



inspire

2023 Annual Conference & Expo

**Inclusive Teaching and Learning for Occupational
Therapy Experiential Education**

AOTA Academic Leadership Council Meeting

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Acknowledgements

- Boston University OTD students:
 - Kathryn McCombs- Writer and resource development
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- Authors of the Department's Inclusive Teaching and Learning Expectations document (2020):
 - Alex Brandell, Anne Escher, Oksana Litardo, Ariel Schwartz, Jillian Zuck

Learning Objectives

By the end of this presentation, participants will:

1. Understand the importance of inclusive teaching practices to support the learning of all OT/OTA students throughout the experiential learning components of the curriculum.
(“experiential learning” defined as fieldwork, capstone, and baccalaureate project)
2. Describe how one university developed a resource focused on inclusive teaching and learning strategies to support experiential educators.
3. Be able to apply knowledge of inclusive strategies to their own curriculum’s experiential learning opportunities.

Agenda

- The “Why”- why develop this resource?
- The “How”- how was it developed? And how do we use it?
- The “What”- look at an example of Universal Design for Learning for experiential learning
- Reflection and small group discussion

The Why?



BU OT Department Diversity, Equity and Inclusion Values and Commitment statements

OT Department values statement

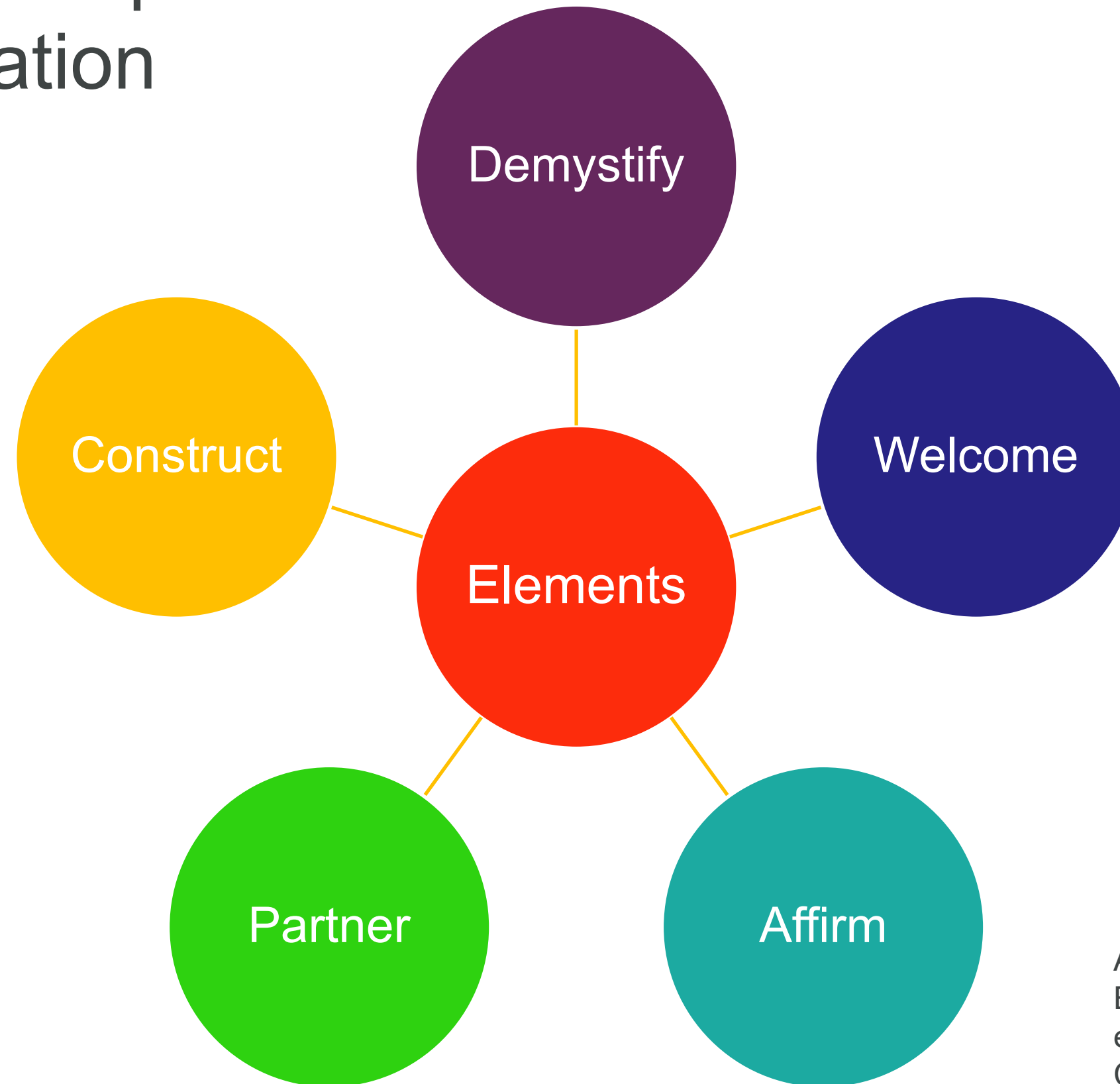
We are committed to promoting full engagement in occupations across the life course, and we acknowledge that multiple systemic, environmental, and personal barriers limit meaningful occupational engagement for specific individuals, especially those who identify as members of underrepresented racial and ethnic, disability, economically disadvantaged, and/or LGBTQIA+ communities.

