

Innovative Fieldwork Annotated Bibliography

The *Innovative Fieldwork Bibliography* was developed to serve as a resource to facilitate the development of alternative models of fieldwork. Changing health care demands coupled with the shortage of fieldwork sites presents our profession with the challenge of how to best train the next generation of OT practitioners. These articles have been selected because they provide examples of how programs, both academic and practice, have met that challenge. We hope that the articles will assist you in understanding the educational potential of your site and in developing a great fieldwork program.

The articles below are a collection of OT publications that focus on innovative fieldwork programs. This collection will be updated periodically. If you wish to read any of the articles in this bibliography, we urge you to visit or contact a local hospital or medical center library to obtain the selected references. Should no library in your area own a particular title, the librarian will be able to tell you the closest library that does have what you need or be able to get it for you through interlibrary loan. As always, The Wilma L. West Library is available as your back-up resource and does have most of the sources cited in this list. There is a charge for photocopying journal articles.

If you would like to share other articles that you have found helpful or if you would like to discuss fieldwork issues, please don't hesitate to call the AOTA National Office Education Department ext 2932 or 1-800-729-2682 (for members).

Community-Based

Bucu, A. (1994). News from the fieldwork corner. *OT Week*, 8(20), 9.

An OT student shares his Level II fieldwork experience at an adult day care program which services clients diagnosed with AIDS or AIDs related complex with accompanying psychiatric diagnoses.

Fleming, J.D., Christenson, J., Franz, D., & Letourneau, L. (1996). A fieldwork model for non-traditional community practice. *Occupational Therapy in Health Care*, 10(2), 15-35.

This group process fieldwork model was developed in a shelter for the homeless and poor. The authors traced the development of the model, its organization and requirements. Program results are discussed including advantages and disadvantages as seen by students and faculty supervisors. The authors believe that this collaborative model can develop effective student therapists, who are able to work from a client-centered approach, and are able to be flexible within a team.

Knotts, V. (1997). Expanding fieldwork experiences in home and community health care: A community context model. *Home & Community Health Special Interest Section Quarterly*, 4(2), 1-4.

This article summarizes the growing importance that OT students be exposed, through fieldwork, to home and community health care. The author cites several examples of fieldwork settings and programs that support community fieldwork placements. Service learning models for community-based experiences are also explored.

Lyons, M. (1995). Learning in context: Perceived benefits of fieldwork education within community mental health settings. *The British Journal of Occupational Therapy*, 58(6), 245-249.

This article draws on the fieldwork experiences of 16 Australian and American occupational therapy students with an emphasis on community-based services for people with psychiatric disorders.

Presecan, W. (1994). News from the fieldwork corner. *OT Week*, 8(24), 9.

This occupational therapy student writes about her experience at a community rehabilitation facility that focuses on the reentry of individuals with severe mental illness into the community. The author describes her various student responsibilities and projects.

Rogers, C. (1994). News from the fieldwork corner. *OT Week*, 8(15), 9.

This article highlights a community-based psychosocial drop-in program which accepts OTA students. The COTA is the primary supervisor with the OTR being regularly available for consultation/supervision.

Rogers, C. (1995). News from the fieldwork corner. *OT Week*, 9(11), 9.

The students in this Level II fieldwork setting split their days between an inpatient day hospital and a community psychosocial program. Supervision is provided by the occupational therapist with direct input from a licensed social worker.

School Setting

Bundy, A. (1997). Preparing occupational therapy student to practice in schools. *School System Special Interest Section Quarterly*, 4(2), 1-2.

This article explores the two roles, consultant and direct service provider, inherent in a school-based OT practitioner. The responsibilities of faculty, fieldwork educators and students in obtaining the needed skills to successfully fill these roles are examined. The author outlines behaviors indicative to these two roles that require supervisor feedback.

Christopher, R.J. (1995). Innovative practice: Try it. You'll like it! *OT Week*, 9(Spring Student), 16-17.

With some hesitation, Ronald Christopher decided to do his pediatric affiliation in a school system. He shares his reflections on the experience.

Collins, L.F. (1996). Creative fieldwork solutions: Creative Collaboration. *OT Practice*, 1(9), 24-25.

This article reviews how the New Mexico Board of Education collaborated with the University of New Mexico to fund two occupational therapy clinical supervisor positions within the school setting. These therapists carry a half-time caseload which includes supervising students and a half-time clinical faculty position.

