



### Today's Topics

- Purpose & Goals of Fieldwork
- Starting a Fieldwork Program
- Student Supervision
- Professional Behavior
- Feedback & Evaluation Tools
- Formal Evaluation

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### Purpose of Fieldwork Education

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graph LR; A[Professional Behaviors] --> B[NBCOT EXAM - Entry Level Practitioner ('Generalist')]; C[Clinical Skills] --> B;
```

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### Fieldwork Education Guidelines

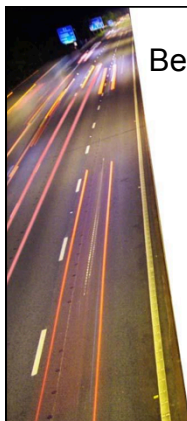
```
graph TD; A[AOTA And Fieldwork Site] --> D((Fieldwork Education)); B[ACOTE] --> D; C[Academic Program] --> D;
```

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### Settings for Fieldwork

- Medical, educational, home & community-based programs
- Emerging practice environments
- AFWC has to ensure a VARIETY of types of experiences (Level I and Level II)


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## Benefits of Taking Students

- Exposure to current practice trends, evidence-based practice, and research
- Earn continuing education credit toward NBCOT recertification & state licensure
- Recruitment of qualified personnel

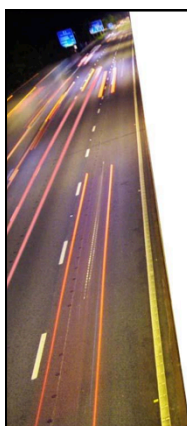
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## Who Can Supervise Students?

- **Level I:** A variety of qualified personnel.
  - OT practitioners
  - Teachers
  - Nurses
  - Social Workers
  - Physical Therapists
  - Physician's assistants

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## Who Can Supervise Students?

- **Level II:** Primary supervisor must be OT practitioner who meets state regulations & has a minimum of 1 year practice experience subsequent to initial certification
- **OT Student:** Occupational Therapist
- **OTA Student:** Occupational Therapist or Occupational Therapy Assistant
- Other professionals can participate in student supervision

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## Level I Fieldwork Goals

- Help students develop a basic comfort level with evaluating and treating the needs of clients.
- Offer **hands-on experience** before Level II Fieldwork.
- Enrich didactic coursework through directed observation and **participation** in selected aspects of the OT process.
- Objectives/projects vary by academic institution.

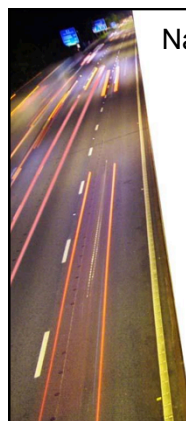
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## Level II Fieldwork Goals

- Develop competent, **entry-level, generalist** (OT and OTA) skills.
- Provide opportunities to integrate academic knowledge with the application of skills in a practice setting.
- Full-time placement:
  - OT: 12 weeks
  - OTA: 8 weeks

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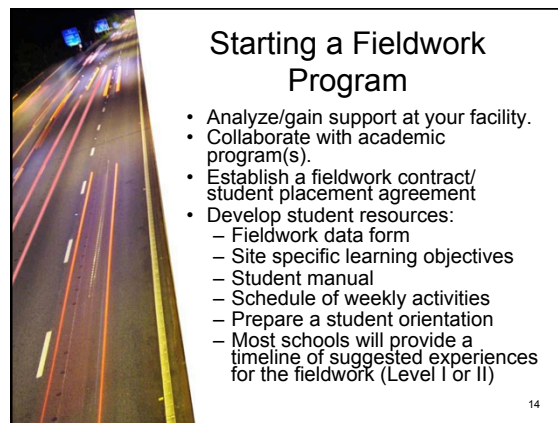
## Navigating AOTA Website for Fieldwork Resources

- [www.aota.org](http://www.aota.org)
- See handout

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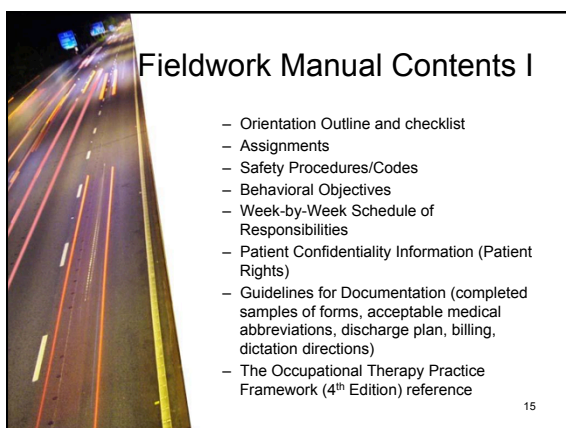
## Starting A Fieldwork Program



## Starting a Fieldwork Program

- Analyze/gain support at your facility.