Commitment statements

We strive to:

- prepare emerging clinicians who advocate for access, inclusion, equity, belongingness, pluralism, and social justice and demonstrate cultural critical consciousness.
- collaborate with our students to provide inclusive teaching and learning opportunities.
- support our students from underrepresented communities in occupational therapy to identify opportunities and navigate challenges as they seek to become leaders in the profession and agents of change across the healthcare continuum.

Equity minded experiential education



Adapted from: The Center for Urban Education. (2017). Elements of equity-minded recruitment practice. Center for Urban Education.

Connection to ACOTE Standards

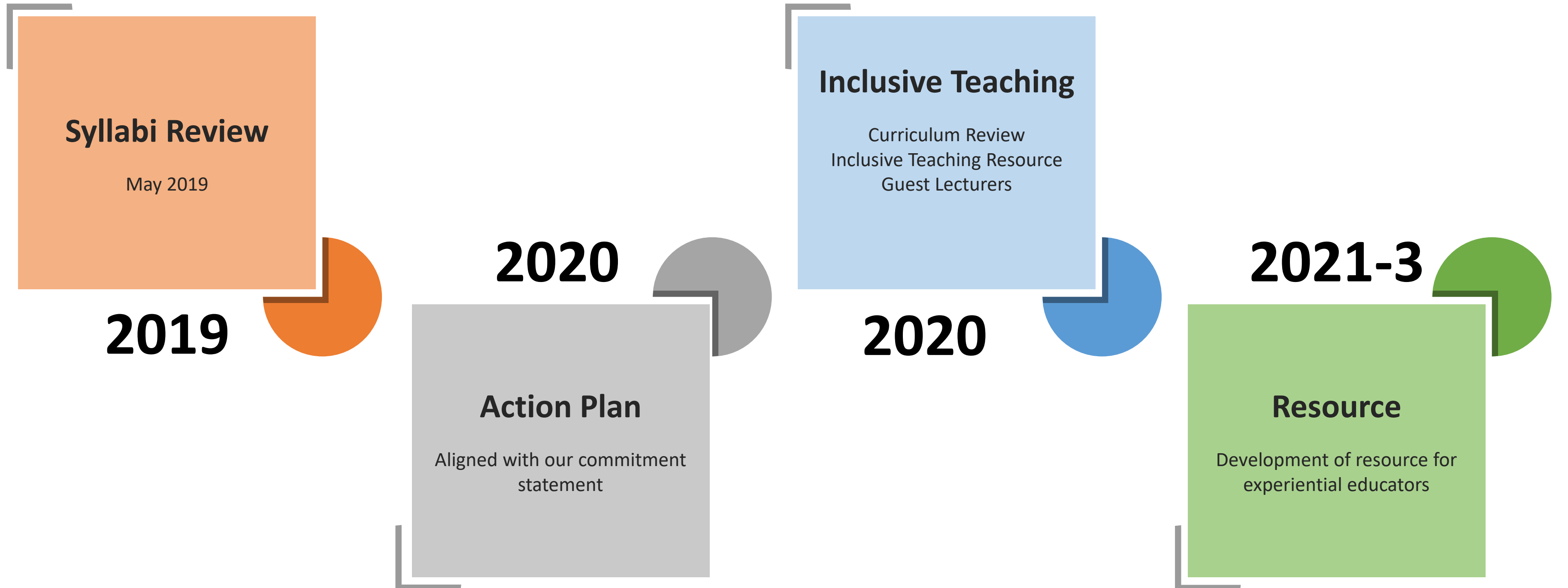
C.1.1. Fieldwork Program Reflects the Curriculum Design

- Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the **ties between didactic and fieldwork education**.

