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**What makes a positive fieldwork experience? Inter-professional student and preceptor perspectives.**

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**Introduction:** The World Federation of Occupational Therapists mandates that all students must graduate from an accredited education program with a minimum of 1000 hours of fieldwork. The research literature indicates that a positive fieldwork experience has benefits for both students and sites. Theories in adult education indicate that learning is facilitated and improved through positive experiences. Furthermore, positive fieldwork experiences have been co-related with preference for location and area of practice upon graduation hence facilitating recruitment into difficult to recruit for positions such as in mental health or rural communities.

**Objectives:** This is one part of a larger ongoing inter-professional longitudinal study aimed at identifying the perspectives of occupational and physical therapy and speech language pathology students and their preceptors on what "makes" a positive fieldwork experience.

**Method:** Over 240 Canadian Master entry-level occupational and physical therapy and speech language pathology students and their fieldwork preceptors were invited to participate in this study. A web-based survey tool (SurveyMonkey©) with parallel open and close-ended questions was used to collect demographics and opinions from both students and preceptors. Data was collected immediately after the student's first (novice) and final (senior) placements. This study is in progress and data currently being analysed using qualitative and quantitative methods.

**Results:** Preliminary results will be presented with a focus on occupational therapy student and preceptor perspectives. Similarities and differences in opinions between novice and senior placements, student and preceptor and professions will be highlighted. Results will be presented within themes including; value of learning, relationships, influence on future practice, placement selection process, and external influences. Recommendations and strategies for a positive placement experience will be drawn from these findings.

**Conclusion:** The results of this study will provide valuable insights for preceptors, faculty working within fieldwork, and managers.

**Contribution to the practice/evidence:** To date little research has been done within this area particularly seeking differences in perspectives over time, between students and preceptors, and professions.