

# Becoming a Fieldwork “Educator”

## *Enhancing Your Teaching Skills*

**INGRID PROVIDENT, EDD, OTR/L**

Assistant Professor and Academic Fieldwork Coordinator  
Duquesne University  
Pittsburgh, PA

**MARY LOU LEIBOLD, MS, OTR/L**

Assistant Professor and Academic Fieldwork Coordinator  
University of Pittsburgh  
Pittsburgh, PA

**CATHY DOLHI, OTD, OTR/L, FAOTA**

Associate Professor and Academic Fieldwork Coordinator  
Chatham University  
Pittsburgh, PA

**JOANNE JEFFCOAT, MED, OTR/L**

Professor and Academic Fieldwork Coordinator  
Community College of Allegheny County  
Monroeville, PA

This Article was developed in collaboration with  
AOTA's **Education Special Interest Section**.

**ABSTRACT**

Level II fieldwork education can be one of the most influential elements of a student's preparation for practice. The 2007 American Occupational Therapy Association's (AOTA's) Ad Hoc Committee to Explore and Develop Resources for Occupational Therapy Fieldwork Educators stated that “fieldwork education is a primary driver in transforming our current practice into meeting the 2017 Centennial Vision” (AOTA, 2007a, p. 14). Often, fieldwork educators taking their first student have only their own Level II fieldwork experiences to guide their teaching. Few occupational therapy practitioners have formal training in education. The purpose of this article is to provide the fieldwork educator with teaching tools and strategies that can be incorporated to enhance efficiency and effectiveness as a fieldwork educator and to maximize the student's learning during the fieldwork experience. Being aware of teaching-learning styles will also aid in setting realistic expectations for the fieldwork experience. Although this continuing education article provides an overview of these topics, it should be noted that a more thorough presentation of this material is available through AOTA's Fieldwork Educators Certificate Program (AOTA, 2009a) which is being offered nationwide by regional trainers.

**LEARNING OBJECTIVES:**

After reading this article, you should be able to:

1. Identify the importance of customizing the fieldwork experience by incorporating the student's strengths, liabilities, academic preparation, and curriculum design into the experience.
2. Identify students' learning styles.
3. Identify teaching styles to facilitate student learning.
4. Recognize the value of developing student-specific learning objectives for fieldwork experiences.
5. Identify tools available through AOTA to maximize the fieldwork experience for the fieldwork educator and student.

**INTRODUCTION**

Although not often recognized as a primary job responsibility, most occupational therapy practitioners routinely incorporate “teaching” into practice. From showing a client how to use a piece of adaptive equipment, to instructing a caregiver on how to prevent injury by using appropriate body mechanics, occupational therapy practitioners teach on a daily basis. Most practitioners were not, however, formally trained as teachers. This lack of training in education techniques can result in unnecessary problems during fieldwork. The fieldwork educator who uses proper teaching tools can effectively influence the student's experience by using strategies that facilitate learning. By understanding the student's learning style and unique characteristics, the fieldwork educator can use the teaching style that will best facilitate the student's thinking and problem solving. As the fieldwork educator becomes more cognizant of his or her role as teacher and more skilled at using appropriate teaching strategies, learning experiences can be sequenced to grade the student's progression toward entry-level practice in an efficient and effective manner.

AOTA's Self-Assessment Tool for Fieldwork Educator Competency (2009b) provides a useful structure for identifying the competencies a fieldwork educator should have. This tool organizes the skills required of fieldwork educators into five areas: professional practice, education, supervision, evaluation, and administration.

The majority of these competencies pertain to understanding the student's learning needs and designing the fieldwork experience to adapt the teaching style to guide student performance. The complete Self-Assessment Tool for Fieldwork Educator Competency listing all 14 education competencies is available on the AOTA Web site. The reader



## AOTA Continuing Education Article

CE Article, exam, and certificate are also available **ONLINE**.  
Register at [www.aota.org/cea](http://www.aota.org/cea) or call toll-free 877-404-AOTA (2682).

is encouraged to access this document in its original format and use it as a tool for self-assessment related to the skills necessary for being a fieldwork educator.

