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Literature search results

Search completed for: Population fieldwork supervision in occupational therapy.

Search completed by: Richard Bridgen

Search details

Resources searched

NHS Evidence; TRIP Database; Cochrane Library; AMED; BNI; CINAHL; EMBASE; HMIC; Health Business Elite; MEDLINE; PsychINFO; Google Scholar; Google Advanced Search

Database search terms: “field work*”; fieldwork*; FIELDWORK; field* adj2 work*; “occupational therap*”; exp OCCUPATIONAL THERAPY; exp OCCUPATIONAL THERAPY ASSISTANTS; exp OCCUPATIONAL THERAPY PRACTICE, EVIDENCE-BASED; exp OCCUPATIONAL THERAPY PRACTICE, RESEARCH-BASED; exp STUDENTS, OCCUPATIONAL THERAPY; supervis*; STUDENT SUPERVISION; SUPERVISORS AND SUPERVISION; CLINICAL SUPERVISION; oversight; oversee*; superintend*; direct*; instruct*; control*; care; caring; manage*; guid*; surveillance; auspices; steward*; mentor*; MENTORSHIP; preceptor*; PRECEPTORSHIP; reflection; reflective; REFLECTION; “critical incident analys*”; population; people; exp POPULATION

Evidence search string(s): fieldwork (supervision OR supervisor OR supervising) (“occupational therapy” OR “occupational therapist” OR “occupational therapists”) from:2008

fieldwork supervision “occupational therap” from:2008

Google search string(s): ~fieldwork ~supervision ~“occupational therapy”

Summary

There has not been much research published on the supervision of population fieldwork in occupational therapy in the last five years. There is however a bit more on clinical supervision of occupational therapy fieldwork, and so I have included this as well.
Guidelines

Rand Europe

Use of outcome metrics to measure quality in education and training of healthcare professionals: a scoping review of international experiences 2012

Evidence-based reviews

None found.

Published research

1. Global partnerships for international fieldwork in occupational therapy: reflection and innovation.
   
   
   Citation: Occupational Therapy International, June 2013, vol./is. 20/2(85-93), 0966-7903:1557-0703 (2013 Jun)
   
   Abstract: International fieldwork placements (IFPs) have become very popular among healthcare students including those in occupational therapy programmes. There are many potential benefits that can accrue to the students; however, there are critiques of international placements especially for students going to underserviced areas. The purpose of this paper is to provide a case study/model programme description that critically reflects on six partnerships in three underserviced countries that provide IFPs to students from one Canadian university. The personal opinions of each partner were collected verbally, by email and by a qualitative review of the past 10 years of partnership interaction. Some of the benefits reported by partners include the development of an increased number of sustainable long-term quality placements, orientation materials, student supports and the involvement of university faculty in research and capacity building projects in partner countries. A number of challenges were identified including the need for an expanded formal agreement, more bilateral feedback and examination of supervision models. This paper examines a limited number of partnerships with only one Canadian partner. Direct input of students is not utilized, although feedback given to co-authors by students is reflected. More research is needed on perspectives of partners in IFPs, impact of IFPs on clinical practice in student's home countries, impact of IFPS on underserviced areas and effective strategies for debriefing. Copyright 2013 John Wiley & Sons, Ltd. Copyright 2013 John Wiley & Sons, Ltd.
   
   Source: Medline
   
   Available in fulltext from Occupational Therapy International at the ULHT Library and Knowledge Services' eJournal collection

2. Valuable occupational therapy fieldwork educator behaviors.
   
   Author(s) Koski KJ, Simon RL, Dooley NR
   
   Citation: Work, 2013, vol./is. 44/3(307-15), 1051-9815;1875-9270 (2013)
   
   Publication Date: 2013
   
   Abstract: OBJECTIVE: The purpose of this study was to investigate fieldwork educator behaviors that are valuable from the perspective of Level II occupational therapy and occupational therapist assistant students and fieldwork educators. PARTICIPANTS: 85 fieldwork educators and 37 students from Eastern and Western parts of the United States. METHODS: The 5 competency categories of the Self Assessment Tool for Fieldwork Educator Competency were used as the basis for developing the survey items
and data was analyzed with non-parametric statistics to check for differences among groups of respondents. RESULTS: Students and fieldwork educators generally ranked the value of the behaviors in the survey as the same. There were differences noted between responses of level II students on first, second, and third placements regarding supervision behaviors of fieldwork educators. (Chi square=6.59, p=0.04 and Chi square=7.95, p=0.02). CONCLUSION: The alignment of opinion of students and fieldwork educators is important in that it reinforces the common goal of academic programs, students, and fieldwork educators. More research needs to be done in order to understand the impact of placement order on the rankings of valued fieldwork educator behaviors. 

Source: Medline

3. Promoting academic-practice partnerships through students’ practice placement.

Author(s) Bonsaksen, Tore, Celo, Cecilia, Myraunet, Ingunn, GranÅ, Kjell Emil, Ellingham, Brian

Citation: International Journal of Therapy & Rehabilitation, 01 January 2013, vol./is. 20/1(33-39), 17411645

Publication Date: 01 January 2013

Abstract: Introduction: The notion of a gap between the academic and the practice segments of the occupational therapy profession is commonplace. The Scholarship of Practice is one of the collaboration models that have been introduced as possible means for bridging this gap, but so far, research based on this model has not extensively addressed the potential of students’ clinical placement. Aim: With a view to possible remedies for the academic-practice gap, the purpose of this paper is to outline and discuss possible advantages from a collaborative project concerning the usefulness of the Assessment of Communication and Interaction Skills (ACIS) that was carried out between students, fieldwork educators, and university faculty. Outline of the project: Six occupational therapy students and their fieldwork educators collaborated in an exploration of the clinical usefulness of the ACIS during the students’ second year mental health clinical placement. Experiences from the project were put into context with previous developments aimed at improving academic-practice partnerships. Discussion: The Scholarship of Practice model provides guidelines for reducing the research-practice gap in the occupational therapy profession. It is argued that the presented project adhered to the principles of practitioner-centredness and developing partnerships, whereas the creation of synergies was somewhat less realised. The organising of joint projects during practice placements, involving students, fieldwork educators, and university faculty, appears to be one method of increasing and improving relationships between the parties involved.

