



SJSU SAN JOSÉ STATE
UNIVERSITY

C A O T F C
California Occupational Therapy Fieldwork Council



14th Annual
Northern California
Fieldwork Educator
Conference

California Occupational Therapy Fieldwork Council 14th Annual Fieldwork Educators Conference

- Northern California Fieldwork Council Members
 - Amanda Kelley, & Alison George - San José State University
 - Dominique Embrey, & Liz Kleine - Samuel Merritt
 - Carlin Daley - Sacramento City College
 - Evin Wallus & Amy Arenberg - Dominican University

Objectives

- Review state and national updates
- Identify the Fieldwork requirements for 2020 ACOTE standards
- Overview of psychosocial practice across settings
- Generate psychosocial fieldwork objectives across settings
- Review research on incivility during fieldwork experience
- Learn & practice mindfulness techniques to support fieldwork practice
- Identify Fieldwork Educator Resources

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- History

- August 2017 ACOTE supported a single point of entry for both levels of practitioners
 - OTA mandated at baccalaureate level of education
 - OT mandated at doctoral level of education
- December 2017 OTA mandate placed in abeyance
- August 2018 Dual point of entry for OTA
- Task Force to review OT OTD mandate

- Current Status

- April 10, 2019 Dual point of entry for OT and OTA retained by ACOTE

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- ACOTE used for entry level programs only
 - Post-Professional Programs not governed by ACOTE
- California Master Plan for Higher Education
 - Designation of degree award at various CA public institutions
 - UC awards PhD, MS/MA, and BS/BA degrees
 - CSU awards MS/MA and BS/BA degrees
 - California Community College awards AS/AA degrees

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- Changes to ACOTE Standards as of July 2020
 - <https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf>
 - <https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>
- A Standards: Focused on General Requirements
 - NOTE: Changes reflect the baccalaureate degree (BS/BA) for OTA
 - Previous ACOTE standards (2011) addressed the following degrees:
 - Associate of Science (AS), Associate of Applied Science (AAS)
 - MOT/MS in OT
 - OTD

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- Changes to ACOTE Standards as of July 2020
- A Standards: Focused on General Requirements
 - Sponsorship and Accreditation of the Institution
 - Academic Resources (continue to require one person designated as the Program Director)
 - Degree requirements outlined for faculty and AFWC for each degree program
 - Capstone Coordinator for OTD
 - Students
 - Published Policies and Procedures
 - Curriculum Framework – retain focus of ***practice as a generalist***
 - Programs need a documented scholarship agenda reflecting curriculum design
 - Strategic Plan and Program Assessment

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- Changes to ACOTE Standards as of July 2020
- B Standards – continue to focus on student learning outcomes
 - Foundational content
 - OT Theoretical Perspectives
 - Basic Tenets of Occupational Therapy
 - Referral, Screening, Evaluation & Intervention Plan
 - Principles of Interprofessional Team Dynamics
 - Context of Service Delivery, Leadership & Management
 - Business Aspects of Practice
 - Scholarship
 - Preparation to work in Academic Setting
 - Professional Ethics, Values & Responsibilities

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- Changes to ACOTE Standards as of July 2020
- C Standards – Fieldwork Education
 - Fieldwork program reflects the Curriculum Design
 - Clear Criteria and Process for selecting fieldwork sites including MOU
 - Fieldwork Objectives: Standard C.1.3
 - Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience. **Ensure that fieldwork objectives for all experiences include a psychosocial objective.**

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- Changes to ACOTE Standards as of July 2020
- C Standards – Fieldwork Education
 - Fieldwork where no OT services exist: Standard C.1.14 (both OT & OTA)
 - Document and verify that supervision provided in a setting where no occupational therapy services exist includes a **documented plan for provision of occupational therapy/occupational therapy assistant services** and supervision by a currently licensed or otherwise regulated occupational therapist (or OTA under the supervision of an OT if applicable for OTA student FW) with at **least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience.** An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.

Updates on Educational Requirements

Winifred Schultz-Krohn PhD, OTR/L, BCP, SWC, FAOTA

- Changes to ACOTE Standards as of July 2020
- D Standards – Doctoral Capstone and Baccalaureate Project
- Doctoral Capstone
 - Capstone reflects curriculum design
 - Preparation requirements for Capstone Project
 - Dissemination of individual capstone project that relates to capstone experience
- Baccalaureate Project
 - Project reflects the curriculum design
 - Project designed in collaboration with faculty
 - Formal evaluative process for the project
 - Completion of the project can be group or individual

Resources for the 2019 PDPM SNF Payment Model:

- Centers for Medicare and Medicaid Services (CMS), April 2019, Fact Sheet: Proposed Fiscal Year 2020 Payment and Policy Changes for Medicare Skilled Nursing Facilities (CMS-1718-P)
- <https://www.cms.gov/newsroom/fact-sheets/proposed-fiscal-year-2020-payment-and-policy-changes-medicare-skilled-nursing-facilities-cms-1718-p>

AOTA, Eight Ways to Prepare for the Skilled Nursing Facilities Patient Driven Payment Model (PDPM) Retrieve resources at:

<https://www.aota.org/Practice/Manage/value/Skilled-Nursing-Facilities-Patient-Driven-Payment.aspx>

1. AOTA's 1-Day Specialty Conference About PDPM: Learn how to navigate the new payment model in SNFs during our 1-day specialty conference on June 21 in Silver Spring, MD (and via live streaming).
2. Provide High Quality Occupational Therapy Evaluations with This Free Checklist: Use the "SNF Evaluation Checklist & Quality Measures" below during the evaluation as a reminder of areas to address. AOTA encourages practitioners to print off the checklist and bring it with you to help guide client evaluations (*see link to the checklist below)
3. Watch Free Member Webinar for an Overview of PDPM, **CE Webinar (30 minutes)** [PDPM Part 1: The Policy and Quality Requirements of PDPM in SNFs](#)
4. Watch Free Member Webinar for a Clinical Perspective of PDPM, **CE Webinar (45 minutes)** [PDPM Part 2: PDPM as an Opportunity to Improve the Value of Occupational Therapy](#)

AOTA, Eight Ways to Prepare for the Skilled Nursing Facilities Patient Driven Payment Model (PDPM) Cont'd

5. Watch Free Member Webinars About Preparing for the New Payment Model [How OT Practitioners Can Prepare for the new SNF Payment Model Member Appreciation Plus Webinar](#) Reimbursement is changing in SNFs on October 1, 2019, but practitioners must start preparing now. (1 hour, August 2018)

[PDPM: Occupational Therapy Professionals' Opportunity to Improve Quality of Care](#) (1 hour, April 2019)

6. Read Background and Analysis of the New Payment Model, [AOTA Analysis and highlights](#) from the SNF PPS FY 2019 final rule adopting PDPM.

