

USING STRUCTURE TO MANAGE MELTDOWN: WORKING WITH THE ANXIOUS STUDENT

Clinical Council Day
2019

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WHAT WE WILL REVIEW



OBJECTIVES

- Identify how structure helps to determine if anxiety is a factor affecting the student's success
- Identify the prevalence of anxiety disorders in college students
- Identify when anxiety is negatively affecting performance
- Identify three strategies to manage the student with performance anxiety

MAGEE REHABILITATION HOSPITAL



**Inpatient
Acute Rehab Hospital**

MAGEE REHABILITATION HOSPITAL

■ Service Offered

- Medical Services (MD, NP, RN, CNA)
- Occupational Therapy
- Physical Therapy
- Speech Therapy
- Respiratory Therapy
- Recreational Therapy
- Art Therapy
- Horticulture Therapy
- Psychology



STUDENT PROGRAM

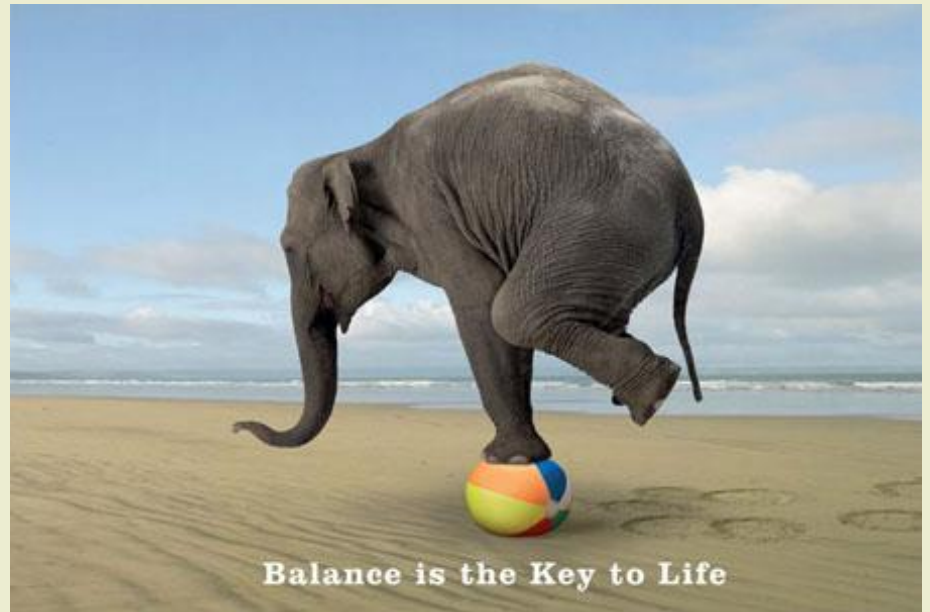


- Level I and Level II clinical affiliations
- Recommend Level I in physical disabilities setting or some other physical disability background
- Average 10 level II students per year from across the country

SITUATIONAL LEADERSHIP

- Situational factors determine who will emerge as a leader rather than a person's heritage. The emergence of a great leader is the result of time, place and circumstance

(Covey, 2004 p. 353)



FOUR BASIC STYLES

Matching : Leadership Style to Development Level



INTERVIEW

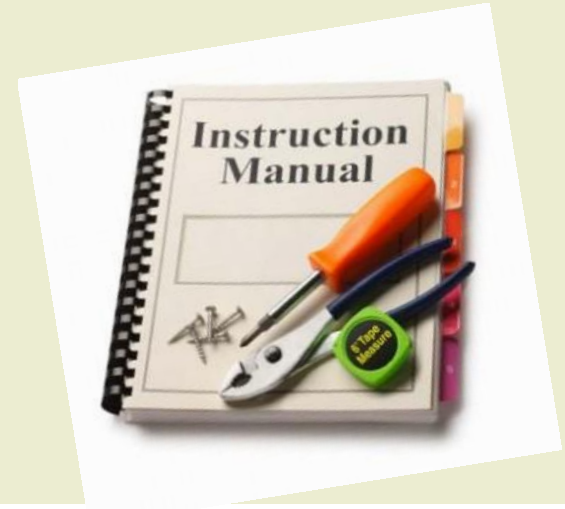
- Outline
- Seeking student awareness
 - Learning style
 - Experiences
- Guides supervisor selection
- Recommendations for success