Source: CINAHL

Available in fulltext from International Journal of Therapy and Rehabilitation at EBSCOhost

4. Changes and challenges in higher education: What is the impact on fieldwork education?

Author(s) Larkin H., Watchorn V.

Citation: Australian Occupational Therapy Journal, December 2012, vol./is. 59/6(463-466), 0045-0766;1440-1630 (December 2012)

Publication Date: December 2012

Source: EMBASE

Available in fulltext from Australian Occupational Therapy Journal at the ULHT Library and Knowledge Services' eJournal collection

5. Project-based fieldwork: Perspectives of graduate entry students and project sponsors

Author(s) Fortune T., Mckinstry C.

Citation: Australian Occupational Therapy Journal, August 2012, vol./is. 59/4(265-275), 0045-0766;1440-1630 (August 2012)
Publication Date: August 2012

Abstract: Background/aim: This article builds on an earlier viewpoint regarding the need for project-focused fieldwork. It presents the findings of an evaluative study into the value of project placements undertaken by final year graduate entry master's students as part of a capstone subject. The authors argue that provision of project placements enable impending graduates to develop and implement macro level strategies to develop prevention, resource and service development skills often required of contemporary occupational therapy practitioners. Methods: A qualitative approach is adopted. Student cohorts from 2005 and 2006 completed open-ended, written questionnaires, and agency project sponsors were interviewed to obtain their perspectives of the project placement experience. Results: Despite some concern that project placements might be undertaken at the expense of 'clinical' placements these findings reveal that projects managed by students were perceived by services to add great value enabling them to advance important priorities. Students and sponsors highlighted a range of positive learning outcomes, including the ability to work collaboratively with supervisors and develop advanced communication skills and political acumen. The success of such placements depends on supportive supervision from academic staff. Conclusions and significance of the study: The findings promote project placements as a highly authentic aspect of work integrated learning enabling learners to draw together a range of attributes that support the ability to manage complex issues that have occupational relevance at a macro level. In addition, such experiences help learners to develop agency and political acumen both increasingly important capabilities for the contemporary workplace. 2012 The Authors Australian Occupational Therapy Journal 2012 Occupational Therapy Australia.

Source: EMBASE

Available in fulltext from Australian Occupational Therapy Journal at the ULHT Library and Knowledge Services' eJournal collection

6. Fieldwork level II and occupational therapy students: a position paper.
Author(s) Amini, Debbi, Gupta, Jyothi
Citation: OT Practice, 23 July 2012, vol./is. 17/13(6-7), 10844902
Publication Date: 23 July 2012

Abstract: AOTA recently published a position paper that defines the Level II fieldwork experience and clarifies the conditions and principles that must exist to ensure that interventions provided by Level II fieldwork students are of the quality and sophistication needed to be beneficial to the client.

Source: CINAHL

7. Occupational therapy students' perspectives regarding international cross-cultural experiences.
Author(s) Humbert, Tamera Keiter, Burket, Allison, Deveney, Rebecca, Kennedy, Katelyn
Citation: Australian Occupational Therapy Journal, 01 June 2012, vol./is. 59/3(225-234), 00450766
Publication Date: 01 June 2012

Abstract: Background: The purpose of this study was to investigate the perspectives of occupational therapy students who have engaged in international, cross-cultural learning and service experiences. Methods: This study utilized a qualitative, phenomenological design. Nine semi-structured interviews were conducted with students who engaged in international learning opportunities. The interviews were coded and analyzed using a constant comparative analysis approach. Results: Three central themes emerged from the data analysis. Connectedness is the process of forming relationships with others while engaging in cross-cultural experiences. Students formed relationships with faculty, other students, and people within the community. Cultural awareness is the recognition and understanding of a different culture and responding to those differences. Students attempted to understand the new culture in comparison to their own lived experiences. Complexity portrays cross-cultural opportunities as dynamic, multi-faceted and intricate.
This was demonstrated as the students raised additional questions about the conflict between their own culture and the new culture they entered. Students also identified limited orientation, support and structure with such experiences and the conflicting roles between volunteer, student, and team member. Conclusions: The ability to connect with others when building relationships in diverse cultural contexts held meaning for the students; however, the students also expressed conflict in trying to make sense of the new culture as it often challenged personal beliefs and constructs. The complexity and challenges of engaging in these opportunities needs to be recognized and further explored to assess how curricula and faculty best supports culturally responsive care.

Source: CINAHL
Available in fulltext from Australian Occupational Therapy Journal at the ULHT Library and Knowledge Services' EJournal collection
Available in fulltext from Australian Occupational Therapy Journal at EBSCOhost

8. An investigation of the satisfaction and perception of fieldwork experiences among occupational therapy students

Author(s): Chiang H.-Y.A., Pang C.-H., Li W.-S., Shih Y.-N., Su C.-T.