Egan, M. (1992). Focus: School-based practice: Nontraditional fieldwork exposes students to schools. *OT Week*, 6(36), 18-19.

This article briefly outlines two grant funded programs that address school based fieldwork.

Griswold, L.A.S. (1996). Six steps to developing a level II fieldwork program in your school setting. *School System Special Interest Section Newsletter*, 3(4), 1-2, 7.

A guide for starting a school-based Level II fieldwork program. This article provides strategies for analyzing your practice, developing objectives, producing appropriate learning activities, defining supervisory skills, and gathering resources.

Griswold, L.A.S. & Strassler, B.S. (1995). Fieldwork in schools: A model for alternative settings. *The American Journal of Occupational Therapy*, 49(2), 127-132.

Findings from the authors' study suggest that school-based practice issues such as working part time, traveling between schools, and using a variety of service delivery models created particular challenges for fieldwork supervisors in schools. A process is outlined for addressing fieldwork supervisors' concerns during recruitment and in a fieldwork supervisor seminar while providing on-going support resulted in successful fieldwork experiences for occupational therapy students.

Stancliff, B. (1997). University, public schools collaboration succeeds in New Mexico. *OT Practice*, 2(12), 14-17.

A follow-up article on the collaboration between the Albuquerque Public Schools and the University of New Mexico where two clinical faculty positions were established to coordinate the school-based fieldwork program. This article reviews the problems and solutions met by this innovative program.

Home Health

Burdick, K. & Fox, M. (1986). Level II fieldwork education in a home health care center setting. *Gerontology Special Interest Section Newsletter*, 9(1), 1-2.

This article gives an overview of the orientation and progression of clinical responsibilities that students follow during this home health fieldwork experience. Special home health practice considerations are mentioned.

Knotts, V. (1997). Expanding fieldwork experiences in home and community health care: A community context model. *Home & Community Health Special Interest Section Quarterly*, 4(2), 1-4.

This article summarizes the growing importance that OT students be exposed, through fieldwork, to home and community health care. The author cites several examples of fieldwork settings and programs that support community fieldwork placements. Service learning models for community-based experiences are also explored.

Lentz, S. (1997). Fieldwork in home health care: A student's perspective. *Home & Community Health Special Interest Section Quarterly*, 4(3), 3-4.

The author shares, from her student perspective, the value of participating in a Level II home health experience. Several learning experiences are described.

Lindstrom-Hazel, D. & Bush, M. (1997). The issue is- What can be done about home health fieldwork? *American Journal of Occupational Therapy*, 51(1), 64-69.

Since home health is the fastest growing area in OT practice, the author asks how can academic programs prepare students for this field. The author explores the areas of home health competencies and guidelines for students who are in a home health experience.

Privott, C. (1996). Eye on the profession: Fieldwork corner. *OT Week*, 10(4), 9.

An overview of a fieldwork experience with Willowbrook Home Health Care, Inc., delivering home health occupational therapy service.

Rogers, C. (1995). News from the fieldwork corner. *OT Week*, 9(27), 11.

This article reviews a fieldwork program at a community reintegration program for brain injured adults. Students provide OT services in the client's home and supervised living apartments in the community.

Siebert, C. (1997). Description of fieldwork in the home care setting. *American Journal of Occupational Therapy*, 51(6), 423-429.

The author provides an indepth description of a Level II home health fieldwork experience.

Rural Setting

Amundson, S.J. & Kanny, E. (1995). Off the beaten path. *OT Week*, 9(13), 18-19.

The University of Washington, Seattle, introduces its OT students to rural school systems through a funded grant that reached out to school-based practitioners and provided the supervisors with a program and resources that enable them to work with a Level II fieldwork student. This program also provided the students with a specialized course prior to their fieldwork experience.

Rogers, C. (1994). News from the fieldwork corner: An innovative program in South Dakota. *OT Week*, 8(37), 8-9.

A look at a Level II fieldwork placement in which the student works in multiple settings all located within a rural community.

Collaborative Models

Hengel, J.L. & Romeo, J.L. (1995). A group approach to mental health fieldwork. *The American Journal of Occupational Therapy*, 49(4), 354-358.

This article describes a group approach to training occupational therapy students that was used at a mental health fieldwork site. The occupational therapy staff members were each responsible for specific teaching assignments that allowed them to work with a number of students simultaneously. Program development and evaluation meetings created an alternative forum for exploring ideas and practice issues in addition to providing guidance and supervision.

