THE INTENTIONAL FIELDWORK EDUCATOR MODEL (IFWEM)

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FIELDWORK EDUCATION
A FUNDAMENTAL COMPONENT

- A vital bridge connecting didactic education to clinical practice (Ryan & Beck, 2018)
- Broadens clinical knowledge base (Brzykcy, Geraci, Ortega, & McWilliams, 2016)
- Enriches coursework (Brzykcy et al., 2016)
- Develops competency and skills (Ryan & Beck, 2018)
- Cultivates professional behaviors and the therapeutic use of self (Brzykcy et al., 2016)
ACOTE AND PROGRAMS: EXPECTATIONS

Educational program requirements
- Level I and level II experiences embedded into OT/OTA programs

Accrediting Council for Occupational Therapy Education (ACOTE) requirements
- Standards set by ACOTE
- Includes A, B, C standards
- 101 content standards; 27 fieldwork standards
THE FIELDWORK EDUCATOR

- An essential role of the OT practitioner
- A professional obligation
- Cultivates professional growth as an educator
- Develops competency
- Grows the profession

(Chapman, 2016; Ryan & Beck, 2018)
STUDENT PERCEPTIONS: FIELDWORK SIGNIFICANCE

FW perceived as the most significant part of OT education

Formation of professional identity

(Ryan & Beck, 2018)
YOU AS THE EDUCATOR: ASSIMILATING THE ROLES
**NEED FOR FIELDWORK MODELS OR FRAMEWORKS**

<table>
<thead>
<tr>
<th>Models</th>
<th>Current models and frameworks</th>
<th>Necessity of a comprehensive model</th>
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</thead>
<tbody>
<tr>
<td>May be used to clarify assumptions, guides professional reasoning, and provides solutions</td>
<td>Peer learning, supervision and collaborative models</td>
<td>To enhance student outcomes</td>
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<tr>
<td>(Owen, Adams, &amp; Frenszen, 2014).</td>
<td></td>
<td>To increase FWE / student competency</td>
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<tr>
<td></td>
<td></td>
<td>Is relevant to fieldwork education</td>
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<td></td>
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<td>Has utility</td>
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<td></td>
<td>(Grenier, 2015; Lynam, Corish &amp; Connolly, 2014; Kinsella, Piersol, 2018)</td>
<td>(Grenier, 2015; Evenson, Roberts, Kaldenberg, Barnes, &amp; Ozelie, 2015)</td>
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THEORETICAL FRAMEWORK FOR THE INTENTIONAL FIELDWORK EDUCATION MODEL (IFWEM)

- Transformational Learning Theory (Cranton & Taylor, 2012)

- Experiential Learning Theory (Lisko & O’dell, 2010)

- Pedandragogy (Samaroo, Cooper & Green, 2013).
in·ten·tional

adjecitve . done on purpose; deliberate.
APPLY THE OT LENS
IDENTIFY PERSONAL & CONTEXTUAL FACTORS

- Acknowledge your role as an educator
- Identify your teaching style
- Identify your student’s learning style
- Assess your communication style
- Determine the best methods to provide feedback
Identify personal & contextual factors:

- **Understand** Understand how adults learn
- **Assess** Assess experiences and preparedness
- **Consider** Consider personality and attitudes
- **Reflect** Reflect on the context and environment
- **Acknowledge** Acknowledge the culture of the clinic/organization
IDENTIFY THE STUDENT’S INDIVIDUALIZED LEARNING NEEDS
ENGAGING IN THE INTENTIONAL LEARNING CONTINUUM

- Establish a collaborative relationship
- Assimilate student into the culture
- Apply the OT lens of analysis
- Utilize optimal supervisory style
- Employ optimal teaching style
### Engaging in the Intentional Learning Continuum

<table>
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<th>Action</th>
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<tr>
<td>Utilize effective communication/feedback</td>
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<td>Pace progression throughout the learning experience</td>
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<tr>
<td>Anticipate and recognizes teachable moments</td>
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<tr>
<td>Intentionally create learning experiences</td>
</tr>
<tr>
<td>Modify learning experiences/task demands based on student responses</td>
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THE NUTS AND BOLTS......
The Collaborative Relationship

Is established through a trusting relationship (Chapman, 2016)

Will promote engagement and self-efficacy (Andonian, 2017; Samaroo et al., 2013)

Is linked to enhanced student outcomes (de Beer & Vorster, 2012)

Is demonstrated through reciprocal interactions (Koski, Simon & Dooley, 2011)
BUILDING A COLLABORATIVE RELATIONSHIP

- Establish trust through open, honest communication and interactions (Chapman, 2016)
- Demonstrate mutual respect
- Embrace a mentorship role (Grenier, 2015)
- Promote mutual discussions
- Inclusive decision making as appropriate
Acknowledge your clinic/organization’s culture

Ascertain how the culture may facilitate or impede student learning

Create a sense of belonging to promote self-actualization and competence

Welcome, orient, invite, include, value

(Berg-Poppe, Karges, Nissen, Deutsch & Webster, 2017)
APPLY THE OT LENS OF ANALYSIS

• Apply the principles of analysis throughout the educational experience

• Analyze:
  • Performance skills
  • Student responses
  • Task demands
  • Contexts and environments
  • Role, habits, routines

(AOTA, 2014)
What is the student’s current skill set?
What do they need to develop first, second, etc.?
Do the task demands match the ability of the student?
Is the pace of the setting impacting student performance?
Is the complexity of the caseload meeting student learning needs?
Is the environment conducive to student learning?
Does the institution invite student learning?
Are my/student habits, roles, routines impacting student learning outcomes?
Are cultural attitudes/expectations impacting learning?
Does the student have a clear understanding of expectations?
MODIFY LEARNING EXPERIENCES/TASK DEMANDS BASED ON STUDENT RESPONSES

