Today’s Topics

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

Purpose of Fieldwork Education

- Professional Behaviors
- Clinical Skills

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)
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

Who Can Supervise Students?

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

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

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.

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

Navigating AOTA Website for Fieldwork Resources

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

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 (4th Edition) reference

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

Expectations Documents

- Site Specific Objectives:

- Week By Week Expectations:

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)
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)

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

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?

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

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?
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

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

Professional Behavior Concerns II

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

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?
Professional Presentation

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

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

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

Literature: Improving Professional Behaviors I

  – Quality feedback = define specific behavior issue and define specific strategy to improve behavior
  – Avoid self-orientated feedback

Literature: Improving Professional Behaviors II

  – Consider context, values, and motivation for behaviors

Literature: Improving Professional Behaviors III

  – Many students feel feedback needs to be verbal in addition to a written/paper evaluation tool
  – Students appreciate collaborative discussions about professional behavior expectations
Literature: Improving Professional Behaviors IV

  – Professional culture is learned by example
  – Provide interdependent and wide context relevance when giving feedback

Literature: Improving Professional Behaviors - V

  – 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.

Literature: Improving Professional Behaviors- VI


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

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

Appropriate professional behaviors are critical to fieldwork and workplace success!

Student Feedback and Evaluation Tools
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

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)

Suggestions for Providing Feedback III
- Use the Behavior words in the feedback (3rd 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.

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

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.

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
Weekly Meeting Form

• Refer to Handout

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

FWPE Rating Scale

• 1 =
• 2 =
• 3 =
• 4 =

*****NO HALF SCORES

FWPE – Total Scores

• Mid-Term Score (Satisfactory)
  • OT: 50 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!

Scenarios for Scoring FWPE

• See sample FWPE
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

References

• AOTA fieldwork education resources online:
  http://www.aota.org/Education-Careers/Fieldwork.aspx
• NEOTEC:
  http://neotecouncil.org/ -Electronic Site-Specific Objectives template
  -Blank AOTA Fieldwork Data Form template