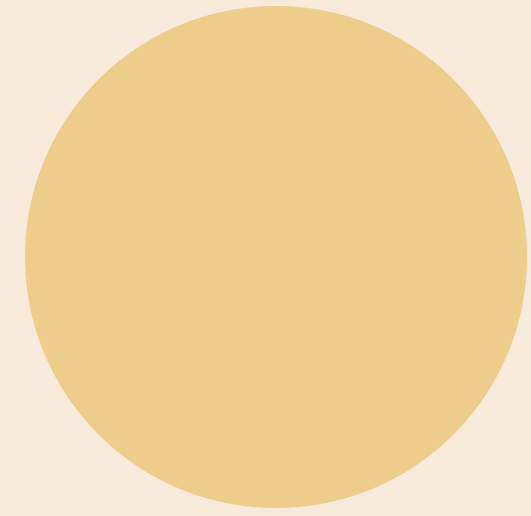


Evidence-Based Learning Toolkit:



Optimally Support Occupational Therapy
Students with Disabilities in Fieldwork

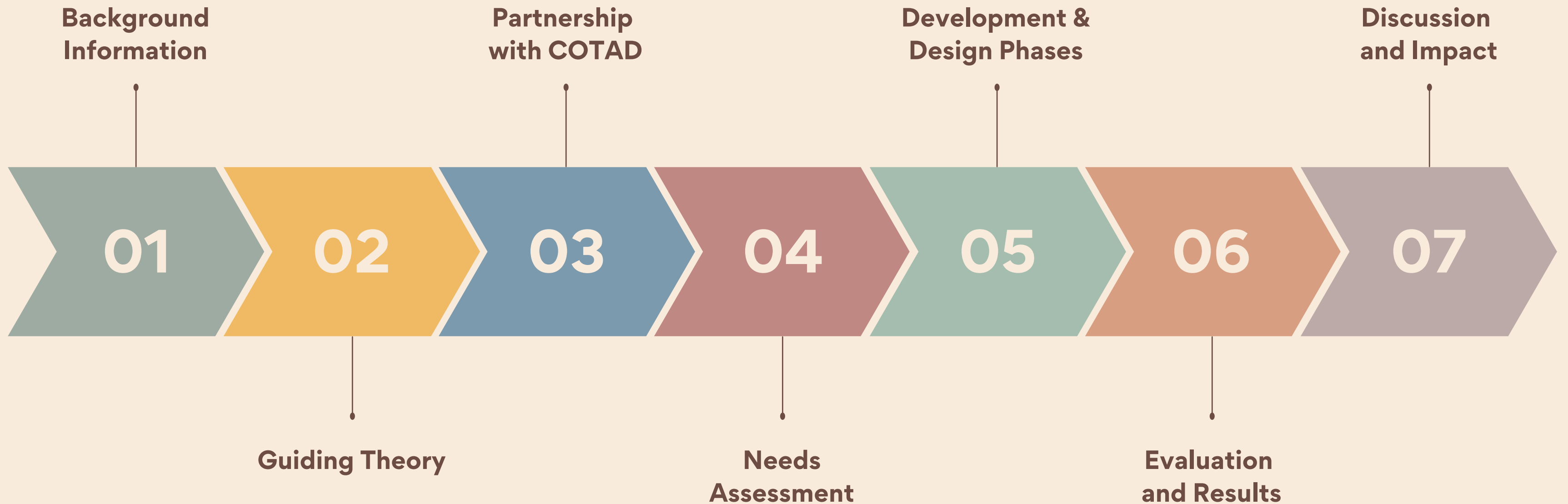
Kristen Stewart, OTD (she/her)
Pacific University, School of Occupational Therapy



About Me



Overview



Background Information

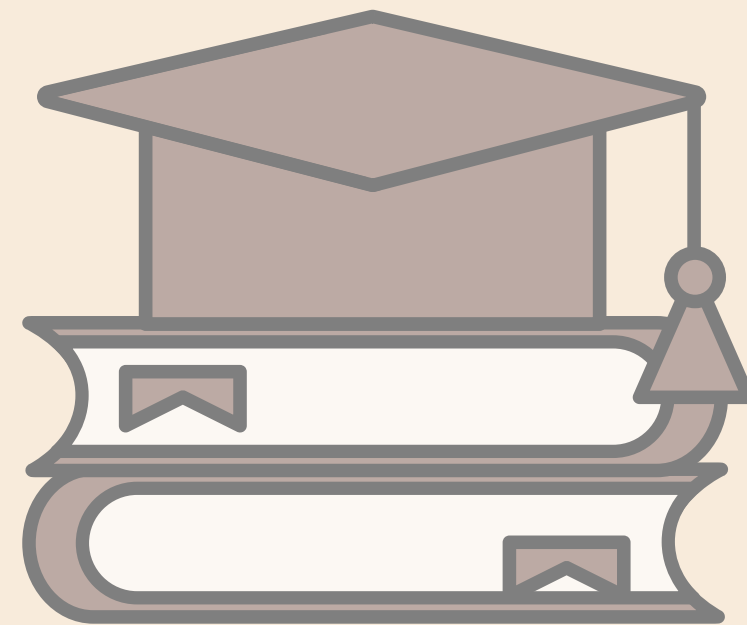
01



VISIBLE Disabilities



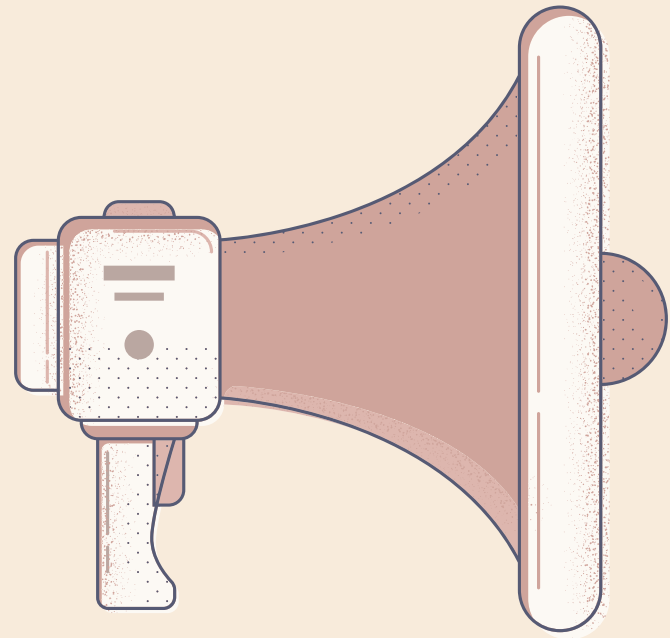
INVISIBLE Disabilities



11.9%

.....

The United States Department of Education (2019) reported that **11.9% of students with disabilities** were enrolled in graduate-level programs.



