 patients if FWE feels comfortable and supervision is high
	Week 3	<ul style="list-style-type: none"> • Student takes on responsibility of 1-3 patients • Student assists with evaluations, treatments • Continue with observations
	Week 4	<ul style="list-style-type: none"> • Student takes on responsibility of 20-30% of FWE caseload. • Student should require moderate assistance with evaluation process (or less if appropriate for your facility) • Discuss “Value Added” Project & presentation/due date (if applicable)
	Week 5	<ul style="list-style-type: none"> • Student takes on responsibility of 40- 50% of FWE caseload. • Student should require minimal assistance with evaluation.
	Week 6	<ul style="list-style-type: none"> • Complete the midterm evaluation and review with the student (FWPE) • Student takes on responsibility of at least 50-60% of FWE caseload. • Student should be mostly independent with evaluations. • Discuss “Value Added” Project & presentation/due date (if applicable)
	Week 7	<ul style="list-style-type: none"> • Student takes on 75% or more of FWE caseload. This includes evaluations and treatments.
	Week 8	<ul style="list-style-type: none"> • Student has responsibility of 75-100% of FWE caseload. This includes evaluations and interventions.
	Week 9	<ul style="list-style-type: none"> • Student has 100% responsibility of FWE caseload • Student should be independent in evaluations and interventions
	Week 10	<ul style="list-style-type: none"> • Student has 100% responsibility of FWE caseload • “Value Added” Project/presentation due (if applicable)
	Week 11	<ul style="list-style-type: none"> • Student has 100% responsibility of FWE caseload • “Value Added” Project/presentation due (if applicable)
	Week 12	<ul style="list-style-type: none"> • Student has 100% responsibility of FWE caseload • Complete the final evaluation and review with student (FWPE) • Student completes evaluation of fieldwork site and fieldwork supervisor (SEFWE)

Entry Level Practitioner