

## Fieldwork Educator Burnout? You Aren't Alone: Current Trends in Fieldwork Education and Idaho State University's MOT Program Response

### End of Session Quiz

1. According to the 2016 AOTA Value and Purpose of Fieldwork Document, the goal of fieldwork is:
  - a. To provide clinical observation hours to allow a student to better understand the OT process.
  - b. To prepare a student to transition from the classroom to the clinic and be considered an entry-level generalist OT practitioner.
  - c. To prepare a student to transition from the classroom to the clinic as an expert in a specific practice setting.
  - d. To serve as a link from classroom activities to all clinical practice areas.
2. When completing Level I Fieldwork experiences, students should be making the connection from the classroom to the clinic through the following activities:
  - a. Observation
  - b. Hands-on learning activities and experiences
  - c. A combination of observation and hands-on learning activities and experiences
  - d. None of the above
3. **True or False** The current trends for Level I fieldwork as supported by the literature and allowed by ACOTE include faculty-led experiences, faculty practice, use of simulated environments, and use of standardized patients.
  - a. True
  - b. False
4. When a fieldwork educator supervises multiple students at one time, the educator is using the following model of supervision.
  - a. The Multi-Student Supervision Model
  - b. The Shared Model of Student Supervision
  - c. The Collective Model of Student Supervision
  - d. The Collaborative Model of Student Supervision
5. To decrease the burden on fieldwork educators, the Idaho State University Master of Occupational Therapy Program has implemented the following:
  - a. Faculty-led Level I Fieldwork Experiences
  - b. Simulated Case Level I Fieldwork Experiences
  - c. Faculty Practice Level I Fieldwork Experiences
  - d. All of the Above
  - e. None of the Above