Citation: Hong Kong Journal of Occupational Therapy, June 2012, vol./is. 22/1(9-16), 1569-1861;1876-4398 (June 2012)
Publication Date: June 2012

Abstract: Objective: Fieldwork practice is an essential part of education in occupational therapy (OT). For an OT educator, it is crucial to understand students’ perceptions and satisfaction of fieldwork practice to raise its overall quality. Methods: Students’ perceptions and satisfaction of their fieldwork were measured with the students’ fieldwork satisfaction assessment. The assessment contains three subscales: the degree of satisfaction with the clinical setting, supervisors, and the improvement of professional knowledge. A total of 67 senior-year OT students from six universities in Taiwan were recruited. The students’ overall perceptions of and satisfaction with their fieldwork were obtained. Results: Results indicated that the level of satisfaction was high among students (mean +/- standard deviation = 3.94 +/- 0.52). In addition, students had relatively lower satisfaction with the hospital environment (3.57 +/- 0.48). Students who considered pre-fieldwork preparation to be necessary often had higher satisfaction (4.05 +/- 0.51) with fieldwork experience than those who considered it unnecessary (3.61 +/- 0.47; p = .004). Our results showed that students practicing in the field of physical disabilities were more satisfied with their fieldwork than were students in the field of psychiatric disabilities (p = .003). Students’ perception of OT was a significant predictor for students’ degree of satisfaction with fieldwork (p < .001). Conclusion: To elevate the quality of the clinical education of OT students, educators may improve the facilities and spaces in the hospital departments. Copyright 2012, Elsevier (Singapore) Pte. Ltd. All rights reserved.

Source: EMBASE

9. The impact of 'Generation Y' occupational therapy students on practice education.

Author(s): Hills, Caroline, Ryan, Susan, Smith, Derek R., Warren-Forward, Helen

Citation: Australian Occupational Therapy Journal, 01 April 2012, vol./is. 59/2(156-163), 00450766
Publication Date: 01 April 2012

Abstract: Background/aim: Many occupational therapy students can be classified as ‘Generation Y’, a group whose characteristics are perceived as being confident, optimistic and ‘techno-savvy’. This study aimed to explore practice educator perceptions of ‘Generation Y’ students. Methods: A questionnaire survey was sent to all practice educators affiliated with the university. The survey contained fixed choice questions on demographics and educators' knowledge of the term 'Generation Y', followed by open-ended questions on practice educator perceptions of occupational therapy 'Generation Y' students and the educational strategies used in practice education. Results: Anonymous responses were analysed using descriptive statistics, attribute coding and content analysis.
Most educators considered that there was, in fact, a 'Generation Y student', describing them as confident with technology, over confident in their skill level and easily bored. Practice educators raised concerns regarding students' casual communication, poor professional behaviour, shallow professional reasoning and difficulty when receiving negative feedback. Conclusions: Overall, the results of this study suggest that 'Generation Y' students are having both a negative and a positive impact on practice education in occupational therapy. For educators, management of the overconfident student and professional reasoning development should be addressed in university practice education workshops. For students, the need for clarification of placement expectations on professional behaviour and communication was indicated. Students may also require 'listening to feedback' skill development prior to practice education. Universities and practice educators should consider the development of technological resources for practice education, including simulation, to meet the needs of the, now recognised 'Generation Y' student.

Source: CINAHL

Available in fulltext from Australian Occupational Therapy Journal at the ULHT Library and Knowledge Services' eJournal collection

Available in fulltext from Australian Occupational Therapy Journal at EBSCOhost

10. Evidence-based practice behaviours: A comparison amongst occupational therapy students and clinicians.

Author(s) Thomas, Aliki, Saroyan, Alenoush, Snider, Laurie M.

Citation: Canadian Journal of Occupational Therapy, 01 April 2012, vol./is. 79/2(96-107), 00084174

Publication Date: 01 April 2012

Abstract: Background. Occupational therapy graduates are expected to demonstrate entry-level competencies in evidence-based practice. To support students during the course of professional education in developing the knowledge, skills, and attitudes for integrating scientific findings into clinical practice, educators must identify the process by which these competencies are developed. Purpose. To identify the differences in evidence-based practice decisions amongst occupational therapy students and experienced clinicians. Methods. Using a vignette depicting an older client with a history of falls, participants' evidence-based practice decisions were compared to a reference model. Results. In the initial steps of the process, knowledge of evidence-based practice concepts appeared to be dependent upon formal instruction, whereas expert-like behaviours in the integration of evidence for decision-making seemed to be a function of clinical experience. Implications. Academic and clinical educators can use identified gaps in knowledge and synthesis of concepts to update the evidence-based practice content in occupational therapy curricula and fieldwork.

Source: CINAHL

Available in fulltext from Canadian Journal of Occupational Therapy at Highwire Press

Available in fulltext from Canadian Journal of Occupational therapy at the ULHT Library and Knowledge Services' eJournal collection

11. Practice education learning environments: The mismatch between perceived and preferred expectations of undergraduate health science students

Author(s) Brown T., Williams B., McKenna L., Palermo C., McCall L., Roller L., Hewitt L., Molloy L., Baird M., Aldabah L.

Citation: Nurse Education Today, November 2011, vol./is. 31/8(e22-e28), 0260-6917;1532-2793 (November 2011)

Publication Date: November 2011

Abstract: Background: Practical hands-on learning opportunities are viewed as a vital component of the education of health science students, but there is a critical shortage of fieldwork placement experiences. It is therefore important that these clinical learning
environments are well suited to students’ perceptions and expectations. Purpose: To investigate how undergraduate students enrolled in health-related education programs view their clinical learning environments and specifically to compare students’ perception of their ‘actual’ clinical learning environment to that of their ‘preferred/ideal’ clinical learning environment. Method: The Clinical Learning Environment Inventory (CLEI) was used to collect data from 548 undergraduate students (55% response rate) enrolled in all year levels of paramedics, midwifery, radiography and medical imaging, occupational therapy, pharmacy, nutrition and dietetics, physiotherapy and social work at Monash University via convenience sampling. Students were asked to rate their perception of the clinical learning environment at the completion of their placements using the CLEI. Results: Satisfaction of the students enrolled in the health-related disciplines was closely linked with the five constructs measured by the CLEI: Personalization, Student Involvement, Task Orientation, Innovation, and Individualization. Significant differences were found between the student’s perception of their ‘actual’ clinical learning environment and their ‘ideal’ clinical learning environment. Conclusion: The study highlights the importance of a supportive clinical learning environment that places emphasis on effective two-way communication. A thorough understanding of students’ perceptions of their clinical learning environments is essential. 2010 Elsevier Ltd.