### TEACHING SKILLS

Think about the interactions that occupational therapy practitioners have with clients on a daily basis. In the early stages of the practitioner–client relationship, practitioners talk with the client (or family and significant others) to gather basic information. During the initial interview and evaluation, occupational therapy practitioners gain information about the client's strengths and problem areas; the contexts that have an impact on the client's performance; and the client's personal needs, wants, and expectations. Practitioners then collaborate with the client to establish goals based on that information. As a fieldwork educator, it is reasonable to use a similar process with students. In doing so, the fieldwork educator can design a teaching–learning plan that will guide the experience and best meet the student's needs. Some basic tools and strategies can be used for soliciting student perceptions and input throughout the occupational therapy fieldwork experience.

### Fieldwork Personal Data Sheet

The Personal Data Sheet for Student Fieldwork Experience (AOTA, 1999) was developed by AOTA as a method of student introduction to the Level II fieldwork site. The form is provided to the fieldwork educator by the academic institution prior to the student's arrival at the fieldwork site to provide background information and the student's self-appraisal of strengths and areas for growth. After reviewing the Personal Data Sheet with the student, the fieldwork educator can consider asking questions such as: "I see that you have identified \_\_\_\_\_ as a strength. Why do you consider that to be a strength? Can you give me an example of when or how you were able to use that characteristic effectively?" or "I see that you have identified \_\_\_\_\_ as an area for growth. Tell me what you know about \_\_\_\_\_ and give me some specifics that you would like to learn."

These types of questions encourage introspection by the student and enable the fieldwork educator to gain a deeper understanding of the student's perspectives. In addition, the Personal Data Sheet asks the student to identify preferred learning and supervision styles. Insight into these preferences is useful as the fieldwork educator plans feedback strategies with the student, as will be presented later in this article.

### Observe, Question, and Listen

Observing and listening to the student will provide the fieldwork educator with additional information about strengths and areas for growth that can be incorporated into the fieldwork experience. As noted above, asking the

student to reflect and elaborate on the self-assessment of strengths and areas for growth is an appropriate strategy. To have a thorough understanding of the student's background and its potential impact on the fieldwork experience, it is important for the fieldwork educator to become familiar with the student's work, volunteer, and Level I fieldwork experiences; and the curriculum design of the student's academic program, all of which are included on the Personal Data Sheet. As required by the Accreditation Council for Occupational Therapy Education (ACOTE, 2007a; ACOTE, 2007b), academic programs should make this information available to the fieldwork educator prior to the student's arrival. As the student's experience is reviewed, the fieldwork educator should consider asking questions such as, "Can you tell me about the occupational performance deficits experienced by the clients in your Level I fieldwork experience?" "What occupational therapy evaluations were used in that setting and which ones did you administer?" or "What types of occupational therapy interventions did you implement with the clients at that setting?" Asking the student to provide a thorough description of his or her experiences will enhance the fieldwork educator's perspective on the student's background with clients in various settings. Also, asking what the student needs, wants, and expects out of the fieldwork experience can be a useful way to gather information at the beginning of fieldwork.

### Writing Learning Objectives

The concept of learning objectives is familiar to fieldwork students because they are routinely exposed to them in the academic setting. Each course they take has objectives to give them a "roadmap" of where they should be upon successful completion of the course. Similarly, having specific learning objectives during fieldwork facilitates the student's understanding of the expected outcomes of the experience.

The student's self-identified areas for growth are a good starting point for developing learning objectives to be addressed during fieldwork. In addition, the fieldwork educator will likely have ideas about what the student may need to be successful in the fieldwork setting. These ideas will be based on the fieldwork educator's understanding and knowledge of the intricacies of the facility and its clients, experience with previous students, and an understanding of the curriculum design of the student's academic institution. As fieldwork educators begin to identify learning objectives for a particular student, collaboration with the student to generate a list of learning priorities is essential so the student begins to take responsibility for his or her own education.

