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### **Student Presenters**

### **Western Michigan University**

- Michelle Hunt
- Sarah Whitaker



# Fieldwork Capacity & Retention Survey

- "Opportunities to diversify instructional and supervision methods may be a first step to increase fieldwork capacity."
- Possible concrete step:

**Collaborative Fieldwork Models** 

(Roberts, et. al, 2015)

# The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Educators and Practitioners, 2<sup>nd</sup> Edition

- "Given that numbers of students in all of the educational programs in the US, we all need to be looking for ways to expand fieldwork options for students."
- "Some universities...are developing more communitybased programs and using faculty to provide program development and student supervision."

(Costa, 2015)

### **Supervision Models**

#### Apprenticeship Model:

1 Fieldwork Student: 1 Fieldwork Educator

#### Multiple Mentoring Model:

- 1 FW Student: 2 FW Educators
- 2 FW Students: 2 FW Educators

#### Collaborative/Group Supervision Models:

- 2 FW Students: 1 FW Educator
- Multiple Students: 1 FW Educator

# Mayo Clinic: Collaborative Supervision

3:1 Model

3 students:

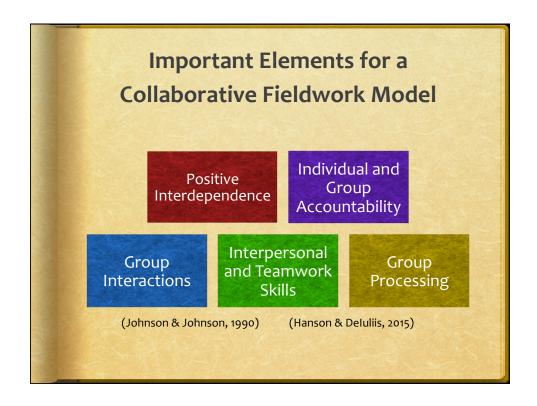
1 fieldwork educator

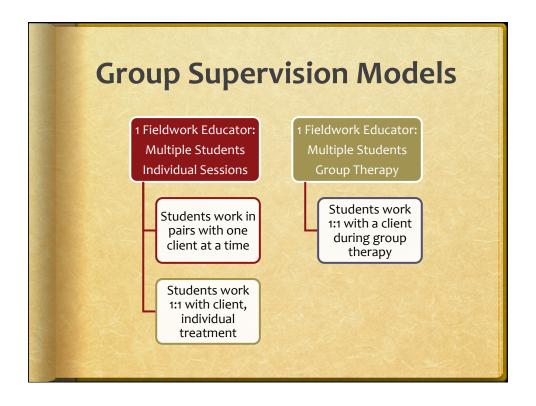
Rindflesch, AB, **Dunfee HJ**, Cieslak, KR, Eischen, SL, **Trenary**, **T**, Calley, DQ, et. al. (2009). Collaborative model of clinical education in physical and occupational therapy at the Mayo clinic. *Journal of Allied Health*, 38, 132-142.

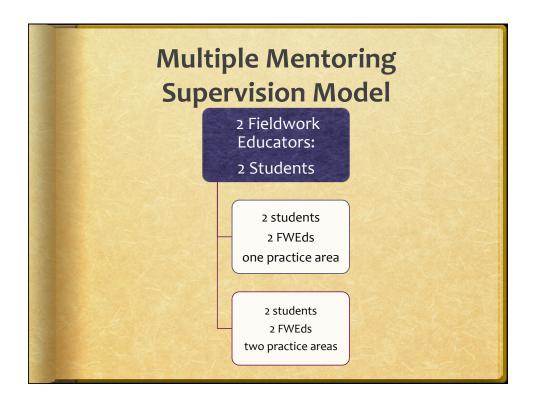
### **Collaborative Supervision**

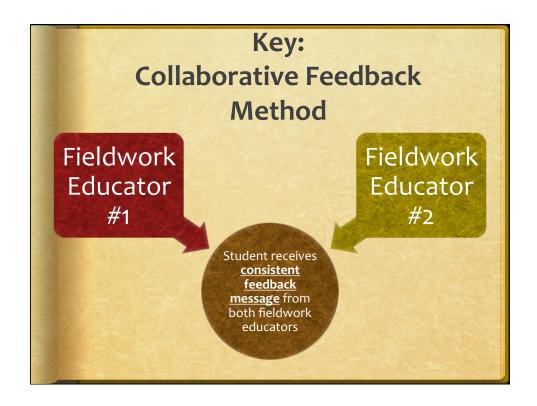
\* "Due to the impact of managed care on healthcare delivery systems, a dramatic increase in the number of students needing fieldwork placements, and the advantages of group learning, the collaborative supervision model has evolved as a strong alternative to an apprenticeship supervision approach."

