Best Practices in Occupational Therapy Education

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**Best Practices in Occupational Therapy Education**, edited by Patricia A. Crist, PhD, OTR/L, FAOTA, and Marjorie E. Scaffa, PhD, OTR, FAOTA (Vol. 18, No. 1/2, 2004). “A VALUABLE RESOURCE FOR EDUCATORS. . . Provides practical examples of student learning experiences such as problem-based learning, the use of portfolios, brain teasers and online programs.” (Kathleen Matuska, MPH, OTR/L, Associate Professor of Occupational Science and Occupational Therapy, College of St. Catherine, St. Paul, Minnesota)

**Occupational Therapy Practice and Research with Persons with Multiple Sclerosis**, edited by Marcia Finlayson, PhD, OT(C), OTR/L (Vol. 17, No. 3/4, 2003). Explores the complex OT issues arising from multiple sclerosis and suggests ways to enhance OT practice or research with people with MS.

**Interprofessional Collaboration in Occupational Therapy**, edited by Stanley Paul, PhD, and Cindee Q. Peterson, PhD, OTR (Vol. 15, No. 3/4, 2001). “A GOOD SOURCE OF INFORMATION. . . Introduces the reader to the concept of interprofessional collaboration, its benefits, barriers, and strategies for developing such collaboration. . . . Presents a series of research studies that show the value of interprofessional collaboration to achieve outcomes at different levels and within different service delivery models.” (Dyhalma Irizarry, PhD, OTR/L, FAOTA, Director, Occupational Therapy Program, University of Puerto Rico)

**Education for Occupational Therapy in Health Care: Strategies for the New Millennium**, edited by Patricia A. Crist, PhD, OTR/L, FAOTA, and Marjorie Scaffa, PhD, OTR/L, FAOTA (Vol. 15, No. 1/2, 2001). “PROVIDES TRULY IMAGINATIVE IDEAS for preparing the practitioners of the near future—and not a moment too soon! It is easy to see that these authors have been outstanding clinicians. . . . They put their OT skills to work in creating these unique learning-by-doing educational packages. Especially exciting are the clever ways in which alternative sites and programs are used to provide fieldwork experiences.” (Nedra P. Gillette, MED, OTR, ScD (Hon), Director, Institute for the Study of Occupation and Health, American Occupational Therapy Foundation)

**Community Occupational Therapy Education and Practice**, edited by Beth P. Velde, PhD, OTR/L, and Peggy Prince Wittman, EdD, OTR/L, FAOTA (Vol. 13, No. 3/4, 2001). “Introduces the concept of community-based practice in non-traditional settings. Whether one is concerned with wellness and the aging process or with debilitating situations, injuries, or diseases such as homelessness, AIDS, or multiple sclerosis, this collection details the process of moving forward.” (Scott D. McPhie, DrPH, OT, FAOTA, Associate Dean and Chair, School of Occupational Therapy, Belmont University, Nashville, Tennessee)
Best Practices in Occupational Therapy Education

Patricia A. Crist, PhD, OTR/L, FAOTA
Marjorie E. Scaffa, PhD, OTR, FAOTA
Editors

Best Practices in Occupational Therapy Education has been co-published simultaneously as Occupational Therapy in Health Care, Volume 18, Numbers 1/2 2004.
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ABOUT THE EDITORS

**Patricia A. Crist, PhD, OTR/L, FAOTA**, is Founding Chair and Professor for the Department of Occupational Therapy at Duquesne University in Pittsburgh, Pennsylvania. Dr. Crist has numerous publications including *Innovations in OT Education* (co-editor), the self-study, *Meeting the Fieldwork Challenge* (co-author), and the popular *Fieldwork Issue* column in *OT Advance*. She recently co-edited *Education for Occupational Therapy in Health Care: Strategies for the New Millennium* through The Haworth Press. Dr. Crist has completed numerous scholarly works regarding fieldwork education, mental health interventions, parents with disabilities and research. Currently, she is President of the Board of Directors of the National Board for Certification in Occupational Therapy. She is a Fellow of the American Occupational Therapy Association.