CLINICAL IN-SERVICE

- Developed program specific information
- Outline to promote consistency
- Participatory
- Spread across first days of clinical
- Provided by multiple clinicians throughout department

USER FRIENDLY MANUAL

- Occupational Therapy Practice Framework
- Department policies taken from employee handbook
- Protocols for specific patient populations
- Clinical competencies and in-service outlines added
- Clinical Goals



SUPERVISORY FORM STUDENT

MAGEE REHABILITATION HOSPITAL
WEEKLY OT LEVEL II STUDENT/CLINICAL INSTRUCTOR
SUPERVISION FORM

1

Date: _____

Week: _____

Student: _____

Supervisor: _____

|

To be completed by STUDENT:



| | | |
|--|-----------------------------------|--------------------|
| Diagnoses seen: | Things I did well: | Things to work on: |
| | | |
| Goals from last week: MET | Goals from last week: Not MET/Why | |
| | | |
| Long term goals: | | |
| | | |

Are there specific performance skills or occupational areas that you would like more supervision, training, or education? (i.e. ADLs, transfers, pwc mobility, UE management, IADL, vision, cognition, seating, splinting, patient education)

SUPERVISORY FORM

STUDENTS

| Identify patient/diagnosis | What was good | Areas to work on | Next week's goal | | |
|--|-----------------------------------|-----------------------------|-------------------------------------|---------------------------------------|---|
| Evaluations List patient/diagnosis | | | | | |
| Treatment Planning List patients | | | | | |
| Treatment Modification (upgrading/downgrading in session changes) List patients/Goals | | | | | |
| Note Writing/Goal Writing | | | | | |
| Outcome Measures Identify measures used | | | | | |
| Discharge Planning Family Teaching | | | | | |
| | | | | | |
| FEEDBACK offered this week | Too much I couldn't process it | A lot but it was helpful | Enough I learned from your input | OK I could have used a little more | Too little I have no idea what I did well/not well |

Comments, questions, concerns related to fieldwork process:

SUPERVISORY FORM

SUPERVISOR

MAGEE REHABILITATION HOSPITAL
WEEKLY OT LEVEL II STUDENT/CLINICAL INSTRUCTOR
SUPERVISION FORM

3

Date: _____
Student: _____

Week: _____
Supervisor: _____

To be completed by SUPERVISOR: Identify based on past weeks performance:

| Identify patient/diagnosis when appropriate | What went well | What needs more work |
|--|----------------|----------------------|
| Evaluations: List patient/diagnosis | | |
| Treatment Planning: List patients | | |
| Treatment Modification (upgrading/downgrading in session changes) List patients/Goals | | |
| Note Writing: | | |
| Outcome Measures: Identify measures used | | |
| Discharge Planning Family Teaching: List patients | | |
| Openness to Feedback | | |

SUPERVISORY FORM

SUPERVISOR

Progress toward last week goals:

Goals for coming week:

Discussion regarding performance skills, application of occupational based treatment, competency, patient engagement, professionalism:

Student Signature

Date

Supervisor Signature

Date



MENTAL HEALTH AND COLLEGE STUDENTS



College students can easily feel anxious trying to balance school, work, friends and family while also trying to figure out the rest of their lives.

Anxiety disorders are one of the most common mental health problems on college campuses.



FACT OR MYTH

FORTY MILLION

U.S. adults suffer from an anxiety disorder and 75 percent of them experience their first episode of anxiety by the age of 22.