- Collaborate with academic program(s).
- Establish a fieldwork contract/ student placement agreement
- Develop student resources:
  - Fieldwork data form
  - Site specific learning objectives
  - Student manual
  - Schedule of weekly activities
  - Prepare a student orientation
  - Most schools will provide a timeline of suggested experiences for the fieldwork (Level I or II)

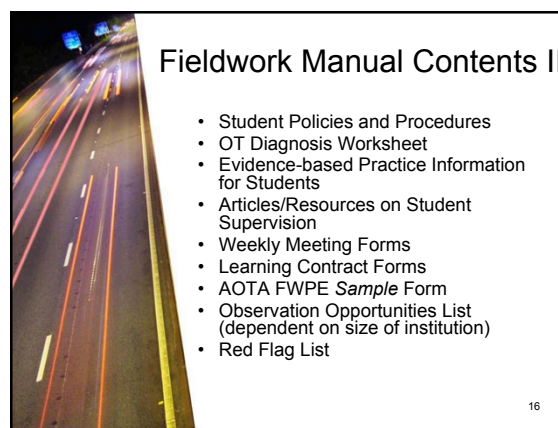
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## Fieldwork Manual Contents I

- Orientation Outline and checklist
- Assignments
- Safety Procedures/Codes
- Behavioral Objectives
- Week-by-Week Schedule of Responsibilities
- Patient Confidentiality Information (Patient Rights)
- Guidelines for Documentation (completed samples of forms, acceptable medical abbreviations, discharge plan, billing, dictation directions)
- The Occupational Therapy Practice Framework (4<sup>th</sup> Edition) reference

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## Fieldwork Manual Contents II

- Student Policies and Procedures
- OT Diagnosis Worksheet
- Evidence-based Practice Information for Students
- Articles/Resources on Student Supervision
- Weekly Meeting Forms
- Learning Contract Forms
- AOTA FWPE *Sample* Form
- Observation Opportunities List (dependent on size of institution)
- Red Flag List

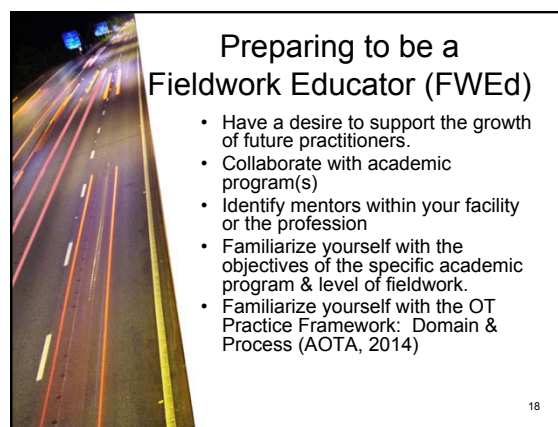
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## Expectations Documents

- Site Specific Objectives:
  
- Week By Week Expectations:

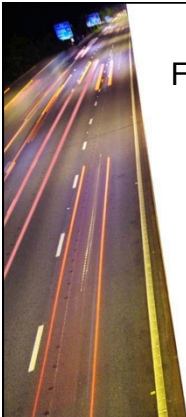
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## Preparing to be a Fieldwork Educator (FWEd)

- Have a desire to support the growth of future practitioners.
- Collaborate with academic program(s)
- Identify mentors within your facility or the profession
- Familiarize yourself with the objectives of the specific academic program & level of fieldwork.
