

Fieldwork 101: A Guide for Fieldwork Educators



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OBJECTIVES

- ***Discuss current trends in MOT education and resultant impact on fieldwork education***
- ***Describe current competencies and opportunities for fieldwork educators***
- ***Identify the importance of clear site-specific and/or student-specific objectives/goals***
- ***Determine appropriate feedback and monitoring of goals***
- ***Identify the needs of the challenging student***
- ***Demonstrate understanding of accommodations and fieldwork educator resources***

Benefits of Participating in Fieldwork Education

- ***Opportunity to update practice; keep current; apply new ideas, research, or theories***
- ***Personal satisfaction***
- ***Giving back to the university or profession***
- ***Opportunity to develop clinical reasoning***
- ***Opportunity to develop supervision skills***
- AJOT Link: <http://ajot.aota.org/article.aspx?articleid=2464349>

Current Challenges in Fieldwork Education

- *More OT and OTA programs and students nationally*
- *Chronic shortages of fieldwork placements*
- *Higher productivity/workload standards for potential fieldwork educators*
- *Concern about student capabilities*
- *Cost of staff time*
- *Impact on patient/client care*

• AJOT Link: <http://ajot.aota.org/article.aspx?articleid=2464349>

Student Preparation for Fieldwork

Coursework and seminars for Level I and Level II fieldwork with focus on:

- ***Professionalism***
- ***Time Management***
- ***Interpersonal Communication***
- ***Attitude***
- ***Responsibility***
- ***Self-Awareness***
- ***Knowledge***
- ***HIPAA/Privacy***

LSU: Addressing Student Readiness and Support for Fieldwork Educators

- ***On-site clinic for student preparation and remediation***
- ***Earlier client exposure in stroke clinic***
- ***Improved education and training for fieldwork educators***
- ***Increased research***
- ***Curriculum changes***



School of Allied Health Professions

Current Credentials for Fieldwork Educators

- ***Minimum standards defined by ACOTE***
- ***Different for Level I and Level II***
- ***Involves level of competency and “preparation”***

LEVEL I Fieldwork Experience

- ***“ To introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients.”***
- ***Directed observation and participation***
- ***Not intended to develop independent performance***

- **AOTA link:** <http://www.aota.org/Education-Careers/Fieldwork/Levell.aspx>

Current Credentials for Fieldwork Educators: Level I

- ***Level I Fieldwork Educator Competency:***
“may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience”
- **AOTA link:** <http://www.aota.org/Education-Careers/Fieldwork/Level1.aspx>

LEVEL II Fieldwork Experience

- ***“Designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism”***
- ***Application of theoretical and scientific principles learned***
- ***Goal of Fieldwork II is to develop “competent, entry-level, generalist occupational therapists”***

- **AOTA link:**

<http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>

Current Credentials for Fieldwork Educators: Level II

- ***Level II Fieldwork Educator Competency:***
“have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator should have a minimum of 3 years of practice experience after initial certification”

- **AJOT links:**

<http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20-%20Level%20II-Final.pdf>

So What is Adequately Prepared?

- ***Attendance at an AOTA Fieldwork Educator Certificate Program (preferred).***
- ***Completion of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM).***
- ***Attendance at continuing education events on the topic of practice education.***
- ***Mentorship by an experienced fieldwork educator.***
- ***Completion of on-line training modules.***
- ***Documented readings of texts/papers on clinical/fieldwork education***
- ***AOTA link:***

<http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelIII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20-%20Level%20II-Final.pdf>

Fieldwork Education Certificate Program

- ***“Gold Standard” for credentialing Fieldwork Educators (Preferred)***
- ***Includes curricula modules addressing administration, education, supervision, and evaluation***
- ***15 hour CEU course***

- **AOTA Link:**

<http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelIII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>

Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)

- ***Self-assessment tool used to address areas of professional practice, education, supervision, evaluation and administration***
- ***Looks at areas necessary to be an effective fieldwork educator***
- ***Can help to identify areas for self-improvement***

- **AOTA link:**
[http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20\(2009\).pdf](http://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf)

Completion of on-line training modules

- **Preceptor Education Program(PEP): free online interprofessional training with online modules in areas of clinical reasoning, writing student objectives/goals and providing feedback.**
- **PEP Links:** <https://owl.uwo.ca/portal/site/4db9c459-633c-4feb-a9d5-95dde5eb8e91/page/4507037b-69f6-4815-abdb-6acf61a68974?sakai.state.reset=true>

Documented readings of texts/papers on clinical/fieldwork education

- ***8 Tips to Being the Best OT Fieldwork Educator You Can Be:***

<https://static1.squarespace.com/static/506d96ff84aead5098d64229/t/57211e6607eaa0a5f78cdef5/1461788277298/ot-fieldwork-educator?format=1000w>

- ***Benefits and Challenges of Supervising Occupational Therapy Fieldwork Students: Supervisors' Perspectives***

