

SUPPORTING INTRAPROFESSIONAL FIELDWORK



Reuschly & Swidberg 2022

ABOUT US



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OBJECTIVES

1. Understand multiple fieldwork supervision models
2. Identify how to incorporate models other than 1:1 within daily practice settings



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KEY TERMS

- FW - Fieldwork
- FWEd - Fieldwork Educator
- OT - Occupational Therapist
- OTA - Occupational Therapy Assistant
- OTP - Occupational Therapy Practitioner

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FIELDWORK OPPORTUNITIES

Traditional	Non-traditional/Emerging
Home Health	Academia
Hospitals	Aging in place
Outpatient Clinics	Ergonomics
Private Practice	Hippotherapy
Inpatient Rehabilitation Facilities (IRF)	Pain Management
School-based	Primary care
Skilled Nursing Facilities (SNF)	Prisons

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SUPERVISION MODELS OF FIELDWORK

Models discussed:

- Apprenticeship Model (Traditional 1:1)
- Multiple Mentorship Model/Shared Clinical Placement Model
- Role-Emerging Placement/Project Placement
- Collaborative Model

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APPRENTICESHIP MODEL

What is this model?

- 1 student : 1 Fieldwork Educator (1:1)
- It's the least complex model of fieldwork supervision
- This model is the most commonly used model and is often referred to as the Traditional Model
- Focuses on the development of student skills for direct practice
- Allows the FWed to instruct the student directly on practice skills, knowledge, and professional behaviors

Roles

- **Role of Fieldwork Educator:** provides direct supervision, demonstrates and facilitates student learning
- **Role of Student:** active participation in placement for the student to connect theory to clinical practice

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APPRENTICESHIP MODEL

Benefits

- 1:1 instruction and relationship
- No competition from other students
- Follows one schedule/caseload which allows for clear expectations
- Novice practitioners
 - Best model for first time FWed

Challenges

- Feedback, communication, and modeling from only one FWed
- Full time commitment from FWed is required
- Students are limited by FWed's expertise and practice area
- Quality of FWed and student relationship could affect the FW experience

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MULTIPLE MENTORSHIP/SHARED SUPERVISION MODEL

What is this model?

- 1 student (or more) : 2 (or more) fieldwork educators
- Share responsibilities between two FWeds to complete a full placement experience
 - Part-time FWed and PRN OT
- Provides a unique experience for a student in a specialized area and provide a practical generalist experience
- Allows for a student to split their FW placement across two sites

Roles

- **Role of Fieldwork Educator:** provides learning opportunities for students; provides feedback to students, collaborates with other FWeds, develops learning plan and objectives
- **Role of Student:** Utilizes peers as resources, meets learning objectives through multiple FWeds, demonstrates flexibility, clinical reasoning, and maturity

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MULTIPLE MENTORSHIP/SHARED SUPERVISION MODEL

Benefits

- Increased number of FWeds
- Less demanding on FWeds time
- Mentoring/collaboration with novice FWeds
- Multiple perspectives and provides broader practice experiences
- Specialty practice areas

Challenges

- Expectations can be inconsistent between two FWeds
- Preference of one FWed over others
- Coordination of different schedules
- Pressure of learning more than one practice area

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ROLE EMERGING/PROJECT PLANNING

What is this model?

- 1 student (or more) : 1 Fieldwork Educator
- Currently no occupational therapy services at the site
- Requires supervision from an off-site occupational therapy practitioner with an on-site mentor from another profession
- Requires a completion of a project by the end of the fieldwork experience

Roles

- **Role of Fieldwork Educator:** Supervise and manage students, providing 8 hours per week of direct supervision and consults as needed, communication, promote learning opportunities for development and reflection, collaborate with on-site interprofessional mentor
(Must have 3 years full-time work experience)
- **Role of Student:** demonstrate self-learning and take initiative, complete needs assessment, collaborate and design needed programs for sites, collaborate with other students and site

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ROLE EMERGING/PROJECT PLANNING

Benefits

- More autonomy for professional development
- Students develop creativity using their own ideas
- Students learn program development skills
- Students learn to promote the profession
- Greater independence for student responsibility
- Fieldwork is more client-focused rather than diagnosis

Challenges

- Limited knowledge of occupational therapist role at site
- Time spent with FWed is limited
- May have supervisor who lacks knowledge of occupational therapy
- Students may perceive lack of structure and support
- Requires more responsibilities for students

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COLLABORATIVE MODELS

What is this model?

- 2 (or more) students : 1 FWed
- Peers help each other through collaboration
 - Modeling, guiding, and cooperating with each other in a shared social context
- Peer collaboration is identified as a learning outcome
- Provides more students which will benefit the FW sites with resources

Roles

- **Role of Fieldwork Educator:** delegating caseload to students, developing learning opportunities that students can complete together, provides feedback, serve as a resource, monitoring student performance
- **Role of Student:** utilizes peers as resources, takes initiative with their own problem solving, share experiences with peers and learn from each other, develop a learning plan and share with peers and FWed

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COLLABORATIVE MODELS

Benefits

- Increase interprofessional/intraprofessional skills
- Increase teamwork skills
- Students motivate and encourage each other
- Build self-confidence
- Students feel less intimidated discussing issues with peers than the FWed

Challenges

- Managing different learning styles
- Monitoring multiple students
- Space restrictions
- Building multiple relationships between students and FWed
- Additional paperwork and planning

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BRINGING IT ALL TOGETHER

Providing a fieldwork experience for OT and OTA students prepares them at the same time for collaboration as new practitioners. Being a fieldwork educator with the opportunity to support multiple programs allows for a well-rounded education for students

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IMPORTANCE OF INTRAPROFESSIONAL OPPORTUNITIES

- The importance of learning intraprofessional roles and skills carries into practice, which can only improve outcomes for service recipients
- Presenting students with the chance to practice and understand the supervisory, collaborative relationship with guidance from FWEs can decrease the anxiety that occurs for new graduates as they enter into these roles, and these skills are valuable to creating entry-level practitioners
- We teach and expect professionalism, and this skill can get overlooked, but it is vital to success in the field
- Collaboration between OT and OTA students provides opportunities to develop knowledge and skills in advocacy, scholarship and management



QUESTIONS



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