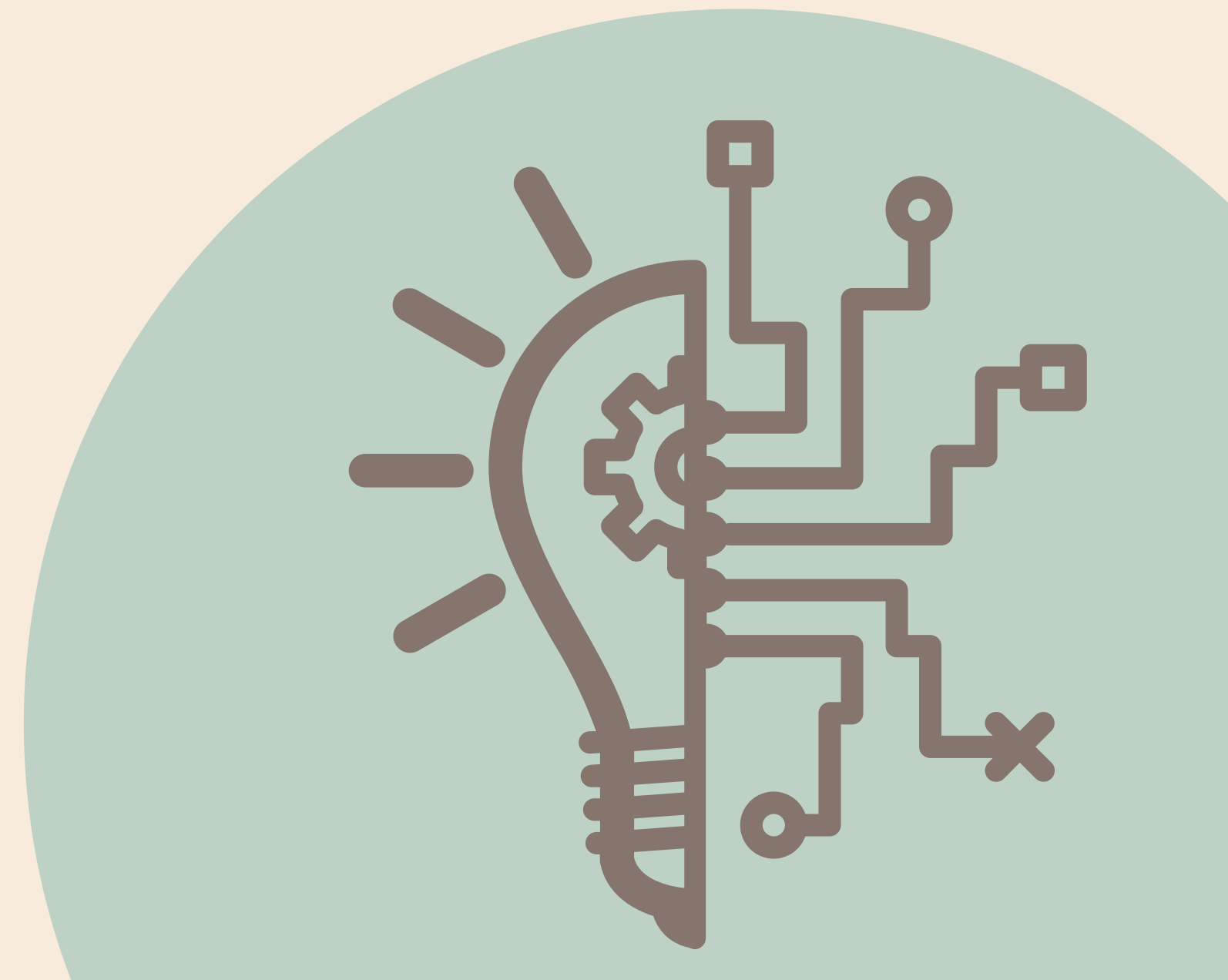
It is common for **disabilities to surface or become exacerbated during graduate school** due to the demands of higher education.

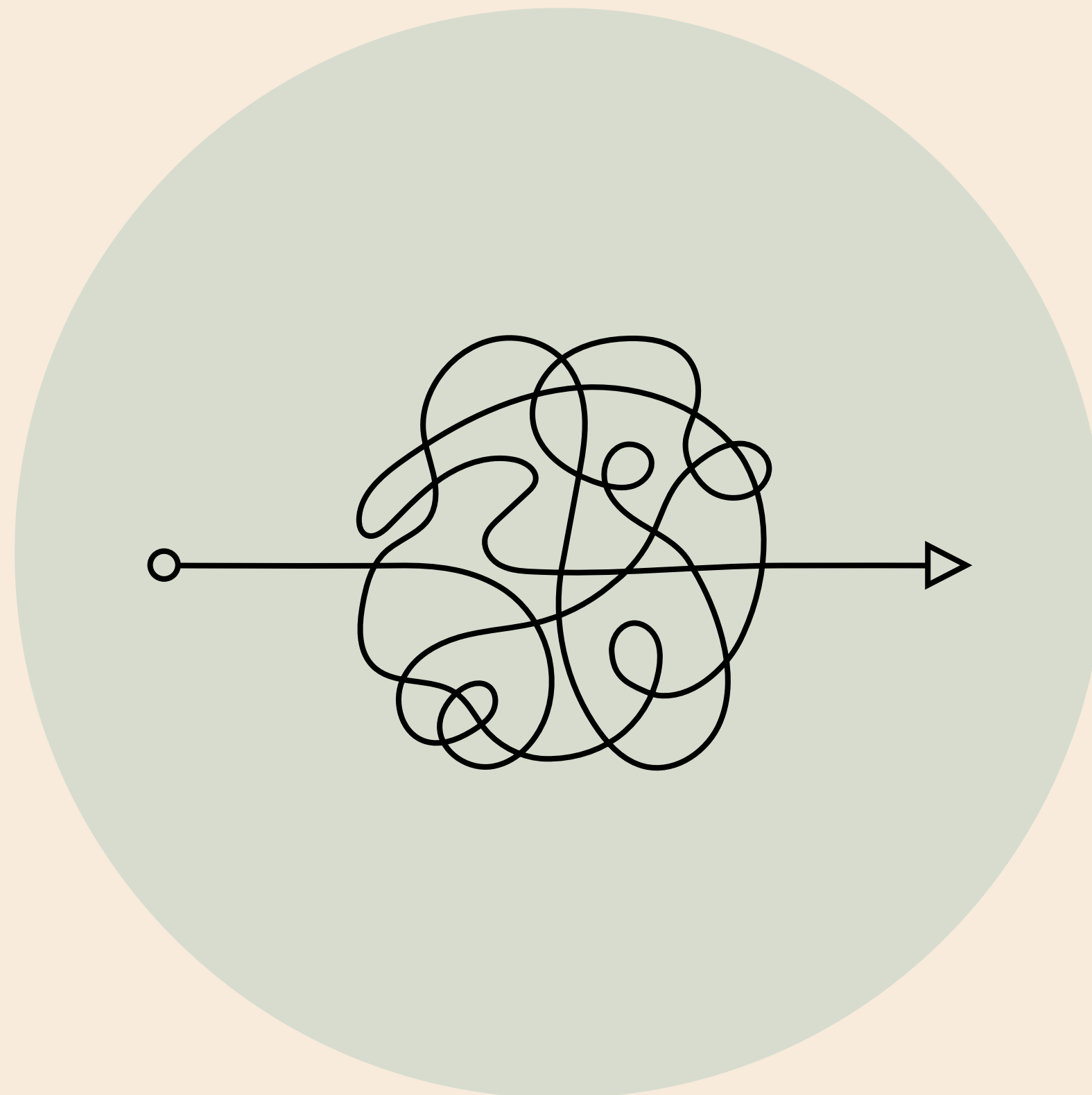
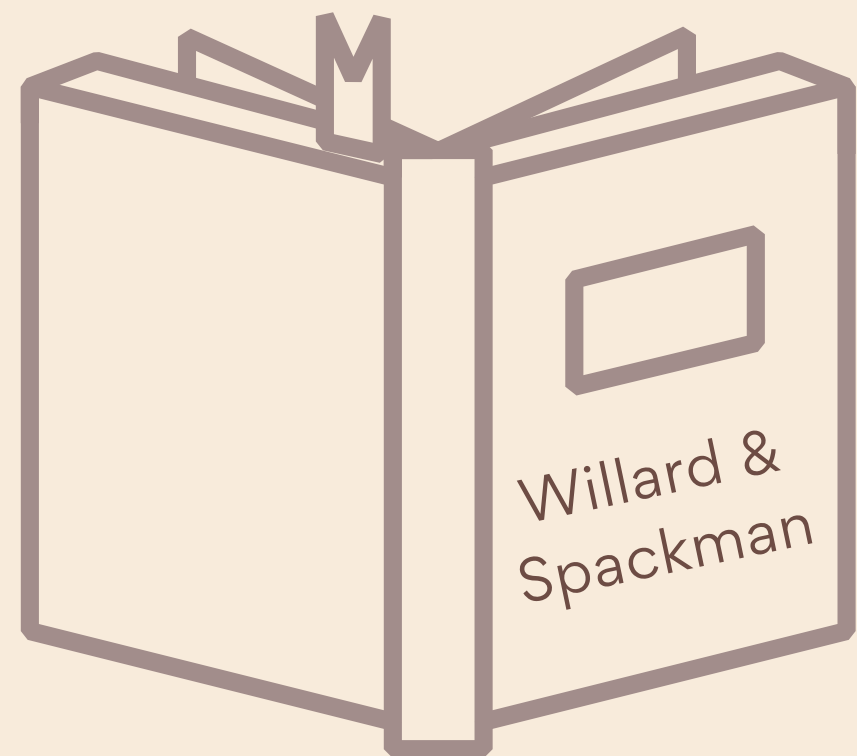
American Occupational
Therapist Association, 2016

