Collaborative

***What is collaborative fieldwork model?***

* Individuals involved capitalize on one another’s resources and skills which might include one another for information, and evaluating one another’s ideas or monitoring one another’s work. Student’s ownership for learning is central to the collaborative learning process.

***What are the benefits?***

* Opportunities for peer learning, support, and discussion
* Fosters development of teamwork skills and independent learning skills
	+ Reflective reasoning
	+ Critical thinking
	+ Problem-solving skills
* Afford increased exposure to new ideas
* Increases self-confidence for the student

***What are the challenges?***

* Less opportunity for FW educator to monitor individual student progress
* Some students may not use peer learning opportunities optimally
* Difficult to apply in highly specialized practice areas
* Difficult to apply with students who are struggling with competency issues
* Often misunderstanding of the model
* Misperception of workload increase on the part of FW educator

***Strategies for success***

*Before students arrival* – Clinical Coordinator of Fieldwork and Fieldwork Educator

1. Collaborative development of site specific learning objectives
2. Collaborative development of schedule of expectations throughout experience
3. Develop/update fieldwork manual including resources, policies, teaching philosophy, etc
4. Design learning activities
5. Become familiar with how to facilitate the peer learning process

*Student arrival*

1. Comprehensive orientation
2. Delegate caseload

*Ongoing Learning Supports*

1. Create opportunities for giving and receiving feedback
2. Weekly meetings with students individually and together
3. Student ownership for learning through learning contracts
4. Create opportunities for fieldwork educator to model professional behaviors

***For more information:***

Flood, B., Haslam, L., & Hocking, C. (2010). Implementing a collaborative model of student supervision in New Zealand: Enhancing therapist and student experiences. *New Zealand Journal of Occupational Therapy, 57*(1), 22-26.

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Rindflesch, A. B., Dunfee, H. J., Cieslack, K. R., Eischen, S. L., Trenary, T., Calley, D. Q., & Heinle, D. K. (2009). Collaborative model of clinical education in physical and occupational therapy at Mayo Clinic. *Journal of Allied Health*, 38(3), 132-142.