C.1.8. Qualified Level I Fieldwork Supervisors & C.1.11. Qualified Level II Fieldwork Supervisors

- Ensure that personnel who supervise Level I fieldwork are **informed** of the curriculum and fieldwork program design and **affirm their ability to support the fieldwork experience**. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
- Ensure that the student supervisor is **adequately prepared to serve as a fieldwork educator** prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.

Timeline-Inclusive Teaching & Learning



Where experiential learning fits in?

Experiential learning is prominently situated within the EL-OTD curriculum. These experiences provide an opportunity for students to observe and apply the concepts they are discussing in the classroom in real-world settings.

Given their role in supporting students' experiential learning, fieldwork educators and capstone mentors serve as an extension of the BU faculty and take part in molding the educational experience of BU OTD students.

As such, the Boston University Occupational Therapy expects that experiential learning educators will act in their capacity to embody the values and commitments outlined previously.



Recent Literature

Prevalence and type of incivility in occupational therapy fieldwork, *Bolding et al. 2020*

- Incivility was widespread resulting in students feeling:
 - Anxiety
 - Loss of confidence
 - Reduced clinical reasoning
 - Reduced job satisfaction
- 16% of respondents reported bullying

Difficult conversations in fieldwork education, Hamed, 2023

- FW educators can
 - facilitate clinical education
 - motivating, inspiring, or helpful.
 - hinder clinical education
 - intimidating, unfriendly, or closed-minded
 - display behaviors of incivility, bullying and lack cultural humility
- FW educators can be a barrier to students' learning.

70% of OTs have burnout syndrome

See Escudero-Escudero et al., (2020)



Educate experiential
educators, reduce OT
burnout

Examples: Need for Education & Resources

Disclosure of Disability

- Student with a visual impairment disclosed and was told that she did not meet essential functions of the position
- No evaluation of abilities or interview was completed; just assumption of ability
- This was at a school accustomed to accommodating for disability

Request for appropriate use of pronouns

- Students self advocated for use of correct pronouns
- Consistently misgendered
- This has occurred at all levels of experiential education



Better Student Outcomes

Better Client Care

Supporting our students



Continuing Education

Supporting our
experiential educators

Greater Job Satisfaction



Small group reflection/discussion

Individual self-reflection:

- What are some challenges that your department has experienced related to inclusion on fieldwork or other experiential education?
- What has worked to support OT experiential educators with the challenges?

In table small groups:

- Share with your table about what has worked to support inclusive teaching in your program or experiential components.

The How?



Timeline-Inclusive Teaching & Learning

Syllabi Review

May 2019

2019

2020

Action Plan

Aligned with our commitment statement

Inclusive Teaching

Curriculum Review
Inclusive Teaching Resource
Guest Lecturers

2020

2021-3

Resource

Development of resource for experiential educators

Development of the resource

- Based on student and faculty feedback
- Using principles of universal design for learning, adult learning, inclusive pedagogy
- BU OT Department's Inclusive Teaching and Learning Expectations document used as a jumping off point
- Identified sections based on experiences

Evolution of the document

BIG
project

Bigger than we
thought

Need for
two
versions

“Essentials”
(short form)

Full resource

Resource
review

Piloted with
trusted
fieldwork
educators

Provided helpful
feedback which
has been
incorporated

Plan for
continued
review through
resource survey

How we use the resource

Typical procedure before the experience begins:

1. Confirmation letter to all sites
 - Essentials of inclusive experiential education included with curriculum design and learning objectives (C standards)
 - Consistent with Department's values and mission
 - Link to full resource provided
 - Contact information for any questions

How we use the resource

Use during the experience:

2. Provide a specific section to site in response to identified need
 - Student or educator has described a challenge
 - Resources provided to reinforce inclusive strategies

The What?



The resource

2023



Inclusive Teaching and Learning for Occupational Therapy Experiential Education



College of Health & Rehabilitation Sciences: Sargent College

Table of Contents

Sections below hyperlinked, click to go to section.

