

Building our Profession's Future: Level I Fieldwork Education



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Who is this for?

- Those who want to:
 - Maximize their effectiveness as a FWE
 - Have a more clear understanding of Level I fieldwork
 - Consider becoming a FWE



Learning Objectives

- We will....
 - identify the purpose, objectives, and structure of Level I fieldwork (FW)
 - understand the importance of Level I FW as it relates to the student's academic preparation
 - identify the role and importance of the fieldwork educator (FWE)
 - understand tools for evaluating student competencies and performance.

Purpose of FW I

- Fieldwork education is a crucial part of professional preparation and is mandated by ACOTE.
 - **The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients.**
 - Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
- (ACOTE 2011)
- Independent performance not the focus
 - Enhance beginning skills, observation, interviewing, & task analysis

Level I FW Objectives

- The focus of the learning experience includes observation, written and verbal communication, professional behavior, and individual and group participation with patients and clients.
 - Basic exposure, observation and experience with clients and patients served by occupational therapy
 - Observation and description of treatment, evaluation, and behavior of clients and patients
 - Recognition and description of conditions of dysfunction
 - Identification of role functions of the OTR and COTA in various treatment settings.

Students will...

- Demonstrate reliable work habits
- Establish meaningful & comfortable relationships with clients
- Establish positive working relationships with staff
- Demonstrate good judgment in seeking assistance, responding to feedback, and conducting themselves ethically and with appropriate courtesy and attitudes
- Formulate general therapeutic goals and objectives
- Communicate in writing clearly, concisely, & professionally
- Assist in the therapeutic activity process.

Structure of FW I

ACU



Time line of Fieldworks

FW1-Adult Phys Dys Spring 1 40 hours-one week on site	FW1-Mental health Summer1 40 hours concurrent with class (8 hrs week x 5 weeks)	FW1-Pediatric Fall 2 40 hours one week on site	FW II:1 12 weeks Jan-April Spring 2	FW II:2 12 weeks Sept-Dec Fall 3
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Time Line of Fieldworks

FW I Peds & MH With class	FW I Adult Phys Dys 2 weeks	FW II:1 12 weeks	FW II:2 12weeks
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Summer II

January II

Summer III

Fall III

Relation to Curriculum

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- Functional Anatomy
- Neuroscience
- Adult Evaluation and Intervention with lab
- Social Conditions
- Foundations of OT
- Intro to Making (Activity analysis)
- Lifespan development
- Group Process
- Mental Health, Wellness and Participation
- Pediatric Evaluation and Interventions with lab
- Research
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TTUHSC

- Human anatomy & kinesiology
- Theory & foundations of OT
- Intro of OT eval & intervention
- Research process
- Lifespan development
- Conditions
- Hands & UE rehab
- OT assessment
- Psychosocial intervention
- Clinical reasoning
- Pedi & MH Level I FW
- Assistive technology
- Health & community settings
- Child assessment & intervention
- Adult assessment & intervention

Fieldwork Progression

- FW I
 - Designed to enrich coursework through directed observation and participation in selected aspects of OT
- FW II
 - In-depth experiences designed to develop competent, entry-level, generalist practitioners through exposure to a variety of clients across the life span and to a variety of settings.

Roles of the AFWC

- Coordinate fieldwork placements.
- Represent the school's philosophy and policies.
- Identify and provide important information to facilities.
- Prepare students for fieldwork.
- Monitor student progress during fieldwork.
- Counsel with student and fieldwork educator as needed.

FW I Supervision

Qualified supervisors....

- Academic or Fieldwork Educators
- OT practitioners initially certified nationally
- Psychologists
- Physician Assistants
- Teachers
- Social Workers
- Nurses
- Physical Therapists
- Etc., Etc., Etc.

Models of Supervision

- 1 : 1
- 2 or more OT's : 1 student
- 1 OT : 2 students
- 2 or more OT's : 2 or more students
- 1 OT : student group
- Primary & secondary OT : 1 student

Roles of Level I FWE & Tips

- Supervise student – direct/line-of-sight
- Teach (styles may vary with each student)
- Provide learning experiences
- Plan remediation when necessary
- Evaluate (give objective, honest, specific feedback)
- Be accessible and approachable
- Be a good communicator – clear expectations
- Be organized
- Model problem solving
- Enthusiasm
- Communicate “problems” early

The Performance Evaluation

ACU

- Professional Behavior
- Observation Skills
- Participation
- Verbal/Written communication
- Initiative
- Scale of 1-5 on 12 items
- Needs score of 34 (High score of 60)
- No more than one item below a “2” or no more than two items below a “3”

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- Professional behavior
- Knowledge base/critical thinking
- Commitment to learning
- Scale of 1 – 4
- Need 70%+ to pass