Joe, B.E. (1994). Are two heads better than one? *OT Week*, 8(41), 18-19.

This article describes how through a collaborative learning model a traditional private psychiatric facility moved from taking 2-4 students to now working with 9 students.

Nolinske, T. (1995). Multiple mentoring relationships facilitate learning during fieldwork. *The American Journal of Occupational Therapy*, 49(1), 39-43.

In light of the challenges faced by most clinicians secondary to health care reform, an alternative to the one-to-one supervision model is presented. The multiple mentoring model of fieldwork supervision has several advantages: (a) fieldwork educators work with students according to their strengths and interests; (b) the model promotes collegiality and clinical reasoning skills because students use each other as resources and observe different fieldwork educators approaching similar situations; and (c) the model allows a fieldwork site to accept more students at one time, while minimizing stress on any one fieldwork educator. A framework defining the functions of the mentor-protégé relationship is provided.

Privott, C.R. (1996). Fieldwork corner. *OT Week*, 10(9), 7.

In its simplest form, this model places more than one student (typically a pair) with one primary supervisor. This article describes this model and includes a discussion of the pros and cons.

Tiberius, R. & Gaipman, B. (1985). The Supervision-Student Ratio: 1:1 versus 1:2. *Canadian Journal of Occupational Therapy*, 52(4), 179-183.

This study explores the advantages and disadvantages of the 1:2 ratio in clinical supervision. Supervision strategies for this model are included in this article.

Shared Supervision

Gaipman, B. & Forma, L. (1991). Reflexions on... The split placement model for fieldwork placements. *The Canadian Journal of Occupational Therapy*, 58(2), 85-88.

This paper describes a model of split clinical placements, one in which students divide their time between two therapists who work in either the same or different areas of clinical practice. The supervision strategies that are most effective with this model are discussed as well as the advantages and disadvantages of this approach.

Jung, B., Martin, A., Graden, L., & Awrey, J. (1994). Fieldwork education: A shared supervision model. *The Canadian Journal of Occupational Therapy*, 61(1), 12-19.

This paper describes how McMaster University implemented a shared supervision model during an adult physical health placement. The objectives, implementation process, training and orientation process, learning and evaluation process, and outcome of this project are discussed.

LaCroix, B. (1992). Focus: Fieldwork: Interagency affiliation: A model of communication and collaboration. *OT Week*, 6(37), 14-15.

This article describes an interagency pediatric affiliation in which the student works in three different settings. This placement provides the student with a range of experience from neonatal through school age children within both a medical and educational model.

Rogers, C. (1994). News from the fieldwork corner. *OT Week*, 8(11), 11.

This article explores the Central Wisconsin Center's unique fieldwork program as it is structured to work with multiple students being supervised by more than one supervisor.

Rogers, C. (1994). News from the fieldwork corner. *OT Week*, 8(43), 9.

A mental health setting is highlighted where the supervision of students is shared by part-time and full-time OTRs with input from other disciplines. This site is also

exploring the possibility of having students split their affiliation between their site and a community-based center.

Level I Fieldwork

Collins, L.F. (1995). Creative fieldwork solutions: Creative Collaboration. *OT Practice*, 1(9), 25.

This article describes a Level I fieldwork mental health model where an occupational therapy class divides and goes to two separate units under the supervision of college instructors.

Cowan, M. (1992). Breaking Tradition - Exploring Rural Practice. *OT Week*, 6(37), 24-25.

Eastern Kentucky University extended their Level I fieldwork sites through a grant that allowed three fieldwork coordinators to take students to more rural areas of that state.

Drake, M. (1992). Level I fieldwork in a daycare for homeless children. *Occupational Therapy in Health Care*, 8(2/3), 215-224.

The author was part of a task force that developed a mental health curriculum for a daycare center for homeless children. An outgrowth of this involvement was the opportunity to use the facility as a Level I fieldwork site. This article describes the curriculum and the student program.

Neistadt, M.E. & Cohn, E.S. (1990). Evaluating a Level I fieldwork model for independent living skills. *The American Journal of Occupational Therapy*, 44(8), 692-699.

A model for Level I fieldwork in which students co-lead independent living skills (ILS) groups in clinical settings and observed occupational therapy evaluation and treatment. The evaluation surveys from this study suggest that the model is most effective in courses and clinical settings that deal with adult and young adult client populations.

