

Developmental Timeline for Specialty Level II Fieldwork in Low Vision Rehabilitation

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This timeline is intended to be used as a guide to assist the fieldwork educator and occupational therapy student in achieving key competencies and objectives during the fieldwork placement.

Week 1-3:

This time period should be used to orient the student to the facility, policies, and expectations of the fieldwork placement. In general, the fieldwork educator assumes more of a directive role in determining the student's schedule and structuring various orientation learning activities and observations. During these first weeks of the placement, the fieldwork educator will be assessing the student's readiness to begin to participate in selected aspects of the evaluation and intervention services being provided to the client caseload. By the end of week 3, the student should:

- 1) Complete an orientation to the facility.
- 2) Review the documents used for the low vision evaluation, treatment notes, discharge notes, and billing.
- 3) Complete chart reviews of clients with low vision on fieldwork educator's caseload.
- 4) **Self/Independent Study:** Complete the competency test as a pre-test prior to reviewing the PowerPoint presentations.
- 5) **Self/Independent Study:** Review of the PowerPoint presentations on *Strategies to Maximize Your Client's Vision* and *Essentials of an Occupational Therapy Low Vision Evaluation*.
- 6) Complete an observation of a low vision evaluation.
- 7) Complete one or two components of the low vision evaluation.
- 8) Complete draft documentation for one or two components of the low vision evaluation.
- 9) Complete an observation of follow-up visit(s).
- 10) Complete a draft progress note for the follow-up visit(s) observed.
- 11) Assist the fieldwork educator in intervention sessions.

Week 4-6:

This time period should be used to develop the student's competencies in administering a low vision evaluation and intervention skills for follow-up sessions, working with coaching and assistance from the fieldwork educator to refine performance/skills. By the end of week 6, the student should aim to:

- 1) Conduct a low vision evaluation with minimal assistance or supervision from the fieldwork educator.
- 2) Outline intervention/treatment plans for follow-up sessions for the client.
- 3) Provide intervention sessions with clients with minimal assistance or supervision from the fieldwork educator.
- 4) Draft documentation for the evaluation and intervention sessions for fieldwork educator's review and approval for entry into the medical record.
- 5) Enter billing for the services provided.
- 6) Complete the mid-term self-evaluation of the *AOTA Student Fieldwork Performance Evaluation*.
- 7) Review the mid-term evaluation with the fieldwork educator including review of the student's progress on the site specific objectives and competency checklist.

- 8) Collaborate with fieldwork educator to design/outline a plan and timeline to address areas that need to be developed prior to completing the fieldwork placement.

Week 7-9:

During this time period, the student should be refining his or her skills in the low vision evaluation and interventions completed for follow up sessions. The student should be carrying 50-75% of the caseload with verbal cues/ supervision and minimal assistance for addressing new client diagnoses/conditions or complex client needs. The student should:

