A Fieldwork Facelift:
Alternative Models to Meet Fieldwork of the Future Needs

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Welcome & Introductions

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Is there a need for alternative fieldwork models?

Intraprofessional Fieldwork Model
What is it?

The Collaborative Model of FW Education (CMFE)

Terry Border

Characteristics of CMFE (13, 19, 22)

- Multiple students to one FWEd
- Planned collaborative learning activities
- Students share responsibility for own/other's learning
- Students and FWEd both responsible for providing feedback
- Positive interdependence
- Joint treatment planning and delivery
- Group/partner presentations and projects
- Greater responsibility for learning
- Supervisor focuses on refining skills in clinical reasoning, observation, treatment planning and intervention rather than teaching them

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Theoretical Foundations

Social constructionist theory

- "people learn through group interaction where individuals exchange ideas" (p. 72)
- Positive interdependence – "sink or swim together"
- Face to face interaction – access to each other's strengths and knowledge
- Cooperative skill development– students can learn from each other in addition to learning from the fieldwork educator (2)

Adult learning theory

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented

Evidence shows that CMFW is highly effective and, in fact, yields some advantages over the traditional 1:1 model of supervision

Benefits to Occupational Therapy

- Increases capacity for fieldwork education. (6,7,8, 16,19)
- Reduces student dependence on FWEd (7,9)
- Increases clinical productivity (7,9,19)
- More representative of current practice environments (12)
- Prepares graduates for emerging roles (12)

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Benefits to the student

- Increased self confidence (8,11,13,14,15,19,20)
- Non-threatening atmosphere, felt less intimidated (13,14,15)
- Emotional support (12)
- Increases clinical reasoning (8,16,19)
- Facilitates active learning (7,13,16,19)
- Students learn more (19)
- Students value peer-assisted learning (16)
- Improved time management skills (17)
- Enhanced clinical competence (7, 19,20)
- Greater independence (12)
- Enhanced leadership skills (16)

- Increased autonomy (7,8,19)
- Self-directed learning (10,19)
- Increased self-evaluation ((8)
- Increase collaboration with peers (7,8,11,12,13)
- Peer support – motivate each other, encourages sharing, cooperation, support, and ownership of the learning experience (7,11,12,13,15,16)
- development of teamwork skills. (7,10,12,13,16,19)
- Professional growth (opportunity to develop their own style of practice, develop innovative interventions, (10,12)

Challenges for the student

- Caseload allocation (9)
- 1:1 challenged them more as a learner; Students could choose to perform below their potential (9)
- Concerns about being graded as a pair (9)
- Potential to hinder self-confidence (9)
- Competitiveness (7,16)
- Possible incompatibility between students (7,16)
- Fears about in adequate supervision (7)
- Difficulty maintaining privacy (15)

Benefits to FWEd

- Opportunities for training, highly valued by FWEd (6)
- Decreased need for constant supervision (18)
- Increased productivity (14,19),
- Better learning opportunities (9)
- Teaching was more rewarding (11,13,15)
- Student questions lead to reflective practice (13,15)
- More opportunities to develop FWEd skills (19)
- More time for FWEd (12)
- Greater student independence (12)
- Fewer superficial questions (12)

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Challenges to FWEd

- Need to develop organizational strategies
  - 1:1 model easier to organize (9)
  - Caseload allocation (9,15)
- Potential for student incompatibility (13)
- Potential for student competition (13,19)
- Typical issues with any model (removal from practice, for example)
- Increased stress and paperwork (7,11,16,19)
- Difficulty maintaining student privacy (15)

Student Outcomes

- Increasing clinical capacity by building....
  - Confidence
  - Autonomy
  - Accountability
  - Effective communication
  - Interdependence

Leading to roles of ......
- self directed and life long learner
- effective team member
- leader
- advocate

