



# Collaborative Supervision Models

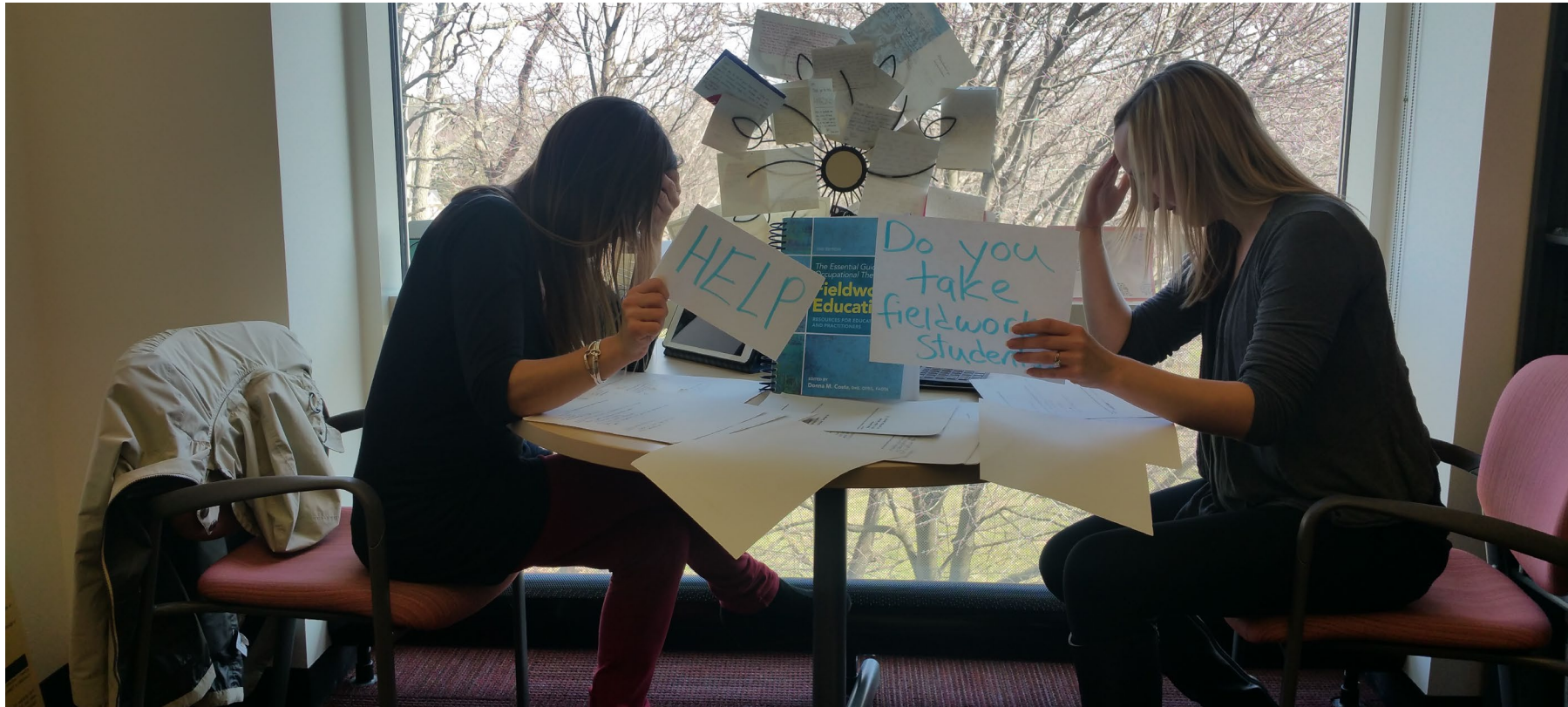
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# CHALLENGE:

Not enough fieldwork placements!!!!



