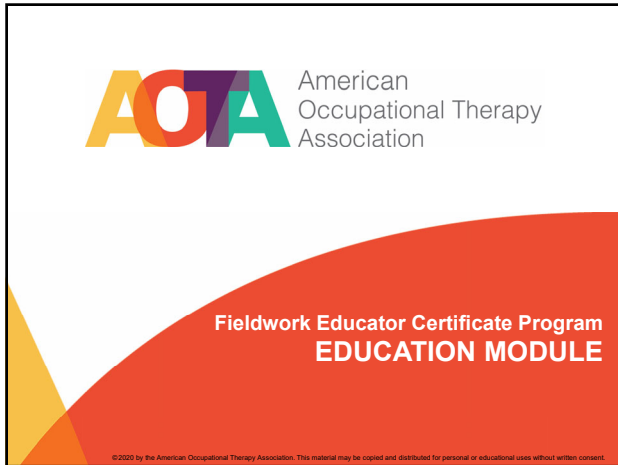
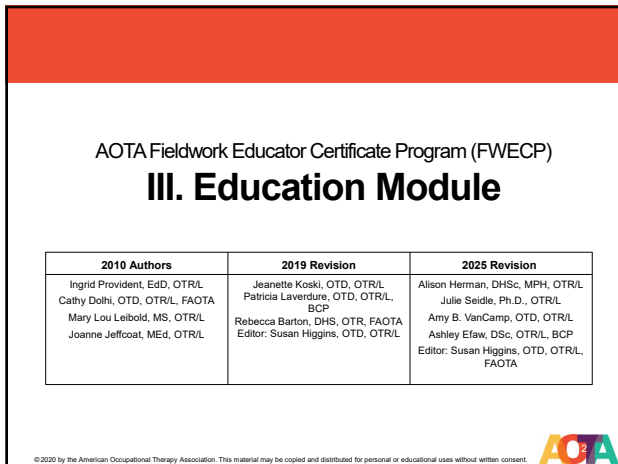
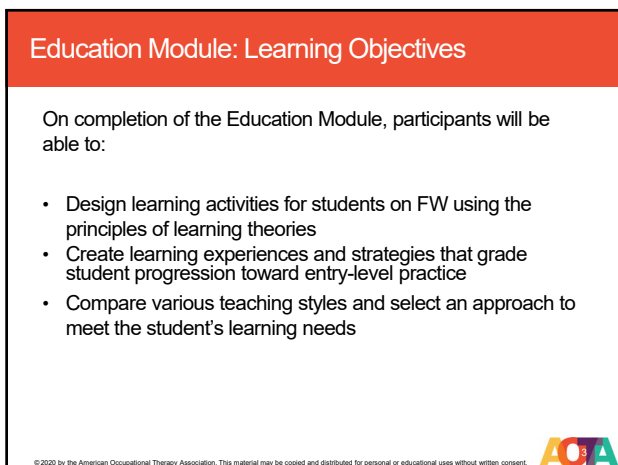




1



2



3

Education Module: Learning Objectives (cont.)

- Systematically facilitate the clinical reasoning skills of students in a developmental process
- Identify resources available to assist FWEs and students in designing FW experiences that promote evidence-based practice
- Facilitate students' application of occupation-based evaluation and intervention in the fieldwork setting

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4



ADULT LEARNING THEORIES

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5

Addressing Student Learning Needs

Education SAFECom 1

Provides ongoing assessment of a student's individual learning needs based on review of the academic curriculum design, OTA/OT roles, prior professional experiences, and the student's current performance level.

Education SAFECom 4

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

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6

Adult Learning Theory



Andragogy

(Merriam Caffarella, Baumgartner, 2007)

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AOA

7

Andragogy

Adult Learning Characteristics:

- Students want to understand the why behind what they are doing
- 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)

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8

Applying Andragogy

Need the WHY

Past Experiences

Self-Directed,
Internally Motivated

Interested in Topics
with Relevance

What can you do to apply these principles in your practice?

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9

Transformative Learning Theory

The role of the FWE 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

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10

Teacher versus Facilitator

A teacher...

