

Translation of Emerging Practice Fieldwork into Traditional Practice

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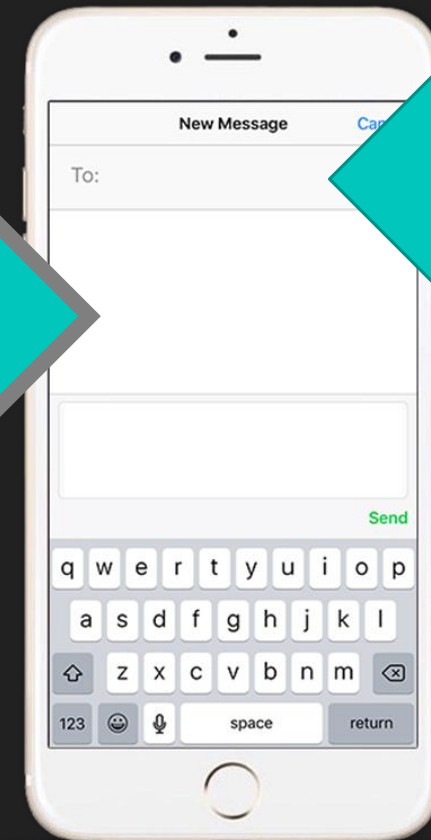
Philadelphia Region Fieldwork Consortium-Clinical Council Day 2019

Objectives

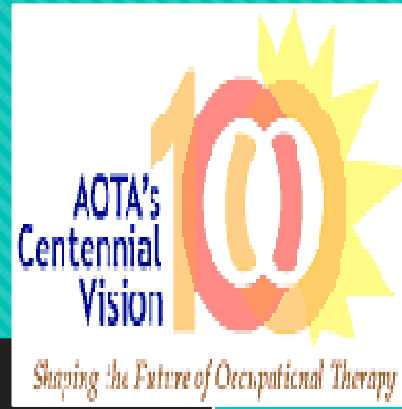
- Participants will be able to define what constitutes emergent practice.
- Participants will be able to state at least three reasons why emergent practice settings are used by OT and OTA programs for Level I & Level II fieldwork placements.
- Participants will be able to state at least three benefits of the impact of emergent practice settings have on traditional practice.

How to use Poll Everywhere:

*Enter: jeannecoviel533 (space)
Followed by your answer in the
body of the message*



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What is the Centennial Vision?

- A road map for the future of the OT profession to commemorate AOTA's 100th anniversary in 2017



"We envision that occupational therapy is a powerful, widely recognized, science-driven, evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs" (AOTA, 2007, p. 613).

What came from the Centennial Vision?

- Practice areas
- Emerging areas of practice
- Branding campaign
 - (Clark, 2008)

Vision 2025 & Fieldwork

VISION 2025

Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

- **Effective:** Occupational therapy is evidence based, client centered, and cost-effective.
- **Leaders:** Occupational therapy is influential in changing policies, environments, and complex systems.
- **Collaborative:** Occupational therapy excels in working with clients and within systems to produce effective outcomes.
- **Accessible:** Occupational therapy provides culturally responsive and customized services.

Fieldwork education is central to our profession.

Goals:

- “Work toward reimbursement and legislative activity that supports, not hinders, fieldwork education”
 - Evaluative research to support fieldwork education resources
 - Look at the use of non-OT supervisors during fieldwork education and the impact on the professional development of students.
 - Elevating fieldwork as the most important servant-leadership activity any and all OT and OTAs offer” (Crist, 2007, p. 12)

What is Emergent Practice?

Placement model in a setting where occupational therapy services are not currently provided but where potential exists for the role to emerge.

Placements promote autonomous and self-directed learning, time management, professional growth and life long learning

Main focus is to develop, implement, pilot and evaluate occupational therapy services in an area and setting of identified need

Services may include assessment, interventions, client education in preventative and health prompting group programs (e.g. falls prevention, community daily living skills, health living skills, psycho-social skills), linking with community resources or education of site specific techniques to assist clients (Queensland Occupational Therapy Fieldwork Collaborative [QOTFC], 2007).



Guidelines for Occupational Therapy Fieldwork Experience – Level II (AOTA)

- “Outcome Desired - provide the student with experience with various groups across the life span, persons with **various psychosocial** and physical performance challenges, and various service delivery models reflective of current practice in the profession.
 - Exposure to **a variety of traditional and emerging practice settings** and a variety of client ages and conditions.
 - Psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, occupation-based outcomes” (American Occupational Therapy Association [AOTA], 2013).

ACOTE Standards Related to Emergent Practice

“A crucial part of professional preparation. The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists and occupational therapy assistants” (AOTA, 2013).

- C.1.7 Ensure that at least one fieldwork experience (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation (ACOTE, 2013, p. 34).

Goal of Level I Fieldwork

“To introduce students to the FW experience, to apply knowledge to practice, and to develop understanding of the needs of clients”

(AOTA, 2012, p. S61)

Purpose of Level II Fieldwork

“Level II FW must be integral to the program’s curriculum design and must include an in-depth experience in delivering OT services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of OT services.”

