The Fieldwork Planning Matrix – Maximizing the Learning Environment in Non-traditional Community Based Settings

Arlene Lorch, OTD, OTR/L, CHES, Tina DeAngelis, EdD, OTR/L
Department of Occupational Therapy, Jefferson School of Health Professions, Thomas Jefferson University, Philadelphia, PA

OBJECTIVES

- Learn about a matrix guided tool utilized to plan and structure unique fieldwork experiences.
- Identify key elements associated with “matrix” implementation.
- Understand multi-faceted uses of the matrix.

BACKGROUND - NONTRADITIONAL FW

- More community-based sites are needed to meet FW placement demand.
- Typically, these FW sites rely upon non-traditional, distant supervision.
- These learning environments require high degree of structure to support experiential self-directed learning.
- High structure requires detailed planning.
- A planning matrix method to maximize the learning environment is proposed.

BENEFITS/CHALLENGES

Benefits of Community Based, Nontraditional Fieldwork

Students
- Opportunity to provide occupation-based intervention for a variety of conditions and situations.
- Opportunity to implement interventions at individual, group and organizational levels
- Develop and implement innovative programs and projects
- Develop confidence as they learn to work independently.

Clinical Educator
- Opportunity to provide community service.
- Offers a setting and population to pilot new interventions, programs and research.

Sites
- Sites can offer cost-effective, supervised therapy services which might not be otherwise available to their populations including:
  - Direct care services (assessment and intervention) for clients.
  - Consultation services, such as environmental assessment and staff education.
- Students serve on teams and committees and can enhance care and practices.

Challenges of Community-Based Nontraditional Fieldwork

Students
- Higher levels of student anxiety in early stages.
- Responsibility for unexpected events without supervisor present.
- Dealing with organizational issues and conflicts in the agency that impacts OT.
- Need to independently document services early on in fieldwork experience.
- Increased demand for time management and self-scheduling.
- Minimal opportunity to observe therapist modeling.

Clinical Educator
- Time required beyond 8 hours for phone, email and other methods of contact.
- Creating and maintaining collaboration with the agency requires additional time, but essential for establishing OT environment within the organization.
- Setting boundaries for students services with the organization.
- Continuously educating onsite staff about OT role and requirements of FW.
- Obtaining necessary funding to support therapy services.

Sites
- Understanding student capacities and limitations.
- FW requirements and supervision.
- Dealing with student turnover and integrating temporary staff into organization.

IMPLEMENTATION

Supervision Elements

Non-traditional • Collaborative Model • High CE Accessibility • Student Accountability • Technology Use for Off-Site Communication

FIELDWORK PLANNING MATRIX

Level II FW Settings Where Matrix Has Been Effective

Publically Funded Assisted Living Facility
Non-profit Community Work Rehabilitation Organization
Community Mental Health Programs

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>SUPERVISION</th>
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<tbody>
<tr>
<td><strong>FIELDWORK PLANNING MATRIX</strong></td>
<td><strong>LEARNING ENVIRONMENT</strong></td>
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<tr>
<td><strong>SUPERVISION</strong></td>
<td><strong>Orientation to Culture and Population</strong></td>
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<tr>
<td><strong>Manual Guidelines</strong></td>
<td><strong>Structured Teaching/Learning</strong></td>
</tr>
<tr>
<td><strong>FIELDWORK SETTING</strong></td>
<td><strong>FW Infrastructure</strong></td>
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<tr>
<td><strong>Orientation to Culture and Population</strong></td>
<td><strong>Manual Guidelines</strong></td>
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<tr>
<td><strong>Structured Teaching/Learning</strong></td>
<td><strong>CE engages with site 3-6 mos before FW.</strong></td>
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<tr>
<td><strong>CE meets all requirements of the Fieldwork.</strong></td>
<td><strong>CE serves as trainer, educator, consultant, resource, advocate.</strong></td>
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<tr>
<td><strong>Student meets all requirements of the Fieldwork.</strong></td>
<td><strong>Graduated caseload.</strong></td>
</tr>
<tr>
<td><strong>Student trained in policies, client rights, emergency, safety procedures, unusual incidents.</strong></td>
<td><strong>Teaching/practice/CR sessions, demonstrations, modeling.</strong></td>
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<td><strong>Manual provides a comprehensive guide to the site, staff, population, OT services in the setting.</strong></td>
<td><strong>Documentation samples, protocol templates.</strong></td>
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<td><strong>Daily/weekly expectations are clear and detailed.</strong></td>
<td><strong>Onsite availability of literature, assessments, learning resources.</strong></td>
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OUTCOMES

Student: Approx. 100 Students successfully completed FW.

Retrospective review of SEFYE indicated:

- 94% of students were satisfied or very satisfied with FW.
- 92% said FW enhanced their ability to work autonomously.
- 42% desired to have had more time with the supervisor.

Site: Over 30,000 hours of OT services provided at these sites.
High levels of satisfaction with OT student performance with continuous renewal of contracts.

*“The OT program has been extremely successful by every measure.” Baker Industries, CEO, 2013.*

Clients: A study of client outcomes (2010) at Riverview Home, indicated the following impact of the OT program on client skills and occupational performance and provided data used for program evaluation and future planning.

(PC= Positive Change; UC= Unchanged; NC= Negative Change)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>%PC</th>
<th>%UC</th>
<th>% NC</th>
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<tbody>
<tr>
<td>Communication Interaction Skills</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Healthy Living Skills</td>
<td>62%</td>
<td>38%</td>
<td>0%</td>
</tr>
<tr>
<td>Cognitive/Processing Skills</td>
<td>79%</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>Social Participation</td>
<td>89%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Activity Participation</td>
<td>62%</td>
<td>38%</td>
<td>0%</td>
</tr>
<tr>
<td>Motor and Praxis Skills</td>
<td>38%</td>
<td>62%</td>
<td>0%</td>
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