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Revisiting our Roots: Innovative Community-Based Psychosocial Fieldwork Programs: Classroom to Clinic

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Revisiting Our Roots: Innovative Community-Based Psychosocial Fieldwork Programs: Classroom to Clinic

Susan Santalucia MS, OTR/L , Kimberly Mollo MS OTR/L, Tina DeAngelis EdD, OTR/L

OBJECTIVES

1. Understand the core components of a community-based level I psychosocial experience that bridge and enhance student classroom learning.
2. Examine strategies to identify, create, and maintain partnerships with community based sites.
3. Explore 2-3 learning activities and/or strategies that facilitate student learning during the Level I experience in a community based psychosocial setting.

CLASSROOM TO CLINIC INITIATIVE

- Integrated **classroom and fieldwork experiences work in tandem** to facilitate student knowledge and skills needed to support AOTA’s Centennial Vision.
 - Thomas Jefferson University OT faculty designed an integrative Psychosocial Level I fieldwork that enhanced student learning while meeting ACOTE standards.
- 2013 ACOTE Standard C 1.7**
- **Ensure that at least one fieldwork experience** (either Level I or Level II) has as its focus psychological and social factors that influence engagement in occupation.
 - **Centennial Vision** for Occupational Therapy: enables people to improve their physical and mental participation in the activities they value. (AOTA, 2006, paragraph 2).

OT 558: ENHANCING SOCIAL PARTICIPATION COURSE

Lecture (2 hours a week) & Lab (2 hours a week)

Academic coursework focuses on:

- Diagnosis and population based content in alignment with **new** DSM V
- Theoretical perspectives/client-centered & holistic OT practice
- Evaluation tools
- Consultation strategies (health & wellness, prevention)
- Occupation-based group development, implementation, and assessment
- Evidence-based psychosocial OT interventions to enhance social participation

Learning Activities: Critical Reflection & Transformation

- **Organizational Profile** conducted with clients and administration
- **Group Protocol** produced based upon the needs of the site
- **Activity Resource Guides (ARGs):** WIKI reviewing student’s evidence based, site specific interventions during lab time
- **Final Presentation to Site and Staff:** review of interventions & outcomes, reflection on experiences, future recommendations

LEVEL I FIELDWORK STRUCTURE

Six students were partnered with a community-based site that **did not** have an occupational therapist on staff.

