JOTE Journal of Occupational Therapy Education

Volume 6 | Issue 1 Article 15

2022

The Intentional Fieldwork Education Model: Guiding Fieldwork Educators Toward Intentionality and Competency to Enhance Student Learning

E. Joy Crawford
Medical University of SC

Nadine Hanner
Trident Technical College

Recommended Citation

Crawford, E. J., & Hanner, N. (2022). The Intentional Fieldwork Education Model: Guiding Fieldwork Educators Toward Intentionality and Competency to Enhance Student Learning. *Journal of Occupational Therapy Education, 6* (1). https://doi.org/10.26681/jote.2022.060115

The Intentional Fieldwork Education Model: Guiding Fieldwork Educators Toward Intentionality and Competency to Enhance Student Learning

Abstract

Fieldwork education is an essential component of occupational therapy education. The level of competency and preparedness of fieldwork educators may vary substantially and may significantly impact student learning outcomes. The availability of an evidence-based comprehensive fieldwork model to guide the fieldwork educator, clarify issues related to teaching-learning, and provide insightful solutions to issues the educator may encounter, is warranted but is not currently available. The intentional fieldwork education model, introduced in this article, was developed to provide a framework to enhance fieldwork educator competency, self-efficacy, and student learning outcomes. In addition, the model emphasizes the significance of intentionality in the fieldwork education process and provides educators with evidence and information to promote the process of intentional education throughout the learning continuum. The article will describe the tenets of the intentional fieldwork education model, research results supporting the need and perceived utility of the model, and promote its application among clinical and academic educators.

Keywords

Fieldwork education, intentional, model, teaching – learning

JOTE
Journal of Occupational Therapy Education

Volume 6, Issue 1

The Intentional Fieldwork Education Model: Guiding Fieldwork Educators Toward Intentionality and Competency to Enhance Student Learning

E. Joy Crawford, OTD, OTR/L[1]

Nadine Hanner, OTD, OTR/L[2]

Medical University of South Carolina[1]

Trident Technical College[2]

United States

ABSTRACT

Fieldwork education is an essential component of occupational therapy education. The level of competency and preparedness of fieldwork educators may vary substantially and may significantly impact student learning outcomes. The availability of an evidence-based comprehensive fieldwork model to guide the fieldwork educator, clarify issues related to teaching-learning, and provide insightful solutions to issues the educator may encounter, is warranted but is not currently available. The intentional fieldwork education model, introduced in this article, was developed to provide a framework to enhance fieldwork educator competency, self-efficacy, and student learning outcomes. In addition, the model emphasizes the significance of intentionality in the fieldwork education process and provides educators with evidence and information to promote the process of intentional education throughout the learning continuum. The article will describe the tenets of the intentional fieldwork education model, research results supporting the need and perceived utility of the model, and promote its application among clinical and academic educators.

Fieldwork education, a fundamental component of occupational therapy education, prepares the student for clinical practice (American Occupational Therapy Association [AOTA], 2016; de Beer & Vorster, 2012). Competence is developed during fieldwork experiences as the student learns to apply theories and techniques within the varied clinical settings (AOTA, 2016). In addition to skill development, the student's perception of his or her professional identity begins to form as they transition from the role of student to practitioner (Ryan & Beck, 2018).

Students often identify the fieldwork experience as the most significant factor in their occupational therapy education with the fieldwork educator having a remarkable impact on the student (Ryan & Beck, 2018). Considering this, it becomes apparent that occupational therapy practitioners who make the choice to engage in fieldwork education require a set of essential skills to competently educate the adult student learner (Grenier, 2015; Koski et al., 2013). Occupational therapy practitioners who assume the responsibility of clinical education often do not identify with their role of educator and are not fully aware of how significant this role is in the preparation of future practitioners (Stutz-Tanenbaum & Hooper, 2009). Furthermore, fieldwork educators who are not adequately prepared may utilize a "one size fits all" approach regardless of the student's individual learning styles, needs, skills, or learning environments (Chapman, 2016). Chapman (2016) speculates this may result in a student who has not developed autonomy or adequate critical thinking skills.

Evidence suggests many clinicians feel unprepared or inadequate in fulfilling the role of fieldwork educator (Evenson et al., 2015; Stutz-Tanenbaum & Hooper, 2009). These perceptions may contribute to clinicians' willingness to engage in fieldwork education. Considering there are shortages of fieldwork sites nationally (Evenson et al., 2015) the issue of perceived preparedness compounds the problematic issue of site and educator availability. Access to a model that serves as a guide for fieldwork education may facilitate fieldwork educator readiness, self-efficacy, and willingness to embrace the role of fieldwork educator.

A robust review of the literature revealed that models pertaining to fieldwork education exist; however, these models offer methods of designing and implementing experiences that differ from the traditional model of fieldwork education. For example, the peer collaborative learning model involves utilizing a two to three student to fieldwork educator ratio and highlights the value of peer learning during clinical education (Kinsella & Piersol, 2018; Lynam et al., 2015). The sustainable, population-based, occupational therapy fieldwork sites, or SPOTS, is another example of a fieldwork model that focuses on creating experiences to address population health needs (Precin et al., 2018). Although these models present innovative fieldwork experience ideas, they were not created to guide the fieldwork educator, as they engage students in the traditional method of fieldwork education.