30%

of college students reported that stress had negatively affected their academic performance.¹

85%

of college students reported they had felt overwhelmed by everything they had to do at some point within the past year.¹

41.6%

stated anxiety as the top presenting concern among college students.²

24.5%

of college students reported they were taking psychotropic medication.²

IS IT STRESS OR ANXIETY

- **Stress** – A reaction to something that is happening now and is triggered by a specific situation.
- **Anxiety** – A result of emotional reactions, core beliefs, and coping strategies. Anxiety also has biological neural circuits components

(Bystritsky, Khalsa, Cameron, and Schiffman, 2013)

STRESS

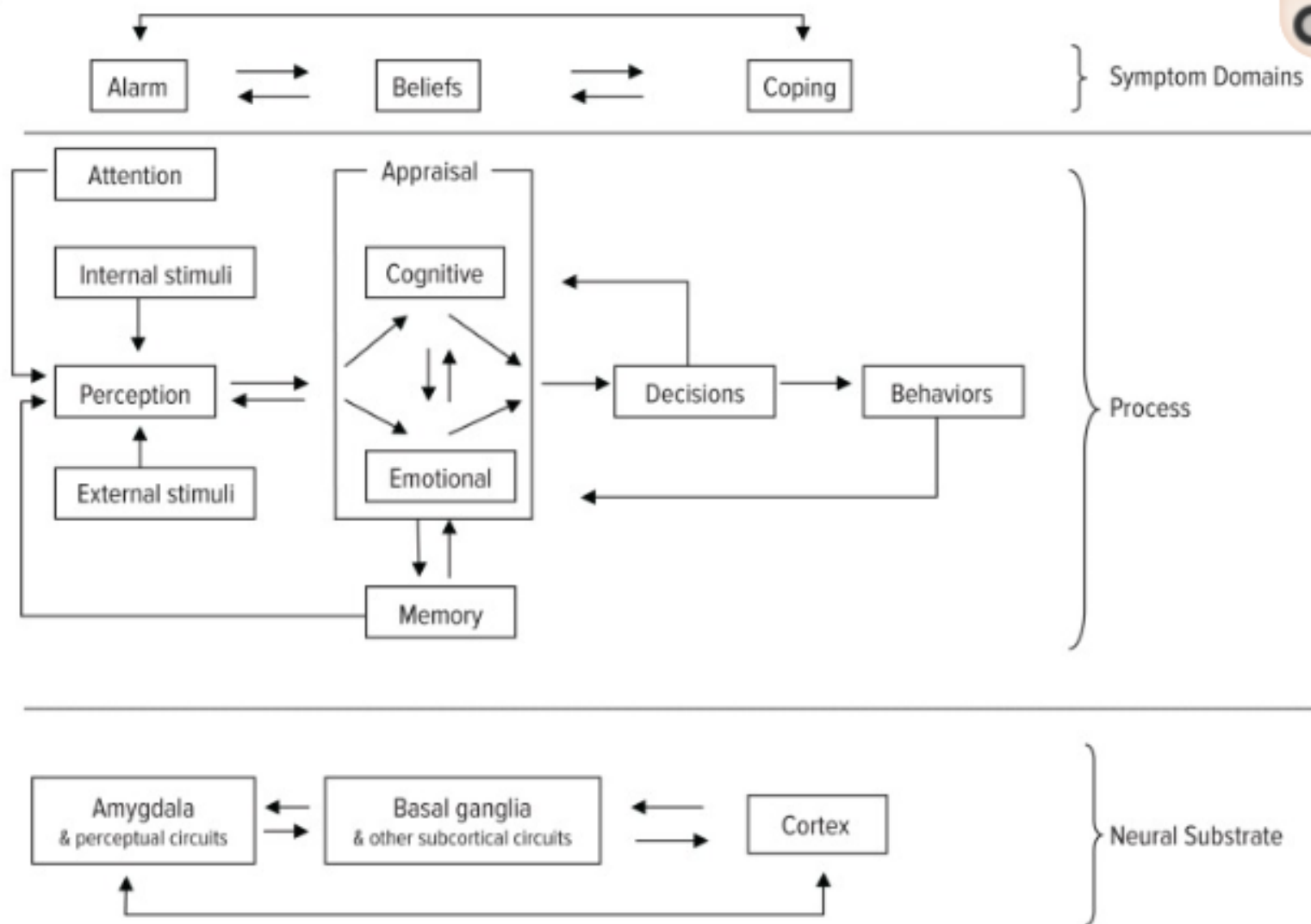


ANXIETY

- Anxiety disorders occur when anxiety interferes with your daily life, halting your ability to function, and causing an immense amount of stress and fear.

