Current Fieldwork Trends Across Connecticut

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Strategies for Successful Fieldwork Experience

Presented by:
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Day #1
End of 3rd day
What makes you an efficient learner?
Suggested FW Commencement Procedures

• Expectations set early on ~ can even begin @ interview

• Interview = good time to give student research criteria

• Student's goals for FW experience

• Determine student's learning style ~ no "cookie cutter"

• Open communication re: when supervisory time will occur

• Communication preferences
• Week by week protocol ~ contact OTA or OT AFWC
• Share own FW experiences (+ and -) when you were a student
• Realize you are an extension of the classroom = teacher in clinic setting
• Culturally sensitive/aware
• Journaling
• Mid-Term FWPE student assessment/compare
• Task analysis first couple of days to establish baseline (clinical reasoning skills/med term.)
• Feedback ~ (+ to begin, then areas to improve on, end with +)
• FW Educator's body language/non-verbal cues
• Learning contracts ~ clear & measurable goals/date specific
• Be in contact with AFWC ~ suggestions/strategies/visit
• Facilitator vs. Teacher
Evidence-Based Practice

• AOTA Centennial Vision
• [http://www.aota.org/-/media/Corporate/Files/AboutAOTA/Centennial/Background/Vision1.pdf](http://www.aota.org/-/media/Corporate/Files/AboutAOTA/Centennial/Background/Vision1.pdf)
• Encourage student participation
• EBPA applicable to setting/population
• Presentation to staff
• Students catalysts for EBP
• Begin a database with student EBP presentations/literature reviews
Tools for the FW Educator

- http://neotecouncil.org/resources/
• http://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20%282009%29.pdf

• http://www.preceptor.ca/index.html
Fieldwork in fast-paced environments

Sheelagh Schlegel MPH OTR/L
Sacred Heart University
What are fast-paced environments for occupational therapy fieldwork students?
ACUTE CARE? ANY HOSPITAL SETTING?
Recent student fieldwork experiences

- **SNF** – 6.5 hours direct patient time for student
- **Outpatient** – 13-15 patients in a 10 hour day for student and FWE
- **Schools** – 22-23 kids per day with FWE
- **Mental health** – 7 groups per day for student
- **Sensory clinic** – 12 children per day for the student
WHAT IS THE PRODUCTIVITY STANDARD IN YOUR CLINICAL SETTING?
Productivity Requirements and Fast-Paced Environments

- A challenge for a student whose learning focus is shifting from the classroom to the application of implementation of therapy techniques in an applied interpersonal context.

- Techniques that were introduced in a simulated context now must be mastered and applied with attention to the client’s emotional needs.

- Client care factors, such as the nature and complexity of the client’s problem, the length of stay and fluctuations in the client load make planning difficult for the fieldwork educator in some settings.

Evenson 2012
Other challenges to students’ productivity

• Point of service documentation
• Clinical reasoning
• Multi-tasking
• Anxiety, fear of failure
Levels of Competence

• Novice – no experience in practice area
• Advanced beginner - < 1 year
• Competent – 1-3 years
• Proficient – 3-5 years
• Expert - 5-10 years

It takes a minimum of 10 years for individuals to gain expertise within a given field (Boshuizen & Schmidt, 2000)
Successful students in a fast paced clinical setting

- Problem focused
- Organized
- Good time management
- Seeking social support for information, advice or emotional support
- Focused on wellness
Organizational tips for students

• Clipboard
• Post-it notes
• Cheat sheets – especially for evaluations
• Know ins and outs of facilities
• Be prepared before meeting with clients – materials etc.
• Let clients know how much time they have and outline plan of action
• Explain purpose of OT
• Focus fully on client – stay in the moment
• Stay in the present moment and avoid thinking of future tasks
Time management tips for students (Napier 2012)

• Write to-do lists
• Cluster tasks
• Do it once
• Avoid time sinks
• Document immediately if possible
• Make use of down time
• Set deadlines
• Put equipment back
• Deal effectively with interruptions
• Take notes
• Observe others who are good time managers.
Tips for Fieldwork Educators

- Interview and meet the student!
- Review expectations before fieldwork (AOTA fieldwork data form)
- Orientation – show the ins and outs of the facility
- Allow student as much as possible to observe and learn workflow
- Teach the student!!
- Share your time management strategies
- Gradually increase caseload
- Remember the novice → expert practitioner continuum!
- The Challenge – individualize learning based on the needs of a student
Will supervising a student lower productivity?

- The latest research:
- Ozelle et al from Rush University, Chicago,
- Examined clinician productivity with and without a student in 109 clinician-student encounters
- Results were no difference in clinician productivity with or without a student
- Clinician years of experience, practice area, and productivity without a student were significant predictors of clinician productivity while supervising a student.

Resources

• The Academic Fieldwork Coordinator and faculty

• Textbooks
  ➢ *Occupational Therapy Survival Guide* (Napier 2012)
  ➢ *Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners* (AOTA)

• AOTA
Fieldwork Supervision Models

Barbara Nadeau & Pam Hewitt
Quinnipiac University
1:1 Model – One student to one supervisor
2:1 Model – two students to one supervisor
1:2 Model – one student to two supervisors
Multiple sites – 1 student at 2 sites
Group: 1 supervisor to 3-6 students in role emerging practice
Helpful qualities

Fieldwork Educator

• Flexible
• Excellent communication skills
• Willing to share supervisory responsibilities
• Organized
• Approachable
• Perceptive – can sense when there is a problem

Student

• Responsible & dependable
• Able to take initiative
• Willing to ask questions
• Comfortable seeking out assistance
• Accepting of feedback from multiple individuals
• Able to work collaboratively with other students
## Responsibilities of the OT supervisor and Site supervisor

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<thead>
<tr>
<th>Responsibility</th>
<th>OT Supervisor</th>
<th>Site Supervisor</th>
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<tbody>
<tr>
<td>On-site direct supervision</td>
<td>Minimum 8-10 hrs/wk</td>
<td>All other times</td>
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<tr>
<td>Orientation to site</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Review student expectations</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Establish weekly plan</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Establish daily schedule</td>
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<tr>
<td>Participate in OT intervention &amp; documentation</td>
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<td></td>
</tr>
<tr>
<td>Assist in creation/implementation of intervention plans, goals</td>
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<td></td>
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<tr>
<td>Review daily notes</td>
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Comments from students regarding fieldwork in Role Emerging Fieldwork Model

• By being able to treat on my own during my fieldwork experience, I was forced to utilize my own clinical judgement during various settings. I was integrated through an interdisciplinary committee which allowed me to feel and act as the full OTR/L. Having this separation and independence allowed me to gain more confidence in what I did, ask appropriate questions when needed, and it also allowed me to rely on or look for additional support from the CI. There are times when I am uncertain or hesitant and not having that clinical instructor at my whim at all times allowed me to go with my gut and use clinical judgment which was normally the correct decision.

• I felt like more of a professional rather than a student during this experience, and I feel that I will have more confidence going into my next FW.

• Being able to advocate for myself is a huge skill I have my role emerging fieldwork to thank.
QUESTIONS
References

Thank you for your support of OT Fieldwork!