Navigating Cultural Differences Between Fieldwork Educators and Students

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NAVIGATING CULTURAL DIFFERENCES BETWEEN FIELDWORK EDUCATORS AND STUDENTS

by

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A Scholarly Project
Submitted to the Occupational Therapy Department
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Master of Occupational Therapy

Grand Forks, North Dakota
May 11, 2019
APPROVAL

This Scholarly Project Paper, submitted by Tiana Brown and Norris Chin in partial fulfillment of the requirement for the Degree of Master of Occupational Therapy from the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

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Faculty Advisor

4-17-19
Date
PERMISSION

Title: Navigating Cultural Differences between Fieldwork Educators and Students

Department: Occupational Therapy

Degree: Master of Occupational Therapy

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ABSTRACT

Background

Cultural competency is an awareness and incorporation of knowledge about individuals and groups of people into specific policies, practices, standards and attitudes by incorporating the client’s personal views, values and belief (Suk, Oh, & Im, 2018). Although it is important for future healthcare professionals and faculty to understand our growing diverse population, there is little to no emphasis on improving the interactions of diverse students and their fieldwork educators. Currently, there is no literature that provides guidance on facilitating culturally competent interactions and challenges for fieldwork educators or students. The purpose of this project was to develop a product reflecting best practices facilitating cultural competency in the student and fieldwork educator relationship.

Method

A literature review was conducted to identify specific issues regarding the lack of cultural competence and awareness amongst past and current healthcare supervisors and the negative effects on the culturally diverse and international students. After reviewing the literature, the Occupational Adaptation model (Grajo, 2017) was chosen to guide the development of the product because of the basis of their concept that a person’s ability to become adaptive, they will gain relative mastery in their occupational performance. Since our population specifically targets fieldwork educators and students engaged in cross
cultural supervision situations, this theory guides the development of the *Multicultural Supervision Tool for Occupational Therapy Level II Fieldwork Experience*.

**Product**

Based on the methodology above, we developed the *Multicultural Supervision Tool for Occupational Therapy Level II Fieldwork Experience*. The authors designed it to be universal discussion tool for fieldwork educators, students and the academic fieldwork coordinator to utilize during the level II fieldwork experience. The tool is equipped with a structured handout, discussion prompts and resources to assist all parties in eliciting a positive therapeutic relationship while engaged in multicultural supervision situations.

**Strengths**

The product used a stage-based design to support fieldwork educators at various points in the process it has (a) high specificity on cross-cultural supervision relationships, (b) competent cultural sensitivity and authenticity, (c) and it is founded on occupational therapy model-based.

**Limitations**

The literature utilized in this project were not exclusively occupational therapy-based articles. Also, this product has not been tested yet.
CHAPTER I

INTRODUCTION

The population of the United States is diversifying and so is the patient population; therefore, it is essential that the healthcare professionals who are tasked to care for them, attempt to mirror the people they serve (Eklund et al., 2014). Health professional programs are diversifying their student population; however, the present working professional and fieldwork educators are not as culturally diverse. Culture is defined as social forms, customary beliefs and material traits of racial, religious and social groups. It is also defined as shared values, attitudes and goals that characterize an organization or institution practices (Bucher & Bucher, 2018). The Coalition of Occupational Therapy Advocates for Diversity (COTAD) reports that 82% of the occupational therapy professionals were classified as Non-Hispanic Caucasian and approximately 10% consisting of minority population. Although they are presumed to be qualified to supervise students, there are reports from non-Caucasian students that they have negative encounters and misunderstandings with their Caucasian supervisors due to a lack of training and cultural awareness (Eklund et al., 2014). Being equipped with tools and resources to cultivate meaningful connections and building a therapeutic fieldwork educator and student relationship.

While the United States health professional programs are making valent efforts to increase culturally diverse student enrollment rates, the present working fieldwork
educators are not as culturally diverse or aware. The authors personal experiences with
some of the fieldwork educators have been negative due to the fieldwork educators’ lack
of cultural awareness in regards to multicultural supervision. After reviewing the
literature, the authors found that there are multiple reports of similar situations in other
health professions and minimal resources to assist the fieldwork educators and student.

According to William and Johnson (2011), culturally diverse students find it to navigate
through academic and interpersonal relationships because of prejudicial attitudes or
problematic intercultural relations. Fong and Lease (1997) report that fieldwork educators
who are unaware of how different their communication styles can be from their students
could lead to inaccurate assumptions of character and skills and further complicate the
process of training and supervision (Fong & Lease, 1997). Currently, there is no literature
in the occupational therapy profession that specifically address the fieldwork educator
and student therapeutic relationship in regards to multicultural supervision.

After reviewing the literature, Occupational Adaptation model (Grajo, 2017) was
chosen because of the basis of their concept that a person’s ability to become adaptive,
they will gain relative mastery in their occupational performance. Since our population
specifically targets fieldwork educators and students engaged in multicultural supervision
situations, this theory guides our development for our discussion tool. The model focuses
on eliciting adaptive responses when faced with a challenge and provides six principles
that were applied to multicultural supervision and therapeutic relationship of the
fieldwork educator and student.

The purpose of the *Multicultural Supervision Tool for Occupational Therapy
Level II Fieldwork Experience* is to assist fieldwork educators and students in building a
positive professional education relationship during the Level II experience. The authors designed it to be a universal discussion tool to guide the fieldwork educator and student learning process while keeping cultural competency and experience in the forefront. The foundation of the Occupational Adaptation model (Grajo, 2017) to assist the fieldwork educator in eliciting the student to response with an adaptive response when facing occupational challenges.

Key Terminology

The following terms and concepts are used throughout the literature review and proposed multicultural supervision tool. Therefore, we have defined the following terms for clarification.

- **Culture**: defined as social forms, customary beliefs and material traits of racial, religious and social groups. Shared values, attitudes and goals that characterize an organization or institution practices (Bucher, 2018).

- **Multicultural Supervision**: defined when cultural issues pertinent to effective counseling are addressed, along with developing cultural awareness, exploring cultural dynamics in supervision and exploring cultural assumptions in theories (Eklund et al., 2014).

- **Cross-cultural Supervision**: defined as a supervisory relationship in which the supervisor and the supervisee are from culturally different backgrounds (Eklund et al., 2014).

Chapter II consists of a literature review was conducted to identify specific issues with surrounding the lack of cultural competence and awareness among past and current health care supervisors and the negative effects on the culturally diverse and international
students. The authors utilized research articles, textbooks, publications from other healthcare professions and resources American Occupational Therapy Association and other dependable databases. The Occupational Adaptation (OA) model (Grajo, 2017), was used as the anchoring framework in guiding the development of this discussion tool.

Chapter III describes the methodology used in the creation of this product. Specifically, the use of the Occupational Adaptation model (Grajo, 2017) and its primary assumptions to assist in the theoretical background of the discussion tool.

Chapter IV contains the *Multicultural Supervision Tool for Occupational Therapy Level II Fieldwork Experience*. The tool was developed with the use of the Occupational Adaptation model (Grajo, 2017), designed to promote a positive fieldwork educator and student who are engaged in a multicultural supervision situation. The purpose of this tool is to be used to promote effective communication, problem solving and evoke honest and open dialogue between the participants. *The Multicultural Supervision Tool for Occupational Therapy Level II Fieldwork Experience* handout is located in the Appendix.

Chapter V contains the conclusion of this product with the summary and resources available to Fieldwork educators and students, limitation of the product, and proposal for how the product can be implemented and recommendations for future use, development and research.
CHAPTER II

LITERATURE REVIEW

The 2015 United States (U.S.) Census Bureau’s national population projections indicate that the US is expected to become more racially and ethnically diverse in the future. Therefore, healthcare professionals are encountering more diverse work environments within healthcare practitioners and/or with consumers (Abrishami, 2018). Because of the increased diversity, it is necessary for healthcare education institutions to prepare themselves and their students on multiculturalism in the U.S., so that future practitioners are able to deliver culturally congruent care (Abrishami, 2018, Black & Purnell, 2002). According to Cross, Bazron, Dennis and Issacs (1989), multicultural competency is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. Also, multiculturalism was integrated into health-related professional curriculums across the nation in the recent decade as the diversity of professional students continued to grow in the U.S. (International Institute of Education, 2017).

Increased amount of culturally diverse faculty and international students demands the U.S. education system culturally-diverse education styles and curriculum, especially in higher-education. International Institute of Education states that international students currently constitute 4.8% of the higher education population (International Institute of Education, 2017), which is a record high and with a 10% increase in 2014 (International Institute of Education, 2017).
Institute of Education, 2015). From 2016 to 2017, there were almost 1 million international students studying in higher education program in the U.S. (International Institute of Education, 2017), which accounts for 10% of all higher education students studying in the U.S.

Diversifying health professional programs should positively reflect on the current and future U.S. diverse populations, as this can nurture a more diverse healthcare workforce to suit consumers’ and employees’ needs. However, the reality does not match with what researchers have found. Michajlyszyn and associates proposed that while it is admirable that western higher education institutions are making efforts to accommodate to more diverse students, there is a consistent theme of students expecting to adapt their academic program expectations without assistance such as academic grades, learning under the western education paradigm, and effectively provide culturally suitable healthcare service to local population in the U.S. (Michajlyszyn et al., 2012). Hence, there are major needs for internationalization within higher education to assure diverse students’ success within the university programs and post-graduation life.

Internationalization is the process of the faculty and student being fully integrated into an increasingly global context inside and outside the campus and profession (National Communication Association, 2018), which is tightly related to the diversified education in higher education, especially in healthcare domains.

**External Difficulties Experienced by International Students**

Newly arrived international students lack domestic support and are geographically distant from familial support, which leaves them in a vulnerable position. Similar to domestic students, international students have the equal, if not, higher probability to
develop mental health issues because of uprooting stress (Brown, 2008), high level of homesickness, and confronting cultural difference in daily life that is overwhelming (Olivas & Li, 2006, Zhai, 2002). Institutions continued to seek new solutions to assist international students on mastering their curriculums because of the distant between expectation and reality. With continued work through the years, Montgomery and Jones (2010) believe that the focus has shifted from earlier practices where diverse students were expected to adapt and adjust to a place, to now recognizing the need for institutional changes in the curriculum and pedagogical framework for all students (Montgomery & Jones, 2010).

Dubose (2017) stated that international student are reluctant to seek mental health assistance available from institutions, which suggests that there are cultural implications to be explored (DuBose, 2017). Other than international students are passive on seeking help, her article also points out the limited support available for faculty on encountering students being discriminated. Hence, faculty should pay extra attention into student participation levels during group discussion or patient interactions (DuBose, 2017). Furthermore, although international students typically study English for years prior to studying abroad, many are apprehensive and reluctant to participate in discussion due to their perceived (or realistic) shortcomings (Bista, 2012).

As the U.S. becomes more diverse, institutions and researchers concluded their findings in different academic journals, to aid educational institutions and practitioners in focusing on their cultural competence while interacting with clients and their clients’ family. For example, the National Center for Cultural Competence (NCCC) of Georgetown University established an assessment for healthcare providers to assess their
cultural competence of their clients (Self-Assessments, 2018). However, there is little to no research and literature emphasis on facilitating the interactions of diverse students with their clinical educators and/or their education institution. Many studies address the struggles international students have, such as DuBose (2017) mentioned her difficulties regarding educating international students, meanwhile there is no guidelines or direction to address the method to interact with students with diversity. Moreover, most of the researchers commonly use the term “culture shock” to describe what happens when an individual encounter a culture different from their own, but, there is no standard term for the word “cultural diversity” as it was perceived differently by different academics (McLachlan, Justice & BSN Student, 2009). For example, Oberg (1960) defines “culture shock” as the “anxiety that results from losing all of our familiar signs and symbols social intercourse” (p. 142). Winkelman (1994) defined “cultural shock” as the “multifaceted experience resulting from numerous stressors occurring in contact with a different culture”. Chrisman (1990) defined it as “a common phenomenon among transcultural, anthropologists, and other population”.

**Internal Difficulties Experienced by International Students**

Human adaptation to new environments is a subject that has been studied for decades. In order to investigate this dynamic between human and environment from a philosophical perspective, Drs. Schkade and Schultz (1992) conceptualized the Occupational Adaption Model by using constructs created by multiple scholars’ research. In their conclusion, occupational adaptation is the desire of a person adapt to the environment. As a person develops, their desire to match their role expectation will increase according to the occupational demand placed on them (Schkade & Schultz,
From the investigation done by multiple research papers, international students stated that both cultural differences and language barrier contribute to their difficulties in everyday life. International students found that accent, colloquialisms, and cultural references were major barriers in both adjusting to the educational environment and achieving academically (Crawford & Candlin, 2013; Gilligan & Outram, 2012; Jeong et al., 2011). Since foreigners has limited cultural background and significant language barriers, we can see a high demand of relative mastery is required from the students.

In order to provide an overview of the difficulties international healthcare students face, Olsson (2012) completed a literature review regarding the struggles English-as-Second Language (ESL) nursing students have. In the article, Olson identifies four needs that are specifically required for international students, which are language, culture, academic and personal needs socially. These four difficulties were addressed in different literature review in three different major domains: Academic Stress (Wang, Andre, & Greenwood, 2015), Social Challenges (Lillyman & Bennett, 2014), and Language Barrier (Crawford & Candlin, 2013). These three major domains of difficulties are interrelated and under influence of cultural differences since international students have different cultural and educational background. Because these three domains are interrelated, it is suitable to discuss how each domain relates one another under the influences of cultural difference. (Figure 1)

Occupational therapy researchers, Lim, Honey, Du Toit, Chen and Mackenzie (2016), published a qualitative research study about the experience of international students from Asian background studying occupational therapy in Australia. Lim et al. (2016) summarize that occupational therapy students with Asian background encounter
extra difficulties while completing the curriculum comparing to local students. Instead of actively seeking help, the international students adapted themselves to fit the professional program and cause them to experience a high demand for mastery with limited to no assistance from their university. The students report three major areas of difficulties in general, which are: (a) discovering and engaging with occupational therapy profession, (b) fitting into their new role at their host country, and (c) anticipating their future role in their home country. Some of the participants further identified that some aspects of the occupational therapy theory corresponded with western worldviews rather than those of their home country. Independence, for example, while often considered the “cornerstone” of occupational therapy in western cultures, is seen as less important in collectivist societies (Bonikowsky et al., 2012). Nevertheless, the author of Kawa model, Iwama (2003) stated that occupational therapy is a western-based profession as it occurs in the contexts of western societies shared experiences with specific value patterns, and the western world views and epistemologies.

**Academic Stress and Language Barrier**

**Current Standard for English Proficiency**

English is a mandatory subject (core class) in many different countries, even in countries where English is not the native language (Education First, 2018). For example, English proficiency in China, Japan, Singapore, Hong Kong, and Korea are highly important, as it is an essential skill for personal development and for improving their nations’ competitiveness in the global economy overall. English is also becoming a greater priority for nations in Africa, the Middle East, South America and Europe.
Figure 1. The Relationship Within Academic Stress, Social Challenges and Language Barrier Under the Influence of Cultural Differences.