Strategies for implementation

FW educator/site preparation

One commonality in the existing literature is the belief that a careful and systematic planning and support process is necessary for successful implementation of collaborative fieldwork models. (21)

- Pre-clinical education of students and FWEds improved outcomes
- Readiness for change
- Available time for fieldwork educator to meet with students
- Sufficient clients available for each student
- Opportunities for individual and collaborative clinical experiences
- Systems for managing communication

  (6,8,12,13,14,20)

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Building a collaborative team: Self-assessment

Makes positive contributions to the team process				
Takes initiative for own learning and for the Learning of others				
Demonstrates acceptance of group/team decisions				
Takes responsibility to accomplish individual And shared learning objectives				
Gives credit to those who deserve it				
Is accountable and completes own share of client care and other tasks				
Clearly communicates information needed by peers to carry out their work				
Has a professional response to feedback				
Overall average scores				

Building a collaborative team: Structured peer-peer discussions

- Which team roles are you strongest in? (encourager, gatekeeper, opinion giver, opinion seeker, etc)

- In what way would I respond differently to feedback from fellow students as opposed to my FWEd?

- What support do you predict you might need from me?

- How should we proactively alert each other to concerns or conflicts?

Tips for joint caseloads

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- 2 students jointly/simultaneously treating client
- One student taking the lead while the other provides support as needed (alternate roles next session)
- Students alternate lead during the session
- One student delivers the service while the other observes (alternate roles the next session)him

Opportunities for collaboration

Administrative duties

- Scheduling
- Equipment maintenance/inventory
- Updating department materials
- Organizing work space/materials
- Peer review documentation
- Explore community resources

Research

- Searching journals for articles to support EBP
- Gather/analyze data
- Explore grant or funding sources

More Learning activities and strategies

- Occupational profiles
- Reflective journaling
- Evaluations (each on teach one)
- Shared treatment planning
- Observation of treatment

- Peer-review documentation
- Peer feedback
- Case studies
- In-services
- Rotational supervision
- Group supervision
- Individual supervision

