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

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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 manual.

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

- Learn how to provide occupation-based intervention for a variety of conditions and situations
- Learn how 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

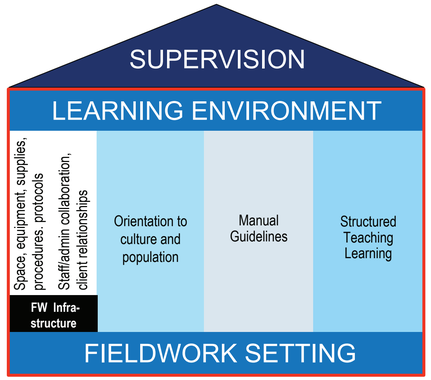
Clinical Educator

- 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.

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

IMPLEMENTATION

Supervision Elements

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

FW Infrastructure	Orientation to Culture and Population	Manual Guidelines	Structured Teaching/ Learning
• CE engages with site 3-6 mos before FW. • Prepares space, equipment/supplies • Establishes protocols; forms, policies, processes. • Collaborates with staff and admin on services offered. • Interacts with clients and develops relationships.	• Student meets all personnel, staff, administration, and population. • Student is oriented physical/cultural environment and resources. • Student trained in policies, client rights; emergency, safety procedures, unusual incidents.	• Manual provides a comprehensive guide to the site, staff, population, OT services in the setting. • Daily/weekly expectations are clear and detailed.	• CE serves as trainer, educator, consultant, resource, advocate • Graduated caseload • Teaching/practice/ CR sessions, demonstrations, modeling • Documentation samples; protocol templates • Onsite availability of literature, assessments, learning resources

MANUAL CONTENTS

Site Purpose and Mission	Practice Parameters at the Site
Orientation Checklist	Emergency Procedures
Client Rights	Ethical Practice in the Setting
Important General Information	Important Phone Numbers
Who to Call	Supervision
Theory Base	Requirements of the Fieldwork
Expectations of Students	Working with Staff, Admin, Soc Workers
Staff Meetings	Referral Process
Assessments and Evaluation	Accident and Falls Prevention
Needs Assessment Framework	Group Intervention Guidelines
Sample Group Protocol	Documentation Samples
Functional Mobility Program	Planning Trips and Events
Purchasing Supplies	First week "To Do" List
Final Project/ Presentation	Quarterly Report Assignment
Tracking/Measuring Outcomes	Twelve Week Schedule
Level II Fieldwork Objectives	Blank Documentation Forms

OUTCOMES

Student: Approx. 100 Students successfully completed FW
Retrospective review of SEFWE 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)

What types of outcomes yielded the most change?

Outcomes	%PC	%UC	% NC
Communication Interaction Skills	95%	5%	0%
Healthy Living Skills	62%	38%	0%
Cognitive/Processing Skills	79%	21%	0%
Social Participation	89%	7%	4%
Activity Participation	62%	38%	0%
Motor and Praxis Skills	38%	62%	0%