(AOTA, 2012, p. S62)

Qualifications for Level I and II Fieldwork Educator

○ Level I

- Wide range of qualified professionals
 - OT practitioners, social workers, psychologists, PTs
- Knowledgeable about OT
- Aware of the level I experience's goals and objectives

○ Level II

- State laws and Practice acts
- Federal Regulations
 - Medicare
- Licensed OT practitioner
- At least 1 year of experience

Preceptor Requirements

- ACOTE Standards
 - C.1.14-C.1.16
 - **C.1.17**

- Supervision in setting where there no OT
 - Plan for supervision
 - OT with 3 years full time experience
 - Min 8 hours direct supervision
 - Assigned onsite supervisor

Reasons for the use of Emergent Practice Settings

According to Overton, Clark, & Thomas (2009):

- Changes in health care service delivery
- Growth in private sector (community services)
- Limited traditional placements
- Expansion of the number of OT programs
- Increase number of students in various programs
- Staffing shortages & large caseloads
- Increase in part-time/per diem staff



Literature Review-Types of Settings

- Adult Day Programs
 - Adults with IDD/DD
 - ARC Centers
- Cancer Support Communities
- Schools/ Daycare
- VA Centers
- Outpatient and residential mental health
- Rock Steady Boxing
- Community Dwelling Well Elders
- Therapeutic Riding
- Community policing

Benefits of Emergent Practice Settings

ACOTE

- B.5.21 Effectively communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan.
 - (ACOTE, 2013, p. 26).
- B.9.3 Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
 - (ACOTE, 2013, p. 32).

Student

- "Students exhibit stronger communications skills, creativity and ability to think 'outside the box,' and better integrative skills with the ability to make many connections with how occupation is impacted by virtually anything."
- Recognize the power of occupation through exposure to non traditional areas of practice
- Working with clients in the context in which they function allows for clinical reasoning development
- Improved cultural competence to prepare practitioners to work with diverse populations

Profession

- Provides a platform to promote occupational therapy services to a variety of consumers
- Meets a recognized need within the setting for the provision of occupational therapy
- (Wilburn & DeCleene Huber, 2016)

Limitations of Emergent Practice Settings

- Competition
- Limited 1:1 time or group supervision
- Student Perceptions
- Lack of EBP
- AFWC Perceptions

Does knowledge translate into traditional settings?

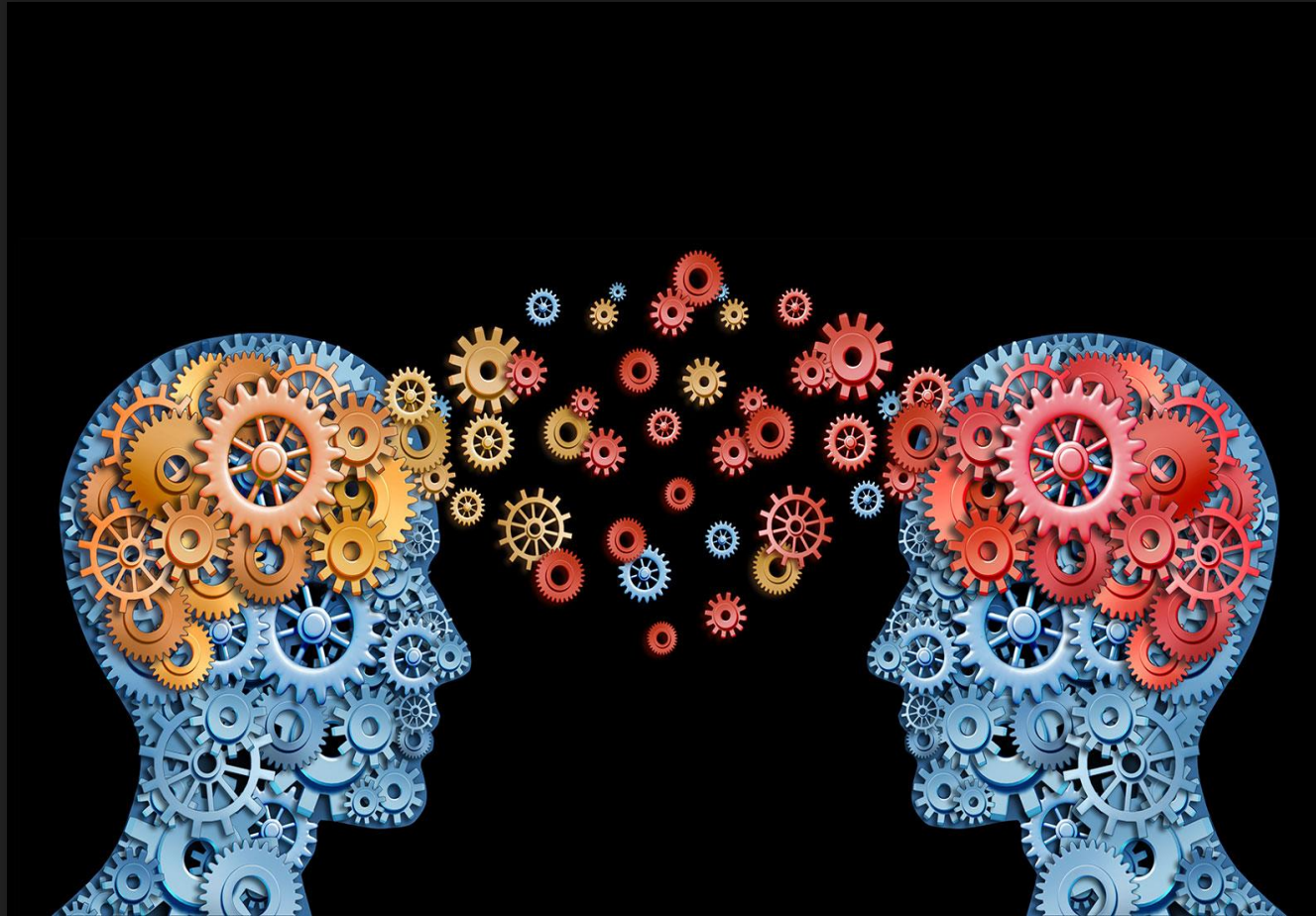


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Questions



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