7. Take an Online Course About Documentation, Reimbursement, and Ethics in Skilled Nursing Facilities; [Skilled Nursing Facilities 101: Documentation, Reimbursement, and Ethics in Practice, 2nd Edition](#). This continuing education course includes information on the IMPACT Act, Changes to RUGS including the new PDPM and documenting the distinct value of OT.

8. Find Information from CMS About PDPM, [CMS PDPM Website](#): Information from CMS including frequently asked questions (FAQs), fact sheets, and training).
<https://www.cms.gov/Medicare/Medicare-Fee-for-Service-Payment/SNFFPS/PDPM.html>

AOTA's SNF Eval Checklist & Quality Measure Tool

<https://www.aota.org/~media/Corporate/Files/Secure/Practice/Manage/value/SNF-Evaluation-Checklist-Quality-Measures.pdf>



OT Skilled Nursing Facility Evaluation Checklist & Quality Measures

Use the checklist below during the evaluation as a reminder of areas to address. AOTA encourages practitioners to print off the checklist and bring it with you to help guide client evaluations, as well as to educate and train your colleagues regarding the occupational therapy evaluative process. The checklist supports high quality OT evaluations that lead to occupation-based, client-centered interventions.

A comprehensive occupational therapy evaluation is based on a theoretical model and follows the Occupational Therapy Practice Framework. A top-down approach identifies occupations that are challenging and important to the client and then assesses related performance skills, client factors, environments and context, and performance patterns. This checklist does not replace the clinical judgment of an occupational therapist. The checklist should be used as a reminder of baseline areas that should be addressed during the OT evaluation process. The areas below relate to occupation-based practice and quality performance measures.

For more information on the Patient Driven Payment Model (PDPM), this checklist, and the important role of occupational therapy click on SNF at www.aota.org/value.

Occupational Profile:

Each element of the occupational profile is considered from the client's perspective. Download the template at www.aota.org/profile.

- Reason for OT services
- Successful occupations
- Interests & Values
- Occupational History
- Performance Patterns
 - Habits Routines Roles Rituals
 - Environment: Supports & Barriers (Physical, Social)
 - Context: Supports & Barriers (Cultural, Personal, Temporal, Virtual)
 - Client's Priorities and Desired Outcomes

Analysis of Occupational Performance

Click on the Quality Toolkit at www.aota.org/value for links to standardized assessments and screening tools used in each of the areas below.

	Addressed	Is this area a Priority	Addressed	Is this area a Priority
Occupations				
ADLs	<input type="checkbox"/>	<input type="checkbox"/>	IADLs	<input type="checkbox"/>
Performance Skills				
Psychosocial/Behavior Skills	<input type="checkbox"/>	<input type="checkbox"/>	Fall Prevention/Fear of Falling	<input type="checkbox"/>
Client Factors—In addition to areas identified while addressing ADLs and IADLs (e.g., motor, sensation, pain)				
Vision	<input type="checkbox"/>	<input type="checkbox"/>	Functional Cognition	<input type="checkbox"/>
Performance Patterns				
Habits, Routines, Roles	<input type="checkbox"/>	<input type="checkbox"/>		
Contexts & Environments	<input type="checkbox"/>	<input type="checkbox"/>		
Safety Screen	<input type="checkbox"/>	<input type="checkbox"/>		

Rate this resource and provide feedback at surveys.aota.org/s3/checklist

SNF Quality Measures (2019)

Download details and read more about the Value Based Payment and Quality Reporting Programs in SNF at www.aota.org/value.

SNFs are scored based on the measures below. Talk to your administration/team to identify your facility's current scores and which measures are priorities for your team. Scores are available on CASPER reports. Consider the ways in which your practice contributes to your facility scores on priority measures.

Value-Based Payment Program

Measure	Facility Score as of (date)	Notes
Skilled Nursing Facility 30-Day Potentially Preventable Readmission Measure (SNFPPR)		
Skilled Nursing Facility 30-Day All-Cause Readmission Measure (SNFRM)		

Quality Reporting Program

Measure	Facility Score as of (date)	Notes
Application of Percent of Residents Experiencing One or More Falls with Major Injury (Long Stay)		
Percent of Patients or Residents with Pressure Ulcers that are New or Worsened		
Application of Percent of Long-Term-Care Hospital Patients with an Admission and Discharge Functional Assessment and a Care Plan that Addresses Function		
Discharge to Community—Post-Acute Care (PAC) Skilled Nursing Facility (SNF) Quality Reporting Program (QRP)		
Potentially Preventable 30-Day Post-Discharge Readmission Measure for Skilled Nursing Facility (SNF) Quality Reporting Program (QRP)		
Medicare Spending Per Beneficiary—Post-Acute Care (PAC) Skilled Nursing Facility Measure		

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Rate this resource and provide feedback at surveys.aota.org/s3/checklist

SNF QRP Measures Required on FY 2020 Claims

The following measures will be implemented on October 1, 2019.