Thanks to Terry Border of "Bent Objects" http://terryborder.com/
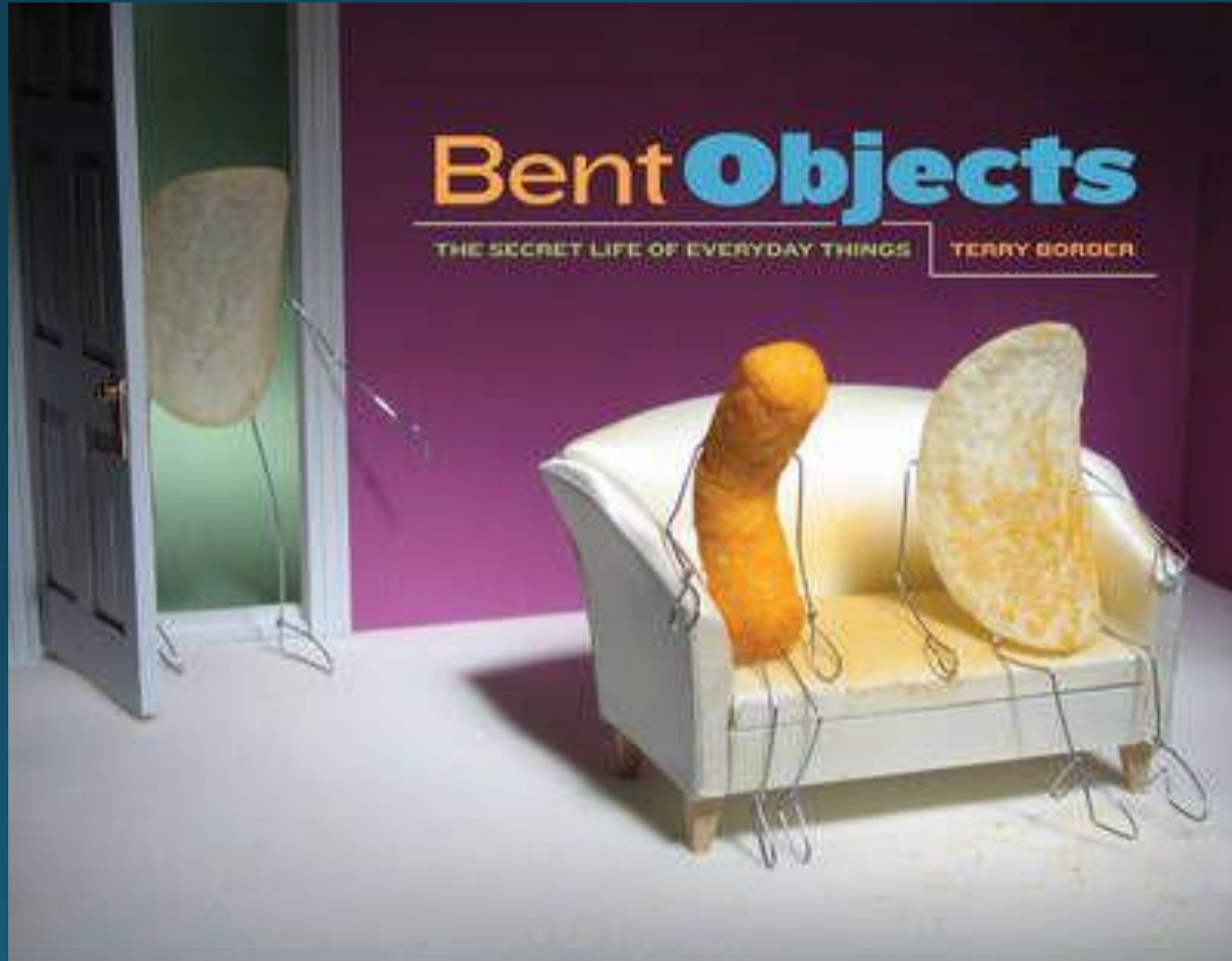
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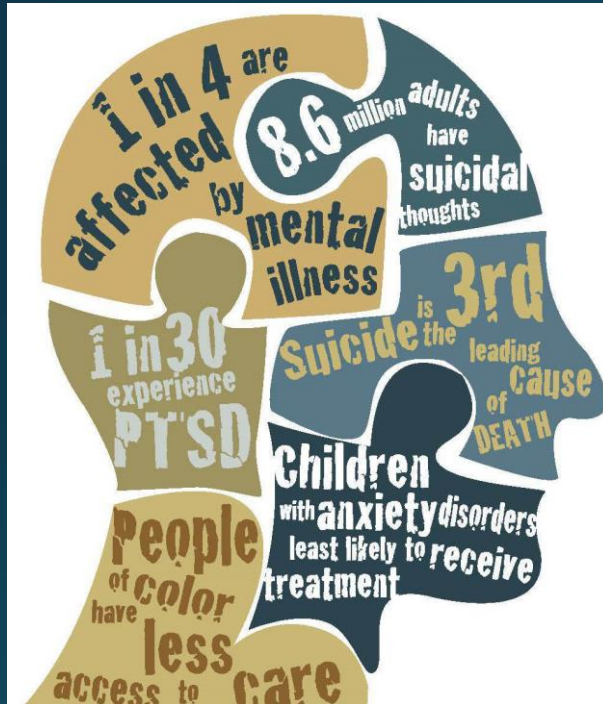Terry Border

Off-site Supervision Model

Characteristics of off-site or distant supervision

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- Typically in emerging-practice settings where OT services have not previously existed

- OT/OTA Supervisor on site 8 hours/week minimum; available during all working hours

- Designated full-time non-OT on-site supervisor (1)

Examples

Primary Care

Rationale for developing emerging-practice FW experiences: a lack of consensus (2)

Develop skills and knowledge to work in more diverse settings

Solution to the "Fieldwork Crisis"

Why use this model?

