

# NAVIGATING PERCEIVED PRODUCTIVITY CHALLENGES WHEN SUPERVISING FIELDWORK STUDENTS

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# OBJECTIVES

Understand

Understand the role of fieldwork education in the development of the OT/OTA students' professional identity, clinical reasoning and clinical skills.

Identify

Identify challenges limiting ability to supervise/educate fieldwork students.

Develop and  
Evaluate

Develop and evaluate strategies specific to fieldwork site to facilitate adherence to productivity standards and allow for education of fieldwork students.




# FIELDWORK EDUCATION

- “FIELDWORK EDUCATION IS A CRUCIAL PART OF PROFESSIONAL PREPARATION”
- LEVEL I FIELDWORK
  - LINK BETWEEN DIDACTIC EDUCATION AND PRACTICE
  - OBSERVATION AND PARTICIPATION
- LEVEL II FIELDWORK
  - GOAL OF LEVEL II FIELDWORK
    - DEVELOP COMPETENT, ENTRY-LEVEL, GENERALISTS
- SKILLS DEVELOPED IN FIELDWORK

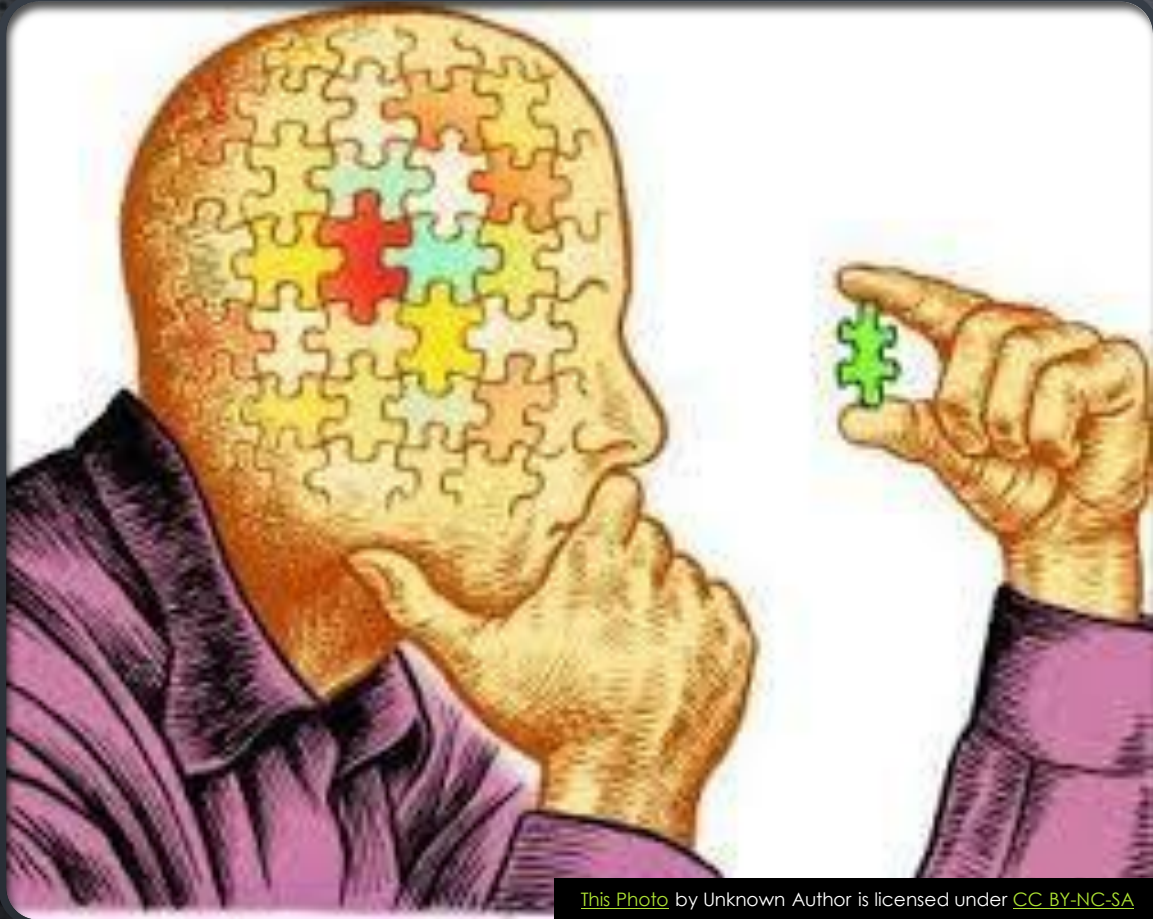
(ACOTE, 2012, p.S6)





# DEVELOPMENT OF PROFESSIONAL IDENTITY





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# DEVELOPMENT OF CLINICAL/ PROFESSIONAL REASONING



# DEVELOPMENT OF CLINICAL/ PRACTICE SKILLS



# WHO ARE YOU?

- SITE FIELDWORK COORDINATOR
- FIELDWORK EDUCATOR
- SUPERVISE OT STUDENTS
- SUPERVISE OTA STUDENTS
- LEVEL I STUDENTS
- LEVEL II STUDENTS
- YEARS OF EXPERIENCE AS AN OT PRACTITIONER
- YEARS OF EXPERIENCE AS A FIELDWORK EDUCATOR



# CHALLENGES LIMITING FIELDWORK EDUCATION

- PERSPECTIVES
  - ACADEMIC PROGRAM
  - SITE ADMINISTRATION
  - FIELDWORK EDUCATOR



WHAT ARE YOUR PERCEIVED  
CHALLENGES IN EDUCATING  
FIELDWORK STUDENTS?