**Marjorie E. Scaffa, PhD, OTR, FAOTA**, is Associate Professor and Chairperson of the Department of Occupational Therapy at the University of South Alabama in Mobile, and of the OT therapy program she founded in 1993. She is the editor of the book *Occupational Therapy in Community-Based Practice Settings*. Dr. Scaffa has worked in a number of clinical and community settings, including inpatient rehabilitation, home health, long-term care, hospice, alcohol/drug prevention and treatment programs, and community mental health. She served as an editorial board member for the *American Journal of Occupational Therapy* from 1997-1999 and is a Fellow of the American Occupational Therapy Association.
Message from the Editors

We are proud to present to you our second special volume focusing on innovation and scholarship in education. We commend Anne Dickerson, OTHC editor, for her desire to further the art and science of education in occupational therapy. Also, we recognize The Haworth Press, Inc. for the publication of this resource which will contribute to the knowledge and practice of occupational therapy.

"He, who dares to teach, must never cease to learn."

–Richard Henry Dana

A new set of ideas and models are presented in this volume. All authors were required to present outcomes to support their thesis or learning objectives, as time has come to move beyond the art of teaching in education. We must provide evidence to support our claims regarding our choice in teaching approaches that maximize the professional development of students for entry-level practice. Only through continuing to study teaching in the classroom and through fieldwork will we be able to substantiate the best practices in education. This is the motivation that sustains us as editors and, hopefully, will provide impetus for a third volume regarding education in the future!

We commend all authors who submitted manuscripts for competitive review. You were willing to subject your educational approaches to scrutiny. We regret that we were unable to publish more as our submissions this time were higher in number and more developed. We urge you and many other aca-


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ademic and fieldwork educators to engage in the challenge of studying our educational practices and converting preference into documentation of claims.

This publication has grouped information around five major headings: Fieldwork Education; Instructional Methods; Focus on Student Professional Development; Instructional Technology; and Preparation for Community-Based Practice. Scanning the table of contents, you will find full manuscripts demonstrating sufficient depth, specificity and outcomes that can be used to guide innovative application and/or best practices in recognizable educational approaches. Since we support innovation, some ideas are very new or focused; we accepted several works as “Brief or New” to encourage new insights, enrich educational practices, as well as provide impetus for future study by others.

We could not have completed this activity without the help of key individuals. First, we want to thank the invitational editorial board for this special collection. Each ended up reviewing more manuscripts than anticipated but also, provided exceptional input to evaluate each carefully and assist the editors in editing, re-reviewing and selection responsibilities. The board participants were:

Martha Branson Banks  Alfred Bracciano
Denise Chisholm  Mary Metzger-Edwards
Erika Gisel  Dyhalma Irizarry
Elizabeth Kanny  Scott McPhee
Penny Moyers  Jaime Muñoz
Ruth Schemm  Patricia Scott
Julie Shaperman  Perri Stern
Randy Strickland  Patricia Stutz-Tanenbaum
Pam Toto  Donna Whitehouse

As senior editor, I want to commend Heidi Benner, who on this edition, as well as the 2002 publication, provided exemplary organizational, tracking and communication activities for the editors and authors. We thank her for weaving this task into her multi-tasking daily activities as the department’s administrative assistant at Duquesne.

To the occupational therapy students who benefit from this information through improved teaching, we remind you of the following:

_I am not a teacher; only a fellow traveler of whom you asked the way. I pointed ahead—ahead of myself as well as you._

–George Bernard Shaw
We hope that you find this publication stimulating and valuable. Join us in celebrating excellence in education and all those educators, both academic and fieldwork, who share the passion with us for we all know that . . .

*Education is not the filling of a pail
But the lighting of a fire!*

–William Butler Yeats

We dedicate this publication to our fellow educators, past, present and future, who share the desire to improve our teaching in the classroom, lab, community and fieldwork.

*Learning is pleasurable but “doing” is the height of enjoyment.*

–Novali, German poet

Special Volume Editors:

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NOTE

1. The first special issue was published in 2001 by the editors titled: *Education for Occupational Therapy in Health Care: Strategies for the New Millennium.*
Supervisor and Student Expectations of Level II Fieldwork

Kimberly A. Vogel, BFA, MS in OT, EdD, OTR
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Stephanie Hill, MOT, OTR
James Moody, MOT, OTR

SUMMARY. Objective: The purpose was to learn if fieldwork supervisors have greater expectations of students beginning Level II fieldwork.
compared to five years ago and how these compared to student expectations. Supervision was examined.

Methods: Data were obtained through questionnaires from 81 fieldwork supervisors and 29 students doing second fieldwork rotations.