# Objectives

- ▶ Discuss impact of COVID-19 pandemic on the national fieldwork crisis
- ▶ Discuss alternative methods of supervision during fieldwork rotations; as a potential solution to address the fieldwork crisis.
- ▶ Provide an opportunity for the clinical side and academic side of OT education to discuss opportunities and challenges involved when working with more than one student at a time



# 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 community-based 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



# Assumptions

- ▶ *I imagined that the university was so desperate for placements, that they were willing to compromise the quality of the placement experience for students. I was also concerned about safety for the patients, who might receive interventions from students with less than adequate supervision, and for the students, who would not have the opportunity to fully observe and learn from an experienced Occupational Therapist during the 8 week placement. For the students who would be coming here for their final placement before qualifying, I wondered if this experience would be sufficient to prepare them for working as a new graduate.*

(Flood, Haslam, and Hocking, 2010)





# Clinical Education:

## Medicine and Nursing Group Supervision

- ▶ Medicine: groups of residents with one attending physician
  - ▶ Decreased anxiety and increased retention of knowledge through peer discussions (Tai, Molloy, Haines, & Canny, 2016)
- ▶ Nursing: multiple nursing students with one supervisor on the same unit, group processing following treatment
  - ▶ Shift from self-centered focus to profession-centered focus (Holmlund, Lindgren, & Athlin, 2010)



# Global Models of OT Clinical Education

Australia:  
1: 3 students

New Zealand:  
1:2 or more students

**1 Clinical  
Instructor:  
Multiple  
Students**

South Africa:  
1:2 or more students  
University Clinical Educators

Ireland:  
1:2 students

# England and Canada: Collaborative Supervision

## ► Physiotherapy

Baldry Currens, J., & Bithell, C.P. (2003). The 2:1 clinical placement model: Perceptions of clinical educators and students. *Physiotherapy*, 89(4), 204-218.

DeClute, J., & Ladyshevsky, R. (1993). Enhancing clinical competence using a collaborative clinical education model. *Physical Therapy*, 73, 683-689.

## ► Occupational Therapy: 1:2 and 1:3 Models

Martin, M., Morris, J., Moore, A., Sadlo, G., & Crouch, V. (2004). Evaluating practice education models in occupational therapy: Comparing 1:1, 2:1 and 3: 1 placements. *British Journal of Occupational Therapy*, 67(5), 192-200.

# Cooperative Learning Systems

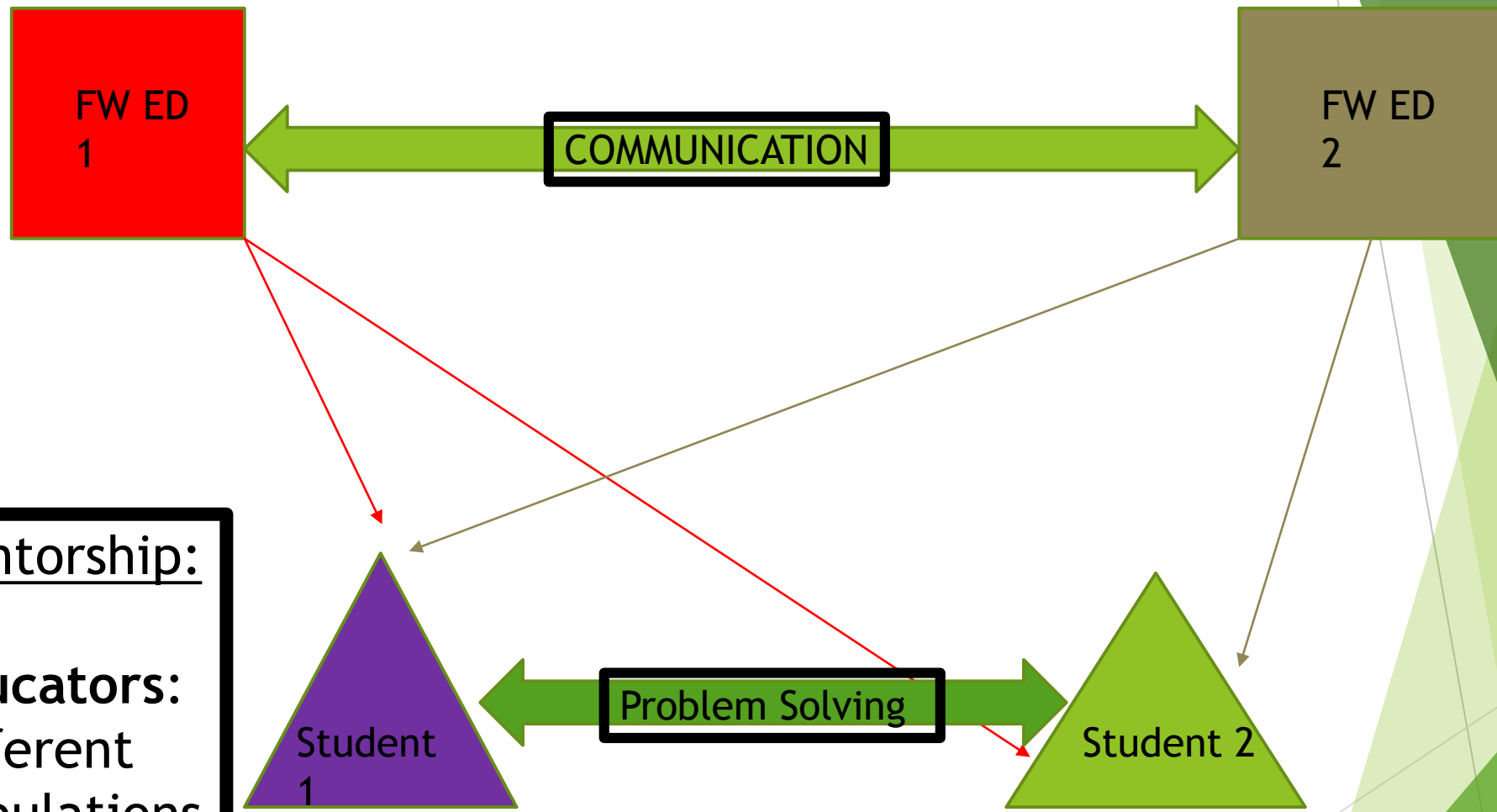
- ▶ Ladyshevsky, R. K. (2006). Building cooperation in **peer coaching relationships**: Understanding the relationships between **reward structure, learning preparedness, coaching skills and learning engagement**. *Physiotherapy*, 92(1), 4-10.