FW I Assignments & Documents

ACU

- Information for FWE
- Level 1 Objectives
- Fieldwork Performance Evaluation
- Student Evaluation of FW experience
- SOAP Notes
- Case Study using Practice Framework
- Journaling
- AOTA FW Data Form (if not previously completed or up to date)
- Site-specific assignments

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- Information for FWE
- Day 1 checklist
- Performance evaluation
- Evaluation of FW experience
- Daily documentation
- FW Data Form
- Site-specific assignments

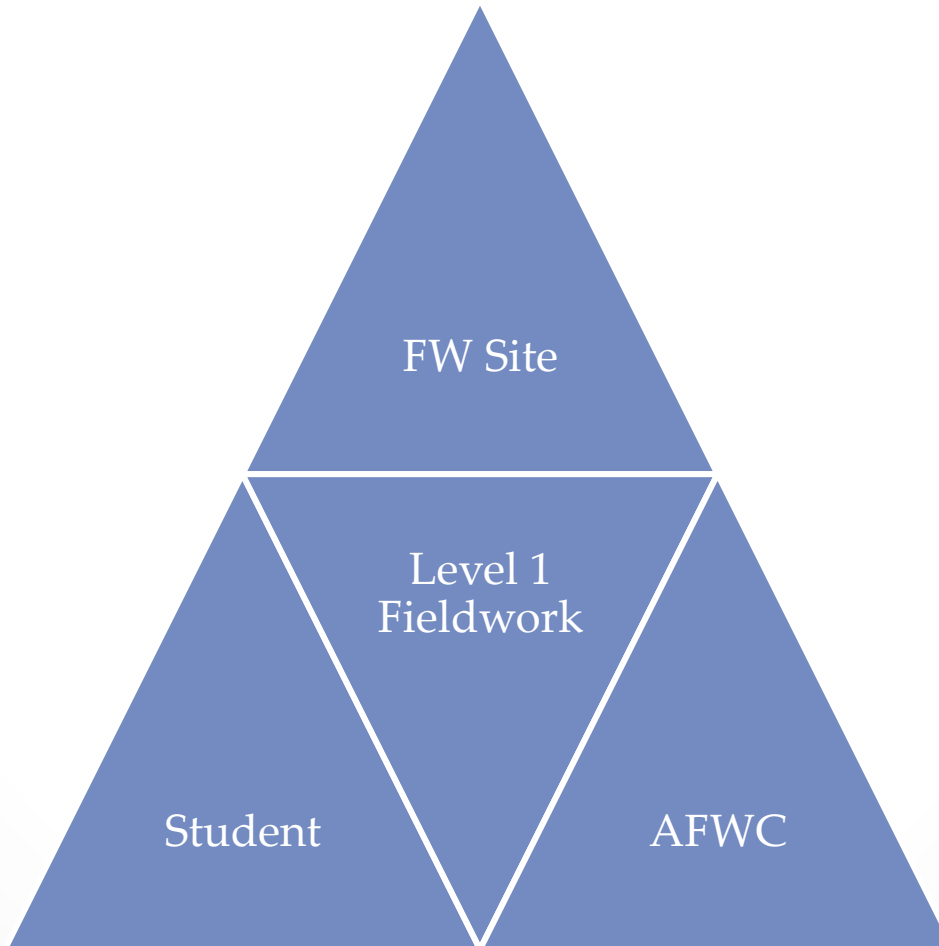
Site-specific Objectives & Competency Checklists

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Progression of Supervision

Observed Student FW Task Ability	Recommended Supervisory Approach	Actions that might be Taken
High Competence/High Commitment	Delegate	<ul style="list-style-type: none"> •Self-direction Accepted •Ask for Input
Moderate to High Competence with Variable Commitment	Support	<ul style="list-style-type: none"> •Facilitate joint problem solving •Encourage outside of task performance •Expect accurate self-assessment of Strengths and weaknesses •Support student initiated professional development
Low to Some Competence with Low Commitment	Coach	<ul style="list-style-type: none"> •Assist with task organization and delivery •Use competence to reinforce learning tasks •Encourage during task performance •Support what student know; teach parts not known •Explain why desired performance is important •Inquire about student awareness of weaknesses and follow through with suggestions
Low Competence with High Commitment	Direct	<ul style="list-style-type: none"> •Establish goals and monitor outcomes •State clear performance expectations •Teach •Tell and model performance first

Collaboration & Communication



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Thank You!

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Before you are a leader, success is all about growing yourself.
When you become a leader, success is all about growing others.

-Jack Welch

“Supervision can be a place where a living profession breathes and learns.”
-Hawkins and Shohet *“Supervision in the Helping Professions”*

Questions?



References

AOTA (2009). Occupational therapy fieldwork education: Value and purpose. AJOT, 63(6), 821-822.

AOTA fieldwork information: <http://www.aota.org/Education-Careers/Fieldwork.aspx>

TTUHSC fieldwork information:
http://www.ttuhscc.edu/sah/mot/Clinical_Education.aspx