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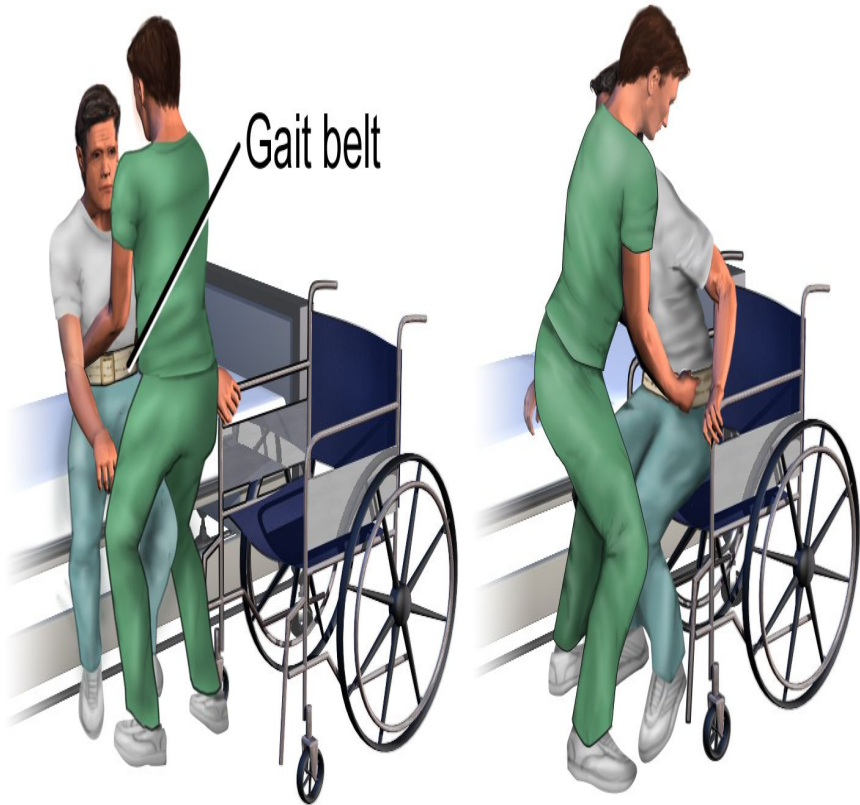
# Safety Matters! Increase OT Student Safety on Level 2 Fieldwork

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Scoot Transfer

# Impetus for Safety Summit:

- Increase in number of student learning contracts during Level II Fieldwork
- Increase in number of student failures of Level II Fieldwork

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# Safety Summit Committee

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# Safety Summit Participants

Jeanne Harvey, Michelle  
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Bridget Trivinia

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# Defining the Problem

- Patients are sicker and are being discharged more quickly
- Students are often overwhelmed by level of acuity in addition to environment of care (lines, tubes, transfers, etc)
- “Disconnect” between transfer training and simulations versus actual patients and acuity levels
- 16% of OTs are injured while performing patient handling  
Proper body mechanics are not enough to prevent injury during patient transfers
- Caregiver height and BMI can impact transfer mechanics

(Frost & Barkley, 2012, Christman, Rice and Gray, 2015)

# What does the research say?

Number and percent of respondents identifying specific equipment available for teaching. (question 25)

Equipment	Yes	Percent
Gait Belt	107	96.4%
Powered Portable Lift (Sling Type)	20	18%
Manual Portable Lift (Sling Type)	48	43.2%
Manual Crank Sit-to-Stand Lift	18	16.2%
Powered Sit-to-Stand Lift	12	10.8%
Sliding Board	109	98.2%
Powered Ceiling-Lift	3	2.7%
Other	7	6.3%

*note: n = 111.*

Academic- lecture, lab, and competencies with transfer practice, gait belts, and sliding board

Emphasis on body mechanics

Limited hands-on with sit-to-stand lifts, persons who are bariatric

Limited exposure to portable and/or ceiling mounted lifts.

(Slusser, Rice and Miller, 2012)

# What do clinicians say?



Write down a few words to describe student characteristics essential for student success during Level II Fieldwork...

# What did safety summit reveal?



## Barriers:

- Mental Flexibility
- Cognitive Overload
- Anxiety
- Coping Skills
- Struggle with Feedback
- Didactic Knowledge versus performance in-situ

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# **New directions- Simulations, Standardized Patients, & student clinics**

New ACOTE standards include standardized patient experiences and faculty facilitated experiences in Level 1 fieldwork

Can provide a final check and can be less subjective than a variety of level 1 placements (Giles, Carson, Breland, Coker-Bolt & Bowman, P. J, 2014)

Enhances confidence and competence with assessing the physiological readiness and managing multiple lines

(Magee and Sopeth, 2015)

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# Goals discussion

Compare and contrast

**Examine  
academic  
preparation**

**Identify site  
demands**

**Identify student  
needs**

# Others



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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# Strategies to address common safety-related fieldwork problems

## Academic Preparation

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Demands of the FW Site

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Student needs

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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# Strategies to address common safety-related fieldwork problems

- Academic Preparation
- Student preparation
- Receptivity to feedback
- Precautions
- Patient acuity
- Insight into one's own limitations
- Safe patient handling including management of lines and tubes
- Productivity

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