Fieldwork Educator Certificate Program
EDUCATION MODULE
AOTA Fieldwork Educator Certificate Program (FWECP)

III. Education Module

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Education Module: Learning Objectives

- Design learning activities for students on FW using the principles of learning theories
- Create learning experiences and strategies that grade student progression toward entry-level practice
- Compare various teaching styles and select an approach to meet the student’s learning needs
- Systematically facilitate the clinical reasoning skills of students in a developmental process
- Identify resources available to assist FWEds and students in designing FW experiences that promote evidence-based practice
- Facilitate students’ application of occupation-based evaluation and intervention in the fieldwork setting
ADULT LEARNING THEORIES
Addressing Student Learning Needs

SAFECom 1
Provides ongoing assessment of the student’s individual learning needs on the basis of reviewing academic curriculum design, OT and OTA roles, prior experiences, and current performance level.

SAFECom 4
Facilitates student-directed learning within the parameters of the fieldwork environment.

(AOTA, 2009)
Adult Learning Theory

Andragogy

Transformative Constructivist

(Merriam Caffarella, Baumgartner, 2007)
Andragogy

Adult Learning Characteristics:

• Students are self directed and internally motivated to learn
• Students are most interested in topics that have immediate relevance
• Experience provides the basis for learning
• Students are involved in the planning and evaluation of their instruction

(Knowles, 1990)
Transformative Learning Theory

The role of the FWEd in Transformative Learning is to collaborate with FW students to:

• Focus on and examine the assumptions that underlie beliefs, attitudes, feelings, and emotional reactions
• Assess the consequence of these assumptions
• Identify and explore alternative sets of assumptions
• Test the validity of assumptions through effective participation in reflective dialogue or critical reflection
Constructivist Learning Theory

- Constructivism is a learning theory in which instructor and student construct their own understanding and knowledge of an occurrence through actively experiencing things and reflecting on those experiences.

- Constructivism is often associated with andragogic approaches that promote active learning, or learning by doing.
# Teacher versus Facilitator

<table>
<thead>
<tr>
<th>Teacher…</th>
<th>Facilitator…</th>
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<tbody>
<tr>
<td>Tells</td>
<td>Asks</td>
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<td>Lectures</td>
<td>Supports</td>
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<td>Gives answers</td>
<td>Provides guidelines</td>
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<td>Delivers a monologue</td>
<td>Creates the learning environment</td>
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<td>Encourages dialogue</td>
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<td>Adapts the learning experience</td>
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Constructivist Learning Exercise

Identify activities that are incorporated into the FW experience that reinforce constructivist theory
TEACHING TOOLS AND STRATEGIES
Purpose

The purpose of this section is to provide FWEds with teaching tools and strategies they can use to assist students in:

- Developing learning objectives for FW
- Grading student learning experiences
Teaching Methods

SAFECom 2
Collaboratively develops student and FW learning contract to support occupation-based FW experience (develop outcome-based measurable learning objectives).

SAFECom 8
Collaborates with the student to develop student learning objectives.

SAFECom 9
Documents behavioral objectives to achieve FW goals appropriate for OTA/OT entry-level practice.

SAFECom 3
Sequences learning experiences to grade progression toward entry-level practice. (AOTA, 2009)
The WHAT and WHY of Student Learning Objectives

What?
• A statement that identifies an educational outcome related to a student’s knowledge, skills, and attitudes

Why?
• Increases student responsibility for learning
• Integrates student input into evaluation methods
• Enhances student sense of empowerment, ownership, and commitment during the learning experience

(Bossers et al., 2007; Costa, 2007)
The HOW of Student Learning Objectives

Specific and measurable outcome
• Outcome
• Measurement method

Time frame

Methods for achieving
• Resources
• Process/procedures/strategies
Sample Learning Objective

“Improve documentation.”