<http://ot.unm.edu/common/docs/fieldwork/articles/Benefits%20and%20Challenges%20of%20supervising%20FW%20II%20students.pdf>

- ***AOTA Link to Fieldwork:*** <http://www.aota.org/Education-Careers/Fieldwork.aspx>

- ***AOTA Fieldwork Resource Link:***

<http://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx>

Setting Up Initial Goals for Students

- Encourage student to share needs and expectations*
- Clarify and identify the specific skills to be learned from the fieldwork*
- Clearly define expectations (the earlier the better)*
- Goals may be site-specific, student-specific or a combination*

Site-Specific Objectives/Goals

- *Provides specific levels of competency and performance standards*
- *Provides objective levels of competency and performance*
- *Allows for variability in specific settings within the site: Acute, Outpatient Rehabilitation, SNF, etc.*
- *Provides specific levels of performance regarding documentation and productivity standards*
- **AOTA link:** <http://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

Student-Specific Goals

- ***Should take into account learning style of student and Fieldwork Educator***
- ***Allow for flexibility between settings and multiple Fieldwork Educators***
- ***Should be collaborative***
- ***Written in “goal” form and addressed frequently***

Fieldwork Experience Assessment Tool (FEAT)

- ***Assessment completed by both student and fieldwork educator***
- ***Recommended at mid-term or when need for problem solving arises***
- ***Promotes reflection and problem-solving especially when communication breaks down***
- ***Can also provide “student to student feedback”***

- **Link to FEAT:** <http://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf>

Appropriate Feedback and Monitoring of Goals

- ***Meet consistently with student on a weekly basis***
- ***Address goals when you meet***
- ***Effective Fieldwork (FWE) Traits***

Effective Fieldwork Educators

- *Provide clear expectations*
- *Collaborate with student*
- *Facilitate student learning*
- *Are willing to share knowledge*
- *Encourage students to articulate rationale for treatment*
- *Are skilled clinicians*
- *Demonstrate professional behavior*
- *Are supportive*
- ***Provide clear, accurate and constructive feedback***

Effective Feedback is:

- *Timely or current*
- *Honest*
- *Focused on observable behaviors, problems and issues*
- *Constructive and offers suggestions for change*
- *Provided privately*
- *Provided to someone who is respected*
- *Mutual: between supervisor and supervisee*

Addressing the Needs of Challenging Students

- *Communicate with student*
- *Address the elephant in the room*
- *Document specific goals and observations as soon as possible*
- *Implement a remediation plan*
- *Contact LSU to help and facilitate communication*
- *“Face to face” site visit, conference call or skype (if needed)*
- *Don’t assume the problem is resolved. Continue to document and address goals*

FERPA and Student Accommodations

- *The “student HIPAA”*
- *Student's right to privacy.*
- *Institutions and fieldwork sites must maintain confidentiality of students*
- *Students are responsible for disclosure of their learning differences and accommodation requests*
- *Fieldwork Coordinators are not permitted to share confidential student information*

Millennial Generation

- *It is important to recognize the generational differences between current OT students and FW Educators*
- *Millennial students have both strong and challenging behaviors*
- *FW Educators should adapt teaching/learning strategies that consider Millennial student Behaviors*
- *Gately (2015)*

Traits of Millennial Students

- *Can have difficulty with organization and time-management since they have relied heavily on parents for this (result of reactive parenting)*
- *Technology is a given in the classroom as students have spent their lives with it embedded within their world*
- *Because information is readily available, Millennials tend to have short attention spans*
- *Preference for gathering information from the Internet vs. textbooks*
- *Preference for working with peers on assignments, working in groups, active and interactive learning activities*
- *Students are typically positive and assertive; may be more likely to argue*

- *(Gately, 2015; Nelson, 2016)*

Traits of Millennial Students

- *Expect educational experiences to be relevant to real-life application*
- *Value structure and praise, have high expectations of teachers and mentors*
- *May have difficulty accepting criticism*
- *May lack professional skills (phone/email etiquette, appropriate work attire)*
- *Want to know the rules, and will work hard to follow the rules*
- *(Gately, 2015; Nelson, 2016)*

Successful Strategies for Millennial Students

- *Thorough orientation to facility and FW program*
- *Presence of a student manual, including:*
 - *Policies and procedures*
 - *Organizational chart*
 - *Relevant resources*
- *Clear expectations AND consequences communicated about attendance, absences, and professional behavior, including professional attire*
- *Clearly written, site-specific weekly objectives*
- *Gradually and purposefully decrease the specific nature of instructions, feedback, and supervision as the student gains proficiency*
- *Formal, regularly-scheduled feedback meetings, including:*
 - *Student and FW educator identified strengths and growth areas*
 - *Student and FW educator formulated goals and action plan*
 - *Consequences for continued difficulty during placement despite remediation*
- *(Gately, 2015; Nelson, 2016)*

Discussion/Questions



***THANK YOU FOR
YOUR
COMMITMENT
AND DEDICATION
TO OUR
STUDENTS!!!***

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