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A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students.

Presented in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Occupational Therapy

Eastern Kentucky University
College of Health Sciences
Department of Occupational Science and Occupational Therapy

Inken Prochilo
2023

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Executive Summary

Background: Occupational therapy fieldwork education is an in-depth experience required by the American Council of Occupational Therapy Education (ACOTE) to demonstrate entry-level skills as a practitioner (ACOTE, 2018). Level II Fieldwork allows the student to apply knowledge gained in the classroom, in a clinical setting under the guidance and mentorship of a qualified therapist, also referred to as a fieldwork educator (FWE). Fieldwork shortages have long been documented and continue to present challenges for academic fieldwork coordinators (AFWC) across the country (Casares et al., 2003).

Purpose: The purpose of this Capstone was to evaluate the impact of an in-person workshop focused on the skills required for the fieldwork supervisory process on novice occupational therapy practitioners' perceived level of preparedness in supervising Level II occupational therapy fieldwork students. The objectives of this capstone project are: To determine if a one-day, in-person, 6-hour workshop will increase the perceived level of preparedness of novice occupational therapists in supervising occupational therapy students for a Level II fieldwork placement.

Theoretical Framework. Social constructivism and cognitive constructivism framework for this research study and the development of the workshop, focusing in the intrinsic and extrinsic motivation of therapists.

Methods. This study used a mixed-method research design using convenience and snowball sampling (Dickerson, 2017). Pre- and post-survey data was analyzed in Qualtrics to determine percentage and count change in perceived levels of preparedness, confidence, and willingness in supervising a Level II fieldwork student. Participants were therapists, licensed less than five years, with no prior experience supervising a Level II occupational therapy fieldwork student . who had never supervised a Level II student. Participants were recruited via email, completed a pre-survey prior to the in-person workshop, and completed a post-survey at the conclusion of the one-day, 6-hour workshop.

Results. Nineteen novice therapists, licensed less than 5 years, participated in the workshop and reported never having supervised level II occupational therapy students. Results indicate a positive change in participants perceived preparedness, with 5% (n=1) feeling more than or very prepared to be a FWE before the workshop and 63% (n=12) for the same category after the workshop. Before the workshop, 5% (n=1) reported feeling more or very confident to supervise a fieldwork student, whereas 48% (n=9) were more or very confident after completing the workshop. Finally, 37% (n=7) were more than or very willing to supervise a level II fieldwork student, yet 74% (n=14) reported they felt more than or very willing to supervise a level II. Results to open-ended questions revealed areas of hesitations, further education, and support preferred from academic institutions.

Conclusions: The in-person workshop had a positive effect on participants' level of perceived preparedness, confidence, and willingness in supervising occupational therapy fieldwork students. This study has implications for decreasing fieldwork shortages, as well as areas that academic programs can focus on when educating novice therapists in becoming FWE.

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**EASTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY**

CERTIFICATION OF AUTHORSHIP

Submitted to: Dr. Casey Humphrey, OTD, MHA, OTR/L, CBIS, CDRS

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Title of Submission: A one-day in-person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students

Certification of Authorship: I hereby certify that I am the author of this document and that any assistance I received in its preparation is fully acknowledged and disclosed in the document. I have also cited all sources from which I obtained data, ideas, or words that are copied directly or paraphrased in the document. Sources are properly credited according to accepted standards for professional publications. I also certify that this paper was prepared by me for this purpose.

Student's Signature: *Inken Prochilo, MS, OTR/L*

Date of Submission: 11/27/2023

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Section 1: Nature of Project and Problem Identification

Occupational therapy fieldwork education is an in-depth experience required by the American Council of Occupational Therapy Education (ACOTE) to demonstrate entry-level skills as a practitioner (ACOTE, 2018). Level II Fieldwork allows the student to apply knowledge gained in the classroom, in a clinical setting under the guidance and mentorship of a qualified therapist, also referred to as a fieldwork educator (FWE). ACOTE standards require a minimum of 24 weeks of Level II fieldwork for occupational therapy students and 16 weeks for occupational therapy assistant students (ACOTE, 2018) and describes fieldwork as “a crucial part of professional preparation.” In 2013 AOTA’s Commission on Education (COE) published the COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II. The document included recommendations for academic programs, on what the fieldwork experience entails, as well as the requirements for preparation of the FWE. AOTA’s Occupational Therapy Fieldwork Education: Value and Purpose:

The value of fieldwork transcends the obvious benefits directed toward the student.

Supervising students enhances fieldwork educators’ own professional development by providing exposure to current practice trends, evidence-based practice, and research.

Moreover, the experience of fieldwork supervision is recognized by the National Board for Certification in Occupational Therapy and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners. (AOTA, 2016)

Fieldwork shortages have long been documented and continue to present challenges for academic fieldwork coordinators (AFWC) across the country (Casares et al., 2003). Past research has addressed barriers and challenges to securing fieldwork placements. Research indicates that

therapists report concerns of workload obligations, students' preparedness and the support of academic institutions when deciding on whether to accept a student (Hanson, 2011; Ozelia et al. 2015). Therapists report a lack of adequate time and preparation as a barrier to accepting a student and that institutions should support the educator (Hanson, 2011). However, Hanson also reported that fieldwork supervisors felt that a self-taught approach using online resources and literature was overwhelming and time consuming.

Evenson et al. (2015) stated in their study that novice occupational therapists expressed concern that they were not prepared to accept a fieldwork student; 12% of 817 respondents, nationwide, reported never having supervised a student. Eddy et al. (2021) suggests that support from the employer could assist new therapists with managing expectations. The author also makes suggestions of employers supporting participation in the Fieldwork Educator Certificate Program (FWECP). The two-day course, designed by AOTA, is for FWEs and AFWCs and provides 15 continuing education credits (CEUs). The course costs \$225 for AOTA members and \$359 for non-members (AOTA, 2021a). Karp et al. (2021) reported in their research that occupational therapists felt free fieldwork training and more support for academic institutions would be beneficial for therapists assuming the role of FWE. The authors also reported a need for more structured educational experiences for therapists in becoming supervisors, as well as the potential for AFWC to develop programs for therapists' education in becoming a FWE.

There does not appear to be any recent research connecting the preparedness of therapists in the field of occupational therapy, to the confidence level they perceive when accepting a Level II fieldwork student. However, in research conducted with nursing supervisors, Muraraneza et al. (2020) found that nursing supervisors would supervise nursing students the way they had been supervised. The authors report that nursing supervisors were "inadequately prepared, leading to a

lack of confidence” (2020). In a focus group study conducted by Hunt and Kennedy-Jones (2010) novice therapists identified the importance of professional development activities for FWEs. Hunt and Kennedy-Jones report that academic programs can support novice therapists by strengthening educational programs for FWE. In an exploratory study by Haney et al. (2023) the authors stated that 50% (n=53) of responding therapists reported that they were more likely to become a FWE if provided with incentives, such as continuing education units or access to educational resources.

Problem Statement

A literature review demonstrates that occupational therapists report a need to feel comfortable with their own skills before accepting a student (Ilott, 1996). Studies reflect that seasoned therapists accept students more frequently than novice therapists. Law and MacDermid (2014) consider the first five years of practice a novice professional period. They report that this is a time to evaluate one’s effectiveness, increase professional resources and develop personal knowledge and beliefs. Law and MacDermid (2014) stress that the goal is to focus on understanding and knowing where to seek the knowledge one needs to gain. Evenson (2015) stated that 61% of novice occupational therapist respondents (n=817) reported being unaware of AOTA’s FWECP. Due to the low percentage of facilities that educated therapists through the FWECP, the authors stress the importance of finding other ways to educate them in fieldwork supervision. Rogers et al. (2022) feels that therapists do not receive proper training in becoming a FWE and are therefore not always competent in hosting a student and assuming this role.

As August 31, 2023, there are currently 90 accredited occupational therapy doctoral programs in the United States and 167 master’s programs. Eighty-one are in the accreditation or pre-accreditation phase, with another eighty in the application phase. These numbers are up from

April 2022 when the number of doctoral programs were at 63 and master's programs at 143. In October of 2021, the accredited doctoral programs numbered 49 and master's programs numbered 173. The change in master's programs is due to new programs as well as programs transitioning to a doctoral degree (ACOTE, 2022). As a result of the increasing number of programs, the need for fieldwork placements and FWEs, will continue to increase. The actual number of programs that will receive accreditation status is unknown at this time. As per the New York State Office of Professions' website, the county that the researcher's university lies in, Suffolk County, New York, lists 1,273 licensed occupational therapists (New York State Department of Education, 2023). In the state of New York, 1127 occupational therapists were newly licensed in the last five years. Yet in this geographic area, there continues to be a shortage of therapists who provide fieldwork supervision to students.