Practitioners develop occupational therapy goals with clients so that both parties have a common understanding of where the intervention is headed as well as the expected outcomes, so there is a mutual understanding of when the intervention has been successful. Using the same approach

during fieldwork will help ensure that the student and the fieldwork educator are operating under the same expectations. Generating specific learning objectives enables the fieldwork educator to make certain that the student has a clear understanding of what is expected during the fieldwork experience and provides parameters that measure successful achievement.

The fieldwork educator's ability to turn a learning need into a learning objective is one teaching tool that can help clarify expectations and maximize the student's learning experience. The practice of writing learning objectives specific to individual students helps ensure that the teaching and learning are targeted to the individual student's ability to meet the site-specific behavioral objectives. In addition, using learning objectives is a strategy for increasing the student's responsibility for learning. It is imperative to use learning objectives because they (1) increase the student's responsibility for learning, (2) require student input into the evaluation methods, and (3) enhance the student's sense of competence and accountability in the learning environment (Bossers et al., 2007).

### When To Use Learning Objectives

The question of when to use student-specific learning objectives can be complex. Objectives are commonly developed when a student shows signs of difficulty during the fieldwork experience that, in turn, require remediation. In light of the described benefits of learning objectives, they could be valuable for all students when a learning need is identified. There is no reason why these types of learning objectives could not be used for all students, but because they are student specific, they do take time to generate and to monitor. Like client goals related to occupational therapy intervention, student learning objectives need to be specific and measurable with regard to the outcome and should have a time frame associated with them. Early identification of potential problems, along with specific and measurable learning objectives, may circumvent problems by redirecting the student onto a successful pathway early in the fieldwork.

Several models are available to assist the fieldwork educator in writing student learning objectives. The major components identified in most models include (1) outcomes (what the student will be able to do); (2) measurement method (how the student's performance will be evaluated); (3) time frame (when the objective will be accomplished); and (4) resources (the methods, processes, procedures, and/or strategies that the student will use to facilitate success). Clear behavioral learning objectives reduce the opportunity for miscommunication and increase potential for success.

### Incorporating Bloom's Taxonomy

Learning objectives can also be used when the student is able to perform a particular skill at a basic level but is not

performing consistently or is not progressing to a more advanced, professional level of performance. This is a common concern and frequent challenge for the fieldwork educator to express, as well as for the student to understand how to improve performance. One tool that can be helpful for both the fieldwork educator and student in this and other situations is Bloom's Taxonomy (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). Widely used in education, this classification system was developed as a method of categorizing intellectual behavior that is important for learning. Bloom's work includes six hierarchically oriented levels of cognitive thinking. The levels progress from the lowest level (knowledge), which includes basic recall and recognition, to the highest level of learning (evaluation), which includes skills such as judging, defending, and justifying. In the late 1990s, a group of cognitive psychologists updated Bloom's original taxonomy to reflect work being done in education in the 21st century (Anderson et. al, 2001). Of significance was the change from Bloom's use of nouns to illustrate the levels to the use of verbs. This change in and of itself is indicative of "doing" by the learner. This hierarchy helps the fieldwork educator understand and anticipate the trajectory of the student's learning. In other words, the student must first remember the information before progressing to understanding it. In turn, the student applies information, followed by analyzing and evaluating information. Finally the student can create new information. Table 1 on page CE-4 provides a synopsis of the major categories of the two taxonomies, with examples of skills associated with each level.

If a student is having difficulty with a procedure or fieldwork item, the fieldwork educator should consider developing a learning objective that reflects a lower level of achievement as a building block. For example, if a student is having trouble demonstrating the facility's safety procedures, that objective could be broken down in the following way:

**REMEMBER:** The student is able to (1) list fire safety procedures and (2) identify sequential steps for activating the emergency system.