Source: EMBASE

12. Active participation in fieldwork level I: Fieldwork educator and student perceptions

Author(s) Haynes C.J.

Citation: Occupational Therapy in Health Care, October 2011, vol./is. 25/4(257-269), 0738-0577;1541-3098 (October 2011)

Publication Date: October 2011

Abstract: Fieldwork experiences bridge the gap between a student's education and entry-level practice. Academic programs, faculty members, and fieldwork educators are challenged to prepare occupational therapy students for entry-level practice. The Accreditation Council for Occupational Therapy Education (ACOTE) standards advocate for both active participation and guided observation in Level I fieldwork experience (American Occupational Therapy Association (AOTA), 2007). Students report their most meaningful learning experiences, which include performance of clinical skills and participation in clinical reasoning. However, many students enrolled in the author's entry-level master's program and the other schools within a regional consortium report their Level I fieldwork experience is primarily observation. This article describes the results of a survey administered to fieldwork educators and occupational therapy students eliciting their perceptions of active participation in Level I fieldwork. Results indicate that perceptions of the groups are dissimilar. Recommendations and implications for increased active participation in Level I fieldwork are discussed. 2011 by Informa Healthcare USA, Inc.

Source: EMBASE

13. Occupational therapy mental health service development through supervised fieldwork in Bangladesh

Author(s) Nahar, Nazmun, Habib, Md. Monjurul, Nayan, Md. Julker

Citation: WFOT Bulletin, 01 May 2011, vol./is. 63/(44-47), 14473828

Publication Date: 01 May 2011

Abstract: Bangladesh is a country of 156 million people where they spend only 6.17% of their annual expenditure on health care. Less than half a percent of that budget goes to mental health. Mental health in Bangladesh is largely neglected, unexplored, underserved and under-financed. With only 101 occupational therapists in the country, occupational therapy mental health services are being developed by occupational therapy lecturers and students of the Bangladesh Health Profession Institute (BHPI) through supervised fieldwork placement. Under supervision, students develop skills in service provision for people with mental illness and their families at the major mental health institutions in Dhaka. They also raise awareness of the role of occupational therapists in this important service.
14. The Perspectives of Fieldwork Educators Regarding Level II Fieldwork Students.

Author(s) Hanson, Debra J.

Citation: Occupational Therapy in Health Care, 01 April 2011, vol./is. 25/2(164-177), 07380577

Publication Date: 01 April 2011

Abstract: Ten occupational therapists employed in pediatric and adult rehabilitation settings participated in focus groups to discuss their perceptions of the benefits and drawbacks in working with occupational therapy students. Participants identified professional values, opportunities for continued professional development, recruitment of future employees, and pride in learning experiences available as incentives for working with students. Fieldwork educators who had supervised students lacking foundational communication, problem-solving, and clinical skills were cautious about accepting future Level II students. Time constraints and lack of preparation for the educator role were perceived as barriers to working with students. Fieldwork educators expected the academic institution to provide efficient support, including training for the educator role, information regarding the expectations of the academic program, and ongoing communication over the fieldwork experience. Strategies for strengthening the ties between academic programs and fieldwork sites were explored.

Source: CINAHL


Author(s) Hardaker, Laura, Halcomb, Elizabeth, Griffiths, Rhonda, Bolzan, Natalie, Arblaster, Karen

Citation: Occupational Therapy in Mental Health, 01 April 2011, vol./is. 27/2(140-154), 0164212X

Publication Date: 01 April 2011

Abstract: The purpose of this study was to describe the demographic and employment characteristics of Australian occupational therapists working in youth mental health and explore the relationship between these characteristics and the occupational therapist's role. Sixty-three occupational therapists completed a postal survey during 2006-2007. Numerical data were analyzed using descriptive statistics and qualitative data were analyzed using thematic analysis. The majority (86%) of participants were female, with a mean age of 31.8 years. Over half of the participants were employed as occupational therapists (60%). While most participants reported less than five years experience working with young people (92.5%), thirty-nine participants (61.9%) expressed optimism about the future of occupational therapy in youth mental health. Factors such as funding, staff retention, support, training, and attitudes surrounding professional roles were identified as barriers to role expansion. Occupational therapists work in a range of mental health settings that provide services to young people. Data suggest that occupational therapists are optimistic about working in this field; however, they have limited resources to guide their practice and assist in developing and maintaining professional identity. Study data reveal a need to overcome the funding and professional barriers that currently affect the role of the occupational therapist in youth mental health. Expansion of the occupational therapist's role in youth mental health would be advantageous to both the profession of occupational therapy and the multidisciplinary team.

Source: CINAHL

Available in fulltext at Occupational Therapy in Mental Health; Notes: Username: Grantham01/Password: G5ra7ntha4

16. Changes to student supervision in SNFs: impact on fieldwork.

Author(s) Chew, Felicia, Fulmino, Jessica, Johnson, Caryn, Russel, LaVerne
17. Facilitating student occupational therapists' mastery of occupation-centred approaches for working with children

Author(s) Copley J.A., Rodger S.A., Graham F.P., Hannay V.A.

Citation: Canadian journal of occupational therapy. Revue canadienne d'ergotherapie, February 2011, vol./is. 78/1(37-44), 0008-4174 (Feb 2011)

Publication Date: February 2011

Abstract: Student occupational therapists experience particular challenges in the learning and practicing of occupation-centred practice (OCP) techniques with children. This study aimed to identify factors that facilitate mastery of OCP from both students' and practice educators' perspectives. Nine student occupational therapists and two practice educators participated in three interviews at intervals across the students' fieldwork experiences. Observation and document review assisted data triangulation. Students experienced distinct turning points in their understanding and use of OCP after encountering challenges and then experiencing success. Factors that assisted students' mastery of OCP included modelling and practice opportunities; individualised, performance-specific debriefing; specific learning and teaching styles; and structured learning tools for observation and reporting. Key quality teaching and learning practices can be used by practice educators and universities to promote mastery of OCP approaches. Further opportunities for practice and guided reflection on OCP are needed.