The lack of sufficient fieldwork theories has been identified by researchers in the field of occupational therapy (Naidoo & van Wyk, 2016). According to Grenier (2015) and Evenson et al. (2015), the development of evidence-based fieldwork models has the potential to ensure optimal outcomes for both students and fieldwork educators. Since models help to guide, clarify, and provide solutions, the development of a comprehensive model for providing fieldwork education is warranted in order to develop a more competent educator and to enhance student learning (Evenson et al., 2015; Grenier, 2015; Kinsella & Piersol, 2018; Lynam et al., 2014; Owen et al., 2014).

DOI: 10.26681/jote.2022.060115

The Intentional Fieldwork Education Model

In contrast to existing fieldwork models, the intentional fieldwork education model (IFWEM) was designed to guide the fieldwork educator through the fieldwork education process in a manner that is intentional and individualized for each student. This article will introduce the IFWEM. The model assumes intentional teaching is essential throughout the learning continuum and will result in optimal student outcomes. It also purports that fieldwork educators who follow the model will be more effective, competent, and self-efficacious. The model and detailed description of each component and its relevance to the fieldwork education process is represented in the diagram in Figure 1 and will be elaborated upon in the remainder of the article.

The IFWEM facilitates an awareness and broadens the fieldwork educator's knowledge of crucial elements that influence teaching-learning during fieldwork education. The model may be easily applied as it clearly describes specific factors to be analyzed and addressed. Considering that occupational therapy practitioners use the process of analysis when assessing and treating clients, applying the lens of occupational therapy, as purported by the IFWEM, in the fieldwork education process will likely be innate. As the fieldwork educator applies the lens of analysis, grasps the model's concepts of intentional education, and embraces the role of educator, effectively guiding the student through the learning continuum will become a natural process. See Figure 1.

Supporting Theoretical Models and Frameworks

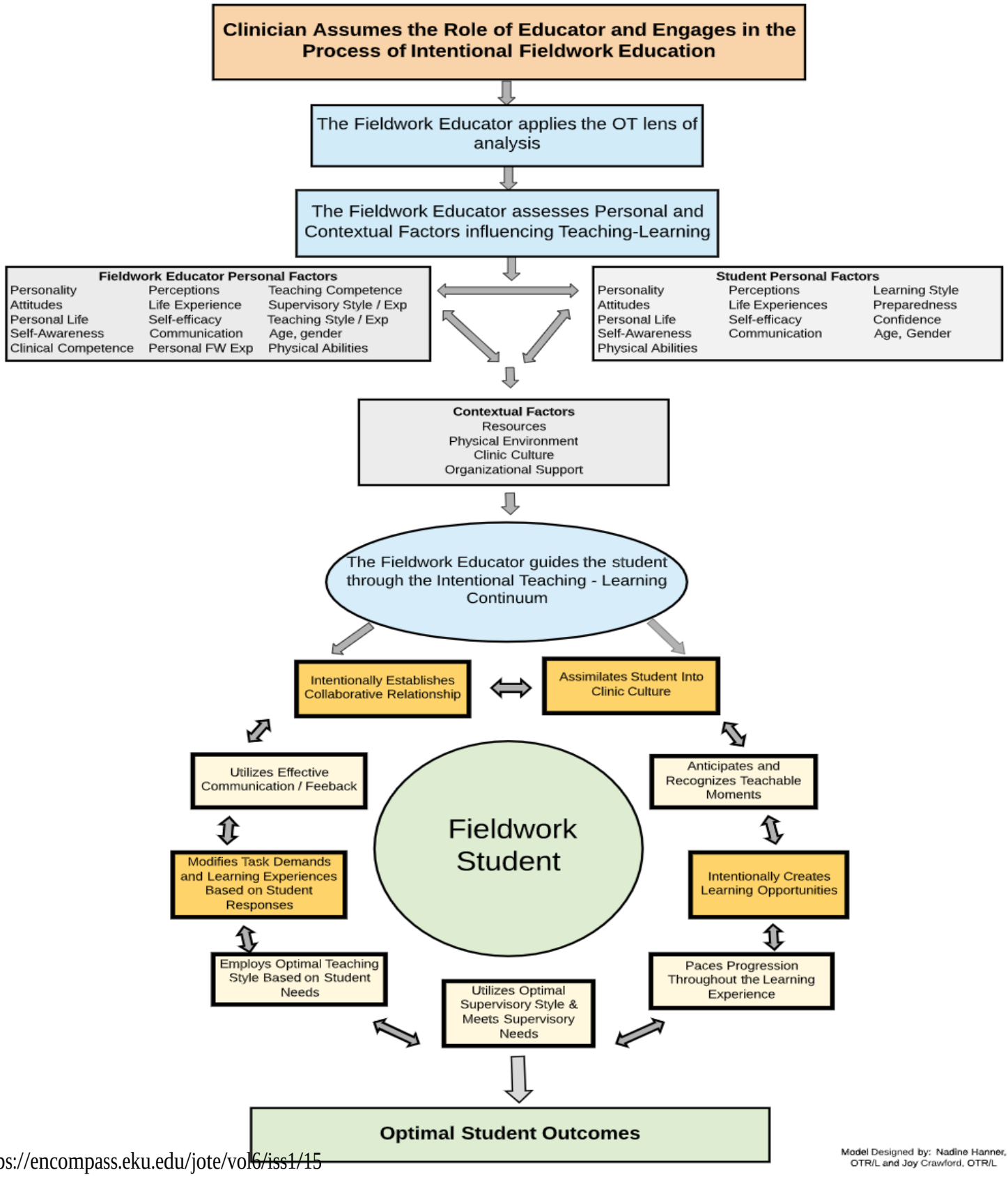
Since theoretical models and frameworks serve as underpinnings that support concepts and ideas, several theories from education and the occupational therapy profession were reviewed and support the foundational concepts of the IFWEM. The person, environment, occupation, performance model (PEOP), pedandragogy, experiential learning theory, and transformational learning theory are identified as relevant supporting frameworks.

