
Thank you for joining us!
We will begin at 6:30PM

PHILADELPHIA REGION
Occupational Therapy



♀
Fieldwork & Capstone
CONSORTIUM



Widener University



Consortium 2022 Fieldwork Educator Award Recipient
Bancroft

Challenging the Exceptional Student and Supporting the Struggling Student

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Participants will be able to:

1. State at least (3) strategies to challenge the exceptional student

OBJECTIVES

2. Articulate at least (3) strategies to support the struggling student

3. Identify at least (1) educator self-assessment tool to navigate a challenging FW experience


ACTIONS TO PREDISPOSE ALL TO SUCCESS

- WEEKLY OUTLINES (8 WEEKS FOR OTA STUDENTS/12 WEEKS FOR OT STUDENTS)
- SITE SPECIFIC LEARNING OBJECTIVES (SSLOS)
- STUDENT MANUAL
- IF STARTING A FW PROGRAM-VISIT AOTA AND PRFWCC WEBSITES FOR RESOURCES
- STUDENT EVALUATION OF FW EXPERIENCE (SEFWE)
- LEARNING STYLES, OR COMMUNICATION PREFERENCES
- ATTEND WEBINARS AND TRAININGS
- COMPLETE THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY (SAFECOM)

RECORD WEEKLY SUPERVISION MEETINGS

- PRFWCC WEBSITE
- ESSENTIAL TO MAINTAIN RECORDS OF WEEKLY SUPERVISION MEETING LOGS FOR LIABILITY PURPOSES

(Costa 2015)




Occupational Therapy Program
Level II OTAS Fieldwork Weekly Supervision Form

| Student information: | |
|---------------------------------------|------------------------|
| Student name: _____ | Date: _____ |
| Fieldwork Educator #1: _____ | Week #: _____ of _____ |
| Fieldwork Educator #2: _____ | Week #: _____ of _____ |
| Fieldwork Site: _____ | |
| Fundamentals/Basic Tenets of Practice | |
| <u>Areas of Strength</u> | <u>Areas of Need</u> |
| | |
| | |
| | |
| Evaluation and Screening | |
| <u>Areas of Strength</u> | <u>Areas of Need</u> |
| | |
| | |
| | |
| Intervention | |
| <u>Areas of Strength</u> | <u>Areas of Need</u> |
| | |
| | |
| | |
| Communication/Professional Behaviors | |
| <u>Areas of Strength</u> | <u>Areas of Need</u> |
| | |
| | |
| | |

University of North Dakota Occupational Therapy Student Weekly Review Form adapted by Sheila Moyle, OTD, OTR/L and Bridget Trivinia, OTD, MS, OTR/L

AOTA FIELDWORK PERFORMANCE EVALUATION (FWPE)

- Measures entry-level competence
- Rated on a 4 point scale:
 - Exemplary
 - Proficient
 - Emerging
 - Unsatisfactory