**UNDERSTAND:** The student is able to (1) offer examples of potentially hazardous situations related to fire safety and (2) predict the consequences of specific client emergency situations.

The verbiage available in the taxonomy provides a way to "grade" student learning objectives. Sequencing learning experiences for a student is similar to grading the activities of a client's occupational therapy intervention plan. Clearly, students are not expected to demonstrate all of the skills and knowledge of a practitioner on the first day of fieldwork. The goal is for the student to demonstrate the skills similar to those of an entry-level practitioner by the end of the fieldwork experience. By being engaged in a sequenced, graded approach using his or her preferred learning style, each stu-





**Table 1: Cognitive Process Dimension of Bloom's Taxonomy and Revisions by Anderson**

Bloom et al., 1956	Anderson et al., 2001
<b>Knowledge:</b> define, recall, list, repeat, recognize	<b>Remember:</b> recognize, recall
<b>Comprehension:</b> describe, explain, discuss, demonstrate	<b>Understand:</b> interpret, classify, summarize, explain
<b>Application:</b> interpret, illustrate, solve, use	<b>Apply:</b> execute, implement
<b>Analysis:</b> organize, choose, compare, contrast	<b>Analyze:</b> differentiate, organize, attribute
<b>Synthesis:</b> devise, create, support, design	<b>Evaluate:</b> check, critique
<b>Evaluation:</b> choose, judge, defend, justify	<b>Create:</b> generate, plan, produce

dent can become effectively integrated into the practitioner role. Although there is no "one right way," this sequencing and graded approach doesn't just happen. Rather, it requires thought and planning on the part of the fieldwork educator.

### Grading Learning Experiences

AOTA's Fieldwork Experience Assessment Tool (FEAT) was designed to promote discussions between students and fieldwork educators to facilitate reflection and problem solving (AOTA, 2001). Providing graded learning experiences is identified in the FEAT as a teaching strategy for the fieldwork educator. One of the first suggested activities focuses on clinical practice through observation and modeling. By providing an opportunity for students to observe therapeutic interactions between a client and practitioner before requiring involvement in an evaluation or intervention session, students gain an appreciation for "how it's done" without anxiety associated with having to "perform." Fieldwork educators model appropriate behaviors to demonstrate acceptable and expected performance for the student to emulate. Some students will benefit, initially, from a more guided observation where the fieldwork educator outlines specific areas of observation and subsequent discussion. Guided observations could be built by the fieldwork educator using the *Occupational Therapy Practice Framework: Domain and Process, 2nd Edition* (AOTA, 2008) as an infrastructure. For example, in the first session, the student could be directed to observe and describe the client's performance in self-feeding and eating. In a subsequent session, the student could be further challenged to identify the client factors and performance skills that are contributing to the client's occupational performance deficits in self-feeding and eating.

After the student's comfort and confidence levels stabilize, he or she will benefit from being challenged. Fieldwork educators can facilitate this process by asking probing questions to develop clinical reasoning skills (i.e., "Why do you think that will work?" "What might you try instead?" "How could you get that information?" "What is the evidence that this

approach might be effective?"). As the student progresses, the fieldwork educator gradually reduces the amount of direction provided. This sequence can effectively help the student transition from the role of passive observer to active student-practitioner. Furthermore, the student should be guided to independently seek out additional resources to facilitate new learning and, once researched, initiate discussions with the fieldwork educator for application to clients in the fieldwork setting. These strategies can help students develop a repertoire of skills for use in future practice and contribute to their development as life-long learners.

### Reflection

Reflection is another teaching tool fieldwork educators can use with students to critically evaluate their professional reasoning skills and, hence, promote further learning. Dewey (1933) was the first to define reflective thinking as "the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (p. 7).

Andersen and Moyers (2002) go on to claim that reflection involves thinking both retrospectively and prospectively. Retrospective reflection facilitates processing what has already occurred and requires careful consideration and dissection of what happened, and one's response to it. Questions such as, "What was the client's response to that intervention?" "How could that intervention been more effective?" and "What did I learn about the client from that session?" will promote ongoing insight and growth on the part of the student.

