

# **Classroom to Clinic**

Designing Fieldwork Assignments to  
Facilitate the Student's Transition from  
Classroom to Clinic

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# Levels of Learning

- Deep Approach
  - Characterized by the learner's intention to understand the material to be studied and commitment to relate ideas to new material, rework it, and use evidence to test it.
  - Student's who use this approach are considered "model students"
  - Practitioners are "reflective"

Entwistle (1987)

## **Qualities of a “Reflective Practitioner”**

- Open to new ideas and ways of doing things.
- Able to admit their limitations and current level of competence
- Practice holistically using a problem solving approach
- Engage in critical conversations that lead to new knowledge and insight about their practice.

Fish and Twin (1997)

# Phases of Reflective Practice

- Phase 1 – ideas are converted into suggestions that lead to further inquiry
- Phase 2 – problem is examined in the context of the bigger picture
- Phase 3 – insights are developed that lead to a working hypothesis, which the practitioner can begin to develop
- Phase 4 – reasoning phase: development thoughts about the problem and alternatives are considered
- Phase 5 – alternative solution/strategy is tested and the outcomes contribute to learning.

## **Reflective Practice as it relates to student assignments**

- Who is here because they are a new fieldwork educator?
- Who is here because of reflective process?
  - Facility approach to students not meeting your expectations
  - You are the only one providing services and have an informal approach to FW education

## **“Examining the Integration of Academic and Fieldwork Learning by Student OT’s”**

- Survey of Students and FW preceptors studied 3 major themes that illuminate student’s ability to integrate and apply academic learning in a clinical setting:
  - The FW learning environment
  - The preceptor’s influence on student learning
  - The student learning process over time

Banks, Bell, Smits 2000

# The FW learning environment

- Mutual valuing of theory to practice links
  - Student bring current knowledge of theory
  - Preceptor and student link this theory to the practice of the FW environment
- Participants in this study based their services on specific frames of reference or theoretical models

Banks, Bell, Smits 2000

# The preceptor's influence on student learning

- In this study, 2 main influence areas:
  - Planning of the learning process – our main focus today
    - » Written info brought by students to FW
    - » Written assignments
    - » Students presentations
    - » Naturally occurring debates
  - Preceptor in the role of fellow-learner
    - » Student helps preceptor articulate his/her use of theory

Banks, Bell, Smits 2000

# **The student learning process over time**

- Students in this study refer to moving from “conscious use of theory to using theory so often it became second nature to think this way”

Banks, Bell, Smits 2000

# **“Fieldwork Education: Shaping a Foundation for Clinical Reasoning”**

- Two disparate but integral agendas:  
student's perception of need and  
clinician's role of facilitating integration
  - Teaching techniques and routine treatments
  - Developing effective clinical reasoning to treat effectively regardless of presentation

Cohn 1988

## **Shifting the focus of OT education from content and competencies to critical thinking.**

- Reflection
- Context
- Dialog
- Time

## **Shifting the focus of OT education from content and competencies to critical thinking.**

- Reflection
  - Answering the “why” and “what for” questions
  - Student asks themselves why would the practitioner chose a particular intervention
  - What is the outcome you are looking for

Torcivia and Gupta 2008

## **Shifting the focus of OT education from content and competencies to critical thinking.**

- Context
  - Values, beliefs, assumptions and facts of client, practitioner, and team
  - Shapes the collaboration of the practitioner with the client

Torcivia and Gupta 2008

## **Shifting the focus of OT education from content and competencies to critical thinking.**

- Dialogue
  - Ongoing and dynamic
  - Essential for self regulation

Torcivia and Gupta 2008

## **Shifting the focus of OT education from content and competencies to critical thinking.**

- Time
  - Impact of past and present experiences used to shape future decisions/thinking.

Torcivia and Gupta 2008

# **New NBCOT testing format**

- NBCOT moving to “clinical simulation” format – by 2009 combination of MCT and CST
- Answers to questions will demonstrate clinical reasoning of test-taker

An individual who has moderate OA in the left knee and the CMC joint of the right thumb has recently moved to into an assisted living facility (ALF). The individual uses a cane for mobility. Since the move, the individual has become isolated and has lost interest in engaging in IADL although continues to independently complete all BADL. The individual is participating in a lifestyle redesign program at the facility.

