EDSIS: Fieldwork Sub-Section

Understanding Entry-Level OTD Doctoral Experiential Component

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SC 101
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Panel: Speakers & Affiliation

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  Thomas Jefferson University

• Mary Evenson, OTD, MPH, OTR/L, FAOTA
  MGH Institute of Health Professions

• Andrea Thinnes, OTD, OTR/L
  Creighton University

• Beth Ann Hatkevich, PhD, OTR/L
  The University of Toledo

Learning Objectives

1. Understand how the Entry Level OTD Doctoral Experiential Component relates to Accreditation Standards to advance student performance skills and scholarship.

2. Recognize models that Entry-Level OTD curricula are using to support student learning and planning for this unique type of experience (that differs in comparison to Level II fieldwork).

3. Appreciate academic programs’ approaches for educating and recruiting sites, along with providing supports to students and site mentors.
A Look at the ACOTE Standards...

Doctoral-degree-level Educational Program

ACOTE 2011 Standards: Definition

C.2.0. DOCTORAL EXPERIENTIAL COMPONENT
The goal of the doctoral experiential component is to develop occupational therapists with advanced skills (those that are beyond a generalist level). The doctoral experiential component shall be an integral part of the program's curriculum design and shall include an in-depth experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

C.2.0. Doctoral Experiential Component
The student must successfully complete all coursework and Level II fieldwork and pass a competency requirement prior to the commencement of the doctoral experiential component. The specific content and format of the competency requirement is determined by the program. Examples include a written comprehensive exam, oral exam, NBCOT certification exam readiness tool, and the NBCOT practice exams.

Ensure that the student is mentored by an individual with expertise consistent with the student's area of focus. The mentor does not have to be an occupational therapist.
History and Background

Introduction: History & Background

"Occupational therapy has made a significant stride in implementing an educational policy mandating postbaccalaureate level entry. Yet that move is probably insufficient to assure the long-range viability of the profession to serve society."

"A research based degree, such as a PhD, in occupational therapy does not necessarily emphasize the development of clinical skills. Rather, it emphasizes the preparation of an academic and/or independent researcher."

Occupational therapy is at a "critical juncture"

(DeAngelis, 2006, p. 69, Reistetter & Royeen, 2001, p. 3, Peyton & Pierce, 1999, p. 70)

Professional Doctorate Programs

- A brief historical review of medical and other allied health professions trajectories can assist occupational therapy to make informed decisions regarding the future of the profession.

- "The histories of the professional doctorates of medicine, dentistry, pharmacy, psychology and nursing are replete with implications for OT's professional doctorate."

- "By grounding our deliberations in the historical perspective offered by the experiences of other fields, we are provided with a broader context within which to reflect on the important decisions ahead in OT education."

(Peyton & Pierce, 1999, p. 70)
Brief history of OT...a natural progression to the Entry-Level OTD

1999:
Impact of “Resolution J” - Decided upon by the AOTA’s representative assembly
All OT programs be offered at the postbaccalaureate level by January 2007

Currently, in 2014:
2 routes of entry for practice

- Entry-Level Masters
  1st program – 1962
- Entry-Level OTD
  1st program - 1999


The Maturing of the Profession

The OT of the future should be equipped to...
- enter emerging and innovative practice areas
- demonstrate diverse practice competencies in order to traverse health care systems, policy, leadership and academic venues
- interact with stakeholders to support global/international initiatives
- collect data and report on evidence-based outcomes
- continue educational pursuits in multiple arenas

These “features” will increase the profession’s long range credibility and viability.

(Krutis, 2002, p.22)

Purpose of Graduate Education

Traditional: Descriptive Guide to Occupational Therapy Education (AJOT, 2007)
1) Character formation
2) Development of college teachers
3) Preparation for research & scholarship
4) Allowing graduates to enter the work setting to disseminate their research skills to practice

Now: OT must produce clinicians with:
- autonomous practice skills
- refined practice competencies

Evolving from “mentored advanced clinical experiences”

(Coppard & Dickinson, 2007, p. 674)
**2017: Centennial Vision**

"We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs."