- Tells
- Lectures
- Gives answers
- Delivers a monologue

Are you a Teacher or a Facilitator?

A facilitator...

- Asks
- Supports
- Provides guidelines
- Creates the learning environment
- Encourages dialogue
- Adapts the learning experience

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11



TEACHING TOOLS AND STRATEGIES

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12

Purpose

The purpose of this section is to provide FWEs with teaching tools and strategies they can use to:

- Identify student strengths, and areas of growth to better guide individualized learning
- Assist students in developing meaningful and achievable learning objectives
- Effectively evaluate and grade student learning



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13

Teaching Methods

Education SAFECom 2

Develops site specific learning goals through collaboration with the academic program.

Education SAFECom 3

Sequences learning experiences to grade progression toward entry-level practice.

Education SAFECom 12

Facilitates student self-reflection and self-assessment throughout fieldwork and the evaluation process to promote the development of empathy, acceptance, perspective, communication, and clinical reasoning.

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14

Student-Centered Teaching: Using the AOTA Personal Data Sheet to Guide Learning

- Identify individual strengths and areas for improvement
- Understand academic background and prior fieldwork experiences
- Explore student needs, wants, and goals
- Adapt teaching strategies
- Review or co-develop learning objectives
- Foster collaboration early

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15

Student Learning Objectives:

- Clear, individualized statements that describe desired outcomes in **knowledge, skills, and professional behaviors** during fieldwork.
- Co-created by the student and FWE to guide focus and growth throughout the placement.

(Bossers et al., 2007; Costa, 2007)

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Student Learning Objectives: Why?

- Promotes **student responsibility** for their own learning.
- Encourages **active participation** in evaluation and goal-setting.
- Increases **empowerment, ownership, and commitment** to the learning experience.
- Supports **collaborative teaching** and feedback throughout the fieldwork.

(Bossers et al., 2007; Costa, 2007)

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The HOW of Student Learning Objectives

Specific and measurable outcome

- Outcome
- Measurement method

Time frame

Methods for achieving

- Resources
- Process/procedures/strategies

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18

Sample Learning Objective

"Improve communication."



versus

"By the end of Week 4, Jane will demonstrate effective and professional communication by initiating at least three client education sessions and collaborating with at least one interprofessional team member each week, with feedback from my fieldwork educator."

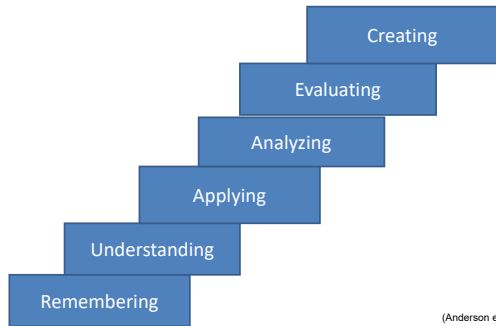


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19

Bloom's Taxonomy as a Teaching Strategy in Fieldwork



(Anderson et al., 2001)

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Learning Activity: Bloom's Taxonomy

1. Common Scenario: A child becomes dysregulated during a fine motor task observed in a treatment session.
2. Form Groups: Work in small groups.
3. Use the provided example OR select a real/hypothetical case from your own fieldwork site.
4. Create Questions: Write or role-play questions you could ask students at different levels of Bloom's Taxonomy (e.g., Remember, Understand, Apply, Analyze, Evaluate, Create).

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Learning Activity: Bloom's Taxonomy (cont.)

Examples of using Bloom Taxonomy:

- **Remember:** What strategies did you see the therapist use?
- **Understand:** Why do you think those strategies were chosen?
- **Apply:** How would you modify this activity for a different child?
- **Analyze:** What patterns are you noticing in this child's responses?
- **Evaluate:** Were the therapist's responses effective? Why or why not?
- **Create:** Design a follow-up session that incorporates regulatory strategies.

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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

(AOA, 2001)

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Learning Activity: Graded Learning Experiences

What happened in the vignette?

- Therapist conducting session
- Student as observer
- Student as participant

And then what?

- Student conducting session independently and reporting back to therapist.

What could happen next?

