

Value Added Programming in Pediatric Fieldwork Placements

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Introduction-

- Why be a fieldwork educator?
 - ◆ Benefits: keep current, personal satisfaction, give back, develop clinical reasoning, develop supervision skills
 - ◆ Challenges: OTs had concerns for time, space, productivity & preparedness in assuming FWE role, student capabilities, staff time, conflict with clients/caregivers (Evenson, et al., 2015).

- Fieldwork capacity can improve by strengthening sustainability of year-round experiences & introducing collaborative supervision models (2015).

Traditional Experiences vs. Added Value Experiences

- 1:1 Model
- Observation only during Level I
- Contact with “OT caseload” only
- Traditional Setting
- “Supervisory education” fails to maximize student learning* (Greiner, 2015)

- Collaborative Model
- Active Engagement Tool for Level I
- School-wide; facility-wide initiatives
- Non-traditional/community based setting
- Adheres to Vision 2025*

Fieldwork Educator Perspectives

Why is 'Added Value' important?

- Increases the impact of occupational therapy by bringing OT skill set across setting beyond “OT caseload”
 - ◆ Ex. Role Expansion-RTI (Response to Intervention)/MTSS (Multi-tier System of Supports)

**Vision 2025-Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living. (AOTA, 2016)*

Student perspectives on FW: Facilitators and Barriers

*Research states FW is a highly individual and dynamic experience influenced by many factors (Greiner, 2015).

Facilitators

- ❖ Better learning experience with practitioners that are well organized, created a positive learning environment, detailed orientation, clear feedback, modeling, consistency and openness, realistic feedback
- ❖ Easy access to resources
- ❖ Collaborative experience more conducive to learning/friendly personnel
- ❖ Active learning experiences

Barriers

- ❖ Negative learning experience with supervisors that lacked supervision time, disengaged, intimidating, controlling, not championing profession, non-collaborative environments
- ❖ Outdated resources
- ❖ Being “thrown in” or lack of prep time
- ❖ High workload/low workload or lack of diversity of caseload

Setting the Groundwork

- Site Specific Learning Objectives (SSLOs)/FWPE (see AOTA resources <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>)
- Weekly Schedule
- Active Learning and Engagement Tool (See handout)
- Feedback/Weekly supervision meetings

(Greiner, 2015)

What does the research say?

- Value added experiences provide positive outcomes for diverse populations
- Meets unmet/unrealized needs
- Reflects shifts in OT practice and affords flexibility in delivery of practice education
- Develops essential OT competencies including clinical reasoning, facilitating change, interdisciplinary interaction, and leadership
- Promotes professional identity and confidence
- Improved ability to engage and interact with children
- Can provide more opportunities for “trial and error” learning

(Yu, Brown, & Etherington, 2018)

Added Value- Fine motor



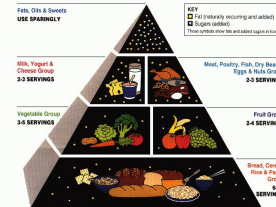
	Level 1	Level 2
Schools	<ul style="list-style-type: none">→ Fine Motor “Aerobics” in K-1 Classes with hand-out and visual supports→ Organize/label fine motor supplies/add an activity for each→ Create visual supports on proper grasp or letter formation sequences	<ul style="list-style-type: none">→ Handwriting Club→ In-class Handwriting lessons in K-1→ Create “shoe box centers” to provide to teachers weekly→ Video modeling
Community	<ul style="list-style-type: none">→ Create/assemble fine motor toolkit→ Provide adapted fine motor/craft for kids	<ul style="list-style-type: none">→ Create after school clubs at local community centers (YMCA)
Outpatient/ healthcare	<ul style="list-style-type: none">→ Create library of fine motor/handwriting activities/make and takes in waiting rooms	<ul style="list-style-type: none">→ Provide scheduled inservices for parents and teachers about various handwriting curriculums

