

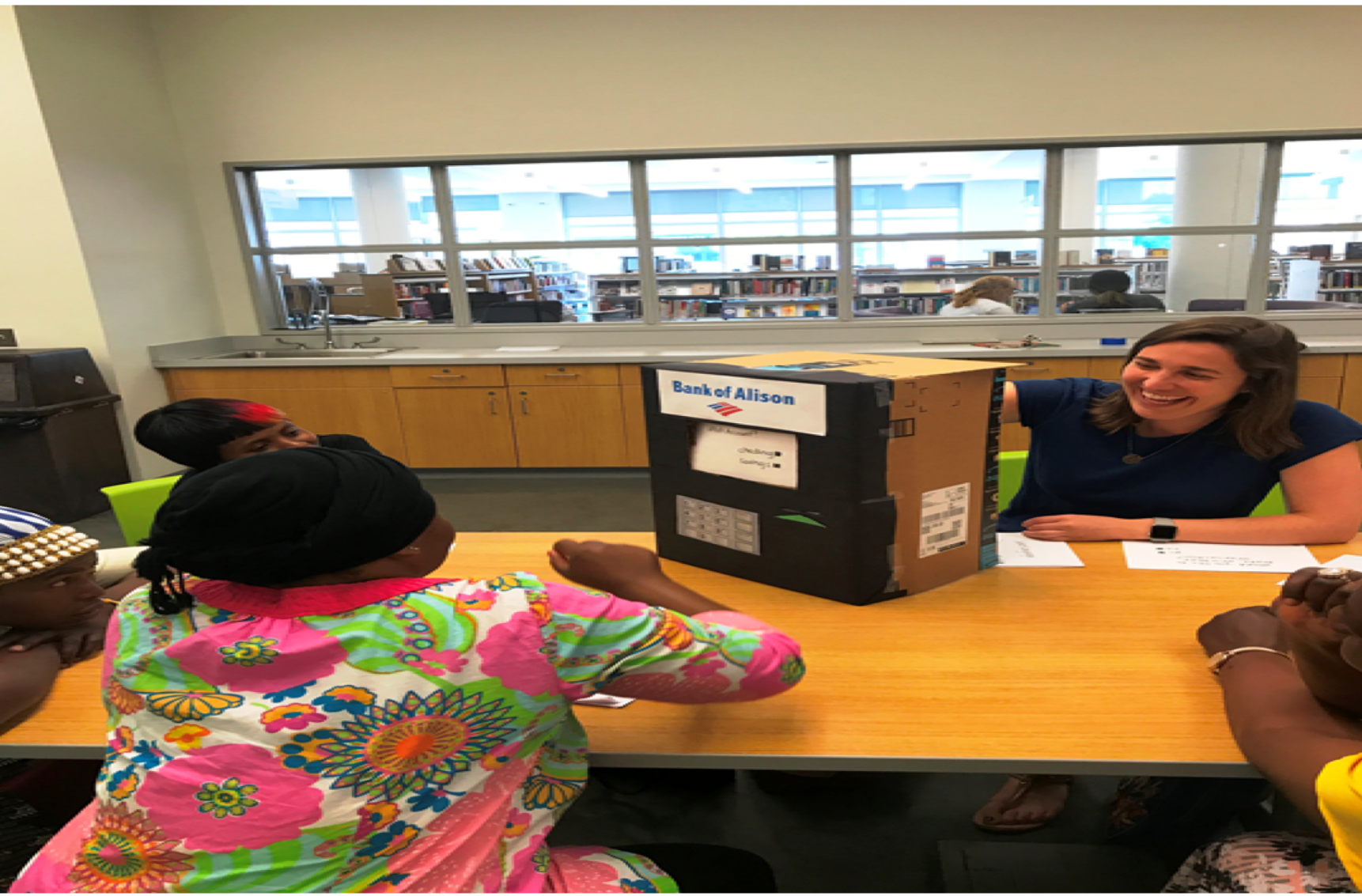
An Innovative Occupational Therapy Fieldwork Placement: Using the Occupational Justice Framework to Enhance Refugee Resettlement in U.S. Daily Life

Stephen B. Kern, Ph.D, OTR/L, FAOTA¹; Christina Kubica, MSW²

1. Professor & Director, Master of Science Program in Occupational Therapy, Thomas Jefferson University, Philadelphia, PA
2. Program Coordinator, InSPIRE Nationalities Service Center, Philadelphia PA

Learning Objectives

1. Describe and discuss the occupational justice framework
2. Describe and discuss the application of the framework to the refugee resettlement process
3. Discuss how this non-traditional fieldwork training setting & model creates a model for development of professional habits



Background Information

A ten+ -year collaborative partnership between a refugee resettlement agency and a university occupational therapy program led to the development of a 12-week fieldwork education program that positively serves the needs of the partnership's three key stakeholders; the organization; the individual refugee or family; and the clinical training of occupational therapy students within an interprofessional team approach.

