



Different clinical education terms in occupational therapy: Narrative review

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Abstract

Background: Clinical education is a vital part of occupational therapy curriculum. Among this base on the broad settings of occupational therapy the usual terms which were used in other medical setting isn't proper occupational therapy disciplines.

Methods: This study conducted to define the different terminology of clinical education in occupational therapy and identify the proper term in this field as a narrative review study in 2020.

Results: According to these 136 articles which defined the clinical education in different settings and disciplines, finally the 6 articles based on the popular usage in different articles were chosen to describe the different terms.

Conclusion: Clinical Education, Clinical Supervision, Perceptorship, Mentoring, Coaching and fieldwork education are the most commonly words used synonymously in different texts, but in occupational therapy the terms fieldwork education and fieldwork educator are most common terms were used in clinical education process.

Keywords: Clinical education, Fieldwork, Occupational therapy, Narrative review

Conflicts of Interest: The authors have no conflict of interest in this study.

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Introduction

Clinical education is a dynamic process in which students gradually gain experience beside the patients, and apply the learned concepts in practice in interaction with the clinical educators and the environment. In fact, clinical education is a set of facilitating activities in the clinical setting that aims to make measurable changes in the student's ability to perform clinical activities. Clinical education provides students with the opportunity to transform theoretical knowledge into practice [1]. Mc Allister (1997) described clinical education as: "The teaching and learning process which is student-focused and may be student led, which occurs in the context of client care. It involves the translation of theory into the development of clinical

knowledge and practical skills, with the incorporation of the affective domain needed for sensitive and ethical client care. Clinical education occurs in supportive environment of the development of clinical reasoning, professional socialization and lifelong learning" [2].

The purpose of clinical education is to integrate professional knowledge and theories into real life practice through the practical experience and application of knowledge learned in clinical practice. Clinical education, clinical reasoning, skills, attitudes, and competencies enhance students and prepare them for entry into the professional world [3].

Clinical education has different terminology based on

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↑What is "already known" in this topic:

Clinical education is most common term used in medical setting, among this mentoring is common word in nursing and pharmacy.

→What this article adds:

Fieldwork and fieldwork educators are the most common and acceptable terms in occupational therapy clinical education process.

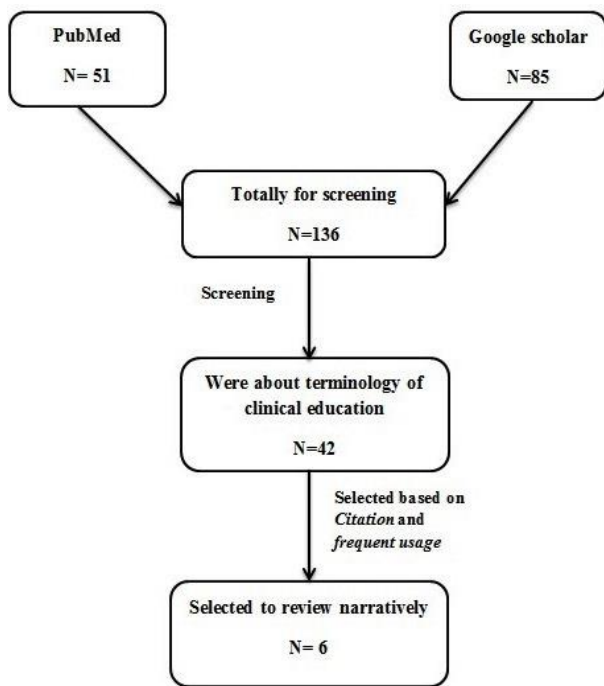


Figure 1. Included study

the medical professions and different context. This study aims to define the frequent terms used as clinical education in different context as a narrative review.

Methods

This study conducted to define the different terminology of clinical education in occupational therapy and identify the proper term in this field as a narrative review study in 2020.

Search strategy

Keywords such as: Clinical Education, Terminology, and Definition were search together by combination with Boolean operator AND in Google Scholar and PubMed databases. By examining the number of 136 articles, the 42 articles defined clinical education in their studies, but based on the aim of this study the 6 articles were chosen to describe the different terms the selecting the 6 articles were based on the citation and referral of the articles to definition of clinical education (Figure. 1).

Results

By reviewing the articles it was found that Clinical Education, Clinical Supervision, Perceptorship, Mentoring, Coaching and fieldwork education are the most commonly words used synonymously in different texts. Since the purpose of this study was to introduce and define common vocabulary and synonyms with clinical education in occupational therapy, therefore, the recent articles which defined the mentioned words clearly were used (Table 1).

Discussion

There are significant similarities between these terms and the context and the professions determine to use which terms. The main thing is that all are relates to learning from experiences and developing personal and professional competencies [4, 5].