• An optimal fieldwork experience is modified as the student learns and skill develops during the continuum of learning (Rodger, Fitzgerald, Davila, Millar & Allison, 2011)

• Modifying tasks / experiences is an effective teaching strategy (Provident, Leibold, Dolhi, & Jeffcoat, 2009)

• Students prefer learning experiences that are graded to fit their individual learning needs (Grenier, 2015)

• Create the “just right challenge”
INTENTIONALLY CREATE LEARNING EXPERIENCES

- Consider that learning experiences go beyond learning assignments!
- Deliberate client assignment
- Provide opportunities for specific skill development
- Pre-plan evaluation process
- Pre-plan treatment sessions
- Provide opportunities for intraprofessional and interprofessional interactions
- Reflect on evaluation and treatment sessions and client responses
TEACHABLE MOMENTS: DON’T PASS THEM UP!

• Utilize “downtime” to the fullest
• Be observant: recognize and seize the opportunity
• Facilitate inquiry during client interactions
• Discuss what went right when…..during….because of ……
• Discuss what could be improved upon
• Use client, caregiver, family, team member responses to enhance learning
• Point out the impacts of culture, age, gender, education, socioeconomics, health literacy
A TEACHABLE MOMENT

- Provides opportunities for skill development
- Develops an understanding of pathologies and presentations
- Facilitates critical thinking and clinical reasoning
- Highlights issues related to safety, precautions, contraindications
A TEACHABLE MOMENT

- Is a building block for self-efficacy and confidence
- Promotes an understanding of the roles and responsibilities of interdisciplinary team members
- Develops professional behaviors
- Increases an awareness of time and resource management
UTILIZE OPTIMAL SUPERVISORY STYLE

Supervisory styles are demonstrated during student interactions (Gedamu, 2017)

Each person has their own preferred style of supervision (Gedamu, 2017)

FWE should be flexible and apply varied supervisory styles based on student needs and situations (Gedamu, 2017)

Consider generational differences in learning and supervision (Davis & Rosee, 2015)
TYPICAL SUPERVISORY STYLES

Authoritarian supervision

Laissez Faire supervision

Companionable supervision

Synergistic supervision

(UC Davis Center For Student Involvement, 2014)
communication

noun. The definition of communication is the 2-way exchange of opinions, news and information by writing, speech or gestures including body language and facial reactions.
ENGAGE IN EFFECTIVE COMMUNICATION

Communication between FWE and student underpins a successful fieldwork experience (de Beer & Vorster, 2012)

Communication styles can create barriers or effective interaction (Ciocan, Plămâdeală, & Jorgić, 2017)
• Passive, aggressive, passive-aggressive, assertive
Feedback is a significant element in the education process.

The provision of appropriate feedback is perceived by students to be one of the most significant components of a good FWE.

“Provision and acceptance of feedback is necessary to learn the required skills and behavior to become competent clinical providers” (Snyder, 2018)

(Chapman, 2016; Gedamu, 2018; Snyder, 2018)
FEEDBACK

• Develops coping skills
• Enhances learning
• Provides opportunity for self-correction
• Develops clinical skills
• Develops professional behaviors
• Is valued and necessary

(Chapman, 2016; Snyder, 2018)
FEEDBACK DELIVERY

- May be formal or informal
- May be direct or indirect
- May be non-verbal
- Should be specific
- Should be private
- Should be timely
- Should always be factual

(Chapman, 2016; Snyder, 2018)
EMPLOY OPTIMAL TEACHING STYLE BASED ON STUDENT NEEDS

- Expert: highlights their own expertise; concerned with sharing information and preparing students
- Formal Authority: demonstrates knowledgeable status; concerned with providing structure, feedback, and typical approaches
- Personal Model: teaches by example; guides, directs and encourages; expects emulation
- Facilitator: guides and directs; explores, suggests and develops critical thinking
- Delegator: focuses on developing autonomy

(Provident, Leibold, Dolhi & Jeffcoat, 2009)
INTEGRATE LEARNING STYLES INTO LEARNING EXPERIENCES

VISUAL  VERBAL  KINESTHETIC  LEARNING STYLE INVENTORY

(Roberson, Smellie, Wilson, & Cox, 2011)
PACE PROGRESSION THROUGHOUT THE LEARNING CONTINUUM

• Consider Bloom’s Taxonomy
• Provide opportunities for observation
• Model desired behaviors and techniques
• Discuss and describe client performance
• Have the student identify client factors that impact function
• Encourage planning, reflection, inquiry
• Transition student from passive learner to active learner
• Guide and coach

(Chapman, 2016; Grenier, 2015; Provident et al., 2009)
### Optimal Student Outcomes

<table>
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<tr>
<th>Autonomous</th>
<th>Competent</th>
<th>Confident</th>
<th>Utilizes the Therapeutic use of self</th>
<th>Demonstrates Professional behaviors</th>
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<tr>
<td>Utilizes EBP</td>
<td>Engages in safe ethical practice</td>
<td>Identifies the need to be a Life-long learner</td>
<td>Assimilates into the OT culture</td>
<td>Assumes the role of entry level practitioner</td>
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</table>
HELPFUL LINKS AND CONTACTS

- Communication styles:  
  https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf
- Learning Style Inventory:  
  https://www.middlesex.mass.edu/ace/downloads/lsi.pdf
- Occupational Therapy Practice Framework 3rd ed. (AOTA members only):  
- Supervision Style:  
- Teaching Style Inventory:  
  http://longleaf.net/teachingstyle.html

For more info contact:
- Nadine @ NKH20@msn.com
- Joy @ ocokeisle@gmail.com

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REFERENCES


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THANK YOU!