OT Education

graduate-level didactic
coursework

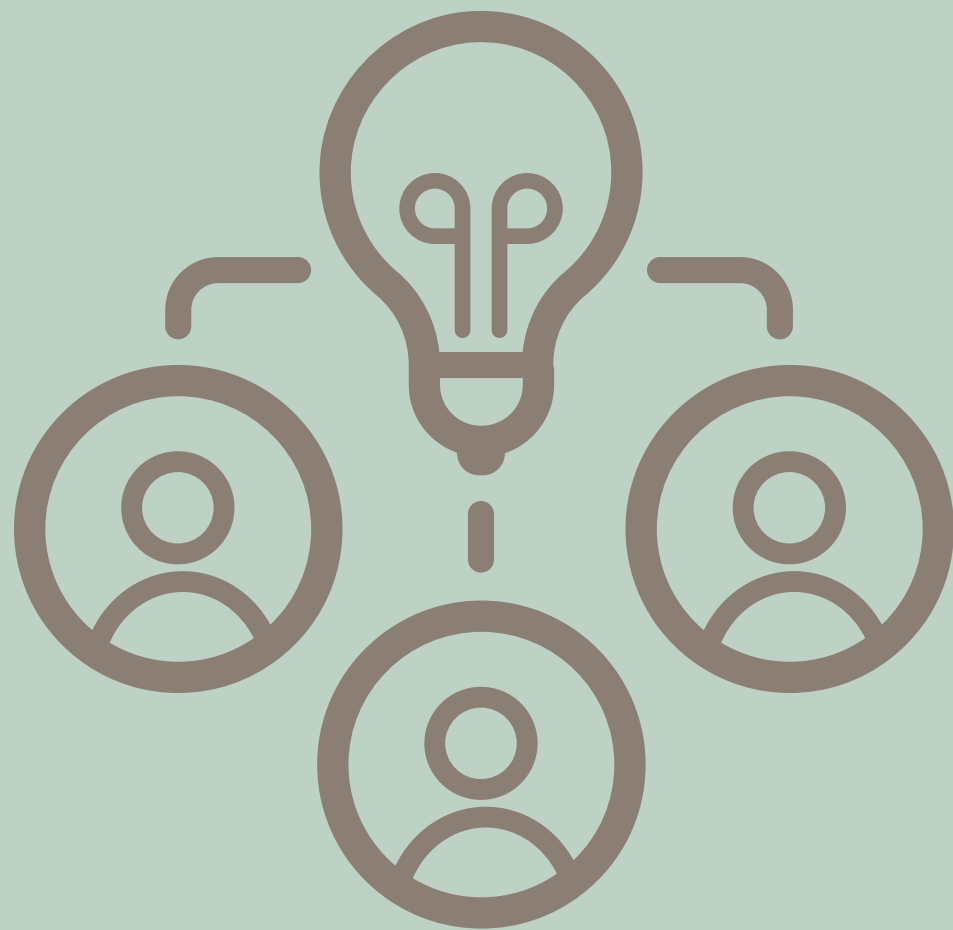
extensive clinical fieldwork



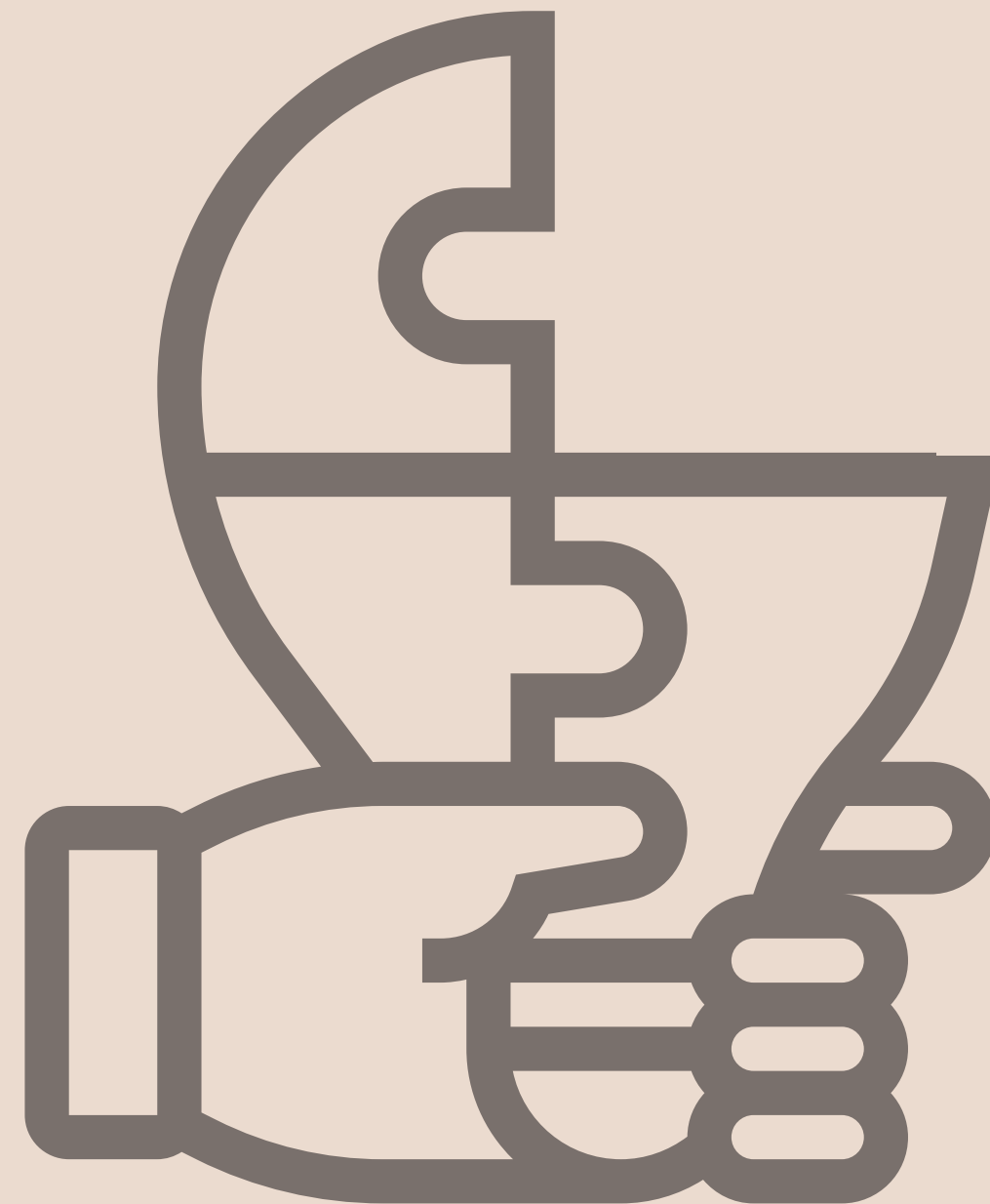