An Occupation-Based Model of Practice

According to the PEOP model, intrinsic and extrinsic factors such as cognition, psychosocial needs and issues, the environment, and culture, are directly related to occupational engagement (Christiansen et al., 2005, as cited in Wong & Fisher, 2015, p. 304). The ability to successfully engage in the tasks at hand, be that of a fieldwork educator or student, requires one to consider task demands, the context in which the task is engaged in, the skills of the individual, and his or her emotional, physical, and spiritual needs (Smith & Hudson, 2012). The components of the IFWEM were developed in alignment with the PEOP, as the IFWEM focuses on the complex factors surrounding one's successful engagement in the occupation of fieldwork educator or student.

Figure 1

Intentional Fieldwork Education Model



https://encompass.eku.edu/jote/vol6/iss1/15
DOI: 10.26681/jote.2022.060115

Learning Theories

Pedandragogy, a learning theory developed by Samaroo et al. (2013), combines core concepts of pedagogy, a traditional model for learning which evolved from the teaching of children, and andragogy, an adult learning theory (Samaroo et al., 2013). The elements of pedandragogy that support the assertions of the IFWEM include the consideration of students' personal factors, such as their life and professional experiences, the importance of student-teacher collaboration, the promotion of self-efficacy, and the acknowledgment of the teacher as a facilitator of learning (Samaroo et al., 2013).

The experiential learning theory postulates that learning occurs through the process of engaging in learning experiences, reflecting on those experiences, and conceptualizing and applying what has been learned (Lisko & O'Dell, 2010). Engaging in varied hands-on experiential learning activities, such as those that occur during fieldwork experiences, is a valuable learning method that facilitates the application of learned skills and knowledge into practice (Phillips, 2017). The IFWEM incorporates concepts of experiential learning as it prompts the fieldwork educator to consider the significance of intentional, individualized experiential learning opportunities to enhance and promote student learning.

Transformative learning may change the way that the clinical educator thinks about the fieldwork education process and the way that he or she sees his or her role as an educator. Transformative learning (Mezirow,1991, as cited in Strange & Gibson, 2017, p. 86), asserts that learning occurs through a process requiring one to examine their point of view, establish a new point of view, and transform the way they think and behave.

The IFWEM is supported by these theories, as it posits that (a) educators must consider how adults learn, (b) experiential learning is key as adults learn to critically think through doing, (c) reflection is a key element of learning, and (d) intrinsic and extrinsic factors impact occupational engagement.

Intentional Fieldwork Education

According to Kilderry (2015), intentional education is planned, purposeful, and deliberate and is engaged in to promote learning and develop skills, while providing a supportive learning environment. Seeking or creating learning opportunities based on a need for practice of a skill or student request for exposure is also a strategy of intentional teaching (Kilderry, 2015) and one that promotes student satisfaction and performance (Chapman, 2016; Grenier, 2015; Koski et al., 2013; Rodger et al., 2011). Other recognized teaching methods that can be considered intentional and are supported by fieldwork education literature include modeling behaviors and skills, promoting inquiry and reflection, and engaging in shared problem-solving (Chapman, 2016; Grenier, 2015; Kilderry, 2015; Rodger et al., 2011). The ability of the fieldwork educator to provide affective, cognitive, and psychomotor learning, and to fill in the gap

between theory and practice, are key components in fieldwork education (Ehrenberg & Haggblom, 2017). Acknowledging this need and determining how to accomplish the task of providing optimal learning experiences requires that the fieldwork educator engage in deliberate, or intentional, education.

Applying the Occupational Therapy Lens

Approaching student learning while applying the occupational therapy lens is in keeping with the Occupational Therapy Practice Framework as the educator considers the students' role, performance skills, context, and task demands (AOTA, 2010; AOTA, 2020). As the fieldwork educator considers the occupational therapy practice framework, and applies the lens of analysis, they are able to determine the "just right challenge" and provide the student with learning opportunities that are most appropriate at each juncture of the learning experience. Since the fieldwork education experience is a dynamic process, the intentional fieldwork educator considers each facet that impacts teaching-learning and makes modifications accordingly.