Prospective reflection, on the other hand, promotes the student's consideration for future planning (Andersen & Moyers, 2002). Questions may include, "What did I learn from this treatment session that can be beneficial in future sessions with clients?" "What skills do I need to develop to improve my effectiveness?" and "What characteristics of effective practitioners have I observed others using that were positive that I would like to develop in myself?"

To get the student started, fieldwork educators can generate an initial list of "Reflection Questions." As the students progress, they can be encouraged to expand into questions and topics of their choice.

### TEACHING AND LEARNING STYLES

The concept of teaching and learning styles is based on the premise that fieldwork education is a shared responsibility between the fieldwork educator and the student, where the educator has a wealth of information to share and the student has a deep desire to learn. It is important to keep in mind that most students have recently left the "traditional" learning environment (of classrooms and laboratories) and moved to a new "clinical or professional" setting that has very different expectations. Students may find this change to be an exciting, yet daunting, leap into the "real world." Learning for the fieldwork student may not come as easily as it did even a few weeks or months ago due to multiple new circumstances. It is important that fieldwork educators help bridge this gap for students by customizing the fieldwork experience to meet their individual learning needs.

Literature in the education research suggests that students learn better when there is congruency between the teacher's learning and teaching styles and the student's learning style (Canfield & Canfield, 1988; Stitt-Gohdes, Crews, & McCannon, 1999). When students are able to learn in the way that is most natural for them, more can be retained and achieved. How, then, can fieldwork educators assist students in achieving their highest potential? The use of a learning style inventory can be an important first step in making the fieldwork experience a win-win situation for both the student and fieldwork educator.

#### Using a Learning Style Inventory

There are numerous learning style inventories that can be completed in 30 minutes, either online or as a "paper-and-pencil" activity. The fieldwork educator should select one and complete it before introducing it to the student. By doing so, the fieldwork educator will be familiar with the content and be prepared to answer questions that the student may have. Most learning style inventories categorize learners into one of four distinct categories: (1) visual/verbal, (2) visual/nonverbal, (3) tactile/kinesthetic, or (4) auditory/verbal.

The **visual/verbal learner** will benefit from assignments or key information supplied in handouts and other written formats, videos, or DVDs. Encourage the student to take brief notes for review at a later time. For example, it might be suggested that the student review a range-of-motion video before working with a client's upper extremity. Additionally, treatment protocols may be written as a flow chart or with diagrams for this learner. Approximately 40% of college students are visual learners (Clarke, Flaherty, & Yankey 2006).

The **auditory/verbal learner** will benefit from any instructions or explanations given orally. This student may wish to tape conferences or supervisory meetings for use or review at a later time. He or she will gain skills by discussions, and by talking through a new situation or circumstance. The fieldwork educator should encourage well thought out *spoken* questions. The tone or pitch of one's voice or the speed with which one speaks may have an impact on this student. Fast talkers should ask the student to remind them to slow down.

The **visual/nonverbal learner** benefits from visual presentations. The use of flash cards, highlighters to color-code information, and diagrams or pictures assist this type of learner to grasp concepts. Introducing small amounts of information at a time is beneficial. This learner works well in learning groups where responsibilities are specific or assigned to the group members and information is verbally reinforced. This tactic may be beneficial when there are multiple fieldwork students at the fieldwork site simultaneously. Visual input is key to effective learning for this group, as is step-by-step sequencing of an activity.

The **tactile/kinesthetic learner** is the hands-on learner. Touching, holding, moving, or manipulating objects or materials is beneficial to this learner. Tactile learners need to actively explore the world around them. They may have difficulty sitting still for extended periods. This type of learner might be given the opportunity to practice with assistive equipment, for example, prior to introducing the device to a client. Similarly, permitting the student to actively participate in making or adjusting a client's splint when appropriate will promote active learning.