Opening  
Scene

**Section A:** During the transportation and occupation module the individual states they used to visit the library several times a week prior to moving into the ALF. The individual wants to continue with this activity but is anxious about changing routines and learning new bus routes. Which method(s) is effective for assisting the individual to resume this activity? (Check All that apply)

Section  
Heading

- ☐ Encourage the group to assist the individual in planning a bus trip using public transport
- ☐ Accompany the individual to and from the local library using the bus service
- ☐ Assist the individual with obtaining community activity brochures, public transport schedules, and local street maps
- ☐ Teach the individual deep breathing and relaxation exercises
- ☐ Arrange for the individual to go independently by bus to the library and have another group member meet them there
- ☐ Encourage the individual to register for a books-on-tape home delivery service
- ☐ Suggest the individual asks to borrow books from other group members

Next

# Format & Flow

- Candidates should select the decisions/actions that they deem appropriate from the list of options provided
- As the decision/action statement is selected,  
a feedback box will appear
- Feedback contains information regarding the consequence of selecting that decision and is used to make future selections

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**Section A:** During the transportation and occupation module the individual states they used to visit the library several times a week prior to moving into the ALF. The individual wants to continue with this activity but is anxious about changing routines and learning new bus routes. Which method(s) is effective for assisting the individual to resume this activity? (Check All that apply)

☒ Encourage the group to assist the individual in planning a bus trip using public transport

Group members offer suggestions to the individual

☐ Accompany the individual to and from the local library using the bus service

☐ Assist the individual with obtaining community activity brochures, public transport schedules, and local street maps

☐ Teach the individual deep breathing and relaxation exercises

☐ Arrange for the individual to go independently by bus to the library and have another group member meet them there

☒ Encourage the individual to register for a books-on-tape home delivery service

Individual states they do not have a tape player

☐ Suggest the individual asks to borrow books from other group members

Feedback  
Boxes

Next

# Format & Flow

- The decisions/action list consists of:
  - Positive responses
    - Optimal route
    - Points awarded if candidate selects these responses
  - Neutral responses
    - May be helpful, but not absolutely necessary in solving the problem
    - Points neither awarded or deducted
  - Negative responses
    - Hinder or distract from solving the problem
    - May be harmful to the client
    - Points deducted if candidate selects these options

# Format & Flow

- Candidate will have the ability to scroll back through the CST item to view:
  - Opening scene
  - Section headers
  - Items they have selected
- Just as in real life, once the decision/action has been checked, the candidate will not be able to de-select the response

# Strategies for Meeting the Challenge

- Reflective stance toward practice
  - Laying the foundation for clinical reasoning
- Consistent patient population
  - Experienced clinicians – reformulate plans constantly based on experience
  - Students need experience routine and then progress to the non-routine using reflection
- Questions
  - When routine approaches do not meet the patient needs, educator asks 2 types of questions
    - » Factual or interpretive

Cohn 1988

# Strategies for Meeting the Challenge

- Observing the therapist/patient relationship
  - Educator's clinical reasoning is directed during the process of establishing therapeutic relationship with the patient
  - Students should be asked to observe and interpret these interactions and subsequent service delivery adaptations
- Role modeling
  - Treatment strategies, etc, but also critical thinking.
- Telling stories
  - Role of clinician as “continuous storyteller”
  - Make reasoning process explicit to the student in order to encourage them to explicitly analyze their own

Cohn 1988

# Strategies for Meeting the Challenge

- Chunking information
  - Interpreting experiences and placing in categories
- Case Studies
  - How to make these reflective and put back into practice
- Videotapes
  - “powerful tool for encouraging reflection on practice.”

Cohn 1988

# “Centering’ FW Assignments”

- **Site Centered** – contribute to the student’s orientation or contribute treatment ideas/products to the site.
  - Practice analysis
    - Population – typical dx or conditions, gender/age distributions, typical occupational roles, average frequency and duration of services, typical d/c location and reimbursement sources
  - Inventory
    - Conduct inventory of equipment/supplies
  - Contribute to group treatment resources
  - Develop treatment resources
  - Evidence literature search
    - Use their resources to determine effectiveness of comparable interventions

# **“Centering’ FW Assignments”**

- **Student Centered -**
  - Clinical scenario
    - Review client records
    - Identify and categorize possible assessment tools using framework
    - Administer appropriate assessments
    - Develop Occupational Profile and Analysis of Occupational Performance
    - Generate a list of client’s strengths and problem areas
    - Identify a list of areas of occupation, performance skills, client factors, performance patterns, and performance contexts
    - Identify the occupations the client needs wants and is expected to perform
    - Brainstorm a list of possible interventions
    - Plan therapy sessions based on brainstorm list

Dolhi & Chisholm 2004

# References

- Costa, D. M. (2007). Clinical Supervision in Occupational Therapy: A Guide for Fieldwork and Practice. Bethesda, MD: AOTA Press.
- Dolhi, C., Chisholm, D. (2004). Putting “occupation” in fieldwork assignments. OT Practice: AOTA, 19-23.
- Cohn, E.S. (1989). Fieldwork education: Shaping a foundation for Clinical Reasoning. American Journal of Occupational Therapy: AOTA, 43, 240-244.
- Banks, S., Bell, E., Smits, E. (2000). Integration tutorials and seminars: Examining the integration of academic and fieldwork learning by student occupational therapists. Canadian Journal of Occupational Therapy: CAOT, 67, 93-100.