Measure	Facility Score as of (date)	Notes
Spending Per Beneficiary (MSRB)—Post-Acute Care (PAC) Skilled Nursing Facility (SNF) Quality Reporting Program (QRP)		
Discharge to Community Post-Acute Care SNF Quality Reporting Program		
Potentially Preventable 30-Day Post-Discharge Readmission Measure for SNF Quality Reporting Program		
Percent of Residents or Patients With Pressure Ulcers That are New or Worsened (Short Stay) (NOF #0678)		
Changes in Skin Integrity Post-Acute Care: Pressure Ulcer/Injury		
Application of Percent of Residents Experiencing One or More Falls with Major Injury (Long Stay) (NOF #0674)		
Application of Percent of Long-Term-Care Hospital (LTCH) Patients with an Admission and Discharge Functional Assessment and a Care Plan That Addresses Function (NOF #263)		
Application of Inpatient Rehabilitation Facility (IRF) Functional Outcome Measure: Change in Mobility Score for Medical Rehabilitation Patients (NOF #2634)		
Application of IRF Functional Outcome Measure: Discharge Mobility Score for Medical Rehabilitation Patients (NOF #2636)		
Application of the IRF Functional Outcome Measure: Change in Self-Care Score for Medical Rehabilitation Patients (NOF #2633)		
Application of IRF Functional Outcome Measure: Discharge Self-Care Score for Medical Rehabilitation Patients (NOF #2635)		
Drug Regimen Review Conducted With Follow-Up for Identified Issues—Post-Acute Care (PAC) Skilled Nursing Facility (SNF) Quality Reporting Program (QRP)		



www.aota.org

Rate this resource and provide feedback at surveys.aota.org/s3/checklist

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OTAC 2019 ANNUAL CONFERENCE & EXPO CONTINUING EDUCATION
OCTOBER 17-20 · PASADENA



<https://www.otaonline.org>

<https://www.otaonline.org/otac-events-calendar>

<https://www.otaonline.org/advocacy/otac-advocacy-center>

OTAC is going to Vegas!
2020 Western Regional OT Spring Symposium
March 7 and 8
Join California and other western regional OT state associations at this event designed to **ELEVATE** OT professional competency, connections, and collaboration.



Call for Presentation submissions is now open!

American Occupational Therapy Political Action Committee (AOTPAC): 2019 AOTPAC Updates

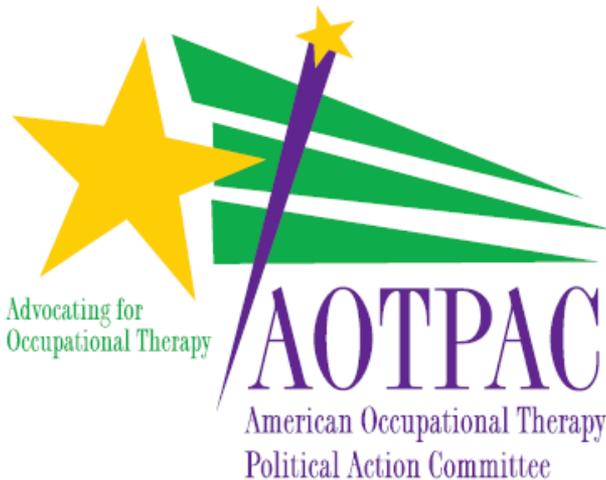
Luis Arabit, OTD, MS, OTR/L, BCPR,C/NDT,
PAM

Director, Region V

American Occupational Therapy Political
Action Committee (AOTPAC)

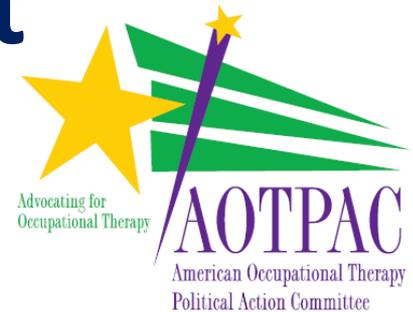
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AOTPAC: A Vital Component

- AOTPAC is the American Occupational Therapy Political Action Committee
- A political action committee is a group formed by an industry or an issue-oriented organization to raise and contribute money to the campaigns of candidates likely to advance the group's interests
- AOTPAC is the political action arm of AOTA that complements AOTA's public policy agenda & supports its lobbying efforts
- By law, AOTA cannot give any financial support to a candidate running for office, none of your AOTA membership dues can be used to support political candidates



Promoting OT in the New Congress

- **Home Health**-Allowing OT to start HH cases under Medicare- looking for new sponsors of the bill
- **OT & non-pharmacological treatment of pain**- OT as an alternative to opioids; SUPPORT Act passed-→ CMS to provide policy guidance
- **Telehealth**- addition of OT to the formal list of providers who can provide Medicare services via telehealth
- **Falls Prevention & Home Safety**- raising awareness in Congress
- **OT's role in TBI**- increasing national awareness of the important role of OT in TBIs

Promoting OT in the New Congress

- **Mental Health Workforce-** improving access to mental healthcare professionals in underserved communities (Loan repayment practicing in shortage areas).
Inclusion of OT
- **SISP Week- (April 8-12)** National Specialized Instructional Support Personnel Appreciation Week
- **PDPM (SNFs)** – Begins Oct 1, 2019
- **PDGM (HHAs)**– Begins Jan 1, 2020
- **OTA Medicare Reimbursement-** addressing future changes

Attending Fundraiser and Thanking Congresswoman Judy Chu for supporting the Opioids Bill



Therapy PAC's: AOTA, APTA, ASHA

2017	
<ul style="list-style-type: none"> AOTPAC 	\$196,833
Mean salary* (OT) \$81,900 (OTA)\$56,070	
<ul style="list-style-type: none"> APTA-PAC 	\$594,856
Mean salary (PT) \$85,400 (PTA)\$45,290	
<ul style="list-style-type: none"> ASHA PAC 	\$222,423
Mean salary (SLP) \$74,680 (Aud) \$75,980	

2018	
<ul style="list-style-type: none"> AOTPAC 	\$187,553
Mean salary* (OT) \$84,640 (OTA)\$59,470	
<ul style="list-style-type: none"> APTA-PAC 	\$573,901
Mean salary (PT) \$88,080 (PTA)\$57,620	
<ul style="list-style-type: none"> ASHA PAC 	\$228,904
Mean salary (SLP) \$79,770 (Aud) \$80,040	

*Mean Salaries according
 To United States Bureau of
 Labor Statistics
 (2017-5/2018) (2018-3/2019)

Association Membership Numbers (1/2018 – 12/2018)
 AOTA = 60,000 APTA = 100,000+ ASHA = 204,000