Personal and Contextual Factors Influencing Teaching-Learning

As the practitioner assumes the dual roles of clinician and educator and engages in intentional fieldwork education, personal and contextual factors of both the educator and the student are assessed and the impact those elements may have on the fieldwork experience are considered. The manner in which the fieldwork educator interacts with, teaches, and responds to fieldwork students can facilitate or hinder their learning, levels of confidence, and ultimately, fieldwork outcomes (Chapman, 2016; de Beer & Vorster, 2012; Grenier, 2015; Robertson et al., 2011). Additionally, factors such as the fieldwork educator's clinical and teaching experience, perceptions and attitudes toward clinical education, self-efficacy and level of confidence can affect the teaching-learning process and impact student education (Chapman, 2016; Grenier, 2015; Rodger et al., 2011).

Factors inherent and individual to the student may also influence learning during the fieldwork education process. These may include work and life experience, clinical exposure, interpersonal skills, and learning and communication styles (Chapman, 2016; Grenier, 2015; Robertson et al., 2011). Likewise, the environment in which fieldwork education occurs can facilitate or deter learning. Such factors include the physical space of the fieldwork site, quantity and availability of resources, and the attitudes and perceptions of staff and administration (Berg-Poppe et al., 2017; Ewertsson et al., 2017; Grenier, 2015; Mulholland & Hall, 2013). The culture of the clinical site, its mission, philosophy, expectations, and attitudes will inevitably impact the fieldwork experience. If the culture of the fieldwork setting is one that creates an atmosphere of support and acceptance and allows the student to feel valued, it will likely have a positive effect on student outcomes (Berg-Poppe et al., 2017).

The intentional fieldwork educator analyzes and reflects on their own and the student's personal factors, as well as existing contextual factors. Much like the process that occurs as occupational therapy practitioners gather information for a client's occupational profile, naturally occurring interactions and observations allow the

DOI: 10.26681/jote.2022.060115

fieldwork educator to identify and consider relevant personal factors of the student. This process and thoughtful reflection on self, the student, as well as the context, enables the intentional fieldwork educator to determine which factors are an asset or a potential barrier to learning; this is the initial step in intentional fieldwork education.

Engaging in the Intentional Teaching - Learning Continuum

After the initial analysis of personal and contextual factors is complete and potential barriers are identified and addressed as indicated, the intentional fieldwork educator dynamically moves through the teaching - learning continuum and continues to engage in the analysis process. The learning continuum fluidly guides the fieldwork educator through the dynamic and ever-changing fieldwork process as they consider the critical components identified within the IFWEM. As the intentional fieldwork educator continues to monitor changes in personal and contextual factors, and assesses each component represented in the continuum, they are able to modify the teaching-learning experience based on the students' needs and responses.

Establishing a Collaborative Relationship

A collaborative relationship between fieldwork students and fieldwork educators provides a foundation for a successful and positive experience and may ultimately affect student learning outcomes (Chapman, 2016; Koski et al., 2013; Rodger et al., 2011). Students report that they value a fieldwork educator who has good interpersonal skills, is a competent mentor, and with whom they can communicate openly regarding their learning needs without fear of judgement (Chapman, 2016; Grenier, 2015; Koski et al., 2013; Rodger et al., 2011). The intentional fieldwork educator seeks to establish a collaborative relationship with the fieldwork student from the first day of the rotation by promoting open and honest communication, collaborating with the student on their learning needs and goals, and demonstrating professionalism and competence in both roles of clinician and fieldwork educator. The relationship is strengthened as both parties demonstrate respect for each other's roles and value each other's feedback throughout the fieldwork education process. The intentional fieldwork educator acknowledges and responds to the changes that will occur in the collaborative relationship as roles gradually shift, competence is developed, and the relationship evolves.

Assimilating into the Clinic Culture

Student perceptions of their place in the clinic culture are directly related to learning outcomes (Berg-Poppe et al., 2017). The intentional fieldwork educator acknowledges that a clinic culture exists and attempts to assimilate the student into the culture, therefore creating an environment in which the student feels valued, accepted, supported, and connected (Berg-Poppe et al., 2017). According to Berg-Poppe et al. (2017) addressing the student's perception of belongingness directly correlates to Maslow's hierarchy of needs and leads to self-actualization (Maslow, 1975). The achievement of clinical competence may be fostered through a culture that promotes inclusiveness and connectiveness (Berg-Poppe et al., 2017; Snyder, 2018).

The intentional fieldwork educator ascertains how the culture of the organization, varied departments, and disciplines may facilitate or impede student learning. Professional and social norms in the setting are identified and considered. The intentional fieldwork educator then welcomes, invites, and includes the student in an effort to facilitate assimilation into the unique culture of the clinic and discipline.

Addressing Teaching-Learning Styles

It is widely accepted that individuals have preferred learning styles and, when new information is presented in an approach that fits the preferred style, the learner can more quickly process and apply the information (Robertson et al., 2011). As suggested throughout the literature, matching the teaching style to the student's preferred learning style is a key factor in a positive and optimal fieldwork experience (Koski et al., 2013; Provident et al., 2009; Robertson et al., 2011). According to Koski et al. (2013), the ability to adapt to the fieldwork student's learning style is one of the most valuable characteristics of a fieldwork educator.