versus

“In 6 weeks, Jane will complete all initial evaluation documentation within 30 minutes, with ≤ 2 corrections by FW Educator.”
<table>
<thead>
<tr>
<th>Date</th>
<th>Outcome</th>
<th>Measurement</th>
<th>Resources</th>
<th>Process/Procedures/Strategies</th>
<th>Target Date for Compl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/23/09</td>
<td>Complete initial evaluation documentation</td>
<td>- Within 30 minutes</td>
<td>- Existing documentation</td>
<td>- Become familiar with evaluation form by reviewing it and identifying source of information for each section.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- ≤ 2 corrections by FWEd</td>
<td>- Other therapists</td>
<td>- Read initial evaluation documentation completed by other therapists.</td>
<td>4/30/09</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Observe other therapists conducting evaluations, and read their documentation.</td>
<td>4/30/09</td>
</tr>
<tr>
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<td></td>
<td>- Find a quiet environment for completing documentation.</td>
<td>5/1/09</td>
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(modified from Bossers et al., 2007)
Bloom’s Taxonomy

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

(Anderson et al., 2001)
Graded Learning Experiences

- Exposure to practice
- Challenge student
- Promote independence

(AOTA, 2001)
Learning Activity: Graded Learning Experiences

What happened in the vignette?
- Therapist conducting session
- Student as observer
- Student as participant

What could happen next?
- Student conducting a portion of the session
- Student conducting all of the session
- Therapist as observer.

And then what?
- Student conducting session independently and reporting back to therapist.
Graded Learning Experiences

• Exposure to practice
  – Observe
  – Model

• Challenge student
  – Reduce direction
  – Use probing questions

• Promote independence
  – Allow trial and error

• Base approach on students’ learning needs

(AOTA, 2001)
Journals for Reflection

- Reflection promotes the application of newly learned skills to improving client outcomes
- Reflection involves retrospective and prospective thinking
- Journaling is different from keeping a diary
  - Develop an initial list of “reflection questions”
  - Encourage students to expand their own questions or topics
Summary

- Use learning objectives
- Establish graded learning opportunities
- Use reflective journaling
TEACHING MODES AND LEARNING STYLES
The purpose of this subsection is to assist FWEds to tailor their teaching modes to students’ preferred learning needs to promote student success as well as student and FWEd satisfaction.
Skills for Teaching

SAFECom 5
Maximizes opportunities for learning by using planned and unplanned experiences within the FW environment.

SAFECom 6
Uses various instructional strategies to facilitate the learning process (e.g., role modeling, co-intervention, videotaping).

SAFECom 8
Demonstrates sensitivity to student learning style by adapting teaching approach for diverse student populations.

SAFECom 10
Reflects upon the educator role as complementary to the OT practitioner role.
Student - Centered Teaching

- Strengths and areas for improvement
- Contexts (academic environment and curriculum design, prior experience)
- Needs, wants, and expectations of FW experience
- Establish goals

(AOTA, 1999)
What Is a Teaching Mode?

*A teaching mode* is a set of techniques that are used to teach new information and/or build clinical skills.

(Grenier, 2015)
Teaching Modes

The Grasha-Reichmann Teaching Style Inventory (1996)

http://longleaf.net/teachingstyle.html
Teaching Modes

- Expert
- Formal authority
- Personal model
- Facilitator
- Delegator
Teaching Modes

Expert
- Possesses knowledge and expertise
- Introduces concept and skills using expert status
- Concerned with transmitting information

Commonly Used
- When introducing students to new information and skills
- When managing safety related issues during the fieldwork experience
Teaching Modes

Formal Authority

- Possesses status among students
- Provides structure and standards
- Provides clear objectives and expectations

Commonly Used

- At the beginning of the fieldwork experience to orient the student to the fieldwork setting
- When introducing students to setting policy, protocol, and practice
Teaching Modes

Personal Model
• Teaches by example
• Encourages observation followed by doing
• Takes advantage of “teachable moments”

Commonly Used
• When introducing students to new evaluation and interventions
• When supporting the transfer of skills to new clients and settings
• When exposing students to complex practice issues
Teaching Modes

Facilitator
• Guides and directs
• Explores options and suggests alternatives so that student can make informed choices

Commonly Used
• When students are applying their skills to new settings and clients
• When students are expanding and strengthening their clinical reasoning skills
Teaching Modes

Delegator
• Promotes autonomy and independence

Commonly Used
• When students are comfortable with the practice setting and client
Learning Preference

What is a Learning Preference?