Top Five States: AOTFAC Contributions

Percentage of AOTFAC Donations

2018	New Mexico 11.6%	Kansas 9.54%	New Hampshire 9.45%	District of Columbia 8.99%	Wyoming 6.74%
2017	New Mexico 16.58%	District of Columbia 9.68%	Alaska 8.67%	Louisiana 8.08%	Kansas 7.48%
2016	New Mexico 9.82%	District of Columbia 9.41%	Kansas 8.72%	Nevada 8.06%	South Dakota 7.73%
2015	New Mexico 11.08%	Kansas 8.76%	Alaska 7.84%	Nevada 7.79%	South Dakota 6.41%
2014	Kansas 22.33%	New Mexico 18.01%	District of Columbia 12.50%	Nevada 12.25%	Alaska 9.62%

AOTA members contributing in each state or geographic region by percentage

Top 5 States: 2018 Average AOTPAC Contribution

#2

Nevada

\$283.67

#1

West Virginia

\$308.51

#3

District of Columbia

\$228.13



#4

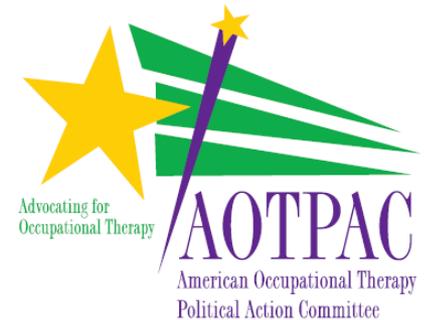
Wyoming

\$178.42

#5

Delaware

\$172.58

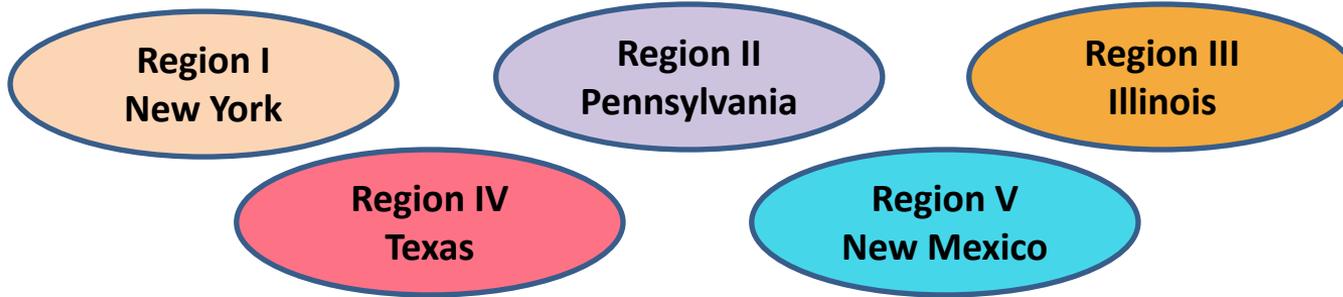


AOTPAC Fundraising - 2018

- AOTPAC raised \$187,553 (93.78%) toward its calendar year 2018 goal of \$200,000 from 2,300 members/student groups
- Academic Leadership Council contributed **\$18,586** toward this goal at the meeting in Salt Lake City (101 contributors)



2018 AOTPAC-Madness



Congratulations to the AOTA members from
State of
New Mexico



Student Challenge - 2018

- Chatham University, Student OT Association
- Creighton University, Student OT Association
- Gannon University, Student OT Association
- James Madison University, Student OT Association
- Keiser University, Student OT Association
- Lenoir-Rhyne University, Student OT Association
- Nebraska Methodist College, Student OT MHSA
- NOVA Southeastern University, Student OT Association
- Ohio State University, Student OT Association
- Saginaw Valley State University, Student OT Association
- Samuel Merritt University, Student OT Association
- University of Central Arkansas, Student OT Association
- University of Florida, Student OT Association
- University of Missouri, Student OT Association
- University of New Mexico, Student OT Association
- University of Scranton, Student OT Association
- University of Toledo HSC, Student OT Association
- University of Wisconsin-La Crosse, Student OT Association
- University of Wisconsin Milwaukee, Student OT Association

AOTPAC regions

- - Region I
- - Region II
- - Region III
- - Region IV
- - Region V



**AOTPAC
Chair
Yvonne
Randall**

2019 AOTPAC Board of Directors



**Region I
Sarah
McKinnon**



**Region V
Luis Arabit**



**Region IV
Brent
Braveman**



**Region III
Dawn Sonnier**



**Region II
Rachelle
Dorne**

AOTA Hill Day- **Sept 23, 2019**



Take Action!

Actions for all OTs, OTAs, and students

- 1) **PARTICIPATE:** Be an AOTA & state OT association member so there is greater support for legislative action
- 2) **ADVOCATE:** Grassroots communications by members to their senators and representatives – call, write, email or visit – use the AOTA Legislative Action Center
- 3) **CONTRIBUTE:** Donate to AOTPAC so we can elect and retain legislators who support our priorities



Be Part of "AOTPAC
MovesOT2020!"

Join these colleagues with
your contribution.

Contact Information

- Luis Arabit, AOTPAC Director, Region V
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- Facebook: Louie Arabit
- Instagram: @laotadvocate
- Twitter: @llouieotr
- LinkedIn: Luis Arabit
- #aotpacdir5





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California Occupational Therapy Fieldwork Council



*Psychosocial Objectives
for Occupational
Therapy Fieldwork*

*Anne MacRae, PhD, OTR/L,
BCMh, FAOTA*

Outline of Presentation

- Review the psychosocial focus in health care in general and occupational therapy in particular
- Introduce ACOTE standard C.1.3 and related definitions
- Provide suggestions for incorporating psychosocial objectives
- Present “psychosocially informed” practice and biopsychosocial approaches, as well as specific psychosocial issues and strategies
- Develop psychosocial objectives – Large and small groups
- Closure

The Current Health Care Context:

What has changed that makes psychosocial considerations more important?

- New models of service delivery focused on primary care and integrated services.
- Waning influence of the medical model and greater awareness of social and rehabilitative approaches.
- Increased awareness of the effects of stress and trauma on overall health.
- A general acknowledgement that physical and mental health are dependent on the environment. (Community dynamics, housing quality, social support, employment opportunities etc.)
- Social inclusion and the support of significant others are now considered paramount for meaningful recovery.