- Familiarize yourself with the OT Practice Framework: Domain & Process (AOTA, 2014)

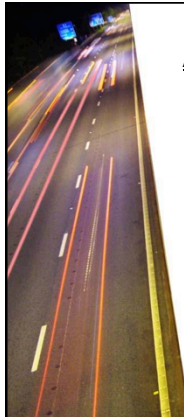
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### Continuing Education: Fieldwork Educator Role

- State conferences
- MOTEC Fieldwork Educator Days
- AOTA's National Conference
- Attend AOTA's Fieldwork Educator Certificate Workshop (\$225/members, \$359/nonmembers)

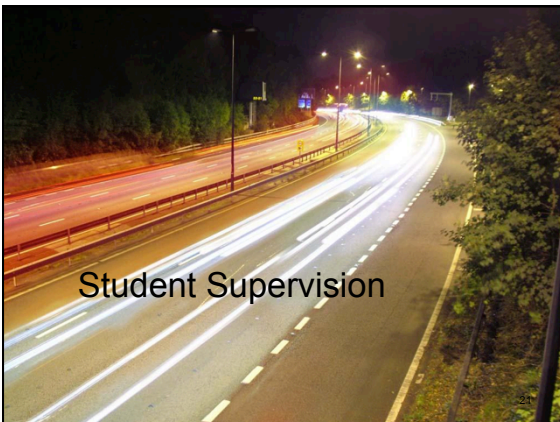
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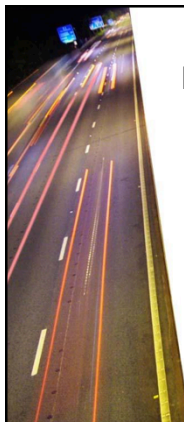
### Role of the Academic Fieldwork Coordinator (AFWC)

- Responsible for the program's compliance with the fieldwork requirements
- Must be a licensed or credentialed occupational therapy practitioner
- Fieldwork sites must reflect the sequence, depth, focus, and scope of content in the *curriculum design*

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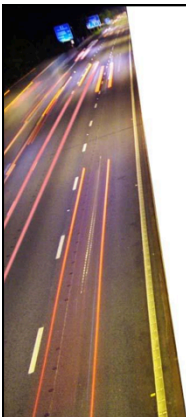
### Student Supervision



### Examine Your Own Level II FW Experiences

- Positives: Can you recall some positive supervisory styles that your FW Educator used with you?
- Negatives: Can you recall some negative experiences or feelings that you felt your FW Educator could have facilitated better?

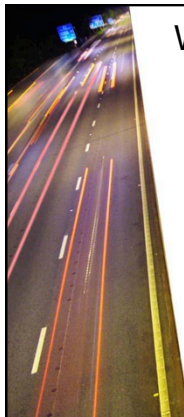
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### Factors Affecting Your Supervision Style

- Knowledge Base of student
  - Prior experience or knowledge in that task
  - Level I Fieldwork Experience
- Student Learning Style:
  - hands on vs. visual vs. audio
- Motivation Level:
  - Seek out what motivates this individual to succeed

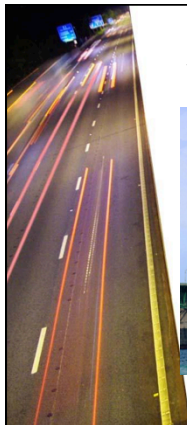
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### Working with Different Types of Students

- Adult Learners
  - Expertise in other areas but now vulnerable as a novice
- Millennials
  - Like structure and feedback; use of technology
- Students with Disabilities
  - What types of accommodations are needed?
- Others?

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**MOTEC:  
Your Fieldwork Lifeline**

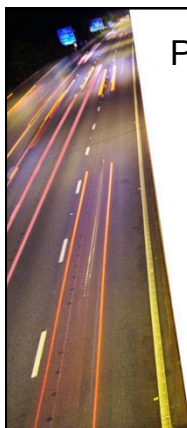


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**Professional Behaviors:  
Fieldwork Students**

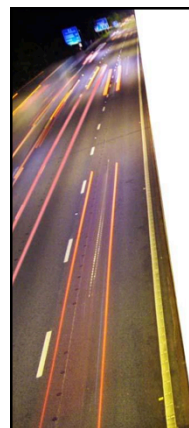
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**Professional Behaviors**

- Academic Institution Initiatives:
  - Formal self assessment
  - Formal feedback as part of didactic course
    - From instructor and/or peers
  - Informal feedback
  - Level I Fieldwork evaluations
  - Specific section on the AOTA FWPE for Level II Fieldwork

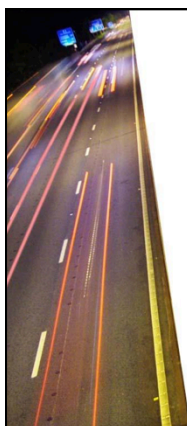
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**Professional Behavior Concerns I**

- Poor Time Management (Lateness, Absence, Work, Etc.)
