

**Fieldwork Educator:
Nuts and Bolts
2020**



Housekeeping

- Audio settings
- Tech issues: seek assistance through...
- Questions
- Certificates



Today's Topics

- Purpose & Goals of Fieldwork
- Starting a Fieldwork Program
- Student Supervision
- Professional Behavior
- Feedback & Evaluation Tools
- Formal Evaluation
- Accommodations vs. Adjustments in Fieldwork



Purpose & Goals of Fieldwork



Purpose of Fieldwork Education

Professional
Behaviors

Clinical
Skills

-NBCOT
EXAM
-Entry Level
Practitioner
("Generalist")



Fieldwork Abbreviations

ACOTE = Accreditation Council of Occupational Therapy Education

FWEd = Fieldwork Educator

AFWC = Academic Fieldwork Coordinator

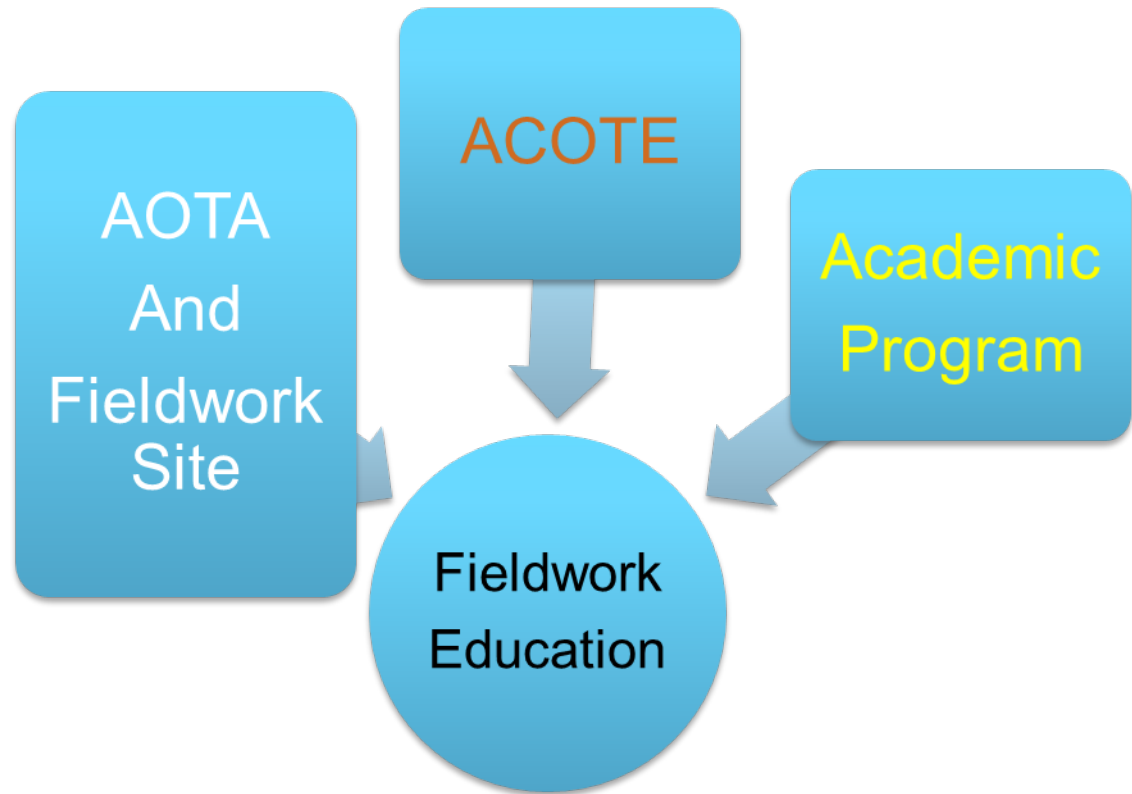
FWPE = Fieldwork Performance Evaluation

SEFWE = Student Evaluation of Fieldwork Experience

NBCOT = National Board for Certification in Occupational Therapy

EBP = Evidence-Based Practice

Fieldwork Education Guidelines





Fieldwork Settings

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



What are the benefits of
hosting students?



Benefits of Hosting Students

- Exposure to current practice trends, EBP, and research
- 1 PDU for each week of fieldwork supervision provided 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 also 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





Starting A Fieldwork Program



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*



Preparing to be a Fieldwork Educator (FWEEd)

- 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)



Starting a Fieldwork Program

- 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)



Creating a Fieldwork Manual

Recommended Content for a Student Fieldwork Manual

- Orientation Outline and checklist
- Assignments
- Site Specific 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
- **Have students help create and build upon!**



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)





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?



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

- Silent Generation (1925 - 1942)
- Baby Boomers (1943 - 1960)
- Generation X (1961 - 1981)
- Millennials (1982 - 2005)
- Generation Z (2006 - 2015)

Time frames vary among resources.

Each generation has it's own unique learning requirements.