Results: Supervisors have higher expectations of students. Supervisor and student expectations agreed. Demands of health care environments and new educational requirements influenced these changes. Supervisors still use traditional supervisory techniques.

Conclusion: Findings give insight into expectations of current students and help universities develop programs that better prepare students for fieldwork. [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <http://www.HaworthPress.com> © 2004 by The Haworth Press, Inc. All rights reserved.]

KEYWORDS. Fieldwork, education, supervision

Traditionally, fieldwork has been the place for occupational therapy students to become proficient in their skills and build on the knowledge base they received in the academic portion of their program. However, according to feedback from recent graduates, supervisors appear to have greater expectations of beginning skill level for students entering Level II fieldwork experience as compared to five years ago. The purpose of this study was to investigate whether supervisors’ expectations of students have increased, and if so, what may have contributed to this change. Additionally, supervisory style and teaching techniques were explored to see if they have changed, reflecting apparent greater expectations. Student expectations were also examined, in particular, if the knowledge and skill levels students anticipated as being expected of them prior to beginning Level II fieldwork were similar to or different from what supervisors actually expected of them during Level II fieldwork.

LITERATURE REVIEW

Level II fieldwork experience is an important component of the educational process in preparing occupational therapy students for entry into practice. The purpose of Level II fieldwork is to provide opportunities for occupational therapy students to apply theories and techniques and to develop skills (AOTA, Commis-
Supervised fieldwork experience is intended to promote students’ development into competent, entry-level practitioners.

Once an occupational therapist agrees to supervise students for fieldwork placements, he or she undertakes several responsibilities in training occupational therapy students to become professionals. The supervisor serves many roles during fieldwork education, such as mentor, role model, and evaluator. A study of effective/ineffective supervisor characteristics by Christie, Joyce, and Moeller (1985) emphasized the importance of the supervisor as the determining factor in a good versus poor fieldwork experience (p. 681). Although there is little formal training required to be a fieldwork supervisor, through experience, therapists develop the skills, attitudes, and values to supervise students (AOTA, Commission on Education, 1984, p. 93).

Students have a number of responsibilities in the fieldwork education process as well. They take an active role in applying classroom learning to develop practical skills and achieve competency (AOTA, Commission on Education, 1984, p. 1). Students assume patient caseloads, use appropriate assessments and treatment interventions, communicate and document information correctly, and practice interpersonal skills with patients and health care staff to develop characteristics of a professional (Cara, 1998). Through “doing,” the student learns how to become independent in thinking, decision-making, and functioning as an occupational therapy practitioner. Students must be active participants in the fieldwork education process by identifying their own learning styles and goals, collaborating with their supervisor in developing strategies to meet their needs, and providing feedback to their supervisors to ensure their fieldwork experience has the best potential for success (Gaipman & Anthony, 1989).

Although no two occupational therapy students are alike, they can share similar concerns such as issues related to the transition from the academic setting to the fieldwork environment (Frum & Opacich, 1987). Many students are both excited and apprehensive about beginning Level II fieldwork experience. In moving to the fieldwork setting, a student must adjust to a different situation in which the focus is no longer student-centered, but client-centered. The student must take on new responsibilities and become more self-reliant in thinking and behavior as he or she can no longer rely on the predictable structure and available support of faculty and peers in the academic world (Cohn, 1998). These transitions from school to fieldwork education can be quite stressful. While students are generally enthusiastic about finally putting into practice the theories and techniques learned during the didactic portion of their education, they may be anxious and concerned about shifting from the student role to entry-level practitioner role.
In order to facilitate easier transition for students, supervisors should be aware of student perceptions about the move to the fieldwork environment, help promote the use of healthy coping skills, and be sensitive to individual differences in ability to adapt to change. According to Frum and Opacich (1987), the relationship between the supervisor and student is the means through which knowledge is shared (p. 1). Often, supervisors and students have different assumptions and expectations about the supervisory process. Supervisors usually have an idea of the level of competence needed to function effectively in their setting, while students may have certain expectations based on previous interactions with individuals in authority (Cohn, 1998, p. 794). The disparity in beliefs about supervision can cause conflict, which could interfere with learning. Interpersonal difficulties between supervisors and students can be due to a lack of communication and awareness of each other’s expectations (Frum & Opacich, 1987). Supervisors may anticipate a high degree of independence from the student, when students, on the other hand, may expect a high degree of structure and direction. The goals of the supervisor and student may also be different, with the supervisor focusing on guiding the student towards becoming a professional and the student concentrating on learning treatment techniques (Cara, 1998). Expectations on both sides need to be clearly identified and discussed at the onset of fieldwork placement to ensure the supervisor/student relationship is effective.