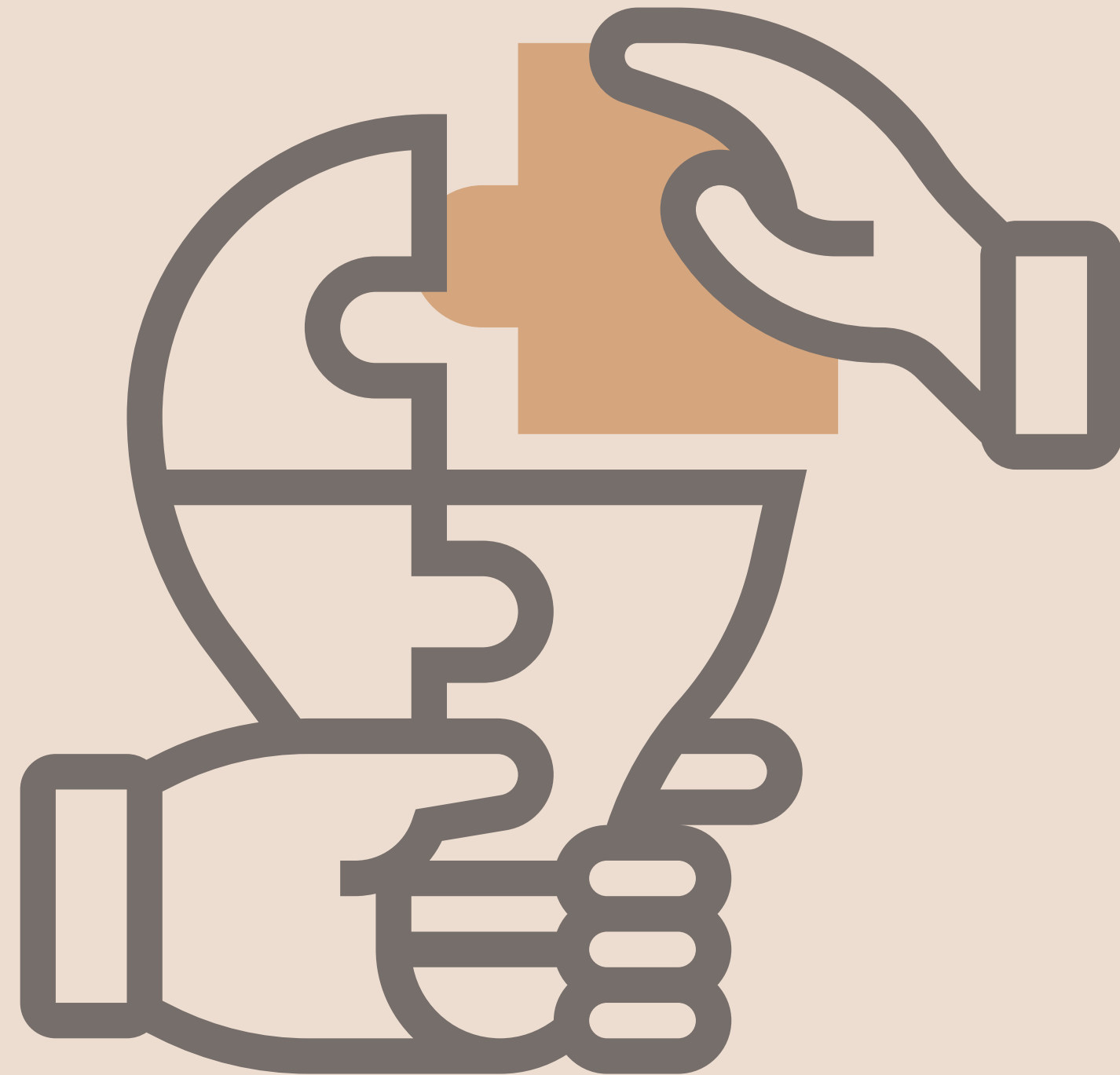
Fieldwork Educator

An OT practitioner that mentors and supervises an OT student during fieldwork education