(Education First, 2018). In Argentina, for example, students have two hours of English each week from 4th grade through middle school. In China, school systems mandate English learning starting in 3rd grade. Moreover, there are English-based schools in some advanced cities like Hong Kong that teach all classes and communicate in English primarily. The only exception would be their own history classes or language classes such as Chinese and Mandarin (Manzo & Zehr, 2006).
Table 1. The Relationship Within Academic Stress, Social Challenges and Language Barrier Under The Influence of Cultural Differences.

<table>
<thead>
<tr>
<th>Academic Stress &amp; Language Barrier</th>
<th>Academic Stress &amp; Social Challenge</th>
<th>Language Barrier &amp; Social Challenge</th>
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<tr>
<td>1) Hard to understand lectures and using technical English (Crawford &amp; Canlin, 2013)</td>
<td>1) Cultural values collide with classroom participation demand (Guan &amp; Jones, 2011)</td>
<td>1) Lack of local friends. (Campbell &amp; Zeng, 2006)</td>
</tr>
<tr>
<td>2) Have interpersonal communication skills only, lack cognitive academic language proficiency (CALP) (Guhde, 2003)</td>
<td>a) Debating with others and questioning teachers are disrespectful behaviors</td>
<td>a) Language barrier</td>
</tr>
<tr>
<td>3) Grammar and writing styles demanded on academic writing (Yeh &amp; Inose, 2013)</td>
<td>b) Embarrassment for asking a “silly” question.</td>
<td>b) Different interests and habits</td>
</tr>
<tr>
<td>4) Difficulty learning with western-style pedagogy (Wang et al., 2015)</td>
<td>c) Respect of others’ opinions overrides their own (Wang, 2014), then being seen as passive and not able to form opinions (Scheele et al., 2011)</td>
<td>c) No sense of belonging.</td>
</tr>
<tr>
<td>a) Expectation of learning independently</td>
<td>2) Students’ communication skills in the clinical practice environment were particularly weak (Chiang &amp; Crickmore, 2009)</td>
<td>d) Lack knowledge of host culture</td>
</tr>
<tr>
<td>b) Critical thinking</td>
<td>3) View the role of teacher differently (Guan &amp; Jones, 2011)</td>
<td>2) International students’ knowledge and values are usually not acknowledged (Rizvi et al., 2010; Ryan &amp; Viete, 2009)</td>
</tr>
<tr>
<td>c) Active participation</td>
<td>4) Student were assumed to be independent thinker (Erichsen &amp; Bolliger, 2011)</td>
<td>a) Language cannot be translated directly (Iwama, 2003)</td>
</tr>
<tr>
<td>5) Need extra work proofreading</td>
<td></td>
<td>b) Different epistemologies (Iwama, 2003)</td>
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**English Proficiency Standardization Exams**

In order to determine the English proficiency level of English Language Learner (ELL) students, there are a variety of examinations and tests they have to participate in prior to applying for their desired institution. These tests include the Scholastic Aptitude Test (SAT), the American College Testing (ACT), the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOFEL).
The SAT is the first college entrance exam that requires students to cite evidence in support of their understanding of text in both reading and writing (Gertina, 2017). It consists of writing, critical reading, and mathematics. This exam measures the writing, critical reading and mathematics ability of students rather than knowledge (Federal Student Aid, 2018). If the student is confident in their ability, ACT will be a more suitable option as it has a higher value in college admission. It consists of four multiple choice tests: English, reading, mathematics and science. The ACT measures how a student thinks and analyzes what they learned in school previously (Federal Student Aid, 2018). The IELTS is the world’s most popular English language proficiency test for higher education in different countries such as the U.S., United Kingdom and Australia. It is accepted over 3,300 U.S. institutions and programs as proof of English language skills. (IELTS, 2018). TOFEL is another widely accepted English-language test world-wide. It is recognized by more than 10,000 colleges, universities, and agencies in more than 120 countries, including the U.S. (TOFEL, 2018). Hence, prior to studying in the U.S., international students have to meet the testing standard set by their desired institution. Additionally, ELL students can also take English as Second Language (ESL) classes in a community college before applying to a four-year institution, but other factors such as finance and time may be barriers as well.

**English Proficiency of International Students**

Language plays a major part of academic performance in college of the area of study. In higher education, international students have to understand, interpret, and present materials in a language that they are not familiar with in addition to the scientific and/or medical terminology that some domestic students struggle with as well (Wang,
2008), which results in extra efforts needed from the student. English-speaking students have a facilitated academic performance compared with ELL students because they have at least one less barrier to overcome. This phenomenon can be easily seen when classes are given reading assignments, and this barrier can be multiplied depending also on the amount of the materials assigned, such as long research articles, or even a book-report assignment. ELL students need extra time with reading and writing assignments because they need extra time to proofread their grammar. Grammar and writing skills are unavoidable area of all course works, as approximately 1/10 of the assignment grade could be categorized into grammar use, sentence structure, as well as punctuation. Either the student spends a tremendous amount of time learning about grammar, or there is a high risk of points being deducted by the graders, meanwhile local students have the same struggles as well. In this case, the ELL student is in vulnerable position that their grades were lowered not because of their knowledge, but because of something they have less control on.

Erichsen and Bolliger (2011) suggest in their research that ELL students lack familiarity with English which can lead to confusion, misunderstandings, anxiety, stress concerning participation and presentations, and difficulties with course and program content. Given the studies collected in the literature review that focused on Chinese nursing students, it was found that language is the major contributor of academic stress and poor academic results. In one of the referenced article, understanding lecture, reading and writing academic English and using technical language of healthcare are the major contributor of academic stress (Crawford & Candlin, 2013). Andrade (2006) also discovered that it is especially hard for freshman ELL students to excel academically
because of the vocabulary used and the speed of the lecture delivery. There is also concern of them spending more time using an English dictionary than learning the course content (Campbell & Li, 2008; Campbell & Zeng, 2006).

**Proficiency of English Interaction Skills of Healthcare Students**

English interaction skills are also another important aspect of academic stress. With global mobility and a worldwide nursing shortage, there is an increased demand for healthcare providers and higher education students to have effective communication skills relevant to a range of work environment and clients (Guhde, 2003). Research shows that ELL nursing students tend to avoid contributing to classroom discussion because they are concerned about their accent (Crawford & Candlin, 2013). These phenomena were explained by researcher Guhde’s (2003) suggestion that ELL nursing students only have basic interpersonal communication skills (BIS), not a sufficient level of English-using skills called Cognitive Academic Language Proficiency (CALP) (Guhde, 2003). CALP is the ability to enable students to analyze, evaluate, and interpret abstract concepts from lecture, which is also proven that low academic performance of ELL students directly related to the lack of CALP.

**Academic Stress and Social Challenges**

Brown and Holloway (2008) noted that moving to a new environment is often one of the most traumatic events of a person’s life, which is the main challenge of international students (Brown & Holloway, 2008). In addition to adapting to a new environment, international students also have to adjust themselves according to the social demand of the new environment such as the culture of the town, the institution, and the social interaction with their peers (Ryder, Alden, Paulhus & Dere, 2013). Furthermore,
international students experience social hardship in their academic life because they come from a different society with different social constructs. Critical thinking skills, participation in tutorial discussions, and depth of learning have been recognized as areas of improvement for international students, especially in health disciplines in which the learning style frequently calls for such skills (Hawthrone, Minas, & Singh, 2004).

Nevertheless, international students do not grow up with the same social context with the local students. Even though some of the local students come from other states, the cultural and social context differences they experience is a lot lower than what international student experience.

**Different Teaching and Learning Styles**

It is widely agreed that individuals have their preferred styles of learning. However, the education styles in the U.S. do not always satisfy all international students’ needs because styles of learning vary by one’s learning context and their culture understanding (Landa-Gonzalez, Velis & Greg, 2015) to the other. International students from non-western backgrounds are reported to have difficulty adjusting to the western learning styles, including expectations to learn independently, think critically, and actively participate in classroom discussions (Kingston & Forland, 2008). For example, Chinese students prefer a paternalistic approach via rote (Sanner & Wilson, 2008), dictatorial and critical memorization (Ngwainmbi, 2004), using mainly instructive methods (Charlesworth, 2008) that was inherited from Confucian philosophy (Kingston & Forland, 2008). They believe that education possesses the power to equalize all people, offering a means of upward mobility for the impoverished, and also the corrective means to curb any propensity to act unethically or antisocially. Chinese students consider their
teachers to be fountains of knowledge, therefore their role is to obey, listen, absorb, and regurgitate when asked. Teachers in high-power distance cultures like Chinese culture direct the learning process and demand a high level of respect from their students; students are expected to be passive in class, and only speak by invitation. Hence, it is rarely seen that Chinese international students challenge their superiors or professors in the U.S. (Kingston & Forland, 2008). International students, especially those from collectivistic culture, feel that classes which adopted western styles of learning are informal and are often at a loss when they are expected to engage in self-directed learning (Guan & Jones, 2011).

Likewise, nursing researchers, Wang et al. (2004) also state that when it comes to decision-making in a team situation, Chinese nursing students usually seem to be passive because their cultural requires them for respecting another party’s opinion. Such cultural demands override their need to express one’s own opinion and the student’s tendency for cooperation could be interpreted as dependent or unable to formulate an opinion (Scheele, Pruitt, Johnson & Xu, 2011; Wang et al., 2004). The misinterpretation comes from the assumption that higher level students are professional, independent and critical thinkers who will be able to develop themselves into independent academic teachers and researchers with minimal pedagogical interface (Erichsen & Bolliger, 2011). However, this was not the reality.

In comparison, western styles of learning are student-centered; they are synthesis-based, competence orientated, and include tutorials, workshops and/or seminars (Zhou, 2008). Hofstede (1980) stated that in low-power distance countries such as the United Kingdom and the U.S., students are expected to be independent learners, to think
critically, to challenge others, and to be active participants in the class (Hofstede, 1980). The role of teacher is to facilitate the student-to-student communication process through effective learning tasks (Hu, 2010).

**International Occupational Students and Their Difficulties**

Occupational therapy, as a profession, strives to work collaboratively with other healthcare professions because healthcare providers work towards interdisciplinarity. Therefore, it is important for institutions to address the psychosocial needs of the international occupational therapy students collaborating with other participants in the classrooms (Andrade, 2006). Cultural values such as harmony, humbleness, and respect of authority cause these students to appear quiet in class (Guan & Jones, 2011). Debating in class and questioning the teacher are considered inappropriate and lead to embarrassment for the students if they ask a “silly” question, or embarrassment for the lecturer if they are unable to answer (Guan & Jones, 2011). Under these circumstances, international occupational therapy students are not able to construct knowledge until they are placed in a safe environment that facilitates active learning as well as social interaction. Meanwhile, educators rarely address relevant issues and cause international occupational therapy students to adapt themselves into the curriculum without any or little support.

**Social Hardship in the Classroom**

Language barrier is another difficult aspect of being an international student in the classroom (Gilligan & Outram, 2012). International students are usually being assessed as proficient at speaking English in their country of origin, but they found it difficult to deal with lectures when studying abroad. In general, international occupational therapy
students agreed that their educators in their host country use terminology that is appropriate and is understandable, and the comprehension can be improved over time in their learning context, but they find that the educators speak too fast and it is confusing sometimes (Gilligan & Outram, 2012).

Participation in small-group tutorial sessions is also another barrier for international students. The international students state that their difficulties come in trying to understand conversation in fast-paced discussions in their non-native language, and they need longer time to translate, comprehend, as well as present their ideas in their non-native language. Unfortunately, the extra time they needed to process a lecture is seen as a “lack of manners” (p. 44) by local students (Gilligan & Outram, 2012).

Nonetheless, while international students used to raise their hand when they desired to speak in class, the interaction learning approach and more casual style of interaction with teachers helps them feel more comfortable (Gilligan & Outram, 2012).

Discrimination

Discrimination also exists in the classroom as well. DuBose (2017) reports that international students have another barrier of academic discrimination. In her example, she narrated that an international student was treated unfairly in a practical examination. The international student was given a failing grade due to technical difficulties, meanwhile, a local failed the test question but still received a passing grade (DuBose, 2017). This scenario showed the unfair and the discriminatory hardship that international students are vulnerable to.
Language and Social Interaction

Communication skills are important in different aspects of social interaction. Researcher Mehrabian (1967) constructed a study on communication regarding the relative importance of verbal and non-verbal communication. He found that 55% of communication come from body language, 38% from tone of voice, and only 7% from the meaning of spoken words. In general interaction, international students are able to communicate with other people in everyday life because 93% of communication comes from body language and tone of voice (Mehrabia, 1967). The 7% of the spoken words is less important because it is not a significant portion of the communication (Mehrabia, 1967).

In college education contexts, professors usually deliver lectures in a classroom with a single style of communication with support of a PowerPoint. Students have limited gain from lecture because the context was passively introduced with limited interaction. In this situation, there is limited body language that can be received by the students, and the tone of voice of the lecturers also has a limited effect on the interaction with their students. Therefore, students must rely on the 7% of actual words spoken when learning from the lecturer, which is significantly lower than effective communication demands (Mehrabia, 1967). Additionally, international students have an extra barrier due to the language barrier. Paired with the insufficient passive learning of 93% body language and tone of voice, international students have limited room for understanding the 7% of spoken words language used in lectures (Mehrabia, 1967). Furthermore, the use of slang,
sarcasm, and other higher language demand can significantly confuse international students.

**Communication Between International Healthcare Students and Domestic Students**

William and Johnson (2011) investigate the relationship between American and international students regarding how their relationship impacts students’ learning. According to their research, international students who make friends with American students have the advantage of overcoming acculturative stress and also perform better in their education than those who do not seek out relationships with local students. However, they also found that forming such relationships is difficult and rare. They conclude that “difficulties establishing friendships are exacerbated when the context of adjustment is marked by prejudicial attitudes or a history of problematic intercultural relations” (William & Johnson, 2011, p. 41).

Students with adequate language proficiency have generally shown less homesickness, improved social interaction with local nationals, and better academic progress (Campbell, 2004; Campbell & Zeng, 2006). Education researchers, Campbell and Zeng (2006) discovered that Chinese international students lack local friends mainly because of language problems, different interests and habits as well as feeling no sense of belonging. Also, international students lack knowledge of the host culture, and they are not motivated to explore because of their unfamiliarity. Eventually, they resign from adapting and adjusting to the new culture they are in and only make friends with fellow students from China (Campbell & Zeng, 2006). This phenomenon can be confirmed by the learned helplessness suggested by psychologist, Martin Seligman (Filippello,
In his study, subjects give up attempt to change their existing situation due to repeated experiences of failure from a particular scenario (Filippello et al, 2018). Likewise, when international students are not able to make friends with local students, they give up easily because they have never succeeded.