- Violation of Facility Policies (ex. smoking policy, personal use of computers, phone use, drug/alcohol use, relationships with clients, etc.)
- Failure to Complete Site Requirements
- Misuse of **Social Media** (Facebook, Twitter, etc.)
- Defensive Responses to Feedback

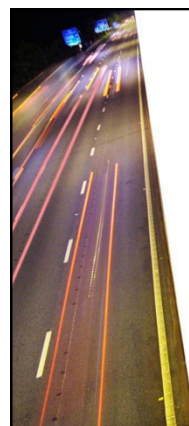
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**Professional Behavior Concerns II**

- Failure to Follow FWE'd Instructions
- Failure to Complete FW Assignments
- Poor Engagement/Initiative
- Blurred Professional and Personal Boundaries
- Unprofessional Language

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**Professional Behavior Policies**

Include policies on the following in student manual & discuss during orientation:

- Professional Presentation (Dress Code)
- Cell Phone Use
- Social Media Use
- Confidentiality
- Others?

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### Professional Presentation

Professional presentation is more than just dress code. Consider the following:

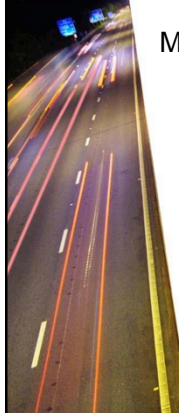
- No Tying with elastic bands
- No Hoodies
- No Low Cut Shirt tops
- No Belly Buttons
- No "High" Skirts
- No Leggings
- No Ugg Boots








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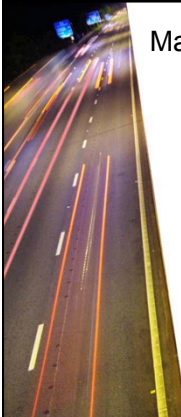
### Mature Professional Behaviors I

(GVSU Program Manual)

Attitude:

- Displays a friendly, positive attitude
- Open and receptive to new ideas
- Receives constructive feedback without defensiveness
- Handles change in expected routines professionally
- Displays an appropriate sense of humor
- Does not complain or display negative, indifferent, or arrogant attitude

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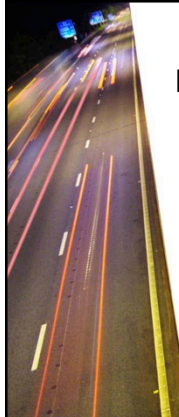
### Mature Professional Behaviors II

(GVSU Program Manual)

Personal/Professional Self:

- Displays emotional maturity
- Balances personal and professional obligations
- Reacts with restraint and constructive responses
- Recognizes and handles personal and professional frustrations
- Displays self composure
- Responsive to social cues

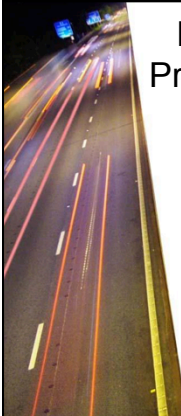
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### Literature: Improving Professional Behaviors I

- Canavan, C., Holtman, M., Richmond, M., Katsufakis, P. (2010). The quality of written comments on professional behaviors in a developmental multisource feedback program. *Academic Medicine*, 85 (10): 106-109.
  - Quality feedback = define **specific behavior** issue and define **specific strategy** to improve behavior
  - Avoid self-orientated feedback


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### Literature: Improving Professional Behaviors II

- Ginsburg, S., Regehr, G., Lingard, L. (2004). Basing the evaluation of professionalism on observable behaviors: a cautionary tale. *Academic Medicine*, 79(10): S1 – S4.
  - **Consider context, values, and motivation for behaviors**

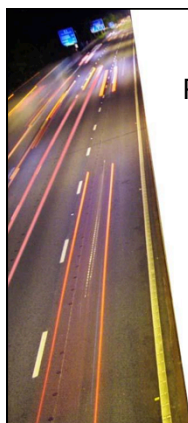
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### Literature: Improving Professional Behaviors III

- Scheerer, C. (2003). Perceptions of effective professional behavior feedback: occupational therapy student voices. *American Journal of Occupational Therapy*, 57, 205 – 214.