Prior to the start of the fieldwork experience, identifying one's teaching style is an essential aspect of engagement in the intentional education process. While the intentional fieldwork educator may be able to identify how they typically offer instruction, completing a structured teaching inventory will provide them with additional insight into their specific teaching style. Several teaching inventories are readily available from on-line resources, are brief, and may be easily completed. Intentional fieldwork educators consider that their preferred teaching style may need to be modified to meet the unique learning needs of each student.

It is recommended that academic fieldwork coordinators provide fieldwork educators with documentation of students' preferred learning styles. However, in the absence of this documentation, the intentional fieldwork educator will seek out this information early in the rotation. If the student is unaware of their learning style, the fieldwork educator may assist the student in completing a learning style inventory.

Supporting the student's preferred learning style is accomplished by incorporating teaching-learning opportunities that meet the student's identified learning preferences. For example, a student may prefer learning experiences that are both kinesthetic and auditory in nature. In order to accommodate the student's preferred learning styles, the intentional fieldwork educator will provide ample hands-on learning opportunities paired with verbal instruction, as each unique learning situation allows.

Utilizing Effective Supervision and Communication Styles

Supervision is directly linked to teaching-learning styles and communication. It can be a barrier or facilitator dependent on how, and to what degree, it is provided (Grenier, 2015). The fieldwork educator's supervision style may or may not be compatible with the students' preferred style or needs. The intentional fieldwork educator is flexible and employs various supervision styles throughout the fieldwork process in order to appropriately direct, support, or promote autonomy (Gedamu, 2017; Grenier, 2015).

DOI: 10.26681/jote.2022.060115

Student skill sets, confidence level and other personal factors, as well as caseload complexity, may affect the style of supervision a fieldwork educator chooses to utilize. Therefore, supervision is a fluid process; the level and style may change as the student progresses through the continuum of learning.

Numerous supervisory styles exist and may be employed during the fieldwork experience which include authoritarian, laissez-faire, companionable, and synergistic. The intentional fieldwork educator is aware of existing supervisory styles, their preferred style, and are adept at identifying and utilizing the style which is most beneficial to enhance learning. Without insight into supervisory styles, the fieldwork educator may default to the style that comes most naturally to them which may not be optimal for student outcomes (Gedamu, 2017).

Open communication underpins a successful fieldwork experience (de Beer & Vorster, 2012). Studies conducted on student perceptions of fieldwork educator supervision indicate clear communication of expectations and provision of specific and constructive feedback are highly valued (De Beer & Vorster, 2012; Grenier, 2015; Koski et al., 2013; Rodger et al., 2011). Effectively communicating with the student is essential for developing clinical skill and professional behavior (Chapman, 2016; Snyder, 2018).

The intentional fieldwork educator considers communication styles and the impact the various styles have on effective, meaningful, and productive interactions. They recognize it is essential to provide factual, constructive, and specific feedback. Furthermore, the intentional fieldwork educator acknowledges timely feedback promotes learning, skill development, and self-efficacy.

Modifying and Pacing Learning Experiences

The literature supports modifying the approach to fieldwork education based upon the individual student's skill level and needs at various stages of the experience (Chapman, 2016; Grenier, 2015; Provident et al., 2009; Robertson et al., 2011). An optimal fieldwork experience is modified as the student learns and skill develops during the continuum of learning (Rodger et al., 2011). Furthermore, Grenier (2015) suggested students prefer an individualized learning experience that is graded to fit their unique learning needs, versus a "one size fits all" approach.

The intentional fieldwork educator continually assesses the student's skill set and ability to manage the pace and complexity of the assigned caseload in varied environments and contexts. The student's responses to the demands of presented tasks are evaluated and the learning experience is modified accordingly. Appropriately grading or modifying learning activities is an effective teaching strategy which when applied throughout the learning continuum, propels the student from a basic level of learning to a higher level of learning, where they are able to assess, rationalize, and clinically reason (Chapman, 2016; Provident et al., 2009; Ryan & Beck, 2018). The intentional fieldwork educator acknowledges that by modifying tasks, the pace of learning, environments and contexts in which learning is occurring, a "just right challenge" is provided, and optimal student learning will occur.

Learning Opportunities and Teachable Moments

Kilderry (2015) described an intentional educator as one who is purposeful and deliberate in decision-making and actions, and who can move in and out of different roles and vary strategies according to the context. According to the IFWEM, the intentional fieldwork educator transitions between the role of clinician and educator. They take advantage of teachable moments and employ optimal teaching strategies based upon student needs, responses, and the learning environment.

While fieldwork experiences naturally provide a level of learning, as a result of exposure to clients and processes, the intentional fieldwork educator acknowledges that learning experiences should be deliberately created. In addition, the intentional fieldwork educator recognizes and seizes spontaneous teachable moments and understands how those opportunities may enrich the student's learning experience. Skill development, intraprofessional or interprofessional interactions, reflection, inquiry, critical thinking and clinical reasoning may be addressed within deliberate and spontaneous learning opportunities. Again, individualized learning is paramount for optimal student outcomes. Therefore, to further enhance and develop a needed skill set the intentional educator will evaluate current, and past learning opportunities, the method and circumstance in which the learning occurred, and will plan future learning experiences while being cognizant of teachable moments.

