

BRIDGING THE GAP: SUPPORTING THE MENTAL HEALTH AND ADVOCACY
NEEDS OF DIVERSE OT AND OTA STUDENTS IN FIELDWORK

A Thesis submitted to the faculty at Stanbridge University in partial fulfillment of the
requirements for the degree of Master of Science in Occupational Therapy

by

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Abstract

Occupational therapy (OT) and occupational therapy assistant (OTA) students from diverse backgrounds face unique challenges during fieldwork, including mental health issues and the need for specific accommodations. Despite the critical importance of fieldwork in OT education, limited research addresses these students' specific needs. Our thesis project aimed to enhance future research to develop better support systems and accommodations for these students. We designed a 30 to 40-minute targeted presentation for Academic Fieldwork Coordinators (AFCs) at Stanbridge University, focusing on student mental health and strategies for self-advocacy. The presentation provided evidence-based knowledge and practical tools to help AFCs foster an environment that promotes mental well-being and resilience among students. Following the presentation, we conducted a post-presentation survey to evaluate its effectiveness. Results indicated that the presentation increased AFCs' knowledge of student mental health challenges and provided them with actionable strategies to support students during fieldwork better. Our project concludes that targeted interventions for AFCs can bridge the gap in the existing literature and contribute to developing more inclusive and supportive educational practices within OT programs.

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Bridging the Gap: Supporting the Mental Health and Advocacy Needs of Diverse OT and OTA Students in Fieldwork

Recognizing and addressing the diverse needs of occupational therapy (OT) and occupational therapy assistant (OTA) students during fieldwork placement is essential for fostering inclusive and effective learning environments. According to the American Occupational Therapy Association's (AOTA, 2023) workforce survey in 2023, 85.1% of occupational therapy practitioners (OTPs) are made up of ethnically white individuals, while only 14.9% of OTPs were made up of individuals of various minority groups. Moreover, in the same survey, 91.1% of OTPs were made up of women, compared to the 7.8% that were men, and less than 1% that were transgender. The problem is further exacerbated by the concern that 96% of students report increased stress directly from Level II fieldwork (Thomure, 2023). Due to the small percentage of ethnic and gender diversity within the OTP population, individuals currently enrolled in OT programs who identify with any of these minority groups or gender identities and who may also experience specific mental health challenges might have their needs overlooked, potentially negatively impacting their learning experience during fieldwork.

Significance of the Problem for Research

Currently, there is limited research examining the needs of OT and OTA students from diverse backgrounds during fieldwork. For this thesis project, we define diversity as "differences among people, encompassing race, gender, age, experiences, talents, skills, and opinions" (Pavlou, n.d.). This gap partly stems from the evidence that most OTPs are white women. OT and OTA programs should provide more information and awareness toward addressing the needs of diverse OT and OTA students in fieldwork, considering

that fieldwork is one of the most critical components of OT and OTA education (Thomure, 2023).

The significance of supporting OT and OTA students from diverse backgrounds in fieldwork can be framed within the “Occupational Therapy Practice Framework” (AOTA, 2020) constructs, which emphasize the importance of function, adaptation, and occupations. This framework defines occupation as “central to health, well-being, and participation and stresses that OT should be client-centered, inclusive, and culturally responsive” (AOTA, 2020, p. 7). This research aims to ensure that OT and OTA students from diverse backgrounds can function optimally during their fieldwork experiences.

Significant research is needed as it aligns with the current research goals of AOTA’s Diversity, Equity, and Inclusion (DEI) strategic plan and AOTA’s Vision 2025. AOTA’s (2021) DEI strategic plan states that “AOTA is dedicated to fostering an environment where everyone in our professional community is valued and empowered to contribute effectively to their communities” (“Vision statement”). We conducted a presentation focused on enhancing the support provided to OT and OTA students during fieldwork by educating Stanbridge University’s Academic Fieldwork Coordinators (AFWCs) on mental health challenges and self-advocacy strategies. We aim to acknowledge and promote diversity within our profession and are dedicated to creating opportunities that enhance inclusivity, participation, and representation. We commit to acting with intention and upholding our values of inclusivity, equity, justice, and accountability in all our efforts. AOTA’s (n.d.) Vision 2025 statement emphasizes that OT is an inclusive profession that enhances individuals, groups, and communities' health,

well-being, and quality of life by providing effective solutions that support participation in daily activities.

Purpose and Anticipated Outcomes

The purpose of this research and project stems from recognizing the importance of DEI within the OT profession. With the growing OT and OTA student population, understanding these students' unique perspectives and needs is essential for creating inclusive and supportive learning environments. It is crucial to explore these perspectives to identify potential disparities and areas for improvement. By understanding the various perceptions of support and accommodation from students, the OT field can support the development of targeted strategies to address any disparities and promote equitable opportunities for all students. Furthermore, understanding various perceptions allows us to identify if there is an influence on the professional environment students opt to pursue after completing their National Board for Certification in Occupational Therapy examinations.

The target audience consisted of AFWCs at Stanbridge University. We aimed to provide AFWCs with comprehensive information regarding student mental health and strategies that promote student self-advocacy to gain the support they need during fieldwork.

Literature Review

Understanding and addressing the diverse needs of OT and OTA students during fieldwork placement is essential for fostering inclusive and effective learning environments. As the field of OT continues to evolve, there is a growing number of students with unique backgrounds, experiences, disabilities, and specific challenges that

enter OT and OTA programs. For instance, institutions should consider their admission process and how their costly tuition can create barriers for those of low socioeconomic status. Therefore, the need to acknowledge and support students' needs is becoming increasingly crucial. This literature review explores existing research and practices aimed at enhancing the support systems that can be accommodated for OT and OTA students from diverse backgrounds during their fieldwork experiences. By analyzing various literatures, this review aims to identify key factors, interventions, and best practices that contribute to the successful navigation and fulfillment of diverse students' needs within the fieldwork context.