**Eight elements viewed as relevant to a shared vision include:**
1. Expanded collaboration for success
2. Power to influence
3. Membership equals professional responsibility
4. Well-prepared, diverse workforce
5. Clear, compelling public image
6. Customers demand occupational therapy
7. Evidence-based decision making
8. Science-fostered innovation in occupational therapy practice

[Link](http://www.aota.org/-/media/Corporate/Files/AheadAOTA/Centennial/Background/Vision1.pdf)

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**Where is the OT Profession NOW?**

<table>
<thead>
<tr>
<th>Accredited OTD entry-level doctoral programs</th>
<th>Accredited entry-level master's programs</th>
<th>Accredited OTA programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>146</td>
<td>168</td>
</tr>
<tr>
<td>Entry-level OTD programs with developing program status/candidacy</td>
<td>Entry-level master's programs with developing program status/candidacy</td>
<td>OTA programs with developing program status/candidacy</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Entry-level OTD applicant programs</td>
<td>Entry-level EMOT applicant programs</td>
<td>OTA applicant programs</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total = 18</strong></td>
<td><strong>Total = 163</strong></td>
<td><strong>Total = 222</strong></td>
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For more information, visit [www.acoteonline.org](http://www.acoteonline.org)

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**Entry-Level OTD**

**Curricular Integration: Doctoral Experiential Component**
Language: What Do We Call It?

Professional Rotation, Creighton University
Capstone Experience, The University of Toledo
Doctoral Residency, Nova Southeastern & Belmont University
Doctoral Apprenticeship, Washington University
Doctoral Research or Project, University of the Sciences

Different Names for Different Programs!

Doctoral Specialty Experiential Internship, Pacific University
Doctoral Practicum, Salus University
Doctoral Experience, Mary Baldwin College
OTD Experiential Internship, University of TN, Chattanooga
Doctoral Experiential Placement, MGH Institute of Health Professions

Conceptualizing the OTD Doctoral Experiential Component within the Curriculum

Developing a plan for the Doctoral Experiential Component is embedded within the curriculum, supported by a series of courses
Planning typically begins during the 1st year of the program
Doctoral Experiential Component occurs after Level II fieldwork is completed, as well as upon successful completion of designated program competencies
Dissemination projects can address scholarship Standards and culmination of learning goals/outcomes
OTD Scholarship & Project Dissemination

B.8.4. - Select and apply...statistics and code, analyze, and synthesize qualitative data
B.8.6. - Design a scholarly proposal, including research question, literature, sample, design, measurement, and data analysis
B.8.7. - Implement a scholarly study
B.8.8. - Write scholarly reports (peer-reviewed)
B.8.10. - Complete a culminating project, demonstrate advanced knowledge in a practice area

(ACOTE Standards, 2011)

Curriculum Models

<table>
<thead>
<tr>
<th>CREIGHTON</th>
<th>MGH IHP</th>
<th>TOLEDO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Education Seminar I Fall 2 (1.5 credits)</td>
<td>OT610 Research Process Spring 1 (2 credits)</td>
<td>OTCT7310 FW &amp; Prof Dev Sem I Fall 1 (1 credit)</td>
</tr>
<tr>
<td>Clinical Education Seminar II Spring 2 (1.5 credits)</td>
<td>OT611 Research Process 2 Fall 2 (2 credits)</td>
<td>OTCT7320 FW &amp; Prof Dev Sem II Spring 1 (1 credit)</td>
</tr>
<tr>
<td>OTD 574 Professional Competency Summer 2 (1.5 credits)</td>
<td>OT612 Research Process 3 Spring 2 (2 credits)</td>
<td>OTCT7330 FW &amp; Prof Dev Sem III Summer 1 (1 credit)</td>
</tr>
<tr>
<td>OTD 660 Professional Rotation Spring 3 (16 sem hrs)</td>
<td>OTB10 Prof. Reasoning 4 Integrated Seminar &amp; Synthesis Fall 3 (2 credits)</td>
<td>OTCT8340 FW &amp; Prof Dev Sem IV Fall 2 (1 credit)</td>
</tr>
<tr>
<td>OTD 685 Capstone Spring 3 (1 sem hr)</td>
<td>OTB85 Advanced Doctoral Exper Spring 3 (8 credits)</td>
<td>OTCT8350 FW &amp; Prof Dev Sem V Spring 2 (3 credits)</td>
</tr>
<tr>
<td>OTD 894 Research 4: Dissemination &amp; Capstone Spring 3 (2 credits)</td>
<td>Three courses during Spring 3: OTCT8380 Capstone Practicum (6 credits)</td>
<td>OTCT8900 Mentored Capstone Dissemination (3 credits)</td>
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<td></td>
<td></td>
<td>OTCT8910 Mentored Studies in Capstone/Or Elective (3 credits)</td>
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Comparison of Level II Fieldwork & Doctoral Experiential Component

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<thead>
<tr>
<th></th>
<th>Level II Fieldwork</th>
<th>Doctoral Experiential</th>
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<tbody>
<tr>
<td>Primary Learning Goals</td>
<td>Develop competent, entry-level, generalist practice skills</td>
<td>Develop advanced skills (beyond a generalist level) in one or more areas</td>
</tr>
<tr>
<td>Supervision criteria</td>
<td>Currently licensed OT with a minimum of one year of full-time experience</td>
<td>Mentor with expertise consistent with the student’s area of focus, along with faculty advisor. Mentor does not have to be an OT</td>
</tr>
<tr>
<td>Duration</td>
<td>12 weeks</td>
<td>16 weeks</td>
</tr>
<tr>
<td>Evaluation</td>
<td>AOTA FWPE</td>
<td>Individualized learning contract with specific objectives, plans for supervision, and responsibilities of all parties</td>
</tr>
</tbody>
</table>
Planning for the Doctoral Placement

Policies and Procedures

Procedures and Timelines for Planning a Student Experience

Students have specific courses dedicated to the development of the doctoral experiential component.