Source: EMBASE

Available in fulltext from Canadian Journal of Occupational Therapy at Highwire Press

Available in fulltext from Canadian Journal of Occupational therapy at the ULHT Library and Knowledge Services' eJournal collection

18. Collaborative supervision models are two (or more) students better than one?

Author(s) Hanson, Debra

Citation: OT Practice, 24 January 2011, vol./is. 16/1(25-26), 10844902

Publication Date: 24 January 2011

Abstract: Collaborative (2:1) fieldwork models, in which two or more students are assigned to one fieldwork educator, are less common in occupational therapy education but, when carefully planned, offer benefits to both students and fieldwork educators.

Source: CINAHL

19. Novice occupational therapists' perceptions of readiness to undertake fieldwork supervision

Author(s) Hunt K., KennedyJones M.

Citation: Australian Occupational Therapy Journal, December 2010, vol./is. 57/6(394-400), 0045-0766;1440-1630 (December 2010)

Publication Date: December 2010

Abstract: Aim: This study investigated new graduate occupational therapists’ perceived readiness for the fieldwork supervisor role at a metropolitan Melbourne Hospital. Methods: Data from four indepth individual interviews and a focus group conducted with seven Grade 1 occupational therapists were analysed thematically. An iterative process was used to develop themes from the categories of data. Results: The new graduate occupational
therapists’ perceived readiness for supervising students was strongly influenced by a sense of still learning themselves. High expectations were expressed of the supervisory role. Active support and supervision from the workplace and the university are seen as necessary. Conclusions: A deeper understanding of the supervisory role and associated skills required for new graduate therapists is needed. Support from senior colleagues and workshops conducted by the university to upskill the therapists are recommended. 2010 The Authors. Australian Occupational Therapy Journal 2010 Australian Association of Occupational Therapists.

Source: EMBASE
Available in fulltext from Australian Occupational Therapy Journal at the ULHT Library and Knowledge Services’ eJournal collection
Available in fulltext from Australian Occupational Therapy Journal at EBSCOhost

20. Transformative learning: facilitating growth and change through fieldwork.
Author(s) Santalucia S, Johnson CR
Citation: OT Practice, 25 October 2010, vol./is. 15/19(0-), 10844902
Publication Date: 25 October 2010
Abstract: Occupational therapy and occupational therapy assistant students enter into academic programs and fieldwork experiences with many ideas about various patient and client populations, how occupational therapy should be provided, what motivates individuals to engage in the therapeutic process, and so on. These preconceptions, which are influenced by an individual's worldview and sociocultural context, can result in assumptions that lead to actions. Transformative learning is a process that uses critical self-reflection to question those assumptions and facilitate new ways of thinking and acting in regards to individuals, challenges, and the therapeutic process. This article will present the reader with a background on transformative learning and methods for applying it to fieldwork education, though the content has broader application and will have us thinking about why we choose any given course of action.
Source: CINAHL

21. A Descriptive Study on Level II Fieldwork Supervision in Hospital Settings.
Author(s) Jensen, Lou R, Daniel, Cristy
Citation: Occupational Therapy in Health Care, 01 October 2010, vol./is. 24/4(335-347), 07380577
Publication Date: 01 October 2010
Abstract: The objective of this study was to examine the factors influencing fieldwork educators' ability and willingness to supervise Level II occupational therapy students in hospital-based settings. Qualitative focus groups were used to explore the perceptions of occupational therapists in four urban hospitals in Nebraska. The study presents the issues facing fieldwork supervisors and their suggestions on how to improve the fieldwork process. Both personal and professional factors influenced occupational therapists’ willingness to accept students, while facility constraints were the primary reason occupational therapists would not accept Level II students. Fieldwork educators believe that their facilities need structured fieldwork programs and that students need more formalized fieldwork preparation at their academic institutions. Themes highlight the need for continued collaborative endeavors between academic fieldwork coordinators and fieldwork educators.
Source: CINAHL

22. Perceptions towards rural and remote practice: a study of final year occupational therapy students studying in a regional university in Australia.
Author(s) McAuliffe T, Barnett F
Citation: Australian Occupational Therapy Journal, October 2010, vol./is. 57/5(293-300),
Abstract: BACKGROUND/AIM: Rural and remote health education during undergraduate training is a strategy to alleviate the shortage of rural health professionals. Undergraduate rural exposure can be beneficial in improving students' perceptions towards rural and remote practice as well as their decision to work rurally. This study examined James Cook University (JCU) final year occupational therapy students' perceptions towards rural and remote practice and if their perceptions had changed over the course of their study. METHODS: Questionnaires were administered to 58 final year occupational therapy students at JCU during a block class. Quantitative data analysis was performed on responses. RESULTS: The change in the students' career intentions from not considering to considering rural and remote practice over the duration of their study was found to be significant (exact $P = 0.003$). The influential factors identified in students considering rural employment included the rural location of their close family and friends (exact $P = 0.006$), the overall occupational therapy programme ($U = 171.5$, $P = 0.045$), good fieldwork experience ($U = 144$, $P = 0.039$) and inspiring fieldwork supervisors ($U = 135.5$, $P = 0.01$). The course curriculum was not found to influence the students' perceptual change. CONCLUSION: This study has found that students' perceptions towards rural and remote practice changed over the course of their university programme. A greater focus on the academic staff and fieldwork supervisors' perceptions towards rural and remote practice may be required in the development of rural undergraduate programmes. Identification of students who have family/close friends living in rural and remote areas may encourage occupational therapists to work in rural areas. 2010 The Authors. Australian Occupational Therapy Journal 2010 Australian Association of Occupational Therapists.