(Bystritsky, Khalsa, Cameron, and Schiffman, 2013)

ABC'S OF STRESS



ANXIETY



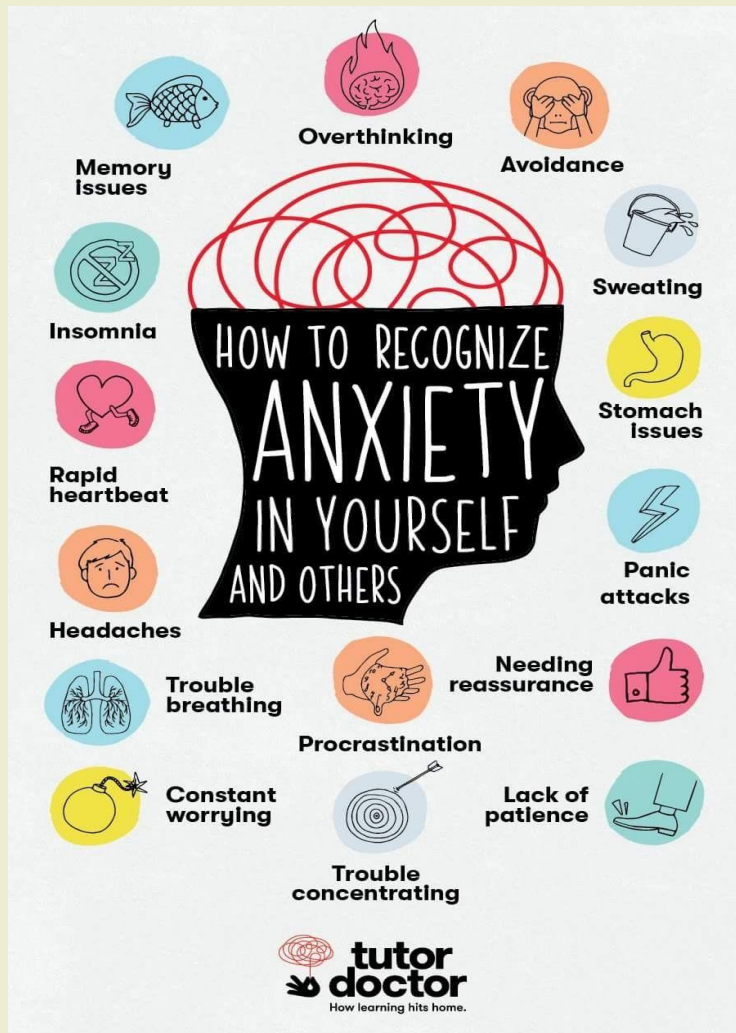
RISK FACTORS

- Genetics
- Gender
- Lower socioeconomic status
- History of relationship stressors
- Traumatic life experiences
- Personality traits such as perfectionism

