Transitioning from Student to Occupational Therapy Practitioner
The student needs assistance helping to chunk the information they have into pieces which can be easily retrieved and utilized as an occupational therapist.

The fieldwork educator can guide the student in this process by encouraging active reflection on their personal experiences.
KNOWLEDGE
a clinician brings to therapy

Personal Knowledge
• Beliefs
• Values
• Intelligence
• Abilities
• Life experiences

Professional Knowledge
• Theories
• Educational knowledge
• Experience
• Skills as a therapist
Active Reflection

• This is a developmental process in which a person chunks together their own personal knowledge with their professional knowledge and current experiences (thus giving the situation meaning)

• The student needs to ARTICULATE their reflections and thoughts to have genuine learning

• A fieldwork educator may ask the student to tell them about what is going on, and what they are doing and why”
Additional Reflection Tools

• Anticipating- The student considers actions and the impact for potential outcomes
• Recollection- The student reflects on impact of interventions (either success or failures) and identifies strategies to continue/improve
Strategies to Facilitate Reflection

- Reflection journals
- Critical incident analysis (thoughts, responses, values, what would you change?)
- Case study/video taping
- Peer to peer learning
- Midterm reflection with student self grading on the fieldwork performance evaluation
The Mindful Occupational Therapist

• Is engaged in the moment with the client and is able to reflect and have purposeful, thoughtful actions
References


O’Connor, T. University of South Alabama Department of Occupational Therapy. Available at: http://www.southalabama.edu/alliedhealth/ot/fwsupervision/remediation-judg.html