



# How to Foster Student Success as a New Fieldwork Educator



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# Objectives

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- Understand the fieldwork process
- Explain the purpose of level I and level II fieldwork
- Describe the performance evaluation process for level I and level II fieldwork
- Identify the skills necessary to facilitate student success as a fieldwork educator
- Locate resources to facilitate success as a fieldwork educator

# Requirements of Becoming a Fieldwork Educator

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## Level I

- Licensed or regulated OTs, OTAs, PTs, psychologists, PAs, teachers, social workers, etc.
- “Qualified personnel”

## Level II

- Licensed or regulated OTs or OTAs
- 1 year of experience
  - *3 years of experience required for fieldwork educators in settings where OT does not currently exist*
- “Adequately prepared”

\*Some state licensure & organizational policies may indicate different requirements

# The Fieldwork Placement Process

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- The Academic Fieldwork Coordinator works with the Site Fieldwork Coordinator to set up fieldwork placements for students

## Good Things to Know

- *Students in local schools are NOT permitted to reach out to the site directly to request level I or level II placements*
- *Schools verify each student's health & background information is up to date prior to each placement*

# Preparing for a Student

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*The fieldwork experience begins prior to the student's first day!*

- Paperwork from the Academic Program
  - Student Information (Learning Style & Preferred Method of Feedback)
  - Expectations from Academic Program/Syllabus
  - Performance Evaluation(s)
  
- Introduction email from the student

# Level I Fieldwork

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## Goal(s):

- *“To introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients.”*
- Not intended to develop independent performance , but to *“include experiences designed to enrich didactic coursework through **directed observation and participation** in selected aspects of the occupational therapy process”*

# Level I Fieldwork

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- Settings:
  - Traditional
  - Non-traditional
    - Emerging practice
    - Simulated environments
    - Standardized patients
    - Faculty practice
    - Faculty-led site visits
- Frequency/Hours
- Formats
  - 1:1
  - 1:2
  - 2:1
  - Group

# Level I Fieldwork (Cont'd)

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- Site Expectations
  - Overall/General
- Schedule
  - Provide schedule for students
  - Each program's requirements
    - Days/hours
    - Assignments





# Activities/Tasks Appropriate for Level I

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- Level I Active Learning & Engagement Tool
- List of Activities
- Components of an activity/task



# Evaluating Level I Fieldwork

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- Student Performance
  - Completion of the “Green” Form
    - Professional Behavior
    - What is “meeting” expectations?
    - Documenting strengths and areas in need of improvement
  
- Site/Student Experience
  - Completion of the “Blue” Form

# Level II Fieldwork

- Goal(s):

- "...to develop **competent, entry-level, generalist occupational therapists**. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of **purposeful and meaningful occupation** and **research, administration, and management** of occupational therapy services. It is recommended that the student be exposed to a variety of clients **across the lifespan** and to a **variety of settings**."
- "...to develop **competent, entry-level, generalist occupational therapy assistants**. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of **purposeful and meaningful occupation**. It is recommended that the student be exposed to a variety of clients **across the lifespan** and to a **variety of settings**."

(ACOTE, 2018)

# Setting Clear Level II Fieldwork Expectations

- What is expected from the *university*?
  - Student data form, course syllabus including assignments, copy of Fieldwork Manual, AFWC contact information, collaboration and support.
- What is expected from the *site*?
  - Student handbook or manual, affiliation agreement, prerequisites, learning activities & assignments, participation in supervision process, open communication, supervisor contact information.
- What is expected from the *student*?
  - Demonstration of entry-level competency by the **END** of the affiliation.
  - Participation in the supervisory process
  - Open communication with Supervisor and Coordinator
  - Completion of prerequisites & adherence to FW Manual and student handbook

# Expectations... Level II Site Specific Learning Objectives

- Standard C.1.3:
  - “Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and **communicate** with the student and fieldwork educator about progress and performance **throughout** the fieldwork experience. Ensure that fieldwork objectives for all experiences include a **psychosocial objective**” (ACOTE, 2018).
- Objectives should reflect the occupational therapy process & correlate with FWPE.