Revisions for the 2013 Commission on Education published Guidelines for an Occupational Therapy Fieldwork Experience - Level II were set to take place in 2022, as this document is dated and refers to the ACOTE Standards from 2012. As of this writing, the guidelines have not yet been published. However, Section I, Article C in the 2013 document states, "that the administration, as well as the occupational therapy staff, accept and support the education of future practitioners" (AOTA, 2013). This document is a resource that can be used as a starting point for occupational therapists interested in supervising a student. This document does not list required AOTA standards, but instead can be used as a reference to guide of the various components for creating an educational fieldwork experience.

Fink (2003) refers to foundational knowledge as the key information or ideas. Novice therapists' knowledge of fieldwork is gained from their own fieldwork experiences and that of their peers. To provide adequate supervision, therapists need to understand the reasons for

fieldwork education, site specific/program learning objectives, terms that may apply to fieldwork, ACOTE standards, state and national requirements, documents available from AOTA, and other resources.

Research by Hunt and Kennedy-Jones (2010), as well as Ilott (1996), both shared results that new therapists expressed concerns of educating students who were struggling, as well as providing negative feedback to the fieldwork student. Support can be provided to the FWE through the use of workshops, offering resources, and communication in the form of emails, telephone, in-person, or virtual visits.

Purpose Statement

The purpose of this Capstone was to evaluate the impact of an in-person workshop focused on the skills required for the fieldwork supervisory process on novice occupational therapy practitioners' perceived level of preparedness in supervising Level II occupational therapy fieldwork students. Anticipated clinical implications are that the additional training will support an increase in voluntary fieldwork supervisory roles by occupational therapy practitioners who have a level of preparedness of the operational criteria for their role.

Project Objectives

The objective of this capstone project is to assess if a one-day workshop for new occupational therapists will increase their perceived level of preparedness in providing supervision to level II occupational therapy fieldwork students.

The objectives of this capstone project are:

- To determine if a one-day, in-person, 6-hour workshop will increase the perceived level of preparedness of novice occupational therapists in supervising occupational therapy students for a Level II fieldwork placement.

- To determine if participation of an in-person, 6-hour workshop will increase the confidence and willingness of novice occupational therapists in supervising occupational therapy students for a level II fieldwork placement.

Theoretical Foundation

Both social constructivism and cognitive constructivism apply to the development of this Capstone project. Learning is both an active integration of new and existing knowledge (cognitive constructivism) and then the integration of this knowledge (UC Berkely, 2016). The cognitive constructivism theory is based on the belief that the learner is self-motivated and sets their own goals and the teacher (supervisor) leads the learning process. When applying this theory, great importance is given to supporting the learner assimilating the knowledge. An example of this is using journals or having the learner explain a process in their own words. The social constructivism theory proports that motivation is both intrinsic and extrinsic and that learning is a collaborative approach with goals established by both parties (UC Berkley, 2016). When working with practicing therapists, they bring their own views and knowledge to the table, building on this as new learning is integrated. Therefore, both theories can be applied to teaching occupational therapists how to supervise occupational therapy students in the clinical setting.

Significance of the Study

The one-day workshop was created to provide therapists with the education and support to feel better prepared when providing supervision for students' successful completion of program requirements. This Capstone explores the clinical implications of providing guidelines and education related to supervisory fieldwork roles for novice therapists. Increasing the number of therapists who are willing to host a fieldwork student would reduce the strain on therapists

currently accepting students for fieldwork, as well as reduce the strain on AFWCs and occupational therapy programs.

Summary

As the initial research reflects, there continues to be a shortage of fieldwork placements within this country. This shortage is expected to increase over the coming years as the number of occupational therapy and occupational therapy assistant programs increases. However, there does not appear to be an increase in the number of occupational therapists willing to supervise a student for fieldwork. It is the researcher's experience that alumni of the researcher's university do not accept a fieldwork student until they are in their third year of practice. Research has shown that novice therapists do not feel prepared and are not confident in their own skills in order to supervise a student. (Evenson, 2015). Evenson also suggests that continued research be conducted to explore the willingness of occupational therapists in supervising fieldwork students, and what perceived barriers they may face.

Section 2: Review of the Literature

“The profession relies on clinicians in the field to serve as educators so that students may complete their fieldwork experiences under the supervision of a licensed occupational therapy practitioner” (Karp et al., 2022). FWEs are considered qualified to educate and supervise an occupational therapy student, after one year of practice (ACOTE, 2018, p. 43). As per ACOTE Standard C.1.12, programs must “document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice)” (ACOTE, 2018, p.43). There are currently no standards as to how to ensure the supervisor is qualified.

Preparation of the Fieldwork Educator

In AOTA's Strategic Framework and Mission, occupational therapy practitioners are called upon, "to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public" (AOTA, 2021b). AOTA's Code of Ethics states that therapists provide services within their level of confidence and participate in professional development, as well as deliver services which are evidence based (AOTA, 2020). Law and MacDermid (2014) point out that novice therapists "begin their journey on paths that have been forged by the experts that came before them" (p.19). In turn, these novice professionals become experts as their knowledge grows.

AOTA's *Role Competencies for a Fieldwork Educator* (Dickerson, 2006) are based on the Association's *Standards for Continuing Competence*. These *Standards* state that professional development should support therapists in their career paths. According to Dickerson (2006), the five standards for FWEs include knowledge, critical reasoning, interpersonal skills, performance skills, and ethical reasoning. Professional development is defined as, "activities that result in significant, meaningful, and sustained improvement in the individual's practice and service" (AOTA, 2021). Hinojosa and Blount (1998) pointed out that "all professionals must make a lifelong commitment to continuing competence". From their research, they also pointed out that new therapists should be provided with resources to shift from student to therapist during their first year.

Many therapists do not feel prepared to educate and supervise a fieldwork student (Barker, 1986; Christie, Joyce & Moeller, 1985b; Cohn & Frum, 1988; Cross, 1992; Kautzmann, 1990). Ryan (1987) suggests that courses for FWE training should be held regularly. Insufficient training and mentorship have been documented in literature yet are reported to be a key factor in

the supervisory role (Barton et al., 2013; Hills et al., 2012; Varland et al., 2017; Hanson, 2011).

Australia funded and developed a program, by both the state and national government, to provide training to clinical supervisors from various practice settings.

Resources for Therapists

In their research and literature review, Drolet et al., (2020) stated that increased resources would benefit the FWE. AOTA's Self-Assessment Tool for Educator Competency (SAFECOM) was originally developed in 1997, revised in 2009 and is currently in the process of a 2023 revision. This is a free tool for therapists to determine the areas of skill development to be an effective supervisor (AOTA, 1997). The SAFECOM can be used by occupational therapists and occupational therapy assistants to self-reflect, develop goals, and plan strategies to accomplish individual goals. Areas of self-reflection are in professional practice, education, supervision, evaluation, and administration. The Fieldwork Experience Assessment Tool (FEAT), was developed by the American Occupational Therapy Foundation in 1998 and later revised in 2001. Through completion of a checklist, the FEAT identifies areas of focus on the fieldwork environment, the FWE, and the student, to identify issues, facilitate discussion, and provide the best possible learning experience (AOTA, 2011). The Canadian-based Preceptor Education Program (PEP) designed in 2007 and now in its third edition, is for interprofessional use and consists of eight free online learning modules with certificates issued upon completion. The modules can be used by clinicians and students and focus on such topics as reflective practice, evaluation, feedback, navigating conflicts and virtual placement. Designed by an interprofessional team from University of Western Ontario, Fanshawe College and the Middlesex-London Health Unit, the website for the PEP has been accessed by over 50,000 people, as of April 2022 (McCorquodale et al., 2022). The Occupational Therapy Practice

Education Collaborative Queensland (OTPEC-Q) was created in Australia due to clinical placement shortages, a commitment to student education, and promote the future of the profession (OTPEC-Q, 2017). The website is a source of education, training, templates, and videos to support therapists and fieldwork education.