American Occupational Therapy Association

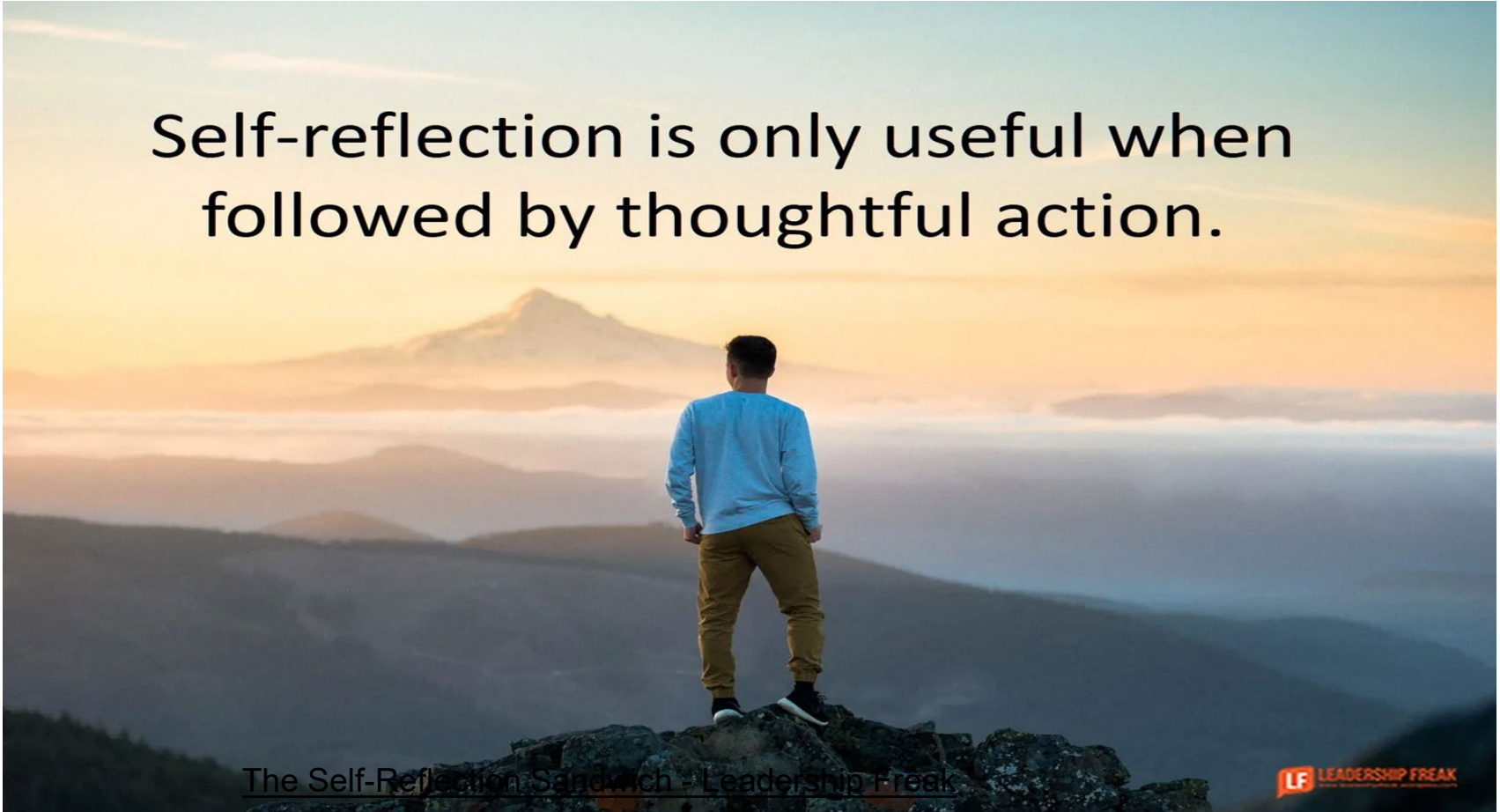
aota.org

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

| FUNDAMENTALS OF PRACTICE | |
|--------------------------|---|
| 1 | Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research |
| 2 | Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures |
| 3 | Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety |
| BASIC TENETS | |
| 4 | Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| 5 | Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| 6 | Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| SCREENING AND EVALUATION | |
| 7 | Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models. |
| 8 | Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers |
| 9 | Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance |
| 10 | Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client's occupational history and experiences, patterns |

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Self-reflection is only useful when followed by thoughtful action.



The Self-Reflection Sandwich - Leadership Freak

LF LEADERSHIP FREAK

SELREFLECTION

FIELDWORK AND CAPSTONE DIFFERENCE



Level I fieldwork introduces students to fieldwork, applying knowledge to practice, and developing an understanding of client needs (ACOTE, 2018).



Level II fieldwork develops competent, entry-level, generalist occupational therapists (ACOTE, 2018).



Capstone requires an in-depth exposure in one or more focused areas of study through a project and doctoral capstone experience (ACOTE, 2018).

Clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education or theory development.