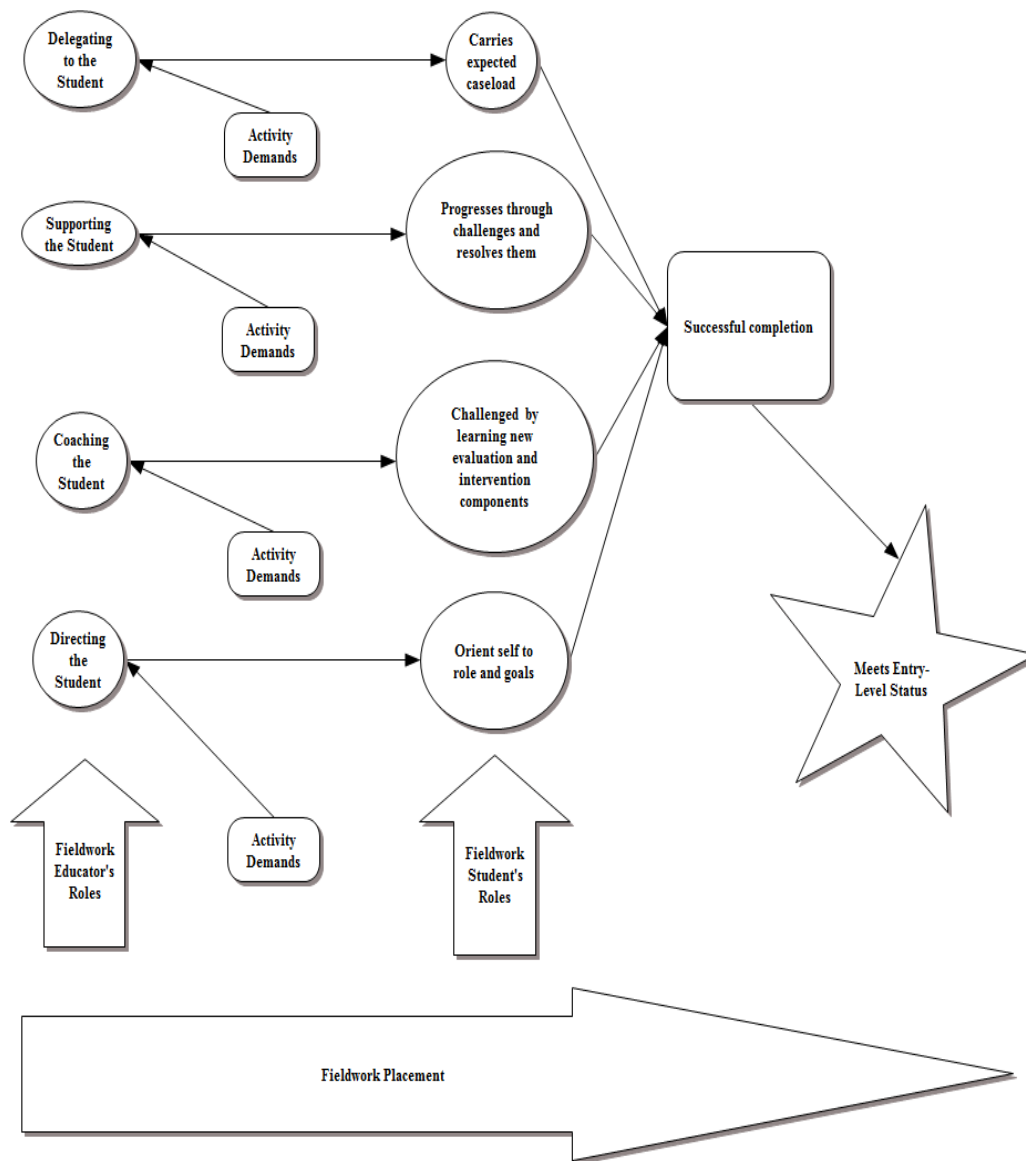
- 1) Take initiative to seek guidance/support from the fieldwork educator as needed
- 2) Begin to work on his/her project or in-service.
- 3) Seek opportunities to complete site specific objectives or competencies that have not been completed.
- 4) Require verbal cues / supervision from the fieldwork educator.
- 5) Actively engage in supervision by preparing an agenda for weekly/regular supervision meetings.

Week 10-12:

During this time period, the student's caseload should be increased toward managing a full caseload as indicated by the facility. The student should be functioning at entry-level standards and utilizing the fieldwork educator as a resource when necessary. The fieldwork educator should be able to delegate the client caseload responsibilities to the student, serving in the role of a consultant to the student. By the end of week twelve the student should:

- 1) Complete the competency checklist self-evaluation, identifying skills accomplished during the placement and remaining competencies for skills development and future growth.
- 2) Seek opportunities to complete any of the remaining site specific objectives and competencies that have not been encountered.
- 3) Complete a project or in-service to the staff on an aspect of low vision rehabilitation.
- 4) Review the *Fieldwork Performance Evaluation* with the fieldwork educator.
- 5) Complete the *AOTA Student Evaluation of the Fieldwork Experience* form and discuss with fieldwork educator.
- 6) Return any of the Hospital's property (name badge, keys, etc.) and learning resource materials per facility policies.

The Situational Leadership Model in Fieldwork Education:
 Fieldwork Educators' Guidelines to Lead Occupational Therapy Students in
 Specialty Fieldwork in Low Vision Rehabilitation



References:

Hersey, P., & Blanchard, K. (1996). Great ideas. *Training & Development*, 50 (1), pp. 42-47.

Schermerhorn, J. R. (1997). Situational leadership: Conversations with Paul Hersey. *Mid-American Journal of Business*, 12 (2), pp. 5-11.