Furthermore, attrition of communication can be generated between local and ELL students (Guhde, 2003). ELL students tend to have difficulty with general and technical aspects of English which leads to lower academic performance, meanwhile admission of ELL students reduce in admission rates of local students (Guhde, 2003; Salamonson, Attwood, Everett, Weaver, & Glew, 2013). A lot of international students reported mixed emotions at their initial arrival in their host country; they recognize the unique and exciting opportunities but at the same time realize the stress of adapting to a new environment (Crawford & Candlin, 2012).

Coping Strategies Used by International Students

In order to cope with loneliness and anxiety, the Internet is the primary way for these students to connect with family, friends, and peers at home (Bahrtram, 2008). Other than attaining an education and excelling academically, the language barrier also takes a toll on students’ emotional health. Language serves an important part of a culture, as it represents the character, essence, and value of the culture. Hence, the loss of familiar language causes international student to feel a loss of their own culture (Crawford & Candlin, 2013), which further reinforces them to connect with friends that have similar cultural backgrounds. International students are often not valued or recognized for the knowledge that they bring to western academia (Rizvi et al., 2010; Ryan & Viete, 2009)
because languages cannot be translated directly as well as using different epistemologies. (Iwama, 2003)

**Occupational Therapy is Not Applicable World-Wide**

It was the centennial of occupational therapy in 2017. Occupational therapy was first initiated by a group of women who used art and crafts with injured soldiers for distraction from their injuries. After a century of innovation, advocacy, and emerging areas of practice, the occupational therapy profession has evolved into an evidence-based, client-centered profession that includes doing, being, and becoming of human being (Hitch, Pépin & Stagnitti, 2014). Occupational therapy is a versatile and unique profession that helps people across lifespan who has different limitation. Base on the need of client populations, occupational therapy scholars have developed a respectable array of theoretical materials, including “occupation-centered” conceptual models (Iwama, 2018). These models confirmed specialty of occupational therapy and gave us our profession identity since the departure from the American Medical Model. The achievement of occupational therapy as a profession offers a phenomenal contribution to society and is highly valued and appreciated. However, while occupational therapy has such recognition in American society, occupational therapy as a profession may not be applicable in other societal context within different social construct and cultures.

**Occupational Therapy and its Origin in Western Epistemology**

Most occupational therapists view the world with the epistemology from western collective experiences, because higher education in the U.S. is developed by traditional European philosophy regarding meaning and truth (Iwama, 2018). According to philosophies, Murphy (1997), knowledge is the thought of existence separated and
independent of the knower; and this knowledge should be considered true if it correctly
represents that independent world. Based on this philosophical foundation, medical
professionals, especially those from western society, strive for separating truth from
falsity, by conducting scientific research, this includes setting up a hypothesis, testing
theories, and proving them through use of scientific methods and concluded with the
objective result. There are black and white with each question ultimately, regardless of
how much grey area there are. The causality of each problem has it’s ultimate truth. With
this philosophical foundation, western societies demonstrate a tendency and expectation
to have control over our environment and circumstances comparing to a circular or
equilibrium causation. The general approach of a scientific approach is linear. One cause
leads to another and eventually an outcome can be expected (Iwama, 2018).

Characteristics of Occupational Therapy Practice Models

Occupational therapy as a profession is centered by the “doing” of an
“occupation” by a “person”, as this is one of the main concept of our practice. According
to the American Occupational Therapy Association (AOTA), occupational therapy
practitioners enable people of all ages to experience life to its fullest by helping to
promote health and prevent—or live better with—injury, illness, or disability (AOTA,
2018).

Base on the philosophical foundation mentioned, the practice vision of
occupational therapy discipline is highly individualized, client-centered and scientifically
evidence-based. These approaches are beneficial to each individual in the U. S. because
occupation therapists shape treatment around a person. However, these westernized
characteristics might not be applicable across cultures. Since occupational therapy was

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developed by people from the U.S., this profession has evolved under the scientific approach used by western medical model throughout the years. Models used in occupational therapy are all approach “the person”, “doing”, and “the environment” as separate matters. Hence, occupational therapist scholars developed practice models by separating each domain, such as the Person-Environment-Occupation model (Law et al., 1996). Although there is a transaction phase within the person, the environment, and the occupation, the model identifies them individually before addressing the whole system. Occupational therapists see “the person” as an agent of change and they also believe human can overcome difficulty and disability by modifying task, and promoting human ability, and reaching highest potential physically and mentally. Some people may argue that the Kawa model is was proposed by a collectivist occupational therapist, and this model can be generalized to general population and collectivistic society. However, this model focus on one person only in his model by talking about one river only.

**Occupational Therapy in Eastern Epistemology**

In the contexts of other cultures, East Asia especially, the epistemology is more holistic than in western society. Ideally, the approach of occupational therapy practice as a profession should align with eastern epistemologies. However, this expected synchrony does not exist, meanwhile the benefit of holistic approach of occupational therapy was seen in western society.

In collectivistic societies, social constructs are addressed as groups or by a body of a population. The collectivist-driven culture opposes ideals from the individualistic western societies (Iwama, 2018). It often wields greater power in influencing perceptions of what is right and proper and shapes one’s structure of morality (Triandis, 1988). In
naturalistic and collectivistic social environments, the self is oriented towards adjusting and adapting to the external environment, which is the body of the population to which the individual belongs (Iwama, 2018). Also, the occupational therapy conceptual models appeared to be limited unilaterally and is overly simplistic representations or explanations of phenomena of the collectivist societies, as they see every matter in the universe is related.

Iwama (2018), the author of the Kawa model points out the cultural discrepancies of occupational therapy as a profession with epistemology from eastern culture. Occupation, mind-over matters are concepts of Western worldview, which might be found as intrusive and ethnocentric in other cultures (Iwama, 2018). Furthermore, the English term “occupation” is not interpretable in other language such as Japanese language because Japanese has no similar concept of occupation. Japanese population also has a different social construct of “doing” with the same literal meaning. Since language reflects the social constructs of a culture, the language differences between English and Japanese serve a barrier of the practicality of occupational therapy in Japan which leads to Japanese having a different perspective of occupational therapy. Nonetheless, there are different epistemologies and worldviews from other cultures in Asia, such as Confucianism, Taoism, and Buddhism. Therefore, occupational therapy would have a different outcome under different epistemologies of different cultures.

Cultural Competence in Occupational Therapy Education

According to the American Occupational Therapy Association (AOTA), the profession makes a broad statement of commitment to non-discrimination and inclusion: “The occupational therapy profession affirms the right of every individual to access and
fully participate in society” (American Occupational Therapy Association, 2010, p. S23). This statement infers that cultural relevance should be included in the daily pursuits of practice; however, it is not explicitly related to students. According to the Accreditation Council for Occupational Therapy Education (2011), the accreditation standards for a master’s and doctoral degree level of educational program for occupational therapists, section B.4.2 says,

“Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant based on available evidence and incorporate use of occupation in the assessment process.” (ACOTE, 2011). Culture is mentioned only two times after that in sections B.4.4. and B.5.1. regarding culture in intervention planning. In section C “Fieldwork Standards”, which refers to Level I and II occupational therapy fieldwork requirements, there is no mention of culture in the entire section.

In a recent position paper, Amini and Gupta (2018) clarifies appropriate principles and conditions that ensure that Level II occupational therapy students obtain the highest quality clinical experience. There is one mention of diversity in the document and it is regarding the number and diversity of clients that require direct supervision (Amini & Gupta, 2018). There is no mention of supervisory requirements pertaining to the supervisor and student relationship. The occupational therapist assumes ultimate responsibility for all aspects of service delivery and is accountable for effectiveness and safety of the student (Amini & Gupta, 2018). It is assumed that the occupational therapy fieldwork educator is not required to be culturally competent within traditional and emerging settings while supervising students. Without an explicit statement of cultural
relevance listed in the standard, the fieldwork supervisor has no reference to appropriately address culture in occupational therapy settings. According to Hansen and Hinojosa (2014), non-discrimination is a necessary prerequisite for inclusion. There are two concerns in the profession that require support of non-discrimination and inclusion and that is for the persons who receive services and for professional colleagues (Hansen & Hinojos, 2014, p. S23). Occupational therapy students are able to learn about current and past events and cultural relevance that impacts those events to have a better grasp of cultural competency to aid clients. There should be a requirement for supervisors to do the same. The aim is to educate well-rounded occupational therapy students to become well-adjusted and culturally informed practitioners in the clinic. However, fieldwork educators should be required to address educational needs for an increasingly diverse student population entering into the occupational therapy profession. “This professional association supports the belief that all members of the occupational professional community are entitled to maximum opportunities to develop and use their abilities” (Hansen & Hinojos, 2014, p.23)

Occupational therapy education in the clinic is emphasized in examples and case studies in the classroom but unfortunately does not always translate well in real clinical situations. Students are taught to consider the client’s cultural values and beliefs during treatment; however, constraints such as resources, productivity, and environment can be a hindrance (Hansen & Hinojos, 2014, p.23). Also, as the occupational therapy student remains in the student role during the fieldwork, the communication, and interaction between the student and supervisor is vital for reinforcing the cultural competence expectation of both parties.
Currently, there is no literature on the occupational therapy fieldwork supervisor’s cultural competence of diverse occupational therapy students and how they facilitate this therapeutic relationship. There are some models and guidelines that assist in the education of occupational therapy students and practitioners becoming more culturally sensitive and aware, but there is very little to no content on the fieldwork educator and student relationship. The Multicultural Supervision Model Framework proposed by Ancis and Ladany (2001), was specifically developed to address the increasing population of diverse students entering into the professional arena. Unfortunately, this model has not been adopted and implemented into clinical and fieldwork practices. According to Eklund, Aros-O’Malley and Murrieta (2014), with the increase of students from diverse backgrounds being accepted into higher education institutions, it is likely that students will encounter supervisory experiences in which the fieldwork educator is of a different culture other than their own. This article specifically explores the multicultural sensitivity and competency in University School Psychology training programs. There were documented concerns that school psychology interns have noted that supervisors had limited experiences in supervising individuals from different cultural backgrounds and had received minimal training in multicultural issues; therefore, the supervisors were not adequately prepared to address diversity issues within the supervisory context (Eklund et al., 2014).

Healthcare Fieldwork Educators and Multicultural Competence

There is limited and outdated information available about the role of culture in supervisory relationships and guidelines of practice. However, there are some frameworks and theories available to assist in addressing cultural differences within the
supervisory role. For example, the implementation of racial match is when a student of
diverse cultural background is purposely paired with a supervisor of a similar background
in the hopes of cultivating a positive therapeutic relationship (Eklund et al. 2014). School
psychologists have utilized the approach of a racial match during internship experiences.
Several studies have found that many racial minority interns reported feeling vulnerable
and encountered incidences of disrespect or cultural insensitivity when supervisors were
Caucasian (Eklund et al., 2014). Racial matching may be an aspect of supervision that not
only influences the relationship between the supervisor and trainee, but it could shape the
therapeutic alliance between trainee and client. There are advantages and disadvantages
to this approach. Instances of over identifying, cultural isolation, and difficulty in
placement are all primary drawbacks of racial matching. Advantages to racially matching
students and supervisors are increased ease of rapport building due to understanding a
common language, having similar experiences, and a reduction of biases and assumptions
of one another. Pertaining to occupational therapy fieldwork placements, racial matching
may not be available in all sites. According to the Coalition of Occupational Therapy
Advocates for Diversity (COTAD, 2014) it reports that non-Hispanic Caucasian consist of
82% of the workforce while African-Americans, Asians and Native Pacific
Islanders/Hispanic make up 4%, 6% and <1%, respectively. It was also reported that
occupational therapy and occupational therapy assistant academic programs are also
lacking in diversity. Programs offering a doctoral, master’s, and associate level degree
were reported as 88.6%, 72.8% and 74.6% Caucasian, respectively (COTAD, 2014).

Due to the staggering numbers reported, cross-cultural supervision is inevitable.
While the occupational therapy profession strives to increase diversity in the student
population and workforce, there are noted benefits of cross-cultural supervision. Advantages include combating stereotypes, increasing cultural awareness, connecting with a foreign culture different from one’s own and improving cultural competence with clients. Cross cultural supervision presents an opportunity for both student and the supervisor to learn from each other and, in turn, produce more culturally competent educators, graduates, and occupational therapy professionals.

**Multicultural Supervision Models and Frameworks**

**Racial Identity Development Models**

According to Helms and Carter (1998), the White Racial Identity Development Model exists to assist in guiding multicultural supervision by describing the racial identities of the supervisees and how they interact and influence the dynamics of the supervisor/supervisee relationship. The way the model progresses, the supervisor is placed in a developmental stage of their own unawareness of racial identity and prejudice (Helms & Carter, 1998). There are six stages in this model: (1) contact, (2) disintegration, (3) reintegration, (4) pseudo-independence, (5) immersion/emersion, and (6) autonomy. The individual is supposed to transition confronting their new awareness of racial injustice and embracing a better understanding of other racial ethnicities as well was their own. The ultimate goal is for the individual to finally evaluate racial injustices and the effects of white privilege and work towards creating a better system (Helms & Carter, 1998).

**Racial/ Cultural Identity Development Model**

The second model is the Racial/Cultural Identity Development Model reported by Atkinson et al. (1998) It identifies five specific steps for racial minorities. The first step is
when the individual possesses favorable views of the norms and values of the dominant culture, this is named the *Conformity Stage*. In the next stage, the individual begins a journey of discovering of their own cultural norms and values (*Dissonance Stage*). The third stage involves increased resistance towards the dominant group, in-group knowledge, and in-group solidarity (*Resistance and Immersion Stage*). The fourth stage is named the *Introspective Stage* where the individual’s need for cultural belonging and their own identity develop after they have become secure in their own racial identity. The final stage, called *Integrative Awareness*, is when the individual has developed a secure racial identity, a sense of inner-self, and able is to develop an appreciation for all racial groups (Atkinson, 1998).

Chang (2003) reports that models of racial identity are important to consider within the context of both the supervisor and the supervisee due to the highly likely event that their cultural backgrounds will affect their interactions in a cross-racial supervisory relationship (Chang, 2003). Supervisors who have not achieved a higher stage of racial identity development may struggle to address issues related to cultural differences not only within the context of the supervisory relationship, but in a broader spectrum of the workplace and social environment as well.