- Increases capacity
  - Students are typically placed in pairs, and highly valued in collaboration with the other student
- Meet the needs of today's social and healthcare environments
- Expand role of OT into diverse settings

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Opportunity for "real" occupational therapy (2)

Who might be interested in this?

- OTR with minimum of 3 years experience

- Sense of adventure

- Committed to FW education

- Comfortable with risk/the unknown

- Interest in occupation-based practice

- Innovative

The student experience: Themes (3, 4)

- Adapting to less doing, more thinking and planning
- Clinical reasoning and reflection
- Understanding the complexity of collaboration and making it work
- Emotional extremes (apprehension, sense of achievement, worry about skill development, passionate about the experience)
- Occupation as the core
- Transformation (personal and professional growth)

Planning fieldwork in an emerging-practice setting

- Knowledge of:
  - self-directed learning
  - Organizational readiness for change (Helfrich et al, 2009; Weiner, 2009)
- "Job descriptions" or identification of roles and responsibilities for the both OT and non-OT supervisors, staff, and academic fieldwork coordinator

- Needs assessment
- Work within mission of organization
- Theoretical framework
- Outcomes
- Resources for students (websites, readings, templates)
- Supervision schedule and availability
- FW Manual
- 12 week schedule
- SSLO's

Supervision and Assignments are closely linked (4)

- Completion of organizational profile

- Needs assessment

- Program development

- Clinical reasoning template

- Journaling

- Final presentation/report on outcomes

- "reflect on the experience, process their observations and experiences, and brainstorm ideas for future programming"

Benefits of role-emerging FW (3, 4)

- Raises profile of OT in new areas of practice
- Students gain sense of identity and confidence needed for future practice
- Develop confidence as autonomous practitioners
- Develop skills in communication, leadership, and management
- Consolidate professional identity and promote the uniqueness and value of occupational therapy
- Integrates theory into practice and experience independent learning
- Develop the skills and reflection, problem-solving, resourcefulness and self-management
- Alignment with healthcare shift toward wellness and recovery

Challenges of role-emerging fieldwork (3)

- Offers different skill set than apprenticeship model
- Students may not develop a strong sense of professional identity
- No established role for occupational therapy
- FWEds may not feel they have requisite expertise/confidence
- Some student value traditional FW experiences more
- Limited opportunity to observe OTs in practice
- May disadvantage weaker students
- Limited access to OT supervisors
- State licensure laws

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Is it for everyone?

vs

Should it be for everyone?

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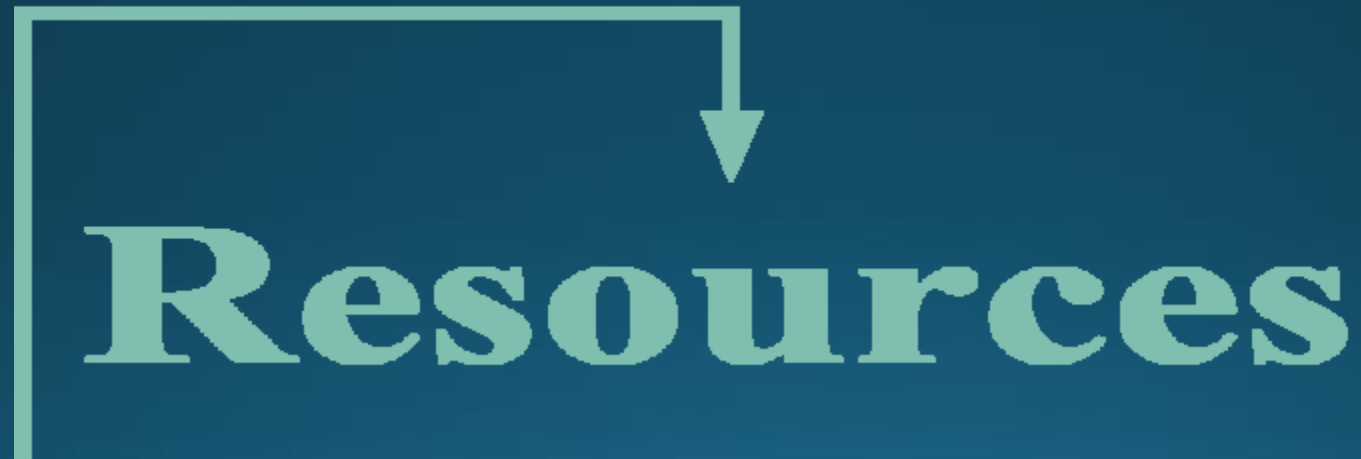
What resources are available?