*Learning preference* refers to the characteristic ways in which individuals prefer to collect, organize, and transform data into useful information. These preferences are often based upon learner abilities, interest and background experiences.

(Cross, 1976; Kolb, 1984)
## Common Learning Preferences

<table>
<thead>
<tr>
<th>Learning Preference</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual/nonverbal learner</strong></td>
<td>Pictures or designs, Videos or charts</td>
</tr>
<tr>
<td><strong>Tactile/kinesthetic learner</strong></td>
<td>Hands on</td>
</tr>
<tr>
<td><strong>Visual/verbal learner</strong></td>
<td>Written words, Handouts, Note-taking</td>
</tr>
<tr>
<td><strong>Auditory/verbal learner</strong></td>
<td>Oral strategies, Tape recorder, Discussion</td>
</tr>
</tbody>
</table>

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Learning Styles Versus Needs

Learning preference do not always predict the most effective learning

- Students respond flexibly to various teaching modes used appropriately across the fieldwork experience
Sequential Steps

Describing learning needs in sequential steps allows FWEds to tailor teaching modes to student specific learning needs.

- See
- Do
- Discuss
- Reflect
- Research
- Teach
Sequential Learning Steps Examples

See → Do

See → Discuss → Do

Do → Reflect → Discuss

(Grenier, 2015)
DEVELOPING PROFESSIONAL REASONING
Purpose

The purpose of this subsection is to assist FWEds in developing students’ professional reasoning skills during FW experiences.
SAFECOM 9
Guides student integration of therapeutic concepts and skills (e.g., facilitates discussions to elicit clinical/professional reasoning, convert practice situations into learning experiences, and/or process personal feelings/values that interface with practice).

(AOTA, 2009)
“Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.” (OT)

“Ensure that the fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.” (OTA) (ACOTE, 2018)
Developing Professional Reasoning: Related Items on the FWPE

OTA 10: Assists with interpreting information in relation to the client’s needs, factors, and performance.
OT 14: Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.
OTA: 16: Modifies the task and/or environment to maximize the client’s performance.

OT 11: Evaluates and analyzes client factors and contexts that support or hinder occupational performance.
OT 13: Modifies evaluation procedures based on client factors and contexts.
OT 17: Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.
Self-Reflection

- When did you start “really thinking like an OT?”

- When did decision making regarding clients start happening more naturally and feel less painstaking?

- Do you remember when you could start treating clients in a way that seemed almost . . automatic?
What Is Professional Reasoning?

“The process used by practitioners to plan, direct, perform, and reflect on client care.”

(Schell & Schell, 2008)
Professional Reasoning in Occupational Therapy

- Procedural reasoning
- Narrative reasoning
- Pragmatic reasoning
- Ethical reasoning
- Interactive reasoning
- Conditional reasoning

(Hamilton, 2008; Kanny & Slater, 2008; Rogers & Holm, 1991; Mattingly & Fleming, 1994; Schell & Schell, 2008; Tomlin, 2008)
Procedural Reasoning

Consider and use interventions identified to be effective

• Science based
• Influenced by work setting

• How to develop in students?
Narrative Reasoning

Personal approach to a client’s individual situation

• How to develop in students?

http://www.thecopm.ca/about/
Pragmatic Reasoning

Practicalities of service delivery
- Reimbursement
- Equipment
- Productivity standards
- Sufficient knowledge.
- *How to develop in students?*
Ethical decision making

• *How to develop in students?*
Interactive Reasoning

Building positive interpersonal relationships with clients

• Partner with client to identify problems and create goals

• *How to develop in students?*
Conditional Reasoning

Blend of ALL types of reasoning

• Respond to changing conditions
• Anticipate several different client outcomes.
• “By using conditional reasoning, therapists can shape their practice to simultaneously use a macro and micro view that includes a forecast for the future and concern for the details of the present”
• How to develop in students?