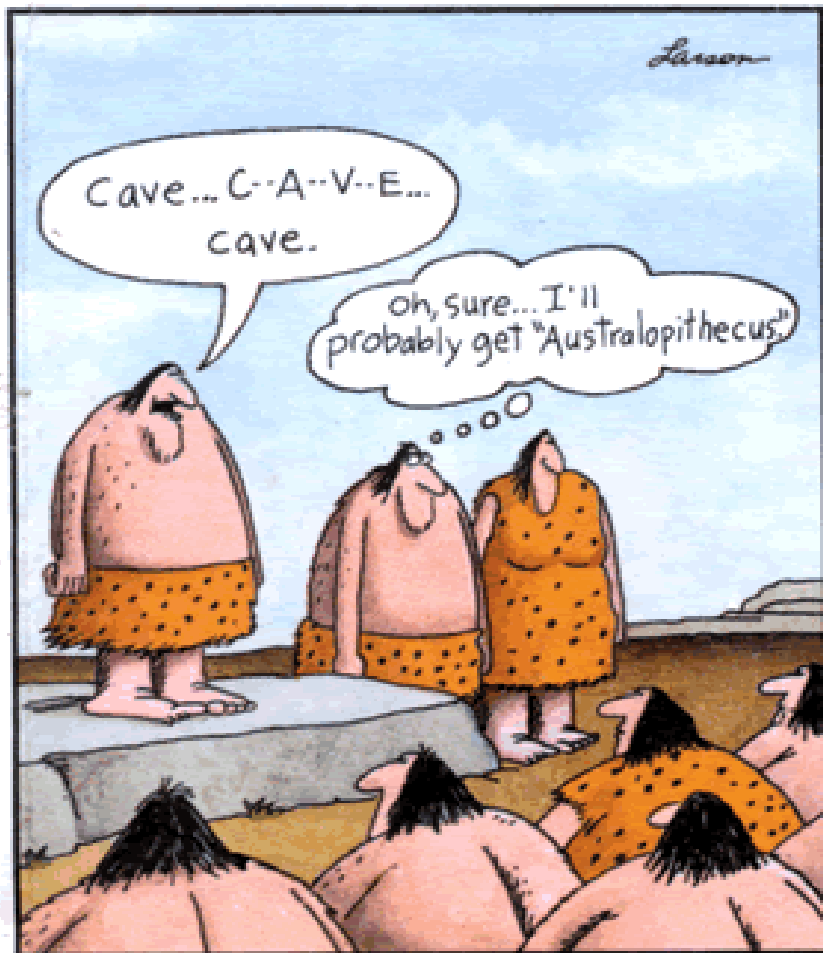
(Hunt and Eisenberg, 2009)

RECOGNIZING THE SIGNS

- When worry and stress hijack your mind



PEER COMPARISON



Primitive spelling bees

- Peer comparison is a learned behavior
- One affiliation is not like the other
- Sets students up for failure
- Personal priorities and goals become mixed up or lost