  - **Many students feel feedback needs to be verbal in addition to a written/paper evaluation tool**
  - **Students appreciate collaborative discussions about professional behavior expectations**


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### Literature: Improving Professional Behaviors IV

- MacDonald, C., Cox, P., Bartlett, D., Houghton, P. (2002). Consensus on methods to foster physical therapy professional behaviors. *Journal of Physical Therapy Education*, 16(1): 27-36.
  - Professional culture is learned by example
  - Provide interdependent and wide context relevance when giving feedback

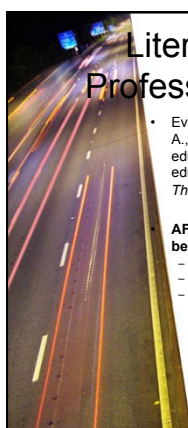
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### Literature: Improving Professional Behaviors - V

- Cullen, M. W., Reed, D. A., Halvorsen, A. J., Wittich, C. M., Kreuziger, L. M. B., Keddis, M. T., ...Beckman, T. J. (2011). Selection criteria for internal medicine residency applicants and professionalism ratings during internship. *Mayo Clinic Proceedings*, 86(3), 197+.
- Lack of professionalism of students has long standing effects on future career
- Unprofessional behaviors were shown to predict disciplinary action by state medical licensing boards.


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### Literature: Improving Professional Behaviors- VI

- Evenson, M. E., Roberts, M., Kaldenberg, J., Barnes, M. A., & Ozelle, R. (2015). National survey of fieldwork educators: implications for occupational therapy education. *AJOT: American Journal of Occupational Therapy*, 69(S2).
- **AFWC involvement is needed to address professional behavior issues**
  - Education prior to FW
  - Availability to discuss issues with FWE
  - Face to face meetings with AFWC, student, FWE

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### Addressing Professional Behavior Concerns

- Students need to understand the IMPACT factor
  - Assess awareness level
  - Ask if others have given them the same feedback and in what context
  - Make a “teaching moment”
  - Define small vs. big concern
  - Collaborate on alternatives
  - Define consequences for no change in behavior

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Appropriate professional behaviors are critical to fieldwork and workplace success!

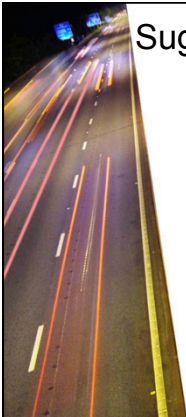


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### Student Feedback and Evaluation Tools

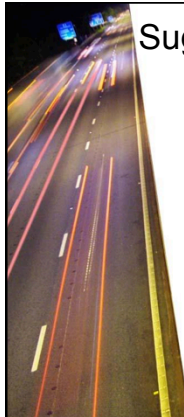
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### Suggestions for Providing Feedback I

- Begin positive
- Well-timed and expected: tell student when/how you will be giving them feedback
  - When: after each session, before lunch, end of day, end of week
  - How: verbally, written assessments, weekly logs

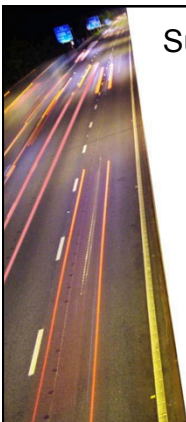
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### Suggestions for Providing Feedback II

- Be specific: based on first-hand or observed data, not another therapist, aide or front desk personnel
- Focus on behaviors not the person (changeable behaviors)

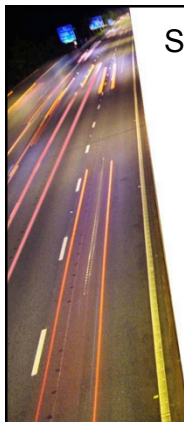
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### Suggestions for Providing Feedback III

- Use the **Behavior** words in the feedback (3<sup>rd</sup> person) Avoid "you" statements
  - Student's natural personality is shy/timid: "The **"greeting"** of the patient was a little weak"
  - Student has decreased confidence for asserting oneself with the patient: "The **"transfer"** could have gone better. More verbal cueing would have been helpful."
  - Student not connecting with "grading": "The **"activity"** chosen was not appropriate for Mrs. Jones' dynamic standing balance."