DOCTORAL CAPSTONE OVERVIEW

Doctoral capstone is

- Individualized
- Collaboratively designed, student-centered
- Mentored experiential learning opportunity
- Integral part of the program's curriculum design

Goal: provide an in -depth experience to one or more of the following

- Clinical practice skills
- Research skills
- Administration
- Leadership
- Program and policy development
- Advocacy
- Education
- Theory Development

Consists of two parts:

- Capstone project
- Capstone experience

(ACOTE, 2018)

CAPSTONE PARTS

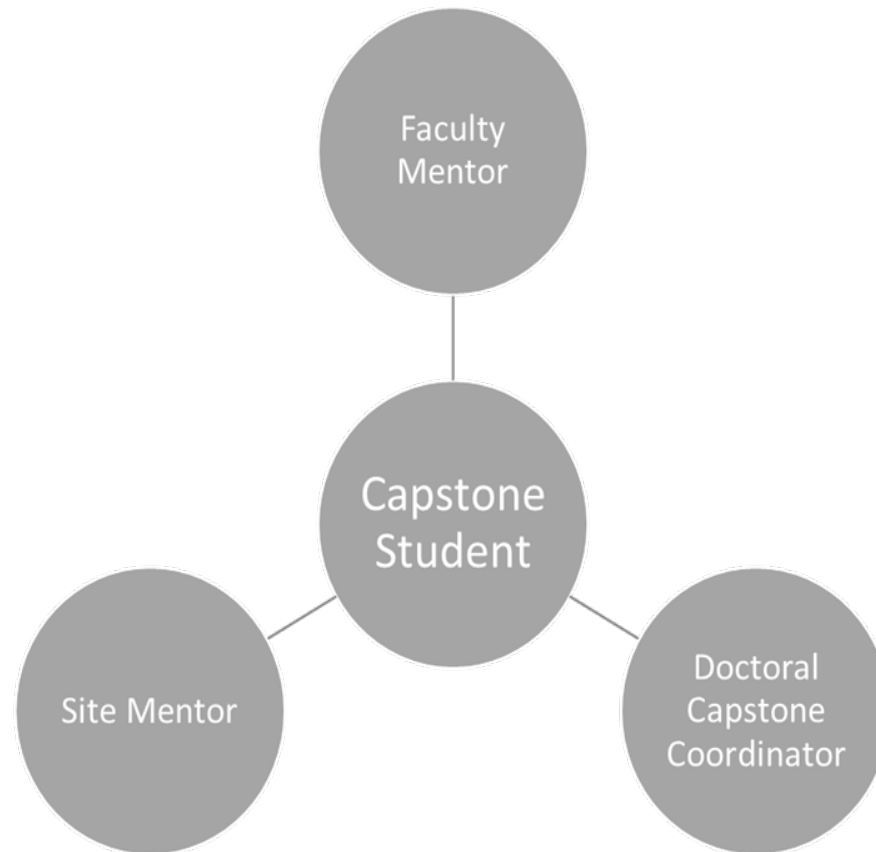
Capstone Project

- Individual project that demonstrates synthesis and application of knowledge gained
- Preparatory activities:
 - Literature review
 - Needs assessment
 - Goals and objectives
 - Evaluation plan

Capstone Experience

- Individual capstone experience
- Minimum of 14 weeks (560 hours)
- Mentored practice setting

CAPSTONE TEAM



LITERATURE REVIEW

CHARACTERISTICS OF EXCEPTIONAL STUDENTS

A successful fieldwork student:

- Seek and respond well to feedback, openness to constructive criticism
- Inquisitive, confident, and take initiative
- Demonstrates high emotional intelligence, maturity, professionalism, personal responsibility, problem-solving
- Self-directed and demonstrates leadership
- Builds positive therapeutic relationships
- Demonstrates strong communication, organization, and interpersonal skills
- Takes risks, actively experiment with sound judgement and safety
- Know when to ask for help
- Collaborate effectively

- Exhibits a commitment to the profession
- Balances productivity, leisure and rest, and demonstrate strong time management skills
- Demonstrate clinical competence

A successful capstone student:

- Confident
- Perceived self-efficacy
- Communicates effectively
- High emotional intelligence
- Demonstrates maturity and independence
- Open to self-directed learning
- Open to self-regulated learning