Preliminary Findings

The effectiveness of the IFWEM continues to be established. The model has been formally presented on three occasions to audiences consisting of educators, practitioners, and students. Surveys were provided to the audience for the benefit of data gathering following two of the three presentations. The survey questions were designed to gather participant perceptions of the utility and benefit of the model. The results of the available data are detailed in the following tables.

The IFWEM was initially publicly introduced at the 2017 AOTA conference in the form of a poster presentation. During the poster presentation, conference attendees reviewed the poster and engaged in discussion with the presenters. A survey was designed by the presenters to collect feedback from conference attendees. The survey was anonymous, consisted of eight questions, and was delivered to participants via an online survey platform. Those attendees who agreed to provide feedback were provided a link to the survey. Table 1 reflects the survey results.

DOI: 10.26681/jote.2022.060115

Table 1

2017 AOTA Poster Presentation: Intentional Fieldwork Education Survey Results (n=10)

Survey Question	Strongly Agree n (%)	Agree n (%)	Somewhat Agree n (%)	Somewhat Disagree n (%)	Disagree n (%)	Strongly Disagree n (%)	No Response n (%)
1. A fieldwork model as presented in "The Intentional Fieldwork Education" poster is needed in the field of OT.	7(70%)	3(30%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
2. The proposed fieldwork model will enhance fieldwork educators' knowledge of factors influencing the fieldwork education process.	3(30%)	7(70%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
3. The proposed fieldwork model will enhance fieldwork educators' knowledge of factors influencing the fieldwork education process	5(50%)	5(50%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
4. As program faculty, I would likely promote and/or utilize this model (Non-faculty, indicate N/A).	2(20%)	3(30%)	1(10%)	0(0%)	0(0%)	0(0%)	4(40%)
5. As a fieldwork educator, I would likely promote and/or utilize this model (Faculty, indicate N/A).	4(40%)	2(20%)	0(0%)	0(0%)	0(0%)	0(0%)	4(40%)
6. The Intentional Fieldwork Education Model is applicable for my practice area and/or program.	5(50%)	3(30%)	2(20%)	0(0%)	0(0%)	0(0%)	0(0%)
7. The Intentional Fieldwork Education Model is applicable for my practice area and/or program.	2(20%)	7(70%)	1(10%)	0(0%)	0(0%)	0(0%)	0(0%)
8. Student outcomes would likely be positively impacted by the application of this fieldwork model.	4(40%)	4(40%)	2(20%)	0(0%)	0(0%)	0(0%)	0(0%)

In 2018, the IFWEM was presented as a platform presentation at the South Carolina Occupational Therapy Association's annual state conference. Following the presentation, attendees completed an anonymous survey created by the IFWEM developers/ presenters. Participants were asked three questions related to their perception of their understanding of intentional education. Of those who completed the survey, eight were registered occupational therapists, five were occupational therapy assistants, and two were occupational therapy assistant students. Four participants had 0-2 years of experience, three had 3-5 years of experience, one had 11-15 years of experience, one had 16-20 years of experience, and one had 20 or more years of experience. The number of years of experience as a fieldwork educator of those who participated ranged from 0-20. Table 2 reflects the survey results.

Table 2

2018 SCOTA Presentation: Intentional Fieldwork Education Survey Results (n = 15)

Survey Question	Strongly Agree n (%)	Agree n (%)	Somewhat Agree n (%)	Somewhat Disagree n (%)	Disagree n (%)	Strongly Disagree n (%)	No Response n (%)
I will likely apply the concepts identified during the Intentional Fieldwork Education course as I engage in fieldwork education.	10(67%)	4(26%)	0(0%)	0(0%)	0(0%)	0(0%)	1(7%)
Application of the concepts identified during the Intentional Fieldwork Education course will likely have a positive impact on student learning outcomes.	12(80%)	3(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
A fieldwork model highlighting Intentional Fieldwork Education is indicated in the profession of occupational therapy.	10(67%)	4(26%)	0(0%)	0(0%)	0(0%)	0(0%)	1(7%)

DOI: 10.26681/jote.2022.060115

The survey results for both presentations indicated that participants overwhelmingly identified a need for a fieldwork education model such as the IFWEM. In addition, gathered data revealed that the participants perceived the model would be beneficial for fieldwork educators and would likely enhance student learning outcomes. Based on stakeholders' perceptions, the authors proport that the available data supports the utilization of the model in fieldwork education. They also recognize the need for further research to determine the model's utility and effectiveness during the fieldwork education process.

Limitations

While the preliminary data indicates that the survey participants perceived the model to be relevant and beneficial, the authors acknowledge there are limitations and further data collection and analysis are warranted. Limitations identified included relatively small sample sizes and the absence of a formal survey to collect feedback from the third presentation which took place at the AOTA Education Summit in 2019. A formal survey from those attendees would have provided additional quantitative data related to perceptions of the utility and benefit of the model.