#### Teaching Style

Teaching a student to be an effective occupational therapy practitioner is one of the motives for becoming a fieldwork educator. Fieldwork students typically place a great deal of faith and trust in the fieldwork educator who will guide their occupational therapy future in this new learning environment. Many occupational therapy practitioners gladly accept the opportunity to supervise or mentor a fieldwork student. As a fieldwork educator, it is important to acknowledge one's teaching style, or the identifiable sets of behaviors that are consistent even though the content being taught may change (Conti & Welborn, 1986).

Consider these questions:

1. Were my own fieldwork experiences good examples of fieldwork education? Did I do the best I could in those settings?
2. What skills does a fieldwork educator need to guide a student through the transition from student to practitioner?
3. What is my teaching style?

Similar to learning styles, there are a number of teaching styles as well as surveys used to identify these styles,





available online or via paper. Although the formal surveys are geared toward teaching in the classroom, they appear applicable to fieldwork education as well. The Grasha-Reichmann Teaching Style Inventory (Grasha & Reichmann-Hruska, 1996) is one such example. It consists of 40 questions that result in five possible teaching styles: (1) expert, (2) formal authority, (3) personal model, (4) facilitator, and (5) delegator. Figure 1 includes a description of each style. Effective teachers do not simply have one style of teaching for use in every situation. Rather, a blend of teaching styles is used depending on individual circumstances, whether one is working with clients in practice or with students during fieldwork. For fieldwork students one's teaching style may vary as the following questions are considered: (1) Is this fieldwork experience the first or second assignment for this student? (2) Is this fieldwork environment familiar to the student? (3) How many weeks has the student completed in the fieldwork thus far, and how has he or she responded?

**Figure 1: Teaching Styles**  
(Grasha & Reichmann-Hruska, 1996)

- **Expert:** Possesses knowledge and expertise that students need; strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Concerned with transmitting information and ensuring that students are well prepared.
- **Formal Authority:** Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, and establishing learning goals, expectations, and rules of conduct for students. Concerned with correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.
- **Personal Model:** Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
- **Facilitator:** Emphasizes the personal nature of the teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices.
- **Delegator:** Concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects as part of autonomous teams.

## CONCLUSION

Effective fieldwork education requires understanding and implementing multiple teaching strategies to meet the student's learning needs. The following suggestions are offered for consideration before, during, and after the student fieldwork experience.

Before the fieldwork experience, the fieldwork educator should:

1. Complete the Self-Assessment Tool for Fieldwork Educator Competency.
2. Understand the range of teaching styles and indications for their use.
3. Select a learning style inventory for completion by the fieldwork student.
4. Review the student's Personal Data Sheet.

During the fieldwork experience, the fieldwork educator should:

1. Ask the student to complete the selected learning style inventory.
2. Customize student learning objectives for remediation and growth.
3. Determine the student's current performance and provide graded learning opportunities to challenge and promote clinical competence.
4. Be cognizant of and modify one's teaching style for efficacy in various student learning situations.

After the fieldwork experience, the fieldwork educator should:

1. Evaluate the student's feedback regarding the fieldwork experience for use with future students.
2. Use the Self-Assessment Tool for Fieldwork Educator Competency to reassess competencies.
3. Design and implement a personal learning plan for mastery in the fieldwork educator role. ■

## REFERENCES

- Accreditation Council for Occupational Therapy Education. (2007a). Accreditation standards for a master's-degree-level educational program for the occupational therapist. *American Journal of Occupational Therapy, 61*, 652-661.
- Accreditation Council for Occupational Therapy Education. (2007b). Accreditation standards for an educational program for the occupational therapy assistant. *American Journal of Occupational Therapy, 61*, 662-671.
- American Occupational Therapy Association. (1999). *Personal data sheet for student fieldwork experience*. Retrieved August 24, 2009, from <http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor.aspx>
- American Occupational Therapy Association. (2001). *Fieldwork experience assessment tool*. Retrieved August 23, 2009, from <http://www.aota.org/Students/Current/Fieldwork/Tools/38220.aspx>
- American Occupational Therapy Association. (2007). *Ad hoc committee to explore and develop resources for OT fieldwork educators* [Unpublished report to the Commission on Education, Chairperson, Pat Crist].
- American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and process (2nd ed.). *American Journal of Occupational Therapy, 62*, 625-683.