MOTEC: Your Fieldwork Lifeline







**Professional
Behaviors:
Fieldwork Students**



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



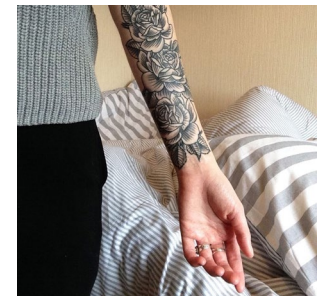
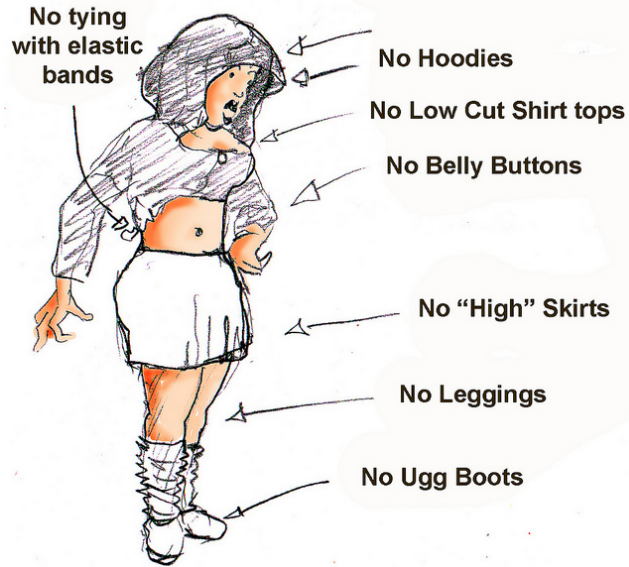
Professional Behavior Policies

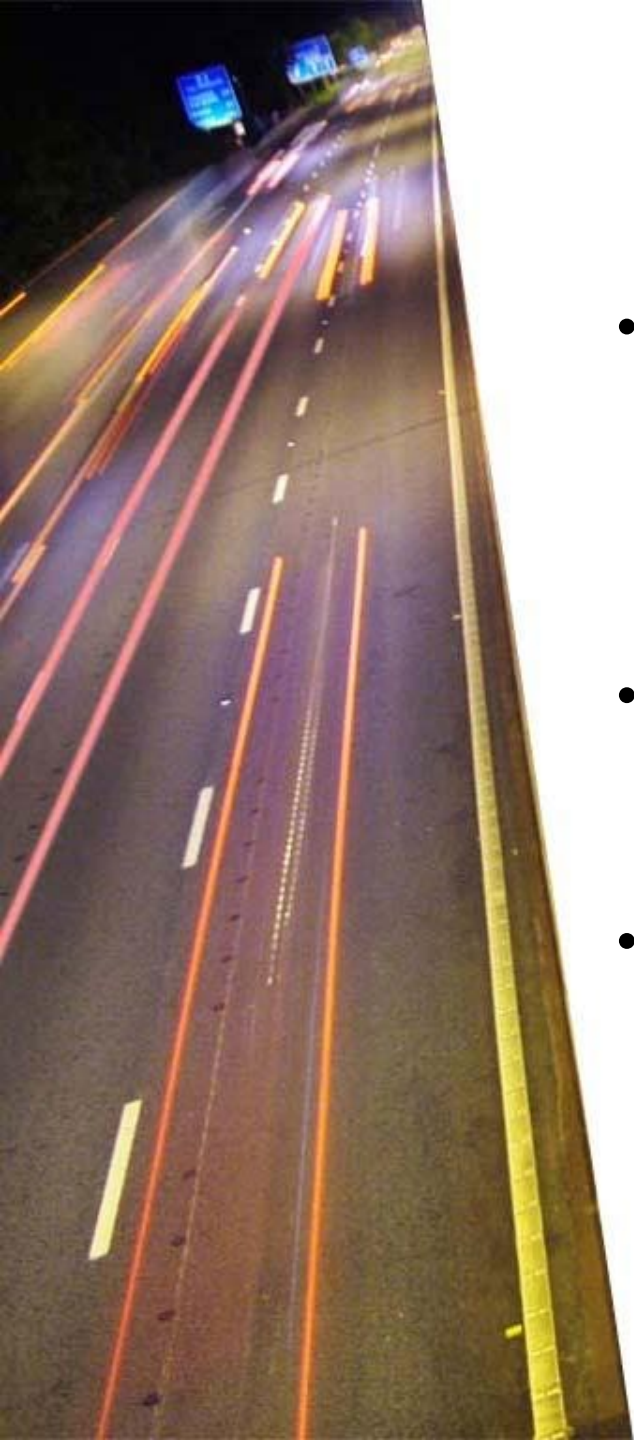
- Include policies on the following in student manual & discuss during orientation
 - Professional Presentation (Dress Code)
 - Cell Phone Use
 - Social Media Use
 - Confidentiality
 - Others?



Professional Presentation

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





Professional Behavior Concerns

- It is important to remember that professional behaviors make up a portion of a student's performance during fieldwork (both Level I and Level II).
- Any concerns related to professional behaviors should be communicated to the academic fieldwork coordinator.
- Professional behavior concerns should also be addressed immediately with the student so they can make appropriate modifications.