# Systematic Review: No Clinical Education Model Superior to Another

- ▶ Lekkas, P., Larsen, T., Kumar, S., Grimmer, K., Nyland, L., Chipchase, L., Jull, G., . . . Finch, J. (2007). No model of clinical education for physiotherapy students is superior to another: A systematic review. *Australian Journal of Physiotherapy*, 53(1), 19-28.

# **MULTIPLE MENTORSHIP MODELS**

## **(more than one fieldwork educator)**



Multiple Mentorship:

Two FW Educators:  
Same or Different  
Settings/Populations

Two Students

2 FW Educators: 1 Student  
Split Weekly Schedule  
One Setting or Two Settings

FW  
Educator  
M/W/F

FW  
Educator  
Tu/Thurs

1  
Student

Multiple  
Mentorship:

Two FW  
Educators:  
1 Student



2 FW Educators: 1 Student  
6 weeks/6 weeks  
Two Different Settings

FW Educator  
Acute Care  
6 weeks

FW Educator  
Inpatient Rehab  
6 weeks

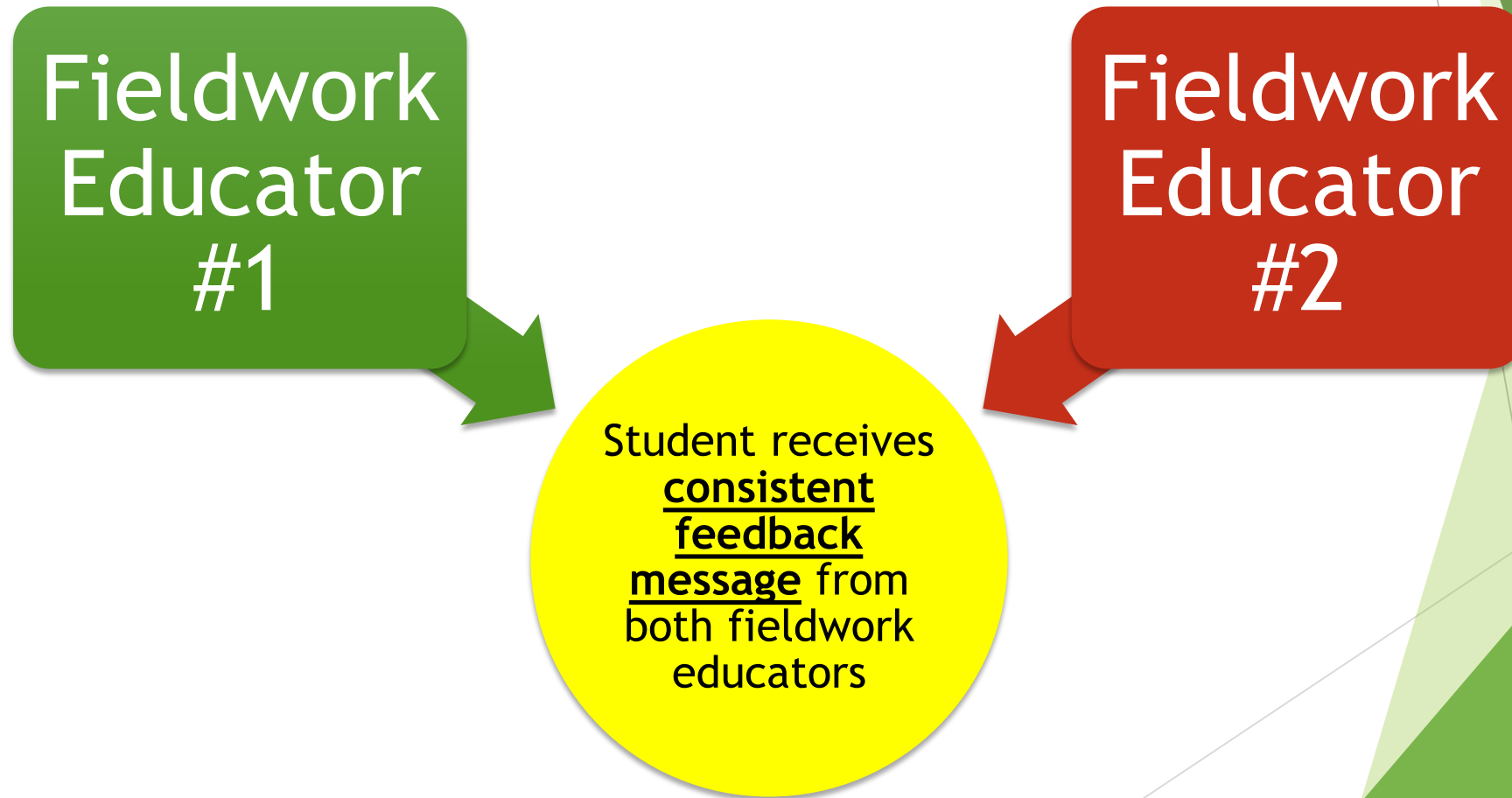
1  
Student

Multiple  
Mentorship:

Two FW  
Educators:  
1 Student



# Key: Multiple Mentorship Feedback Method



# **Collaborative Supervision Models (more than one student)**



# Elements for a Collaborative Fieldwork Model:

## One FW Educator: 2 or More Students



(Johnson & Johnson, 1990)

(Hanson & Deluliis, 2015)



