Quick Tips for Intentional Fieldwork Educators…

1. **Assume the role of an intentional fieldwork educator**
    a. Acknowledge that you are a vital part of the student's education.
    b. Simultaneously assume your role of educator and clinician.
        i. While engaging a client in a cooking activity, the clinician-educator demonstrates and explains adaptive techniques to the student.
        ii. At the conclusion of a student-led treatment session, the clinician-educator provides the student with feedback.

2. **Invite and immerse your student into the clinic culture**
    a. Be aware of your clinic's/setting's culture.
    b. Inform your student of the clinic's cultural norms/practices.
        i. "The last Friday of the month the staff bring a covered dish to share."
        ii. "Susie always sits in the comfy black chair during meetings."
    c. Share clinic stories
        i. "We refer to the staff lounge as no man's land."

3. **Establish rapport/relationship with the student**
    a. Treat your student as a **member of the team**
        i. Avoid the *"THE STUDENT"* mentality.
    b. Include your student in professional and casual conversation.
    c. Invite your student to engage in team activities that are student appropriate.
    d. Invite your student to have lunch with the team.

4. **Determine communication and learning styles**
    a. Identify your and your student's communication style.
        i. Modify your communication style to accommodate student needs.
            1. The aggressive communicator may need to temper their style, while the passive communicator may need to push themselves to communicate more effectively.
    b. Identify your teaching style and the student's learning style.
        i. Utilize learning style assessments.
        ii. Educate according to the student's learning style.

5. **View teaching/learning through the lens of OT**
    a. Analyze tasks/activities, environments, learning demands.
        i. What are the demands placed on the student by the task at hand?
        ii. Is the busy gym interfering with the student's ability to re-demo a skill?
        iii. Is sufficient time provided for the student to process, integrate, and apply newly learned skills/information?

b. Grading and/or Modifying
    i. Ask yourself if the task demands can be modified to meet the "just right challenge" for the student considering the time frame of the rotation.
        1. Allow the student to document at the end of the day or session rather than during the session.
        2. Allow the student to practice a skill in a client's room versus a busy gym.
        3. Permit the student to review the assessment tool prior to its administration.
        4. Provide opportunities for the student to pre-plan treatment sessions.
        5. Increase or decrease the caseload demands based on client complexity, number of clients, and pace of the setting.

6. Facilitate varied, meaningful learning experiences

a. Create intentional learning opportunities.
    i. Match the student with a client, population, or situation, which will develop a targeted skill.
    ii. Seek out opportunities for the student to experience a variety of interventions/techniques.
    iii. Arrange opportunities to observe procedures, other disciplines, and techniques.
    iv. Provide opportunities to educate clients, families, caregivers, healthcare and other professionals, populations, and communities.
    v. Plan meaningful assignments that will broaden the student's knowledge base, encourage inquiry, and spark interest.

b. Capitalize on impromptu learning opportunities

    i. Recognize teachable moments.
        1. Mr. M. became dizzy with sit/stand. Inquire of the student as to what may be the cause and what response is indicated?
    ii. Seize the moment
        1. Sally therapist has a new order, hot off the press, to evaluate a trauma patient; you request that the student be present for the evaluation.
    iii. Deliberately turn an unexpected situation into a learning opportunity
        1. Your 10:00 client cancels. During this gap in the schedule, you have the student explore resources to increase their understanding of an atypical diagnosis.