Anne MacRae, PhD, OTR/L, BCMH, FAOTA

Nor Cal's 14th Annual Fieldwork Educator Conference, San Jose State University, 5/31/2019

Significance for Occupational Therapy

- Although psychosocial considerations can and should be addressed in all populations and settings, occupational therapists have lost recognition as psychosocial or psych rehab practitioners in the USA because of very poor representation of occupational therapists working with people with identified behavioral and mental health issues.
- As “psychosocial concerns” now appear to be in the domain of many, if not most, health and human service professionals, occupational therapy can no longer claim a “unique” perspective without further clarification and advancing its knowledge base.
- The addition of psychosocial objectives for fieldwork students is an opportunity to evaluate and enhance agency wide occupational therapy practice.

ACOTE Standard and Definition

2020 ACOTE Standard C.1.3: “Ensure that fieldwork objectives for all experiences include a psychosocial objective”.

ACOTE Glossary Definition: “Psychosocial as pertaining to the influence of social factors on an individual’s mind or behaviour, and to the interrelation of behavioural and social factors” (Martikainen et al., 2002, p. 1091).

Although necessarily vague to allow for variations in a multitude of settings, the ACOTE standard and glossary definition do not provide guidance for developing meaningful objectives.

What is Psychosocial Occupational Therapy?

Psychosocial occupational therapy practice includes, but is not limited to, addressing behavioral health concerns (diagnosed or undiagnosed mental illness/symptoms, substance abuse, stress and trauma induced behaviors).

Significant aspects of psychosocial occupational therapy are prevention, context and environment, inclusion and support.

Psychosocially Informed Occupational Therapy Practice

- Application of Interpersonal Strategies
- Functional Assessment/Interventions
- Environmental Assessment/Intervention
- Referrals and Continuity of Care Plan

While each of these aspects are critical to authentic occupational therapy, they are not sufficient to develop psychosocial objectives without further linkage to specific psychosocial issues.

Biopsychosocial Approaches

- Sensory Processing (e.g. link to trauma)
- Executive Function (e.g. link to occupational deprivation)
- Pain Management (e.g. non-medical approaches)
- Physical Activity (e.g. link to prevention, mental illness & recovery)

These are all areas addressed by occupational therapists but for the purposes of psychosocial objectives, they should be linked directly to specific psychological and/or social issues.

Specific Psychosocial Issues

- Trauma (illness, injury, abuse, violence, poverty, displacement, etc.)
- Strengths/obstacles - family, friends, peers, faith based community, personal attributes (resilience)
- “Secondary” client needs (e.g. caregivers)
- Social network (exclusion, isolation, stigma)
- Occupational justice issues (deprivation, injustice)
- Cognitive, sensory, affective, psychotic symptoms

Types of Psychosocial Objectives for Practice

- **Assessment** – Global approach that addresses emotional, cognitive and social concerns/strengths, as well as environmental structures, stressors, obstacles and supports.
- **Intervention** – Psychosocial objectives linked to reason for referral or organizational protocols. e.g. anxiety interfering with pain management; depression decreasing functional performance.
- **Modified Interventions** – Timing and methods adapted to address sociocultural, emotional and cognitive status. e.g. a person under significant emotional distress usually requires additional time and simplified instructions. May also need ongoing structure and support to achieve goals.

Types of Psychosocial Objectives for Additional Occupational Therapy Roles

- **Consultation** – e.g. Providing in-service training on psychosocial related topics
- **Projects** - e.g. Program development or specialty groups such as caregiver support. (Note: Project based activities may be especially useful for services that are problematic for reimbursement but could serve as a student capstone project).
- **Collaborative Continuity of Care** – Discharge documentation that include ongoing psychosocial needs, as well as mechanisms for sharing information with discharge coordinators, case managers, and referral sources.

Case Study Practice Session:

Developing Psychosocial Objectives

(see handout)

Case Study Practice Session: Developing Psychosocial Objectives

As you review the Case Study: “Jason Returns Home”, think about relevant assessments, interventions and other occupational therapy services.

Identify related tasks that can reasonably be performed by an intern and develop a psychosocial objective that is sufficiently general to apply to a wide sampling of clients at this facility. (This is NOT an individual treatment plan!)

Feel free to develop objective based on familiar standards or use the following format: Student/Intern will (**perform task**) given (**conditions**) as demonstrated by (**measurement**).

The student/intern will _____ given _____
_____ as demonstrated by _____.

Break Out Session – Small Groups

- Break into groups based on provided color code
- Facilitator guides discussion
- Identify one volunteer to record responses
- Identify another volunteer to share with large group

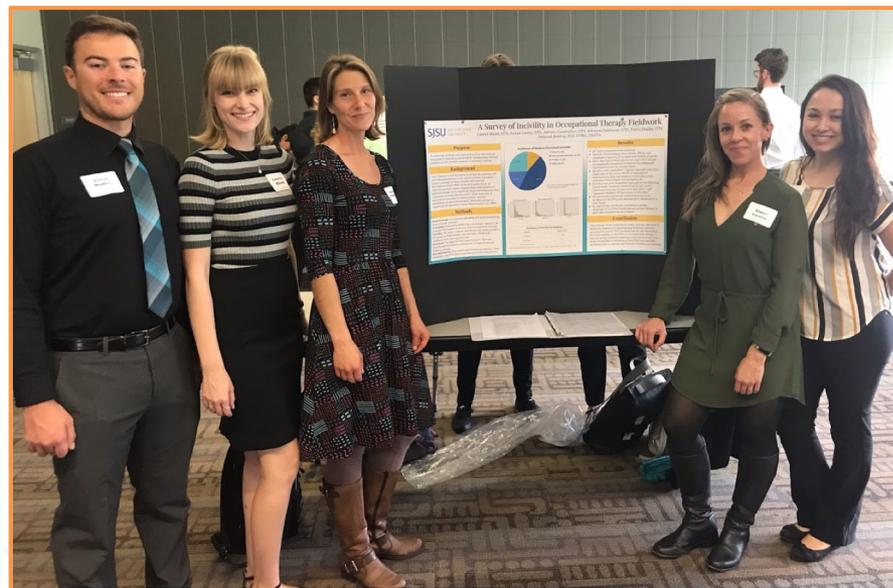
Closure

- Were you able to develop at least one objective that is realistic for your organization?
- Was the information helpful for you to develop psychosocial objectives with your staff?
- What further steps need to be taken for the advancement of psychosocial occupational therapy?
- Would you like further information or training on the concepts presented?