# 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)



# Two Students: One Client

Adults

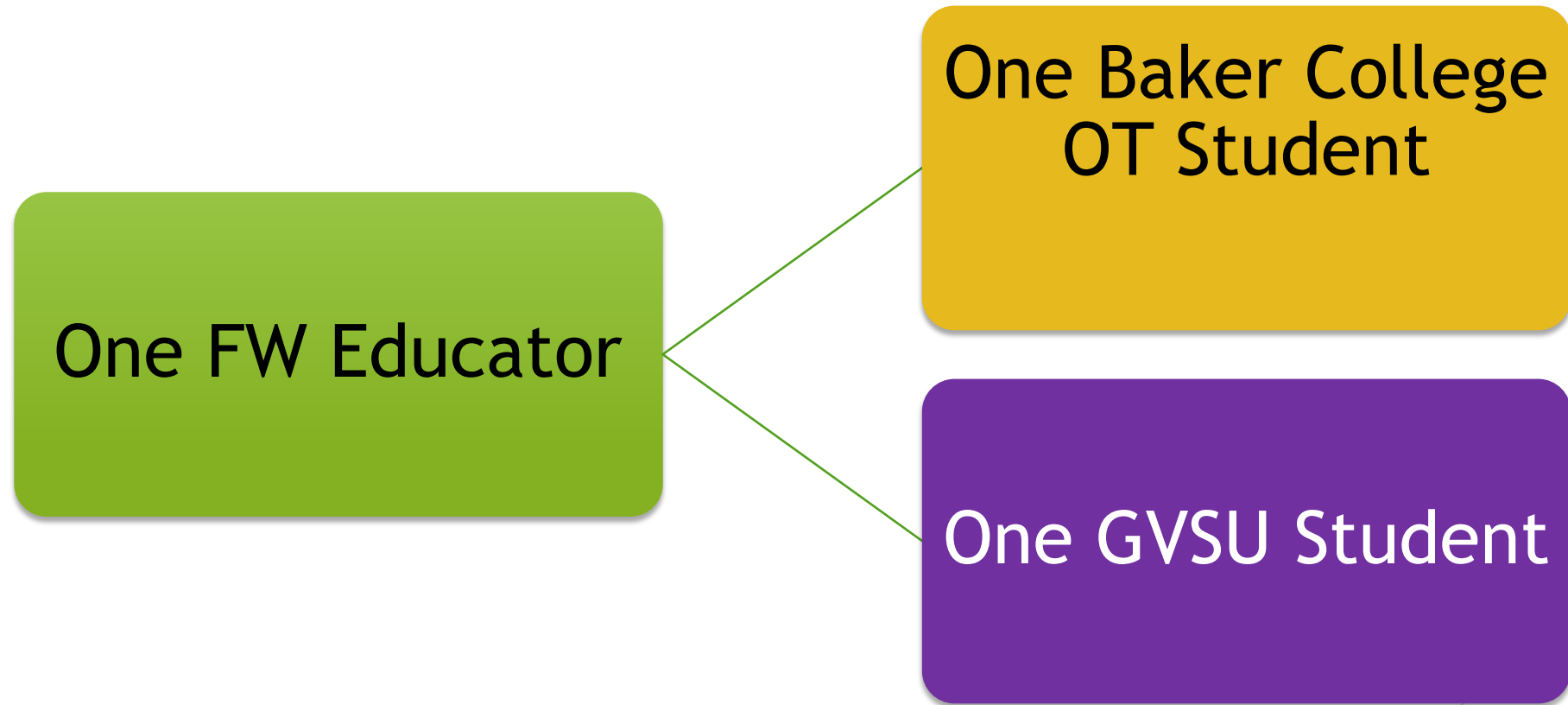