# **FW educators give examples of their FW programs and assignments**

- Kasey Mitchell
- Paul Daybell
- Gennifer Young

# **Reflection while evaluating current FW assignments and structure**

- During the break – get together with other FW educators and reflect:
  - What areas do you focus on?
  - What questions do you ask students?
  - What works well, frustrations, pieces you are missing?

# FIELDWORK NEWS

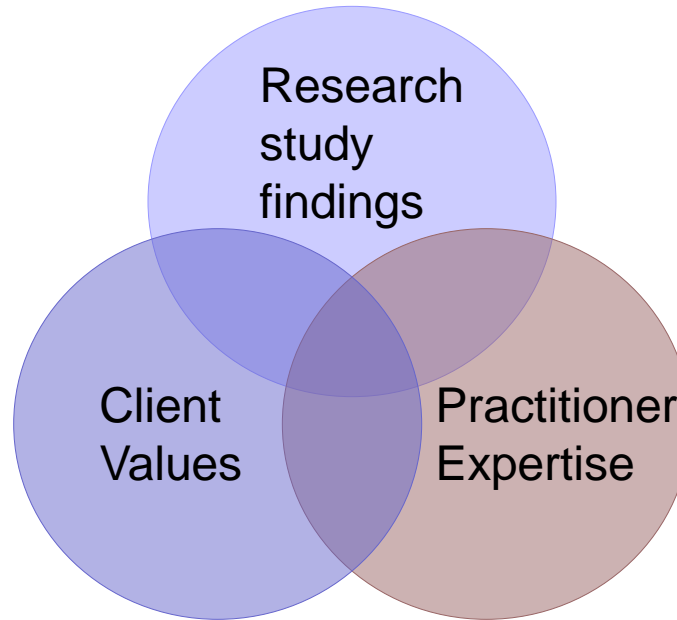
- AOTA developing modules for Volunteer Fieldwork Educator Credentialing
  - In development stages
  - Will have professional development credit attached
- The newest version of the Occupational Therapy Practice Framework will be published in the Nov/Dec AJOT.

# Evidence Based Practice

Getting started and forging ahead

# Definition - 3 components

Use of:



during clinical reasoning

*to support the process of making  
wise practice decisions.”*

Willard and Spackman 2008

# Potential Catalysts to do EBP search

- Departmental requirements
- Insurance demands
- Requests from other professionals
- Increase recognition for department

# Levels of Evidence

- Level I - systematic reviews, meta-analyses, randomized control trials
- Level II – two groups, nonrandomized studies (e.g., cohort, case controlled)
- Level III – one group, nonrandomized (e.g., before and after, pre/post test)
- Level IV – descriptive studies that include analysis of outcomes (single subject design, case series)
- Level V – Case reports and expert opinions that include narrative literature reviews and consensus statements.

# Practice searches

- Guided search topic: Home Evaluations
  - My search experience (crazy)
    - OT CATS – could not do a keyword search so had to read all the titles –found “home hazard assessment”
    - Used different keywords: home evaluation, home safety, home modifications, HS/OT (PDF on Google scholar), etc.
    - Sometimes full article, sometimes abstract only
  - Other interesting tidbits I found along the way (OT CATS) – 2 articles on e-stim and shoulder subluxation

# Database resources

- <http://library.med.utah.edu>
  - Outreach – Illiad system
- Pubmed, Cinahl, Psychinfo
- [www.aota.org](http://www.aota.org)
  - AJOT articles, EBP resource directory, OT search
- Google scholar
- [www.cochrane.org](http://www.cochrane.org)
- [www.otcats.com](http://www.otcats.com)
- [www.OTseeker.com](http://www.OTseeker.com)
- [www.naric.com](http://www.naric.com)

# Practice searches

- Group search: Assigned topic
  - Find 2 articles from any source
    - You do not need to print them out

# Feedback

- What stumbling blocks did you encounter?
- What was one new thing that you learned?
- Would it be helpful to have Level I assignments from students add to your EBP library?
- Name one way that you could incorporate EBP into your own practice.