PERFORMANCE ANXIETY

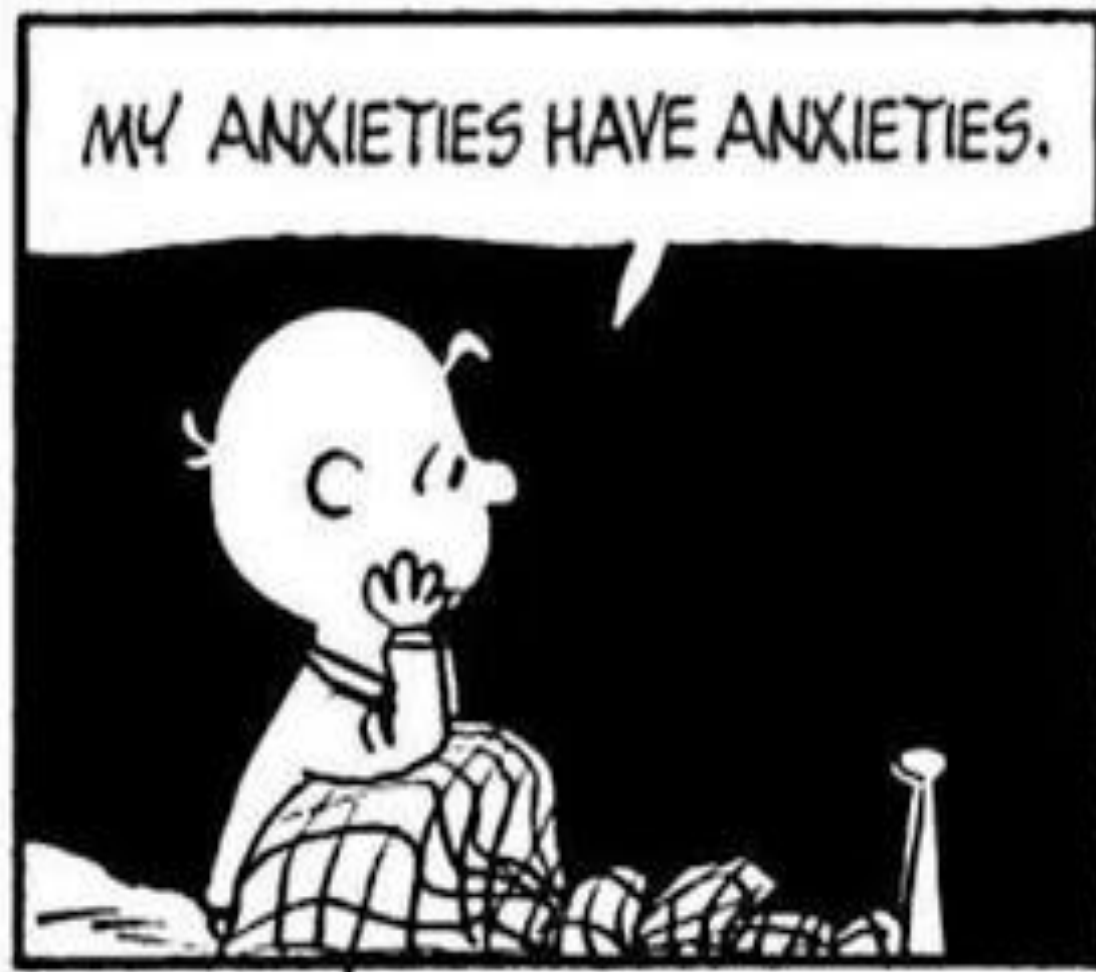
- An absence of interest in an area of academia which is perceived as difficult
- Experiencing significant panic
- Going "blank" while taking examinations
- Feeling hopeless or helpless when completing assignments or tasks
- Avoid situations