Pediatrics





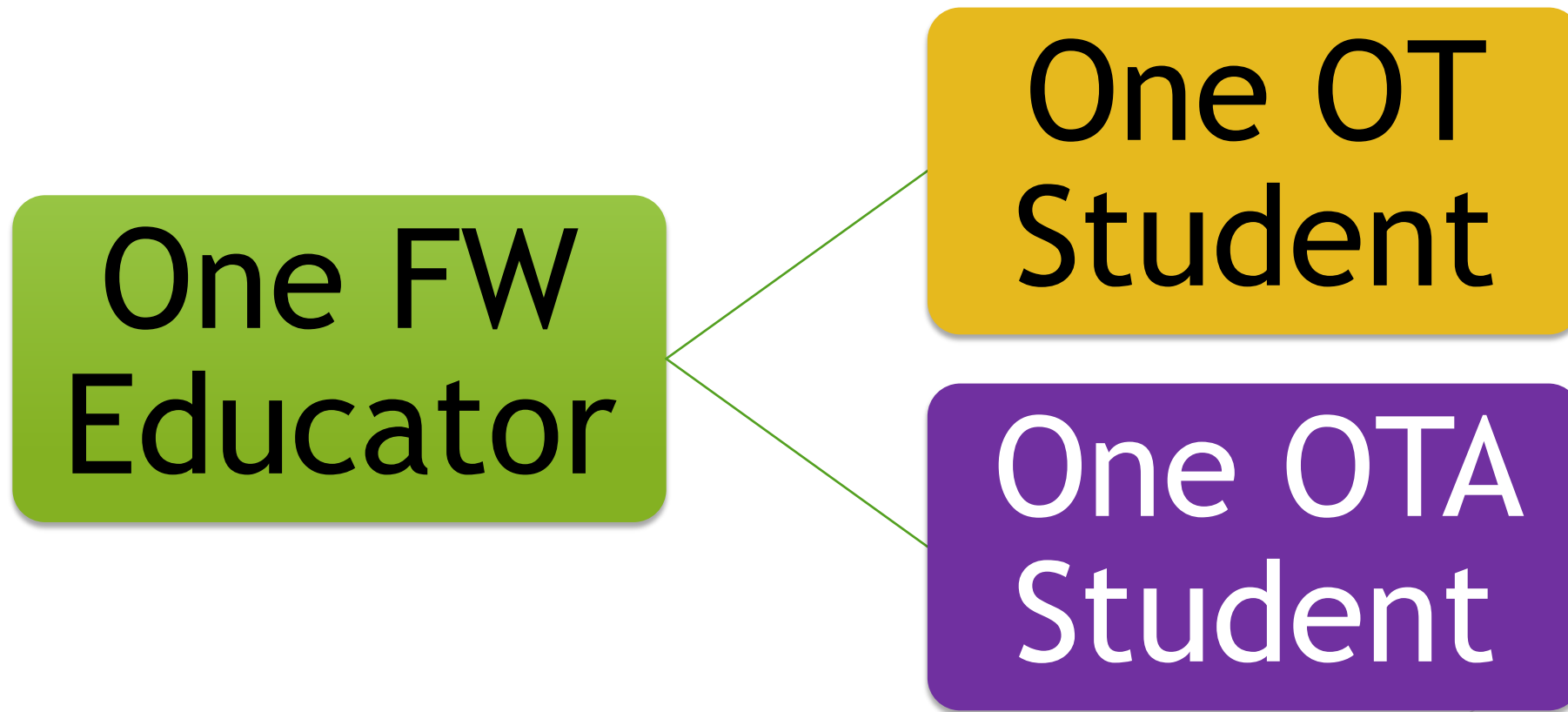
# Collaborative Supervision: Two Students From Different Schools



