

Guest Editorial

Fieldwork

The birth of this issue started at an American Occupational Therapy Association's Annual Conference. At the time, I served as an academic fieldwork coordinator and attended workshops with other academic fieldwork coordinators at the conference. Fieldwork coordinators reported that they did not have a venue to publish articles on fieldwork education and the literature to date in the area of fieldwork education was limited. I approached Karen Jacobs, Editor of *Work*, with the idea of having a special issue of *Work* on fieldwork education. Dr. Jacobs welcomed the idea and the issue was born. Articles for this issue were then gathered and reviewed, and now published in this issue. Despite the time period from the birth of this issue to date, the number of articles published on fieldwork education outside of this issue remains limited. I am thankful that Dr. Jacobs provided the rehabilitation disciplines the opportunity to publish their research on fieldwork education. This special issue contains international studies in the area of fieldwork education from the disciplines of nursing, occupational therapy, physical therapy, and speech therapy. The topics within this issue focus on students, fieldwork educators, and non-traditional/emerging fieldwork placements. This includes: student learning styles, factors contributing to

meaningful clinical experiences, self-assessment, educational strategies, preparing fieldwork educators, and fieldwork placements in psychosocial settings, summer camps, and low vision rehabilitation.

Fieldwork education is a critical component of the rehabilitative sciences. Fieldwork education creates the bridge from student to practitioner. Students would not be able to enter into their specific fields in the rehabilitative sciences without successfully completing fieldwork education. I hope this issue inspires students, academic fieldwork coordinators, and the health professions to invest their time in promoting fieldwork education, completing research in the area of fieldwork education, and examining the transitions of students into work.

Guest Editor

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