Clients with extensive healthcare needs, including developmental disabilities and other health conditions are referred to the *Innovative Support Program for Immigrant and Refugee Empowerment (InSPIRE)* for case management and occupational therapy services. Typically, these clients are experiencing greater levels of difficulty throughout the resettlement process accommodating to daily life in the U.S. Clients can receive services for up to a year.

Occupational Therapy Fieldwork Education Program

An integral component of entry-level occupational therapy education. Is the fieldwork experience. Each experience is

- Designed to promote clinical reasoning and reflective practice
- Support ethical practice through transmission of the values and beliefs of the profession
- Communicate & model professionalism as a developmental process and a career responsibility
- Expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance.

Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context” (AOTA, 2012).

Fieldwork provides an in-depth experience in delivering occupational therapy services to clients, focusing on the application of evidence-based purposeful & meaningful occupations, administration, and management of occupational therapy services.

Students carry out professional responsibilities under the supervision of a licensed occupational therapist (OTR) and offers opportunities to observe professional role models in the field.

Selected 12-week Fieldwork Schedule

Fieldwork Schedule Weeks 1 - 3

Fieldwork	Refugee Health & Occupational Justice	DDDM & Research	
	Readings: <ul style="list-style-type: none">• Whiteford & Townsend (2011) Participatory Occupational Justice Framework: enabling occupational participation and inclusion• Wolf, Ripat, Davis, Becker, & MacSwiggan (n.d.) Applying an occupational justice framework	Intro to DDDM. <ul style="list-style-type: none">• Prior Review: Reading and DDDM video	
Nationalities Service Center Orientation <ul style="list-style-type: none">• NSC Interns Manual• NSC Strategic Plan• Watch NSC Videos• Observe Intake• Observe Group Sessions Daily• Quality of Life Scale• Self Sufficiency Indicator Tool	Refugee Health & Occupational Justice	DDDM & Research	
Safety Policies & Procedures <ul style="list-style-type: none">• Emergency Response Protocol• Suicide Risk• Suspected Child Abuse Protocol• Incident Report Form	Readings: <ul style="list-style-type: none">• Walking Together: A Mental Health Therapist's Guide to working with refugees• Smith, Cornella, & Williams (2013). Working with populations from a refugee background• In Pollard, Sakellariou, Kronenberg, and van Bruggen. A political practice of occupational therapy<ul style="list-style-type: none">◦ Wilson (2008). Illustrating occupational needs of refugees.◦ Davies (2008). Working with refugees and asylum seekers	Lecture: <ul style="list-style-type: none">• Introduction to Data Driven Decision Making (DDDM) (Schaaf Panapito)• Face to Face Meeting w/S&K, Amy Carroll, and Caryn Johnson. Reading: <ul style="list-style-type: none">• Schaaf, 2015• Schaaf and Blanche 2012• Chapter 1, 2, McWen, (2009)	
Communication <ul style="list-style-type: none">• Translation Services• Working with Translators			
Accompaniment <ul style="list-style-type: none">• Accompany an individual/family to medical appointments with NSC Staff member• Review Documentation Format & Treatment Planning Tools			
Fieldwork	Refugee Health & Occupational Justice	DDDM & Research	
<ul style="list-style-type: none">• Co-lead Identified group• Observe Intake session• 1 Client Assignment• OT Group Planning	Readings: <ul style="list-style-type: none">• AOTA: Occupational Therapy's perspective on the use of environments and contexts to facilitate health, well-being, and participation in occupations• Whiteford & Townsend (2011) Participatory Occupational Justice Framework: enabling occupational participation and inclusion• Wolf, Ripat, Davis, Becker, & MacSwiggan (n.d.) Applying an occupational justice framework	<ul style="list-style-type: none">• I.D. Participation challenge• I.D. Theory base• Occupational Justice & Participation• Assessments of Participation Reading: <ul style="list-style-type: none">• Schaaf & Mailloix (2015) Part II - Chapter 1 - Identifying the child's [adults'] strengths and challenges• Follow Instructions Included in the DDDM chart document	
Fieldwork	Refugee Health & Occupational Justice	Comprehensive Assessment	
<ul style="list-style-type: none">• Co-lead Identified group• Observe Intake session• 1 Client Assignment• OT Group Planning	Readings: <ul style="list-style-type: none">• Gupta (2016) Mapping the evolving ideas of occupational justice• Townsend & Narwal (2013) Can professionals actually enable occupational justice?• Hammell (2016). Critical reflections on occupational justice: Toward a rights-based approach to occupational opportunities	Reading: <ul style="list-style-type: none">• Gilhooly & Lee (2016) The Karen resettlement story: A participatory action research project on refugee educational experiences in the United States• Schaaf and Mailloix (2015) Part II, chapter 2: Conducting a comprehensive assessment• Follow Instructions Included in the DDDM chart document	