# CHALLENGES LIMITING FIELDWORK EDUCATION

- GENERAL
- SITE SPECIFIC





# GENERAL CHALLENGES

- EMPLOYMENT GROWTH TO 29% FROM 2012 TO 2022
- GROWING NUMBER OF NEW OT/OTA PROGRAMS
- INCREASE IN NUMBER OF PLACEMENT
  - MINIMUM 54,050 LEVEL II FIELDWORK PLACEMENTS NEEDED IN 2014
- WORK FORCE SHORTAGE OF LICENSED THERAPISTS

(Varland, Cardell, Koski & McFadden, 2017; Handon, D.J., 2011)

# SPECIFIC CHALLENGES

- WORKPLACE STRESS
  - JOB RESPONSIBILITIES
    - INCREASED WORKLOAD
- ROLE RESTRAIN
- AVOID CONFLICT
- LIMITED RESOURCES
- MONETARY COSTS?
- HEALTHCARE

(Varland, Cardell, Koski & McFadden, 2017; Ozelie, Janow, Mulry, & Penkala, 2015, Hanson, D.J., 2011)



PRODUCTIVITY  
... IS IT A  
CHALLENGE?

Yes

No

Maybe

# WHAT ARE YOUR PERCEIVED PRODUCTIVITY CHALLENGES WITH EDUCATING A FIELDWORK STUDENT?

- IS IT STUDENT BEHAVIOR/PERFORMANCE?
- IS IT COST RELATED?
- OTHER?



# PRODUCTIVITY ... IS IT A CHALLENGE?

- PRESSURE TO MEET PRODUCTIVITY GREW FROM 61% IN 2008 TO 84% IN 2015



Yes

# PRODUCTIVITY ... IS IT A CHALLENGE?

- NO DIFFERENCE IN CLINICIAN PRODUCTIVITY WITH OR WITHOUT A STUDENT
- IDENTIFIABLE FACTORS PREDICTIVE OF CLINICIAN PRODUCTIVITY WHILE SUPERVISING A STUDENT
  - CLINICIANS PRODUCTIVE BEFORE TAKING A STUDENT ARE PRODUCTIVE WITH A STUDENT
  - CLINICIAN YEARS OF EXPERIENCE
  - INFLUENCED BY PRACTICE SETTING



No



Maybe



# PRODUCTIVITY ... IS IT A CHALLENGE?

- INCREASE IN NUMBER OF PATIENTS SEEN AND CPT UNITS BILLED BY BOTH LEVELS OF CLINICAL EDUCATION EXPERIENCES (CEE'S) IN WEEKS 1-6
- IN FOLLOWING WEEKS (8+ WEEKS), SIGNIFICANT INCREASE IN NUMBER OF PATIENTS TREATED/HOUR COMPARED TO WEEK 6
- FACTORS IMPACTING PRODUCTIVITY
  - CENSUS (59%)
  - STAFFING (32%)
  - EDUCATION LEVEL OF STUDENT



No

LET'S STRATEGIZE





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# STRATEGIES TO FACILITATE MEETING PRODUCTIVITY EXPECTATIONS

# PRIOR TO START OF FIELDWORK EXPERIENCE

- PROVIDE CLEAR EXPECTATIONS OF STUDENT PERFORMANCE
- REQUIRE STUDENTS TO PREPARE – PRACTICE SITE SPECIFIC CLINICAL SKILLS
- REQUIRE A COMPETENCY ON SPECIFIC SKILLS
- REQUIRE PRE-FIELDWORK TRAINING
- REQUIRE STUDENTS TO ATTEND ORIENTATION



# DURING FIELDWORK EXPERIENCE

- IDENTIFY TIME FOR STUDENT QUESTIONS
- DESIGNATE TIME FOR STUDENT FEEDBACK
- UTILIZE PATIENT EDUCATION OPPORTUNITIES TO SHARE CLINICAL REASONING
- ALLOW STUDENT TO COMPLETE CHART REVIEW WHILE FWEd PROVIDES DIRECT CARE
- HAVE STUDENT COMPLETE DOCUMENTATION WHILE FWEd PROVIDES DIRECT CARE
- PROVIDE OPPORTUNITIES FOR STUDENT COMPLETE COMPONENTS OF EVALUATION VS ENTIRE EVALUATION
- UTILIZE INTER- AND INTRADISCIPLINARY OPPORTUNITIES
- REQUIRE TREATMENT PLAN DEVELOPMENT AND APPROVAL PRIOR TO IMPLEMENTATION

# DEVELOP AND EVALUATE

- SELECT (1) STRATEGY FOR IMPLEMENTATION AT YOUR FIELDWORK SITE
- EVALUATE THE POTENTIAL USE OF EACH STRATEGY
  - DO I NEED SUPPORT FROM MY SUPERVISOR TO IMPLEMENT? IF SO, WHO? ACTION PLAN!



# BENEFITS OF EDUCATING FIELDWORK STUDENTS

- GIVE BACK TO THE PROFESSION
- CLINICAL LADDER
- IDENTIFICATION OF FUTURE EMPLOYEE(S)
- REINFORCES FWED SKILL SET
- CHALLENGES FWED SKILL SET AND CLINICAL REASONING
- ACCESS TO LATEST EVIDENCE
- REIGNITE PASSION FOR PROFESSION/PRACTICE



QUESTIONS?



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THANK YOU