In class meetings and individualized or small group student: instructor meetings throughout the semester.

Within the course, the student designs his/her personal mission statement, learning objectives, learning activities, and evidence.

Students Choose One or More In-Depth Focus Areas:

- Clinical Practice
- Research
- Administration
- Leadership
- Program and Policy Development
- Advocacy
- Education
- Theory Development
What is Covered in the Planning Course?

Conceptualize the Learning Contract

• Review of Bloom's taxonomy and higher level learning objectives
• Instruction on creating a professional mission statement that will guide career trajectory choices in alignment with doctoral program objectives
• Instruction on concise learning activity creation
• Individualized discussions on appropriate evidence that will showcase the completion of learning objectives and learning activities

What is Covered in the Planning Course?

Professional Behavior and Coping Strategies

• Stress Management planning and Professional Behaviors during clinical experiences
• Interviewing skills
• International placements

Proposal Approval

Proposals include:

• learning goals/objectives
• learning activities and methods
• evidence
• peer and/or instructor feedback
• timeline

The proposal is refined until it is approved by the instructor of record.

Different procedures for various programs, for example:

Toledo - receive final approval from faculty & site mentors

Creighton - students can then begin contacting a potential site and/or faculty mentor for approval of plan
Once a Site is Identified

Students may investigate and document the site’s mission, history, clientele, and existing programming.

Students must also identify the appropriate site and/or faculty mentor based on the expertise level and match to the area of focus.

Site mentors:
- sign an acknowledgement/confirmation form stating agreement to mentoring the student
- provide the school with a copy of his/her CV or resume, which is what we use to document the site mentor’s expertise in the chosen area of focus (ACOTE C.2.4.)

Special Process for International Placements

Students may complete international placements when:
- Approved by University’s Office of International Programs as being a safe, secure site for Americans to travel to and engage in such activities
- A current clinical affiliation agreement is in place
- A faculty mentor agrees to serve as communication liaison
- A site mentor knows English well for written and verbal communication
- Special training for international travel completed (safety, medical care, etc.)
- Creighton’s faculty and practitioner mentored/guided experience in the Dominican Republic for 2 ½ weeks

Students, Faculty & Mentors

Roles and Responsibilities
Educating Students and Sites

- Traditional and Emerging Practice
- Student actualizes his/her own vision
- No one is wise enough to dictate another’s vision
- What do you want to do, more than anything else?
- Connections to the student’s past and future
- Broadening and/or versus deepening

Roles of the Site Mentor, Faculty Mentor, and Student

Site Mentor
- Professional at the site of the practicum
- Provides access to the site, provides the experience
- Shares wisdom concerning practical and conceptual aspects of OT at site
- Assists student in applying knowledge to practical situations, developing problem solving skills, and learning practical competencies
- Provides information, wisdom, guidance, advice and emotional support
- Minimum of two years of experience in the student’s area of interest
- May have multiple site mentors

Faculty Mentor
- The University of Toledo OT faculty member
- Maintains regular contact with the student via email, meetings, and phone calls
- Site visits may occur
- Assures that the experience is consistent with the ideals and goals of the OTD program
- Participates in the planning process, guides mentored studies, and provides feedback
- Possible to have more than one faculty mentor
Roles of the Site Mentor, Faculty Mentor, and Student

- **Student**
  - Main responsibility for selecting and contacting the potential site mentor
  - Student affiliates primarily with a mentor at a site (opposed to affiliating with an institution)
  - Student interviews and chooses a faculty mentor
  - Student has chosen and planned a course of hands-on involvement, study, and productivity in a meaningful area
  - Maintain log of hours and obtain site mentor signature

Dissemination Projects

- Examples from the University of Toledo OTD Program

Types of Dissemination Projects/Evidence

- Case study
- Program Development Plan
- Program Modification
- Course Development
- Advocacy Via Professional Journals
- Advocacy at the Organizational Level
- Research
Case Study

- Student carries out and follows up on OT intervention on one or more clients
- Written in journal format
- MUST be innovative and creative (pt/client, eval, intervention)
- Site mentor must be OT and an Affiliation agreement in place