STRATEGIES FOR THE EXCEPTIONAL STUDENT

Create additional options for student to expand skills:

- Observe other discipline(s) & compare & contrast to role of OT
- Watch a surgical procedure & present to staff
- Complete FW at multiple sites or combine experiences across multiple populations (6/4 weeks with Peds; 6/4 weeks with Adults).
- Complete EBP Research or CAT/CAP
- Submit a call for papers to present at local, state, or national conference
- Orient and/or train incoming students
- Consider use of Intraprofessional Model
- Conduct a SWOT Analysis -Needs Assessment
- Create presentation or infographics to market services to stakeholders

LITERATURE REVIEW

CHARACTERISTICS OF STRUGGLING STUDENTS

Rigidity of thinking

Lack of psychological insight

Discomfort with the ambiguity that accompanies clinical reasoning

Difficulty interpreting feedback and learning from mistakes

 Unable to cease using strategies that did not produce results

 Not able to adopt new, more functional concepts

Externalization of responsibility

Discomfort with the physical handling of patients

Dependence on external measures of self-esteem

High stress in response to scheduling and supervisory changes

Difficulty accepting that more than one treatment method was appropriate for the same clinical problem

Overestimates or underestimates their abilities to meet clinical and professional challenges

Difficulty differentiating between constructive feedback of clinical performance and personal criticism

Difficulty with Problem solving, clinical reasoning, and responding to feedback

(Gutman, McCreedy, & Heisler, 1998; James & Musselman, 2005; Greiner, 2015)

LEARNING CONTRACTS/LEARNING SUCCESS PLANS

**Thomas Jefferson University: Occupational Therapy Assistant Program
School of Continuing and Professional Studies
Student Learning Success Plan**

Remember, utilizing a learning contract is a collaborative process with all stakeholders contributing. A successful learning contract includes active participation by the student, solidifying responsibility for their own learning experience (Knowles et al., 2005).

| | |
|-----------------------------|--|
| Fieldwork Site: | |
| Student's Name: | |
| Supervisor/Educator's Name: | |
| Fieldwork Coordinator: | |
| Date: | |

"Blueprint for Success": Contract for Competency

| | |
|--|--|
| Area for Remediation and examples: | |
| | |
| Impact on patient, supervisor, facility, or student learning: | |
| | |
| Measurable goals: | |
| | |
| Strategies to improve: | |
| | |
| Resources provided: | |
| | |
| Date to be achieved: | |
| Date set for follow-up: | |
| Failure to achieve these goals by _____ may result in failure of the fieldwork experience. | |

| | | | |
|--|--|-------|--|
| Fieldwork Educator's Signature: | | Date: | |
| Student's Signature: | | Date: | |
| Academic Clinical Education Coordinator: | | Date: | |
| (Another party if needed) | | Date: | |

LEARNING CONTRACTS/LEARNING SUCCESS PLANS

Contract Established by: _____

Page 1 of _____

LEARNING SUCCESS PLAN – WORKSHEET

Student's Name

| Date | Outcome | Measurement | Resources | Process/Procedures/ Strategies | Target Date for Completion | Student/ FWEd Initials |
|------|--|---|--|---|----------------------------------|------------------------------|
| | <p>Interventions: Item 19 Student will use evidence to make informed decisions to meet entry-level competency within the acute hospital setting by the end of Level II FW experience.</p> | <p>Student will consistently use evidence from published research and relevant resources to make informed intervention decisions for clients within the acute hospital setting as evidenced by a final rating of 2, or higher by the end of Level II FW experience.</p> | <p>Site policies and procedures manual</p> <p>On-line Resources- primarily .org, .gov, and .edu websites</p> <p>AOTA resources</p> <p>OT textbooks</p> <p>Temple Library</p> | <p>Student to review policies and procedures manual from site prior to returning to resumption of FW placement related to clinical pathways for best practice guidelines for: Ortho, Neuro, & Medical-Surgical clients.</p> <p>Student to review course notes/resources</p> <p>Weekly FW Educator meetings with written notes</p> <p>Weekly touch points between student and AFWC</p> | | |