- Student conducting a portion of the session
- Student conducting all of the session
- Therapist as observer.

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Reflection as a Core Tool for Student Growth

- Reflection promotes the application of newly learned skills to improving client outcomes
- Reflection involves retrospective and prospective thinking
- **Reflection can be:**
 - Journaling
 - Verbal Reflection
 - Audio or video recordings
 - Structured tools (i.e. guided reflection worksheets)

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Summary

- Student Centered Teaching
- Use learning objectives
- Establish graded learning opportunities
- Use of reflection activities

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TEACHING MODES AND LEARNING STYLES

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Purpose

The purpose of this subsection is to assist FWEs to tailor their teaching modes to students' preferred learning needs to promote student success as well as student and FWE satisfaction.

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28

Skills for Teaching

Education SAFECom 5

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

Education SAFECom 6

Uses a variety of instructional strategies to facilitate students' clinical skills development, critical thinking, and professional reasoning (e.g., role modeling, co-intervention, videotaping, etc.).

Education SAFECom 8

Demonstrates an understanding of individual student learning styles to adapt teaching approaches for diverse student populations.

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29

Teaching Mode

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.

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Teaching Modes

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



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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

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32

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

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33

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

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34

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

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Teaching Modes

Delegator

- Promotes autonomy and independence

Commonly Used

- When students are comfortable with the practice setting and client

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36

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)

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Common Learning Preferences

Visual/nonverbal learner

- Pictures or designs
- Videos or charts

Visual/verbal learner

- Written words
- Handouts
- Note-taking

Tactile/kinesthetic learner

- Hands on

Auditory/verbal learner

- Oral strategies
- Tape recorder
- Discussion

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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

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39

Sequential Steps

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

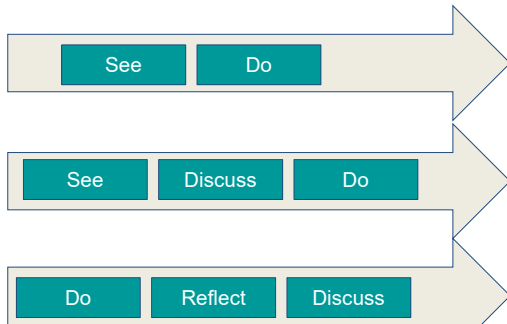
- ✓ See
- ✓ Do
- ✓ Discuss
- ✓ Reflect
- ✓ Research
- ✓ Teach

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Sequential Learning Steps Examples



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**DEVELOPING PROFESSIONAL
REASONING**

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Purpose

The purpose of this subsection is to assist FWEs in developing students' professional reasoning skills during FW experiences.

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43

Developing Professional Reasoning

Education 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).

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Developing Professional Reasoning (cont.)

“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)

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Developing Professional Reasoning: Related Items on the FWPE

OTA 10: Assists with interpreting information in relation to the client's needs, factors, and performance.

OTA 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.

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46

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?

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47

What Is Professional Reasoning?

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

(Schell & Schell, 2008)

Think about how you make decisions.



(Jeffery, Robertson, Reay, 2020)

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48

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)

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Procedural Reasoning

Consider and use interventions identified to be effective

- Science based
- Influenced by work setting
- *How to develop in students?*

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Narrative Reasoning

Personal approach to a client's individual situation

- *How to develop in students?*

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Pragmatic Reasoning

Practicalities of service delivery

- Reimbursement
- Equipment
- Productivity standards
- Sufficient knowledge.
- *How to develop in students?*

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Ethical Reasoning

Ethical decision making

- *How to develop in students?*

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Interactive Reasoning

Building positive interpersonal relationships with clients

- Partner with client to identify problems and create goals
- *How to develop in students?*

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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" (Schell & Schell, 2008)

- *How to develop in students?*

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Developmental Process

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert

What makes an expert practitioner?
(Rousse & Dreyfus, 2021)



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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.

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57

Developmental Model for Developing Professional Reasoning

Requires active participation by student

FWE 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

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Developmental Model for Developing Professional Reasoning (cont.)

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?

