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Tips for Fieldwork Educators using the Collaborative Model

The following tips have been compiled from the literature and from speaking with Occupational Therapists who have used this model of fieldwork education in Manitoba.

At the beginning of the placement:

- Clearly state that it is expected that the students will collaborate with each other. This is a great opportunity for the students to share ideas with each other.
- Clearly state that you expect the two of them to give feedback to each other (so that feedback isn't just coming from you).
- Make it clear that students will not be compared to each other.
- Articulate clear measurable expectations to assess each student's individual performance.
- Provide time for students to collaborate and work together **and** to work separately. It will likely be best to have them work together more at the beginning of the placement, then as they placement develops, encourage more independence.
- Prior to the placement starting, generate a list of things that you wish you could do if you only had the time. Show this list to the students at the beginning of placement to see if there is anything that would be of interest to them. This might be especially important if you're not full time and/or will be away during the placement. Otherwise, once you've handed over most of your caseload you might even be able to get to some of these things yourself!
- If space is an issue, be clear with the students that negotiating space and computer usage is common in many facilities. Negotiating space is a skill that they will likely have to use in clinical practice!

During the placement:

- Meet with each student individually at least once a week to address performance issues and offer feedback. Try to find some time each day to check in, even if it's just for 5 or 10 minutes.
- Write down notes for feedback as you go. This will make the evaluation easier at midterm and final.
- Encourage each student to journal. These thoughts can be shared at the weekly meeting, or can be shared directly with you. This will provide you with a great opportunity to see the student as an individual.

- Set up structured joint learning activities for the students. For example, activities may be co-treating a client, co-leading a group, or co-developing an intervention plan. When working more individually, continue to encourage the students to consult with each other on such things as interpreting assessment findings, goal setting, and developing intervention plans. Have students proof-read each other's reports for feedback prior to sharing with you. During "down-times" have the students practice assessments and or interventions with each other.
- Put some thought into how you might delegate your caseload. Will it be best to divide by practice area so that one student takes more of a lead with one group of clients, while the other student takes a lead with another? Or by physical location in the building? On a case by case basis? Or if students are working together with all clients, who will "take the lead" if more independence is expected?
- Turn over as much of your caseload as possible to the students; your role will be to act as the mentor and coach.
- If your caseload is not sufficient for two students, ask your colleagues if they have clients they could share with the students.
- Role model collaboration with other occupational therapists and health care professionals.

Acknowledgements:

The Department of Occupational Therapy at the School of Medical Rehabilitation, University of Manitoba would like to thank the Fieldwork Educators who have provided fieldwork opportunities with the collaborative model and who have taken the time to share their experiences, wisdom, and knowledge with others interested in this model.

Collaborative Education Resources

Available from the University of Manitoba Occupational Therapy Program

Recommended Readings:

Bartholomai, S., & Fitzgerald, C. (2007). The collaborative model of fieldwork education: Implementation of the model in a regional hospital rehabilitation setting. *Australian Occupational Therapy Journal*, 54, S23-S30.

Currens, J., & Bithell, C. (2003). The 2:1 Clinical Placement Model. *Physiotherapy*, 89(9), 540-554.

Ladyshevsky, R. (2006). Building cooperation in peer coaching relationships: Understanding the relationships between reward structures, learner preparedness, coaching skills and learner engagement. *Physiotherapy*, 92(1), 4-10.

U of M – Department of OT Resources:

The Department of Occupational Therapy has copies of the following resources for Occupational Therapists interested in finding out more about the collaborative model.

Ladyshevsky, R. & Healey, E. (1990). *The 2:1 Teaching Model in Clinical Education: A Manual for Clinical Instructors*. University of Toronto. Division of Physical Therapy. Toronto. ON.

The School of Physical and Occupational Therapy Clinical Education Program of McGill University (Producers) (2003). *Collaborative learning: 2 to 1 Student Affiliations (DVD)*. Available from McGill University School of Physical and Occupational Therapy, 3654 Promenade Sir-William-Osler (Drummond) Montreal, Quebec, H3G 1Y5.

A comprehensive list of literature relevant to the collaborative model of fieldwork supervision.

Please contact us to borrow these resources

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