

Simulated Fieldwork & the Impact on OT Students' Perceived Level of Preparedness for Level II Fieldwork

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PURPOSE: The purpose of this study was to identify the perceived level of preparedness of occupational therapy students for Level II Fieldwork, after completing a simulated Level I Fieldwork. Simulation can enhance competence, confidence, and perceived readiness for clinical education.

DESIGN: This research used a descriptive, quantitative design.

METHOD: An exploratory survey based on a 7-point Likert scale was used which was based off of the American Occupational Therapy Association Fieldwork Performance Evaluation for the Occupational Therapy Student.

RESULTS: Results indicate that participants felt their Level I simulated Fieldwork experience helped to prepare them for Level II Fieldwork. The ratio of responses indicates that current educational requirements within simulated fieldwork curricula accurately reflect the expectations and needs present for Level II Fieldwork rotations.

CONCLUSION: There are many contributing factors that may affect the results of a student's perceived level of preparedness for Level II Fieldwork following a simulated Level I Fieldwork experience. Based upon the tool used to measure Level II Fieldwork competency, the three subcategories that assessed level of preparedness included Fundamentals of Practice, Screening, Evaluations, & Interventions, and Communication & Professional Behaviors. These subcategories surveyed the core components of how and why a student would feel prepared for Level II Fieldwork. Overall, the majority of respondents felt that a simulated Level I Fieldwork experience was sufficient in preparing them for Level II Fieldwork. Within the literature, it is mentioned that there is still a need for more research regarding the use of simulated fieldwork as preparation for Level II Fieldwork. This study helps to fill the gap of current research and provides OT programs with information to help guide the use of simulated experiences for Level I Fieldwork.

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