**Multicultural Supervision Frameworks**

There are a few supervision model frameworks that are focused on multiculturalism. Ancis and Ladany (2001) developed the Framework for Multicultural Supervision Competencies. They identified five provinces of competence that have been consistently proven to be influential in the professional and personal development of all supervisors and supervisees. These include, (a) personal development, (b)
conceptualization, (c) intervention, (d) process and (e) evaluation (Ancis & Ladany, 2001). Personal development includes both the supervisor’s and the supervisee’s investment of time and energy. This area focuses on self-exploration and self-awareness to uncover their personal biases, values, and knowledge of cultural similarities and differences (Ancis & Ladany, 2001). The next stage, conceptualization, is a domain where the supervisor encourages the student to reflect upon how cultural factors influence them and understand how stereotyping can be detrimental to all parties involved. This can be asked of the supervisor as well to understand the impact of stereotyping and power bases can be to a student’s fieldwork experience. The intervention stage requires flexibility and open-mindedness regarding accepting the supervisee’s ideas around interventions, especially culturally sensitive interventions. The processing stage refers to the respectful and open communication that occurs between both the supervisor and supervisee. In theory, this form of communication should take place during all interactions; however, there are variants dependent on the persons involved based on different cultures. The final stage, evaluation is when the supervisor and supervisee are able to evaluate multicultural competence and assess for recommendations. This model provides a guideline for supervisors and supervisees addressing multicultural interactions with diverse clients; however, there is still a lack of research on actual effectiveness and relevance of this model in multicultural supervisory relationships (Ancis & Marshall, 2010). There is even less information in regard to supervisory practices of the occupation therapy profession.
Best Practice Considerations in Multicultural Supervision

To supervise someone from a diverse cultural background allows for a gateway to new information and array of enriching possibilities to learn from. Eklund et al. (2014) identified a few suggestions to include in the Multicultural Supervision model to foster an effective multicultural supervisory relationship. Creating a safe and inclusive setting, showing genuine interest and respect for each person’s unique culture, and discussing cultural similarities and differences are excellent places to begin this process (Eklund et al., 2014). Conversations about culture are both beneficial and necessary for building rapport between supervisor and supervisee.

Training and Supervision

There is a lack of training and experience in culturally competent practices and cross-cultural supervision presents additional challenges for creating effective multicultural supervision. There has been a greater number of supervisors that have received no formal education or experiences in addressing multicultural issues (Falender et al., 2013). Although multicultural training requirements have increased in recent years, there are still reports that supervisors remain culturally unresponsive. In order to become a well-versed multicultural supervisor, one must take advantage of opportunities that foster professional growth and skill development in this area (Eklund et al., 2014).

Specifically, the occupational therapy fieldwork educators’ training at the University of North Dakota offers practitioners the opportunity to readily accept students. According Dr. Debra Hanson, a University of North Dakota faculty member states that it is not a requirement for the fieldwork educator to engage in the training and earn the certificate to accept students. It is also reported that cultural competency regarding students is not
mentioned in the training material. Therefore, the responsibility falls on the supervisor to maintain cultural awareness. There is a lack of resources tailored to occupational therapy that explicitly address cultural awareness in the work place and focuses on the supervisor/student relationship. The American Speech, Language and Hearing Association (2010) developed a cultural competency checklist that serves as a tool to heighten the cultural awareness of a program’s policies and procedures that impact cultural and linguistic factors. These statements are presented in a survey style manner. For example, the statements read, “My agency/program actively recruits employees from culturally diverse populations and ...has persons representing various culturally and linguistically diverse backgrounds in leadership roles” (American Speech Language Hearing Association, 2010). These survey style statements are evaluated by the number yes or no responses, which displays the cultural awareness of their workplace members. Resources and examples from this tool could be modified to address the lack of explicit information relative to occupational therapy.

**What New Materials Can be Included**

Since the fieldwork educator plays a major role in a therapeutic relationship, French and Raven (1959) describe the power differential within supervisory relationships in five power bases: (1) referent, (2) expert, (3) coercive, (4) reward, and (5) legitimate power. Referent power occurs when the student sees the supervisor as a similar reflection of themselves and possesses comparable beliefs and values. Expert power occurs when the student believes that the supervisor possesses knowledge that he or she does not have. The other power base, coerciveness, occurs when the supervisor purposely withholds or confers benefits upon the student. The reward power base is the opposite of the former
and occurs when the supervisor solely utilizes praises, rewards and benefits when the
student performs at a certain level. Lastly, legitimate power occurs when the student
believes the supervisor has an authoritative or legal aptitude to control him or her (French
& Raven, 1959). Out of the five power bases, generally expert and reference power
correlate with positive connections for the student and supervisory relationship,
performance and satisfaction. In contrast, the legitimate, coercive and reward power
bases are reported as bullying behavior and have negative and detrimental effects on the
student and supervisor relationship. The social power bases are considered a foundational
reference for sociology, psychology, and professional interactions within the workforce.
These power differentials still hold relevance in current supervisor/supervisee
relationships.

Communication Styles

Communication and language differences were previously addressed in sections I
and II; however, it mainly focused on the student’s experience in the university and
classroom setting. Cultural differences in communication greatly influence the
supervisory relationship due to misinterpretations of verbal and non-verbal gestures
(Fong & Lease, 1997). Fong and Lease (1997) report that supervisors who are unaware of
how different their communication style can be from their supervisees can draw
inaccurate conclusions about a supervisee’s character or skills. This could lead to
inaccurate assumptions, rifts in communication styles, and could further complicate the
process of training and supervision of that individual (Fong & Lease, 1997). Supervisors
should create a safe environment that nurtures a student’s personal and professional
growth through effective communication. The environment should foster respect, trust
and dignity to encourage the students to be open and honest about concerns, mistakes and feelings. According to Burkard (2013), supervisors who create open, flexible, respectful and accepting environments have been highly valued in cross-cultural supervisory relationships (Burkard, 2013).

**Conclusion and Application**

The diversifying climate of occupational therapy students and practitioners requires supervisors and educators who are willing to adapt to successfully interacting with individuals who are culturally different from themselves. Culturally diverse experiences of the students as well as the supervisors can help influence the supervisory relationship and process in a positive way. While there is a high need for competence in this area, there is limited research conducted as to what types of tools and resources are available to educators, especially in the occupational therapy profession. There is a need for specific multicultural educational tools and supervisory guidelines for current and future occupational therapy fieldwork educators. If these tools and guidelines are put into place, it is inferred that supervisors will likely be better prepared to meet the needs of an increasingly diverse population and become more effective in training and supervising all students regardless of cultural background.
CHAPTER III

METHODOLOGY

The idea of this scholarly project began with our level I and II fieldwork experiences as racial minorities in our current occupational therapy program. Caucasians account for 82.9% of occupational therapists, making that the most common ethnicity in the occupation (Census Bureau, 2018). As students and co-authors, we identify ourselves as Asians and African Americans respectively, but there are only 8.7% of African American and 6.06% of Asian in the occupational therapy workforce respectively (Census Bureau, 2018). All of our supervisors were Caucasian and we found ourselves in different situations with our supervisor regarding cultural differences.

Being racial minorities of this profession provides unique perspectives on social and cultural differences and interactions (Census Bureau, 2018). I (the Asian author) was in a 12-week long physical disability fieldwork in a rural setting. The population in the town was conservative and rarely exposed to diversity. A client made a racially discriminatory comment towards me, but I was not aware of it until my supervisor pointed it out to me. Also, my fieldwork educator was having a difficult time providing me positive feedback. Culturally, I was taught to not accept compliments from others as a habit of being humble, or I would be viewed as arrogant if I accepted in my culture. Hence, I had to merge with the feedback exchange style here in the United States and accept her compliment.
As the African-American author, I have experienced some racial discrepancies during my level I and II fieldworks. Some experiences were brought on by blatant ignorance and attempts to assume negative stereotyping on my person, that I would gracefully debunk. Other experiences and conversation came from simple curiosity due to their lack of interaction with minorities. I pride myself on my rapport building skills with clients, supervisors and peers. I understand that cultural misconceptions and assumptions are difficult to discuss even in the best of situations. These supervisors and supervisee interactions are the driving force to my desire to understand best strategies to facilitate positive multicultural supervision situations. Therefore, this project focused on creating a discussion tool with use of the Occupational Adaptation model (Schkade & Schultz, 2003).

**Product Development Process**

An extensive literature review was conducted to identify specific issues regarding the lack of cultural competence and awareness among past and current healthcare supervisors and the negative effects on the culturally diverse and international students. Also, the authors reviewed the unique challenges culturally diverse professional students encounter that was not experienced by domestic students. The authors utilized educational databases such as CINHAL, PUBMED and SOCINDEX, professional websites such as The American Occupational Therapy Association (AOTA), (MGH Institute of Health Professionals) and American Speech-Language Hearing Association (ASHA) that involved multicultural supervision and personal reflection were included in the review. The authors have also collected research articles, textbooks and publications from other healthcare professions. Most of the literature reports on discrimination from
the perspective of international students across multiple healthcare programs and clinical setting. There are some articles that highlighted the United States domestic culturally diverse students’ experiences. After reviewing compiling all of the pertinent information from reputable and evidence-based resources, we researched which theoretical model would best fit our proposed product and cater to the specified population.

**Theoretical Approach**

After reviewing the literature, Occupational Adaptation model (Grajo, 2017) was chosen because of the basis of their concept that a person’s ability to become adaptive, they will gain relative mastery in their occupational performance. Since our population specifically targets fieldwork educators and students engaged in cross cultural supervision situations, this theory guides our development for our discussion tool.

The founders of the Occupational Adaptation model, Schultz and Schkade first introduced the concept in 1992. Since its arrival in the scholarly community, it has been considered an all-encompassing theory for occupational research and practice. According to Schultz (2014), there are six assumptions are summarized as follows: 1. Competence in occupation is a lifelong process of adaptation to internal and external demands to perform 2. Demands to perform occur naturally as a part of person’s occupational roles, and the context in which they occur 3. Dysfunction occurs because a person’s ability to perform has been challenged to the point at which demands for performance are not met satisfactorily 4. The person’s adaptive capacity can be overwhelmed by impairment, physical or emotional disabilities and stressful life events 5. The greater the level of dysfunction, the greater the demand for changes in person’s adaptive process 6. Success
in occupational performance is a direct result of the person’s ability to adapt with sufficient mastery to satisfy self and others (Schultz, 2014, p.528).

The Occupational Adaptation model (Grajo, 2017) has some additional terms that are critical to understanding the theoretical approach. Relative mastery is when a person uses efficiency (energy and time), produces anticipated results, and achieves internal and external satisfaction during occupational performance (Grajo, 2017). Adaptive capacity is defined as the person’s ability to adapt to the environment in which they are engaging in the occupation. According to the Occupational Adaptation model (Grajo, 2017), the person’s increased adaptiveness should be the outcome of occupational therapy programming. The desire and demand for mastery must be present in order for the person to achieve relative mastery.

Grajo (2017) addressed the multiple components engrained in the Occupational Adaptation model. The model described a person has his or her own desire for mastery of their own occupational environment, but there is also a demand of mastery required by their occupational environment. The difference between the desire of mastery and demand for mastery is known as the press for mastery. The press for mastery creates occupational challenges that a person has to adapt by adjusting one’s adaptation gestalts meanwhile the demand for master required by the occupational environment changes when time progress (Grajo, 2017). When these elements combine, the person’s occupational role expectation is then configured. The outcome of the person adjusting adapting oneself to the environment is defined as their occupation response as they response according to the demand from the environment.
Person

A person in the Occupational Adaptation model is identified as having three components: sensorimotor, cognitive and psychosocial (Grajo, 2017). International occupational therapy students have high demand on all the components described in the model since they have to adapt a new environment physically, achieving the Cognitive Academic Language Proficiency (CALP) level of English-using as well as developing a new social network (Grajo, 2017). Domestic United States culturally diverse students are also placed on a high demand to adapt to the culture of academic and social organization (Eklund, Aros-O’Malley, & Murrieta, 2014).

Occupational Environment

The primary occupational environment identified in the literature is the environment the person participates in he/she occupations (Schkade & Schultz, 2003). It is the external factor that contribute to the press of mastery (Turpin & Iwama, 2011) by providing demand of mastery from the environment. AOTA (2014) in its Occupational Therapy Practice Framework-3rd edition defined six different domains of environmental context a person can be involved in: physical, temporal, social, cultural, virtual and personal. Hence, other than being in a foreign country and live in unfamiliar context, there is consideration of the change in other context as well, such as their social network, their self-perception compares to local student due to different socioeconomic status.

Occupational Challenge

Occupational challenge is created by the press of mastery, which is the interaction between the person and the occupational environment through the use of occupation (Schkade & Schultz, 2003). International students in general experience language
barriers, which impacts their academic performance as well as social interaction (Crawford & Candlin, 2013; Lillyman & Bennett, 2014; Wang, Andre, & Greenwood, 2015). Moreover, they may not grow up in the same social norms as the United States., which, can be another factor that affects their classwork participations in class (McLachlan & Justice, 2009). Although, culturally diverse, United States based students' experiences are not heavily cited in literature, the occupational challenges apply to persons who experience cultural change in all context. Cultural environment can range from geographical, regional, institutional and racial. For example, if an African-American student was placed in fieldwork setting in a Native reservation, they are most likely to experience an occupational challenge due to cultural differences. One special struggle that international occupational therapy students have is they struggle to merge the knowledge they learned in the United States into the role of their own culture (Lim, Honey, Du Toit, Chen, & Mackenzie, 2016), which shows the inconsistency of occupational therapy practice world-wide.

**Occupational Role Expectation**

The occupational role expectation of the person is the identity and the occupational performance expected on an individual in a particular context. The role expectation of culturally diverse occupational therapy students is equivalent to the role expectation of any other local students. They are expected to be independent learners, thinkers and graduate level writers. Roles expected on fieldwork are student, colleague, peer and student therapist. This is also expected from all students who are accepted in higher education programs, regardless of cultural background. However, the ability of
international students does not always meet the expectation of a professional program (Erichsen & Bolliger, 2011).

**Occupational Response**

The occupational response is the by-product of the adaptive response, which might be an action or a behavior (Schkade & Schultz, 2003). It is the outcome of a person making internal adaptive response to the demand for mastery. This is the domain that educators should be aware of because it shows whether the culturally diverse occupational therapy student is having maladaptive response or not.

**Rationale for Model Selection**

Relative mastery is important for the supervisor and supervisee relationship, especially in the context of cross-cultural supervision. With respect to this project, the supervisor is the fieldwork educator and the supervisee is the fieldwork student. Culture is defined as social forms, customary beliefs and material traits of racial, religious and social groups (Bucher, 2015). It is also defined as a shared values, attitudes and goals that characterize an organization or institution practices (Bucher, 2015).

With respect to the fieldwork student’s successful experience on a fieldwork, multiple parties who are facilitators in eliciting adaptive responses of the student by engaging in their own relative mastery and overcoming the press for mastery. In principle 6, it addresses the adaptation process between the therapist and the client. However, the dynamic in cross-cultural supervision is more complex because it includes multiple stakeholders in the supervision relationship. According to principle 2 in the Occupational Adaptation model (Grajo, 2017), the person has to adapt to the preexisting environmental demand in their social and cultural context, which have major influences
on the person. Other than the fieldwork educator and the student, the involved people in
the cross-cultural supervision relationship, or any supervision relationship are the onsite
fieldwork coordinator, academic fieldwork coordinator, professional colleagues, the
student themselves, and student’s peers. Specifically, in cross-cultural supervision, may
be the student, fieldwork educator, fieldwork coordinator, college or peer who assist in
the process of eliciting the adaptive responses. Although the ultimate goal of the
fieldwork experience is the success of the student, it may also require the adaptive
response of both the fieldwork educator and the student.