Managed care and reimbursement issues are also having a great impact on the clinical environment, and therefore on supervisory approaches and techniques for educating occupational therapy students. Cost containment changes have resulted in occupational therapy practitioners having to make major adjustments in services delivery. Today, there are greater demands for productivity in patient treatment, and therapists must develop ongoing strategies to provide more efficient services, while maintaining quality patient care. Because of decreased operating budgets, many facilities have also reduced occupational therapist positions, causing staff shortages in which the remaining few practitioners are required to take on larger patient caseloads. In order to ensure reimbursement, therapists spend more time now in documentation to meet the constant demand by managed care to justify the need for occupational therapy services (Punwar, 2000a). Higher productivity, larger caseloads, and increased documentation requirements because of managed care all have altered occupational therapy practice and have affected fieldwork education as well. Fieldwork supervisors are now faced with new challenges to cope effectively with the changing health care environment, while still devoting time and efforts toward providing meaningful learning experiences for students (Kautzmann, 1990).
Changes in the educational requirements for occupational therapy students will also influence Level II fieldwork. In 1999, the AOTA’s Representative Assembly passed Resolution J, which proposed moving entry-level education for occupational therapists from a baccalaureate to a master’s level by the year 2007 (Barrett, 2001). Revised educational standards were also implemented shortly before this change. The new Standards for an Accredited Educational Program for the Occupational Therapist (ACOTE, 1998) require students to be prepared as new graduates to take on expanded occupational therapy roles of “manager, researcher, educator, advocate, and entrepreneur” (Punwar, 2000b, p. 56). As a result, academic programs and fieldwork supervisors “must prepare students differently, with a focus on more complex curriculum objectives, advanced reasoning skills, and a readiness to practice in emerging practice areas” (Barrett, 2001, p. 17). Additionally, students will be expected to learn more independently (Barrett, 2001, p. 17).

The purpose of this study was to look at changes in the provision of Level II fieldwork. In this study, researchers explored whether supervisors’ expectations of students have increased compared to five years ago, along with factors that may be contributing to fieldwork changes. Expected levels of proficiency for specific performance skills were examined, as were supervisory approaches and techniques. What students anticipated as being expected of them prior to beginning Level II fieldwork was also compared to what supervisors actually expected of them during fieldwork experience. Researchers hoped to gain insight into current fieldwork programs, which could, in turn, help academic educators better prepare occupational therapy students before they embark on their Level II fieldwork education.

METHOD

Subjects

Subjects in this study included both fieldwork supervisors and occupational therapy students involved in Level II fieldwork. Questionnaires were sent to 244 fieldwork supervisors at facilities with which the university has fieldwork contracts. These sites included inpatient, outpatient, acute, rehabilitation, long-term care, school, and private practice settings. A total of 84 questionnaires were returned by practitioners for a response rate of 34%. Three of these questionnaires were unusable because they were incomplete. Questionnaires were also sent to 32 undergraduate students from the university’s occupational therapy program. These students were currently in the first two weeks of their second rotation of Level II fieldwork (June-September 2000). A total of 29 questionnaires were returned by the students for a response rate of 91%.
Instruments

A practitioner’s questionnaire and a student’s questionnaire were developed by two occupational therapy instructors in response to a number of students expressing anxiety about perceived lack of preparation for Level II fieldwork. The two questionnaires were designed to investigate expectations of fieldwork supervisors and students regarding Level II fieldwork experience. The practitioner’s questionnaire consisted of four parts: Part I: Expectations of Student Performance; Part II: Performance Skills; Part III: Student Learning and Supervision at Fieldwork Site; and Part IV: Therapist Characteristics. In Parts I, II, and IV, the items were arranged as questions with multiple choice answer formats, where participants could check “yes” or “no” or check all choices that applied. Part II asked participants to rank their expectations of students’ level of proficiency in doing 20 psychomotor skills, using a 1, 2, or 3 gradation. Clear definitions of the meaning of 1, 2, and 3 were given. An N/A choice was also available. Measurement scales were nominal and ordinal. A comments section was included to allow practitioners to discuss issues not addressed by the questionnaire. The student’s questionnaire included an equivalent Performance Skills part along with two additional questions for comparison to the practitioner’s responses regarding expectations of student performance. The practitioner’s questionnaire was pilot tested by three other occupational therapy department faculty members who provided feedback for modifications. The faculty also reviewed and commented on the student questionnaire.