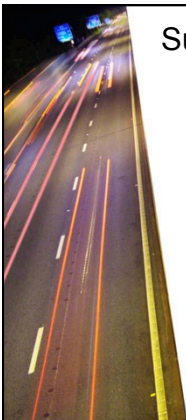
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### Suggestions for Providing Feedback IV

- Be certain your motive is to be helpful
- Phrase in descriptive, nonjudgmental language (use "I" statements)
- Be immediate
- Be private
- Avoid assumptions
- Clarify the students' perceptions

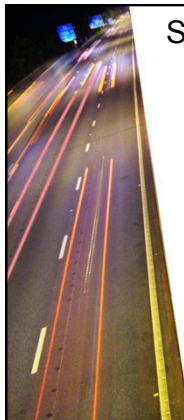
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### Suggestions for Providing Feedback V

- Suggested Statements
  - **Continue...** comment on aspects of performance that were effective. Be specific, and describe impact. Highlight things you would like to see be done in the future. Make clear your expectations. (Give examples)
  - **Start, or do more...** Identify behavior the student knows how to do, could do, or could do more often.

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### Suggestions for Providing Feedback VI

- **Consider...** Highlight a point of growth for the learner, a "doable" challenge for future interactions.
- **Stop, or do less...** Point out actions that were not helpful or could be harmful. Be specific, and indicate potential impact

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**Weekly Meeting Form**

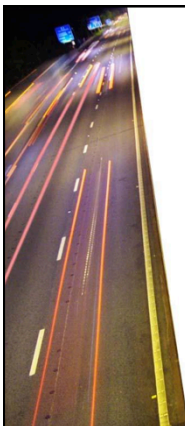
- Refer to Handout

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**Formal Evaluation**

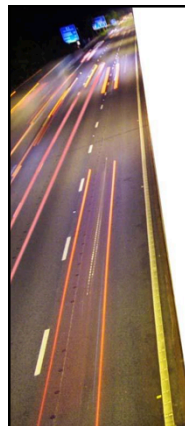
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**AOTA FWPE:**  
*Fieldwork Performance Evaluation*

- BOOKLET or pdf purchased from AOTA: OTA and OT versions
- *Sample copy* provided with permission
- Content Area OT: 7 areas, 42 items
- Content Area OTA: 6 areas, 25 items
  - OT:
    - Fundamentals of Practice (research )
    - Management

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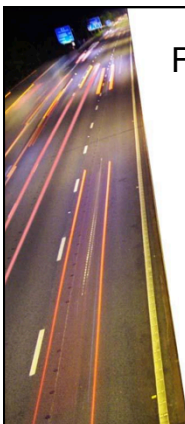


**FWPE Rating Scale**

- 1 =
- 2 =
- 3 =
- 4 =

\*\*\*\*\*NO HALF SCORES


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**FWPE – Total Scores**

- Mid-Term Score (Satisfactory)
- OT: 90 and above
- OTA: 54 and above
- Final Score (Pass)
- OT: 122 and above
- OTA 70 and above
- **Please Note:** Ratings for the **Safety and Ethics** items must be scored at **3 or above** on the Final Evaluation for student to PASS Fieldwork!

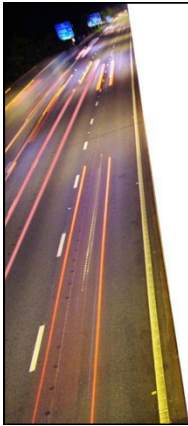
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**Scenarios for Scoring FWPE**

- See sample FWPE

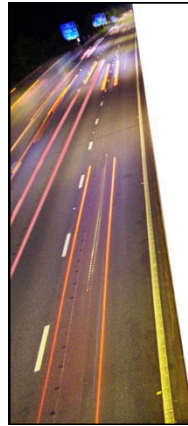
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## Learning Contracts

- Who writes them?
- Decide the “name” of the document
- Include:
  - dates, outcomes, measurements, resources,
  - processes/strategies, target date for completion,
  - signatures from Student and FW Educator, AFWC

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## References

- AOTA fieldwork education resources online:  
[http://www.aota.org/  
Education-Careers/  
Fieldwork.aspx](http://www.aota.org/Education-Careers/Fieldwork.aspx)
- NEOTEC:  
<http://neotecouncil.org/>
  - Electronic Site-Specific Objectives template
  - Blank AOTA Fieldwork Data Form template

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