Olmos-Vega, Dolmans, Guzman-Quintero, Stalmeijer, and Teunissen (2018) did
not use the Occupational Adaptation model (Grajo, 2017), but they discussed at length
the interactions between residents and supervisors in an anesthesiology residency
program in Bogota, Colombia. They reported on factors that were called adaptation
patterns. They identified three related patterns: (a) Compliance with supervisors’
directions, (b) residents negotiating supervisors’ preferences and (c) both parties
engaging in shared discussion making (Olmos-Vega et. al., 2018). This information is
relative to assessing the cross-cultural occupational therapy supervisor and student
relationship to formulate a discussion tool that can enhance the learning experience of
both parties.

In order to match the education level of occupational therapy students, it is
important to educate them as adult learners since it is considered as a higher education
degree. Instead of helping them directly by providing resources, educators should help
the students to discover adaptive strategies that are suitable for themselves and facilitate
the students’ adaptive capacity of their environment. Occupational Adaptation model
(Grajo, 2017), hence was chosen to guide the production of this project as it emphasizes the reciprocal relationship between the person and the occupational demand from their occupational environment (Grajo, 2017).

**Application of Occupational Adaptation to Multicultural Supervision**

With the identified components in the theoretical approach, we conceptualized the multicultural education supervision principles based on the six basic principles proposed by the authors of the Occupational Adaptation model (Grajo, 2017) and applied it into multicultural supervision in occupational therapy fieldwork. Table 2 presents each principle along with its application on multicultural supervision.

Table 2. Occupational Adaptation Principles Application Addressing Issues in Multicultural Supervision in Fieldwork.

<table>
<thead>
<tr>
<th>Definition of principles (Grajo, 2017)</th>
<th>Application to multicultural supervision relationship between Fieldwork supervisor and student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle 1:</strong> A person is an occupational being, who aims to master his/her own life and environment through occupation.</td>
<td><strong>Fieldwork Educator occupation:</strong> Seeks methods to facilitate a positive education environment for the student’s fieldwork experience (Barker &amp; Pittman, 2010).</td>
</tr>
</tbody>
</table>

**Fieldwork Student occupation:**

- Level I fieldwork student are required to understand basic clinical practice and develop comfort level on interacting with clients and understanding their needs (AOTA, 2018).
- Level II fieldwork student required to demonstrate proficiency in novice occupational therapy skills as an entry-level occupational therapist. Through the fieldwork, students learn to apply theoretical and scientific principles in a clinical setting and thus develop a professional identity as an occupational therapy practitioner (AOTA, 2012).
<table>
<thead>
<tr>
<th>Principle 2: The environment has preexisting occupational demand on the person. These demands either facilitate or hinder successful participation of the person.</th>
<th>The preexisting occupational demands on the fieldwork educators and the students are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Educator:</td>
<td></td>
</tr>
<tr>
<td>• Temporal context: Time constraints secondary to workload. Fieldwork students are often an addition to a workload and fieldwork educators may or may not be granted a deduction in productivity when working with a student. So, clinical environment has limited time available for fieldwork educators for their mentoring work.</td>
<td></td>
</tr>
<tr>
<td>• Physical context: The setting’s working environment demand physically such as patients transfer, treatment session and mobility within the setting.</td>
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<tr>
<td>• Social context: The demand of forming a new relationship every time when meeting a new client, as well as the demand of the professional relationship with other colleagues. Also, the educational experience requires fieldwork educators to develop an educational relationship with his/her fieldwork student.</td>
<td></td>
</tr>
<tr>
<td>• Cultural context: There are different cultural demand place on the fieldwork educator, such as the belief and value of the setting, the geographical culture of the setting, as well as the work environment’s cultural within the professionals. These demands push the fieldwork educators on demonstrating beliefs and values to their students because they are representing the setting as practitioners.</td>
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<tr>
<td>• Virtual context: The fieldwork educator has to be aware of the requirement of the communication styles, habits of the education institution and the interaction dynamic with their fieldwork student before, and during the fieldwork experience.</td>
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<tr>
<td>• Personal context: The fieldwork educator has to be aware of their role demand as practitioners, including how their occupational response can affect how the clinical student see them.</td>
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<tr>
<td>Fieldwork Student:</td>
<td></td>
</tr>
<tr>
<td>• Temporal context: Fieldwork experience requires students to adjust and adapt to a new temporal context</td>
<td></td>
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</table>
successful participation of the person. (Cont.)

because different fieldwork settings have different working schedules, which are usually drastically different from educational settings. Some settings require students to be flexible when they are placed in settings that have fixed time and location.

- Physical context: The physical demand of the setting such as the geographical location that requires commute, patient transfer and equipment management.

- Social context: Given that there are different professionals in the setting, the clinical experience requires student to adapt to social demand by establishing new social relationships with their supervisor, staffs, clients in a new social context.

- Cultural context: Students have to understand and adapt to a new cultural context, such as the norm, belief and value of the setting, the geographical culture of the setting, as well as the new or different values of the clients. These demands push the fieldwork student to demonstrating beliefs and values that are culturally similar to the setting and the general population of the site.

- Virtual context: Base on the type, scale, population of the setting, there are different styles of communication needed to be understood before practicing in such setting.

- Personal context: The role of the fieldwork placement has to be understood before occupational therapy student can participate in relevant practice.

<p>| Principle 3: The level of mastery of a person, the demand of mastery of the environment merge with each other, and synthesis role demands and expectations as well as occupational challenges. These products collectively are called the “press for mastery” | Fieldwork Educator: Communicating with students is one of the most challenging occupation of educators (Dubose, 2017). Moreover, it is discretely more difficult to communicate with students who have culturally diverse backgrounds because there is limited time available to spend on understanding each other verbally and culturally (Dubose, 2017). In order to be an effective fieldwork educator that facilitates the culturally diverse student’s best learning experience, there are specific occupational demands on the fieldwork educator to achieve cultural competency. These demands include: understanding of the students’ native language, knowledge of the students’ cultural |</p>
<table>
<thead>
<tr>
<th>Principle 3: The level of mastery of a person, the demand of mastery of the environment merge with each other, and synthesis role demands and expectations as well as occupational challenges. These products collectively are called the “press for mastery”. (Cont.)</th>
<th>Fieldwork Student: The role demand and occupational challenge of the fieldwork students includes meeting expectations of the fieldwork work setting academically and professionally, adapting different clinical reasoning procedures in different settings, overcoming communication barriers in the clinical context and meeting cultural expectation of the setting. The occupational challenges, occupational role and role demand and perceived by the student. Collectively: The internal adaptive capacity and relative mastery of the fieldwork supervisor and the student interacts with their external demands such as their occupational role demands and challenges. The fieldwork educator and student react to the demand challenges according to their occupational role and generate relative occupational responses resulting in meeting role expectations and their press for mastery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle 4: The person overcomes normative and developmental challenges of occupational adaptation in order to navigate the press for mastery. (Cont.)</td>
<td>Fieldwork Educator: The fieldwork educator overcomes his/her occupational challenges of being a fieldwork educator by understanding a sense of self, their relationship with others, how to be a fieldwork educator, carrying out purposeful action, seeking dynamic self-congruence, and learn from the experience of growth and change (Higgs &amp; McAllister, 2007). However, the supervisor may be hindered by some external factors, such as failure of application, funding, social and political problems as well as competitions for resources (Equality Challenge Unit, 2010).</td>
</tr>
</tbody>
</table>
| Principle 4: The person overcomes normative and developmental challenges of occupational adaptation in order to navigate the press for mastery. | Fieldwork Student: Students found that they experience different occupational challenges, such as academic stress, language barriers and social challenges (Campbell & Zeng, 2006; Crawford & Canlin, 2013; Guan & Jones, 2011). They found that it is easier to fit into their occupational role if they have had experience of the host country prior to the professional program. However, if they do not, they learn to adaptive themselves into the host culture by observing how local
students interact, learn from them and copy their culture (Lim et al., 2016). In this process, they lost their autonomy and their sense of self because they have to disregard a part of their sense of self and emerge to the local culture.

Collectively: There are different occupational challenges in different roles. Both fieldwork educators and students attempt to overcome the barriers and adapt to the occupational challenge.

<table>
<thead>
<tr>
<th>Principle 5: The person may experience occupational performance breakdown due to the challenges in the occupational environment. The person may respond adaptively or dysadaptively during a breakdown. (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Educator</td>
</tr>
<tr>
<td>• Adaptive responses: When encountering students from unfamiliar cultural background, the majority of fieldwork supervisors reported they seek additional support from colleagues during the supervising experience, so they can help their student succeed in their fieldwork (Oikarainen et al., 2017). They agree that they require assistance from their colleagues. They also found their own linguistic competency, knowledge of the students’ culture increases their adaptation gestalt (Oikarainen et al., 2017).</td>
</tr>
<tr>
<td>• Dysadaptative response: They would stop taking students because they do not feel comfortable taking students (Oikarainen et al., 2017).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle 5: The person may experience occupational performance breakdown due to the challenges in the occupational environment. The person may respond adaptively or dysadaptively during a breakdown.</th>
</tr>
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<tbody>
<tr>
<td>Fieldwork Students:</td>
</tr>
<tr>
<td>Culturally diverse fieldwork students often adapt their occupational challenge by working harder than local students with limited support (Milner, 2015).</td>
</tr>
<tr>
<td>• Adaptive response: Culturally diverse students experience challenges in different aspects of life such as discrimination, cultural shock, or unfamiliarity of the foreign context (Furnham, 2004). Their adaptive response will be seeking help from peers, academic educators, their mentors or people who have similar experience (Lim et al., 2016). However, although they can adaptive to the occupational challenges with huge effort, but they have no control when facing discrimination (Dubose, 2017).</td>
</tr>
<tr>
<td>• Dysadaptative response: General students who came from out-of-state came a long way to their fieldwork.</td>
</tr>
</tbody>
</table>
They do not have a mindset of withdrawal because they invested a lot of time and money into this experience (Li, Chen & Duannu, 2010). Hence, although they are dysadaptive to their occupational demand, they will not withdraw their fieldwork, professional program, nor they would seek help from their advisors and clinical educator.

**Collectively:** Fieldwork supervisor seek help from their colleagues, meanwhile the student seeks help from their peers who have the similar cultural background (Lim. et al., 2016). However, there is inadequate information on how the fieldwork supervisor can help the student adapt to the site’s environment culturally. Culturally diverse students adapt to their challenge by working harder than others with limited support.

| **Principle 6:** Occupational therapist’s role is to elicit an adaptive response from the client. The practitioner should also enable the client to participate in the required occupation, facilitate the environment and to empower the occupational adaptation process | Given the dynamic connections between the professional program and the fieldwork site, it is recognized that the fieldwork educator is not the only person who can elicit an adaptive response nor is the student the only individual who may needs an adaptive response. Therefore, we identified all potential player and their roles involved in the process.  
**Fieldwork Educator:** Fieldwork educators need innovative and effective strategies to develop their relative mastery in supervising a culturally diverse fieldwork student (Oikarainen et al., 2017).  
**Onsite Fieldwork Coordinator:** The onsite fieldwork coordinators are usually the administrator of the setting, or the supervisor of the fieldwork educators. Since they are the most familiar with the setting at an administration level, they can serve as the resource’s provider to the fieldwork educator on cross-cultural supervision. On a bigger scale, healthcare organization which supports the supervisor in eliciting adaptive response by enhancing collaboration and increase the relative competence of both supervisor and clinical students to work in increasingly diverse healthcare environment (Oikarainen et al., 2017).  
**Academic Fieldwork Coordinator:** Academic fieldwork coordinators at the schools have to take the lead on the issues of helping and advocating for |
The practitioner should also enable the client to participate in the required occupation, facilitate the environment and to empower the occupational adaptation process. (Cont.)

**Principle 6: Occupational therapist’s role is to elicit an adaptive response from the client.** The practitioner should also enable the client to participate in the required occupation, facilitate the environment and to empower the occupational adaptation process. (Cont.)

**Fieldwork Student:** Culturally diverse students learn to adapt to new environments and different cultures. Other than the education setting that they already have to adapt, they also have to encounter a new fieldwork setting. Also, it would be more difficult for them if the fieldwork site locates in a different region from their education institution.

Peers: Peers who are culturally similar with the student serve as a facilitator and supporter for the student, which reduce the dysadaptive response. Although they may not have the most important role in the students’ professional education experience, peers’ impact may go a long way due to the similar difficulties they experienced.

**Principle 6: Occupational Collectively:** Meanwhile it is admirable that educators are recognizing the need of culturally diverse student, assists and support are still inadequate. Supervisor, onsite fieldwork coordinator, academic fieldwork coordinator should work as a team and assist culturally diverse student on their fieldwork placements. It is also encouraged that the education institution actively engages the student in conversation about challenges they are facing, provide resources they need and help them cope with the difficulties that was not seen in local students (Wang et al., 2015).
CHAPTER IV

PRODUCT

This product was developed following difficulties experienced by the authors as they navigated past fieldwork experiences. The product was developed following a literature review and is guided by the intervention process of the Occupational Adaptation model (Grajo, 2017). The Occupational Adaptation model (Grajo, 2017) provides six principles to consider when facilitating the internal adaptation process. The authors applied these principles to the fieldwork educator and student learning process.

Initially, the authors thought they would develop a tool that would be used when a student was struggling with cultural related issues; however, it was determined that the product should be something that could be used for each and every fieldwork student at the outset of the fieldwork experience. All people have their own cultural experience and each agency has its own culture; therefore, a tool that is universal was deemed best.

In general, international and culturally diverse students need extra time to discovery their new role and establish social relationships (Campbell & Zeng, 2006). The product provides a discussion tool and resources for fieldwork educators to discover their new roles by utilizing different instruments such as this product. This will also assist the fieldwork educator in understanding the student’s self-perception on their own relative mastery.
Direction/Application of the Principles

The product is separated into three parts according to the principle's characteristics and how they can be used in a multicultural supervision in a fieldwork experience. Based on the fieldwork student's adaptation gestalt, the fieldwork educators can utilize the tool to guide the students' experience according to how well they adapt to the demand of the fieldwork experience.

1. Principles 1 & 2 - Principle 1 focuses on the occupation of the fieldwork educator providing a culturally competent experience to the fieldwork students, as well as the student participate in the fieldwork experience with a culturally diverse background. Meanwhile, principle 2 address the preexisting occupational demand from different environmental contexts. The authors reviewed the currently utilized tools for the initial stages in the fieldwork experience. The Fieldwork Experience Assessment Tool (FEAT) is an excellent tool however it is considered lengthy to use in practice. Another tool to use is American Speech-Language-Hearing Association (ASHA) provides self-reflective check lists that facilitates increased awareness of cultural competence. There are also discussion prompts to facilitate effective communication amongst both the fieldwork educator and student. Questions and resources addressing principle 1 and 2 should be discussed in the initial meeting at the fieldwork experience. Contexts include:

Temporal - Time constraint, pace of the setting, meeting productivity.