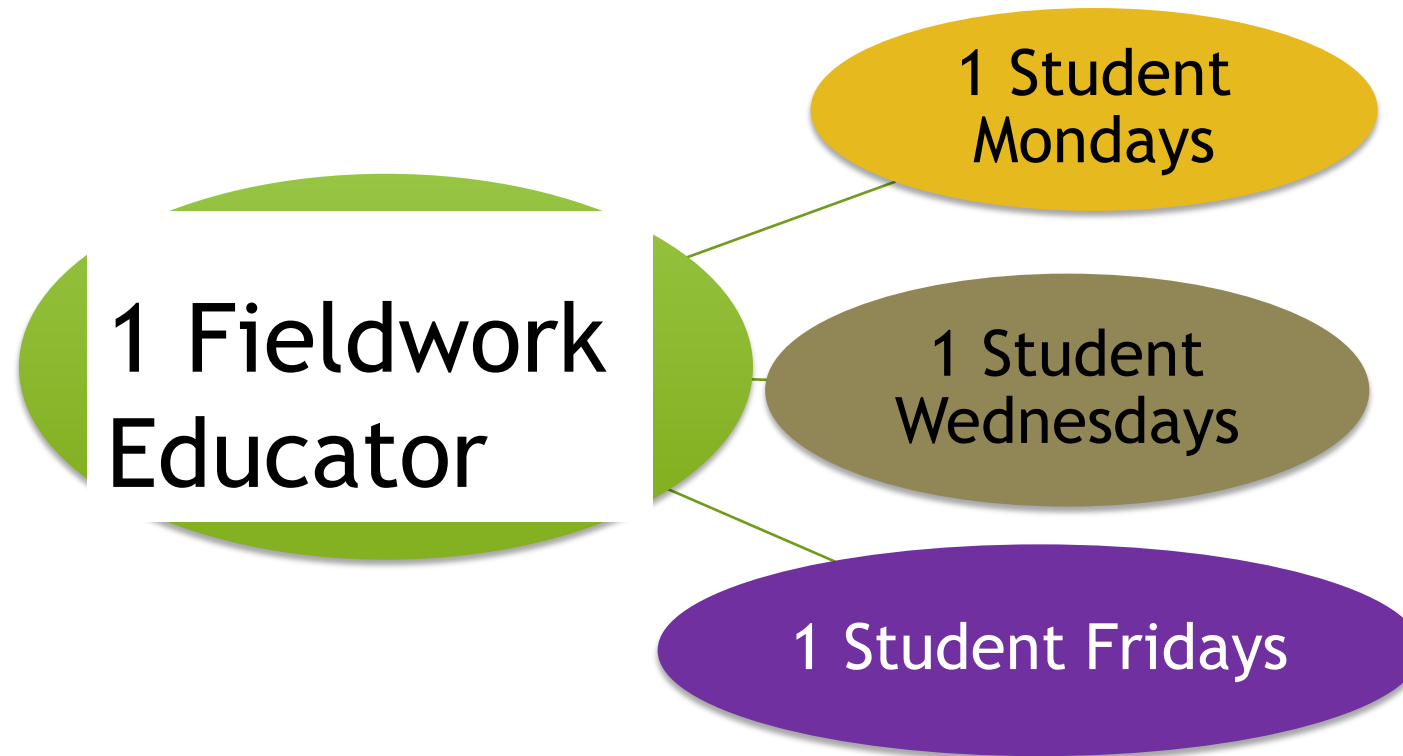




# Collaborative Supervision: Overlap: OT and OTA Student



# Collaborative Supervision: Multiple Students, Varied Schedules





# Benefits of Staggering Start Dates for 2020 Overlapping Student Rotations

Delayed Spring 2020 Student



Delayed Summer 2020 Student



Delayed Fall 2020 Student



Delayed January 2021 Student





# Considerations for Collaborative Models

Student: different learning styles, experience in the setting, competitiveness

Caseload: appropriate amount for each student by the final week

Census: Do you have enough clients for a student program?

Physical Work Environment: Can you accommodate more bodies with COVID-19 restrictions?

Team Support: when FW Educator is absent

Fieldwork Educator: years of experience in practice and clinical education



# Inpatient Considerations:

## 1 FWEd : Two Students

- ▶ First Two Weeks:
  - ▶ One student sees client with FWEd, while other student 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 for many inpatient settings



# 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: Two Students

- ▶ 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 not 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.





# Benefits of Multiple Students in Other Practice Settings

- ▶ Community Drop-In Centers:
  - ▶ More people to address complex needs of individuals with mental health diagnoses and intellectual/developmental disabilities
- ▶ Adult Day Care Centers:
  - ▶ More people to assist with differing cognitive and physical needs of clients
- ▶ Hippotherapy/Adaptive Recreation:
  - ▶ Helpful to have another set of hands to facilitate engagement with physical needs