Guiding Conceptual Model

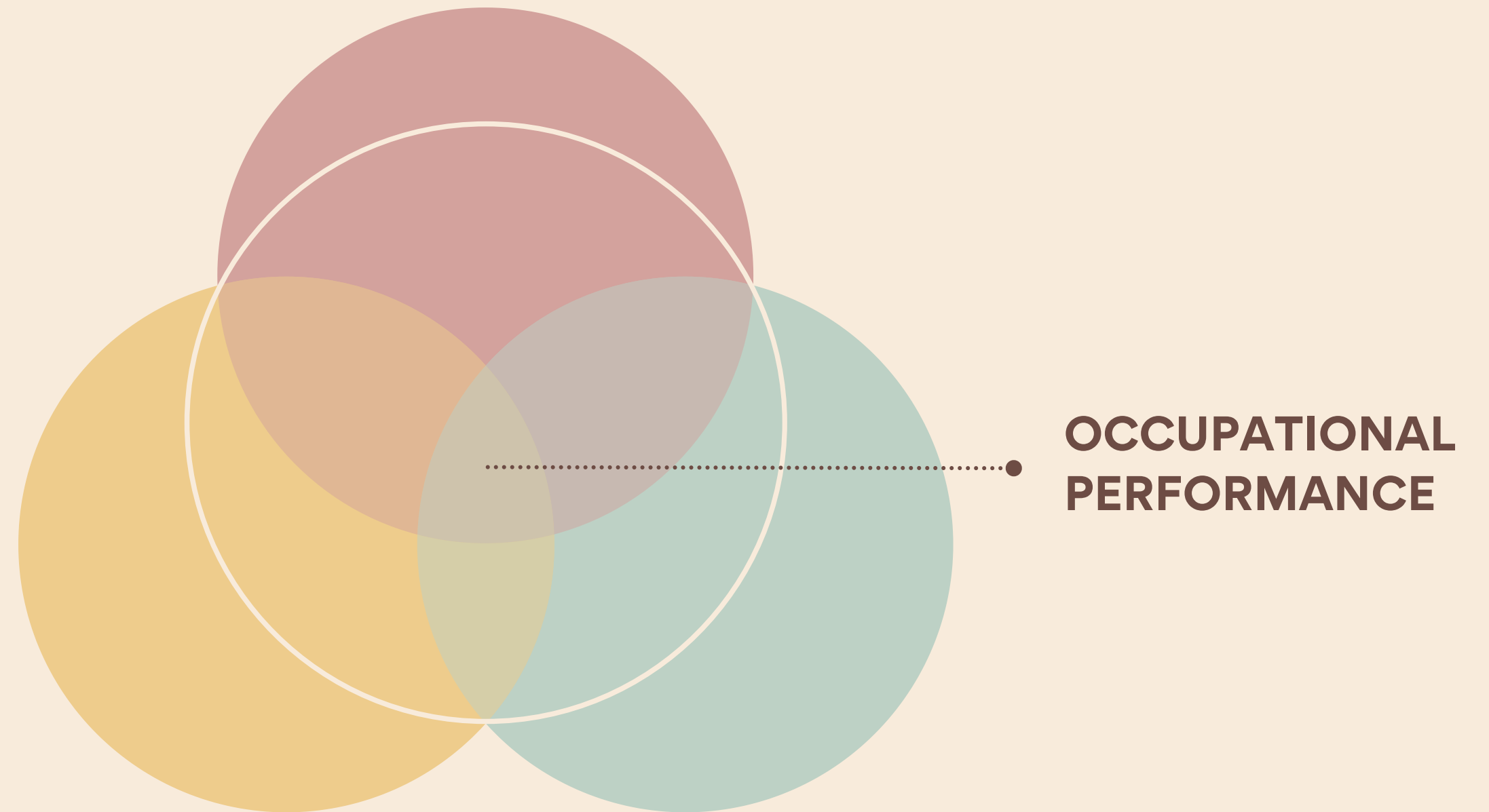
02

PEOP MODEL

PERSON
Spirituality, Cognition,
Sensory, & Physiological

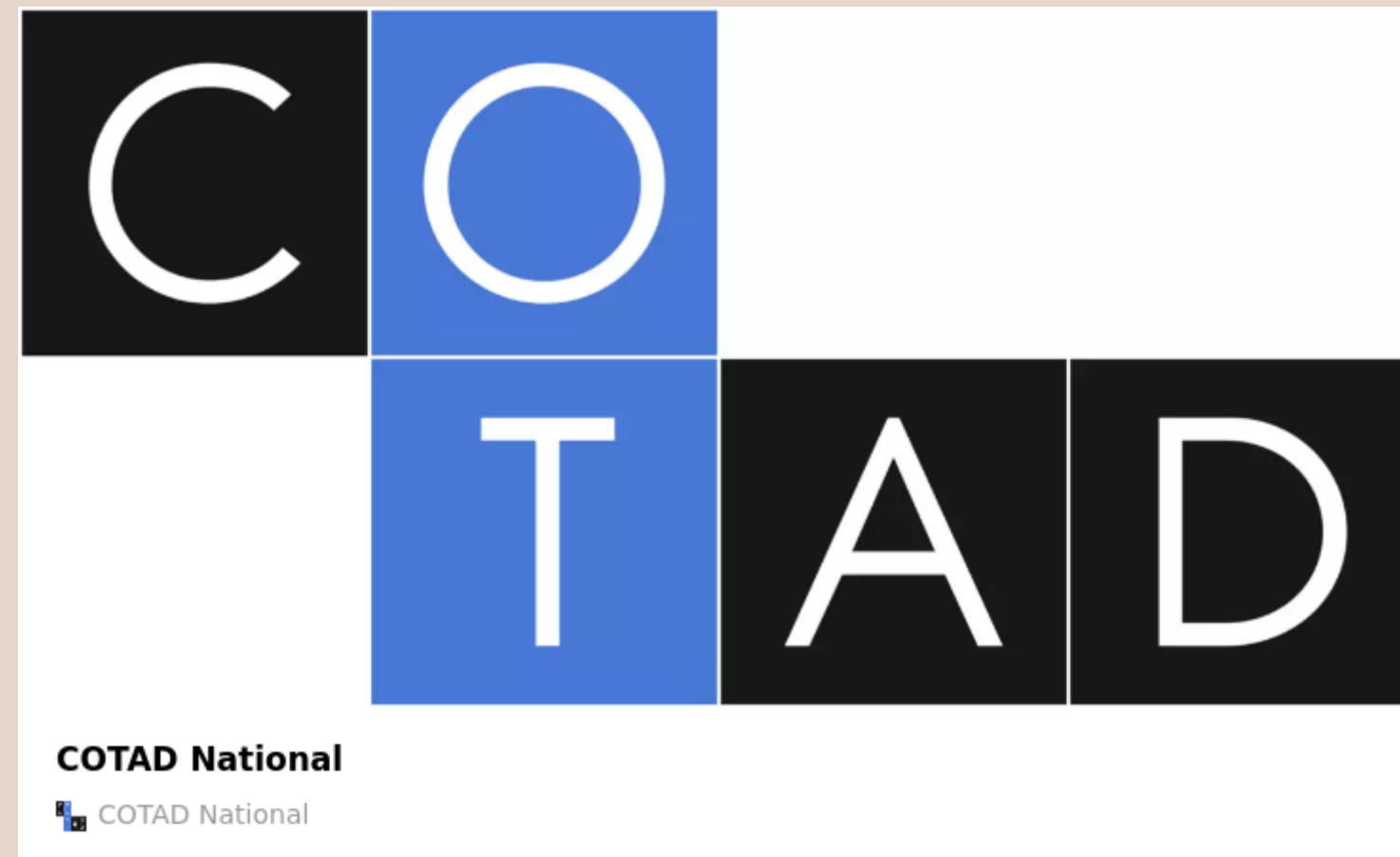
OCCUPATION
Role of fieldwork student
Task and activity demands
in fieldwork

ENVIRONMENT
Fieldwork setting, educator, &
site expectations



Partnership with COTAD

03



The mission of COTAD (2021) is “to empower occupational therapy leaders to engage in practices that increase JEDI, anti-racism and anti-oppression for a transformative occupational therapy profession.”