# Expectations...Level II Fieldwork Schedule

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8-week schedule (OTA)/ 12-week schedule (OT)

- Required for accreditation
- Shows progression
- Remains flexible
- Parallels performance review
- Reflects full time schedule
- Extensions



# Complementary Level II FW Learning Activities

- Journal club (AOTA toolkit), workshops, conferences, webinars, in-services, team meetings, IPE activities.
- Evidence-based activities:
  - Explore a topic area and identify evidence-based assessments and interventions.
  - Answer a clinical question using a systematic review or through the completion of a CAT.
  - Complete a CAP on a scholarly article to examine the methodology or results.
  - Present best practice to staff to encourage self-reflection.
- Incorporate learning activities into administrative tasks.

# Provision of Therapy Services by Students

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- State practice acts and regulations address occupational therapy services provided by students in different practice settings:
  - Inpatient Rehabilitation
  - Outpatient
  - SNF
- Importance of knowing the regulations for your practice setting





# Level II FW Supervision

- Progression of Level II supervision:
  - directing
  - coaching
  - supporting
  - delegating
- Determining factors:
  - competence and confidence of the student
  - complexity of client needs
  - number and diversity of clients
  - role of occupational therapy and related services



# Non-Traditional Level II Fieldwork & Supervision

- Settings where occupational therapy practitioners are not employed.
- Students must be supervised by an OT practitioner and another professional familiar with the role of occupational therapy.
  - OT supervisors must provide eight hours/ week of onsite supervision
  - On site supervisors must be available at all other times and may include a nurse, physical therapist, social worker, teacher, administrator, certified program director, etc.
- Community engagement and advocacy for the Profession.
- Assists students to develop innovation, creativity, and other skills required to be successful on the NBCOT Exam.

# Evaluating Level II Fieldwork

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- Student Performance- AOTA Fieldwork Performance Evaluation (FWPE)
  - Completed by supervisor and student at midterm and final
  - Performance categories
  - Ethics, safety, judgement- score of 3 required to pass Level II FW
  - Scoring- levels of performance and requirements to pass
  - Submission of completed evaluation: AOTA -plan to become web based
- Student Evaluation of Fieldwork Experience (SEFWE)

# Providing Feedback

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- Multisource
  - Written
  - Verbal
  - Audiovisual
  - Self-reflective



# Providing Feedback

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- Process

- Determine learning style of student
- Weekly supervision meetings
- Require students to complete self-assessment at midterm and final
- Determine appropriate methods of feedback
- Objectively assess student performance
- Consider amount of time to provide feedback & schedule accordingly

- Forms



# Facilitating Clinical Reasoning

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- Use directed observations
- Allow the student to practice
- Talk aloud when treating or evaluating a patient
- Discussion
- Questioning
- Allow the student time to problem solve
- Allow the student time to process aloud

# Managing Difficult Situations

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*Get in touch with your Site Fieldwork Coordinator/Supervisor AND the Academic Fieldwork Coordinator - we are here to help!*

- Red flags
- Communicate clearly, make your expectations known to your student
- Learning contracts/fieldwork success plans can be implemented
- All expectations should link to items on the performance evaluation

# Becoming a Well-Prepared Fieldwork Educator

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- Attend the AOTA Fieldwork Educator Certificate Program
- Attend continuing education courses on fieldwork education - like today!
- Review resources on the Philadelphia Region Fieldwork consortium website:  
<http://www.philaotfwconsortium.org/resources/>
- Complete the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)
- Ask for mentorship from a colleague
- Ask for support from an Academic Fieldwork Coordinator



# Affirmations

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You know more than the fieldwork students know.

Let students know that you are a new supervisor and learn to negotiate together.

You may not be an expert yet, but you know where to start and know the steps.

You understand how the system in your center works.

You have a lot of skill and knowledge that you already take for granted.

(University of Queensland, 2019)

# Questions



# References

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American Occupational Therapy Association (2002). Fieldwork performance evaluation for the occupational therapy student. Retrieved from: <https://www.aota.org> (for purchase only)

American Occupational Therapy Association (2018). Accreditation Council for occupational therapy education (ACOTE) standards and interpretive guide. Retrieved from: <https://www.aota.org>

American Occupational Therapy Association (2018). Level I Fieldwork. Retrieved from <https://www.aota.org/Education-Careers/Fieldwork/Levell.aspx>

University of Queensland, Australia (2019). Student affirmations. Retrieved from: <https://www.uq.edu.au/student-services>

# Resources

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AOTA Resources for Fieldwork Educators

<https://www.aota.org/Education-Careers/Fieldwork/Supervisor.aspx>

Philadelphia Region Fieldwork Consortium

<http://www.philaotfwconsortium.org/resources>

Thank You

