

Introduction

The expected outcomes of **Occupational Therapy (OT) Level II Fieldwork (FW)** are experience with various groups across the life span, persons with various psychosocial & physical performance challenges, & various service delivery models **reflective of current practice in the profession.**¹

Fieldwork in role-emerging settings are placements at a site that **does not have an on-site occupational therapist.** OT FW educators in these settings must have three years of experience after certification & are required to provide **eight hours of supervision per week.**¹

The gap: Many of the OT FW supervisors at New England Disabled Sports (NEDS) have been supervisors since the first cohort of students. They understand FW at NEDS by having engaged in it from the start. This leads to concern regarding **sustainability** of the FW program & **transfer of FW norms to new supervisors.** There is a need to create consistency amongst educators & therefore **congruence between student experiences.**

Aim 1: Full immersion into NEDS community & programming as well as FW process

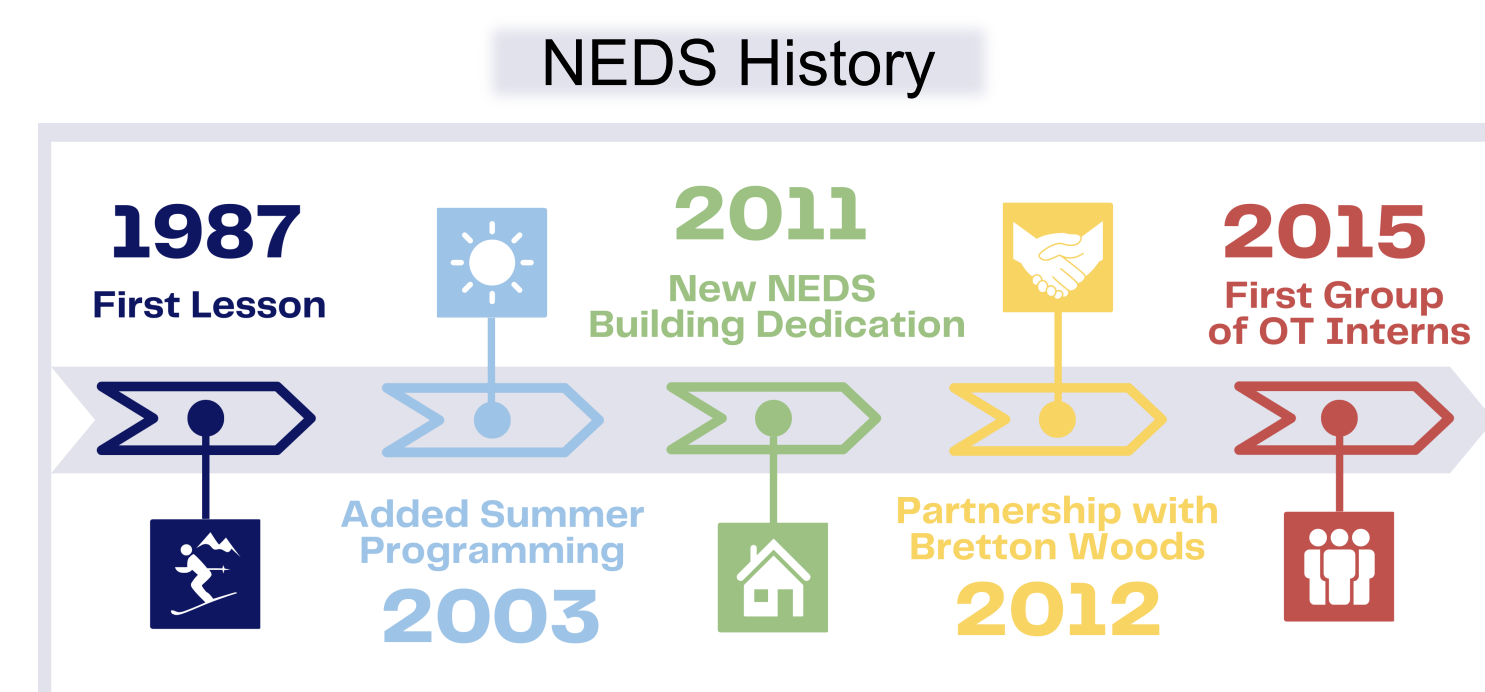
Aim 2: Examine & understand NEDS current OT fieldwork program & resources