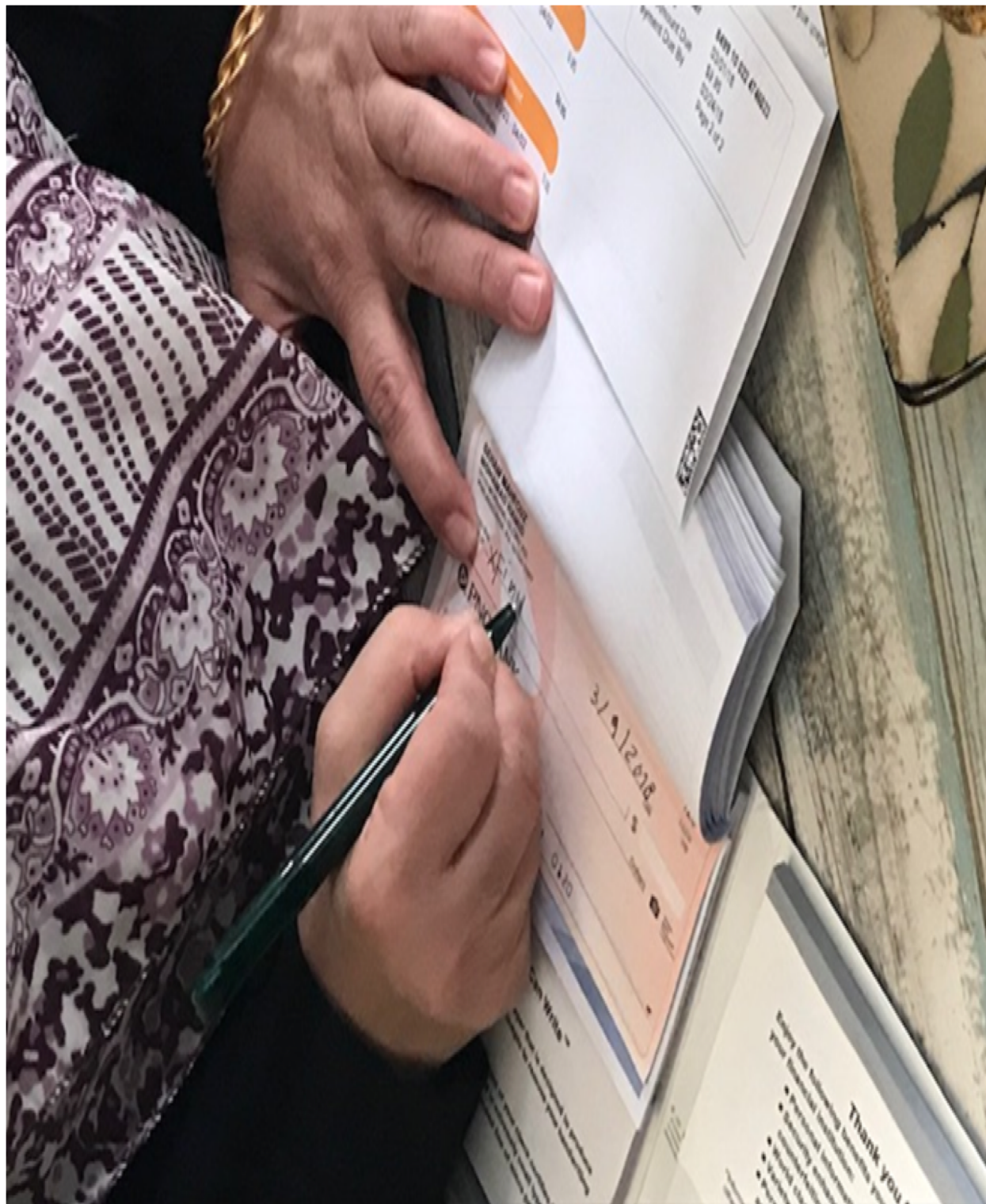
- Caseloads (Individuals & Groups), treatment goals & plans

