Level II OT Fieldwork...
What it is and how to do it (effectively)

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Objectives

- Understand the basics of the OT Practice Framework, the AOTA Occupational Profile Template, and OT Accreditation Standards
- Understand and identify available resources and opportunities for development of a fieldwork program and skills as an individual fieldwork educator
- Understand teaching and learning styles and how differences in both can create opportunities and challenges in the fieldwork education relationship
- Participate in brainstorming and problem solving around challenging situations and managing competing demands on your time as a fieldwork educator.
Overview

- Three main focus areas:
  1) Foundation information/Before Level II fieldwork
  2) Fieldwork program and educator development
  3) Students of today and problem solving
Introductions & Questions

- Introductions
  - Name
  - Your Practice Area/setting
  - Your Experience working with students
  - What do you want to get out of today’s session (white board)
  - If you already work with students; why do you do so?
Before Fieldwork

- Student preparation pre-Occupational Therapy education
- Academic preparation
  - Academic standards
  - OT Code of Ethics
  - OT Practice Framework
  - Value of Fieldwork Education
Student Preparation... prior to arrival in an OT program

- Personal Experiences
- Work, Volunteer Observation
- Undergraduate degree (if applicable)
Academic Preparation…

- Preamble to the ACOTE standards
  - Students are educated as generalists
  - Entry-level competence
  - Articulate and apply OT principles
  - Able to (plan and) apply OT interventions to address physical, cognitive, psychosocial, sensory and other aspects of performance in any context or setting to support engagement in everyday life activities that affect health, well-being, and quality of life
  - Lifelong learner
  - Interprofessional skills
  - Advocacy
Academic Preparation...

- Curriculum Accreditation Standards (~200)
  - Resources
  - Admissions
  - Program planning
  - OT process
  - General Content
  - Theory
  - Leadership and Management
  - Scholarship
  - Professional ethics, values, responsibilities
Academic Preparation…

- Fieldwork Standards
  - Tied to curriculum
  - Program/site collaboration
  - Timing and supervision
  - Psychosocial focus*
  - Clinical reasoning and reflective practice
  - Traditional and emerging practice settings
  - Consumer protection
  - Formal evaluation of student and site
OT Code of Ethics

- Demonstrate concern for the well-being and safety of the recipients of their service
- Refrain from actions that cause harm
- Respect the rights of individuals to self-determination, privacy, confidentiality, and consent
- Promote fairness and objectivity in the provision of OT services
- Provide comprehensive, accurate, and objective information when representing the profession
- Treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity
“The framework presents a summary of interrelated constructs that describe occupational therapy practice.”

“Embedded is the profession’s core belief in the positive relationship between occupation and health and its view of people as occupational beings.”

Two major sections:
- Domain
- Process
OT Fieldwork Education; Value and Purpose

.PIPE

“‘To propel each generation of OT practitioners from the role of student to that of practitioner’”

“…achieve competence in applying the OT process and using evidence-based interventions to meet the occupational needs of a diverse population”

Achieve competence in understanding clients occupational performance needs

Develop advocacy, leadership, and managerial skills in a variety of settings
OT Fieldwork Education; Value and Purpose

- Progression through fieldwork (level I and level II) results in increasing challenges
- Enhances fieldwork educators professional development
- Supervision of students recognized as a continuing competency activity at NBCOT and many state licensing boards.
- An “authentic bridge” between education and practice
- Academic preparation- proposed changes
Discussion:
What does all of this mean?

- How do you help a student transition from student role to entry level therapist role?
- How do you describe what you do (OT) to your clients/patients?
- How do you describe occupation and the value of OT to your clients, families?
- Strong focus on psychosocial- how do you incorporate addressing psychosocial needs of your clients no matter what practice setting?
- How do you help students develop these skills?
Occupational Profile

- What is it?
  - “…summary of a client’s occupational history and experiences, patterns of daily living, interests, values and needs (AOTA, 2014, p S13).” “Information obtained from client’s perspective…leads to individualized, client-centered approach to intervention.”
- Reason for seeking OT
- Occupations client succeeds in
- Personal interests and values
- Occupational History
- Performance Patterns (roles, habits, routines)
Aspects of the client’s environment and context are seen as:

- “Supports to Occupational Engagement”
  OR
- “Barriers to Occupational Engagement”

Physical, social, cultural, personal, temporal, virtual, priorities/targeted outcomes

[Occupational Profile Second Grade Client School Based Example]
Occupational Profile

Why is it important as a Fieldwork Educator to use the Occupational Profile?
- Modeling
- Articulating the value of OT
- Occupation-based treatment
- Helps to create Plan of Care
- Enhance practice: Link learning to real life

Occupational Profile Activity
Occupational Profile
Discussion

- What did you learn about the tool?
- Barriers to use in practice?
- Advantages to use in practice?
- How can we incorporate this regularly into our practice whether or not we are working with students?
Becoming a Fieldwork Educator...