Source: Medline

Available in fulltext from Australian Occupational Therapy Journal at the ULHT Library and Knowledge Services' eJournal collection

Available in fulltext from Australian Occupational Therapy Journal at EBSCOhost

23. The importance of mentoring for the professional involvement of therapists specializing in AYRES SENSORY INTEGRATION.

Author(s) Kuhaneck HM

Citation: Sensory Integration Special Interest Section Quarterly, 01 June 2010, vol./is. 33/2(1-4), 10957250

Publication Date: 01 June 2010

Source: CINAHL

24. Implementing a collaborative model of student supervision in New Zealand: enhancing therapist and student experiences.

Author(s) Flood B, Haslam L, Hocking C

Citation: New Zealand Journal of Occupational Therapy, 01 March 2010, vol./is. 57/1(22-26), 11710462

Publication Date: 01 March 2010

Abstract: This article discusses a collaborative model of student supervision, describing how the model works and the ideas underpinning it. International research findings which identify the strengths and weaknesses of requiring students to collaborate and support each other's learning are presented, along with the second author's reflections on her experience of using the model. Key messages suggest that all parties learn through implementing the model, and that students welcome opportunities for active learning and hands on experience. Critical elements in successful implementation, as with all placements, are adequate preparation and good communication between the university and supervisor.

Source: CINAHL
25. Learning style preferences of Australian health science students.


Citation: Journal of Allied Health, 2010, vol./is. 39/2(95-103), 0090-7421;1945-404X (2010)

Publication Date: 2010

Abstract: OBJECTIVES: It has been identified that health science student groups may have distinctive learning needs. By university educators' and professional fieldwork supervisors' being aware of the unique learning style preferences of health science students, they have the capacity to adjust their teaching approaches to best fit with their students' learning preferences. The purpose of this study was to investigate the learning style preferences of a group of Australian health science students enrolled in 10 different disciplines.

METHODS: The Kolb Learning Style Inventory was distributed to 2,885 students enrolled in dietetics and nutrition, midwifery, nursing, occupational therapy, paramedics, pharmacy, physiotherapy, radiation therapy, radiography, and social work at one Australian university. A total of 752 usable survey forms were returned (response rate 26%).

RESULTS: The results indicated the converger learning style to be most frequently preferred by health science students and that the diverger and accommodator learning styles were the least preferred.

CONCLUSION: It is recommended that educators take learning style preferences of health science students into consideration when planning, implementing, and evaluating teaching activities, such as including more problem-solving activities that fit within the converger learning style.

Source: Medline

26. Recommendations for physical rehabilitation best practices from the perspective of clients battling breast cancer

Author(s) Lattanzi J.B., Giuliano S., Meehan C., Sander B., Wootten R., Zimmerman A.

Citation: Rehabilitation Oncology, 2010, vol./is. 28/1(33-34) (2010)

Publication Date: 2010

Abstract: Background & Purpose: Purpose/Hypothesis: The purpose of this qualitative investigation is to explore the experience of physical rehabilitation as well as define physical rehabilitation best practices from the perspective of the client battling breast cancer. Case Description: Number of Partipants: A purposeful sample of ten women undergoing physical rehabilitation for breast cancer was chosen from a specialty rehabilitation clinic. Materials/ Methods: A qualitative, phenomenological design was chosen. Data included observational fieldwork, semi-structured interviews and artifact examination. Artifacts included client chart records, a client blog, and a client's letter to an insurance company. Ten semi-structured interviews were conducted at a setting of the participants' choice, usually at the specialty rehabilitation clinic. Data collection continued until saturation was reached. Data analysis was cyclical and ongoing and involved all six researchers in analyzing and triangulating all pieces of data. Member checks and a peer review were conducted to further confirm relevance and validity. Outcomes: Results and Conclusions: Five themes emerged: 1.) challenges with obtaining referral, 2.) challenges with patient education, 3.) improvements in functional impairments, 4.) emotional support, 5.) benefits of a specialized clinic environment. Consideration of the five themes led to four recommendations for physical and occupational therapist best practices from the perspective of the client: 1.) advocate for pre-surgical occupational or physical therapy consultations, 2.) be knowledgeable and competent in the management of all impairments and functional limitations associated with breast cancer treatment, 3.) be aware of the emotional support the therapist has the capacity to provide or not provide, 4.) as much as possible, create an inviting, non-clinical environment. Discussion: Clinical Relevance: The four recommendations for physical and occupational therapy best practice that emerged from the five themes are themselves, clinically relevant. Consideration of them will foster greater trust in the therapist and lead to more effective physical therapy programs for clients battling breast cancer.
27. Increasing the occupational therapy mental health workforce through innovative practice education: A pilot project


Citation: Australian Occupational Therapy Journal, December 2009, vol./is. 56/6(409-417), 0045-0766;1440-1630 (December 2009)

Publication Date: December 2009

Abstract: Aim: This paper describes the evaluation of a pilot trial of two innovative placement models in the area of mental health, namely role emerging and collaborative supervision. The Queensland Occupational Therapy Fieldwork Collaborative conducted this trial in response to workforce shortages in mental health. Method: Six occupational therapy students and eight practice educators were surveyed pre- and post-placements regarding implementation of these innovative models. Results: Students participating in these placements reported that they were highly likely to work in mental health upon graduation, and practice educators were positive about undertaking innovative placements in future. An overview of the placement sites, trials, outcomes and limitations of this pilot trial is provided. Conclusion: Though limited by its small sample size, this pilot trial has demonstrated the potential of innovative placement models to provide valuable student learning experiences in mental health. The profession needs to develop expertise in the use of innovative placement models if students are to be adequately prepared to work with the mental health issues of the Australian community now and in the future. 2009 The Authors. Journal compilation 2009 Australian Association of Occupational Therapists.