Needs Assessment

04

SWOT Analysis

Strengths

Increased attention on improving diversity and inclusion

Opportunities

Equitable learning opportunities

Weaknesses

Resources are isolated and scarce

Threats

Conflicting societal views

UNDERSTAND
disability culture in OT **01**

RESEARCH
mandatory rules and regulations **02**



03 **LEARN**
best practices for online learning

04 **IDENTIFY**
existing resources



informal interviews



virtual seminars



recorded discussions



researched literature



semi-structured surveys



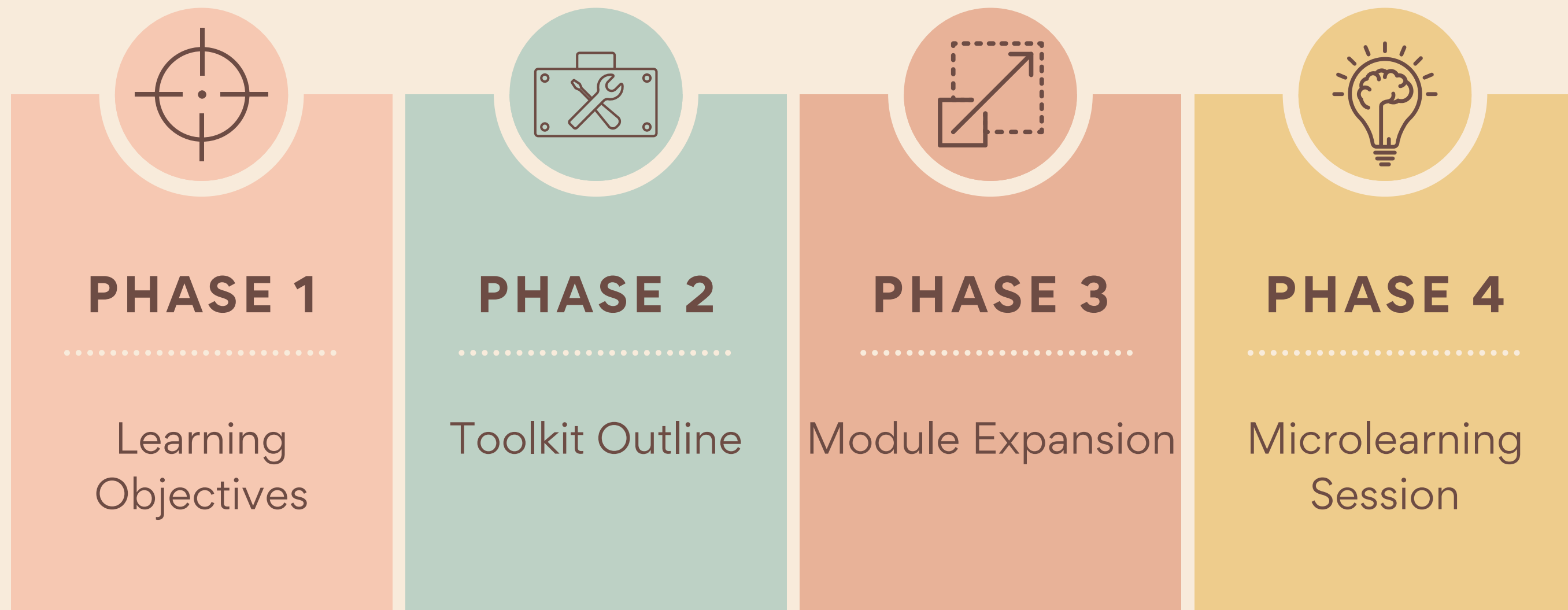
Needs Assessment Findings

1. Accessible online toolkit
2. Introductory knowledge
3. Microlearning as best practice

The Design Process of the Toolkit

05

Phases of Development

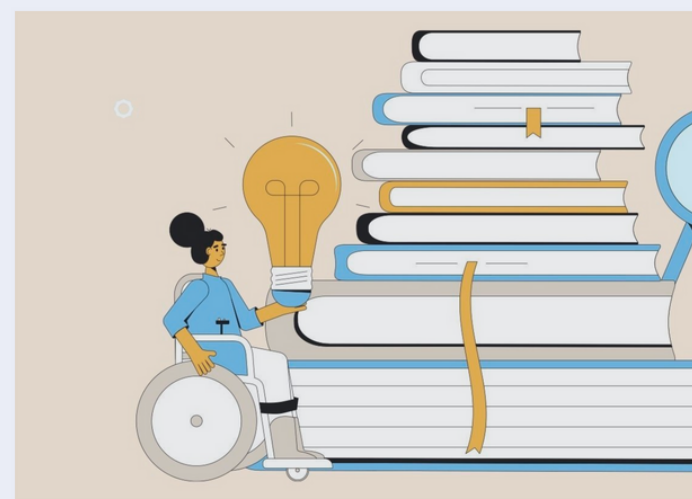


Learning Objectives

1. Define key terms
2. Discuss ableism in fieldwork
3. List aspects of the fieldwork educator's role
4. List practical strategies
5. State determinants of students' need

PHASE 1

PHASE 2 TOOLKIT OUTLINE



Knowledge Base.

The purpose of this module is to offer microlearning sessions that provide learners with preparatory knowledge surrounding OT students with disabilities.

Make It

Support for Clinical Educators.

Coming Soon: This section will offer resources and tools for CIs to better support students with disabilities.

Make It



Support for students.

Coming Soon: This section will offer resources and tools for students with disabilities that support their learning during fieldwork.