Section 1: Role of and Expectations for Fieldwork Education

- a. Level I and Level II Fieldwork
- b. Potential Fieldwork Structures
- c. Supervisory Responsibilities

Section 2: Creating a Supportive Experiential Learning Environment

- a. Interactions with Students – Setting the Stage
- b. Reducing Cognitive Load for Students
- c. Universal Design in Experiential Education Settings

Section 3: Supporting Students from Marginalized Backgrounds

- a. Supporting Students with Disabilities
- b. Supporting LGBTQ+ Students
- c. Supporting Students of Color
- d. Supporting Students at Different Life Stages

Please **NOTE**: References are indicated in parentheses [e.g. (1)] throughout resource. Full references at bottom of each section.

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Each section (starting with 1c) contains:

- Content information on topic
- Reflection questions- indicated by a pencil icon
- Additional resources – with description
- Reference list for that section

Section content

Section 2: Creating a Supportive Experiential Learning Environment

Experiential learning provides students the opportunity to apply didactic learning to a clinical context or a focused area of skill or knowledge development (capstone focus areas). These experiences often place significant demands on time and physical and mental energies for both the student and experiential educator (1). Creating an environment of mutual respect and support promotes the student's ability to a) apply classroom learning to the clinical environment, b) develop critical thinking and clinical reasoning skills, and c) establish their own professional identity (1).



A study by Bolding et al. (2), found that many students on Level II fieldwork were exposed to work related and personal related negative acts or incivility, with some students reporting daily exposure to these negative experiences. In addition, 16% of students reported experiencing bullying while on their fieldwork. These experiences impede learning and impact student outcomes.

Creating a Supportive Experiential Learning Environment

A lack of a supportive environment can lead to anxiety, challenges in work completion or work performance, difficulty with critical thinking and clinical reasoning, and decreased overall quality of life or perceived quality of the clinical experience (2,3).

Growth Oriented Language

By modeling and promoting growth-oriented language, experiential educators may encourage students to adopt a growth mindset of knowledge. Under this mindset, knowledge is something that is cultivated over time, whereas a fixed mindset suggests that skill and knowledge is innate, and one can only do so much to change things (4). Mindsets have the ability to influence achievement over time and may explain discrepancies in the achievements of marginalized populations.

Describe student goals in growth-oriented language. In formatting objectives as a learned and developed skill, experiential educators can aid in students feeling supported in their fieldwork and capstone experiences. This language structure orients growth and development of skills as the objective, as opposed to perfection. Recast concerns or challenges that students share in terms of a growth mindset.



Section content, cont.

Section content, cont.

Creating a Supportive Experiential Learning Environment

Lastly, providing feedback and praise that is effort oriented as opposed to intelligence oriented promotes growth-oriented mindsets and resilience in the face of challenging tasks (5). The structure of praise has been shown to influence the way that people respond to challenges.

Examples:

Growth Mindset 	Fixed Mindset 
"What did you learn from that session?"	"What did you do wrong?"
"Client evaluations have been challenging for me"	"I'm not good at client evaluations"
"We should work together and practice _____ transfers to develop your skills."	"_____ part of the transfer was incorrectly executed."
"The session went well; you were highly engaged and made an effort to make it meaningful."	"The session went well; you are great at this."

Creating a Supportive Experiential Learning Environment

Reflect



1. What might an example of a strategically structured question that is applicable to your setting be?
2. Was getting started at your current experiential education site difficult for you? What eased this transition? What made it harder?
3. What is a personal story or anecdote you could share to normalize difficulty with the transition?
4. How would you define cultural humility in your own words?