AOTA also offers the Fieldwork Educator Module consisting of three online modules related to fieldwork education. Presented by Donna Costa, Program Director and Associate Professor at the University of Nevada, Las Vegas, these modules were developed for intermediate level learning. The modules can be purchased through AOTA's online shop for \$35 each. Participants earn an AOTA digital badge upon completion of the three required educational modules. Another resource offered to members of AOTA is Chapman's *Transitioning from clinician to fieldwork educator* (2016), available through AOTA's website in the Special Interest Section (SIS) of CommunOT. *SIS Quarterly Practice Connections* focuses on the role and application of resources in various practice areas.

FWE workshops, such as a free course developed in 1993 in Australia by Mackenzie et al. (2001), was positively viewed by therapists in attendance. Thirty-two percent (n=257) reported the course as very valuable in preparing and orienting students and fifty-eight percent reported the course as valuable. The course was provided to groups of 15-25 clinicians and covered topics such as students' curriculum, student assessment, administration and organization of fieldwork placements, feedback, goal setting and learning contracts. Koski et al. (2013) explored the skills of FWEs, referring to skills as behaviors. These consist of collaborating with the student on goals, providing feedback and evaluating progress, and maximizing learning opportunities. However, the behaviors stated in their research relate to the skills that clinicians are educated on in their related field.

Although resources for educating and supporting therapists in fieldwork education exist, Karp et al., (2022) pointed out that many therapists are not familiar with the resources available to them and that there is a lack of research on whether any of the resources that are available to FWEs are actually utilized. According to the study, 51/9% (n=104) of therapists who responded were not familiar with SAFECOM; 65.6% were not familiar with the FEAT; 92.0% were not familiar with the Queensland; and 79.8% were not familiar with the PEP. The researchers note that research lacks the overall use of the previously mentioned resources. As noted in previous literature reviewed, Karp et al., also report that participants in the study state that increased education provided by academic programs and free fieldwork education would be beneficial.

Engaging in professional development opportunities is one method of educating oneself to supervise fieldwork students (Rogers et al., 2022). The authors state that therapists must continue to educate themselves to develop their skills as a clinician and an educator. Providing fieldwork supervision to students “supports learning for both the therapist and the student” (Burgess et al., 2018; Evenson et al., 2015). LeVan (2020) stated that therapists can also use supervisory opportunities for professional development. Rogers et al. (2022), go on to state that occupational therapy programs offering professional development activities are also adhering to ACOTE standards of ensuring that occupational therapists are qualified to supervise fieldwork students. Rogers et al. (2022), conducted their research by providing a virtual, free three-part professional development series, which included fieldwork education as one aspect of the series. The authors go on to state that occupational therapy and occupational therapy assistant programs explore alternative methods of recruiting, educating, and mentoring future fieldwork supervisors. They stress the benefit to all parties, as partnerships are built within the community. One positive

outcome from the professional development series was the unexpected number of therapists who expressed they would host a fieldwork student (Rogers et al., 2022).

Christie et al. (1985) published a study on the impact fieldwork education has on the preference of practice setting for future employment. Although this study was completed several years ago, 62% (n=131) rated fieldwork as having the most influence on their decision to pursue employment in a specific practice setting. Factors stated by the respondents as having an impact were the areas of supervision or role modeling and the behaviors and professional relationships of those in the working environment. In their study, it was stated that ineffective supervision had resulted in a lack of a positive outlook of a practice setting as well as confidence within the specific area in which the therapists completed their fieldwork as students.

Fieldwork Educator Confidence

An important component of accepting a fieldwork student is feeling confident that one has the knowledge to educate an occupational therapy student. All the research reviewed reported that most FWEs did not have any formal training before becoming a fieldwork supervisor (Karp et al., 2022; Mackenzie et al., 2001). Karp et al. (2022) reported that providing continuing education opportunities was an effective method in securing fieldwork placements.

Nichols (2017) completed a study with 14 participants on increasing the use of evidence-based practice (EBP) and a FWE's confidence following a short course on EBP. Although the study did not focus on the perceptions of a therapist accepting a fieldwork student, the use of a short course to provide further education on areas related to FWE training and its effectiveness, is worth exploring. Nichols (2017) suggests that occupational therapy programs offering short educational courses and providing continuing education courses can encourage occupational therapy practitioners to accept a student.

Higgs and McAllister (2005) conducted research on the lived experiences of five speech pathology clinical educators and reported on the need to know oneself. Participants reported their personal growth after providing clinical supervision, as well as the need for continued education. This support can be through peers, coworkers, formal or informal training. Higgs and McAllister (2005) stated that therapists need strategies and support to be effective clinical educators. Some of this knowledge can be acquired through professional development coursework, while some is learned ‘from the inside out’, through experience and self-reflection. Mentoring groups, support from friends, peers and supervisors are benefits of formal and informal professional development coursework. Support from the AFWC was also reported by Calabrese et al. (2021), to ensure that FWEs were prepared to educate students, both in-person and virtually. In their study, the authors stated that therapists reported an increase in knowledge and understanding of supervising students following online education.

Conclusion

A literature review of this capstone revealed the need for FWE training and education, as well as the resources for the training. However, none of the research reviewed addressed training for the new therapist, specifically, in-person education addressing fieldwork supervision. Fieldwork is part of the requirement in completing an occupational therapy educational program and ensuring that graduates are demonstrating entry-level skills. Occupational therapy practitioners support the future of the profession and can provide feedback to AFWCs as to their needs in preparing for this role. Chapman (2016) reports that “many practitioners enter into the role of fieldwork educator without adequate preparation” (p.31). Academic programs, faculty and AFWCs can and should support new therapists by providing the education needed to provide supervision. This capstone project is intended to explore if in-person workshops will provide

new therapists with the education and preparedness to accept occupational therapy students for fieldwork and support the advancement of the profession.

Section 3: Methods

Project Design

This Capstone used a mixed-method research design using convenience and snowball sampling (Dickerson, 2017). Participants engaged in a one-day, 6-hour workshop to educate them on fieldwork supervision and assess if there were changes in their perceived level of preparedness, confidence, and willingness to supervise Level II occupational therapy fieldwork students following the workshop. A pretest survey was dispersed via email to participants, prior to delivery of the workshop, to determine novice occupational therapists' level of preparedness in supervising a fieldwork student, as well as their perceived confidence level and willingness in the supervisory process.

The workshop was six hours in length and included rest breaks and lunch. A PowerPoint was shared with the participants to guide and facilitate a lecture, group discussions, and breakout activities. The agenda (Appendix E) listed in the PowerPoint began with an introduction and background of this researcher (the presenter), the reason and importance of fieldwork, roles of individuals involved in fieldwork, fieldwork guidelines, fieldwork documents, suggestions on how to develop a fieldwork program, how to create a fieldwork manual, site-specific objectives and how to create objectives using the Fieldwork Performance Evaluation (FWPE), developing a weekly caseload, documentation, various supervision models, teaching theories/learning styles, communication between the parties involved, learning contracts, student issues, scoring the FWPE, where to seek support for the FWE, and frequently asked questions from FWEs. Two breakout sessions included one session using the FWPE to write an objective for the participant's

specific practice setting, and the other focused on resolving ethical dilemmas and student issues through the use of scenarios. At the conclusion of the workshop participants were provided with a link to an online folder containing resources for the FWE and fieldwork related research articles. Therapists in attendance completed a post-survey at the conclusion of the workshop to determine the effectiveness of the workshop and changes in their perceived level of preparedness, confidence, and willingness, if any, in supervising a Level II fieldwork student (Creswell & Creswell, 2018).

Setting

The workshop that was part of this Capstone was delivered in an office building conference room that was conveniently located to major access roads. The spacious conference room allowed for access to internet, smartboard, and projectors enabling participants to access any documents included in the delivery of the workshop. The conference room was set up lecture style with two participants per table and ample room to move around during breaks, and also included three tables of refreshments. This allowed the participants to move around freely to network and engage in conversation during any breaks.

Criteria for Participation

Participants were recruited via email (Appendix D) sent electronically to agencies and facilities in the area that employ occupational therapists, as well as recent graduates of the occupational therapy program in the immediate area. Recipients of the workshop invitation were permitted and did share the invitation with colleagues and employees, resulting in snowball and convenience sampling. Inclusion criteria for participation was occupational therapists licensed within the last 5 years, as this is considered a novice therapist (Law and MacDermid, 2014). Participants' employment status and practice setting were not a criterion for inclusion.