Make It

Educational Resources

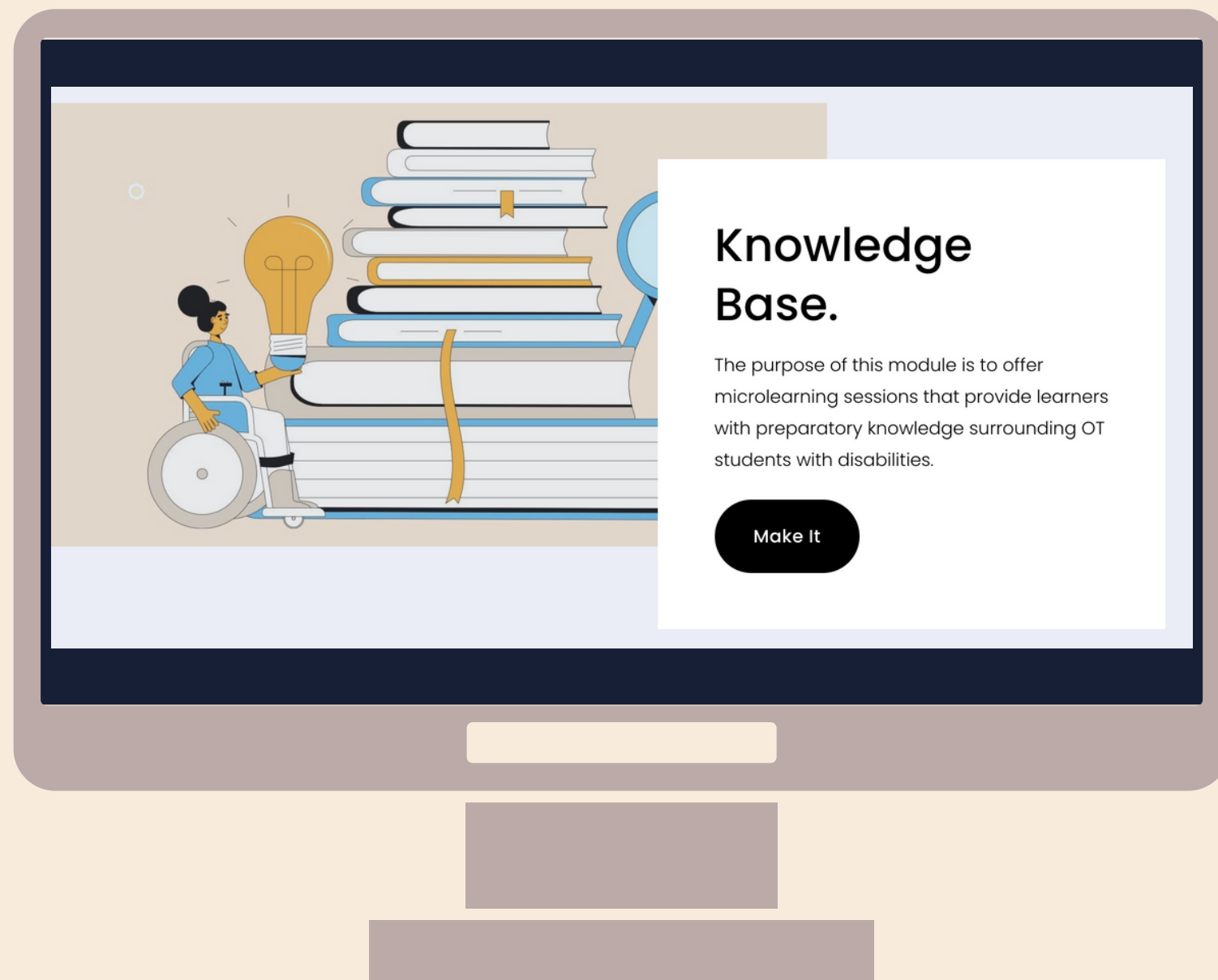
Coming Soon: This section will include any additional educational resources.

Make It



PHASE 3

MODULE EXPANSION



1. "Disability as an Individualized Experience"
2. "Ableism and the impact on fieldwork students' experience"
3. "Accommodations in fieldwork settings"
4. "Implementing universal design for learning in fieldwork settings"

Accommodations Learning Sessions

Accommodations.

Coming Soon: This will include microlearning sessions that discuss the accommodations process, including policy and procedure requirements and optimal practices to support OT fieldwork students with disabilities. This section will also include microlearning sessions that illustrate the student experience surrounding accommodations through personalized stories of students with disabilities.



PHASE 4

MICROLEARNING
SESSION

Accommodations Learning Sessions

Microlearning Session 1: ADA and Accommodations Process

Microlearning Session 2: Barriers to Fieldwork Accommodations

Microlearning Session 3: Optimal Relationship

Phase 4

**MICROLEARNING
SESSION**

Evaluation and Results

06



1. Prior to viewing the resource please rate your prior knowledge and comfort with the ability to identify essential aspects of the fieldwork educator's role in the accommodation process.
(1=Minimal comfort, 5=Max comfort)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

