





Cashing in on Fieldwork Coordination: Why a Solid Foundation Matters

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Disclosures

Nothing to disclose



Objectives

Analyze tools used to support students and fieldwork educators (FWEs)

Identify the return on investment of a coordinated FWE structure

Determine ways to cultivate FWEs at their site and/or within their program

Reflect on their role in the FWE program and identify opportunities for growth



Agenda

Prior State

Structure

Communication

Tools

Return on Investment

Cultivation of Fieldwork Educators



Prior State

Lack of formal structure prior to 2016

Numerous points of contact for Academic Fieldwork Coordinators (AFC)

Unknown orientation/onboarding requirements

Poor compliance with requirements and lack of process to track adherence

Orientation and expectations varied from student to student, fieldwork educator to educator



Prior State

What is your prior state?



Prior State

Identifying your prior/current state is key to developing goals

Know what is expected and required

- Human resources, regulatory, site, school

Consistency, efficiency



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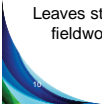
Structure

5 Contacts

- 3 PT (Inpatient/Outpatient/Home Care)
- 3 OT (Inpatient/Outpatient/Home Care)
- 1 SLP
- Based on service line

"Site Leads" at each location as able

Leaves student with 2 additional supports outside their AFWC and fieldwork educator



Structure

Coordinators are initial point of contact for student

Make sure all documentation, orientation, compliance pieces are done

Coordinate with other internal departments to streamline/ease processes

Manage tracking

Site leads manage day to day operations with student

Complete onsite orientation when able

Manage job shadows



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Communication

AFWC communicates directly with clinical coordinators
Clinical coordinator communicates with site leads when able, directly to therapists when needed or no site lead
Disperse needed communication, filter to not overwhelm



Communication

Value to all parties involved
Impossible for one person to know every site in and out
E-mails can be daunting



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Weekly Feedback Forms

[illegible][illegible]

Third Party Feedback Forms

Co-Worker Feedback Form

Co-Worker Name and Title: _____
 Student Name: _____
 Date/Time of Treatment Session: _____ Client Initials: _____

Describe the context of the session/supervision:

What were the positives of the session?

Do you have constructive feedback?

Were there any safety concerns during the treatment session?

Additional feedback for the student or clinical instructor:

Patient/Client Feedback Form

Patient/Client First Name: _____
Student Name: _____
Date/Time of Treatment Session: _____

Do you feel that your therapy goals were addressed during the treatment session?

Did you enjoy the session? Why or why not?

Would you change anything about the session?

Did you feel there were any safety concerns during the treatment session?

Additional feedback for the student:

[illegible]

Post Session Feedback

[illegible][illegible]

Treatment Plan

Treatment Plan

Patient Initials: _____ Diagnosis: _____

Precautions:

Transfer Status:

Interventions:

Goals Addressed:

Estimated Length of Time:

Treatment Environment:

Position for Treatment:

Grading up:

Grading down:



Chart Review

[Chart Review Instructions Here]

What is the patient's birthday?

What is the primary diagnosis?

Who does the patient live with?

What equipment does the patient have at home?

What are their weight/activity precautions?

What is their goal level for lower body dressing?

What is the patient's most recent blood pressure?

What is the plan for next visit?

What did the patient do yesterday? (in general is fine)



Chart Review/Documentation

Rm _____ Pt _____
TIME IN _____ TIME OUT _____ Age _____
DNr _____ Code _____
Act _____
Prnc _____

PMH:

Home Set Up: _____
Lives with: _____
Equipment: _____

	PRE	ACT	POST
HR			
RR			
BP			
SpO2			
O2			
PiO2			
PEEP			
PAWP			

PS_PS_Note_FIM_CP_Ed_SS_Orders_HO_APP_



Video Observation Review Form

Video Observation Questions

1. Summary of evaluation of your request with patient:

2. Summary of evaluation of your body mechanics:

3. Summary of evaluation of your body language:

4. Summary of evaluation of your treatment interventions:

5. Summary of evaluation of your activity and/or timing of intervention:

6. What are 3 things you noticed while observing your treatment session on video that you could improve on?

7. What are 3 positive things you noticed while observing your treatment session on video?

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Critical Incident Report

Critical Incident Report

Useful for recording events, clear consequences and patterns of behavior

Student's Name: _____ Signature conforming review: _____

Evaluator/Observer: _____ Signature conforming review: _____

Record each entry clearly, concisely and without interpretation or bias

Date and Time	Situation / Background	Behaviors	Consequences
Student's Initials Evaluator's Initials			
Student's Initials Evaluator's Initials			
Student's Initials Evaluator's Initials			

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Anecdotal Record

Anecdotal Record

Recognition or Constructive Feedback

Student: _____ Date: _____

Evaluator/Observer: _____

Setting (place, people involved, atmosphere, etc):

Student's action or behavior:

Evaluator's interpretation:

Student's Signature: _____

Evaluator's Signature: _____

Student's Comments:

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Clinical Instructor Course

Offered semi-annually
Multi-disciplinary
Teach how to use tools/what to expect
Problem solve, answer questions

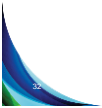


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What's in your toolbox?

What ideas do you have that I didn't list?

Break up again in your groups to discuss potential tools you can modify or start to implement – write it down on your planning sheet!



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Agenda

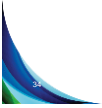
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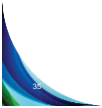
Return on Investment - Cost

FTE allotment
Productivity allowances
Notepads
Get to know you lunch



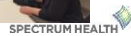
Return on Investment-Clinical

Increased employee satisfaction
Increased FWE satisfaction³
Decreased time away from teaching
Increased productivity of instructors^{1,2}
Decreased orientation time for new hires



Return on Investment- Academic

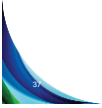
Increased presence in academic community, potential for research/presentations
Increased student placements due to less work on educators
Decreased cancellations
Ease of communication



How will you invest?

Every investment has a cost, so how will you advocate for the change you want to make?

What are the benefits you see and who do you need to talk to make this happen?



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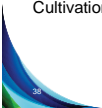
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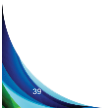
Cultivation of Fieldwork Educators



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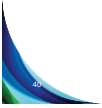
Refine and develop educators using tools listed

Accumulate educators through creative uses of staff/space and by decreasing burden



Cultivation of Fieldwork Educators-How To

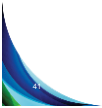
Staff therapist
Supervisor/Manager/Director
Academic Fieldwork Coordinator



Rome wasn't built in a day...

Look over your notes –

Where are 2 areas that you can address right way when heading back to work? Prioritize with the big picture in mind and you will be moving toward the program you hope to build!



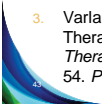
Questions?

Feel free to contact me!
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References

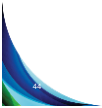
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2. Pivko, Susan E., et al. "Effect of Physical Therapy Students' Clinical Experiences on Clinician Productivity." *Journal of Allied Health*, vol. 45, no. 1, 2016, pp. 33-40. *PubMed*.
3. Varland, Joscelyn, et al. "Factors Influencing Occupational Therapists' Decision to Supervise Fieldwork Students." *Occupational Therapy in Health Care*, vol. 31, no. 3, 20 June 2017, pp. 238-54. *PubMed*, doi:<https://doi.org/10.1080/07380577.2017.1328631>



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References

American Occupational Therapy Association Fieldwork Educators Certificate Program
American Physical Therapy Association Clinical Instructor Course



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