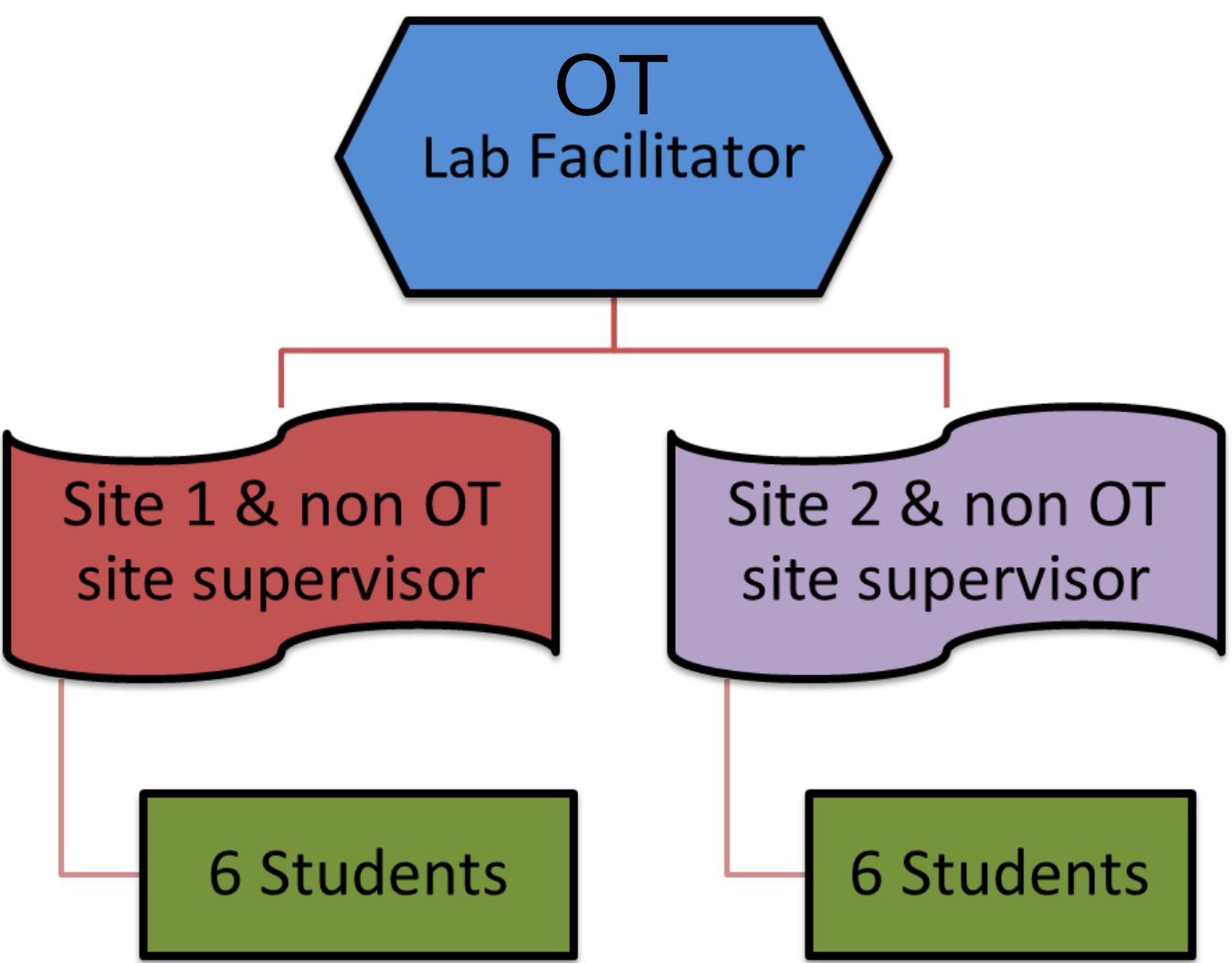
Fieldwork Level I consists of 26 hours onsite:

- 12 hours over 3 weeks onsite: developing rapport and relationships with clients and staff, gathering information for assignments (organizational profile, overall needs)
- Students rotate and provide the site with 12 groups over 6-8 weeks
 - Each student leads 2 group sessions onsite
 - Each student then serves as an aide to another student run group for an additional 2 group sessions onsite

Example of FW I Sites:

