Innovative Collaboration Between Two Universities: Providing Fieldwork Experiences at a Role-Emerging, Community-Based Site

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Objectives

- Recognize the benefits and challenges involved in developing a collaborative occupational therapy fieldwork model between two different universities
- Identify the learning models utilized in the collaboration: self-directed learning, collaborative learning and experiential learning
- Identify the challenges of establishing the role of occupational therapy within an existing community-based program

The Problem

Increase in the number of OT programs since the 1970s

Occupational therapists currently working in community paradigm shift

Need for community OT services
- mental health
- wellness
- recovery from substance use disorder
- homelessness
- at-risk youth

Severe shortage of FW sites
The Solution

innovative flexible fieldwork models

(Farrow, Gajtman, & Rudman, 2000)

Objectives of the Collaboration

- Increase number of FW placements in community
- Provide meaningful FW experiences in role-emerging, nontraditional settings
- Facilitate collaboration amongst students to prepare them for team-based healthcare environments
- Advocate for OT services in community-based settings
- Provide OT services to underserved populations

Student Needs

Professional Identity

Traditional sites
- Take on the identity of the fieldwork educator
- Passively conform to constraints of everyday practice

Community-based | role-emerging sites
- Students develop a professional identity with a unique, “authentic” perspective

Professional roles: practitioner | advocate | consultant | program developer | case manager | entrepreneur | gardener |

(Accreditation Council for Occupational Therapy Education, 2015; Astin, Adler, & Herbert, 2016; Boniface et al., 2012; Clarke, Martin, Sadlo, & Visser, 2014; Clarke, Martin, Visser, & Sadlo, 2012; Knightbridge, 2014)
"I'm really glad that I was placed at my site. It was really everything that I didn't want when I first was choosing fieldwork placements. It was challenging and helped me to grow in ways that I don't think I would have if I just stayed in a hospital or clinic setting."

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**Student Needs**

**Skills for entry-level practice**

*Community-based, role-emerging sites*

**Characteristics:**
- creative
- persistent
- motivated
- culturally sensitive
- self-directed
- holistic
- flexible
- comfortable outside medical model
- client-centered

**Skills:**
- ethical reasoning
- therapeutic use of self
- entrepreneurial
- interviewing
- critical thinking
- conflict resolution
- marketing
- clinical reasoning
- networking and negotiating
- self-reflection
- problem-solving
- advocacy

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**Supervision**

8 hours
*direct supervision*
Malcolm Knowles

Adult Learning Theory

Continuum of learning

Self-directed learning: what to learn, how to learn and to what depth

Experiential learning: interactive active and interactive | reflective component

Collaborative learning:

(Merriam & Bierema, 2014)

Today, I feel victorious. I feel myself growing... My self-efficacy is at a high, and I feel confident in overcoming the challenges that I may face for the rest of the semester.

Collaborative Learning (Boniface et al., 2012; Merriam, 2001; Merriam & Bierema, 2014; Precin, 2009)

Fieldwork educator is facilitator and collaborator rather than an expert

students: fieldwork educator
peer: peer

students: fieldwork educator: other students: students from other disciplines: staff: program directors: case managers

(Belzack et al., 2012; Merriam, 2001; Merriam & Bierema, 2014; Precin, 2009)
I love working with the students from different schools. They bring different perspectives. The courses are different. We all learn differently.

The Partners
The Learning Community

Site: Century Villages at Cabrillo

Educational institutions:
California State University Dominguez Hills (CSUDH)
University of Southern California (USC)

Fieldwork educators: 22 years experience

Fieldwork students: Level I | Level II | CSUDH | USC

Logistics
The Learning Community

Each semester:
- 3-6 level II students
- 10-20 level I students
- FWEds 3 days/week
Service Delivery
The Learning Community

According to ALT, learning must be meaningful and relevant.

Level II students:
- Select the programs and populations of interest
- Design and develop appropriate, meaningful programming
- Provide individual sessions

Level I students:
- Service learning project
- Facilitate groups

(Manari & Bierema, 2001)

Programming
The Learning Community

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<thead>
<tr>
<th>Occupational Therapy Groups</th>
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<tr>
<td>Walking Club</td>
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<tr>
<td>Preschool</td>
</tr>
<tr>
<td>Youth Diabetes / Nutrition</td>
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<td>Youth Programs</td>
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<td>Youth Programs</td>
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Manuals
The Learning Community

Available on OT website:
- Fieldwork educator manual
- Student manual
Tutorials
The Learning Community

Reviewed at orientation: Available on OT website: Adult Learning Theory | Goal Attainment
Scaling | therapeutic use of self | motivational interviewing | OTA supervision | literacy/health literacy

design for marketing | storytelling | service learning

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Goal Attainment Scaling
The Learning Community

Encourages self-directed learning | Provides structured progression of goal competency attainment

5 goals | individualized | written as SMART goals | no gaps or overlaps | reviewed weekly | revised or new every two weeks | tied to site-specific objectives | collaboration with other students

(Koski & Richards, 2009)

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Self Assessment / Reflection
The Learning Community

- Self Directed Learning Readiness Scale for Nursing Education (SDLRSNE)
- Survey: 21-item survey regarding ALT principles, occupational and social justice issues
- Fieldwork Performance Evaluation
- Reflective sessions
- Self-reflective journals

(AOTA, 2002; Fisher, King, & Tague, 2001)
I need to be better about setting emotional boundaries so I can still use my therapeutic self for other clients. This experiential learning made me realize that it is important for me to talk about these feelings with my FWEd and other students.

Challenges

Community-based, role-emerging sites

- staying focused on OT | dealing with emotional highs and lows |
- maintaining focus even though pace inconsistent |
- adapting to doing less | thinking and planning more |
- understanding/incorporating OT perspective |
- funding for supplies, space and FWEd salary |

(Bonnin, 2013; Bouchard & Donnelly, 2013; Dennis et al., 2013; Davioue, 2011; Sal & Rabban, 2010; Holmes & Sudhe, 2010; Ramsey, 2011; Rodgers et al., 2009; Taylor, Lee, Kohlheber, & Kolko, 2006)

Lessons Learned

Collaboration vs supervision:
Turnover: of staff and new students each semester | constant reorientation to/marketing of OT services |
Services: individual vs group |
Funding: appropriate grants |
Student mental health: triggers |
Personal boundary issues: students | residents |
Outcomes of the Collaboration

Students: exposure to emerging, nontraditional site | increased self-efficacy, clinical reasoning, collaborative skills | development of “unique” professional identity | understanding of lived experience of mental illness, homelessness, trauma |

OT program: growing awareness of value of OT | increase in number of FW placements: One OTD student, 30 level II students, 195 level I students (Fall 2015 – Fall 2017)

Community: OT services for underserved population | promotion of “community” | OT participant in Village Health Collaborative | CVC/OT program awarded two major community grants—Dignity Health, Just Transit Challenge

Future Research

Program evaluation design: Exploratory, quasi-experimental, mixed method design | quantitative | qualitative |

Single subject research study: GAS scores

Matching design study: student at community-based site matched with one in traditional setting |

Predictive study: relationship between student’s personal characteristics and skills required for community-based |

Longitudinal, single-subject case study: one student | all FW experiences | interviewing process | first six months of employment |

Acknowledgments

Dr. Florence Clark, PhD, OTR/L, FAOTA

Steve Colman, Executive Director of Century Villages at Cabrillo

Dr. Diane Mayfield, EdD, OTR/L

Dr. Julie McLaughlin Gray, PhD, OTR/L, FAOTA

Dr. Terry Peralta, PhD, OTR/L
Thank You

References


References continued


References