- Attendance an AOTA Fieldwork Educator Certificate Program
- Completion of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)
- Continuing education (readings, events, online resources)
- Commission on Education Guidelines for OT Fieldwork Education-Level II
- Level I Fieldwork
- Mentorship
Determine Student Supervision Regulations

- State laws and state practice acts that govern the practice of occupational therapy.
- Federal regulations (e.g. Medicare)
- AOTA.org
- ACOTE: one year + in practice to supervise level II students
Creating or Updating a Fieldwork Program

- **AOTA resource:** “Steps to Starting a Fieldwork Program”
  - Facility
  - Student and Educator Resources
  - Collaboration with Academic Programs (contracting)

- **AOTA resource:** “Recommended Content for Student Fieldwork Manual”

- Fieldwork Experience Assessment Tool **FEAT** (can help update and evaluate a program to ensure best possible learning)

- **Framework for Fieldwork** (4 main recommendations)
Advance Preparation: Creating or Updating a Fieldwork Program

- Advanced preparation-infrastructure for fieldwork
  - Supervision Model (1:1, 1:2, 2:1, group, role emerging)
  - Schedule
  - Orientation tools
  - Site specific objectives
  - Meeting schedule
  - Feedback forms (weekly, professional behaviors, learning contracts, etc)
- Space should not be a limitation
- Identify “Entry Level” Practice in your setting
Student Evaluation: Fieldwork Performance Evaluation and Entry-level Practice

- ACOTE: *Level II fieldwork preparation for entry-level practice to include clinical reasoning, reflective and ethical practice, professionalism and competence, address psychosocial factors, minimum of 24(16) weeks…*

- **FWPE OT FWPE OTA**
  - Primary purpose of the form: “To measure entry-level competence”
  - rating scale (1-4)
  - “pass” 122 or 70
  - Main categories of the evaluation forms

- **Site Specific Objectives** examples

- **But**…what is entry-level practice? What is included? Not included?
Best Practice: Approaches to working with students

- Communication and Learning styles
  - Visual, Auditory, Kinesthetic Learning Styles
  - Learning the Four Communication Styles

- Guided Observation Forms
- Journaling
- Weekly meetings/forms
- Evidence based practice
- Mid-term and final evaluations
- Educator Expectations (student vs. entry level therapist)
Best Practice: Collaboration with the Student

- First Contact
- Setting the stage
- Quality vs quantity
- Clear communication and expectations
  - strategies
- When to involve the Academic Fieldwork Coordinator
- Comprehension of concepts
- Interprofessional Supervision
- Discussion
Considerations for today’s students

- Generational differences
- Students with Disabilities
- Working through challenges
Generational Considerations for today’s students

- More generations than ever in the workplace.
  - Traditionalists: 1900-1946
  - Baby Boomers: 1946-1964
  - Generation X: 1965-1979

- Varying perceptions

- Closing the gap: A millennial proposal for a happy multigenerational workplace: (TED Talk).
Generational Considerations for today’s students

- What do Baby Boomers bring to work?
  - Team perspective
  - Dedication
  - Experience and knowledge
  - Service orientation

- What do Generation X’ers bring to work?
  - Independence
  - Adaptability
  - Creativity
  - Willingness to challenge the status quo
Generational Considerations for today’s students

<table>
<thead>
<tr>
<th>Perceptions (by older generations)</th>
<th>Values (what do they bring?)</th>
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</thead>
<tbody>
<tr>
<td>Narcissistic, entitled</td>
<td>High-achieving</td>
</tr>
<tr>
<td>Anxious</td>
<td>Helping others</td>
</tr>
<tr>
<td>Don’t know how to work</td>
<td>Optimistic</td>
</tr>
<tr>
<td>Attached to their devices</td>
<td>Tenacious</td>
</tr>
<tr>
<td>Participation awards</td>
<td>Technologically savvy</td>
</tr>
<tr>
<td>Question authority</td>
<td>Team oriented</td>
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<tr>
<td>Don’t take criticism well</td>
<td>Balance</td>
</tr>
</tbody>
</table>

“We found little reason to conclude that the average member of Generation Me is dramatically different (vis a vis narcissism) from members of previous generations.” (Trzesniewski and Donnellan, 2010)
Generational Considerations for today’s students

- So, what is going on here?