- American Occupational Therapy Association. (2009a). *Fieldwork educators certificate workshop*. Retrieved August 23, 2009, from <http://www.aota.org/Educate/EdRes/Fieldwork/Workshop.aspx>
- American Occupational Therapy Association. (2009b). *Self-assessment tool for fieldwork educator competency*. Retrieved August 17, 2009, from <http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor/Forms/38251.aspx>
- Andersen, L. T., & Moyers, P. (2002). Reflection and continuing competence. *OT Practice*, 7(22), 11–12.
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., et al. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (abridged edition). New York: Addison Wesley Longman.
- Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I: Cognitive domain*. New York: David McKay.
- Bossers, A., Bezzina, M.B., Hobson, S, Kinsella, A., MacPhail, A., Schurr, S., et al. (2007). *Preceptor education program for health professionals and students*. Retrieved November 25, 2008, from <http://www.precpetor.ca/>
- Canfield, A., & Canfield, J. (1988). *Canfield instructional styles inventory manual*. Los Angeles: Western Psychological Services.
- Clarke, I., Flaherty, T. B., & Yankey, M. (2006). Teaching the visual learner: The use of visual summaries in marketing education. *Journal of Marketing Education*, 28(3), 218–226.
- Conti, G., & Welborn, R. (1986). Teaching learning styles and the adult learner. *Lifelong Learning*, 9(8), 20–24.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: D. C. Heath.
- Grasha, A. F., & Reichmann-Hruska, S. (1996). *Grasha-Reichmann teaching style inventory*. Retrieved August 24, 2009, from <http://www.iats.com/publications/TSI.shtml>
- Stitt-Gohdes, W. L., Crews, T. B., & McCannon, M. (1999, Spring). Business teachers' learning and instructional styles. *The Delta Pi Epsilon Journal*, 41, 1–9.

## Electronic Exam: Immediate Results and Certificate

### How To Apply for Continuing Education Credit:

1. After reading the article **Becoming a Fieldwork "Educator": Enhancing Your Teaching Skills**, answer the questions to the final exam that begins below by registering to take the exam online and receive your certificate immediately upon successful completion of the exam. Alternatively, you can complete the exam by using the Registration and Answer Card bound into this issue of *OT Practice* following the test page. In either case, each question has only one answer.
2. To register, go to [www.aota.org/cea](http://www.aota.org/cea) or call toll-free 877-404-2682. Once you are registered you will receive your personal access information within two business days. Then log on to [www.aota-learning.org](http://www.aota-learning.org) to take the exam online. If you are using the Registration and Answer Card, complete Sections A through F and return the card with the appropriate payment to the address indicated.
3. There is a nonrefundable processing fee to score the exam, and continuing education credit will be issued only for a passing score of at least 75%. Use the electronic exam and you can print off your official certificate immediately if you achieve a passing score. If you are submitting a Registration and Answer Card, you will receive a certificate within 4 to 6 weeks of receipt of the processed card.
4. The electronic exam must be completed by **October 31, 2011**. The Registration and Answer Card must be received by **October 31, 2011**, in order to receive credit for **Becoming a Fieldwork "Educator": Enhancing Your Teaching Skills**.