Resources

Questions

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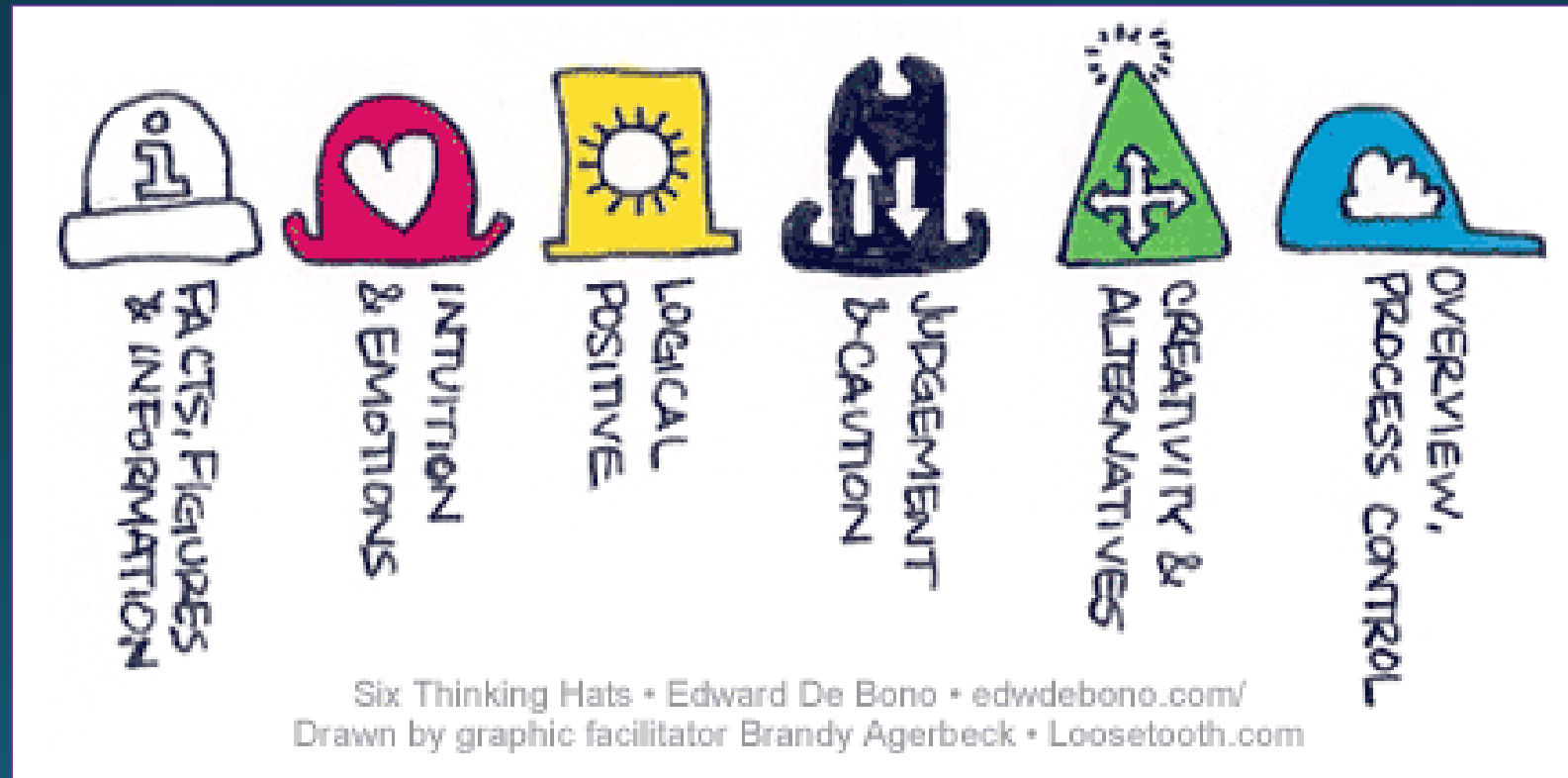
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How to implement these ideas?

6 Hats: Each participant chooses a hat color. The color of the hat signifies the role that they must adopt.

Six Thinking Hats • Edward De Bono • edwdebono.com/
Drawn by graphic facilitator Brandy Agerbeck • Loosetooth.com

The white hat is neutral and information based. This person will want to focus on the information that is available, will question what information is missing, what information they would like to have and how the group is going to get more information. This person should only be information based and therefore they have not to put forward proposals or arguments. Their role is only to look at the data and ensure that the right data is available.

The yellow hat is shiny and optimistic. This person will be looking for benefits based on logic and how something can be done. They will see the positive, optimistic, logical side of an expressed idea. Some effort can be involved in adopting this hat as benefits are not always immediately obvious.

The red hat is fiery, warm and emotion based. This person will want to express their emotions, gut feel, hunches and intuition related to the idea under discussion. The idea is that emotions and gut feelings are usually suppressed during meetings yet it can be valuable to get them out into the open.

The black hat is Stern, judge like. This person will want to apply critical judgement and express caution. They will want to ensure everything is legal and ethical and prevent silly mistakes from being made. They will highlight the reasons why an idea is unprofitable or impossible to do. De Bono see this hat as the most used / important of the hats as it helps the team avoid mistakes but warns of its overuse – too much caution and negativity can kill creative ideas.

The green hat is green like a plant for growth. This person adopts the creative role and should be the one who comes forward with novel and new ideas or additional alternatives. If no creative ideas are forthcoming then they can request ideas from others in the group and also puts forward possibilities and hypotheses.

The blue hat is blue like the sky for an overview. This person acts like a facilitator or chairperson; they set the agenda, coordinate and request info from other group members. They request for summaries, conclusions and decisions and they suggest next steps. This person organizes and controls the thinking process of the team.

- **Six Thinking Hats**

- Edward de Bono developed his thinking model called the Six Thinking Hats in the 1980s. It is a very celebrated model that is very useful for structuring individual or group thinking and for promoting creativity during the change process. There are 6 hats which represent a specific way of thinking. Everyone puts on the same coloured hat during the thinking process and aligns their thinking accordingly. By structuring the thinking process in this manner, a fieldwork coordinator can reduce 'ego's and power' in the process because everyone is required to 'think' in the same manner.

- The group works through the discussion in the sequence listed below. At each phase, everyone wears the same coloured hat, and can literally or metaphorically put on the hat. Once the discussion is completed under the colour of the hat, the group then moves on. The process facilitates creativity and thinking and can move a group forward during a change process.

- If a fieldwork coordinator was to apply the Six Thinking Hats to your identified innovation issue example, they would see that there are six different ways of thinking about the innovation, each in relation to one of the hats.

- Fieldwork coordinators can use the Six Thinking Hats methodology to move a group through an exploration process during the change cycle while managing some of the interpersonal dynamics which emerge, particularly when someone is offering a 'yellow hat' idea and someone criticises it because they are wearing a 'black hat'.