Participants were required to be English speaking and have the ability to commute to the workshop location. Exclusion criteria was occupational therapists licensed for more than 5 years, recent graduates not yet licensed, occupational therapy assistants and occupational therapists who had previously supervised a level II student.

Project Methods

Data Collection Method

Recruitment of participants was completed electronically via email. A pre- and post-survey developed and piloted by the researcher was utilized as the method for data collection. The Eastern Kentucky University's Institutional Review Board (IRB) approved this study, and all the participants freely accepted an online invitation to the in-person workshop and completed the pre-survey prior to the workshop. At the onset of the in-person workshop, participants signed a consent form, which was electronically scanned for storage to a password protected computer file, following the completion of the workshop. No information was collected that would identify participants, thereby ensuring their anonymity. The consent form stated that participants agreed to complete a pre- and post-survey for their participation in the workshop and were free to terminate their participation at any time. The PowerPoint created by this researcher was used to guide the workshop and contained the link to the Qualtrics post-survey for the workshop. In order to collect the data in a timely manner, the post-test survey was completed and submitted by each participant at the end of the six-hour workshop. The pre- and post-workshop surveys are located in Appendix A and B and the consent form in Appendix C.

Outcome Measures

Following a review of the literature, an initial survey was developed by the researcher based on the literature review, specifically for this project and piloted with two occupational

therapist educators and two occupational therapists. As per Forsyth and Kviz (2017), piloting a survey ensures that participants of the final survey understand the written questions and can respond to them. The two occupational therapy educators and two occupational therapists provided feedback regarding clarity of the questions presented, as well as methods and appropriateness of response selections. Revisions were made to the surveys based on the initial feedback. Field testing the survey through email allowed the researcher to determine the ease of accessing an electronic survey by using a hyperlink in the invitation. Pre- and post-surveys were entered into Qualtrics, an online software program, available through the researcher's university. Any reported concerns regarding the survey questions' clarity and understanding were corrected prior to the final study. The pre- and post-surveys included a combination of 5-point Likert-scale questions, demographic questions, as well as open-ended questions, developed following literature review. Pre- and post-workshop data was collected in the areas of perceived level of preparedness, confidence, and willingness in supervising a level II fieldwork student. Pre- and post-workshop surveys collected demographic information and qualitative responses with 9 questions relating to the areas of professional practice, 5 questions on prior fieldwork education, 15 questions relating to preparedness and training as a FWE.

Quantitative Data Analysis

Quantitative data obtained from the electronic pre- and post-surveys were collected through Qualtrics. Quantitative data was then exported to a Microsoft excel spreadsheet for pre- and post-workshop questions. The response to questions from the two groups were analyzed to calculate the frequency and percentage to determine whether there was a change in the occupational therapists' perceived level of preparedness, confidence, and willingness in supervising a Level II occupational therapy student, between the pre and post survey responses

(Creswell, 2018). These differences are discussed further in the narrative section. A statistical test was also run through Qualtrics by merging the three pre- and post-survey questions pertaining to the perceived preparedness, confidence, and willingness to supervise a Level II occupational therapy fieldwork student. The Qualtrics statistical test was a chi-squared test and resulted in an outcome of no significant difference between the pre- and post-survey questions. Although the percentage and count did show a positive change in excel, the result of a statistical test may be due to the small sample size.

Qualitative Data Analysis

Qualitative data from the open-ended questions was exported into a Microsoft excel spreadsheet, read, re-read, and coded into categories with common themes (Creswell, 2018). Coding was conducted by hand due to the limited length of responses. The codes identified themes from the open-ended written responses. The open-ended questions were reviewed and utilized to form a narrative description aimed at providing information on the factors that affect occupational therapists' level of preparedness in accepting students. The results of both the qualitative and quantitative databases were further analyzed and all results represented and interpreted in narratives to discuss the findings.

Ethical Considerations

Occupational therapists participating in the research must be respected for the value they bring to the profession and not feel pressured to participate due to the history of any professional relationship with the researcher. Therapists must be ensured autonomy, as per the AOTA Code of Ethics (AOTA, 2020). Following IRB approval and determining the pool of participants, Workman et al., (in Taylor, 2017) states researchers must ensure that all participants (occupational therapists) clearly understand the research being conducted and provide

consent. Due to the researcher's institutional partnership and the professional relationship with many occupational therapists, it was conveyed that occupational therapists should not feel obligated to participate in or answer questions in a specific manner that could impact results of the survey. Another concern was that therapists would feel obligated to offer a future fieldwork placement, regardless of the desire to do so or not. No names or specific details to location of employment or fieldwork history were collected to ensure that surveys completed by the participants remained anonymous in order to ensure confidentiality.

The Principles of Belmont (Workman et al., in Taylor, 2017) lists the same beliefs that are documented in the AOTA Code of Ethics: respect for persons, beneficence, and justice. Participants were respected to make their own decision to participate, have a clear understanding of what the study entailed, and that the researcher would not take advantage of anyone, nor their position for the researcher's own personal gain. A therapist's decision not to participate was respected and acknowledged. The consent form informed the participants that this study has no connection nor impact on the partnership that currently exists between any therapists/sites and the fieldwork office at the university where the researcher is employed. As these Principles remind us, we need to ensure that the selection of participants is fair and equal, allowing for diverse representation. As per Dickerson (in Taylor, 2017), one systematic error could be that all the participants are from similar practice settings or socioeconomic areas. In order to attempt fair and equal representation, the researcher sent invitations to the last 5 years of alumni, as well as institutions from a variety of practice settings.

Timeline of Project Procedures

The chart below is a timeline of the Capstone research project and Capstone presentation.

Capstone activity	Anticipated completion
IRB draft	Fall 2022
Complete pre- and post-survey	Fall 2022
Complete section 1, 2 and 3	Fall 2022
Trial survey	Spring 2023
Make necessary adjustments to survey	Spring 2023
Submit IRB application and approval	Spring 2023
Begin participant recruitment (cap 15-20 participants)	Spring-summer 2023
Complete development of workshop	Summer 2023
Implementation of workshop as part of ALE	Summer 2023
Data analysis	Fall A 2023
Submission of Capstone Project	Fall A 2023
Presentation of Capstone Project	Fall B 2023
Anticipated graduation	Fall 2023

Section 4: Results and Discussions

Introduction

This Capstone project sought to determine if a six-hour in-person workshop for novice occupational therapists would have an impact on their perceived level of preparedness in supervising and willingness to host a Level II fieldwork student. A workshop and pre- and post-surveys were created specifically for this Capstone to analyze the results of “A one-day in-person workshop to assess novice occupational therapists’ perceived level of preparedness and willingness in supervising Level II fieldwork students”. Invitations were emailed during the months of May, June, and July, followed by pre-surveys emailed during the month of July 2023 to therapists who responded to the email invitation and met the inclusion criteria. The workshop was delivered on July 29, 2023, and the post-survey was completed at the conclusion of the workshop. The pre- and post-survey consisted of 5-point Likert scale questions and open-ended questions, providing both qualitative and quantitative information. These were analyzed to provide the information for the data analysis.

Results

Eighteen occupational therapists responded to the emailed invitation, met the inclusion criteria, completed the pre-workshop survey, and signed the consent form. One additional occupational therapist arrived prior to the start of the workshop, completed the pre-workshop survey, signed the consent form, and participated in the workshop. Twelve additional occupational therapists responded to the workshop invitation but did not meet the criteria, were not able to attend due to the geographic location or had a conflicting schedule. Participation was voluntary and all participants were issued a certificate of completion approved by the state’s licensing board (see Appendix F). Due to snowball sampling, it is not possible to determine the number of occupational therapists that received the invitation or calculate the response rate.

Nineteen (n=19) participants remained for the duration of the workshop, accessed, completed, and submitted the post-workshop survey.

The 19 participants were all novice therapists, licensed less than five years. Table 1 shows the distribution of the participants' years of practice. None of the participants had previously participated in any FWE training.