Reflection questions

Creating a Supportive Experiential Learning Environment

Additional Resources

Webinars
sponsored by
BU

Additional Resources

Resource	What is it about?
Joly-Lowdermilk, C. (2022). Cultivating Clinical Readiness & Professional Identity. Boston University Clinical Education Webinar Series, Boston, MA. https://drive.google.com/file/d/13VAeKMbQTudQIIF4QPS38dyZdr70ui5A/view?usp=sharing	Preparing graduate students for experiential learning in the helping professions, it is essential we prioritize helping them build skills to develop a resilient professional identity and maintain optimal, positive health. This webinar provides attendees with diverse perspectives on clinical and fieldwork readiness as well as ideas for curriculum-integrated interprofessional development opportunities for cultivating health-promoting communication, self-efficacy, realistic optimism, empathy, and emotional agility.
Piemonte, N. (2022). Cultivating Compassion and Vulnerability in Healthcare Practice and Education. Boston University Clinical Education Webinar Series, Boston, MA. https://drive.google.com/file/d/1cllulmFwwBs94U9j9RATQI2LiDdqm827/view?usp=sharing	The best clinicians know that caring for patients requires more than technical skill, however these "something more" skills (empathy, vulnerability, and connection) are often overlooked. This webinar aims to show how compassion, humility, and vulnerability are not mere "add ons" to clinical care, but are essential to the everyday practice of assessing, diagnosing, and treating patients—and asks us to consider whether and how these habits can be cultivated among current and future clinicians.
Johns Hopkins University Center for Teaching Excellence and Innovation. (2023). <i>Equitable and inclusive teaching practices</i> . https://ctei.jhu.edu/teaching/equitable-and-inclusive-teaching-practices	Ideas and resources for inclusive teaching and learning. Primarily focused on the classroom, but some items also applicable to experiential education.



Additional resources, cont.

Creating a Supportive Experiential Learning Environment

Additional Resources

Resource	What is it about?
American Occupational Therapy Association. (2020). The Association—Educator’s guide for addressing cultural awareness, humility, and dexterity in occupational therapy curricula. <i>American Journal of Occupational Therapy</i> , 74(Suppl. 3), 7413420003. https://doi.org/10.5014/ajot.2020.74S3005	Written to help guide curriculum development, there are helpful explanations of terms and ways of understanding the application of cultural awareness, humility and dexterity to students and clients.

References

1. LaRocco, D. J., & Fanelli, L. L. (2021). Universal design for learning for clinical educators: Design thinking in clinical settings. In F. Fovet (Ed.), *Handbook of research on applying universal design for learning across disciplines: Concepts, case studies, and practical implementation* (pp. 389-411). IGI Global.
2. Bolding, D., Dudley, T., Dahlmeier, A., Bland, L., Castro, A., & Covarrubias, A. (2020). Prevalence and types of incivility in occupational therapy fieldwork. *Journal of Occupational Therapy Education*, 4(3). <https://doi.org/10.26681/jote.2020.040111>
3. Budden, L. M., Birks, M., Cant, R., Baggley, T., & Park, T. (2017). Australian nursing students experience of bullying and/or harassment during clinical placement. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research*, 24(2), 125-133. <https://doi.org/10.1016/j.colegn.2015.11.004>
4. Dweck, C. S. (2008). *Mindsets and math/science achievement*. The Opportunity Equation. https://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset_and_math_science_achievement_-_nov_2013.pdf

Section references

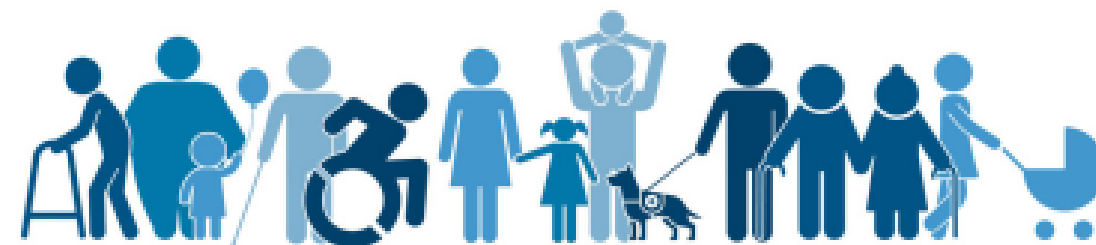
UDL example

Section 2c: Universal Design in Experiential Education Settings

The Applicability of Universal Design to Experiential Education Settings

Universal design (UD) refers to the process of constructing the physical and non-physical aspects of an environment to facilitate usability for all people to the greatest extent possible (1). Unlike an environment made accessible by additional adaptations, UD is meant to be structured in such a way that there is a reduced need for specialized adaptations (2). With this in mind, UD has applicability to fieldwork and capstone sites as a means of diminishing potential difficulties students may face due to singular or multiple aspects of their identity.