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**ENHANCING FW THROUGH
EVIDENCE BASED PRACTICE**

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Evidence-Based FW Purpose

The purpose of this subsection is to enable FWEs to help students apply evidence to practice and make meaningful decisions during their FW experiences.

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ACOTE 2023 Standards

- "Promotion of **evidence-based** practice will serve to develop occupational therapy practitioners who are advanced consumers of research. The program must facilitate development of professional reasoning, including evidence-based decision-making skills to support practice and scholarly endeavors, describe and interpret the scope of the profession, and build research capacity."
- "Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering **evidence-based** practice."

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ACOTE 2023 Standards

- "The equipment, supplies, and treatment methodologies must reflect current **evidence-based** practice in the geographic area served by the program during the didactic and fieldwork components of the curriculum."
- "Locate, select, and critique quantitative and qualitative research to analyze and evaluate scholarly activities that contribute to the development of a body of knowledge and **evidence-based** decision making."

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Evidence Based Practice

Education SAFECom 10

Identifies resources and provides reference materials to promote student professional development and use of evidence-based practice (e.g., publications, texts, videos, internet, etc.).

Education SAFECom 11

Uses evidence-based research to guide student performance and learning as an effective teaching strategy.

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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.

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Initial Reflection

- What is evidence-based practice?
- Why is evidence-based practice important?
- How does evidence-based practice affect FW students?

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66

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)

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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.



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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
 - Level V - Studies describing the experience of treatment or outcome of interventions

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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

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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.

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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

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Strategies to Introduce Evidence-Based Assignments Into FW

Evidence-Based Journal Article Reviews

- Students 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

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Reflection

How are you integrating evidence in your FW program?

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STRATEGIES FOR PROVIDING OCCUPATION BASED FW EXPERIENCES

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75

Occupation-Based FW

The purpose of this subsection is to assist FWEs 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

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ACOTE 2023 Standards

B.2.3: "Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors".

B.2.4: "Explain to the community of interest (e.g., consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being".

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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.

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Application to Occupational Therapy Practice

- Effective practices in teaching and learning, clinical reasoning, and the use of evidence characterize the education of many professions.
- What sets occupational therapy education apart is its emphasis on our core 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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79

Occupational Therapy Domain & Process



American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.; Figure 1). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
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Aspects of the Domain of Occupational Therapy

Exhibit 1. Aspects of the Occupational Therapy Domain

All aspects of the occupational therapy domain interact to support engagement, participation, and health. This exhibit does not imply a hierarchy.

Occupations	Contexts	Performance Patterns	Performance Skills	Client Factors
Activities of daily living (ADLs) Instrumental activities of daily living (IADLs) Health management Rest and sleep Education Work Play Leisure Social participation	Environmental factors Personal factors	Habits Routines Roles Rituals	Motor skills Process skills Social interaction skills	Values, beliefs, and spirituality Body functions Body structures

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.; Exhibit 1). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>
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Intervention Implementation

1. Development of the intervention plan
2. Intervention implementation, which includes:
 - Occupations and Activities
 - Interventions to Support Occupations
 - Education and Training, Advocacy
 - Group Interventions
 - Virtual Interventions
3. Intervention review

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Therapeutic Use of Occupations

Occupations:

- Broad and specific daily life events that are personalized and meaningful to the Client.

What examples can you think of for use of occupations with a person, group, and population?

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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.

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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

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Occupations & Activities

How do students see use of occupations in your practice setting?

What activities and interventions do you see being used?

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Therapeutic Use of Occupations & Activities

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)

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Opportunities and Barriers

- *Vision 2030*

Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

- Academic preparation
- Contribution to the FW setting

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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

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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

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Module Reflection

1. What did you learn from this module that you could change or add to your current student fieldwork program? If you currently do not have a student or a student program, what can you implement or try this week that may apply your learning from this module?
2. Discuss one strategy you can implement with your next student to gather information on their learning preferences and how this will benefit the two of you.
3. Discuss your fieldwork educator role as a teacher. Has your perspective on this topic changed since completing this module? How so? If your perspective of your role as a teacher has been validated or reinforced by this module, give an example.
4. What were the confusing or puzzling points of this module?
5. What resonated with you or made you more curious about learning in this course?

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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

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