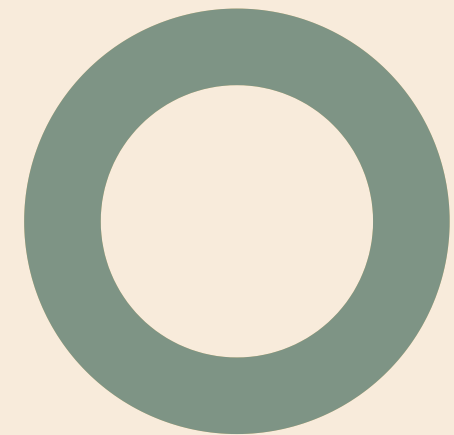
N = 6 OT Students with disabilities

N = 9 OT fieldwork educators and coordinators



60%

of participants reported an **increase** in knowledge



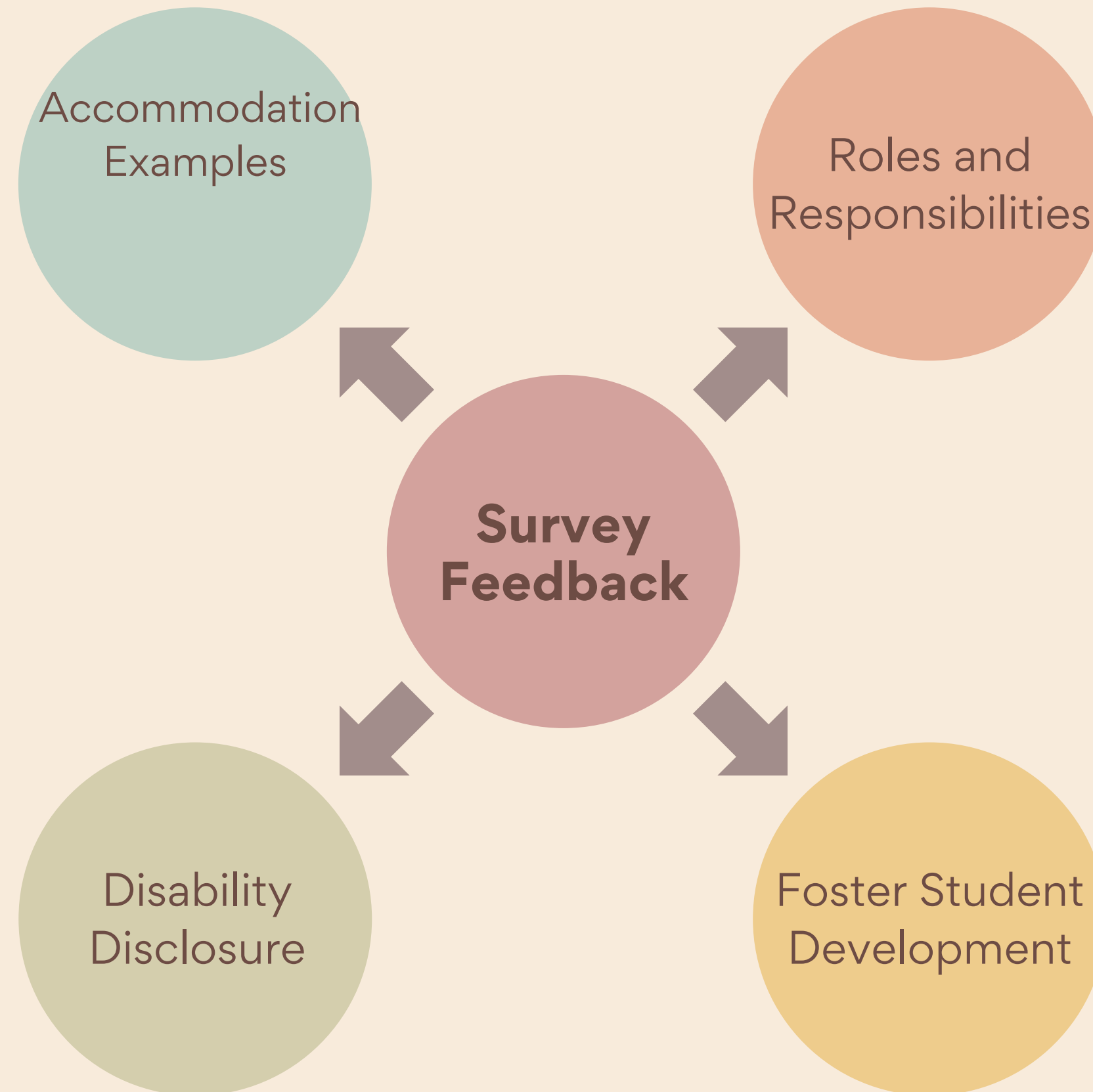
100%

Reported that the learning content met **objective 1**



86.7%

Reported that the learning content met **objective 2**



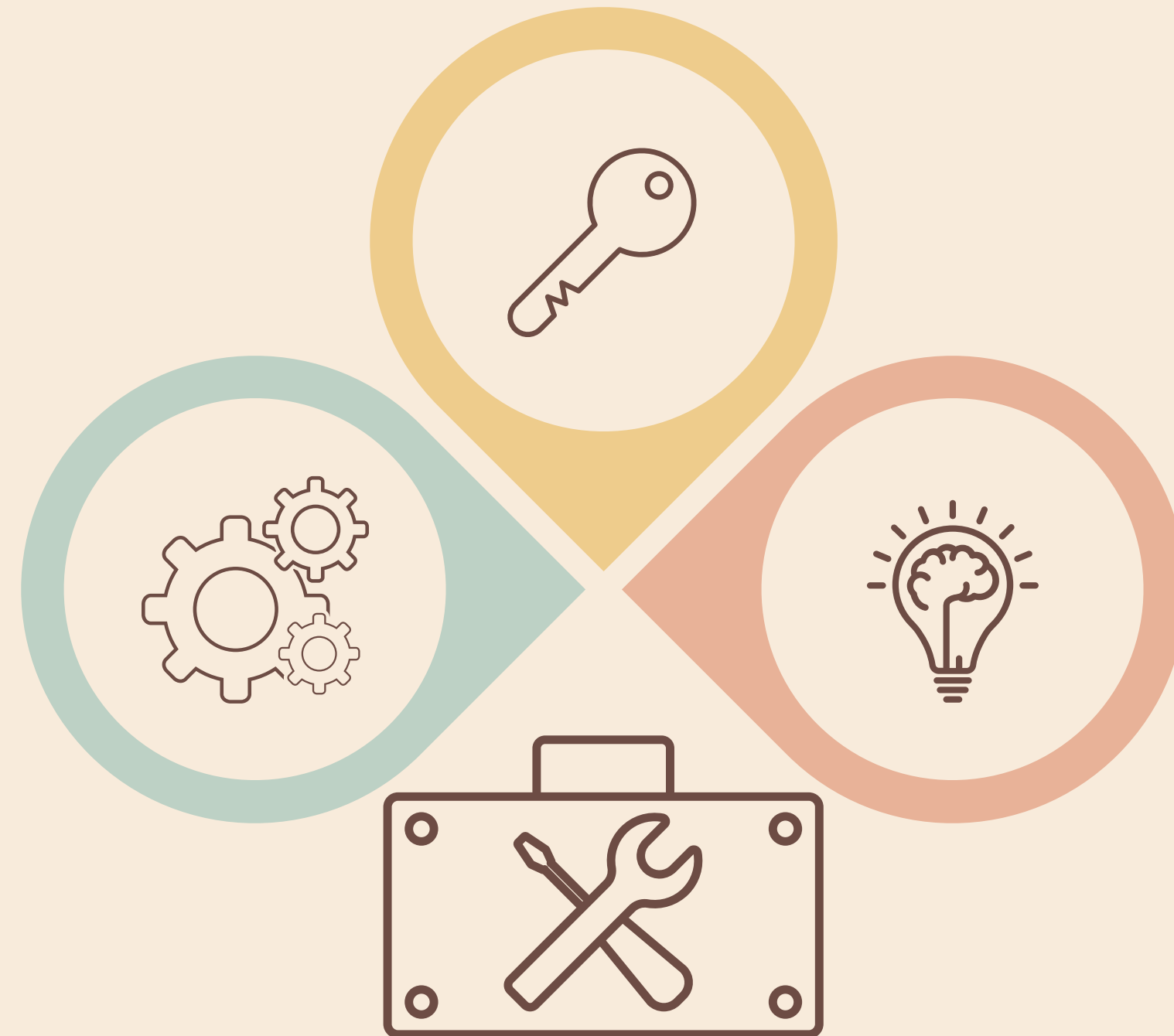
Discussion and Impact

07

01 Access to Resources

02 Education

03 Practical Tools



Future Directions





Final Thoughts





Thank you

COTAD Mentors

Dr. Alexia Rebne OTD, MS, OTR/L

Dr. Scott D. McNeil OTD, MS, OTR/L

Capstone Advisor

Dr. Chih-Huang Yu, PhD, OTR/L

Capstone Coordinator

Dr. Alisa Sheth, PhD, OTR/L

Academic Advisor

Dr. Steve Park, PhD, OTR/L

All other professors and
mentors

My Husband, William

Literally all of my Friends

My Family

& My Therapy Team



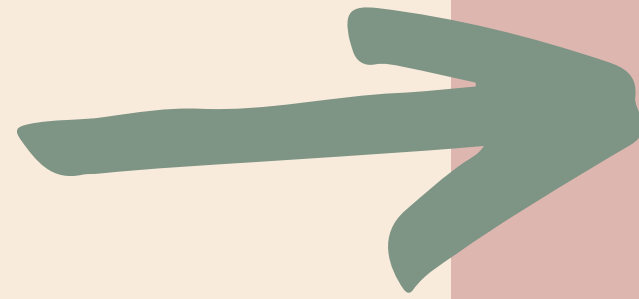
Thank you



Questions



**Click this
document**



Handouts and References



This handout includes the draft of the microlearning script, a description of future development for module content, and the full list of references used throughout this project.



Acronyms & Definitions



Americans with Disabilities Act (ADA)

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

Occupational Therapy (OT)

Universal Design for Learning (UDL)