Phan, T. (1997). Assignment Mexico. *OT Week*, 17(38), 17.

A one week Level I fieldwork experience in Mexico is described in this article. Six OT students from the University of Texas Medical Branch travel to Mexico as part of a rehabilitation team to provide health services in rural Mexico.

Ravetz, C. & Granell, C. (1996). The establishment of occupational therapy clinics within an educational setting: A report. *The British Journal of Occupational Therapy*, 59(11), 503-505.

The innovative principle of offering occupational therapy practice within an educational setting is described in this article. The model was implemented in close

cooperation with fieldwork colleagues and as part of the college's mission statement which makes a commitment of service to the community. This article describes the development of the clinics and the running of one of them, the bathing clinic.

Rydeen, K., Kautzman, L, Cowan, M.K., & Benzing, P. (1995). Three faculty-facilitated, community-based Level I fieldwork programs. *The American Journal of Occupational Therapy*, 49(2), 112-118.

This article presents the conceptualization, site selection, program implementation, and outcome of three faculty-facilitated Level I fieldwork programs, designed for occupational therapy fieldwork students at Eastern Kentucky University. The first program involved moving a faculty member and students to a small town for 4 weeks and assigning the students to pediatric fieldwork at local agencies. The second provided an enrichment opportunity to adult consumers of psychological services. The third provided daycare services to persons with Alzheimer's disease.

Saperstein, S. & VanLeit, B. (1995). Nontraditional fieldwork placements. *OT Week*, 9(30), 24-25.

How did New Mexico help increase the number of occupational therapists in mental health? Through a grant to increase the role of occupational therapy in mental health, the school was able to set up creative nontraditional psychosocial Level I fieldwork placements. The article explains the Level I fieldwork program.

Stancliff, B. (1997). Small program, big opportunities. *OT Practice*, 2(10), 16-17.

Western Michigan University in Kalamazoo offers Level I fieldwork experiences in a variety of nontraditional sites. This article describes how the university developed their Level I experiences and continues on to describe the various settings.

Zimmerman, S.S. (1995). Cooperative education: An alternative to level I fieldwork. *The American Journal of Occupational Therapy*, 49(2), 153-155.

Cooperative education connects classroom learning with paid work experience. This article reviews how the University of North Dakota offers this as a Level I fieldwork experience.

General Information

Alsop, A. & Donald, M. (1996). Taking stock and taking chances: Creating new opportunities for fieldwork education. *The British Journal of Occupational Therapy*, 59(10), 498-502.

This article examines the current issues which impact on fieldwork education. It challenges some of the myths surrounding fieldwork education and its delivery, and

explores how creative thinking might promote new ventures and enable alternative strategies for fieldwork education to be adopted.

Cohn, E.S. & Crist, P. (1995). Nationally speaking: Back to the future: New approaches to fieldwork education. *The American Journal of Occupational Therapy*, 49(2), 103-109.

Serving as an introduction to the special fieldwork issue of the *American Occupational Therapy Journal*, this article highlights the challenges and various solutions that practitioners have applied to fieldwork issues.

Crist, P. (1993). Non-Traditional and Group Fieldwork Models: Their Time has Come. *Education Special Interest Section Newsletter*, 3(1) 3-4.

The author lists several factors that have had an impact on fieldwork. An extended residency or internship model and the group model (a group of students supervised by a number of practitioners) are explored as possible solutions to meet the need for more fieldwork sites.

Phillips, E.C. & Legaspi, W.S. (1995). A 12-month internship model of level II fieldwork. *The American Journal of Occupational Therapy*, 49(2), 146-149.

This article reviews the 12 month salaried fieldwork model at the Irene Walter Johnson Institute of Rehabilitation. This particular model is based on motivational theory.

Rogers, C. (1994). News from the fieldwork corner. *OT Week*, 8(33), 9.

This article describes the Fieldwork Issues Committees "Recommendations for Expanding Fieldwork" document. It provides examples of alternative fieldwork models and a set of criteria for evaluating the appropriateness of a site for a fieldwork program.

Rogers, C. (1994). Innovative Fieldwork Models. *OT Week*, 8(50), 17.

The following five innovative models are outlined with their advantages, disadvantages, barriers and strategies for success: community-based, remote OT supervision, 2:1 collaborative, non-OT supervisor, consumer-based, and part-time supervision.

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