Physical - Physical demand of transferring clients, mobility in the setting, labor.
Social- Personal boundaries, work dynamic and ethics, communication styles.

Cultural- Cultural norms, believe and value of the setting, basic cultural expectation.

Virtual- Communication styles, word choice, tone of voice expected, time of delivery, role of communication

Personal- Role of the practitioner in the setting, and how it can affect treatment dynamic in the setting.

2. Principle 3 & 4- Principle 3 helps identifying the cultural barrier and difficulties the fieldwork student encounter. It lays out the demand of mastery of the cultural barrier, role demands from both the fieldwork educator and the students, as well as expectation. Principle 4 helps both parties to reflect on what methods they used to adapt to the challenges appeared in their fieldwork experience. The author’s reviewed current utilized fieldwork tools used for the weekly assessments during fieldwork. This included the Fieldwork Experience Assessment Tool (FEAT) specific to occupational therapy. While the FEAT is a good tool, it does not include cultural considerations and it is considered lengthy to administer in practice, therefore the author proposed other tools and resources to assist both parties. The authors decided to review the weekly review form currently used from the University of North Dakota and modify the document to include cultural considerations. The American Speech-Language- Hearing Association (ASHA) provides self-reflective checklists that facilitates increased
awareness of cultural competence. Another resource included in the product, is the MHG Institute of Health Profession cultural competence resource list to assist both parties in locating the best tool conducive to their situation. This will be beneficial to review with the student and fieldwork educator on a weekly basis to track progression in specific areas. Hence, these 2 principles are beneficial questions to reflect about weekly.

3. Principle 5 & 6 - Questions listed in principle 5 investigates the adaptability of both the fieldwork educator and fieldwork student. It also addresses the adaptive and dysadaptative response used by both parties. Principle 6 addressed the roles of different potential candidates and resources that can help assist the fieldwork educator and fieldwork student to adapt to the cultural challenges. Collectively, both the fieldwork educator and students can identify potential resources and assistance available for them. In the last column of the chart below, there are extra resources available for both parties. Principle 5 and 6 questions should be immediately addressed when the fieldwork student is not able to overcome the occupational challenges and environmental demands. The authors reviewed the three most challenges area for culturally-diverse students are academic stress, language barrier and social challenges. Fieldwork assisting tools currently used in AOTA fieldwork educator resources and MGH Cultural Competency and Diversity resources. There are discussion prompts for both parties to address challenges and facilitate positive adaptive responses.
Table 3. Principles 1 & 2.

<table>
<thead>
<tr>
<th>Occupational Adaptation Principle</th>
<th>Discussions Topic/ Suggested Process</th>
<th>Application and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle 1</strong>: A person is an occupational being, who aims to master his/her own life and environment through occupation.</td>
<td>During the initial meeting of fieldwork educator and student, it is highly recommended that time should be given to understand the learning style, communication style and consideration for both parties. This will assist in developing a positive therapeutic relationship and enhance the overall educational experience.</td>
<td><strong>Application</strong>: During the initial meeting at the fieldwork site, please consider using any of the following resources to facilitate a discussion.</td>
</tr>
<tr>
<td><strong>Application to Multicultural Supervision</strong>:</td>
<td><em>Since the FEAT does not include cultural considerations, please consider any concerns about values, belief or cultural factors that may influence your fieldwork experience.</em></td>
<td><strong>Resources</strong>:</td>
</tr>
<tr>
<td><strong>Fieldwork Educator Occupation</strong></td>
<td></td>
<td>1. <strong>Fieldwork Experience Assessment Tool (FEAT)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) <strong>Description</strong>: This assessment tool is designed to facilitate discussions and understanding between Level II fieldwork educator and students, as well as the characteristics of the fieldwork site. This tool promote dialogue and foster the identification of strategies for fieldwork educator to provide the just right challenge for the student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) <strong>Link</strong>: <a href="https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf">https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. <strong>American Speech-Language Hearing Association (ASHA): Service Delivery Checklist</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) <strong>Description</strong>: This tool was developed to heighten your awareness of how you view clients/patients from culturally and linguistically diverse populations. The primary target population includes students experiencing, academic stress, social challenges and language barriers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) <strong>Link</strong>: <a href="www.asha.org/uploadedFiles/practice/multicultural/personalreflections.pdf">www.asha.org/uploadedFiles/practice/multicultural/personalreflections.pdf</a></td>
</tr>
<tr>
<td><strong>Fieldwork Student Occupation</strong></td>
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<td>• Level I fieldwork student are required to understand basic fieldwork practice and develop comfort level on interacting with clients and understanding their needs (AOTA, 2018).</td>
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<td>• Level II fieldwork student required to demonstrate proficiency in novice occupational therapy skills as an entry-level occupational therapist. Through the fieldwork, students learn to apply theoretical and scientific principles in a clinical setting and thus develop a professional identity as an occupational therapy practitioner (AOTA, 2012).</td>
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</tbody>
</table>
While the FEAT is an excellent tool, this tool was not developed to include cultural considerations. Please specific discussion prompts below.

Discussion Prompts:
Provided below are the important topics to discuss in the initial meeting with respect to the occupation of education. It is not mandatory to follow the order of the promotes.

**Fieldwork Educator**
1. Attitude and supporting
   a) Availability and the involvement of the fieldwork educator
   b) Supporting and communication styles
2. Teaching styles
   a) Teaching structure, time line/grading of difficulties and interaction styles utilized in the past.
   b) Involvement of the fieldwork student in the professional team.

**Fieldwork Student**
1. Attitude and adaptability
   a) Preparation work of the fieldwork
   b) Prior exposure to diversity and comfort level and confident on encountering culturally diverse clients
2. Learning styles
   a) Education styles utilized from schools in the past and personal learning styles
   b) Communication styles with superiors (receiving and processing feedback)
**Principle 2:** The environment has preexisting occupational demands on the person. These demands either facilitate or hinder successful participation of the person. The preexisting occupational demands on the fieldwork educators and the students are:

**Fieldwork Educator**
- **Temporal context:** Time constraints secondary to workload. Fieldwork students are often an addition to a workload to the fieldwork educators. They may or may not be granted a deduction in productivity when working with a student. So, the fieldwork environment has limited time available for fieldwork educators for their mentoring work.
- **Physical context:** The working environment has various physical demands such as patients transfer, treatment session and mobility within the setting.
- **Social context:** The demand of forming a new relationship every time when meeting a new client, as well as the demand of the professional relationship with other colleagues. Also, the educational experience requires fieldwork educators to develop an educational relationship with his/her fieldwork student.
- **Cultural context:** There are different cultural demands placed on the fieldwork educator, such as the beliefs and values of the setting. The geographical culture of the setting, as this should also be included in the initial meeting of the fieldwork educator and student to help the contextual demands of the overall fieldwork experience including temporal, physical, social, cultural, virtual and personal.

**Fieldwork Educator:** Fieldwork educator is encouraged to go through each environmental demand specifically to the setting prior to the arrival of the fieldwork student. During the initial meeting, a discussion about the demand of the fieldwork environment should be initiated by the fieldwork educator to address any concerns the fieldwork student may have.

**Application:** The fieldwork educator and student will need to establish and review what is expected in the specific context of the fieldwork site.

**Environmental factors**
Fieldwork educator is encouraged to take time to review each of the following types of demand required to successful navigate through the fieldwork experience. As the discussion progresses the fieldwork educator should ask the students if they have any concerns about meeting the demand.

**Resources:**
1. **Fieldwork Experience Assessment Tool (FEAT)**
   a) **Description:** This assessment tool is designed to facilitate discussions and understanding between Level II fieldwork educator and students, as well as the characteristics of the fieldwork site. This tool promote dialogue and foster the identification of strategies for fieldwork educator to provide the just right challenge for the student. This tool can be used at the initial stages and midterm stages of fieldwork.
   b) **Link:** [https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf](https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf)

   a) **Description:** This tool was developed to heighten your awareness of your agencies'/programs' policies and procedures and the impact/influence of cultural and linguistic factors.
well as the work environment’s cultural within the professionals.

- These demands push the fieldwork educators on demonstrating beliefs and values to their students because they are representing the setting as practitioners.
- Virtual context: The fieldwork educator has to be aware of the requirement of the communication styles, habits of the education institution and the interaction dynamic with their fieldwork student before, and during the fieldwork experience.
- Personal context: The fieldwork educator has to be aware of their role demand as practitioners, including how their occupational response can affect how the clinical student see them.

Fieldwork student
- Temporal context: Fieldwork experience requires students to adjust and adapt to a new temporal context because different fieldwork settings have different working schedules, which are usually drastically different from educational settings. Some settings require students to be flexible when they are placed in settings that have fixed time and location.
- Physical context: The physical demand of the setting such as the geographical location that requires commute, patient transfer and equipment management.

Fieldwork Student:
In the preparation of the fieldwork, the fieldwork student should reflect on the cultural barrier they had in the past and determine what kind of context it is related to.

b) Link:

Discussion prompts:
The contextual demands a person may experience on fieldwork:
1. Temporal- Time constraint, deadlines for documentation, pace of the setting, meeting productivity.
2. Physical- Physical setup of the facility, physical demand of transferring clients, mobility in the setting, labor, sensorimotor.
3. Social- Personal boundaries, clients’ characteristics, work dynamic and ethics, communication styles, social expectation of the colleagues.
4. Cultural- Cultural norms, believe and value of the setting, basic cultural expectation.
5. Virtual- Communication styles, word choice, tone of voice expected, time of delivery, role of communication documentation system ie. EPIC.
6. Personal- Role of the practitioner in the setting, and how it can affect treatment dynamic in the setting.
- **Social context:** Given that there are different professionals in the setting, the clinical experience requires students to adapt to social demand by establishing new social relationships with their supervisor, staffs, and clients in a new social context.

- **Cultural context:** Students have to understand and adapt to a new cultural context, such as the norm, belief, and value of the setting, the geographical culture of the setting, as well as the new or different values of the clients. These demands push the fieldwork student to demonstrate beliefs and values that are culturally similar to the setting and the general population of the site.

- **Virtual context:** Based on the type, scale, and population of the setting, there are different styles of communication needed to be understood before practicing in such settings.

- **Personal context:** The role of the fieldwork placement has to be understood before occupational therapy students can participate in relevant practice.
Table 4. Principles 3 & 4.

<table>
<thead>
<tr>
<th>Occupational Adaptation Principle</th>
<th>Discussions Topic/ Suggested Process</th>
<th>Application and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle 3</strong>: The level of mastery of a person, the demand of mastery of the environment merge with each other, and synthesis role demands and expectations as well as occupational challenges. These products collectively are called the “press for mastery”</td>
<td>During the weekly meetings throughout the duration of the fieldwork experience and midterm, the fieldwork educator and student will review progression of overcoming occupational challenges. If student or fieldwork educator did not overcome the challenge, then proceed to principles 5 and 6</td>
<td>Application: Fieldwork educator and student will discuss and review any challenges that both parties experienced on a weekly basis. This will assist the both parties in understanding each other verbally and culturally and facilitate a positive learning experience at each weekly meeting.</td>
</tr>
</tbody>
</table>

**Application to Multicultural Supervision:**

**Fieldwork Educator**
- Communicating with students is one of the most challenging occupation of educators (Dubose, 2017). Moreover, it is discretely more difficult to communicate with students who have culturally diverse backgrounds because there is limited time available to spend on understanding each other verbally and culturally (Dubose, 2017). In order to be an effective fieldwork educator that facilitates the culturally diverse student’s best learning experience, there are specific occupational demands on the fieldwork educator to achieve cultural competency. These demands include: understanding of the students’ native language, knowledge of the students’ cultural background, and time invested in to discuss cultural difference (Oikarinen et al., 2017).
### Fieldwork Student
- The role demand and occupational challenge includes meeting expectations of the fieldwork setting academically and professionally, adapting different clinical reasoning procedures in different settings, overcoming communication barriers within the fieldwork context and meeting cultural expectation of the setting. The occupational challenges, occupational role and role demand and perceived by the student.

### Collectively
- The internal adaptive capacity and relative mastery of the fieldwork supervisor and the student interacts with their external demands such as their occupational role demands and challenges. The fieldwork educator and student react to the demand challenges according to their occupational role and generate relative occupational responses resulting in meeting role expectations and their press for mastery.

### American Speech-Language-Hearing Association: Cultural Competence Checklist: Personal Reflection
a) **Description:** This tool was developed to heighten your awareness of how you view clients/patients from a different culture. This can be used for fieldwork educators with regards to culturally diverse students.


### University of North Dakota Occupational Therapy Department Template: Weekly Learning Activities for Level II Fieldwork
a) **Description:** A comprehensive checklist with suggested learning activities to support student learning across the duration of the 12-week level II experience. This resource is used to stimulate ideas to construct a weekly schedule suitable to learning objectives.

b) **Location:** See handout; adapted from the University of North Dakota and permission granted for intended use by Debra Hanson, PhD, OTR/L.
<table>
<thead>
<tr>
<th>Discussion Prompts:</th>
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<tbody>
<tr>
<td>1. Please describe the communication dynamic between both fieldwork educator and student.</td>
</tr>
<tr>
<td>2. What is the impact of communication styles on your therapeutic use of self and fieldwork educator-student relationship?</td>
</tr>
<tr>
<td>3. What are the strengths of the fieldwork educator and the student?</td>
</tr>
<tr>
<td>4. What are the areas of growth and improvement of the fieldwork educator and the student?</td>
</tr>
</tbody>
</table>
### Principle 4: The person overcomes normative and developmental challenges of occupational adaptation in order to navigate the press for mastery.

**Application to Multicultural Supervision:**

**Fieldwork Educator**
- The fieldwork educator overcomes his/her occupational challenges of being a fieldwork educator by understanding a sense of self, their relationship with others, how to be a fieldwork educator, carrying out purposeful action, seeking dynamic self-congruence, and learn from the experience of growth and change (Higgs & Mcallister, 2007). However, the supervisor may be hindered by some external factors, such as failure of application, funding, social and political problems as well as competitions for resources (Equality Challenge Unit, 2010).

**Fieldwork Student**
- Students found that they experience different occupational challenges, such as academic stress, language barriers and social challenges (Campbell & Zeng, 2006; Crawford & Canlin, 2013; Guan & Jones, 2011). They found that it is easier to fit into their occupational role if they have had experience of the host country prior to the professional program. However, if they do not overcome the challenge, then proceed to principles 5 and 6.

Throughout the duration of the fieldwork experience, the fieldwork educator and student will discuss how well he/she are meeting weekly challenges.

If student or fieldwork educator did not overcome the challenge, then proceed to principles 5 and 6.

**Application:** The fieldwork educator and student will track weekly progress and overcoming challenges during the fieldwork experience during the weekly review meetings.