Table 1: Length of time practicing as an occupational therapist

Prompt	Response	Percentage	Count
How long have you been a practicing occupational therapist? (n = 19)	0-less than 1 year	26%	5
	More than 1 year and less than 2 years	16%	3
	More than 2 years and less than 3 years	26%	5
	More than 3 years and less than 4 years	11%	2
	More than 4 years and less than 5 years	21%	4
	Total	100%	19

(n=19)

Although the survey was dispersed to alumni from the last five years, as well as therapists at a variety of practice settings, the majority of participants listed their primary placement of employment as a school-based setting (63.16%). The participants' primary area of practice is depicted in Table 2, along with their days and hours of practice, and secondary area of practice, if applicable.

Table 2: Area of occupational therapy practice and days/hours worked

What is your area of occupational therapy practice?	Primary area of practice		Days per week	Hours per day	Secondary area of practice		Days per week	Hours per day
	%	Count			%	Count		
Answer	%	Count			%	Count		
Hospital-acute care	0%	0			5%	1	0-2	8
Hospital- inpatient rehab	0%	0			0%	0		
Skilled nursing and rehabilitation	16%	3	5	6-8	0%	0		
Outpatient rehabilitation	5%	1	5	6-8	0%	0		
School-based practice	63%	11	5	6-8	5%	1	0-2	0-2
		1	3-4	8+				
Sensory clinic	0%	0			0%	0		
Mental health	0%	0			5%	1	0-2	0-2
Community based setting	0%	0			0%	0		
Non-traditional setting	0%	0			5%	1	0-2	3-5
Home care	16%	3	5	6-8	0%	0		
Neuro rehabilitation	0%	0			5%	1	3-4	3-5

(n=19)

Demographic information gathered from the pre-workshop survey reported that 18 participants felt they had positive Level II fieldwork experiences and one reported that their level II fieldwork was not positive. Survey results indicated that 18 participants believed their supervisors were supportive and one participant believed that one of their level II supervisors was not supportive. When responding to the number of therapists that the participants work with and the level of support they perceived to have at their facility, four participants do not work with other therapists. Seven participants responded that they cannot receive mentorship in supervising a fieldwork student, four were unsure if they could receive mentorship, seven responded that they could receive some level of mentorship in supervising a fieldwork student and one participant did not answer the question. Participants fieldwork practice settings varied from pediatrics/school-based (17), hospital inpatient/acute care (9), skilled nursing and rehabilitation facilities (7), mental health (5), outpatient rehab (6), non-traditional community-based settings (3), and academia (1). All participants completed two or three level II fieldwork placements, as part of their academic institution's requirement. Participants reported that during their fieldwork they were supervised by either one or two FWEs and the number of students being supervised was one to two fieldwork students. Five participants reported that one of their placements consisted of three to five fieldwork students being supervised by one educator.

Participants responses to the pre- and post-survey questions on perceived levels of preparedness, confidence, and willingness in accepting a fieldwork student are listed in Table 3. Although only 5% (n=1) felt more than or very prepared to be a FWE before the workshop, 63% (n=12) felt the same after the workshop. Before the workshop, 5% (n=1) reported feeling more or very confident to supervise a fieldwork student, whereas 48% (n=9) were more or very confident after completing the workshop. Finally, 37% (n=7) were more than or very willing to

supervise a level II fieldwork student, yet 74% (n=14) reported they felt more than or very willing to supervise a level II.

Table 3: Changes in perceived preparedness, confidence, and willingness

Prompt	Response	Pre-workshop survey		Post-workshop survey	
		%	Count	%	Count
What level do you perceive your preparedness to be as a fieldwork educator?	1 - not prepared at all	21%	4	0%	0
	2 - slightly prepared	53%	10	5%	1
	3 - somewhat prepared	21%	4	32%	6
	4 - more than prepared	5%	1	47%	9
	5 - very prepared	0%	0	16%	3
Rate your perceived level of confidence in providing supervision to a level II fieldwork student.	1 - not confident at all	21%	4	0%	0
	2 - slightly confident	47%	9	5%	1
	3 - somewhat confident	26%	5	47%	9
	4 - more than confident	5%	1	37%	7
	5 - very confident	0%	0	11%	2
Rate your perceived level of willingness in supervising a level II fieldwork student?	1 - not willing at all	10%	2	0%	0
	2 - slightly willing	16%	3	5%	1
	3 - somewhat willing	37%	7	21%	4
	4 - more than willing	37%	7	63%	12
	5 - very willing	0%	0	11%	2

(n=19)

The workshop agenda included discussions on topics of the fieldwork purpose, guidelines, roles/requirements of FWE/fieldwork student, evaluations, and resources available. Administrative tasks, documentation, communication, and teaching and learning styles were also discussed. Following the workshop, participants were asked to reflect on their perceptions on the ability to define the roles and responsibilities of a FWE. Their perceived ability to complete a level II student evaluation, as well as all other administrative tasks of being a FWE were also addressed. Reference table 4 for the results of the three questions.

Table 4: Workshop feedback

Prompt	Response	%	Count
On a scale of 1 to 5, after taking this workshop, do you feel you can better define the roles and responsibilities of a fieldwork educator?	1 - not confident (in defining roles)	0%	0
	2 - slightly confident (in defining roles)	0%	0
	3 - somewhat confident (in defining roles)	5%	1
	4 - more than confident (in defining roles)	53%	10
	5 - very confident (in defining roles)	42%	8
On a scale of 1 to 5, after taking this workshop, do you feel you can competently complete the evaluation of a fieldwork student?	1 - not confident in completing the evaluation of a fieldwork student	0%	0
	2 - slightly confident in completing the evaluation of a fieldwork student.	0%	0
	3 - somewhat confident in completing the evaluation of a fieldwork student	16%	3
	4 - more than confident in completing the evaluation of a fieldwork student	58%	11
	5 - very confident in completing the evaluation of a fieldwork student	26%	5
On a scale of 1 to 5, after taking this workshop, do you feel your understanding of the administrative tasks required to be a fieldwork educator has improved?	1 - the understanding of administrative tasks has not increased.	0%	0
	2 - the understanding of administrative tasks has slightly increased.	0%	0
	3 - the understanding of administrative tasks has somewhat increased.	10%	2
	4 - the understanding of administrative tasks has more than increased.	53%	10
	5 - the understanding of administrative tasks has greatly increased.	37%	7

(n=19)

Participants also responded to a question on how appropriate the workshop was for novice therapists in their preparation to be a FWE. All nineteen felt the workshop was appropriate for a novice occupational therapist, with 16% (n=3) participants responding that the workshop was more than appropriate, and 84% (n=16) participants responding very appropriate to the question.

Qualitative Results

The in-person format led to engagement and networking among the participants. Participants reported that, “*It was well paced with the appropriate enough of information; not*

overwhelming but not insufficient.”; “This workshop was very helpful as an introductory course to taking on a Level II student. The discussion was engaging and interesting.” and “This workshop was great! It really provided information about what to expect as a fieldwork educator and how to go about structuring your weeks with the student as well as what to do if any concerns arise with the student.”

Hesitations and Concerns

Participants responded to open-ended questions pertaining to hesitations or concerns they have before accepting a fieldwork student. Results of the pre-workshop survey showed that participants reported a lack of experience (8), concern with facilitating or providing an educational experience (4), lack of confidence (3), lack of support (1), and a concern having an unmotivated/unsafe student (1). Two participants did not respond to the question inquiring if they had hesitations or concerns in supervising a level II occupational therapy student. Following the workshop, responses to the same question regarding concerns or hesitations the participants had in supervising a fieldwork student varied from preparedness/lack of experience (5), time management (4), creating a fieldwork schedule (3), student-therapist match (2), workplace demands/support (2), license/ACOTE implications (2), and space (1). One participant stated their hesitation as, *“My remaining concerns are in my own clinical skills, clinical reasoning, and ability to communicate those to a student. I have only been in practice for a little over a year and am still developing my confidence as a therapist and in applying effective, efficient, evidence-based practice and I want to be able to model that for a Level II student.”*

Academic Support

Pre- and post-survey responses to the question regarding support from the student’s academic institution were similar. Ongoing communication was reported by 12 participants in

the pre-survey and the same number in the post-survey. In the post-survey workshop, one participant reported that the support they would like from the academic institution would be, *“biweekly check-ins, communication to site and fieldwork educator about student accommodations or concerns”*. Another participant stated that they would like, *“clear communication, a point person to be able to reach, and responsive communication”*. Four participants reported that they would like to be provided with fieldwork guidelines/requirements and expectations in the pre-survey to the workshop and six reported this in the post-survey. The final support that participants felt they needed which was listed in both the pre- and post-survey was resources, three participants listed this in the pre-survey and four in the post-survey.

Further Education

In response to needing further education before supervising a level II fieldwork student, responses in the pre-survey varied from more education in developing a fieldwork schedule (6), regulations and insurance (1), how to teach a student (1), clinical reasoning (1), using evidence-based practice (1), documentation (1), expectations (1), and sensory integration (1). In the post-survey response were developing a fieldwork program/manual (6), more experience and increasing their own (therapist) skills (4), evidence-based practices (2), regulations (1), handling bias (1), and identifying student needs with one participant stating that they needed to know, *“How to independently ensure that I am staying up to date on evidence-based practice, how to identify students’ needs and modify expectations accordingly.”* (1). In addition, two participants responded, *“the workshop was sufficient”* and two other participants answered that they were unsure.

Skills

Upon ranking the 5 most important skills a fieldwork supervisor should possess, communication was listed as the first choice in the pre- and post-survey, with 11 participants listing it as the most important skill in the pre-survey and eight listing communication as the most important in the post-survey. The order of rankings in the pre-survey were from most important to least important; communication, empathy, ethical awareness, safety awareness/adherence, problem solving, clinical reasoning, time management, use of evidence-based practice, and documentation skills. The rankings in order from most important to least important in the post-survey were communication, ethical awareness, safety awareness/adherence, clinical reasoning, time management, empathy, problem solving, documentation, and use of evidence-based practice. Communication, ethical awareness, and safety awareness both ranked in the top five for pre-and post-survey results.

Overall Workshop Comments

Responses to the post-survey, open-ended question asking participants for their overall comments about the workshop reported that the workshop was informative (10), contained guidelines, resources, and detailed information (10), was helpful/beneficial (9), was engaging (5), and was well-paced (1). One participant reported, *“This has lessened some of the anxiety I had about taking a student. I feel more aware of the procedures/skills needed to properly educate them”*. Future desired formats for the workshop were in-person (12) and remote (2). Three participants did not respond and two listed both formats.

Discussion

In a study by Varland et al., (2017) the authors stated that “additional fieldwork specific education is a key solution to impacting practitioners’ willingness to accept Level II fieldwork

students”. As the number of programs in the country continues to increase, academic fieldwork coordinators and occupational therapy programs can provide useful education to novice therapists to support those that may want to provide supervision to fieldwork students but need education and guidance in developing the skills required. This study found that participants’ level of preparedness, confidence, and willingness to supervise an occupational therapy student increased following the one-day in-person workshop. The most significant increase was in the number of therapists (61%) willing to accept a fieldwork student (n=12). Although willing, participants reported hesitations in taking on the role of FWE following this workshop. Other studies have been conducted on the preparedness of therapists following a workshop or module. As stated previously, Varland et al., reported in their study that a solution to occupational therapists’ willingness to accept fieldwork students was providing educational resources from the AFWC or the academic program.

Research has previously been documented on occupational therapists’ preparedness of assuming the role of a FWE following modules and online training programs (Mackenzie et al., 2001; Tai et al., 2015; Chycinski, et al., 2021). In an effort to address the growing need for fieldwork placements, a workshop was developed by four occupational therapy programs in Australia. The authors (Mackenzie et al.) reported that participants enjoyed learning from each other and 97% (n=257) of the participants felt more confident in facilitating the learning process for students. Although Varland’s study relates to this research, this study was unique in that this workshop focused on the preparedness, willingness, and confidence of novice therapists who had never served in the role of fieldwork supervisor.

Tai et al. (2016) reported that 978 clinicians participated in an in-person module, with 63 being occupational therapists and participants in the online module totaled 672. Only 23%

(n=672) completed the online modules. Of the participants in the in-person workshop, 98.5% (n=762) found it helpful or very helpful. Although 92% (n=176) found the online module helpful or very helpful, only 23% (n=155) completed all the modules. In a study completed by Chycinski, et al. (2021) participants reported an increase in their preparedness following a series of online modules with 62.5% (n=10) feeling “well prepared to self-identify and implement a FWE professional development plan to further their skills as a FWE”. In response to “feeling prepared to designing and implementing a fieldwork program in accordance with accreditation standards” 50% (n=8) reported they agreed or strongly agreed to the prompt. It has been documented in previous studies that occupational therapists have reported the desire for additional education when supervising students. This workshop supports the profession, specifically novice therapists, in their professional development and ability to educate future therapists. This study also aligns with previous literature by finding that the in-person workshop was supportive of novice therapists by educating them to increase their perceived preparedness, confidence, and willingness in supervising a Level II occupational therapy fieldwork student.

This capstone project was to study the impact of a one-day workshop on the perceived level of preparedness of novice occupational therapists. Attending workshops over other methods of professional development were preferred by occupational therapists in a study by Johnson Coffelt and Gabriel (2017). As evidenced by the results of the pre-and post-survey, although small in sample size, the in-person workshop had a positive effect on not only the participants’ level of perceived preparedness in supervising occupational therapy fieldwork students, but also in their perceived level of confidence and willingness. The qualitative portion of this study revealed areas in which the 19 participants felt they needed more education, more support from the academic institutions, and what hesitations or concerns they had.

Participants of this workshop reported the desire in receiving support from academic institutions and further education in their role of a FWE. Bell et al. (2014) reported that FWEs were concerned with student readiness and professionalism. Occupational therapists can learn to address difficult issues with students if provided proper education (Rodger et al., 2014; Towns & Ashby, 2014). AFWC and academic programs could provide guidance and education to support therapists in managing student issues (Evenson et al., 2015). Further development of in-person workshops may provide the opportunity for novice occupational therapists to gain the knowledge in managing difficult situations.

The participants' low ranking for the importance of use of evidence-based practice was surprising and should be explored through further research. Ilott (2012) reports that "the most problematic step in the evidence-based process: is integrating the evidence into practice. Nichols (2017) states that, "It is critical that FWEs demonstrate effective use of evidence for clinical decision making so that OT students learn to apply concepts from the classroom to everyday practice". AOTA's Vision 2025 also states that, "occupational therapy is evidence-based, client centered, and cost effective" (AOTA, 2017). Yet participants ranked this as the least important skill for a FWE.

While this workshop resulted in a positive impact on novice occupational therapists, participants did report that they felt there was still a need for further education. Novice therapists, in a study by Hunt and Kennedy-Jones (2010), reported the importance of education in the areas of fieldwork supervision. As the authors point out, academic institutions have the ability to educate novice therapists in order to build their skills, thereby creating a stronger bond between the institution and the therapist. Finding ways to support training of more occupational therapy and occupational therapy assistant practitioners as FWEs seems paramount because a

limited number of facilities reported having trained staff via the AOTA FWECP (Karp et al., 2022).

Strengths and limitations

A limitation of this Capstone was the small number of participants in the workshop and the small geographic area covered. Due to the use of snowball sampling, it is not feasible to determine any statistical inferences to the general population. Practice settings that participants work in were predominantly school based. Due to the small number of participants, the limited geographic area, and the unequal distribution of practice settings, results cannot be generalized to all novice occupational therapists. A strength of this Capstone was expressed by the participants as being delivered in person and in the ability to engage with one another and offer each other suggestions and support. All participants fully participated in the entirety of the study. For further research, follow-up should be conducted to determine the impact the workshop had on the use of resources provided and whether participants actually supervised an occupational therapy student following participation in the workshop. This was not a standardized questionnaire as this researcher created the questions for the pre- and post-survey to determine the participants' perceived level of preparedness, confidence, and willingness in supervising a fieldwork student.

Implications

Studies have reported the need for an increased number of FWEs (Hanson, 2011; Stutz-Tanenbaum et al., 2015) and assumptions may be made that an in-person workshop may result in increased occupational therapists' perceived level of preparedness, confidence, and willingness to take on the role of FWE. The format and results of this Capstone study can be used to provide educational workshops for novice occupational therapists in preparing them to become FWEs.