- Working effectively with Millennials
  - Provide frequent, honest, balanced, feedback, written is better
  - Provide structure
  - Use a coaching approach, ask what they need
  - Create a collaborative environment
  - Provide for the “Why’s”
  - Capitalize on technological knowledge
  - Have opportunities to ”give back” to the “community”
  - Offer flexibility(if possible)
Considerations for today’s students- disabilities

- **Myths**
  - Students with disabilities cannot handle the intensity of health-sciences programs
  - Accommodations compromise patient safety
  - Accommodations in a clinical setting do not prepare students for the real world
  - Disability itself is a bad thing, it causes students to be different-they are limited or partial people
  - Students won’t need accommodations if they try harder
  - A disability is a sickness, something wrong, something to be fixed
Considerations for today’s students- disabilities

- Realities
  - 1995-96 6% of students in undergraduate degrees had disabilities; In 2011-12 the number had increased to 11%
  - In graduate and professional programs in 2010 7.6% of students self-identified with having a disability
  - People with disabilities are the largest single minority group in the country
  - Increased awareness of disability and decreased stigma
  - Accommodations are designed to equalize the starting point, (50 yard line) not create an undue advantage or predetermine the outcome (the end zone)
  - ADA and Section 504 are *antidiscrimination, not entitlement* acts
  - Educational programs cannot disclose disability accommodations without students written consent *(FERPA)*
Considerations for today’s students - disabilities

- **Common Terminology**
  - **Technical Standards** for educational programs - nonacademic abilities and characteristics essential for a student to enter, participate in and graduate from a program, with or without accommodations.
  - **Essential Requirements** outcomes acquired through participation in an educational program, with or without reasonable accommodation.
  - **Disability Accommodation** academic or clinical adjustment to ensure equitable access to educational opportunities for students with disabilities.
  - **Reasonable Accommodations** mandated by the ADA and means 2 things: -
    - Must provide accommodations that provide meaningful access
    - Accommodations do not have to be exactly what was requested but must be equally effective, adequate, and appropriate.
Considerations for today’s students- disabilities

- **Overarching principles:**
  - Fieldwork sites cannot decline a student based upon disability status alone. A determination about essential job functions is key to working with students with disabilities.
  - Provide accommodations as outlined, do not provide accommodations above and beyond what DRC has identified.
  - Ensure that documentation, communication is kept private.
  - Students do not need to disclose diagnoses or health info to anyone outside of the DRC.
  - Research shows students with disabilities identify attitudes of OT practitioners is a barrier.
  - Site specific objectives and clearly defined expectations of the clinical setting are keys to success.
Considerations for today’s students- disabilities

- Typical process for fieldwork experiences
  - Partnership; Student, Fieldwork Coordinator, and DRC
  - Student is the expert on barriers they experience in various academic (including fieldwork) settings
  - Coordinator is the expert on demands of site, essential learning outcomes, and technical standards
  - DRC is the expert in determining reasonable accommodation that do not compromise outcomes and are based on barriers the student experiences

- Case Study Discussion
Considerations for today’s students- disabilities

 Collaboration between student and fieldwork site

- Students are not required to seek accommodations for fieldwork, even if they have received them in the classroom
- If students are going to disclose, they are encouraged to disclose before the start of the fieldwork, however, cannot be required
- Fieldwork coordinator and DRC are available to fieldwork sites to assist and assess environment for reasonable accommodations
- Partnership amongst all parties can increase the likelihood that the student is not discriminated against.
Not all fieldwork rotations will happen without bumps!

**Professional Behaviors Nightmare**

What can you do?
- Advanced preparation (infrastructure)
- Tools to assist (e.g. weekly feedback form, learning contract)
- Seek assist from others in your setting
- Getting the school involved
- Document!
When to seek assistance from others in your setting?
- A second set of eyes/different perspective or approach
- More experience working with students
- Collaboration for feedback process

Getting the school involved
- Will work with student and educator separately or together
- May have additional tools or resources
- May be able to provide guidance for a particular student
- Can assist with determining progression
- Ultimately issues the grade for the experience
Bumps in the Road
Case discussions
Wrap Up

**Discussion:**
- Questions
- Any “hot topics” not addressed
Thank you!

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References and Resources

References and Resources

- AOTA-Occupational Profile Template: https://www.aota.org/~/media/Corporate/Files/Practice/Manage/Documentation/AOTA-Occupational-Profile-Template.pdf
- AOTA Fieldwork Resources page: https://www.aota.org/Education-Careers/Fieldwork.aspx
  - Dobyns, K. (2016) Top 12 Tips for Mastering Fieldwork
  - Boop, C (2016) Qualities of the Ideal Fieldwork Student: Perspectives From a Fieldwork Educator
  - Reed, M. & Carpenter, H. Top 6 Tips for Navigating Relationships with Fieldwork Educators
References and Resources

- American Association of Medical Colleges, multiple resources located at: https://members.aamc.org/eweb/DynamicPage.aspx?webcode=aamcstorelandingpage
- FERPA: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html
- FEAT: https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf