

Tennessee State University
Department of Occupational
Therapy

Guide for Fieldwork Educators

Guide for Fieldwork Educators

- The Department of Occupational Therapy at Tennessee State University appreciates your willingness to provide clinical education for our students during their Level I and II fieldwork experiences!
- As part of our appreciation for taking students, while you are supervising our students you will receive full and free access to the TSU Library Consortium. Please email Mrs. Lauren Beard at: lwilli49@tnstate.edu with your name and email address. She will take care of the process to get you access.
- Please follow instructions on the last slide to obtain your free 1 unit CEU

Mission of the MOT Program at TSU

- **The MOT program at Tennessee State University.**
To fulfill the University mission of “promoting life-long learning, scholarly inquiry, and a commitment to the service of others”

The mission of the Tennessee State University Occupational Therapy Program is to provide competent, ethical, general practitioners. Graduates will be prepared to serve the community through the use of evidence-based, client-centered, and occupation-based service in existing and emerging practice settings.

MOT program philosophy

The occupational therapy program at TSU recognizes occupation to be an individual's goal-directed use of time, energy, interest and attention; and assumes that occupation is best analyzed by examining the activities in which people engage. It is believed that activities are of a changing nature not only throughout the lifespan of each individual, but also through time as the needs, interests and goals of our society change and progress.

The program further recognizes that each person's capacity to compensate for lost or underdeveloped abilities is unique. Health is not absolute, but depends on an individual's sociocultural group, environment, and personal needs and choices. A unique role of occupational therapy lies in its capacity to integrate biological, psychological, sociological and technological components within its view of health and to analyze the factors which influence an individual's performance of work, educational, leisure, and play activities; social participation; instrumental activities of daily living; and personal/basic activities of daily living.

Student learning experiences are structured in the curriculum with respect to ongoing development of individuals across the lifespan. The faculty, in the Department of Occupational Therapy, believes that every person has value. We emphasize the right of each individual to make choices and to determine personal goals. We further believe that in a helping relationship, active participation from the recipient is essential. This belief in active participation applies to both clients and students. Consequently, students shall be responsible for contributing to the structure and content of their learning experiences.

The faculty is committed to helping students develop problem solving skills by supporting risk taking and encouraging interactive learning, develop an appetite for life-long learning; become grounded in occupational therapy theory, history, and philosophy upon which the profession was built; demonstrate professionalism and act in compliance with the Code of Ethics (2015); and provide excellent client services, which includes the use of evidence-based practice and collaborative communication with the client, to achieve the desired outcome of engagement in occupation. Students will be expected to examine their own attitudes, values, and personal characteristics as a model for assessing the needs of others.

Curriculum Design

- The **curriculum design** for the MOT program is based on 5 main threads. They are; **foundations, self reflection, skill competencies, clinical reasoning, and clinical practice**. We believe it is paramount that students need a solid core foundation for which future courses will build upon with the ultimate goal of students being ready and competent to enter clinical practice. Clinical practice, however, includes more than just the evaluation, treatment planning, and therapy interventions. It also includes a solid knowledge base in the business of OT, socio-culture-economic-demographic factors that may have an effect on OT practice, advocating for the OT profession and clients, and a willingness to assume a leadership role in the OT profession.

The curriculum is also designed to follow along with the structure of Bloom's Taxonomy. As students matriculate the program, courses are structured to facilitate movement along Bloom's continuum from knowledge to evaluation.

MOT Curriculum at TSU

<u>First Year</u>	<u>Second Year</u>	<u>Third Year</u>
OCCT 5000 Fieldwork Seminar	OCCT 5660 Research I	OCCT 6914 Fieldwork Internship II
OCCT 5010 Foundations in OT	OCCT 6560 Phys. Dys. II Lecture	
OCCT 5050 Occupational Analysis	OCCT 6561 Phys. Dys. II Lab.	
OCCT 5110 Anatomy	OCCT 6554 Phys. Dys. II Practicum	
OCCT 5160 Psychosocial Dysfunction	OCCT 5450 School Based OT	
OCCT 5170 Psychosocial Dys. Applied	OCCT 5860 Research II	
OCCT 5180 Biomechanics	OCCT 5400 General Diagnoses Applied	
OCCT 5120 Neurobiology	OCCT 5421 Clinical Practice	
OCCT 5250 Pediatrics Lecture	OCCT 6810 Modalities	
OCCT 5251 Pediatrics Lab		
OCCT 5254 Pediatrics Practicum	Comprehensive Examination	
OCCT 5760 Admin. & Leadership	OCCT 6904 Fieldwork Internship I	
OCCT 5900 Analysis of Research		
OCCT 5550 Physical Dysfunction I Lec.		
OCCT 5561 Phys. Dys. I Lab.		
OCCT 5554 Phys. Dys. I Practicum		

***Students begin program in August and graduate December 2 years later**

Value of fieldwork education for students

- Students learn to apply theoretical and scientific principles learned from their academic programs to address actual client needs within the context of authentic practice environments
- Students develop competency to ascertain client occupational performance needs, to identify supports or barriers affecting health and participation, and to document interventions provided
- Students have opportunity to develop advocacy, leadership, and managerial skills
- Students develop professional identity, aligning his or her professional judgments and decisions with the *AOTA Standards of Practice* (AOTA, 2010) and the *Occupational Therapy Code of Ethics* (AOTA, 2020)

Why take fieldwork students?

- Benefits:
 - Enhance own professional development by providing exposure to current trends, EBP, and research
 - Continuing competency units by NBCOT and by TN Licensure Board (Level I – 1 unit per student; Level II- 1 unit per week per student)
 - Improve facility image to professional community, consumers and external audiences through partnership with academic programs
 - Helping students to identify career options and contributing to recruitment of future OT personnel

Excellence in Fieldwork: Fieldwork Educator

- AOTA and OT state association membership
- Participation in CE related to supervision, teaching, and evaluation of learning or mentoring
- Active engagement in ethical, evidence-based, and occupation-centered practice
- Positive evaluations from students who completed their fieldwork with the fieldwork educator
- 5-Year history of providing consistent fieldwork education to students
- Proactive collaboration with other professionals, serving as a team member role model
- Skills at the master clinician level and presents them as a model for students
- Awareness of where his or her practice fits within the program
- Recognition of the uniqueness of each student and adapts his or her supervisory style accordingly
- Active engagement in evaluation of his or her own effectiveness as a supervisor
- Contributions to OT education beyond the fieldwork site, (i.e. guest lecturer)
- Leadership within a professional association that promotes the values of the profession

Supervision Requirements

- Be sure you are ready, willing, and able to supervise fieldwork students
 - For traditional settings the FWE must be currently licensed and have at least 1 year of full-time practice experience
 - For non-traditional fieldwork experiences the fieldwork educator must have at least 3 years of clinical experience
 - If no OTR is on-site one must be available to provide at least 8 hours of direct supervision per week and all other work hours via some other method
 - OTRs can supervise both OT and COTA students. COTAs may contribute to supervision of the OT student under supervision of an OTR
 - Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of OT practice. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student

Helpful Hints

- Remember the student will be nervous entering their first practice arenas
- Is there space available for the student?
- Is there a structure to the student's fieldwork experience that is set in advance?
- Have you made everyone aware of the student coming to your facility?
- Foster open communication with your student
- Foster open communication with the AFWC from the student's educational program and do not hesitate to contact the AFWC for issues and questions you may have
- Provide clear oral and written documentation and feedback
- Offer expert advice to your student that encourages their professional growth
- Schedule formal reviews and evaluations with your student in advance
- Focus on the students behaviors and abilities instead of personal traits
- Encourage student self-assessment and self-reflection

Preparation for Becoming a Fieldwork Educator

1. Attendance at an AOTA Fieldwork Educator Certificate Program

<http://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx>

2. Completion of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)

[http://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/SelfAssessment%20Tool%20FW%20Ed%20Competency%20\(2009\).pdf](http://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/SelfAssessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf)

3. Attendance at continuing education events on the topic of practice education

4. Mentorship by an experienced fieldwork educator

5. Completion of on-line training modules

<http://www.preceptor.ca/>

<http://www.aota.org/Education-Careers/Fieldwork/incorporate-ebp.aspx>
(incorporating evidence-based practice)

6. Documented readings of texts/papers on clinical/fieldwork education

FIELDWORK EDUCATION TEAM

Academic Fieldwork Coordinator (AFWC) Faculty member in the OT Department who is responsible for developing and coordinating the clinical education portion of the fieldwork curriculum

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Ensure compliance with current ACOTE standards for fieldwork education and fieldwork experiential components

Delegate appropriate responsibilities and supervise the Assistant Academic Fieldwork Coordinator

Instruct in the didactic components of Level I fieldwork (Fieldwork Seminar & Practicums)

Coordinate with faculty regarding needs of students, course objectives, fieldwork sites which will provide experiences to fulfill course requirements and promote program educational goals

Maintain and update Student Fieldwork Manual

Maintain communication log with students and contact student and site at least one time during each placement via site visit, email, or phone call

Collaborate with AAFWC to place students in Level I and II fieldwork sites

Assure that all student fieldwork course and fieldwork experience assignments for Level I & II have been received and evaluated, and students have been given a grade (academic grade for Level I and Pass/Fail/Incomplete grade for Level II)

Approve student personal data/medical notebook information prior to fieldwork placements

Meet with the student to discuss student's experiences and review written assignments

Assure that there are an adequate number of fieldwork sites with current contracts in collaboration with AAFWC

Establish and maintain communication with fieldwork educator/ clinical instructor regarding educational program goals and objectives

Assist with the remediation of any problem with student performance and/or conflicts and set up remediation learning contracts

Provide resources to clinical instructors as needed

Participate in department, college, and University committees

Participate in student advising

Develop new fieldwork sites and follow up on new site contacts provided by students

Obtain and review the student evaluation of the facility and follow up with each CI if there are problems or discrepancies

Maintain current board registration and state licensure

FIELDWORK EDUCATION TEAM

Coordinate and manage clinical affiliation contracts and MOU's, ensuring that contracts are in effect at the time the student is completing Level I and II fieldwork experiences

Follow up on new site contract requests

Adhere to ACOTE standards and update related materials

Maintain/update fieldwork site database electronically

Determine the availability for clinical placements

Schedule student fieldwork placements with AFWC

Manage Student and clinical site correspondence – notification of student assignment, sending materials (syllabus or objectives, evaluation forms)

Provide a continuing education certificate to all supervising FWE's (via survey)

Clinical Coordinator of Education (CCE) Employee of the clinical facility who is responsible for coordinating between the student and the fieldwork educator

Assigns or confirms placement with the FWE

Contacts student with site requirements for orientation or additional medical information

Assures current contract is in place with OT program

FIELDWORK EDUCATION TEAM

Fieldwork educator (FWE) Title may include the following: clinical instructor, clinical fieldwork educator, clinical fieldwork supervisor, student supervisor. Employee of the clinical facility who is responsible for student training at the fieldwork site in accordance with current AOTA and ACOTE standards, program's educational goals, and policies and procedures of the facility.

Collaborate with the AFWC to develop a fieldwork program that enables students to apply classroom concepts

Provide updated information about the center, including the philosophies upon which client evaluation and treatment are based

Provide opportunities for student observation as well as "hands on" experiences

Assign patients/clients appropriate to the student's level of education and experience

Facilitate student's completion of fieldwork assignments

Coach the student to optimize his/her performance

Share concerns about student performance with the AFWC

Evaluate the student, and if applicable, follow the school's withdrawal policies

Participate in ongoing continuing education for fieldwork education

FIELDWORK EDUCATION TEAM

Therapist in Training, OTS Student from TSU's occupational therapy program who is responsible for developing competency as an entry level occupational therapist

Collaborate with the AFWC, AAFWC, and FWE educator to meet the requirements of the fieldwork experience
Comply with the rules, policies, and regulations of the sites

Obtain and maintain required immunizations, health status documentation, professional liability insurance, health insurance, CPR certification, background checks, and/or drug screens prior to start of fieldwork

Contact the fieldwork educator prior to starting fieldwork to find out about dress code, parking arrangements, required materials, or other needs for the fieldwork experience

Arrange own transportation to and from facilities

Conduct him/herself in a professional and courteous manner as a guest in the facility

Demonstrate professional and ethical standards

Provide personal information as required by the facility

Communicate with the FWE and AFWC about tardiness, absenteeism, any concerns, etc.

Complete homework assignments on time from the educational program and the facility/fieldwork site

Recognize own strengths and weaknesses and make an effort to improve weak areas

Accept supervision and constructive criticism and maintain flexibility when plans change

Seek additional experiences and resource materials after completing assignments

Solicit help when a particular task is outside level of knowledge or skill

Participate in a variety of professional development or continuing education experiences, and provide evidence of such experiences

Communicate consistently with the FWE and provide evidence of such meetings/communication on the communication logs provided by the Department

Complete accurate evaluations of self, the facility, and the fieldwork experience. Documents to be submitted to appropriate parties

Summary

- The value clinical educators bring to the student's training process is as equal in partnership with the academic organization
- Working together we can ensure that tomorrow's clinicians are properly trained and ready to enter clinical practice
- The TSU Fieldwork Manual can be found at:
<http://www.tnstate.edu/ot/>

References

- American Accreditation Council for Occupational Therapy Education. (2012). 2011 Accreditation council for occupational therapy education (ACOTE) standards. *American Journal of Occupational Therapy*, 66, S6-S74.
- American Occupational Therapy Association (2020). Occupational Therapy Code of Ethics and ethics standards, *American Journal of Occupational Therapy*, 69, (Suppl.3).
- American Occupational Therapy Association (2010). Standards of Practice for occupational therapy. *American Journal of Occupational Therapy*, 59, 663-665.
- Amini, D. & Gupta, J. (July 23, 2012). Fieldwork Level II and occupational therapy students: A position paper. *OT Practice*, 6-9.
- Bruns, C., Dimeo, S., & Malta, S. (March, 2003) Journey into fieldwork supervision. *OT Practice*, 19-22.
- Costa, D. M. (2015). *The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Educators and Practitioners*, 2nd Ed. Bethesda, MD: AOTA Press.

THANK YOU FOR REVIEWING
THIS RESOURCE!

PLEASE GO TO THE FOLLOWING LINK (right click, open
hyperlink) TO TAKE A SHORT QUIZ AND PRINT YOUR
FREE 1 UNIT CEU:

https://tnstateu.a1.qualtrics.com/SE/?SID=SV_3E3rGiLyGg3zPsp