Project Outcome: Develop a comprehensive guiding manual for OT fieldwork at NEDS

The Site - NEDS

New England Disabled Sports is a non-profit, community-based organization & adaptive sport program in Lincoln, NH that serves children & adults with disabilities.

NEDS works with participants with the following disabilities & more:



The NEDS FW program was initiated in 2015 by program volunteers who were also practicing OTs. Since 2015, 38 OT students have completed FW at NEDS & all have gone on to pass the NBCOT exam & successfully begin their career in OT.

Literature Review

Recent shift in OT profession to emerging practice areas & increased demand in OT FW placements²

Some OTs & educators in the profession are skeptical about role-emerging placements & whether they are effective enough for the student³

Community-based placements may better prepare students to advocate for their role in role-emerging settings in the future⁴

Supervision in role-emerging settings encourages students "to be creative & independent in their thinking" & therefore discourages dependence on FW educator that might occur in a traditional FW placement²

Methods & Participants

Methods:

12-week full immersion in programming & NEDS community. Taught lessons & worked with staff, volunteers, & FW students. Observed FW students' day to day, during training/ educational experiences, & meeting with their educators.

Data collection & feedback using a Modified Delphi method consisting of 2 rounds of surveys from a panel of individuals identified as experts, from the following inclusion & exclusion criteria:

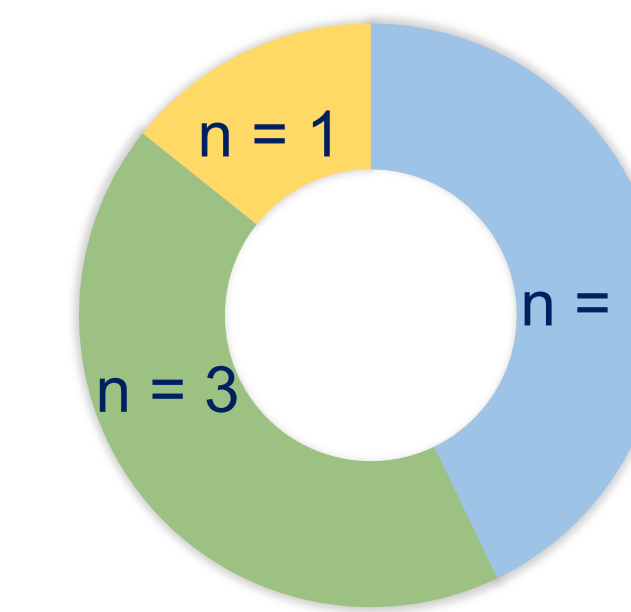
Inclusion Criteria

- Significant experience with Occupational Therapy
- Experience with NEDS or with FW in role-emerging setting

Exclusion Criteria

- Currently serving as a FW educator at NEDS
- Other potential conflicts of interest