Added Value- Leisure, recess, specials



	Level 1	Level 2
Schools	<ul style="list-style-type: none"> → Provide suggestions ideas for adaptive activities in aftercare. → Provide modeling for staff → Introduce a “Buddy Bench” 	<ul style="list-style-type: none"> → Support students in inclusion settings for special subjects
Community	<ul style="list-style-type: none"> → Create developmentally appropriate activities for downtime 	<ul style="list-style-type: none"> → Create activity list for local playgrounds → Create list of community programming
Healthcare setting	<ul style="list-style-type: none"> → Weekly lego/craft club on hospital units or in waiting room of doctor’s office clinic → Create lending library of activities for kids in waiting room 	<ul style="list-style-type: none"> → Design/deliver parent education sessions on importance of family leisure → Provide family leisure ideas- i.e. family game night → Busy clinic hour clubs (sibling & parent support, babysitting night)

Added value- Mealtime and ADLs



	Level 1	Level 2
Schools	<ul style="list-style-type: none"> → Assist classrooms during arrival departure time → Facilitate participation at breakfast and lunch in cafeteria → Create visual schedules for handwashing, bathroom use, etc. 	<ul style="list-style-type: none"> → Implement “Comfortable Cafeteria” program from Every Moment Counts (EMC) → Facilitate groups that address self-care skills in tweens/teens
Community	<ul style="list-style-type: none"> → Develop hand-outs on toilet training strategies → Create fine motor games to improve hand strength for ADLs 	<ul style="list-style-type: none"> → Develop handouts on <input type="checkbox"/> low cost strategies to provide nutritious/ delicious meals
Healthcare setting	<ul style="list-style-type: none"> → Provide strategies for parents to decrease tactile sensitivities to improve grooming and bathtime → Create visual schedules/reward charts for bath time or morning routine 	<ul style="list-style-type: none"> → Coaching families to work through sensitivities (hair care, bath time, meal time, etc.) → Coaching families to implement “Meaningful Mealtimes” from EMC

Added Value- Sensory Considerations



	Level 1	Level 2
Schools	<ul style="list-style-type: none">→ Inventory sensory equipment→ Create a “wish list” or purchase order for sensory equipment	<ul style="list-style-type: none">→ Provide information and resources such as Brain Breaks, Zone of Regulation and ALERT Program→ Provide an inservice to teachers about how to create sensory breaks throughout the day
Community	<ul style="list-style-type: none">→ Create sensory friendly activities/spaces in doctors’ offices or waiting rooms	<ul style="list-style-type: none">→ Provide inservices on sensory differences to staff
Healthcare setting	<ul style="list-style-type: none">→ Create sensory friendly space/inventory what is needed→ Create a handout /posters for waiting room	<ul style="list-style-type: none">→ Caregiver training about the impact of sensory systems on daily function→ <input type="checkbox"/> How can positive sensory experiences be incorporated into a family’s daily routine?

Added Value- Social participation/bullying prevention

	Level 1	Level 2
Schools	<ul style="list-style-type: none">→ Run a “lunch bunch”→ Disseminate AOTA resources on bullying→ provide ‘Teaching Tolerance’ lessons-work with a Level II student (www.tolerance.org)	<ul style="list-style-type: none">→ Work collaboratively with other disciplines to incorporate OT perspective in to bullying prevention program→ Create a recess program to encourage social skills/participation→ Inservice for students/parents/staff on cyber-bullying→ Programming to have “typical” children assume a disability for a day
Community	<ul style="list-style-type: none">→ Use bulletin boards of site to promote OT/accepting differences	<ul style="list-style-type: none">→ Create an inclusive “prom” for those with developmental disabilities in the community
Healthcare setting	<ul style="list-style-type: none">→ Gather materials about OT roles for health fairs/booths/tables	<ul style="list-style-type: none">→ Sibling support groups

Additional Considerations

- Mental health results from engagement in productive activities, fulfilling relationships, and adapting to and coping with adversity.
- OTs have specialized skills to promote social participation in a variety of environments.

(Bazyk, 2011)

Group Brainstorm-What are your experiences/ideas?

	Level I	Level II
School		
Community		
Healthcare		

References

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