Procedure

Letters were sent to fieldwork supervisors and occupational therapy students to explain the study and to request their participation by completing the enclosed questionnaire. Envelopes were coded for anonymity and checked off upon return by the occupational therapy department administrative assistant. Researchers were blind to identification of the returned questionnaires. A follow-up letter was sent to occupational therapy students one month after the initial mailing because of slow returns.

Data Analyses

Raw data from questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) version 10.0. Analyses involved descriptive statistics, including frequency counts, percentages, and means; tests for significant differences, including Pearson’s chi-square tests, binomial tests, and
Mann-Whitney U tests; and tests for correlation, using Spearman rho. Comments from practitioners were reviewed for frequency of qualitative themes.

**RESULTS**

*Expectations of Student Performance*

By questionnaire, the practitioners were first asked to compare expectations of fieldwork students five years ago (or the earliest fieldwork student supervised if < 5yrs) with expectations of current fieldwork students, and to decide if there are now greater expectations. More than half (67.9%) of the practitioners indicated that yes, expectations of current students have increased. A binomial test of this figure showed that this observed proportion of respondents was significantly different from 50%.

The practitioners who answered yes were then asked to identify areas (performance, judgment, and/or attitude) in which greater expectations of students were required. Among the three areas, greater expectations were called for in judgment (87.3%), followed by performance (76.4%), and then attitude (65.5%).

Practitioners were next asked to indicate whether there were greater expectations of students beginning their second rotation of fieldwork as compared to expectations for students beginning their first rotation. Most of the respondents (91.3%) reported yes, that higher expectations existed for those students beginning their second rotation of Level II fieldwork.

This same question was asked of students regarding supervisors’ expectations at the beginning of second rotations versus at the beginning of first rotations. Of the respondents, 51.7% signified that they felt more was expected of them, 37.9% that expectations were about the same, and 10.3% that less was expected of them by supervisors when starting second Level II fieldwork. A comparison of practitioners’ and students’ data on this question using chi-square showed that there is a significant relationship between the two groups’ expectations of knowledge for beginning their second fieldwork rotation (p < .01). Practitioners and students agreed that expectations were greater for second rotation versus first rotation of Level II fieldwork.

Researchers were also interested in student expectations of Level II fieldwork, which was the motivation for this study. Students’ concern about their preparedness for fieldwork prompted a question about comparisons of what students anticipated as being expected of them before beginning their Level II fieldwork versus what supervisors actually expected of them during the fieldwork experience. Of the student respondents, 48.3% said that actual and antic-
ipated expectations were about the same, 27.6% said that less was actually expected of them than was anticipated, and 24.1% said that more was actually expected of them than what was anticipated.

Performance Skills

Another objective of this study was to examine expected levels of proficiency for specific performance skills. For this, practitioners were asked to review a list of 20 randomly selected psychomotor skills and tasks and to rate them according to whether they (1) had no expectations of students knowing how to do the skill or task, (2) expected students to have a general idea of how to do the skill or task, or (3) expected students to already know how to do the skill or task at the beginning of their first rotation of Level II fieldwork. Students were also asked to review the same list of psychomotor skills and tasks and to likewise rate them according to the level of proficiency their supervisors expected them to have when beginning their first rotation of Level II fieldwork. Frequency counts for practitioners’ data and students’ data were calculated. Levels of proficiency for specific performance skills by category of highest frequency were reported (see Table 1). A general trend emerged showing that practitioners and students agreed that students should have a general idea of how to do most of these skills or already know how to do them with some proficiency. When chi-square tests were used to compare practitioners’ and students’ ratings of each skill or task, they showed that there was a significant relationship (p < .05) only between the two group’s answers on “evaluating a patient using FIMS or WEEFIMS scales” and “carrying out balancing activities on a ball with a young child with a traumatic brain injury.” Both agreed that the student is expected to have a general idea of how to do these skills.

