

## NOT MORE HOMEWORK!

Each of your fieldwork sites will likely schedule you to do at least two projects or presentations. This is when you know you do not want to have an outside job during fieldwork. Your success is dependent on how relevant you make them to your own personal growth and in meeting the needs of the facility. The most typical assignments are a case study and an activity analysis. However, there are lots more that you can suggest, too.

Does this facility have a student manual? You would be the best person to develop a pleasing-to-the-eye student manual that would have everything a student needs to know about this facility.

Does the nursing staff need an in-service on wheelchair safety for the clients in the geri-psych unit? This gives you a chance to use previously learned information with the focus on presentation and teaching to another discipline. Perhaps you would prefer to perform an evidence-based practice review on a rehab-related topic that you recently observed and present it to the rehabilitation department during their regular in-service. In-service presentations should use an interactive approach, include opportunity for questions and comments, and include presentation aids when possible.

Community site visits give you the opportunity to explore other areas of clinical practice as well as community resources. Would you like to see what the competition is doing? How about personally knowing where your clients are discharged? Networking for a future job may be your motivation for exploring a new place. When presenting or writing about your visit, include the relevant background information, as well as such program information as philosophy, services offered, physical facilities, disciplines and roles of staff, and population served. Do not forget to include your impressions.

If you are creative, there are lots of projects you can make and give to the facility for use with future clients. Now is the time to look at all those resource manuals you assembled for class and all those projects you labored over and see if your facility could use any. These may include a fun sensory stimulation bag of tricks for children or a game to create opportunities for practicing better judgment using stimulating questions on a deck of cards and a child's game board such as Chutes and Ladders. Would you like to construct a wooden body puzzle for body scheme or a maze that accommodates a light ping-pong ball that can be used to increase finger extension? The sky is the limit in this area. Relevancy, though, is the key.

If you have constructed an assistive technology device or a special splint for a client, think about making this your project. In this case, the relevancy is to the immediate client, but you can expand it into an educational presentation for others. Showing the steps in construction, research about the materials, their safety, and similar products makes this interesting for staff who want to explore using new materials. Cover all bases in your presentation by using the Human Activity Assistive Technology model as a guide (Cook & Hussey, 1995).

Developing a brochure or booklet for client education is a superb and relevant project. Include photos or drawings to illustrate a concept or the correct procedure. You can try your prototype with your client and then perfect it for others to use with their clients.

Whatever you decide to do, remember the key is relevancy coupled with your special interest.

## RISKS OF WORKING AN OUTSIDE JOB OR TAKING A COURSE DURING FIELDWORK

Most AFWCs will tell you to never work or take a course during fieldwork. This is excellent advice but might not be possible for every student. However, if you are one of the few who must work or take a course, be aware of the consequences so you can adjust your work or study schedule if needed.

Fieldwork educators of working students complain that students come to fieldwork tired, inattentive, slow moving, unenthusiastic, and unable to learn without repeated directions. They say such students are late with assignments and have an increased number of absences. If the student cannot make adjustments and improve in these areas, he or she is usually asked to leave.

Usually, students taking a course are doing so to finish graduation requirements. This is easy to prevent by taking the time needed to meet with your advisor and review your program requirements each semester. Some students who transfer credit wait until the last minute and may get a surprise notice that they need another course to complete a requirement. The conflict with fieldwork will come in juggling nightly fieldwork assignments with course assignments, causing late nights.