Implications for Occupational Therapy Fieldwork Education

The authors purport that the impact of the utilization of the model for the profession is significant. Assumptions may be made that application of the model during fieldwork education will result in increased fieldwork educator competency, optimal student learning outcomes and more competent entry-level clinicians. Self-efficacy and competence may be cultivated as the clinical educator develops an increased understanding of the learning process and is able to apply the concepts and engage in intentional education throughout the learning continuum. Furthermore, practitioners who have not taken students, or are reluctant to take fieldwork students, may be more willing to engage in the fieldwork education if they have access to a model that will guide them through the educational process.

The vision of the authors is that the model will be embraced as a practical evidence-based framework for both clinical educators and academicians. Ideally, fieldwork educators will apply the model during the fieldwork component of education and academicians will utilize the model as a resource for their clinical affiliates. In doing so, the model will be the common thread that bridges the gap between expected and actual fieldwork education practices utilized to meet student learning outcomes.

Future Considerations

It is the intent of the authors to continue to disseminate the model and to research its utility and effectiveness when applied during the fieldwork experience. Research will focus on the transformative learning process that occurs within the fieldwork educator as they utilize the concepts of the model, reflect upon the fieldwork education process, and their role as an intentional fieldwork educator. Additionally, the perceptions of academicians and fieldwork educators, as related to fieldwork education expectations, will be explored.

A long-term goal is to operationalize the model by creating resources that are accessible, practical, and adaptable based on the clinical site and specific fieldwork education needs. The authors surmise that providing the model in the format of a tangible resource would likely increase its utilization. As the model is applied with increased frequency, fieldwork education may be significantly impacted.

Conclusion

Fieldwork education is an essential component of occupational therapy education. It is at this juncture that students transition from the role of student to clinician, and fieldwork educators assume the roles of clinician and educator (AOTA, 2016; Chapman, 2016; Ryan & Beck, 2018). The significance of this transition and the research conducted on existing fieldwork education models, led the authors to a conclusion that a comprehensive model to guide the fieldwork educator throughout the fieldwork education process was warranted. As a result, the IFWEM was developed based on available research and theories related to teaching-learning. Preliminary research conducted by the authors indicated that academicians and fieldwork educators agreed a fieldwork model such as the IFWEM was indicated. The IFWEM considers the multidimensional factors that impact learning during the fieldwork experience and highlights the importance of intentional teaching. Application of the model is anticipated to result in enhanced student learning outcomes and fieldwork educator competency.

In conclusion, the authors anticipate that the outcomes of future research, will continue to validate and support the use of the IFWEM within the fieldwork education experience. It is postulated that the overarching impact of the IFWEM on the discipline of occupational therapy is multifaceted. Academics, clinical educators, and students within the discipline of occupational therapy will benefit from the utilization of this dynamic, practical model. As a result, fieldwork outcomes and student preparedness for practice will be enhanced. Furthermore, the profession may be set apart as a discipline that has identified a need and creatively provided an evidence-based model that fills the gap in existing fieldwork education models.

References

American Occupational Therapy Association. (2016). Occupational therapy fieldwork education: Value and purpose. *American Journal of Occupational Therapy, 70*(Suppl. 2), 7012410060. https://doi.org/10.5014/ajot.2016.706S06

American Occupational Therapy Association. (2010). Occupational therapy' s perspective on the use of environments and contexts to support health and participation in occupations. *American Journal of Occupational Therapy, 64*(Suppl.), S57-S69. https://doi.org/10.5014/ajot.2010.64S57-64S69

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

Berg-Poppe, P. J., Karges, J. R., Nissen, R., Deutsch, S., & Webster, K. (2017). Relationship between occupational and physical therapist student's belongingness and perceived competence in the clinic using the Ascent to Competence Scale. *Journal of Occupational Therapy Education*, *1*(3). https://doi.org/10.26681/jote.2017.010303

Chapman, L. M. (2016). Transitioning from clinician to fieldwork educator. *SIS Quarterly Practice Connections, 1*(2), 31–33.

de Beer, M., & Vorster, C. (2012). Fieldwork education: Putting supervisors' interpersonal communication to the test. *South African Journal of Occupational Therapy*, *42*(1), 21-26.

Ehrenberg, A., & Haggblom, M. (2017). Problem-based learning in clinical nursing education: Integrating theory and practice. *Nurse Education in Practice, 7,* 67-74. https://doi.org/10.1016/j.nepr.2006.04.005

Evenson, M., Roberts, M., Kaldenberg, J., Barnes, M., & Ozelie, R. (2015). National survey of fieldwork educators: Implications for occupational therapy education. *American Journal of Occupational Therapy*, *69*(Suppl. 2), 912350020. https://doi.org/10.5014/ajot.2015.019265

Ewertsson, M., Bagga-Gupta, S., & Blomberg, K. (2017). Clinical education: Nursing students' socialisation into practical skills. *Nurse Education in Practice, 27*, 157–164. https://doi.org/10.1016/j.nepr.2017.09.004

Gedamu, A. D. (2018). TEFL Graduate supervisees' views of their supervisors' supervisory styles and satisfaction with thesis supervision*. Iranian Journal of Language Teaching Research, 6*(1), 63–74.