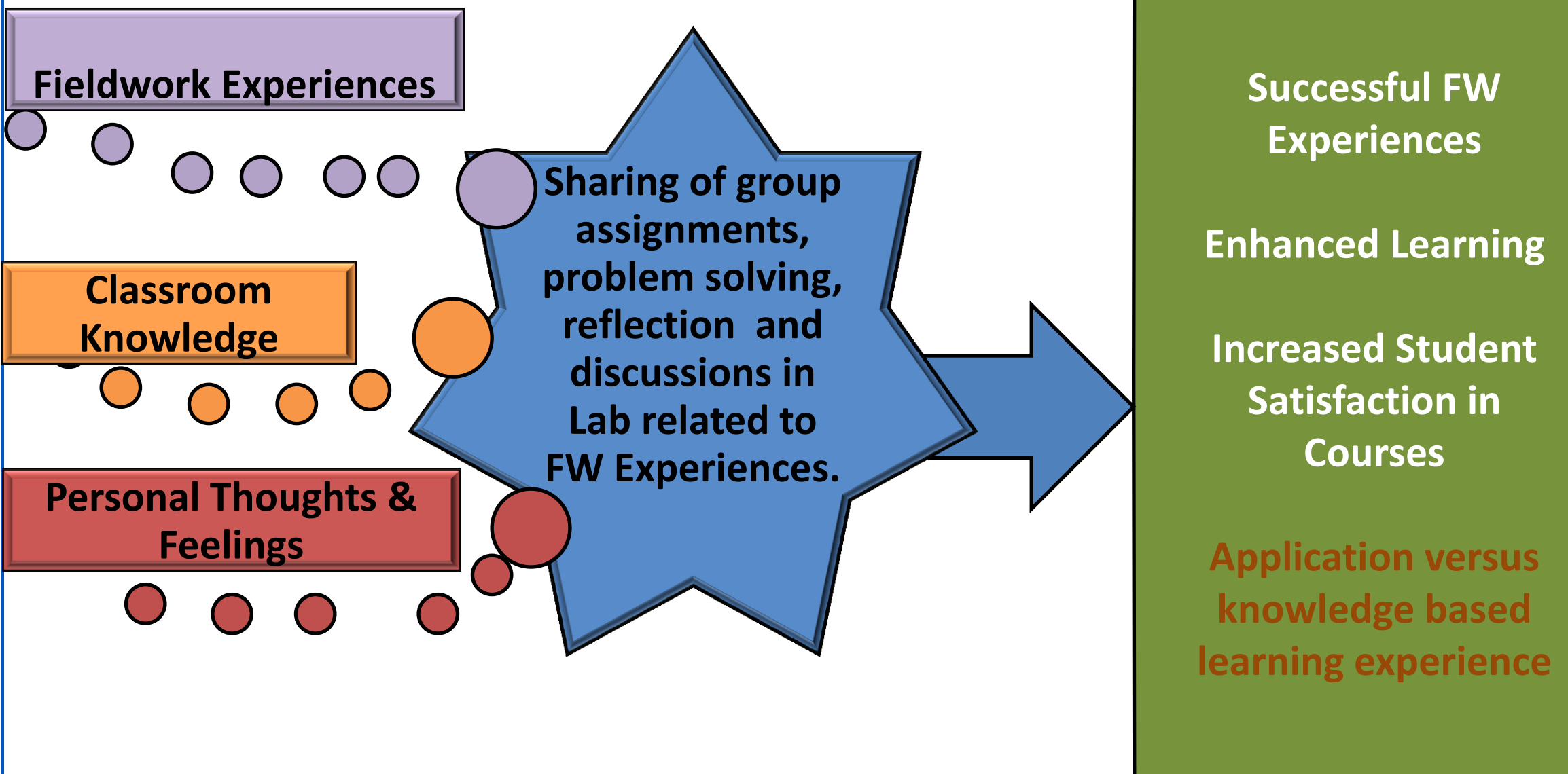
- **Residential program for women in drug & alcohol recovery**
- **Residential program for adults with schizophrenia**
- **Day program for homeless veterans**
- **Day programs for individuals with intellectual disabilities**
- **Residential program for transgendered individuals in drug & alcohol recovery**

FACULTY/SITE/STUDENT COLLABORATION



EACH OT Faculty LAB FACILITATOR WORKED WITH 2 DIFFERENT SITES AND 12 STUDENTS

Lab Sessions Provided the Link Between Classroom and Clinic



Academic FW Coordinator Role: Partnering with Community Sites

- Identify local **mental health community sites** and **emerging practice areas**
- Contact and visit sites with a proposal of **partnership**
- On-Campus **Meet and Greet session** between site supervisors and faculty instructors pre-FW experience to review roles/responsibilities
- **Supervisory contract** assignment for students to complete with site
- Student survey post fieldwork to evaluate experience at site
- Follow up visit with sites to **share students’ feedback** of experience
- **Discuss with site** their experiences and changes for future
- Identify additional “partnering” for win/win with other courses in curriculum

SITE AND STUDENT FEEDBACK

Student Feedback:

➤ This course in conjunction with OT 558 was a **highlight** of the entire program for me. It's placement in the final “full” semester of coursework boosted my confidence level in my skill as a blossoming practitioner and my ability to advocate for my profession. This was the **most meaningful fieldwork experience** out of the Level Is for me, and helped me feel prepared for whatever may come in my Level II Fieldworks”

Sites Feedback:

➤ “This team of students have been **very professional** in attending, observing, and implementing meaningful activities to the individuals we serve.”

➤ “**The self-directed learning and independence** shown by the students has been a blessing.”