STRATEGIES FOR THE STRUGGLING STUDENT

THE BASICS:

- IDENTIFY AND REPORT PERFORMANCE CONCERNS EARLY
- COLLABORATE WITH ACADEMIC FW COORDINATOR OR DOCTORAL CAPSTONE COORDINATOR
- ESTABLISH LEARNING CONTRACT/LEARNING SUCCESS PLAN

GO A STEP FURTHER:

- USE AN EDUCATOR SELF-ASSESSMENT TOOL
 - HAVE I TAKEN THE RIGHT STEPS TO SUPPORT THE STUDENT THUS FAR?
 - ARE THERE MORE FACTORS I SHOULD BE CONSIDERING?
- USE THE FEEDBACK FROM THE EDUCATOR SELF-ASSESSMENT TOOL
 - MAKE MODIFICATIONS TO IMPROVE STUDENT LEARNING
 - GAIN EDUCATOR CONFIDENCE FOR DECISION MAKING

STEP 1: ENVIRONMENT - STUDENT - EDUCATOR

An Educator's Checklist for Navigating a Challenging Level II Fieldwork Step 1: Facilitators for Student Learning

Learning Environment:

- Has a thorough orientation with an introduction to the facility, staff, and resources been provided?
- Have site specific learning objectives or an 8/12-week outline been clearly identified and reviewed?
- Does the student have a personal workspace to utilize easily?
- Are all members of the interdisciplinary team and support personnel facilitators to learning? Example, are they welcoming, friendly, supportive, and inclusive?
- Does the student have access to all resources needed to treat clients with current best practices?

Student:

- Has the student taken accountability and acknowledged their current level of performance?
- Has the student served as a collaborator in their learning experience? Example, have they communicated their learning style, asked for supervision or teaching changes, requested feedback, and demonstrated initiative?

Educator:

- Have I used collaborative teaching strategies? Example, the educator acts as a mentor rather than a supervisor by providing guidance when necessary.
- Have I been a collaborative educator?
 - Am I understanding, inclusive, approachable, and flexible?
 - Do I set clear student expectations?
 - Do I encourage active student involvement in clinical activities?
- Have I set aside consistent time for direct supervision?
- Do I promote an open and honest relationship with the student?
- Have I incorporated several learning styles instead of only one? Example, see intervention, do the intervention, teach the intervention.
- Do I take advantage of teachable moments, by teaching while treating clients, explaining the rationale behind interventions and concepts?
- Have I provided positive and constructive feedback simultaneously? Daily and weekly, while using different methods (written, verbal, and demonstration). Was feedback linked to the Fieldwork Performance Evaluation (FWPE) areas?
- If any of the above has been difficult to achieve, have I partnered with another educator to achieve a more conducive learning environment? Example, seeking mentorship from a colleague, scheduling student shadowing opportunities, or incorporating another student for a 1 educator:2 student supervision model.
- Have I given the student and the Academic Fieldwork Coordinator (AFWC) notification of underachieving performance as early as possible allowing the AFWC to develop a Learning Success Plan?
- Does the Learning Success Plan link all learning goals to the FWPE?
- Is the AFWC actively involved in assisting with the learning success plan?
- Have I collaborated openly with the AFWC and student on applicable areas of this checklist to maximize the learning experience?

STEP 2: FINAL DECISION

Step 2: Final Decision on Entry-Level Competence

- Have I used the Educator Checklist above to make appropriate modifications to the learning environment and my own educator strategies? Meaning, have I exhausted most resources within my control to optimize student learning success?
- Have I communicated and collaborated with the AFWC and student throughout the fieldwork to ensure all supports available were provided?
- Have I used the Final FWPE to decide if the student can demonstrate entry level competence?
(OTAS: Score of 91 or higher, OTS: Score of 111 or higher)

Remember: The Final Fieldwork Performance Evaluation determines Level II student failure.

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Survey

We would like your feedback and suggestions to guide future offerings



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