Grenier, M. (2015). Facilitators and barriers to learning in occupational therapy fieldwork education: Student perspectives. *American Journal of Occupational Therapy, 69* (Suppl. 2), 6912185070. https://doi.org/10.5014/ajot.2015.015180

Kilderry, A. (2015). Intentional pedagogies: Insights from the past. *Australian Journal of Early Childhood*, *40*(3), 20-28. https://doi.org/10.1177%2F183693911504000304

Kinsella, A. T. & Piersol, C. V. (2018). Development and evaluation of a collaborative model level II fieldwork program. *Open Journal of Occupational Therapy 6*, (3). https://doi.org/10.15453/2168-6408.1448

Koski, K. J., Simon, R. L., & Dooley, N. R. (2013). Valuable occupational therapy fieldwork educator behaviors. *Work, 44*(3), 307–315. https://doi.org/10.3233/WOR-121507

Lisko, S.A., & O'Dell, V. (2010). Integration of theory and practice: Experiential learning theory and nursing education. *Nursing Education Perspectives (National League for Nursing), 31*(2), 106–108.

Lynam, A.-M., Corish, C., & Connolly, D. (2015). Development of a framework to facilitate a collaborative peer learning 2:1 model of practice placement education. *Nutrition & Dietetics*, *72*(2), 170–175. https://doi.org/10.1111/1747-0080.12133

Maslow, A. H. (1975). *Motivation and personality*. Harper and Row.

Mulholland, S., & Hall, M. (2013). The influence of environment on the fieldwork experience: Exploring interprofessional student perspectives. *Work*, *44*(3), 345–354. https://doi.org/10.3233/WOR-121511

Naidoo, D., & van Wyk, J. (2016). Fieldwork practice for learning: Lessons from occupational therapy students and their supervisors. *African Journal of Health Professions Education, 8*(1), 37–40. https://doi.org/10.7196/AJHPE.2016.v8i1.536

Owen, A., Adams, F., & Franszen, D. (2014). Factors influencing model use in occupational therapy. *South African Journal of Occupational Therapy, 44(*1), 41–47.

Phillips, E. A. (2017). Evaluation of a coaching experiential learning project on OT student abilities and perceptions. *Open Journal of Occupational Therapy, 5*(1). https://doi.org/10.15453/2168-6408.1256

Precin, P., Koenig, V. E., Chiariello, E., Masotti, G. K., Diamond, B. N., Lashinsky, D. B., & Tierno, O. (2018). SPOTS: A model for the creation of sustainable, population-based, occupational therapy fieldwork sites. *Occupational Therapy in Health Care, 32*(1), 44–58. https://doi.org/10.1080/07380577.2017.1402228

Provident I, Leibold ML, Dolhi C, & Jeffcoat J. (2009). Becoming a fieldwork "educator": enhancing your teaching skills. *OT Practice, 14*(19), 2p–8.

Robertson, L., Smellie, T., Wilson, P., & Cox, L. (2011). Learning styles and fieldwork education: Students' perspectives. *New Zealand Journal of Occupational Therapy, 58*(1), 36–40.

Rodger, S., Fitzgerald, C., Davila, W., Millar, F., & Allison, H. (2011). What makes a quality occupational therapy practice placement? Students' and practice educators' perspectives. *Australian Occupational Therapy Journal, 58*(3), 195–202. https://doi.org/10.1111/j.1440-1630.2010.00903.x

Ryan, K., & Beck, M. (2018). Pennsylvania occupational therapy fieldwork educator practices and preferences in clinical education. *Open Journal of Occupational Therapy (OJOT), 6*(1), 1–15. https://doi.org/10.15453/2168-6408.1362

Samaroo, S., Cooper, E., & Green, T. (2013). Pedandragogy: A way forward to self-engaged learning. *New Horizons in Adult Education & Human Resource Development, 25*(3), 76–90. https://doi.org.prx-usa.lirn.net/10.1002/nha3.20032

Smith, D., & Hudson, S. (2012). Using the Person-Environment-Occupational Performance conceptual model as an analyzing framework for health literacy. *Journal of Communication in Healthcare, 5*(1), 3. https://doi.org/10.1179/1753807611Y.0000000021

Snyder, K. (2018). Exploring students' use of feedback during occupational therapy level II fieldwork experiences. *Journal of Occupational Therapy Education*, 2(2). https://doi.org/10.26681/jote.2018.020204

Strange, H., & Gibson, H. J. (2017). An investigation of experiential and transformative learning in study abroad programs. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *29*(1), 85–100. https://doi.org/10.36366/frontiers.v29i1.387

Stutz-Tanenbaum, P, & Hooper, B. (2009). Creating congruence between identities as a fieldwork educator and a practitioner. *Education Special Interest Section Quarterly, 19*(2), 1–4.

Wong, S. R., & Fisher, G. (2015). Comparing and using occupation-focused models. *Occupational Therapy in Health Care, 29*(3), 297–315. https://doi.org/10.3109/07380577.2015.1010130

DOI: 10.26681/jote.2022.060115