Contact: Anne MacRae anne.macrae@sjsu.edu

A Survey of Incivility in Occupational Therapy Fieldwork: Capstone research project

- Research group members
 - Lauren Bland, OTS
 - Aimee Castro, OTS
 - Adriana Covarrubias, OTS
 - Adrienne Dahlmeier, OTS
 - Travis Dudley, OTS
- Research advisor
 - Deborah Bolding, PhD, OTR/L, FAOTA



Pictured from left to right:
Travis, Lauren, Adrienne, Aimee & Adriana

Objectives

- Definition of Incivility
- Background of Incivility
- Research: Purpose, Methods, Results, & Limitations
- Implications
- Considerations

Definition of Incivility

- Negative, rude, or disruptive behavior towards an individual.
- Single, isolated event.
- May cause the individual to experience psychological and/or physiological distress.

Background

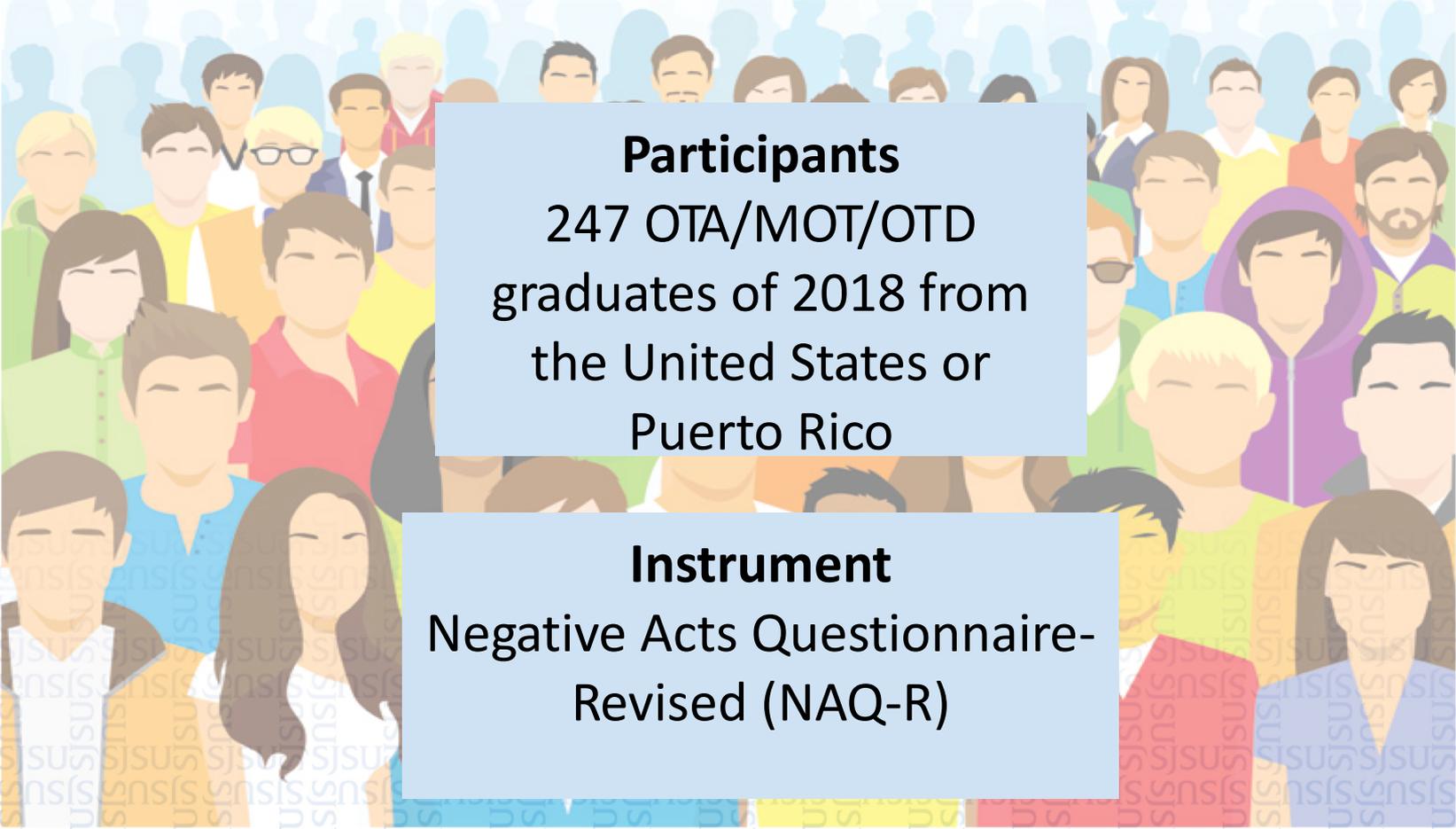
- Incivility is not uncommon in both the workplace environment and student internships.
- Early years of OT practice can provide an opportunity to build confidence and expertise, but incivility during internships can:
 - Increase stress and anxiety
 - Lead to poor mental health and loss of self-confidence
 - Affect student desire to attend their internship and pursue their career
 - Negatively impact patient/client care

(Clark, 2008; Einarsen et al., 2009; Marchiondo et al., 2010; Smith et al., 2010; Stubbs & Soundy, 2013; Warrner et al., 2016)

Purpose

The research study was designed to explore the **incidence** and **type** of **perceived incivility** during occupational therapy students' fieldwork II experiences.

Methods

A large, colorful illustration of a diverse group of people, including men and women of various ethnicities and ages, representing the study participants. The illustration is composed of many individual faces, some in the foreground and others faded in the background, creating a sense of a large, varied population.