Program Development Plan

- Student develops a new OT program after conducting a needs assessment
- Must complete preliminary work in the programmatic area in OT MOPS VII course

Program Modification

- Major modification in an existing program
- Implications for changes in related services
- Needs analysis conducted
- Expectation of implementation or partial implementation
Course Development

- Student develops part or all of a course relevant to OT at the college or university level
- Engagement in actual instruction can occur

Advocacy via Professional Journals

- Student writes a formal editorial advocating for change
- Requires conceptual framework and evidenced-based argumentation

Advocacy at the Organizational Level

- Student develops and carries out an advocacy plan designed to enhance services for a particular project
Research

- Student plans and carries out an independent research project
- This is in addition to the required research project

Options for Capstone Experience Sites

<table>
<thead>
<tr>
<th>Sites/Population(s)</th>
<th>Example</th>
<th>Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Institutional Sites/Patients</td>
<td>Hospitals/Rehab Units, Outpatient Clinic</td>
<td>Observing, Shadowing, Evaluating, Intervening,</td>
</tr>
<tr>
<td></td>
<td>Nursing Facility</td>
<td>Interviewing, Mentored readings</td>
</tr>
<tr>
<td>Traditional Community Sites/Residents or</td>
<td>Home-Based Care</td>
<td>Observing, Shadowing, Evaluating, Intervening,</td>
</tr>
<tr>
<td>Students</td>
<td>School</td>
<td>Interviewing, Mentored readings</td>
</tr>
<tr>
<td>Non-traditional Community Sites/Consumers</td>
<td>Community Mental Health, YMCA Ability</td>
<td>Observing, Shadowing, Interviewing, Mentored readings</td>
</tr>
<tr>
<td></td>
<td>Center</td>
<td></td>
</tr>
<tr>
<td>Professional Organizations/Policymakers or</td>
<td>AOTA World Health Organization Foundations</td>
<td>Observing, Shadowing, Project participation, Voting</td>
</tr>
<tr>
<td>Consumers</td>
<td></td>
<td>sites, Attending Professional/Governmental Meetings,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentored readings</td>
</tr>
<tr>
<td>Educational Sites/Students</td>
<td>The University of Toledo, Owens Community</td>
<td>Observing, Teaching, Mentored readings</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td></td>
</tr>
<tr>
<td>Research Sites/Research Participants</td>
<td>Motion Analysis Lab Hospital, Community</td>
<td>IRB Process, Recruitment of Subjects, Data Collection,</td>
</tr>
<tr>
<td></td>
<td>Site</td>
<td>Data Analysis, Mentored readings</td>
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</tbody>
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Dissemination Site/Population(s) | Description of Capstone
--- | ---
Case Study | Brooke Army Medical Center (Burn Unit) / Patient: Case study of a Marine with bilateral burn injuries to hands & face. Use of non-routine assessments and interventions. Provided therapy staff and administration evidence of positive outcomes from unique approach.
Program Development Plan | Chippewa Indian Reservation / Saginaw Chippewa Indian Tribe: Development of a care program for family caregivers of the Saginaw Chippewa Indian Tribe.
Program Modification | Heartland Rehabilitation / Patients: Developed a program to prevent re-injury and increase quality of life for those dx. with medial or lateral epicondylitis, through participation in intervention with focus on work conditioning.
Course Development | The University of Toledo / Undergraduate Students: Developed a 3 credit hour course (Purposeful Living: The Role of Occupational Therapy) for students interested in OT. Course also provides students tools for future academic success.
Advocacy Via Prof. Journal | Bittersweet Farms / Residents at Farm: Advocating for aging individuals with autism.
Advocacy at Organizational Level | OOTA / Consumers: Advocating and developing a plan to incorporate state student focused conference in conjunction with the annual state conference.
Research | The University of Toledo / Research Participants: Research in conjunction with a company who develops apps for pediatric population.
Summary

Profession is at an early stage of implementing Entry-Level Doctor of Occupational Therapy education

Exciting innovation and leadership opportunities are emerging for students and graduates who have a Clinical Doctor of Occupational Therapy (OTD) degree

The doctoral level of education is creating new demands to be supported in curricula and fieldwork

OTD Students create and realize their own professional identity and career direction

Acknowledgments

EDSIS Fieldwork Subsection Coordinators:

- Contributing author, Camille Sauerwald, Richard Stockton College of New Jersey
- Jeanette Koski, University of Utah, College of Health

Future Directions

Plan to submit CFP for AOTA 2015 Annual Conference to share this information with the community of practitioners and fieldwork educators

References


References (continued)


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Questions & Answers

Panel discussants....