(Hanson & Deluliis, 2015)

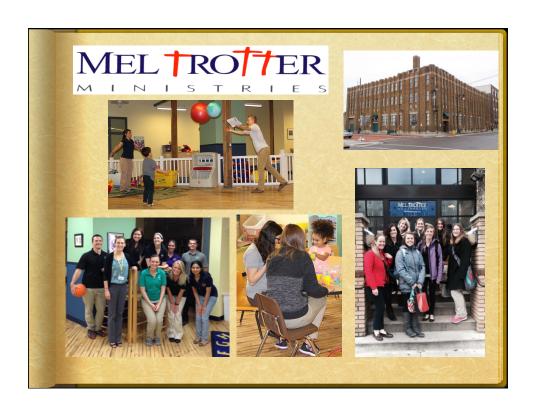




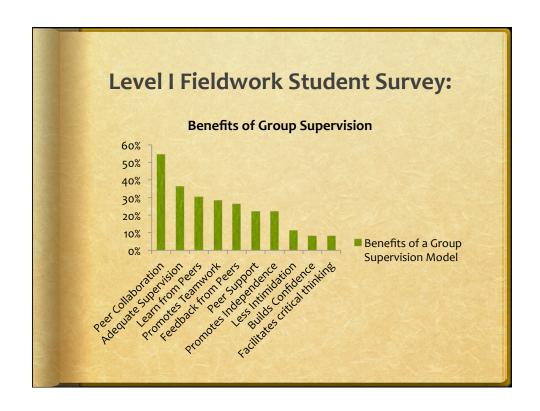


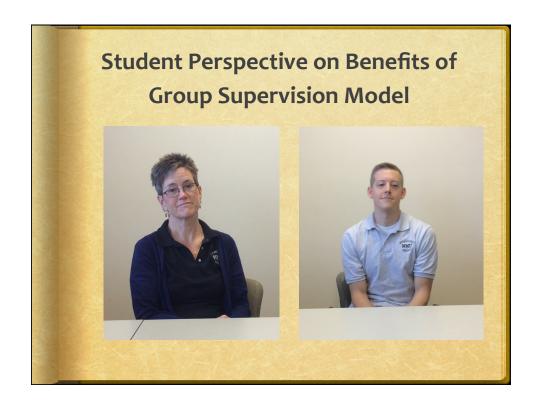


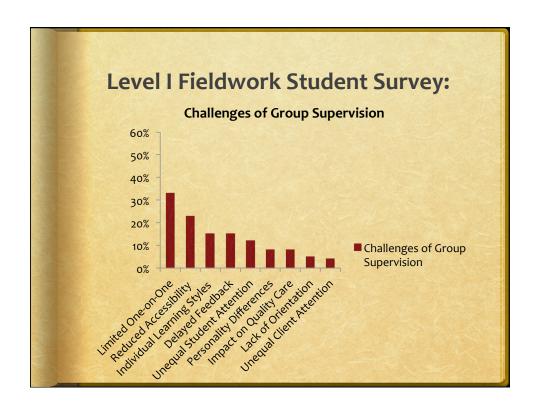














### **Technology for Group Supervision**

- View up to four treatment rooms simultaneously
- Repositioning of camera
- Record/Playback
- Auditory feedback



### C.1.4. ACOTE Fieldwork Standard

 Ensure that the ratio of fieldwork educators to students enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objective.

How do you determine "proper supervision"?

Can you provide "<u>frequent</u> assessment of student progress" in a group supervision model?

# Productivity: Fieldwork Education

- One study: productivity does <u>not</u> significantly change when working with a Level II Fieldwork student
  - Other influencing factors:
    - Years of experience
    - Practice setting: outpatient cancellations vs. inpatient
    - Productivity without at student
    - ? = student influence on client outcomes

Ozelie, R., Janow, J., Kreutz, C., Mulry, M. K., & Penkala, A. (2015). Supervision of Occupational Therapy Level II Fieldwork Students: Impact on and Predictors of Clinician Productivity. American Journal of Occupational Therapy, 69, 6901260010. http://dx.doi.org/10.5014/ajot.2015.013532

## Orientation Tips: Two Fieldwork Educators

- Welcome email/packet: clearly define supervision schedules (days/times) of both FWEds
- <u>Checklist</u>: to ensure that everything is covered, but you are not overlapping
- Decide which fieldwork educator is the primary person for help with particular assignments/timeline dues dates

# Inpatient Considerations: 1 FWEd: Two Students

- First Two Weeks:
  - One students sees client with FWEd, while other students completes chart review
  - Then student who sees client with FWEd, completes daily documentation while other student sees next client with FWEd
  - If extended time is needed with documentation, the FWEd continues to see clients, while both students do documentation

\*\*\*\*\*Productivity/Billing: usually measured by the day, not by the hour

## Inpatient Considerations: 1 FWEd: Two Students

- Progression of Independence:
  - Student co-treats with FWEd leading
  - Student leads session with FWEd in room, close supervision
  - Students co-treat with FWEd providing distant supervision in room
  - Students co-treat with FWEd just outside room
  - Students both treat independent clients with FWEd available on unit by pager, FWEd bounces between rooms

### **Outpatient Considerations**

- Only one client is scheduled per hour with no double bookings due to insurance supervision guidelines – students may eval/tx individually or co-eval/tx (depending on complexity of case).
- If services are <u>not</u> being billed to insurance: could potentially have two students treating two clients at one time, depending on competency.
- While one student is eval/tx, the other student will be completing documentation, cleaning up from previous session, prepping for next session, working on student assignments, complete chart reviews, write up treatment plans etc... downtime is minimal.

### Feedback Considerations: Two Students

- Feedback on Documentation:
  - Provided within the EMR 'review and comments' section, via hand written communication or via email
- Feedback on Performance:
  - Daily vs. weekly plan
  - Individual
  - Group
  - Peer (written and verbal)
  - Self (simple critique checklist)

### **Contact Information**

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