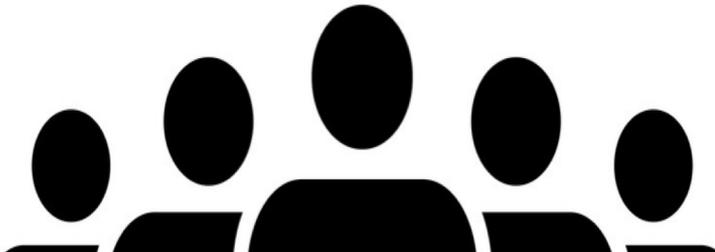
Participants

247 OTA/MOT/OTD
graduates of 2018 from
the United States or
Puerto Rico

Instrument

Negative Acts Questionnaire-
Revised (NAQ-R)

Demographic Info:



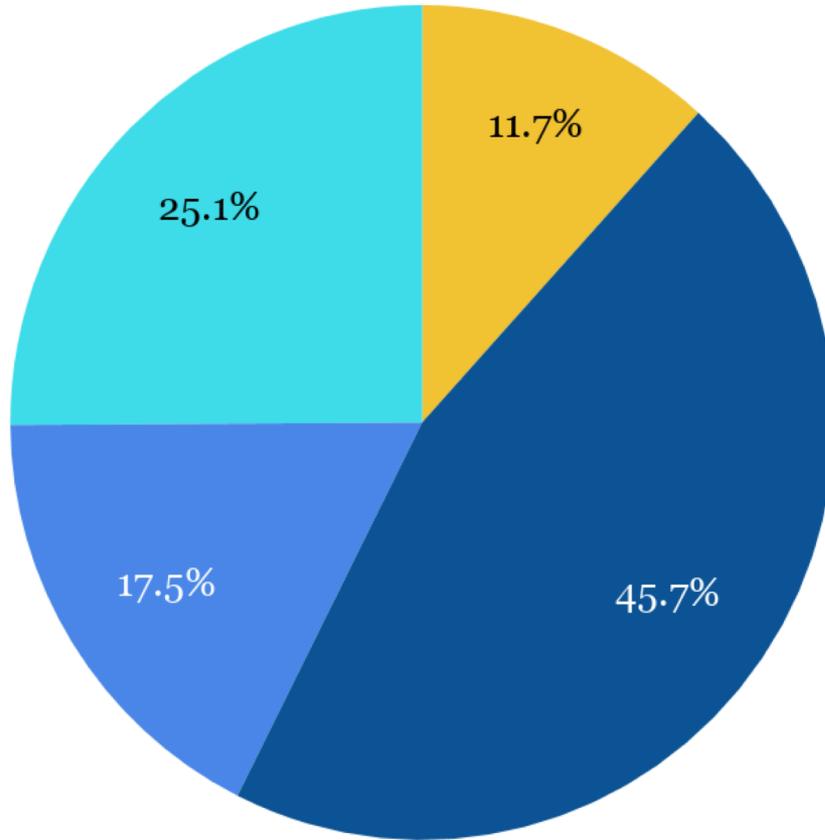
Majority of respondents: **White, female, & completed a master's** in OT.

More than half of respondents: ages **25 to 34**.



Geographic location of fieldwork was adequately represented across the U.S.

Incidence of Student-Perceived Incivility



- Never (11.7%)
- Now and then/Monthly (45.7%)
- Weekly (17.5%)
- Daily (25.1%)

Note: Measured by the highest single score for any item on the NAQ-R

Incidence of Incivility by Subgroup

Subgroup	Mean Score (SD)
Work-Related	1.76 (.82)
Person-Related	1.53 (.73)
Physically-Intimidating	1.17 (.43)

Note: Mean values of incivility measured on a scale of 1-5. 1: Never, 2: Now and Then, 3: Monthly, 4: Weekly, 5: Daily

Limitations

- Self-reported perceptions.
- Possible response bias.
- The perpetrators were not identified.
- Participants were not asked to differentiate between fieldwork placements.
- The NAQ-R was designed to measure workplace bullying.

Implications

- Acts of incivility contradict the code of ethics set by the profession.
- The presence of uncivil behaviors may have negative long-term effects.
- Incivility in the work environment reduces the quality of client/patient care within that profession.

(Zhang et al., 2018)

Considerations

- Organizations and educators should create a learning environment that fosters **open communication** between the student and their superiors.
- Universities should expand educational programs to incorporate comprehensive **civility curricula**.
- Organizations should **outline clear expectations** regarding **professional behaviors** for both the student and educator, and how to take action if expectations are not met.



Thank You!
Any
Questions?

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Resources for Fieldwork Educators

Domenique Embrey OTD, MS OTR/L

Expectations of Fieldwork Educator

Act

Act as a mentor who guides the student to the next level

Provide

Provide feedback and learning opportunities

Increase

Gradually increase student's responsibilities

Oversee

Oversee written documentation and client interactions

Evaluate

Complete formal evaluation - FWPE



Your Fieldwork Team

Resources for you

- University staff and website
- AOTA website
- AOTA fieldwork educator's course
- Peers



Select a Program

Prospective Students

Current Students

Faculty & Staff

Alumni

Home > Occupational Therapy - Fieldwork Educators Webpage

Occupational Therapy - Fieldwork Educators Webpage

Welcome! This webpage provides helpful resources for fieldwork educators who are currently supervising or scheduled to supervise fieldwork students from Samuel Merritt University.

For clinicians who are interested in becoming a fieldwork educator, please review the resources on this page and contact us at otfieldwork@samuelmerritt.edu.



OT Fieldwork

OT Fieldwork

- Fieldwork Educators

Introduction

Resources

Forms

+ Students

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San Jose State University

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- Alumni
- International Experience ▾

SJSU Home > Department of Occupational Therapy > Fieldwork > Fieldwork Educator Resources

Fieldwork Educator Resources

Thank you for providing our students the opportunity to complete their Level II fieldwork at your facility. The investment of your time and expertise contributes immeasurably to the critical bridge from classroom theory to actual practice for our students. The following links are provided for your convenience.

- [Level II Fieldwork Educator's Manual](#)
- [Level II Fieldwork Objectives Agreement Form \[pdf\]](#)
- [Level II Student Learning Outcomes](#)
- [Level II 4 and 8 Week Evaluation \(optional\)](#)
- [Level I Fieldwork Objectives](#)
- [AOTA Data Form](#)
- **Certificates of Liability Insurance ('18-'19)**
 - [SPLIP COI + Summary](#)
 - [SAFECLIP COI + Summary](#)
- [SJSU OT Program Overview](#)

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Have a fieldwork opportunity for our students?