Students receive 8 hours of occupational therapy supervision weekly. During supervision, students meet to reflect upon & discuss:

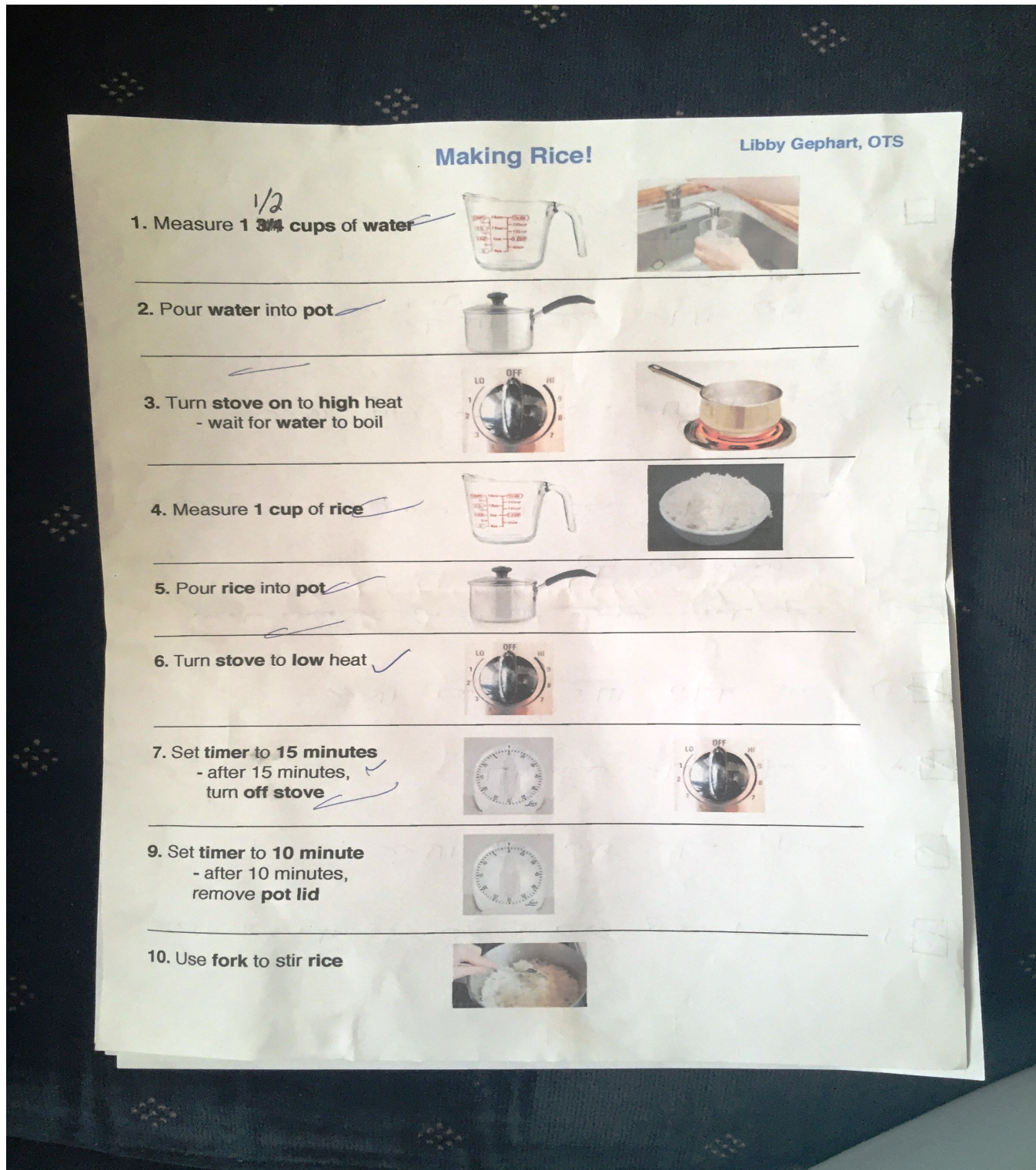
- Client progress towards goals and barriers to progress
- Critical analysis of interventions – goal achievements - outcomes
- Novel therapeutic strategies
- Simultaneously, students' clinical reasoning, problem solving and implementation of evidence is facilitated by intentional probing questions

