Effective Collaboration with Faculty to Enhance the Clinical Experience for the Student

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Purpose of this presentation

• Review and recommit to purpose of MOT student clinical experiences
• Describe highlights of experience
• Discuss how collaboration can occur, and its benefits
• Consideration of issues – strategies for successful fieldwork experiences
Why Take Students?

• Professional and educational requirement for all of us at some time!
• Mechanism to usher in new practitioners
• Facilitates learning and application by student
• Facilitates learning and growth in clinician
• Can enhance the organization’s growth and learning
• Can further the organization’s goals
Consider...

• What you think you need from the school?
  – A good student match, as much as possible
  – Prepared student (*what does this mean?*)
    • Beginning skills that can start to be APPLIED in the work/clinic setting
    • Professional behaviors
    • Effective communicator
    • Collaborator with FW Educator/Supervisor
  – Student demographics
  – Student learning style & starting place
From the school...

– Curriculum and brief class descriptions student has completed – *where is s/he starting from?*
  
  • Check in on this – students will say “I never got information on this” when it may be a nervousness/memory issue
  
  • Expectations are that students will “review” prior to fieldwork/clinicals

– Timelines- suggested schedule for week to week

– Understanding of how & when communication should happen – including site visits/telephone/e-mail
The fieldwork experience is a *continuation* of the student’s education

- **Shared objectives**
  - Assignments – suggestions
  - Due dates- paperwork, assignments, etc.
  - Learning objectives
  - Professional behaviors
  - What are the shared *content* goals of what student is learning?

- CONTRACT
- Paperwork
- Other ideas??
What does the school need?

• Commitment for a positive experience
  – Willingness to work with different learning styles of students

• Clear & concrete communication

• A legal Contract with the school

• FW Educator is an effective leader/teacher

• Shared objectives
  – How does the clinical experience integrate with the academic portion of the program?
  – What are expectations of the student?
    • The student starts with a lot of “book learning”; perhaps case study work, role plays, but NOT clinical experience
    • Purpose of fieldwork education is to “put it all together”
School needs

- Agreement on timelines
- Agreement on expectations
- Plan for support – two way – when & how
  - Commitment to call if site has any questions/issues – NOT just emergencies
Student needs...

• Orientation – set the Context for them
• Space to work
• Chain of communication
• Clear objectives
• Discussion of learning style/supervision styles
Needs of the student...

- Invested clinical instructor
  - Communicates clearly
    - Expectations, assignments, how questions are formed
    - Regular meeting times with time for questions
  - Knowledgeable FW Educator who is:
    - Open to questions
    - Comfortable with “I don’t know”
  - Collaborative and able to help student find his/her own style and voice
Collaboration between Clinical Instructor and Academic FW Coordinator

- CI and AFC “talk” about all of the above
  - Expectations
  - Schedules
  - Styles
  - What success means!

- How communication will work
  What to do if there are problems
Everyday Leadership: Clinical Instructors

• Important way to think about what you are doing with the student – *leading/mentoring*

• Includes collaboration/participation
  – What does each party want from this experience?

• Clear communication

• Honesty about where you are each coming from

• Gathering information about learning styles & leadership styles; respect
Consider Context

• Where are each of you coming from?
  – Beliefs and values
    • About education/lifelong learning
    • About clients/consumers
    • About aging/elderly, for example
    • Ethical issues and billing/documentation
    • About Caring
  – Cultural structure and considerations
  – Technological abilities
    • What can you teach each other?
Supervision suggestions

• Thorough orientation to site
  – Mission
  – Organizational structure
  – Team members
  – Documentation
  – Culture

Regular meetings – discussion of work, AND overview of performance, learning desires, professional & career considerations.....
• An important part of learning and clinical instruction is facilitating the student’s growth and the metamorphosis into his/her career as a professional.

• What would you like to see from this student as she/he becomes part of your profession?
Supervision, cont.

• Establish early on – expectations
  – What does supervisor expect?
  – What does student expect?

• Clear communication – POSITIVES and any NEEDS FOR CHANGE
  – Students are typically very nervous and need clear feedback: + and –
If the Student is doing well....

- Challenge yourself to challenge the student!!
- This is not a reason to “let the student go completely on his/her own”
- Continue to help him/her grow in a more advanced way
Student with performance concerns...

• Be clear in communication issues ASAP
  – Bring up the overall issue, not just instance by instance (meta-supervision!)
  – SHOULD happen before midterm – student and school should both be aware
    – Make a plan
    – Specific objectives
    – Clear timelines

• Think about behavior expected in the plan
Performance Concerns with Students

• CALL THE SCHOOL!!!!!
  – Extension needed?
  – Termination needed?
    • Who decides?
    • What are terms?

• Any problems that indicate Possible termination should be made clear Before Week 6!!
Questions?
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References

• AOTA supervision guidelines  www.aota.org


References cont.