## Final Exam ARTICLE CODE CEA1009

### Becoming A Fieldwork "Educator": Enhancing Your Teaching Skills

October 26, 2009

**Learning Level:** Intermediate

**Target Audience:** Occupational therapists and occupational therapy assistants

**Content Focus:** Category 3: Professional Issues, Occupational Therapy Education

1. Completion of a learning style inventory by students at the beginning of fieldwork can help to:
  - A. Customize and maximize learning experiences
  - B. Alleviate stress and frustration often seen using a trial-and-error method of learning
  - C. Clarify expectations for the student and fieldwork educator
  - D. All of the above

2. Well-written learning objectives:
  - A. Should only be used with students who are in jeopardy of failing
  - B. Increase the student's responsibility for learning
  - C. Decrease a student's investment in the fieldwork
  - D. Allow the fieldwork educator to be in control
3. The student who has self-identified an auditory/verbal learning style will likely benefit the most from:
  - A. Reading treatment protocols online
  - B. Color-coding critical information in class notes for easy identification
  - C. Discussing clinical observations with the fieldwork educator
  - D. Videotaping a treatment session for review at a later time

*Exam continued on page CE-8*



## AOTA Continuing Education Article

CE Article, exam, and certificate are also available **ONLINE**.  
Register at [www.aota.org/cea](http://www.aota.org/cea) or call toll-free 877-404-AOTA (2682).

4. Which of the following teaching styles emphasizes the personal nature of the teacher–student interactions?
  - A. Facilitator
  - B. Delegator
  - C. Formal Authority
  - D. Expert
5. Using Anderson’s revision of Bloom’s Taxonomy, when a student can consistently “remember” a given facility policy, the fieldwork educator can next challenge the student to \_\_\_\_\_ the policy.
  - A. Evaluate
  - B. Analyze
  - C. Understand
  - D. Synthesize
6. Which of the following learners will benefit most from actively participating in a task for the purpose of learning it?
  - A. Visual/Verbal
  - B. Visual/Nonverbal
  - C. Tactile/Kinesthetic
  - D. Auditory/Visual
7. Which of the following documents, available from AOTA, can be used by occupational therapy practitioners to assess their skills (exclusively) related to serving as a fieldwork educator?
  - A. Self-Assessment Tool for Fieldwork Education Competency
  - B. Personal Data Sheet for Student Fieldwork Experience
  - C. Fieldwork Data Form
  - D. Fieldwork Experience Assessment Tool
8. Which of the following documents, available from AOTA, can be used by fieldwork educators to learn more about the student’s self-identified strengths and areas for growth?
  - A. Self-Assessment Tool for Fieldwork Education Competency
  - B. Personal Data Sheet for Student Fieldwork Experience
  - C. Fieldwork Data Form
  - D. Fieldwork Experience Assessment Tool

9. Following an unsuccessful intervention session, which of the following questions would be the most appropriate to ask to promote student reflection?
  - A. “What part(s) of the session did you think went well and what part(s) of the session might you do differently the next time?”
  - B. “What did you do wrong in that session?”
  - C. “Do you think the client has sufficient funds to purchase the equipment you recommended?”
  - D. “Did you watch the videotape that I recommended to you before the session?”

### Answer questions 10–12 based on the following scenario:

Your fieldwork student earned a 3.0 grade point average (out of a 4.0) in the classroom and is now in the second week of her first Level II fieldwork experience.

10. The most appropriate learning objective for her would likely be:
  - A. In 1 week, the student will list 3 standardized hand evaluations used at this site.
  - B. In 1 week, the student will describe the protocol for 3 standardized hand evaluations used at this site.
  - C. In 1 week, the student will accurately administer 3 standardized hand evaluations used at this site.
  - D. In 1 week, the student will select the most appropriate standardized hand evaluation to be used for a client on her caseload.
11. The student’s learning inventory indicates that she is a visual/verbal learner. The fieldwork educator will likely suggest that she:
  - A. Use flash cards
  - B. Audiotape supervisory sessions
  - C. Take notes throughout the day and review them in the evening
  - D. Teach her siblings to use a sock aid before teaching the skill to a client
12. The fieldwork educator’s teaching style will likely:
  - A. Be an equal combination of expert and facilitator
  - B. Begin as a delegator and proceed to expert as the student gains experience
  - C. Be a personal model
  - D. Vary depending on the student’s current needs in different situations