**An Educator’s Checklist for Navigating a Challenging Level II Fieldwork**

**Step 1: Facilitators for Student Learning**

Learning Environment:

* Has a thorough orientation with an introduction to the facility, staff, and resources been provided?
* Have site specific learning objectives or an 8/12-week outline been clearly identified and reviewed?
* Does the student have a personal workspace to utilize easily?
* Are all members of the interdisciplinary team and support personnel facilitators to learning? Example, are they welcoming, friendly, supportive, and inclusive?
* Does the student have access to all resources needed to treat clients with current best practices?

Student:

* Has the student taken accountability and acknowledged their current level of performance?
* Has the student served as a collaborator in their learning experience? Example, have they communicated their learning style, asked for supervision or teaching changes, requested feedback, and demonstrated initiative?

Educator:

* Have I used collaborative teaching strategies? Example, the educator acts as a mentor rather than a supervisor by providing guidance when necessary.
* Have I been a collaborative educator?
	+ Am I understanding, inclusive, approachable, and flexible?
	+ Do I set clear student expectations?
	+ Do I encourage active student involvement in clinical activities?
* Have I set aside consistent time for direct supervision?
* Do I promote an open and honest relationship with the student?
* Have I incorporated several learning styles instead of only one? Example, see intervention, do the intervention, teach the intervention.
* Do I take advantage of teachable moments, by teaching while treating clients, explaining the rationale behind interventions and concepts?
* Have I provided positive and constructive feedback simultaneously? Daily and weekly, while using different methods (written, verbal, and demonstration). Was feedback linked to the Fieldwork Performance Evaluation (FWPE) areas?
* If any of the above has been difficult to achieve, have I partnered with another educator to achieve a more conducive learning environment? Example, seeking mentorship from a colleague, scheduling student shadowing opportunities, or incorporating another student for a 1 educator:2 student supervision model.
* Have I given the student and the Academic Fieldwork Coordinator (AFWC) notification of underachieving performance as early as possible allowing the AFWC to develop a Learning Success Plan?
* Does the Learning Success Plan link all learning goals to the FWPE?
* Is the AFWC actively involved in assisting with the learning success plan?
* Have I collaborated openly with the AFWC and student on applicable areas of this checklist to maximize the learning experience?

**Step 2: Final Decision on Entry-Level Competence**

* Have I used the Educator Checklist above to make appropriate modifications to the learning environment and my own educator strategies? Meaning, have I exhausted most resources within my control to optimize student learning success?
* Have I communicated and collaborated with the AFWC and student throughout the fieldwork to ensure all supports available were provided?
* Have I used the Final FWPE to decide if the student can demonstrate entry level competence?

(OTAS: Score of 91 or higher, OTS: Score of 111 or higher)

**Remember: The Final Fieldwork Performance Evaluation determines Level II student failure.**

References

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