(Shell & Shell, 2008)
Developmental Process

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert

(Benamy, 1996)
The Fieldwork Educator

- Is aware of **multiple** subtle as well as obvious cues from client and environment
- Thinks, observes, makes decisions, and acts **simultaneously**
- Uses a **fluid**, seamless process
- Applies various theories, within and outside of OT, to the given situation **at the same time**
- Continuously and effectively **individualizes** client interactions (assessments and intervention), using cues gathered at the time of the interaction and those previously encountered.
Developmental Model for Developing Professional Reasoning

Requires active participation by student

FWEd must have reasonable expectations and effective strategies such as:

• **Model** in specific situations
• **Front load time** spent with student
• Think about and discuss **context-specific situations.**
• Create a **safe environment** for student to reflect on practice and challenge assumptions
Ask student carefully **guided questions** such as:

- What can you tell me about the client’s diagnosis?
- What problems would you expect someone with that diagnosis to experience in everyday-living tasks?
- What is your client’s hope for his future? What is important to him?
- What is your rationale for selecting this intervention in treatment planning?
ENHANCING FW THROUGH EVIDENCE BASED PRACTICE
The purpose of this subsection is to enable FWEds to help students apply evidence to practice and make meaningful decisions during their FW experiences.
ACOTE 2018 Standards

• “Be prepared to articulate and apply occupational therapy theory through **evidence-based** evaluations and interventions to achieve expected outcomes as related to occupation.”

• “Be able to plan and apply **evidence-based** occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.”
ACOTE 2018 Standards

“Be prepared to be a lifelong learner and keep current with evidence-based professional practice.”

“Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.”

(ACOTE, 2012)
Evidence Based Practice

SAFECom 13
Provides reference materials to promote student and FWEd professional development and use of evidence-based practice (e.g., publications, texts, videos, Internet).

SAFECom 14
Uses evidence-based research to guide student performance and learning for effective teaching strategies.

(AOTA, 2009)
FWPE Items

OTA 13: Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.

OT 16: Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.

OT 18: Uses evidence from research and relevant resources to make informed intervention decisions.
Initial Reflection

• What is evidence-based practice?

• Why is evidence-based practice important?

• How does evidence-based practice affect FW students?
What Is Evidence-Based Practice?

“The conscientious, explicit, and judicious use of the current best evidence in making decisions about the care of individual patients. The practice of evidence-based medicine means integrating individual clinical expertise with the best available external clinical evidence from systematic research.”

(Sackett et al., 1996)
Using Evidence to Make Decisions

EBP provides a process for making decisions about a program, practice, or policy that is grounded in the best available research evidence and informed by experiential and contextual evidence and client interests and values.
Types of External Evidence

Best available research evidence:

- Impact and Implementation Evidence (Levels I - III)
  - Level I - Meta-analyses, systematic reviews and randomized control trials
  - Level II - Two groups, nonrandomized studies (e.g., cohort, case-control)
  - Level III - One group, nonrandomized (e.g., before and after, pretest and posttest)

- Descriptive Analytical Evidence (IV, V)
  - Level IV - Case reports and expert opinion that include narrative literature reviews and consensus statements
  - Studies describing the experience of treatment or outcome of interventions
Types of Internal Evidence

Best available research evidence:

• Experiential Evidence
  – Clinical experience of the fieldwork educator
  – The knowledge and expertise of the client

• Contextual Evidence
  – Public Attitudes and Understanding
  – Ethical Evidence (Social/ Occupational Justice)
  – Facilitators and Barriers within the Context

• Client Factors and Interests
  – The client’s beliefs, values and interests
Student EBP Competencies

• Identify a clinical problem and establish an answerable question.
• Access relevant electronic databases and research articles.
• Synthesize a body of evidence to make practice, policy, and research recommendations.
• Translate evidence to support clinical decision making.
Modeling the Use of Evidence in Practice

• Consider the Contextual Factors:
  – Transform the clinical problem into an answerable question

• Gather the Best Available Research:
  – Consider the available external evidence

• Consider Expertise and Knowledge:
  – Consider the available internal evidence

• Access the Fit Within the Context:
  – Analysis and application of the external and internal evidence

• Evaluate the Outcomes:
  – Measure progress and outcomes
Strategies to Introduce Evidence-Based Assignments Into FW

Evidence-Based Journal Article Reviews
• Students to complete a literature search to find evidence relevant to the particular setting

Student In-Service Presentations
• Students teach practitioners strategies to access, analyze, and translate
Reflection

How are you integrating evidence in your FW program?
STRATEGIES FOR PROVIDING OCCUPATION BASED FW EXPERIENCES
Occupation-Based FW

The purpose of this subsection is to assist FWEds in providing opportunities for students to engage in evaluation and intervention planning and implementation using principles of occupation-based practice.