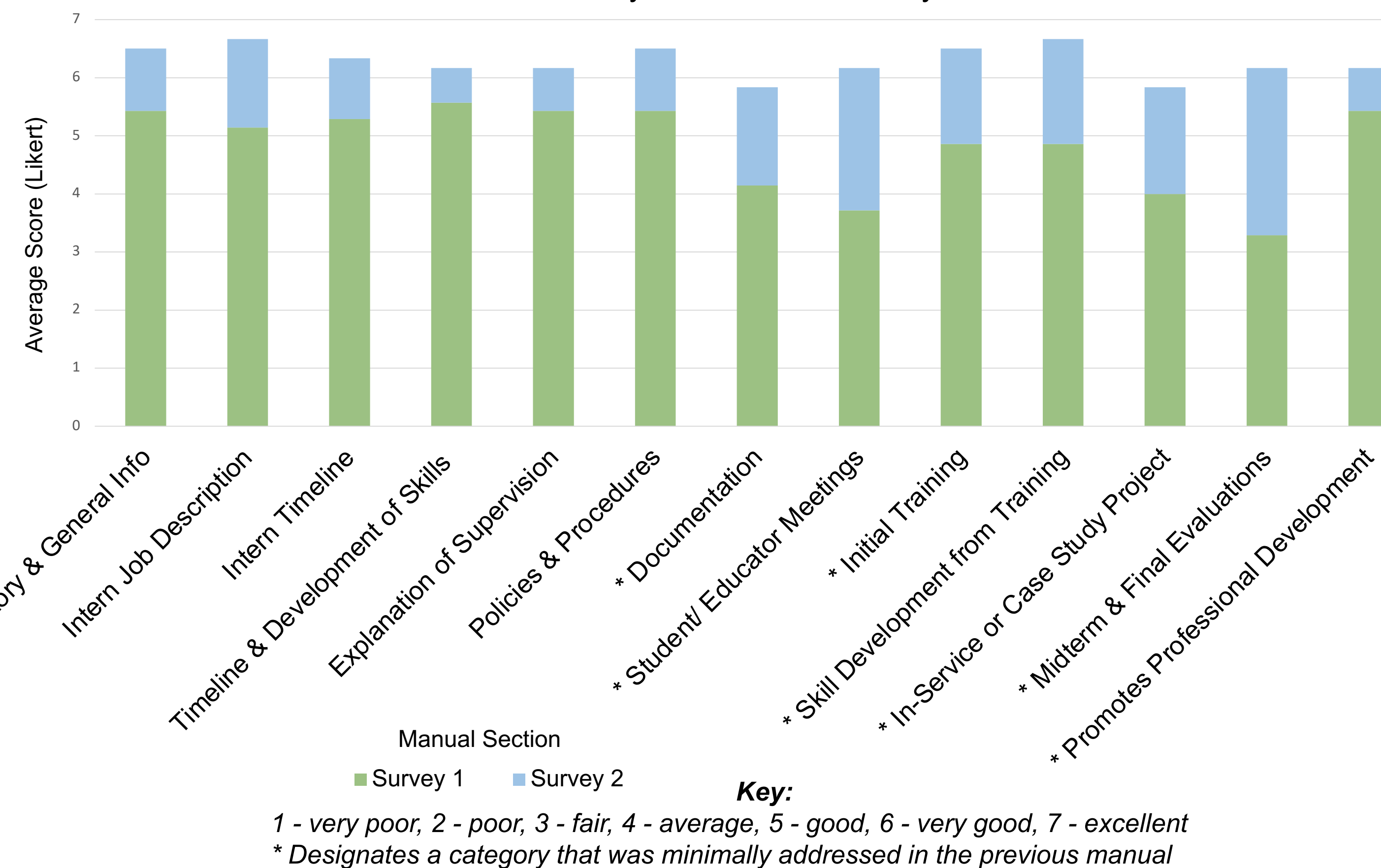
The Experts



- Previous NEDS FW Students
- OT Professors
- Former NEDS Staff

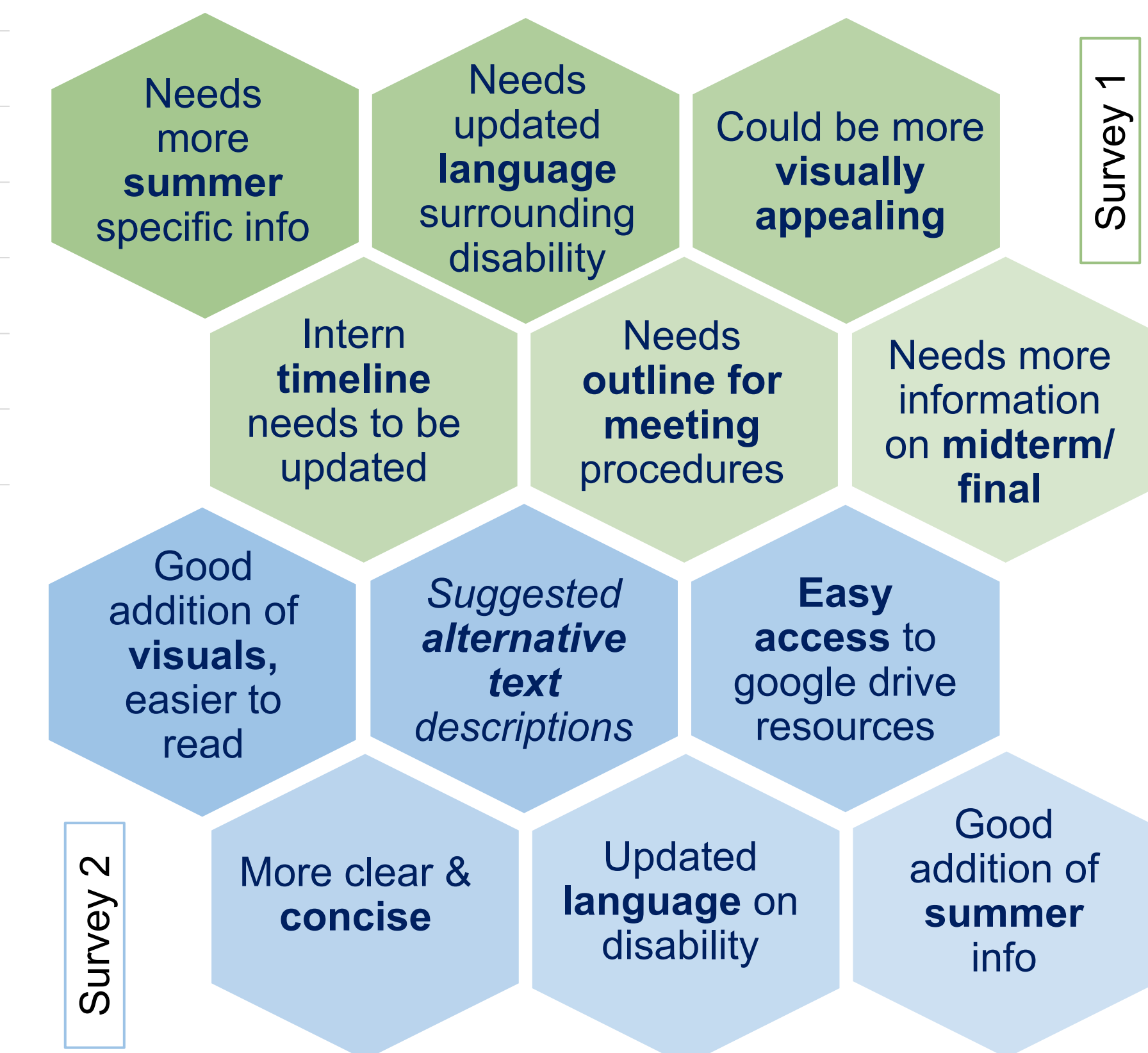
Results

Quantitative Survey Results from Survey 1 & 2



Key:
1 - very poor, 2 - poor, 3 - fair, 4 - average, 5 - good, 6 - very good, 7 - excellent
* Designates a category that was minimally addressed in the previous manual

Themes from Qualitative Feedback



Discussion & Conclusion

Strengths of the project:

- Inclusion of summer & winter sports in same document
- Increased visuals
- Updated weekly timeline
- Resources compiled in google drive for sustainability
- Outlines additional learning experiences to support AOTA FW objectives
- Supports future of NEDS FW programs

Limitations of the project:

- Attrition of responses from panel between surveys
- Low number of summer sport representation in panel
- Updates will need to be made to manual each year

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References:

