FIELDWORK EXPERIENCE ASSESSMENT TOOL (FEAT)

Student's name:	**Supervisor(s) names:**	
Facility name:		
Fieldwork experience type (setting, population, level):	**Date:**	**Week #:**

Context:

The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data were collected from fieldwork students and fieldwork educators. In their interviews, students and fieldwork educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the fieldwork educator, and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

Purpose:

The FEAT identifies essential characteristics for each of the three key components. By providing a framework to explore the fieldwork experience, the FEAT can help students and fieldwork educators consider how to promote the best possible learning experience.

The purpose of the FEAT is to contribute to student and fieldwork educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and fieldwork educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the fieldwork educator and student can use the FEAT as a tool to promote dialogue, and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at anytime throughout fieldwork as the need for problem solving emerges.

Directions:

In the Assessment Section, the FEAT is organized according to the three key components: **environment, fieldwork educator, and student**. Under each component, essential characteristics and examples are listed. These examples are not all inclusive, and new descriptors may be added to individualize the tool for different settings. The fieldwork educator and student, either individually or together, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited → just right challenge → excessive).

Following the assessment portion of the FEAT, questions are provided to guide student and fieldwork educator discussion and problem solving. Collaboratively reflect upon the student and fieldwork educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; fieldwork educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section are intended to guide discussion between the fieldwork educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

A. Assessment Section

ENVIRONMENT	
I. VARIETY OF EXPERIENCES	**Descriptions** (Limited ←→ Just right challenge ←→ Excessive)
A. Patients/Clients/Diagnoses -Different diagnoses -Range of abilities for given diagnosis (complexity, function-dysfunction) -Diversity of clients, including socioeconomic & lifestyle	
B. Therapy approaches -Engage in the entire therapy process (evaluation, planning, intervention, documentation) -Learn about different roles of therapist (direct service, consultation, education & administration) -Use variety of activities with clients -Observe and use different frames of reference/ theoretical approaches -Use occupation vs. exercise	
C. Setting characteristics -Pace (setting demands; caseload quantity) -Delivery system	
II. RESOURCES	**Descriptions** (Limited ←→ Just right challenge ←→ Excessive)
A. OT Staff -See others' strengths and styles -Have multiple role models, resources and support	
B. Professional Staff -Observe and hear a different perspective on clients -See/experience co-treatments and team work to get whole person perspective -Have others to share ideas and frustrations	
C. OT Students -Able to compare observations & experiences -Exchange ideas	
FIELDWORK EDUCATOR	
I. ATTITUDE	**Descriptions** (Limited ←→ Just right challenge ←→ Excessive)
A. Likes Teaching/Supervising Students -Devote time, invests in students -Enjoy mental workout, student enthusiasm	
B. Available/Accessible -Take time	
C. Supportive -Patient -Positive and caring -Encourages questions -Encourages development of individual style	

FIELDWORK EDUCATOR (continued)	
D. Open -Accepting -Alternative methods -To student requests -Communication	
E. Mutual Respect	
II. TEACHING STRATEGIES	**Descriptions** (Limited ←→ Just right challenge ←→ Excessive)
A. Structure -Organize information (set learning objectives, regular meetings) -Introduce treatment (dialogue, observation, treatment, dialogue) -Base structure on student need -Identify strategies for adjusting to treatment environment	
B. Graded Learning -Expose to practice (observe, model) -Challenge student gradually (reduce direction, probing questions, independence) -Base approach on student learning style -Individualize based on student's needs -Promote independence (trial & error)	
C. Feedback/ Processing -Timely, confirming -Positive and constructive (balance) -Guide thinking -Promote clinical reasoning	
D. Teaching -Share resources and knowledge	
E. Team Skills -Include student as part of team	
III. PROFESSIONAL ATTRIBUTES	**Descriptions** (Limited ←→ Just right challenge ←→ Excessive)
A. Role Model -Set good example -Enthusiasm for OT -Real person -Lifelong learning	
B. Teacher -Able to share resources and knowledge	

FIELDWORK STUDENT	
I. ATTITUDE	**Descriptions** (Limited ←→ Just right challenge ←→ Excessive)
A. Responsible for Learning -Active learner (ask questions, consult) -Prepare (review, read and research materials) -Self-direct (show initiative, is assertive) -Learns from mistakes (self-correct and grow)	
B. Open/ Flexible -Sensitive to diversity (non-judgmental) -Responsive to client/consumer needs -Flexible in thinking (make adjustments, try alternate approaches)	
C. Confident -Comfort in knowledge and abilities -Comfort with making and learning from mistakes (take risks, branch out) -Comfort with independent practice (take responsibility) -Comfort in receiving feedback	
D. Responsive to Supervision -Receptive to feedback (open-minded, accept criticism) -Open communication (two-way)	
II. LEARNING BEHAVIORS	**Descriptions** (Limited ←→ Just right challenge ←→ Excessive)
A. Independent -Have and use knowledge and skills -Assume responsibility of OT without needing direction -Incorporate feedback into behavioral changes -Use "down time" productively -Become part of team	
B. Reflection -Self (processes feelings, actions and feedback) -With others (supervisor, peers others)	
C. Active in Supervision -Communicate needs to supervisor (seek supervision for guidance and processing; express needs) -Ask questions	

B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving

1. A positive fieldwork experience includes a balance between the environment, fieldwork educator and student components. Collaboratively reflect upon the descriptions outlined by the student and fieldwork educator and identify perceptions below.

Common perspectives between student and fieldwork educator	Different perspectives between student and fieldwork educator
Environment Fieldwork Educator Student	

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

Components of a Successful Fieldwork	Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting
Environment Experiences Resources	
Fieldwork Educator Attitudes Behaviors Professional attributes	
Student Attitudes Behaviors	

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