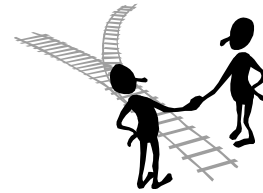


# Models of Fieldwork

## 1 Student : 1 Educator

**Description:** A fieldwork model that involves one student being assigned to one fieldwork educator for a fieldwork placement.



### **How it Works:**

The student is paired with one fieldwork educator who takes responsibility for the overall placement. The student consults with this one fieldwork educator throughout the placement for direction in skill learning, reflection of practice, and guidance on the role of occupational therapy in that particular setting. The fieldwork educator is the expert who oversees and ensures good quality therapy.

### **Strategies for Success:**

The **role of the fieldwork educator** in this model is to facilitate student learning. Strategies for doing this are as follows:

- Provide comprehensive orientation material for the student so that less direct time needs to be spent providing orientation.
- Prepare clear and measurable objectives for the student in advance of the placement which will be reviewed with the student at the beginning of the placement period and individualized to include student-identified needs and objectives.
- Make use of tools such as a learning contract, observation logs, and/or a reflective journal.
- Review placement objectives regularly to address any concerns and ensure attempts are being made to meet them in order eliminate any surprises at evaluation time.
- Provide plenty of opportunities for the student to practice skill learning in a supportive environment.
- Establish a regular meeting schedule, daily if needed, or at least once a week in order to address performance issues, answer questions, and offer feedback.
- Encourage the student to journal his/her experiences and share his/her reflections and questions at weekly meetings.
- Set up an environment that encourages open communication.
- Promote the student as a junior colleague in the profession.
- Role model clinical skills and reflect out loud actions and decisions to facilitate development of professional reasoning in the student.
- Role model collaboration with other occupational therapists and health care professionals.
- Facilitate other learning opportunities in the setting that may complement the student's experience.

The **role of the student** in this model is to accept responsibility for his/her own learning and develop his/her professional identity and skills. Strategies for doing this are as follows:

- Share ideas and intervention techniques with the fieldwork educator.
- Self-evaluate and reflect on interactions with clients, their families, and other health care professionals.
- Be an active learner by expressing interest, seeking out information from sources other than the fieldwork educator, and asking questions.
- Clearly understand the learning objectives and request clarification as needed.
- Act professionally.

The **role of the University** includes: educating students and fieldwork educators about this model, and assisting with preparation for a placement for both fieldwork educators and students to ensure that all have the same information and that roles/expectations are clear. The University will also be available to provide ongoing guidance and advice to students and fieldwork educators during the placement.

**Advantages of this model include:**

- ➔ The interaction between the student and fieldwork educator is a partnership in education.
- ➔ Student can bring additional energy and enthusiasm to the fieldwork educator's practice.
- ➔ Student and fieldwork educator have more time to get to know each other and potentially more time for practice and reflective discussion than other fieldwork models may allow.

**References (Note: Suggested readings are marked by an \*)**

\*Edwards, M. & Baptiste, S. (1987, December). The Occupational Therapist as a Clinical Teacher. Canadian Journal of Occupational Therapy, 54(5), 249-255.

\*Etcheverry, E. & Ripat, J. (1991, November). Increasing Student Involvement and Independence in Fieldwork. National, 6.

\*Steele-Smith, S & Armstrong, M. (2001). 'I would take more students but .. ': Student Supervision Strategies. British Journal of Occupational Therapy, 64(11), 549-551.

Please contact the Outreach Developer for your region, \_\_\_\_\_, or the Academic Fieldwork Coordinator at (204) 789-3992 if you would like more information about this model or the fieldwork program.