Clinical supervision is not common in the occupational therapy. Because there is no structured supervision process either the public or private sectors of occupational therapy, clinical supervision is frequent as informal and at the discretion of heads of occupational therapy departments so it wasn't frequent term in occupational therapy

Table 1. Summary of the results

	Author (year)	Word	Definition
1	Costa (2007) (3)	Clinical Education	Also called practical training, it actually refers to the students' learning and clinical experience of how to learn the knowledge, skills and attitudes defined by the university. Donna Costa treats clinical education as clinical supervision, including three key elements: administration, evaluation and support. She defined clinical education (supervision) of students as a 'blend of teaching, counseling, evaluating and consultation.
2	Frank (2010) (4)	Clinical Supervision	Also referred to as professional supervision, but does not include managerial matters such as standards control, competence and effectiveness, or personal therapy or counseling. But including: supportive, orderly, self-aware, time-saving, reflective, dialogue About problems with students.
3	Myrick (2002) (5)	Perceptorship	It is widely used in the nursing and pharmacy professions. And it refers to the education that graduate students receive in order to move directly into the professional world and transfer from university to their profession. Preceptor doesn't necessarily take to be a specialist in the field because it's someone who has a short, transient role.
4	Gwyer et al., (2003) (6).	Mentoring	It is defined as the process by which a mentor is selected or assigned a mentoring role. He is an empowered person who empowers students in professional development and is supported by community and affiliate organizations.
5	Pentland (2014) (7).	Coaching	is defined as a 'partnering with a student in a thought provoking and creative process that inspires them to maximize their personal and professional potential
6	Holmes et al., (2010) (8)	fieldwork education	Fieldwork is the term preferred by Occupational Therapy Associations. This is because occupational therapists work in many environments and not just in clinics or hospitals. Education rather than practice, and educator rather than supervisor are the terms preferred by universities.

[3, 6].

The use of preceptors is more common in larger organizations. In situations where occupational therapists work single-handedly another professional may act as preceptor. However, it's not in many situations where there have been no previous occupational therapy services [5].

Coaching as a means of support in the occupational therapy profession is uncommon, although some department heads may use the principles of coaching as a leadership strategy or for specific professional skill development [7].

Mentoring is the process that person elects or is assigned another esteemed professional/role-model who 'provides an enabling relationship that facilitates another's (student) growth and development. This relationship is dynamic, reciprocal and can be emotionally intense. Within such a relationship the mentor assists the career development and guides the mentee through the organizational, social and political networks. This term isn't popular in Occupational therapy too [6, 8].

Fieldwork education is an integral part of the occupational therapy curriculum which enables the student to develop, demonstrate and achieve competence to practice as an occupational therapist [8]. Fieldwork education complements supports and informs academic studies and is undertaken as a partnership between a student, an identified fieldwork educator, and the education center. Fieldwork is the term preferred by the College of Occupational Therapists and Occupational Therapy Associations in other countries [9, 10]. This is because occupational therapists now work in many settings and not just in clinics or hospitals [11]. Education rather than practice, and educator rather than supervisor are the terms preferred by occupational therapists as these reinforce the educational nature of the experience [12]. Hence fieldwork education and the fieldwork educator are the terms adopted and used in occupational therapy. Other professions continue to use the term clinical to describe the professional experience gained by their students [13, 14].

Conclusion

Using the same terms in clinical education process, leads the good understanding of clinical education pro-

cess, having good communication during clinical education and will provide a common framework to be used consistently by all parties. In occupational therapy the terms fieldwork education and fieldwork educator are most common and preferred terms were used in clinical education process.

Conflict of Interests


The authors declare that they have no competing interests.

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واژگان متفاوت در آموزش بالینی کاردرمانی: مرور حکایتی

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چکیده

مقدمه: آموزش بالینی یکی از ارکان اساسی در کاریکولوم آموزشی کاردرمانی می‌باشد. در این میان با توجه به اینکه کاردرمانی در حوزه‌ها و مکان‌های متعددی به فعالیت می‌پردازد، استفاده از واژگان مرتبط با آموزش بالینی که در حوزه‌ها و حرفه‌های دیگر مرسوم است رایج و قابل قبول نیست.

روش‌ها: به منظور معرفی و شناسایی واژگان مورد استفاده در آموزش بالینی کاردرمانی و معرفی واژگان رایج و قبل قبول، مطالعه مذکور در قالب یک مرور حکایتی در سال ۱۳۹۹ انجام شده است.

یافته‌ها: از میان ۱۳۶ مقاله یافت شده که به تعاریف متعدد آموزش بالینی با واژگان متعدد پرداخته بودند، سرانجام ۶ مطالعه که از واژگان متعدد با مفهوم آموزش بالینی در حرفه‌های متعدد استفاده کرده بودند انتخاب و وارد مطالعه شدند. یکی دیگر از علت‌های انتخاب این مقالات بالا بودن استنادات انجام شده و به کارگیری در مطالعات متعدد بود.

نتیجه‌گیری: آموزش بالینی، نظارت بالینی، سرپرستی، ناظر بودن، مربی‌گری، و آموزش کارآموزی رایج‌ترین واژگانی بودند که در مطالعات متعدد در حوزه آموزش بالینی به کارگرفته می‌شد در این میان آموزش کارآموزی و مربی کارآموزی دو واژه رایج و پذیرفته شده‌ای است که در حوزه کاردرمانی به کار گرفته می‌شود.

کلیدواژه‌ها: آموزش بالینی، کارآموزی، کاردرمانی، مرور حکایتی

Conflicts of Interest: The authors have no conflict of interest in this study.

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