SAFECom 2
Collaboratively develops student and fieldwork learning contracts to support occupation-based fieldwork experience
“Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.” (Preamble)
FWPE Items

OTA 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.

OTA 15: Implements client-centered and occupation-based intervention plans.

OT 10: Determines the client’s occupational profile and occupational performance through interview and other appropriate evaluation methods.

OT 20: Implements client-centered and occupation-based intervention plans.
Application to Occupational Therapy Practice

• Effective practices in teaching and learning, clinical reasoning and use of evidence characterizes the education of many professions.
• What makes occupational therapy fieldwork education unique is the focus on our domain - occupation
  – In what ways are students in your setting encouraged to choose and implement motivating and challenging occupation-based interventions that facilitate client goal achievement?
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# Aspects of the Domain of Occupational Therapy

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Contexts</th>
<th>Performance Patterns</th>
<th>Performance Skills</th>
<th>Client Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities of daily living (ADLs)</td>
<td>Environmental factors</td>
<td>Habits, Routines, Roles, Rituals</td>
<td>Motor skills, Process skills, Social interaction skills</td>
<td>Values, beliefs, and spirituality, Body functions, Body structures</td>
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<tr>
<td>Instrumental activities of daily living (IADLs)</td>
<td>Personal factors</td>
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<tr>
<td>Health management</td>
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<td>Rest and sleep</td>
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<td>Education</td>
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<td>Work</td>
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<td>Play</td>
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<td>Leisure</td>
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<tr>
<td>Social participation</td>
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</tbody>
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All aspects of the occupational therapy domain transact to support engagement, participation, and health. This exhibit does not imply a hierarchy.


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Types of Occupational Therapy Interventions

Occupations and Activities
Interventions to Support Occupations
Education and Training
Advocacy
Group Interventions
Virtual Interventions
Occupations:

- Broad and specific daily life events that are personalized and meaningful to the Client.
Therapeutic Use of Activities

Activities:

- Components of occupations that are objective and separate from the client’s engagement or contexts.
- Activities as interventions are selected and designed to support the development of performance skills and performance patterns to enhance occupational engagement.
Interventions to Support Occupations

Methods and tasks that prepare the client for occupational performance:

• PAMs and mechanical
• Orthotics and prosthetics
• Assistive technology and environmental modifications
• Wheeled mobility
• Self-regulation
How do students see use of occupations in your practice setting?
The truth is…

- Student's report seeing limited occupation-based interventions occurring in their practice sites.
- Providing activities to support interventions is perceived as being “easier” and “taking less time”
- Providing occupation-based intervention is often seen as “taking too much time”

(Chisholm et al., 2004)
Opportunities and Barriers

• **Vision 2025**
  
  As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living

• Academic preparation

• Contribution to the FW setting
Opportunities & Barriers: Learning Activity

- Identify the factors in the practice setting that contribute to your ability to provide occupation-based FW experiences

- Identify the factors in the practice setting that restrict your ability to provide occupation-based FW experiences

- Develop strategies for implementing more occupation-based practice in your setting
Occupation Based Resources

Use these worksheets with your students to help facilitate occupation based professional reasoning and use of evidence during the OT process:

• Therapeutic Use of Occupations and Activities
• Occupation-Based Fieldwork Learning Activities
• Occupation-Based Evaluation Assessment Inventory
• Assessment Tools by OT Practice Framework Domain
In Summary

This module has introduced you to:

- Two major adult learning theories
- Teaching methods
- Teaching modes & learning preferences
- Clinical & professional reasoning
- Evidence-based practice in FW
- Strategies for providing occupation-based FW