Strategies for Successful Fieldwork Experience

Presented by:
Lisa F. Toussaint
Goodwin College OTA
Academic Fieldwork Coordinator
Day #1
End of 3\textsuperscript{rd} day
What makes you an efficient learner?

Discussion & Observation

Implementation

Processing of Activity
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
Tools for the FW Educator


• http://neotecouncil.org/resources/

• http://www.educationplanner.org/students/self-assessments/learning-styles.shtml

• http://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf
• 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
Thank you for your continued support of our students
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
QUESTIONS?
References

Fieldwork in fast-paced environments

Sheelagh Schlegel
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
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
OT Practice and Use of Occupation in Clinical Practice

Janice Conway

Housatonic Community College
How Supervisors Can Seamlessly Embed EBP Learning Opportunities into the Fieldwork Experience

Presented by:
Donna Sweeney M.Ed., OTR/L
Academic Fieldwork Coordinator
Manchester Community College
II. BASIC TENETS OF OCCUPATIONAL THERAPY

4. **Occupational Therapy Philosophy:** Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.

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5. **Occupational Therapist/Occupational Therapy Assistant Roles:** Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.

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6. **Evidenced-based Practice:** Makes informed practice decisions based on published research and relevant informational resources.

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Comments on strengths and areas for improvement

- Midterm
Ask the Question

Search the Literature
Find the Evidence

Evaluate Effectiveness

Use research to direct interventions

Assess what is relevant
Journal Club Toolkit

The Journal Club Toolkit consists of an array of documents and resources for planning and implementing a journal club. Sample fliers, worksheets, references, critical appraisal guides, a statistical reference sheet, and continuing education documentation are provided to reduce the preparation time needed for a journal club session. The kit can be used in any setting by occupational therapy practitioners interested in developing best practice.

**Toolkit Content**

- Journal Club Toolkit: pdf, 990 kb
- Self-Guided Tour for Journal Club Toolkit: pdf, 3.1 mb
Develop an Action Based Research Project

- Undertaken by individuals with a common purpose.
- Participative and collaborative
- It is situation-based and context specific.
- It develops reflection based on interpretations made by the participants.
- Knowledge is created through action and at the point of application.
- Action research can involve problem solving, if the solution to the problem leads to the improvement of practice.
- In action research findings will emerge as action develops, but these are not conclusive or absolute.
Where to Find Research

- AOTA.org
- AgeSource/Age Stats Worldwide
- Cochrane Collaboration
- Education Resources Information Center (ERIC)
- Evidence Based Occupational Therapy Web Portal
- Otseeker (Occupational Therapy Systematic Evaluation of Evidence)
- REHABDATA Literature Database
Resources

- AOTA.org
- Dropbox.com
Thank you for your support of OT Fieldwork!