Students attend weekly InSPIRE team meeting to discuss client caseloads with the Social Work/Case Managers/& Occupational Therapy

- Weekly Progress Update
- Coordination of case management issues (health maintenance, financial concerns, gathering documents and documentation, advocacy, identification of resources, etc.)
- Problem solve issues around slow or lack of progress; identification of new strategies that the team will implement



Practicing financial management – check writing



Sample pictorial directions for hot meal preparation

Participatory Occupational Justice Framework

Occupational justice describes “a vision of society in which all populations have opportunities, resources, privilege, and rights to participate to their potential on their desired occupations” (Whiteford & Townsend, 2011, p.65). The occupational justice framework focuses on “what people do every day on their own, and collectively; how people live to seek identity, satisfaction, and autonomy; how they organize their habits, routines, and choices to promote health” (Whiteford & Townsend, 2011).

In addition to attending to individual and family daily life at home, work, and school, there is also a concern in this framework for [the aspiration of] equity of social participation in civic society. This focus enables the professional to hone their awareness of regulation, policy, laws, economic practices, and other forces that govern what people do, want to do, and imagine what is possible. This leads to a practice of critical professional practice; in this case critical occupational therapy.

Using an occupational justice framework, the occupational therapy team implemented group and individual client-centered interventions to achieve general goals of participation in meaningful, health promoting daily work, home management, and self-care activities. All care provided is participatory, collaborative, or person-centered, and empowerment-oriented.

Refugees arrive in the U.S. after prolong periods of displacement. During this time they experience various forms of occupational injustice, such as alienation, disruption, and deprivation from the routines of typical daily life which all contribute to diminished health status.

In this model, professionals view health in the broadest of terms; including self and family management, education, employment, health promotion, and civic engagement. Intervention and outcomes focuses on one's ability to freely choose and access participation in these meaningful activities (occupations) while facilitating the resettlement process and enculturation to daily U.S. life.

Occupational Therapy Student Outcomes

Since its' inception, the Occupational Therapy fieldwork placement at the Nationalities Service Center has been a positive experience for students.

Students consistently achieve greater than average passing scores using the AOTA Fieldwork Performance Evaluation (2002) in the areas of Basic Tenets of Occupational Therapy; Communication; and Professional Behaviors.

Basic Tenets of Occupational Therapy	<ul style="list-style-type: none">• Articulates Values & Beliefs• Articulates Values of Occupation• Communicates the Role of the Occupational Therapist• Collaborates with Clients
Communication	<ul style="list-style-type: none">• Communicates verbally & non-verbally• Produces clear documentation• Written documentation is legible• Uses language appropriate to recipient
Professional Behaviors	<ul style="list-style-type: none">• Collaborates with Supervisor & other Team Members• Takes Responsibility for Professional Competence• Responds Constructively to feedback• Demonstrates Consistent Work Behaviors• Demonstrates Time Management• Demonstrates Positive Interpersonal Skills• Demonstrates Respect for Diversity

Other areas of professional development identified as a result of a qualitative study (Kern, Sharp, Nguyen, Kilkuskie, & Santos, 2019)

- Student Empowerment
- Foundational Building Blocks
- Professional Fluency
- Digging Deep
- Command the Process



Bhutanese Elders Group participating in a functional communication activity

References:

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- AOTA (2012). Fieldwork level II and occupational therapy students: A position paper. AJOT, 66(6, Suppl.), SS75-S77. <http://dx.doi.org/10.5014/ajot2012.66s75>
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- Kern, Sharp, Nguyen, Kilkuskie, & Santos (2019). Professional Habit Development in a Model Fieldwork Placement Unpublished.
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