Student Learning and Supervision at Fieldwork Site

In this study, researchers also wished to explore changes in supervision and techniques fieldwork supervisors used in teaching students. When practitioners were asked to compare time spent directly teaching students five years ago with current students, 53.1% of respondents replied that they spent about the same amount of time directly teaching students, 28.4% that they spent more time now, and 18.5% that they spent less time than five years ago. A chi-square test was conducted to examine whether there was a relationship between time spent directly teaching students now and increased expectations of current students; however, no significant relationship was found.
Practitioners were also asked if their expectations of current students to take initiative, responsibility, and to learn independently were different than their expectations of students five years ago. More than half (55.6%) of practitioners reported that they did have greater expectations of current students doing independent learning compared to students five years ago, with 44.4% saying that their expectations were about the same. None of the practitioners reported having decreased expectations of students regarding independent learning. A chi-square test was then utilized to investigate whether there was a

### TABLE 1. Performance Skills

<table>
<thead>
<tr>
<th>Levels of Proficiency Expected</th>
<th>Practitioners</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Expectation</td>
<td>General Idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate use of reacher to THR pt.</td>
<td>Demonstrate use of reacher to THR pt.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate proper lifting techniques to pts.</td>
<td>Demonstrate proper lifting techniques to pts.</td>
</tr>
<tr>
<td></td>
<td>Set up supplies for 8 pts. for an arts and crafts group</td>
<td>Set up supplies for 8 pts. for an arts and crafts group</td>
</tr>
<tr>
<td></td>
<td>Demonstrate dressing techniques for a CVA pt.</td>
<td>Demonstrate dressing techniques for a CVA pt.</td>
</tr>
<tr>
<td></td>
<td>Assist hemiplegic pt. with a 90 degree pivot transfer</td>
<td>Assist hemiplegic pt. with a 90 degree pivot transfer</td>
</tr>
<tr>
<td></td>
<td>Fabricate a simple resting splint from a thermoplastic material</td>
<td>Fabricate a simple resting splint from a thermoplastic material</td>
</tr>
<tr>
<td></td>
<td>Carry out balancing activities on a ball with a child with TBI *</td>
<td>Carry out balancing activities on a ball with a child with TBI *</td>
</tr>
<tr>
<td></td>
<td>Elicit a righting reaction in a child with hypotonic CP</td>
<td>Elicit a righting reaction in a child with hypotonic CP</td>
</tr>
<tr>
<td></td>
<td>Write a complete treatment plan, including evaluation summary, goals, and plan of action</td>
<td>Write a complete treatment plan, including evaluation summary, goals, and plan of action</td>
</tr>
<tr>
<td></td>
<td>Carry out an NDT muscle elongation technique with a child with spastic CP</td>
<td>Carry out an NDT muscle elongation technique with a child with spastic CP</td>
</tr>
<tr>
<td></td>
<td>Write a discharge summary and home education program</td>
<td>Write a discharge summary and home education program</td>
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<tr>
<td></td>
<td>Evaluate a pt. using FIMS or WEEFIMS scales *</td>
<td>Evaluate a pt. using FIMS or WEEFIMS scales *</td>
</tr>
<tr>
<td></td>
<td>Demonstrate directions for decoupage activity to psychiatric pts.</td>
<td>Demonstrate directions for decoupage activity to psychiatric pts.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate procedure for pts. to do Box and Block test</td>
<td>Demonstrate procedure for pts. to do Box and Block test</td>
</tr>
<tr>
<td>Already Know</td>
<td>Position pt. and carry out MMT of UE</td>
<td>Position pt. and carry out MMT of UE</td>
</tr>
<tr>
<td></td>
<td>Collapse and store wheelchairs in storage area</td>
<td>Collapse and store wheelchairs in storage area</td>
</tr>
<tr>
<td></td>
<td>Use a dynamometer to measure pt.’s grip strength</td>
<td>Use a dynamometer to measure pt.’s grip strength</td>
</tr>
<tr>
<td></td>
<td>Use a goniometer to measure a pt.’s ROM</td>
<td>Use a goniometer to measure a pt.’s ROM</td>
</tr>
<tr>
<td></td>
<td>Use a pinch meter to measure tip pinch strength</td>
<td>Use a pinch meter to measure tip pinch strength</td>
</tr>
<tr>
<td></td>
<td>Position pt. and carry out MMT of UE</td>
<td>Position pt. and carry out MMT of UE</td>
</tr>
<tr>
<td></td>
<td>Carry out PROM on an UE joint</td>
<td>Carry out PROM on an UE joint</td>
</tr>
</tbody>
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