**Discussion Prompts:**

**Fieldwork Educator**
1. How is the student’s adaptation process and ability to handle the challenges?
not, they learn to adaptive themselves into the host culture by observing how local students interact, learn from them and copy their culture (Lim et al., 2016). In this process, they lost their autonomy and their sense of self because they have to disregard a part of their sense of self and emerge to the local culture.

Collectively
• There are different occupational challenges in different roles. Both fieldwork educators and students attempt to overcome the barriers and adapt to the occupational challenge.

2. Please describe the strategies used to assist students in navigating difficult interactions including, discriminatory comments by clients, and cultural clash or language barriers on fieldwork.

Student
1. Please describe your adaptation process to cultural clash situations and discriminatory interactions in the fieldwork experience.

Addition Questions
1. How well is the student dealing with cultural clash, language barriers and instances of discrimination?
2. Has the fieldwork educator been able to make internal and external adaptations to the cultural differences of the student?
Table 5. Principles 5 & 6.

<table>
<thead>
<tr>
<th>Occupational Adaptation Principle</th>
<th>Discussions Topic/ Suggested Process</th>
<th>Application and Resources</th>
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<tbody>
<tr>
<td><strong>Principle 5:</strong> The person may experience occupational performance breakdown due to the challenges in the occupational environment. The person may respond adaptively or dysadaptively during a breakdown.</td>
<td>Throughout the duration of the fieldwork, if at any time the fieldwork educator or student experience challenges, this provides reported areas of difficulties with multicultural supervision. Also provides discussion prompts and resources to assist in navigating the occupational challenges within the context of fieldwork.</td>
<td><strong>Application:</strong> The fieldwork educator and student may experience challenges during the fieldwork experience. According to the literature review conducted, there are three major domains of challenges experienced by culturally-diverse students, including academic stress, language barrier and social challenges. It was presented that their difficulties locate on the transaction within each area, but for the purpose of product development, we address the difficulties in the three domains separately.</td>
</tr>
</tbody>
</table>

**Fieldwork Educator**
- Adaptive responses: When encountering students from unfamiliar cultural background, the majority of fieldwork supervisors reported they seek additional support from colleagues during the supervising experience, so they can help their student succeed in their fieldwork (Oikarainen et al., 2017). They agree that they require assistance from their colleagues. They also found their own linguistic competency, knowledge of the students’ culture increases their adaptation gestalt (Oikarainen et al., 2017).
- Dysadptative response: They would stop taking students because they do not feel comfortable taking students (Oikarainen et al., 2017).
Fieldwork Students:
Culturally diverse fieldwork students often adapt their occupational challenge by working harder than local students with limited support (Milner, 2015).

- Adaptive response: Culturally diverse students experience challenges in different aspects of life such as discrimination, cultural shock, or unfamiliarity of the foreign context (Furnham, 2004). Their adaptive response will be seeking help from peers, academic educators, their mentors or people who have similar experience (Lim et al., 2016). However, although they can adaptive to the occupational challenges with huge effort, but they have no control when facing discrimination (Dubose, 2017).

- Dysadaptive response: General students who came from out-of-state came a long way to their fieldwork. They do not have a mindset of withdrawal because they invested a lot of time and money into this experience (Li, Chen & Duanmu, 2010). Hence, although they are dysadaptive to their occupational demand, they will not withdraw their fieldwork, professional program, nor they would seek help from their advisors and clinical educator.

- Collectively: Fieldwork supervisor seek help from their colleagues, meanwhile the student seeks help from their peers who have the similar cultural background (Lim et al., 2016). However, there is inadequate

3. Social Challenges
On fieldwork, professional interaction manner is required from culturally-diverse students. However, due to the unfamiliarity of the social culture of the setting, the student may experience discrimination without recognition, cultural shock of the social culture geographically or with the setting and having difficulty interacting with the fieldwork educator or the clients in the setting.

Resources:
1. AOTA Self-Assessment Tool for Fieldwork Educator Competency.
   a. Description: This is tool can be used for novice and experienced fieldwork educators. This is a guide to for self-reflection to target areas for professional growth and promote movement towards proficiency in all areas of supervision.
   b. Link: https://www.aota.org/Education-Careers/Fieldwork/Advisor.aspx

2. AOTA Cultural Competency Tool Kits
   a. Description: A reference and definition guide that equips fieldwork educators to have the ability to function effectively in cross-cultural interactions with clients and fieldwork students.
   b. Link: https://www.aota.org/Practice/Manage/Multicultural/Cultural-Competency-Tool-Kit.aspx
information on how the fieldwork supervisor can help the student adapt to the site’s environment culturally. Culturally diverse students adapt to their challenge by working harder than others with limited support.

Discussion Prompts

1. Academic Stress
   a) What are the differences between the teaching style in the setting and the education style used in your prior education experience?
   b) What are some academic concepts that you found hard to understand?
   c) How do you perceive your performance in evaluation, intervention and client engagement?
   d) Which strategies have been effective in assisting you in providing evaluation and intervention? Are there approaches that would be more effective?
   e) Discuss how collaboration between student and fieldwork educator is working in facilitating student’s ability to provide occupational therapy services.

2. Language Barrier
   a) What are some slangs, words, phrase that you found difficult to understand?
   b) What are some challenges you faced in writing such as documentation, conducting evaluation and writing reports?
   c) Do you have difficulties understanding the regional dialect or pace of speech?
   d) What are your learning preferences to assist understanding different languages?

3. Social Challenges
   a) Have you ever encountered discrimination? If you do, how did you cope with it?
**Principle 6:** Occupational therapist’s role is to elicit an adaptive response from the client. The practitioner should also enable the client to participate in the required occupation, facilitate the environment and to empower the occupational adaptation process.

**Application to Multicultural Supervision:**

Given the dynamic connections between the professional program and the fieldwork site, it is recognized that the fieldwork educator is not the only person who can elicit an adaptive response nor is the student the only individual who may need an adaptive response. Therefore, we identified all potential players and their roles involved in the process.

**Fieldwork Educator:** Fieldwork educators need innovative and effective strategies to develop their relative mastery in supervising a culturally diverse fieldwork student (Oikarainen et al., 2017).

| Throughout the duration of the fieldwork, if at any time the fieldwork educator or student experience challenges, this provides reported areas of difficulties with multicultural supervision. Also provides discussion prompts, examples and resources to assist in navigating the occupational challenges within the context of fieldwork. | **Application:** The fieldwork educator and student may experience challenges during the fieldwork experience. According to the literature review conducted, there are three major domains of challenges experienced by culturally diverse students, including academic stress, language barrier and social challenges. It was presented that their difficulties locate on the transaction within each area, but for the purpose of product development, we address the difficulties in the three domains separately.

**Academic Stress Examples:** Difficulty learning with western-style pedagogy, documentation, understanding education materials, lack CALP etc.

**Language Barrier Examples:** Lack CALP, difficulty following fast direction delivery, low English writing ability, not familiar with slangs, misinterpretation of words and meaning, difficulty adapting to different accents.

**Social Challenges Examples:** Experiencing discrimination or not able to recognize it, cultural shock of the geographical location, unfamiliarity of the foreign context or setting, difficulty interacting with fieldwork educator or clients, not understanding norms of the setting. |
**Onsite Fieldwork Coordinator:** The onsite fieldwork coordinators are usually the administrator of the setting, or the supervisor of the fieldwork educators. Since they are the most familiar with the setting at an administration level, they can serve as the resource’s provider to the fieldwork educator on cross-cultural supervision. On a bigger scale, healthcare organization which supports the supervisor in eliciting adaptive response by enhancing collaboration and increase the relative competence of both supervisor and clinical students to work in increasingly diverse healthcare environment (Oikarainen et al., 2017).

**Academic Fieldwork Coordinator:** Academic fieldwork coordinators at the schools have to take the lead on the issues of helping and advocating for culturally diverse student to adapt to the styles of the U.S. (Wang, Andre & Greenwood, 2015) because they are the primary contact of the student at their education setting, they have more power than the student and they have the responsibility on preparing the student well before their clinical placement. For example, academic educator can provide structured opportunities in their curriculum and assessment for the culturally diverse students to relate their practice to their hometown (Lim et al., 2016). They should also actively collaborate with the onsite clinical coordinator on assisting the student success on their clinical fieldwork.

<table>
<thead>
<tr>
<th>Resources:</th>
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<tbody>
<tr>
<td><strong>Academic Stress</strong></td>
</tr>
<tr>
<td><em>Link:</em> <a href="https://nccc.georgetown.edu/documents/NCCC-Learning-Table.pdf">https://nccc.georgetown.edu/documents/NCCC-Learning-Table.pdf</a></td>
</tr>
</tbody>
</table>

**Language Barrier**

regarding cultural differences and communication styles.

Fieldwork Student: Culturally diverse students learn to adapt to new environments and different cultures. Other than the education setting that they already have to adapt, they also have to encounter a new fieldwork setting. Also, it would be more difficult for them if the fieldwork site locates in a different region from their education institution.

Peers: Peers who are culturally similar with the student serve as a facilitator and supporter for the student, which reduce the dysadaptive response. Although they may not have the most important role in the students’ professional education experience, peers’ impact may go a long way due to the similar difficulties they experienced.

Collectively: Meanwhile it is admirable that educators are recognizing the need of culturally diverse student, assists and support are still inadequate. Supervisor, onsite fieldwork coordinator, academic fieldwork coordinator should work as a team and assist culturally diverse student on their fieldwork placements. It is also encouraged that the education institution actively engages the student in conversation about challenges they are facing, provide resources they need and help them cope with the difficulties that was not seen in local students (Wang et al., 2015).

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   Link: http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/Columns/InformationResources/ForeignLanguageBarrierWebResources.html

4. Smartthinking- A platform for online tutoring for all kinds of students.
   Link: https://www.pearson.com/us/higher-education/products-services-institutions/smarthinking/for-administrators.html

Social Challenges
   Link: https://www.mghihp.edu/sites/default/files/atoms/files/final-toolkit-transitioning-colleagues-gender-identity-expression-7-7-17.pdf
**Link:** [https://www.hrsa.gov/cultural-competence/index.html](https://www.hrsa.gov/cultural-competence/index.html)

3. Addressing Discrimination and Bias in Medical Education **Link:**  


**Discussion Prompts**

**Academic Stress**
1. Who has/ have the most resources on assisting the student in documentation?
2. Who will be the best person to explain the intervention/ treatment concept?
3. Who is/ are the expertise on differentiating the differences in education styles in the site and at the institution?

**Language Barrier**
1. Who has/ have the most resources on helping the student in understanding language, slangs, and terminology used in the setting?
### Social Challenges

1. Who is/are the most suitable/effective person/people to assist the student on navigating cultural differences and challenges?

2. Who has/have the best understanding of the culture of the setting?

3. Who will be the best person to talk with to navigating cultural differences geographically and institutionally?

*Once an issue is determined, the fieldwork educator should attempt to locate people or places for student support. For example, if the student has issues with documentation, then the fieldwork educator should direct student to writing center or facility documentation seminar.
CHAPTER V
SUMMARY

Purpose

The purpose of this project was to bridge the gap between the cultural differences of the occupational therapy fieldwork educators and the students. Focusing on navigating their cultural differences is beneficial to their relationship because of the expectation of the culturally-diverse students adapting to the culture of the region with limited to no assistance and resources. However, integrating cultural differences is the responsibility of both the fieldwork educator and student. Hence, a comprehensive literature review was conducted to identify the difficulties experienced by fieldwork educators and culturally-diverse students. Their occupational challenges were considered through the lens of the theoretical guidance of the six principles of Occupational Adaptation Model (Grajo, 2017). The authors integrated the findings into discussion prompts and resources based upon the literature review and the principles of the Occupation Adaptation model (Grajo, 2017).

After an extensive literature review and retrieval of resources, the discussion tool, Multicultural Supervision Tool for Occupational Therapy Level II Fieldwork Experience was developed. This discussion tool aimed to facilitate the discussion between the fieldwork educator and the student through reflection, seeking strategies and assistance from the resources provided as well as the team members around them. Through the
utilization of resources provided, the fieldwork educator will be able to assist their
student to elicit a response to their occupational challenge with an adaptive response.

Strengths

The goal of the *Multicultural Supervision Tool for Occupational Therapy Level II Fieldwork Experience* is to assist fieldwork educators to elicit adaptive responses from their student when they are facing occupational challenges. There are four major strengths of this tool: (a) stage-based approach, (b) specificity, (c) cultural sensitivity and authenticity, and (d) theory-based foundation. First, the tool was divided into three different parts according to the process of the fieldwork experience, initial meeting, weekly review meeting and occupational adaptation resources. Based on the process of the fieldwork experience, the fieldwork educator will be able select appropriate approach according to the timeline and adaptation ability of the student and themselves. This approach prevents burnt out from the fieldwork educator as it provides a structure to follow. It also provides options for the fieldwork educators so they do not have to utilize resources that are not necessary.

Second, this discussion tool also has an emphasis on the relationship between the fieldwork educator and culturally-diverse students. The comprehensive literature review painted a picture of the occupational challenges experienced by culturally-diverse students during their fieldwork experience. The authors provided resources and strategies that were shown effective to the occupational challenges experienced by culturally-diverse students.

Third, this discussion tool is has a high sensitivity to cultural diverse situations. The discussion prompts in the handout were created to facilitate thorough reflection and
discussion based on the first-hand experience of the authors. It can also be utilized in a multitude of settings that present with multicultural supervision situations, i.e. A Caucasian student completing a fieldwork on a Native American reservation.

Lastly, the discussion tool is theoretically-based. The author followed the order of the six principles of the Occupational Adaptation Model (Grajo, 2017) to identify the challenges of both parties, providing solutions for each occupational challenge and supported with relevant resources.

Limitations

Although the Multicultural Supervision Tool for Occupational Therapy Level II Fieldwork Experience possess strengths within the scholarly product, there are several limitations in the product. The first limitation is that we used limited research articles and literature regarding occupational therapy specifically in the literature review conducted. We attempted to seek out specific literature regarding the experience of culturally-diverse occupational therapy students. However, the literature mainly focused on international students and there are limited studies conducted in higher-education institutions. Secondly, there are some current culturally diverse occupational therapy practitioners practicing in culturally uniformed regions in the United States, hence the impact and the utilization of this project is limited in certain regions. Lastly, this tool has not been tested in natural settings by a culturally-diverse student and their fieldwork educator therefore, there is no data collected about the effectiveness of the discussion tool.

Recommendations

In the future, we encourage all occupational therapy fieldwork educators to utilize this discussion tool because cultural competence is highly valued in the field of all
healthcare disciplines. Occupational therapy practitioners should hold the standard of best practice that being culturally sensitive not only to our clients, but also other healthcare practitioners, occupational therapy colleagues and our future practitioners. We also encourage future occupational therapy students to utilize this tool in their fieldwork experience with their fieldwork educators and extend domains of this tool so that all occupational therapy student will be able to adapt to their fieldwork successfully.
This product was developed following difficulties experienced by the authors as they navigated past fieldwork experiences. The product was developed following a literature review and is guided by the intervention process of the Occupational
Adaptation model (Grajo, 2017). The Occupational Adaptation model (Grajo, 2017) provides six principles to consider when facilitating the internal adaptation process. The authors applied these principles to the fieldwork educator and student learning process. Initially, the authors thought they would develop a tool that would be used when a student was struggling with cultural related issues; however, it was determined that the product should be something that could be used for each and every fieldwork student at the outset of the fieldwork experience. All people have their own cultural experience and each agency has its own culture; therefore, a tool that is universal was deemed best.