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

Strengths

Growth Areas

Goals/Assignments for next week

Feedback on Supervision

- Helpful vs. Unhelpful





Formal Evaluation



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: 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!



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





Accommodations vs. Adjustments in Fieldwork



Accommodations

- “Reasonable” resources and services mandated by law to be made available to a student with a documented disability.
- Goal is to “level” the playing field, not to give an advantage to the student.



Accommodation Laws

- Section 504 of the Rehab Act of 1973
- Applies to entities that are recipients of federal funds
- Prohibits discrimination on the basis of disability



Accommodation Laws

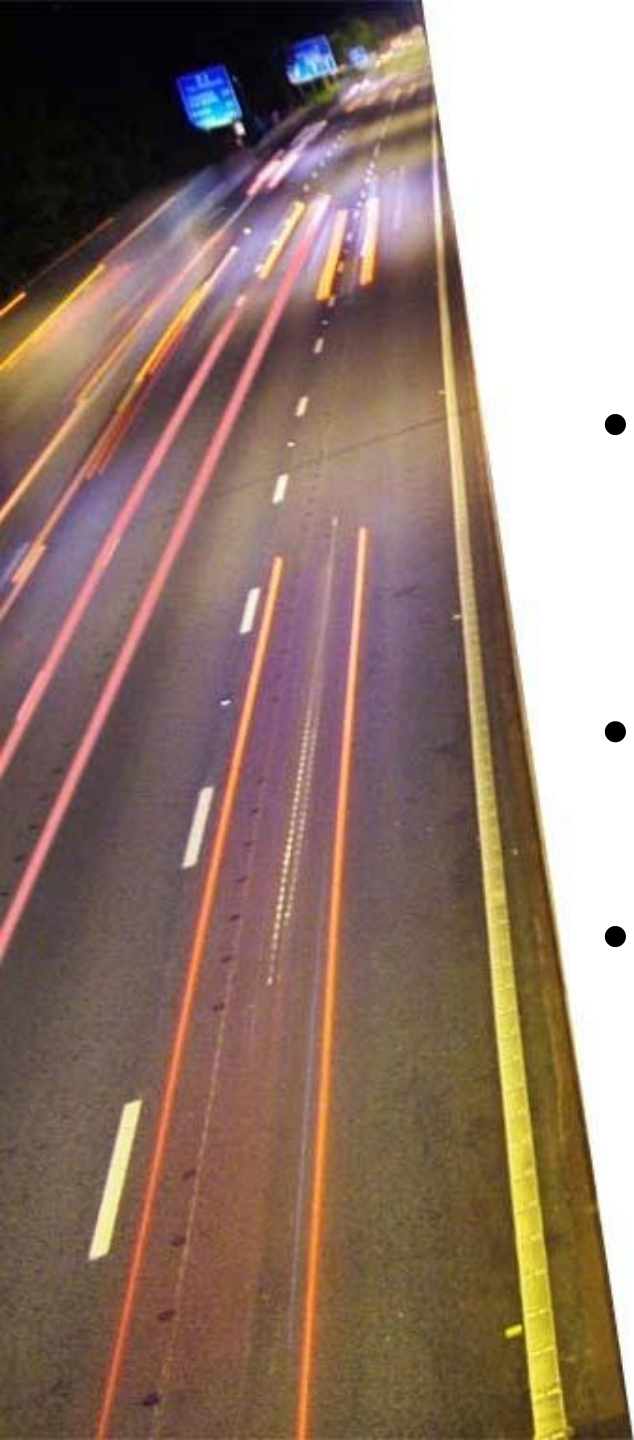
- Americans with Disabilities Act of 1990 (ADA)
- Applies to public and private employers



FERPA

Family Education Rights & Privacy Act

- applies to all institutions receiving federal funding
- protects privacy of student's educational records
- prevents disclosure
- student signs waiver



“Reasonable” Accommodation

- Does not put an undue financial hardship on the facility.
- Does not change the overall requirements.
- Does not put a time commitment hardship on the facility.



Who is Responsible

- Accommodations are a shared obligation between the student, fieldwork site, and the educational institute.



Adjustments

- Adjustments are resources (that are not legally mandated) that are provided to all students (regardless of ability) by a fieldwork educator or fieldwork site to ensure a student's success.



Adjustment Examples

- A little extra time for documentation
- Allow time for prayer
- Making directions clear
- Providing feedback in multiple formats
- Ability to start day a little early to allow more time for chart reviews



Key Takeaways

- Both accommodations and adjustments still hold all students to the required learning standards
- FWEd and students should discuss what is needed for a successful fieldwork environment.





Resources

- AOTA fieldwork education resources online:
<http://www.aota.org/Education-Careers/Fieldwork.aspx>
- NEOTEC:
<http://neotecouncil.org/>
- Site-Specific Objectives Templates:
<https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>
- AOTA Fieldwork Data Form Templates:
<https://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx>



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Fieldwork Nuts & Bolts

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_ahnLfqTDQGcj2eh

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