As the number of occupational therapy programs in the country increase, so does the need for trained FWEs. This study relates to AOTA's Education Research Agenda as it has implications on fieldwork education research. Schoen et al., (2021) stated that "mentoring is an essential component of professional growth and development", yet there is a lack of mentorship once occupational therapists complete their academic programs. As previously stated, seven participants responded that they are unable to be mentored in supervising a fieldwork student and four were unsure if they could receive mentorship. Mentoring novice occupational therapists in becoming FWEs, whether working in the same location or elsewhere, would ensure the continued growth of the profession by guiding and encouraging therapists to accept the role of FWE. This workshop supports the AOTA 2021 Standard for Continuing Competence in Occupational Therapy by providing novice therapists with opportunities for growth and development in fieldwork education (AOTA, 2021c). Providing continuing education credits can provide an incentive to encourage novice occupational therapists to attend and participate in a one-day workshop. The results of the data collected provide further information for the profession with respect to the shortages of supervisors for fieldwork education and the educational preparation of novice therapists.

Future Research

Continued research of training and educational programs for novice FWEs is needed. This should include the development of cost-effective methods to prepare occupational therapists in assuming the role of educator. Past research has demonstrated the effectiveness of online learning platforms and in-person delivery. Further research is also recommended to determine if a one-day workshop does increase the skills and knowledge of future FWEs. It is also suggested that further investigation be conducted across specific practice settings to determine if this may

impact a novice occupational therapist's perceived preparedness, willingness, or confidence in supervising fieldwork students.

Conclusion

ACOTE Standard C.1.11 states that programs ensure that supervising therapists are “adequately prepared” and ACOTE Standard C.1.12 requires programs to develop resources for supervisors (ACOTE, 2018). Academic programs have an obligation to uphold the ACOTE standards and AOTA's Mission and Vision by providing education and support to future FWEs. Yet there is no standard as to how to educate the future fieldwork FWEs. This study is one of an increasing number of studies focusing on the fieldwork shortage. With proper education and support, novice occupational therapists appear to have an increased level of preparedness, confidence, and willingness to supervise an occupational therapy student.

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Appendix

Appendix A: Pre-survey

A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students.

Please take a moment to complete this brief survey before participating in the workshop titled, **A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students.**

1. How long have you been a practicing occupational therapist?

- 0 - less than 1 year
- More than 1 year but less than 2 years
- More than 2 years but less than 3 years
- More than 3 years but less than 4 years
- More than 4 years but less than 5 years

2. What is your primary area of occupational therapy practice? Select from the list below.

- Hospital - acute care
- Hospital – inpatient rehab
- Skilled nursing and rehabilitation
- Outpatient rehab
- School-based
- Sensory clinic
- Mental health
- Community based
- Non-traditional
- Other

3. How many days a week do you work in your primary practice setting?

- 0 - 2
- 3 - 4
- 5 - more

4. How many hours per day do you work in your primary practice setting?

- 0 - 2
- 3 - 5
- 6 - 8
- More than 8

5. What, if any, is your secondary area of occupational therapy practice?

- Hospital - acute care

Hospital – inpatient rehab
 Skilled nursing and rehabilitation
 Outpatient rehab
 School-based
 Sensory clinic
 Mental health
 Community based
 Non-traditional
 Other

6. How many days a week do you work in your secondary practice setting?

0 - 2
 3 - 4
 5 or more

7. How many hours a day do you work in your secondary practice setting?

0 - 2
 3 - 5
 6 - 8
 More than 8

8. Do you work with other occupational therapists?

a. If yes, how many?

9. Did you perceive your Level II experience to be positive?

Yes No

10. What practice settings were your fieldwork placements in? Select all that apply.

- Hospital - acute care
 Hospital – inpatient rehab
 Skilled nursing and rehabilitation
 Outpatient rehabilitation
 School-based
 Sensory clinic
 Mental health
 Community based
 Non-traditional
 Other

11. How many fieldwork educators did you have at each fieldwork placement?

- 1
 2
 3 or more

12. How many students were supervised at one time by your fieldwork supervisor?

13. Did you perceive your fieldwork educator to be supportive?
Yes No
14. From the list below, please select the 5 most important skills a fieldwork supervisor should possess. List in order of most important to least important.
- a.
 - b.
 - c.
 - d.
 - e.
- Communications, time management, problem-solving, empathy, ethical awareness and adherence, safety awareness, use of evidence-based practice, clinical reasoning, documentation, other.
15. What level do you perceive your preparedness to be as a fieldwork educator?
- 1= not prepared at all; 2= slightly prepared; 3= somewhat prepared; 4= more than prepared; 5=Very prepared
16. On a scale of 1 - 5, rate your perceived level of confidence in providing supervision to a level II fieldwork student.
- 1= not confident at all; 2= slightly confident; 3= somewhat confident; 4= more than confident; 5=Very confident
17. On a scale of 1 to 5, rate your perceived level of willingness in supervising a level II fieldwork student?
- 1= not willing at all; 2= slightly willing; 3= somewhat willing; 4= more than willing; 5=Very willing
18. What hesitations or concerns do you have before supervising an occupational therapy student for a level II fieldwork placement?
19. At your current workplace, can you receive mentorship in fieldwork education from occupational therapists who have supervised a fieldwork student?
20. In what area(s) if any, do you feel you need to receive education before supervising a level II occupational therapy student?
21. What support would you like to see from the student's academic institution?
22. Have you ever participated in any training(s) for fieldwork supervisors?
Yes No
If yes, what was the training?

Appendix B: Post-survey

A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students.

Please take a moment to complete this brief survey after completing the in-person workshop titled, **A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students.**

23. Upon completion of this workshop, please select the 5 most important skills a fieldwork supervisor should possess from most important to least important. List in order of most important to least important.

- a.
- b.
- c.
- d.
- e.

Communications, time management, problem-solving, empathy, ethical awareness and adherence, safety awareness, use of evidence-based practice, clinical reasoning, documentation, other.

24. After taking this workshop, what level do you perceive your preparedness to be as a fieldwork educator?

1= not prepared at all; 2= slightly prepared; 3= somewhat prepared; 4= more than prepared; 5=Very prepared

25. After taking this workshop, on a scale of 1 - 5, rate your perceived level of confidence in providing supervision to a level II fieldwork student.

1= not confident at all; 2= slightly confident; 3= somewhat confident; 4= more than confident; 5=Very confident

26. After taking this workshop, on a scale of 1 to 5, rate your perceived level of willingness in supervising a level II fieldwork student?

1= not willing at all; 2= slightly willing; 3= somewhat willing; 4= more than willing; 5=Very willing

27. After taking this workshop, do you feel you can better define the roles and responsibilities of a fieldwork educator?

1= not confident at all; 2= slightly confident; 3= somewhat confident; 4= more than confident; 5=Very confident

28. After taking this workshop, do you feel your understanding of the administrative tasks required to be a fieldwork educator has improved?

1= The understanding of administrative tasks has not increased at all;

2= The understanding of administrative tasks has slightly increased;

3= The understanding of administrative tasks has somewhat increased;

4= The understanding of administrative tasks has more than increased;

5= The understanding of administrative tasks has greatly increased

29. After taking this workshop, do you feel you can competently complete the evaluation of a fieldwork student?

1= not confident at all; 2= slightly confident; 3= somewhat confident; 4= more than confident; 5=Very confident

30. After taking this workshop, what hesitations or concerns do you still have before supervising an occupational therapy student for a level II fieldwork placement?

31. In what area(s) do you feel you need to receive education before supervising a level II occupational therapy student?

32. Rate this workshop on the level of appropriateness for a novice therapist in preparing to be a fieldwork educator for a level II fieldwork student?

1= not appropriate at all; 2= slightly appropriate; 3= somewhat appropriate; 4= more than appropriate; 5=Very appropriate

33. What support would you like to see from the student's academic institution?

34. Overall comments about this workshop

35. Preferred format for future workshops

Appendix C: Consent Form

Consent to Participate in a Research Study

A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students



Key Information

You are being invited to participate in a research study. This document includes important information you should know about the study. Before providing your consent to participate, please read this entire document and ask any questions you have.

Do I have to participate?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. If you decide to participate, you will be one of about 20 people in the study.

What is the purpose of the study?

The purpose of the study is to determine if participation in a one-day in person workshop for novice occupational therapists increases the perceived level of preparedness in supervising Level II fieldwork students. Inclusion criteria for participation: occupational therapists licensed within the last 5 years and have never supervised a level II fieldwork student. Therapists must be English speaking and have the ability to commute to the workshop location. Exclusion criteria: occupational therapists who are not yet licensed and those licensed more than five years. Therapists who have supervised a level II fieldwork student in the past or are an occupational therapy assistant are excluded.

Where is the study going to take place and how long will it last?