**Directions/Application of the Principles**

The discussion tool was developed using the Occupational Adaptation model (Grajo, 2017). The authors studied each principle and related literature findings to determine what would be most critical in terms of facilitating a discussion and what were most beneficial resources. Following this process, the authors determined that three components would be included in the product. Based on the fieldwork student’s adaptation gestalt, the fieldwork educators can utilize the tool to guide the students’ experience according to how well they adapt to the demand of the fieldwork experience.
4. Principles 1 & 2- Principle 1 focuses on the occupation of the fieldwork educator providing a culturally competent experience to the fieldwork students, as well as the student participate in the fieldwork experience with a culturally diverse background. Meanwhile, principle 2 address the preexisting occupational demand from different environmental contexts. The authors reviewed the currently utilized tools for the initial stages in the fieldwork experience. The Fieldwork Experience Assessment Tool (FEAT) is an excellent tool however it is considered lengthy to use in practice. Another tool to use is American Speech-Language-Hearing Association (ASHA) provides self-reflective check lists that facilitates increased awareness of cultural competence. There are also discussion prompts to facilitate effective communication amongst both the fieldwork educator and student. Questions and resources addressing principle 1 and 2 should be discussed in the initial meeting at the fieldwork experience. Contexts include:

- Temporal- Time constraint, pace of the setting, meeting productivity.
- Physical- Physical demand of transferring clients, mobility in the setting, labor.
- Social- Personal boundaries, work dynamic and ethics, communication styles.
- Cultural- Cultural norms, believe and value of the setting, basic cultural expectation.
Virtual- Communication styles, word choice, tone of voice expected, time of delivery, role of communication

Personal- Role of the practitioner in the setting, and how it can affect treatment dynamic in the setting.

5. Principle 3 & 4 - Principle 3 helps identifying the cultural barrier and difficulties the fieldwork student encounter. It lays out the demand of mastery of the cultural barrier, role demands from both the fieldwork educator and the students, as well as expectation. Principle 4 helps both parties to reflect on what methods they used to adapt to the challenges appeared in their fieldwork experience. The author's reviewed current utilized fieldwork tools used for the weekly assessments during fieldwork. This included the Fieldwork Experience Assessment Tool (FEAT) specific to occupational therapy. While the FEAT is a good tool, it does not include cultural considerations and it is considered lengthy to administer in practice, therefore the author proposed other tools and resources to assist both parties. The authors decided to review the weekly review form currently used from the University of North Dakota and modify the document to include cultural considerations. The American Speech-Language- Hearing Association (ASHA) provides self-reflective checklists that facilitates increased awareness of cultural competence. Another resource included in the product, is the MHG Institute of Health Profession cultural competence resource list to assist both parties in locating the best tool conducive to their situation.
This will be beneficial to review with the student and fieldwork educator on a weekly basis to track progression in specific areas. Hence, these 2 principles are beneficial questions to reflect about weekly.

6. Principle 5 & 6- Principle 5 and 6 questions should be immediately addressed when the fieldwork student is not able to overcome the occupational challenges and environmental demands. The authors reviewed the three most challenges area for culturally-diverse students are academic stress, language barrier and social challenges. Fieldwork assisting tools currently used in AOTA fieldwork educator resources and MGH Cultural Competency and Diversity resources. There are discussion prompts for both parties to address challenges and facilitate positive adaptive responses. Questions listed in principle 5 investigates the adaptability of both the fieldwork educator and fieldwork student. It also addresses the adaptive and dysadaptative response used by both parties. Principle 6 addressed the roles of different potential candidates that can help assist the fieldwork educator and fieldwork student to adapt to the cultural challenges. Collectively, both the fieldwork educator and students can identify potential resources and assistance available for them. In the last column of the chart below, there are extra resources available for both parties.
First Meeting Discussion Tool

Welcome
First Meeting Discussion Tool- Understanding Occupational Demands and the Environment of the Fieldwork Experience

The following discussion guide meant for the first meeting between the fieldwork educator and student provides prompts to assist in the process of discussing the environmental and/or contextual demands and any cultural concerns either party may have during the fieldwork experience.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Preference for supporting the fieldwork student’s learning experience</td>
<td></td>
</tr>
<tr>
<td>• Supporting strategies for the fieldwork student.</td>
<td></td>
</tr>
<tr>
<td>• Exposure relates to context (listed below) prior educational experience.</td>
<td></td>
</tr>
<tr>
<td>• Optimal discussion time of the supporting strategies.</td>
<td></td>
</tr>
</tbody>
</table>

Contexts

- **Temporal**- Deadlines, pace of setting, productivity, working hours
- **Physical**- Physical setup of the facility, mobility
- **Social**- Work and client social dynamic, roles of other staffs in the interdisciplinary team
- **Cultural**- Cultural norm, value and beliefs of the institution and the geographical location
- **Virtual**- Communication styles, word choice, timing, documentational system
- **Personal**- Role of the occupational therapy practitioners, patient
Resources

3. **Fieldwork Experience Assessment Tool (FEAT)**
   
a. **Description:** This assessment tool is designed to facilitate discussions and understanding between Level II fieldwork educator and students, as well as the characteristics of the fieldwork site. This tool promote dialogue and foster the identification of strategies for fieldwork educator to provide the just right challenge for the student.

b. **Link:** [https://www.aota.org/](https://www.aota.org/)media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf

   *While the FEAT is an excellent tool for understanding characteristic of all aspects, the discussion tool we created was developed to include cultural considerations.*

4. **American Speech-Language Hearing Association (ASHA): Service Delivery Checklist**

   - **Description:** This tool was developed to heighten your awareness of how you view clients/patients from culturally and linguistically diverse populations. The primary target population includes students experiencing, academic stress, social challenges and language barriers.


   - **Description:** This tool was developed to heighten your awareness of your agencies’/programs’ policies and procedures and the impact/influence of cultural and linguistic factors.

   - **Link:** [www.asha.org/uploadedFiles/practicce/multicultural/personalreflecti1ons.pdf](http://www.asha.org/uploadedFiles/practicce/multicultural/personalreflecti1ons.pdf).
Weekly Review Form

The Weekly Review

https://gohighbrow.com/the-weekly-review/
Student Name(s):

Fieldwork Educator Name(s):

Date: _______________  Week # _______________

<table>
<thead>
<tr>
<th></th>
<th>Areas of Strength</th>
<th>Areas of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Fundamentals of OT Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Communication with FW Educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of Cultural Differences Among Clients and Colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Considerations for Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors/Communication Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall Progress Summary

Fieldwork Schedule Revisions

Recommended Supports for Student

Adapted from D. Hanson University of North Dakota: Occupational Therapy Student Weekly Review Form (2019).
5. **Fieldwork Experience Assessment Tool (FEAT)**
   c) **Description:** This assessment tool is designed to facilitate discussions and understanding between Level II fieldwork educator and students, as well as the characteristics of the fieldwork site. This tool promote dialogue and foster the identification of strategies for fieldwork educator to provide the just right challenge for the student. The FEAT has an initial and midterm form.
   d) **Link:** [https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf](https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf).

6. **MGH Institute of Health Professions: Diversity and Cultural Competence Education Resources**
   c) **Description:** This a website on the MGH Institute page that provides teaching tools and materials, curriculum guides, case studies, education videos, self-assessments, program assessments, articles and reports from various sources to assist the fieldwork educator in navigating cultural competence with the student.
   d) **Link:** [http://www.mghihp.edu/current-students/student-life/diversity/diversity-cultural-competence.aspx](http://www.mghihp.edu/current-students/student-life/diversity/diversity-cultural-competence.aspx)

   c) **Description:** This tool was developed to heighten your awareness of how you view clients/patients from a different culture. This can be used for fieldwork educators with regards to culturally diverse students.
   d) **Link:** [http://www.asha.org/uploadedFiles/practice/multicultural/personalreflections.pdf](http://www.asha.org/uploadedFiles/practice/multicultural/personalreflections.pdf)

8. **University of North Dakota Occupational Therapy Department Template: Weekly Learning Activities for Level II Fieldwork**
   c) **Description:** A comprehensive checklist with suggested learning activities to support student learning across the duration of the 12-week level II experience. This resource is used to stimulate ideas to construct a weekly schedule suitable to learning objectives.
d) **Location:** See handout; adapted from the University of North Dakota and permission granted for intended use by Debra Hanson, PhD, OTR/L.

9. **University of North Dakota Student Weekly Review Form: Multicultural Supervision Version (adapted from D. Hanson, PhD, OTR/L)**
   - **Description:** This form provides areas of both strength and improvement for students specific to cultural considerations during fieldwork. It allows the fieldwork educator and student focus on specific issues and formulate goals on a weekly basis to track progress.
   - **Link:** (See Handout)

10. **Article on Culturally Responsive Caring in Occupational Therapy**
    - **Description:** Presented with grounded theory methodology, the authors of this article examine how practitioners conceptualize culture and how they provide culturally responsive caring in the clinic.

**Potential Discussion Prompt**

5. Please describe the communication dynamic between both fieldwork educator and student.
6. What is the impact of communication styles on your therapeutic use of self and fieldwork educator-student relationship?
7. What are the strengths of the fieldwork educator and the student?
8. What are the areas of growth and improvement of the fieldwork educator and the student?
9. How is the student’s adaptation process and ability to handle the challenges?
10. Student, please describe your adaptation process to cultural clash situations and discriminatory interactions in the fieldwork experience.
11. Please describe the strategies used to assist students in navigating difficult interactions including, discriminatory comments by clients, cultural clash or language barriers on fieldwork.
Occupational Adaptation Resources
Occupational Adaptation Resources for Occupational Fieldwork Educator and Student

Introduction

According to the literature review conducted prior to this project, we discovered that culturally-diverse students in higher education experience combinations of difficulties including language barrier, academic stress and social challenges. Other instances of discrimination, cultural shock and unfamiliarity of the foreign context also further increased the hardship they experience during their professional program and their fieldwork experience. This resource tool presents each area of difficulty reported by culturally-diverse students (language barrier, academic stress, social challenges) and the resources that are deemed helpful on assisting fieldwork educator, students and other involved members to elicit an adaptive response.

This resource tool aims to facilitate the discussion between the fieldwork educator and students regarding the both parties dysadaptive experience. If the student is not able to adapt to the challenges during the fieldwork experience, the fieldwork educator should use this portion of the handout immediately. In the handout, discussion prompts are first provided to both the fieldwork educator and the student to understand the sources of the problem that cause the dysadptative response. Once the fieldwork educator and the student identified the sources of the difficulties and challenges, then they can proceed to either utilizing the resources provided or the team member(s) involved in the fieldwork experience. By utilizing the resources provided and the team members, the student will be able to elicit an adaptive response.
Academic Stress

Examples: Difficulty learning with western-style pedagogy, documentation, understanding education materials, lack CALP etc.

**Potential Discussion Prompts**

<table>
<thead>
<tr>
<th>Academic stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the differences between the teaching style in the setting and the education style used in your prior education experience?</td>
</tr>
<tr>
<td>2. What are some academic concepts that you found hard to understand?</td>
</tr>
<tr>
<td>3. How do you perceive your performance in evaluation, intervention and client engagement?</td>
</tr>
<tr>
<td>4. Which strategies have been effective in assisting you in providing evaluation and intervention? Are there approaches that would be more effective?</td>
</tr>
<tr>
<td>5. Discuss how collaboration between student and fieldwork educator is working in facilitating student’s ability to provide occupational therapy services.</td>
</tr>
</tbody>
</table>

**Top 3 potential designated team member to elicit adaptive responses and their role**

<table>
<thead>
<tr>
<th>Team member</th>
<th>Their role and how they can assist the adaptive responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advisor</strong></td>
<td>The academic advisor to the student has tracked their progression throughout the program and fieldwork experiences. They should be able to provide insight to the both parties regarding various learning strategies.</td>
</tr>
<tr>
<td><strong>Fieldwork Supervisor</strong></td>
<td>The fieldwork educator (FWE) could provide insight to their workplace culture, ethics, expectations and FWE role and habits.</td>
</tr>
<tr>
<td><strong>Peers</strong></td>
<td>Peers could provide support, insight and first-hand experiences to decrease academic stress and increase the adaptive responses.</td>
</tr>
</tbody>
</table>

**Resources that assist adaptive responses**

   Link: [https://nccc.georgetown.edu/documents/NCCC-Learning-Table.pdf](https://nccc.georgetown.edu/documents/NCCC-Learning-Table.pdf)


Language Barrier

Examples: Lack CALP, difficulty following fast direction delivery, low English writing ability, not familiar with slangs, misinterpretation of words and meaning, difficulty adapting to different accents.

Potential Discussion Prompts

1. What are some slangs, words, phrase that you found difficult to understand?
2. What are some challenges you faced in writing such as documentation, conducting evaluation and writing reports?
3. Do you have difficulties understanding the regional dialect or pace of speech?
4. What are your learning preferences to assist understanding different languages?

<table>
<thead>
<tr>
<th>Team member</th>
<th>Their role and how they can assist the adaptive responses</th>
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</thead>
<tbody>
<tr>
<td>Academic Fieldwork Coordinator</td>
<td>The academic fieldwork coordinator could assist the student on identifying and locating language barrier resources.</td>
</tr>
<tr>
<td>Peers who have experience of the same fieldwork site</td>
<td>Peers who are culturally similar to the student are able to provide first hand experience and insight of the language demand of the fieldwork site.</td>
</tr>
<tr>
<td>Fieldwork educator</td>
<td>Fieldwork educator has the most updated experience on language demand of the setting. Hence, fieldwork educator can direct the student on language use.</td>
</tr>
</tbody>
</table>

Resources that assist adaptive responses


4. Smartthinking- It is a website that provide a platform for online tutoring for all kinds of students.
   Link: https://www.pearson.com/us/higher-education/products-services-institutions/smartthinking/for-administrators.html
Social Challenges

Examples: Experiencing discrimination or not able to recognize it, cultural shock of the geographical location, unfamiliarity of the foreign context or setting, difficulty interacting with fieldwork educator or clients, not understanding norms of the setting.

Potential Discussion Prompts

<table>
<thead>
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<th>Top 3 potential designated team member to elicit adaptive responses and their role</th>
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</thead>
<tbody>
<tr>
<td>Team member</td>
</tr>
<tr>
<td>Fieldwork educator</td>
</tr>
<tr>
<td>Onsite fieldwork coordinator</td>
</tr>
<tr>
<td>Peers</td>
</tr>
</tbody>
</table>

Resources that assist adaptive responses


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