# Group Supervision Models:

## 1 FW Educator: More than 2 students

1 Faculty Fieldwork  
Educator: 8  
Students

Students work  
in pairs with  
one client at a  
time

1 Faculty Fieldwork  
Educator: 6  
Students

Students work  
1:1 with a  
client during  
group therapy

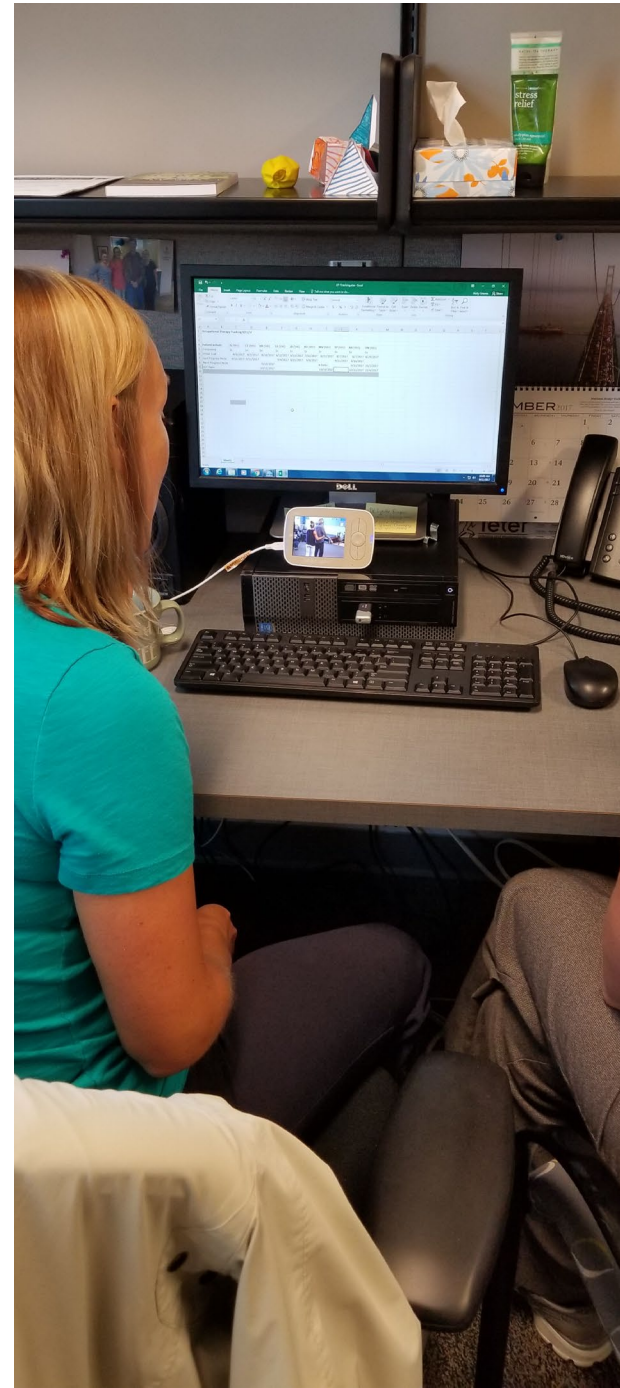
# Technology for Group Supervision


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





## Simple Technology: Baby Monitor





# Mayo Clinic: 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.

Bollman, E. & Oldenburg, H. (2017). Improving clinical education through student-educator collaboration. *OT Practice*: January 23<sup>rd</sup>, 2017.



# Productivity: Fieldwork Education

- ▶ One study: productivity does not significantly change when working with a Level II Fieldwork student
  - ▶ Other influencing factors:
    - ▶ Years of experience
    - ▶ Practice setting: outpatient cancellations vs. inpatient
    - ▶ Productivity without a 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.



# Discussion

*Sharing Perspectives from the Clinical Side:  
Barriers and Opportunities to Working with  
More Than One Student at a Time*

*COVID-19 Implications*



# References - I

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- ▶ Baldry Currens, J., & Bithell, C.P. (2003). The 2:1 clinical placement model: Perceptions of clinical educators and students. *Physiotherapy*, 89(4), 204-218. [http://doi.org/10.1016/s0031-9406\(05\)60152-6](http://doi.org/10.1016/s0031-9406(05)60152-6)
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- ▶ Hanson, D. & Deluliis, E. (2015). The collaborative model of fieldwork education: A blueprint for group supervision of students. *Occupational Therapy in Health Care*, 29(2), 223 - 239.
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- ▶ Lekkas, P., Larsen, T., Kumar, S., Grimmer, K., Nyland, L., Chipchase, L., Jull, G., . . . Finch, J. (2007). No model of clinical education for physiotherapy students is superior to another: A systematic review. *Australian Journal of Physiotherapy*, 53(1), 19-28.

# References - III

- ▶ 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>
- ▶ Johnson, DW., & Johnson RT. (1990). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Boston, MA: Allyn and Bacon.
- ▶ O'Connor, A., Cahill, M., McKay, E.A. (2012). Revisiting 1:1 and 2:1 clinical placement models: Student and clinical educator perspectives. *Australian Journal of Occupational Therapy*, 59, 276-283.
- ▶ 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.
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# Collaborative Models

Please complete the following survey upon completion of this session. You will be emailed a certificate to receive your PDU's upon completion of the survey. Please allow 2-4 weeks for processing time. Thank you!

Link to Survey:

[https://waynestate.az1.qualtrics.com/jfe/form/SV\\_0Cg0uxJcN7eD9UF](https://waynestate.az1.qualtrics.com/jfe/form/SV_0Cg0uxJcN7eD9UF)

ACOTE Standards for your reference as needed:

<https://acoteonline.org/wp-content/uploads/2020/04/2018-ACOTE-Standards.pdf>

Please note Fieldwork Standards(C Standards) start on page 39 - 44