Source: EMBASE

Available in fulltext from Australian Occupational Therapy Journal at the ULHT Library and Knowledge Services' eJournal collection

Available in fulltext from Australian Occupational Therapy Journal at EBSCOhost

28. Occupational Therapy Fieldwork Education: Value and Purpose

Author(s)

Citation: American Journal of Occupational Therapy, November 2009, vol./is. 63/6(821-822), 0272-9490 (November-December 2009)

Publication Date: November 2009

Source: EMBASE

Available in fulltext from American Journal of Occupational Therapy at the ULHT Library and Knowledge Services' eJournal collection

29. Becoming a fieldwork "educator": enhancing your teaching skills.

Author(s) Provident I, Leibold ML, Dolhi C, Jeffcoat J

Citation: OT Practice, 26 October 2009, vol./is. 14/19(0-), 10844902

Publication Date: 26 October 2009

Abstract: Level II fieldwork education can be one of the most influential elements of a student's preparation for practice. The 2007 American Occupational Therapy Association's (AOTA's) Ad Hoc Committee to Explore and Develop Resources for Occupational Therapy Fieldwork Educators stated that "fieldwork education is a primary driver in transforming our current practice into meeting the 2017 Centennial Vision" (AOTA, 2007a, p. 14). Often, fieldwork educators taking their first student have only their own Level II fieldwork experiences to guide their teaching. Few occupational therapy practitioners have formal training in education. The purpose of this article is to provide the fieldwork educator with teaching tools and strategies that can be incorporated to enhance efficiency and effectiveness as a fieldwork educator and to maximize the student's learning during the
fieldwork experience. Being aware of teaching-learning styles will also aid in setting realistic expectations for the fieldwork experience. Although this continuing education article provides an overview of these topics, it should be noted that a more thorough presentation of this material is available through AOTA's Fieldwork Educators Certificate Program (AOTA, 2009a) which is being offered nationwide by regional trainers.

Source: CINAHL

30. A review of non-traditional occupational therapy practice placement education: a focus on role-emerging and project placements.

Author(s) Overton A, Clark M, Thomas Y

Citation: British Journal of Occupational Therapy, 15 July 2009, vol./is. 72/7(294-301), 03080226

Publication Date: 15 July 2009

Abstract: Practice placement education has been recognised as an integral and critical component of the training of occupational therapy students. Although there is an extensive body of literature on clinical education and traditional practice placement education models, there has been limited research on alternative placements. This paper reviews the literature on various practice placement education models and presents a contemporary view on how it is currently delivered. The literature is examined with a particular focus on the increasing range of practice placement education opportunities, such as project and role-emerging placements. The drivers for non-traditional practice placement education include shortages of traditional placement options, health reform and changing work practices, potential for role development and influence on practice choice. The benefits and challenges of non-traditional practice placement education are discussed, including supervision issues, student evaluation, professional and personal development and the opportunity to practise clinical skills. Further research is recommended to investigate occupational therapy graduates’ perceptions of role-emerging and project placements in order to identify the benefits or otherwise of these placements and to contribute to the limited body of knowledge of emerging education opportunities.

Source: CINAHL

31. Occupational therapy level II fieldwork: effectiveness in preparing students for entry-level practice in the rehab setting.

Author(s) Lipsitt RS

Citation: , 01 January 2009, vol./is. /(0-116),

Publication Date: 01 January 2009

Abstract: Occupational therapy (OT) is a rehabilitation profession in which licensed therapists facilitate functional independence, to the greatest extent possible, of an individual with disabilities. Education for OT is at the Master's level consisting of a two-year academic program followed by clinical Fieldwork II, a required 12-week internship under the mentorship of a licensed therapist with at least one year's experience. In light of the fact that clinical fieldwork sites differ in size and resources, and clinical instructors may have only one year's experience and no formal training in instruction, there is great variability in students' clinical fieldwork experiences.

Source: CINAHL

32. An aggregate fieldwork model: cooperative learning, research, and clinical project publication components.

Author(s) Precin P

Citation: Occupational Therapy in Mental Health, 01 January 2009, vol./is. 25/1(62-82), 0164212X

Publication Date: 01 January 2009
Abstract: An occupational therapy psychosocial level-two fieldwork model, which consists of cooperative learning, clinical project or research publication, and interdisciplinary collaboration and intervention, is herein outlined. An example of the model is presented using an acute inpatient psychiatric setting with a multidisciplinary staff and 50 occupational therapy interns. Data on the aggregate fieldwork model collected over a two-and-a-half-year period from: 1) logs; 2) supervision; 3) peer reviewed publications; 4) conference presentations; 5) verbal feedback from the occupational therapy educational institutes; and 6) the supervisor's comparisons with other fieldwork models is presented. The outcome of the aggregate fieldwork model is that students do well, seem to learn more than in 1:1 supervisory models, and manage to publish while on fieldwork. It is hoped that more academic programs will consider working with clinical educators to develop programs based on this model.

Source: CINAHL

Available in fulltext at Occupational Therapy in Mental Health; Notes: Username: Grantham01/Password: G5ra7ntha4

33. Factors influencing occupational therapy students’ perceptions of rural and remote practice.

Author(s) McAuliffe T, Barnett F

Citation: Rural & Remote Health, January 2009, vol./is. 9/1(1078), 1445-6354;1445-6354 (2009 Jan-Mar)

Publication Date: January 2009

Abstract: INTRODUCTION: There is a serious shortage of health professionals in rural and remote areas in Australia and worldwide. The purpose of this article was to add to existing information about allied health students, particularly occupational therapy students, and rural and remote practice by reviewing the literature on occupational therapy students’ perceptions of rural and remote practice. A variety of influencing factors were identified, as were the main characteristics of rural practice in relation to the future employment of students. The effect of undergraduate rural training programs on students’ perceptions was identified. LITERATURE REVIEW: The shortage of rural and remote health practitioners is well documented. Because rural and remote practice is characterised by a diversity of healthcare needs, rural health professionals need a variety of knowledge and skills. This diversity may attract rural health professionals and encourage undergraduate students to consider rural and remote practice. A student’s rural background was reported to be one of the strongest factors in their decision to work rurally, and an undergraduate rural program is one useful strategy to overcome the rural health professional shortage. Undergraduate rural programs promote students’ positive perceptions of rural and remote practice by exposure to a rural location, and factors such as rural fieldwork experience and fieldwork supervisors are likely to be influential. Negative influential factors include a student’s desire to work as a ‘specialist’, and personal, social and professional factors, such as a lack of professional development opportunities in a rural setting. CONCLUSIONS: The relationship between a student’s rural background and the likelihood of working in a rural area is evident. However, few studies have examined the influence of the undergraduate program’s subjects. Further studies should explore the influence of a student’s perceptions of the undergraduate rural program on their decision to work in a rural setting.