Universal design in fieldwork and capstone settings serves to promote equitable access for all individuals. In establishing equitable systems of support for all individuals, the expectation of disclosure or a need to ask for adaptations is diminished. This reduces potential feelings of fear, embarrassment, and



UDL applied to experiential education

The Applicability of Universal Design to Experiential Education Settings

stigma. Universal design does not eliminate the need or the availability of individualized adaptations, but it does aim to facilitate and normalize features that support access. In having this equitable structure in place, experiential education sites can also save time in having to plan and implement adaptations on a student by student basis. Overall, UD serves to save time and enhance the learning experience of students from all backgrounds.

Looking specifically at the application of UD to educational settings, a framework of universal design for learning (UDL) was created by CAST, an education research and development group (3). UDL focuses on enhancing inclusivity to the instructional environment by eliminating potential obstacles. This approach offers three guidelines to increase accessibility in the teaching and learning experience for all people.

Principles of Universal Design for Learning

Provide multiple means of engagement (3)

People learn and engage with content in a variety of ways. With this diversity in mind, experiential educators should consequently integrate diverse modalities, structures, and methods into their interactions with students. This may look like providing visual supplemental materials, asking scenario-based questions, or encouraging autonomy in the student's setting of their learning goals. By including options to



UDL applied to experiential education, cont.

The Applicability of Universal Design to Experiential Education Settings

accommodate different learning styles, fieldwork educators can motivate students to be purposeful and motivated.

Provide multiple means of representation (3)

In order to address the many ways in which individuals perceive and process information, fieldwork educators and capstone mentors should aim to present content in a multitude of ways. Some students may comprehend information best with detailed text, while others may find visual or auditory media more effective. Overall, learning is enhanced when multiple representations of the information are used. This allows students to make connections between concepts, as well as tailors some of the information in a way most optimal for the individual. Providing options for representation encourages students to be resourceful and knowledgeable.

Provide multiple means of action & expression (3)

Educators can apply principles of UDL by recognizing that the way in which students take action and express themselves varies. Therefore, experiential educators should provide opportunities for students to pursue topics, activities, and outcomes that are of personal interest and preference. By helping students develop ways to demonstrate their feelings and desires as it relates to their educational and professional development, fieldwork educators can encourage students to be strategic and goal-directed.

Feedback box

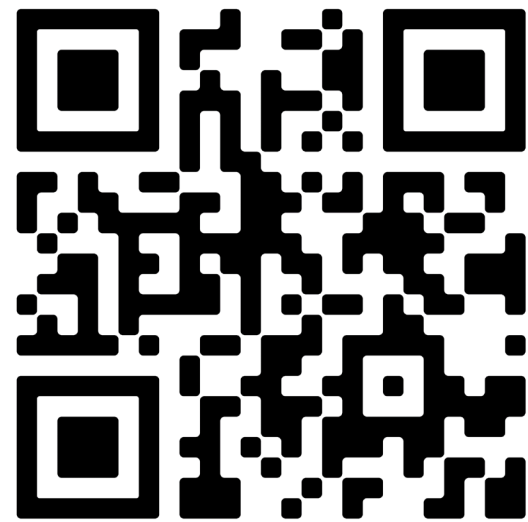
Thank you for exploring this document.

This is an evolving document; please fill out this survey to let us know what we're missing, what worked, etc. Thank you!

https://bostonu.qualtrics.com/jfe/form/SV_3jzq5J67E9ko6pM

Accessing the resource

- Please use the below QR code, link, or the information on the postcards



<https://www.bu.edu/sargent/files/2023/04/Inclusive-Teaching-and-Learning-for-OT-Experiential-Education.pdf>

2023



Inclusive Teaching and Learning for Occupational Therapy Experiential Education

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Small group discussion

Explore Section 2c on Universal design for experiential education.

How can you support your experiential educators in using:

- Multiple means of engagement
- Multiple means of representation,
- Multiple means of action and expression

More at AOTA Inspire 2023!

- **Conversations that Matter 209 (Friday 10 am):** Inclusive Teaching Strategies for OT fieldwork & Other Experiential Education
- **Conversations that Matters 221 (Friday 4 pm):** An Analysis of Students' Perceptions of Support Related to Diversity, Equity, & Inclusion Factors During the Level II Fieldwork Planning Process
- **Short Courses 301 (Saturday 8:30 am):** Supporting students with Disabilities on Fieldwork Experiences

Questions?

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American
Occupational Therapy
Association