(Anxiety and Depression Association of America)

PERFECTIONISTS



A N X I E T Y



CHALLENGES

- Low rate of treatment
- Low adherence to treatment
- Low treatment retention

(Pedrelli et al., 2015)

PRE CLINICAL

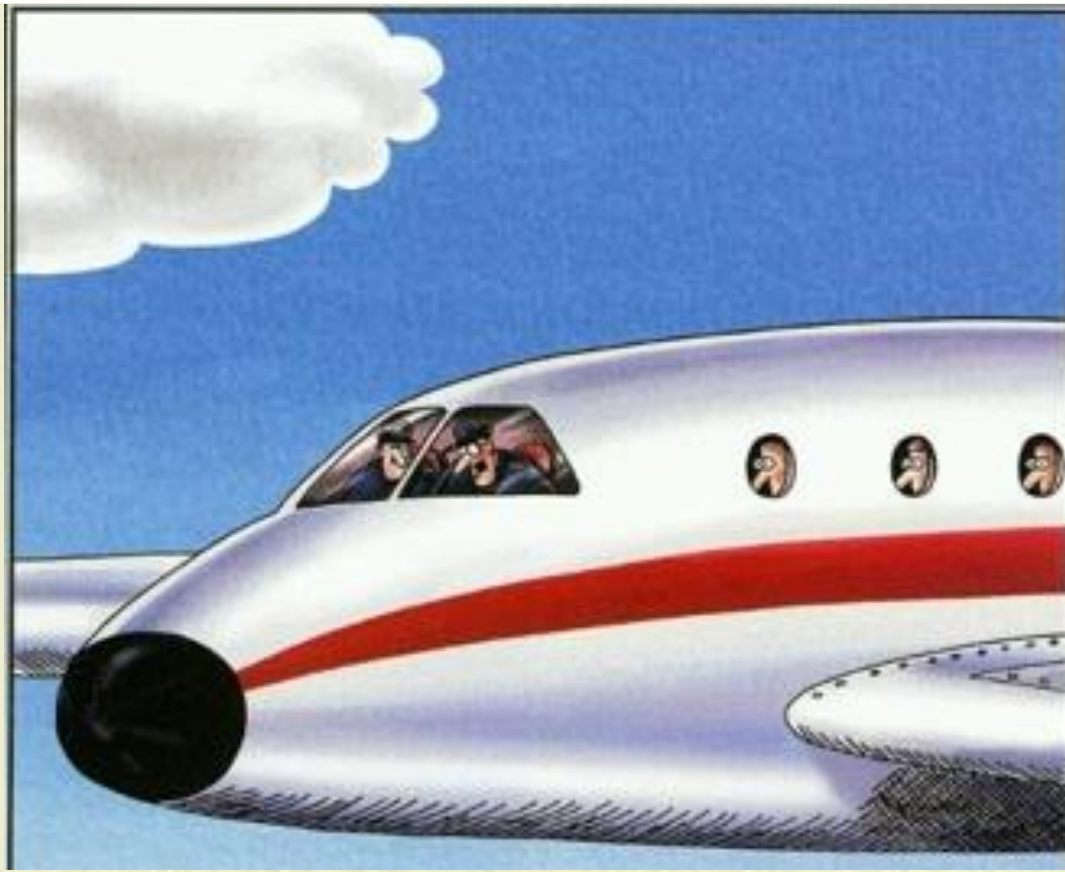
■ Interview Process

- Structured process
- Standard questions
- Answers that lead to concern
- Choices

CLASSROOM TO CLINIC

- Clinical setting
 - Overwhelming
 - Setting expectations
 - Open communication





“The fuel light’s on, Frank! We’re all going to die! ... Wait, wait. ... Oh, my mistake—that’s the intercom light.”

EARLY STEPS

■ Fact Finding

- Specific examples of behaviors, patient experiences, student reactions, supervisor expectations
- Collaboration between student and supervisor for informal strategy planning
- Assess outcomes

DIVING FOR THE FACTS



"It's just a hunch, but you're not a certified diver, are you?"

PROCEED WITH CAUTION

- **“Safe” conversation discussion with student**
 - Open ended questions
 - No expression of concerns
- **Listen for words and actions to match from student**
 - Share supervisor concerns for success
 - Retrieve students perspective of situation
- **Establish small steps between student/supervisor**
 - Minor adjustments to support success - formal
 - Scheduling
 - Patient caseload
 - Time management

WORKING TOGETHER

- Larger steps – Formal discussion with student and school
- Mapping a plan for success
 - Magee/School – targeting specific student behavior
 - Follow up and follow through – time lines and expectations
 - Emotional response – from student and supervisor

LEARNING CONTRACTS

Some
Questions:

*What is a
learning
contract?*

*What are the
benefits of a
learning
contract?*

*What
process is
included in the
creation of a
learning
contract?*

RESOURCES AND SUPPORT

- Application of resources with each concern
- Support to the student and the supervisor
 - From Magee
 - From staff
 - From school
 - From family



SITUATIONAL LEADERSHIP REVISITED



- When anxiety hijacks the student
- Focus on
 - Goal reflection
 - Situational performance

REAPPRAISING ANXIETY

NEVER

IN THE HISTORY OF CALMING DOWN.
HAS ANYONE EVER CALMED DOWN
BY BEING TOLD TO CALM DOWN.



CALM DOWN

MIND OVER MATTER

- Regulating attention helps executive functioning



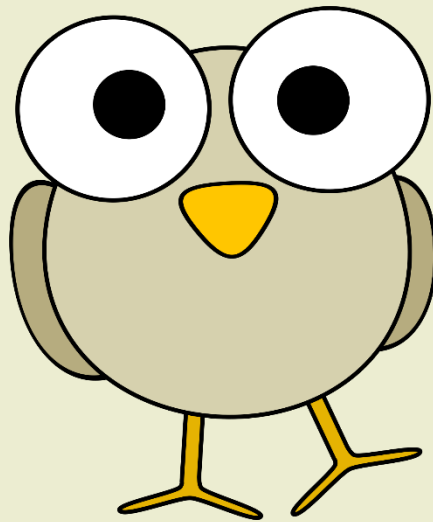
STRESS MANAGEMENT TECHNIQUES

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“No matter how intense things get, you manage to keep a cool head. What’s your secret?”

Questions?



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