Source: Medline

Available in fulltext from Rural and Remote Health at EBSCOhost

34. Supervision in occupational therapy regarding rehabilitation of elderly people in Sweden.

Author(s) Pros C, Kjellberg A

Citation: Scandinavian Journal of Occupational Therapy, 01 December 2008, vol./is. 15/4(221-229), 11038128

Publication Date: 01 December 2008

Abstract: The aim of this study was to investigate occupational therapists’ supervision of
healthcare workers regarding rehabilitation of elderly people in Swedish municipal elderly care. Data were collected through a self-report questionnaire developed for this study. In total, 238 occupational therapists working with supervision of healthcare workers in the field of municipal elderly care participated in the study. Data were analysed using descriptive statistics. For supervising healthcare workers, the participants rated highly the importance of cooperation and communication. Many of the participants considered both the time available for one supervision session and the number of supervision sessions to be insufficient. The result also demonstrated that the participants supervised healthcare workers more frequently in P-ADL than in I-ADL. A majority of the participants supervised other groups of people in addition to healthcare workers. The lack of research work in supervision specific to occupational therapy indicates a need for more studies in this area.

Source: CINAHL

Available in fulltext from Scandinavian Journal of Occupational Therapy at the ULHT Library and Knowledge Services' eJournal collection

Available in fulltext from Scandinavian Journal of Occupational Therapy at EBSCOhost

Available in fulltext from Scandinavian Journal of Occupational Therapy at the ULHT Library and Knowledge Services' eJournal collection

35. Exploring connections between theory and practice: stories from fieldwork supervisors.

Author(s) Richard LF

Citation: Occupational Therapy in Mental Health, 01 June 2008, vol./is. 24/2(154-175), 0164212X

Publication Date: 01 June 2008

Abstract: This article describes the findings of an exploratory study investigating the experiences of occupational therapy practitioners in their roles as supervisors of clinical fieldwork education. A series of in-depth interviews with three experienced fieldwork supervisors revealed themes relating to issues in supervision. An overarching theme of supportive clinical education was developed. Themes included descriptions of the structures that are needed to assist students through the learning opportunities of fieldwork education; the social and interactive process of feedback and reflection necessary for learning; and the iterative nature of the fieldwork experience that provides benefits to both the supervisor and student. Theoretical models of adult learning in situated, constructivist, and reflective practice provide a framework for interpreting these findings.

Source: CINAHL

Available in fulltext at Occupational Therapy in Mental Health; Notes: Username: Grantham01/Password: G5ra7ntha4

36. Occupational therapy students' metaphors for helping

Author(s) Davis J.

Citation: The American journal of occupational therapy. : official publication of the American Occupational Therapy Association, March 2008, vol./is. 62/2(242-250), 0272-9490 (2008 Mar-Apr)

Publication Date: March 2008

Abstract: Metaphors are powerful devices for eliciting images of practice. Exploring the metaphors of occupational therapy students provides educators with insight into students' prior knowledge and the constraints their ideas may present in practice. Metaphorical images of helping held by newly enrolled and Level II fieldwork students were examined. Responses to a structured, open-format questionnaire revealed that the two groups were in agreement about conceptualizations of helping. The findings suggest two overarching themes: (1) the importance of client-centered practice and (2) the inevitability of client autonomy and responsibility. These results imply that educators must prepare students to face the realities of practice: working with unmotivated clients and engaging them in meaningful occupations. Thus, a continued emphasis on client-centered practice and the requisite listening skills for a therapeutic alliance are needed. Research should build on the
insufficient knowledge of what happens to identity development in the transition from curricula to practice.

Source: EMBASE

Available in fulltext from American Journal of Occupational Therapy at the ULHT Library and Knowledge Services' eJournal collection

Available in fulltext from American Journal of Occupational Therapy at Highwire Press

37. Intraprofessional fieldwork education: Occupational therapy and occupational therapist assistant students learning together

Author(s) Jung B., Salvatori P., Martin A.

Citation: Canadian Journal of Occupational Therapy, February 2008, vol./is. 75/1(42-50), 0008-4174 (February 2008)

Publication Date: February 2008

Abstract: Background. In the past 10 years, the use of support personnel in Canada has generated significant interest from occupational therapists, professional associations, regulatory bodies, employers, educational institutions, and government agencies. Purpose. The purpose of this study was to explore the impact of a combined collaborative fieldwork placement and weekly tutorial as a teaching strategy for intraprofessional education. Methods. Seven pairs of student occupational therapists and occupational therapist assistants were assigned to fieldwork placements. Tutorials were scheduled during the placements to discuss intraprofessional issues and provision of occupational therapy services in the clinical setting. Journaling and focus groups were used to collect data from students, tutors, and preceptors. Findings. Three key themes emerged from the data: (1) developing the relationship, (2) understanding roles, and (3) recognizing environmental influences on learning. Implications. Intraprofessional learning experiences prior to graduation can help prepare occupational therapy and occupational therapist assistant students for future collaborative practice.

Source: EMBASE

Available in fulltext from Canadian Journal of Occupational Therapy at Highwire Press

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