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FIELDWORK

Fieldwork provides an essential link between the academic program and occupational therapy clinical practice. Through fieldwork experiences, students learn to apply their knowledge in a clinical or community setting. In addition to Bay Area placements, the Occupational Therapy Fieldwork Coordinator may be able to facilitate out-of-state and international placements.

Fieldwork I

Fieldwork I occurs during academic studies and is associated with focused clinical courses. Students complete three level I fieldwork experiences, working with children, adults, and older adults in a variety of settings, including schools, hospitals, group homes, low income housing, assisted living, and community-based agencies.

Fieldwork II

Fieldwork II include a minimum of two 3-month experiences as a full time intern in a setting where occupational therapy is provided. Students are supervised by Registered Occupational Therapists (OTRs) who have completed all the academic and NBCOT requirements to be registered and have a minimum of one year of clinical experience beyond Fieldwork.

Location of Field Placements

The majority of Fieldwork sites working with Dominican University of California are in California. Dominican University OT students have completed internships throughout California as well as in Arizona, Colorado, Hawaii, Massachusetts, Minnesota, New York, and Oregon.

The purpose of fieldwork education is to provide occupational therapy students with the opportunity to apply the knowledge learned in the classroom to practice in the clinical setting. Fieldwork experiences are designed to enrich the coursework through observation and participation in the occupational therapy process. This serves to integrate academic knowledge with practical knowledge. (Costa and Burkhardt, 2003).

Sample Fieldwork sites

- Alta Bates Hospital

"Fieldwork was a great confidence builder as well as a powerful learning opportunity. I found that I have skills and knowledge to trust and to share with both clients and colleagues. Beyond client interaction, there were other great learning opportunities, like attending rounds in the neuroscience ICU, where we collaborated as an interdisciplinary team."

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Fieldwork

Find resources about fieldwork education including Level I and Level II fieldwork, resources for new programs, and more!

Level I Fieldwork ▶

Get Commission on Education (COE) guidelines for level I fieldwork and sample forms.

Level II Fieldwork ▶

Get COE guidelines for level II fieldwork, sample forms, and an AOTA position paper.

Site-Specific Objectives ▶

Forms for site objectives, and samples for a variety of settings.

Student Supervision ▶

Medicare requirements for student supervision, practice advisory, and a student evaluation.

Fieldwork Educators Certificate Workshop ▶

Advance your skills in this important area with our Fieldwork Educators Certificate Program!

Answers to Your Fieldwork Questions ▶

Students: get answers about fieldwork requirements, supervision, grading, difficulties with supervisors, failing, unfair treatment, accommodations for a disability, and international fieldwork.

Resource for New Fieldwork Programs

- Steps to Starting a Fieldwork Program
- Recommended Content for a Student Fieldwork Manual
- Strategies for Creative Fieldwork Opportunities

Interested in fieldwork experience at AOTA?

Get information about fieldwork experiences at AOTA and find out how to apply.

Fieldwork Related Products

- The Essential Guide to Occupational Therapy Fieldwork Education
- Using the Fieldwork Performance Evaluation Forms: The Complete Guide
- Fieldwork Performance Evaluation for the OTA Student
- Fieldwork Performance Evaluation for the OT Student

Sponsored

AOTA

resources

- Guidelines for each level
- Objectives
- Fieldwork Educators Certificate
- Student supervision
- Medicare requirements

Fieldwork Educator Certificate Regional Workshops

As an occupational therapy fieldwork educator, your knowledge, supervision, and direction are critical to the success of you and to the future of occupational therapy. AOTA is pleased to offer you the opportunity to advance your skills in this important role through the AOTA Fieldwork Educator Certificate Program!

What you can expect to gain from this unique 2-day training for fieldwork educators and academic fieldwork coordinators:

- Deeper understanding of your role as a fieldwork educator
- Effective strategies to integrate learning theories and supervision models
- Increased skills to provide high-quality educational opportunities during fieldwork experiences
- Interaction with trainers through dialogue and reflections about fieldwork
- Engagement in 4 curricular modules: administration, education, supervision, and evaluation
- Analysis of strategies to support best practice in fieldwork education
- Continuing education credit (15 contact hours) toward licensure renewal

Currently Available Courses

Date	City	State	Link
June 7-8, 2019	San Diego	California	Registration
June 8-9, 2019	North Haven	Connecticut	Registration
August 31-September 1	Sacramento	California	Registration
September 28-29, 2019	Richmond	Virginia	Registration

Group Rate Discount

- 5-9 paid: 10% off (\$202.50-member; \$323.10 – nonmember)
- 10-14 paid: 15% off (\$191.25-member; \$305.15 – nonmember)
- 15+ paid: 20% off (\$180-member; \$287.20 – nonmember)

2 day AOTA course

- Excellent Resource for all fieldwork educators
- Can send multiple staff
- University's can help you with hosting
- Continuing education credits provided.



Mentoring

- Using Level 1 as a stepping stone to Level II students
- Encouraging staff who have had students to share their experiences
- Build time into staff meetings to discuss departmental mentorship

Learning Contracts/ Tools

- Multiple Options
- Learning style inventories
- FEAT
- Can turn a shaky fieldwork around
- AFWC visit

The Fieldwork Experience Assessment Tool (FEAT)

A tool to promote communication and problem solving between the student and the fieldwork educator throughout the fieldwork experience. The FEAT examines 3 key aspects of fieldwork: the fieldwork environment, the fieldwork educator, and the student. On AOTA website

Learning Contracts

Useful when specific professional or clinical behaviors require improvement. The learning contract is an agreement that is developed collaboratively by the student and the fieldwork educator. Sample templates are provided by your academic fieldwork coordinator.

Learning Style Inventories

- The OT fieldwork literature suggests it is beneficial for fieldwork educators and students to communicate about learning styles (Robertson, et al, 2011). Two learning style inventories are available online, the [VARK](#) and the [Multiple Intelligences Self-Assessment](#).

AOTA Self-Assessment Tool for Fieldwork Educator Competency

- Fieldwork educators can use this tool to evaluate their abilities in five competency areas: practice, education, supervision, evaluation, and administration. This assessment tool encourages self-reflection and helps fieldwork educators identify competency areas for improvement.



Your Fieldwork Team

Thank you!
Your dedication to student learning is greatly appreciated!



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