The research procedures will consist of a workshop conducted in a conference room at Metro Therapy, Inc., 1363 Veterans Memorial Highway #8, Hauppauge, NY 11788. You will need to come to Metro Therapy Inc., 1363 Veterans Memorial Highway #8, Hauppauge, NY 11788 one time during the study at 10:00 AM on Saturday, July 29, 2023. This visit(workshop) will last 6 hours.

What will I be asked to do?

Individuals who freely accept the online invitation to participate will contact the primary researcher via email to register for the event. Participants will self-commute to the one-day educational workshop on Saturday, July 29, 2023, 10:00 AM - 4:00 PM. The workshop will be held in a conference room at Metro Therapy Inc., 1363 Veterans Memorial Highway #8, Hauppauge, NY 11788. The hosting facility will not provide, nor receive, monetary compensation from the participants for attending the workshop. Participants will be required to bring a personal laptop. Upon arrival, participants will complete and submit an electronic informed consent. After consent, participants will complete an electronic pre-survey, participate in the full-day workshop, and complete an electronic post-survey at completion of the workshop. Participants are free to terminate participation at any time.

Are there reasons why I should not take part in this study?

You should not participate if you are an occupational therapist who is not yet licensed or have been licensed more than five years. Therapists who have supervised a level II fieldwork student in the past or are an occupational therapy assistant are also excluded.

What are the possible risks and discomforts?

The level of risk is minimal. There may be risk of physical/mental fatigue from an extended full-day work shop. Rest breaks will be offered and as requested by participants. Participants will be informed that as part of participation in the one-day workshop, they are under no obligation to accept a fieldwork student in the future. In order to remove any risks, no identifiable data will be collected and survey responses will be anonymous. Participants will be provided rest and meal breaks throughout the workshop.

To the best of our knowledge, the things you will be doing have no more risk of harm or discomfort than you would experience in everyday life.

Although we have made every effort to minimize this, you may find some questions we ask you (or some procedures we ask you to do) to be upsetting or stressful. If so, we can tell you about some people who may be able to help you with these feelings.

You may, however, experience a previously unknown risk or side effect.

What are the benefits of taking part in this study?

You are not likely to get any personal benefit from taking part in this study. Your participation is expected to provide benefits to further development of workshops, educating, and supporting research in the perceived preparedness of novice occupational therapists in supervising level II fieldwork students.

If I don't take part in this study, are there other choices?

If you do not want to be in the study, there are no other choices except to not take part in the study.

Now that you have some key information about the study, please continue reading if you are interested in participating. Other important details about the study are provided below.

Other Important Details

Who is doing the study?

The person in charge of this study is Inken Prochilo at Eastern Kentucky University. She is being guided in this research by Dr. Casey Humphrey. There may be other people on the research team assisting at different times during the study.

What will it cost me to participate?

There are no costs associated with taking part in this study.

Will I receive any payment or rewards for taking part in the study?

You will not receive any payment for taking part in this study. Continuing Education credits will be offered as allowed by the New York State Office of Professions. Participants will be informed that their participation in the one-day workshop is for research purposes only. The one-day workshop will offer the standard number of continuing education credits permitted by the New York State guidelines.

Who will see the information I give?

Your information will be combined with information from other people taking part in the study. When we write up the study to share it with other researchers, we will write about this combined information. You will not be identified in these written materials.

However, there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court. Also, we may be required to show information that identifies you for audit purposes.

If the study involves online data collection, the following statement is required: We will make every effort to safeguard your data, but as with anything online, we cannot guarantee the security of data obtained via the Internet. Third-party applications used in this study may have terms of service and privacy policies outside of the control of the Eastern Kentucky University.

Identifiers may be removed from the identifiable private information or identifiable biospecimens you provide as part of the study. After such removal, the information could be used for future research studies or distributed to another investigator for future research studies without additional informed consent.

Can my taking part in the study end early?

If you decide to take part in the study, you still have the right to decide at any time that you no longer want to participate. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to end your participation in the study. They may do this if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the University or agency funding the study decides to stop the study early for a variety of reasons.

What happens if I get hurt or sick during the study?

If you believe you are hurt or get sick because of something that is done during the study, you should call Inken Prochilo at 516-901-7406 immediately. It is important for you to understand that Eastern Kentucky University will not pay for the cost of any care or treatment that might be necessary because you get hurt or sick while taking part in this study. Also, Eastern Kentucky University will not pay for any wages you may lose if you are harmed by this study. These costs will be your responsibility.

Usually, medical costs that result from research-related harm cannot be included as regular medical costs. Therefore, the costs related to your care and treatment because of something that is done during the study will be your responsibility. You should ask your insurer if you have any questions about your insurer's willingness to pay under these circumstances.

What else do I need to know?

You will be told if any new information is learned which may affect your condition or influence your willingness to continue taking part in this study.

Consent

Before you decide whether to accept this invitation to take part in the study, please ask any questions that come to mind now. Later, if you have questions about the study, you can contact the investigator, Inken Prochilo at 516-901-7406 or inken.prochilo@mymail.eku.edu. If you have any questions about your rights as a research volunteer, you can contact the staff in the Division of Sponsored Programs at Eastern Kentucky University at 859-622-3636.

If you would like to participate, please read the statement below, sign, and print your name.

I am at least 18 years of age, have thoroughly read this document, understand its contents, have been given an opportunity to have my questions answered, and voluntarily agree to participate in this research study.

Signature of person agreeing to take part in the study Date
(electronic signature and submission accepted)

Printed name of person taking part in the study

Name of person providing information to subject

Appendix D: Email script

Dear Therapist,

I am inviting you to participate in a one-day workshop as part of my Post-Professional Doctoral Capstone project entitled, 'A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students'. This study seeks to investigate if a one-day workshop for new occupational therapists would increase their perceived level of confidence in providing fieldwork education to a level II occupational therapy student.

Volunteers are needed to participate in an in-person workshop to be provided in a conference room at Metro Therapy, Inc., 1363 Veterans Memorial Highway #8, Hauppauge, NY 11788. The course will be held on Saturday, July 29, 2023, from 10:00 AM - 4:00 PM, and consists of 6 hours, with lunch provided. Participants will complete a brief survey before and after the workshop to assess if education in the process, procedures, strategies, and supportive documents related to fieldwork education impact the perceived level of preparedness of new occupational therapists, licensed less than 5 years, in supervising Level II fieldwork students. The one-day workshop will offer the standard number of continuing education credits permitted by the New York State guidelines. This is only open to therapists who have not supervised a Level II fieldwork student and will provide you with six continuing education credits.

If you have any questions, please email Inken Prochilo, MS,OTR/L at inken_prochilo@mymail.eku.edu

Thank you,

Inken Prochilo

Appendix E: Workshop outline

Course Outline: A one-day in person workshop to assess novice occupational therapists' perceived level of preparedness in supervising Level II fieldwork students.

Workshop schedule
<p>Hour 1:</p> <ul style="list-style-type: none"> - Introduction - Fieldwork purpose, guidelines, roles/requirements of fieldwork educator/fieldwork student, evaluations, and resources available. - Relevant fieldwork documents and their purpose
<p>Hour 2 (15-minute break during hour 2)</p> <ul style="list-style-type: none"> - Review AOTA guidelines for starting a fieldwork program - https://www.aota.org/education/fieldwork/starting-a-fieldwork-program - COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II - Developing site fieldwork manual - 12-week caseload outline - https://www.aota.org/education/fieldwork/-/media/39eb38c45d8b415b8af98ceaa924afc9.ashx
<p>Hour 3</p> <ul style="list-style-type: none"> - Supervision methods that support specific practice settings. - Teaching/learning styles for the adult learner - Provide research articles as supportive documents - (30-minute lunch)
<p>Hour 4</p> <ul style="list-style-type: none"> - Educator/student/Academic Fieldwork Coordinator relationship and communication. - Learning contracts, ethical issues and student problems. - When to seek assistance from AFWC
<p>Hour 5 (15-minute break during hour 5)</p> <ul style="list-style-type: none"> - Evaluation process - feedback and evaluation forms - Suggestions entered in shared Google folder. - Provide research articles as supportive documents.
<p>Hour 6</p> <ul style="list-style-type: none"> - Discussion/PowerPoint of various resources to support the FW educator with demonstration of how to search and locate resources. - Guidelines for starting a journal club

Appendix F: Certificate of completion