Social Significance

There is limited research examining the needs of OT and OTA students from diverse backgrounds during fieldwork. Several factors influence a student's performance in fieldwork, highlighting the importance of enhancing clinical abilities and innovative teaching strategies to improve the ability to apply learned skills across both traditional and non-traditional settings within the OT field (Grenier, 2015; Jung et al., 2014). As students, there are many skills necessary to develop to achieve successful and professional engagement in expanding the scope of OT practice. Some of these skills include clinical reasoning, critical thinking, confidence, independence, time management, and adaptability. It is important to highlight the roles of fieldwork coordinators, fieldwork educators, and academic educators in supporting students as they encounter specific challenges in their fieldwork placements. Fieldwork coordinators, fieldwork educators, and academic educators can assist students by maintaining communication with them about their current challenges and thoughts about their fieldwork placement, providing

constructive feedback, and addressing knowledge gaps to guide them in the right direction. Fieldwork coordinators have reported that addressing students' readiness and fostering collaboration with sites can significantly enhance students' fieldwork experiences (Golos & Tekuzener, 2021).

In their discussion on the role of the admission process in fostering diversity in OT programs, Colaianni et al. (2022) highlights various obstacles that hinder minorities from pursuing careers in OT. One such obstacle is the financial strain associated with the admission process, which disproportionately affects individuals from low socioeconomic backgrounds. Their study reveals distinct enrollment patterns among different ethnic groups, with African American participants showing a preference for associate degree programs over master's or doctorate programs and Hispanic participants being more inclined towards associate or master's programs rather than doctorate programs. Additionally, Ford et al. (2021) identify further barriers affecting the admission of OT students. Through interviews with participants, they identify several factors contributing to the underrepresentation of women of color in OT programs, including insufficient awareness and understanding of OT as a career choice, feelings of alienation, financial constraints, the need for mentorship, and involvement with relevant organizations. These findings emphasize the need to address entry barriers and promote inclusivity within OT education. This literature review aims to explore strategies and innovations that OT and OTA educators, as well as fieldwork site instructors, can employ to support students with diverse backgrounds, experiences, disabilities, and specific challenges during their fieldwork rotations.

The Role of Confidence and its Impact on Student Performance

Studies addressed students' lack of confidence and its impact on their performance regarding supporting the needs of OT and OTA students. A study conducted by Fortune et al. (2019) suggests that the key to increasing students' confidence is for graduate OT programs to implement some type of clinical training or program prior to their clinical rotation. The findings of this study showed that by implementing a three-day training program for motivational interviewing (MI), it greatly improved the students' confidence, knowledge, and attitude towards applying MI during their fieldwork rotations. In addition to improving students' confidence, it would also increase the students' overall mental and physical health because it will serve to satisfy the students' motivation when they notice how successful they have become during their rotations.

While the Fortune et al. (2019) study focused on how MI training can boost student confidence, the study by Thomure (2023) explored coping strategies to decrease stress among postgraduate students. Confidence plays a crucial role in shaping the performance of healthcare professionals, as Thomure had mentioned that graduate students are more likely to experience depression and anxiety compared to the general population. The most significant confounding factors contributing to fieldwork-related stress were personal factors, including poor mental health and lack of confidence. The top three coping strategies that Thomure found to be the most successful in managing fieldwork-related stress were increasing sleep, social participation, and engagement in recreational activities.

The literature highlights that there can be effective strategies to support diverse OT and OTA students during their fieldwork by contributing to their overall well-being

to make them successful within their profession. Thomure (2023) and Fortune et al. (2019) both stressed the importance of having supportive relationships for students. Participants from both groups shared strategies and qualities that helped them manage their disabilities and discussed the complicated issues around disclosure.

Supporting Systems for Students' Use of Clinical Reasoning

Recent studies have addressed the importance of students' use of clinical reasoning when pursuing a healthcare career regarding their needs as students (Jung et al., 2014; Nowrouzi-Kia et al., 2023). If they have the knowledge of these skills, it will be easier for them to implement them during fieldwork since it provides real life scenarios and direct interaction with clients. Academic and fieldwork educators also play a role in how a student can further master their clinical reasoning skills because they are able to provide feedback by fostering an environment that encourages critical thinking. Nowrouzi-Kia et al. (2023) highlight how 99.6% of students utilized clinical reasoning skills during their fieldwork placements. They further focus on how students can benefit from guidance through mentors by providing instruction and feedback, facilitating students' competency in their profession.

Participants identified several personal qualities and coping strategies that helped them as student occupational therapists (Jung et al., 2014). Many described themselves as resourceful by taking the initiative to seek accommodation when needed. They developed effective strategies, like completing projects early to reduce stress and asking for help when necessary. They also emphasized the importance of support from family and friends outside the program. Additionally, students preferred collaborative education models in fieldwork (Grenier, 2015). For instance, they would prefer fieldwork educators

to act as mentors rather than supervisors. This approach allows educators to offer guidance when necessary.

Impact of the Physical Environment on Students During Fieldwork

Physical environments can significantly affect students with disabilities during their fieldwork, potentially creating barriers or facilitating their tasks depending on its accessibility. There were environmental factors that either supported or hindered students' occupational performance. Nowrouzi-Kia et al. (2023) examined the physical, psychosocial, and cognitive demands in practicum settings, using a Practicum Demands Measure tool. Most of the students reported physical demands, such as lifting (65.7%) or carrying (59.9%) more than 5 kg; reaching (79%); grasping (78.8%); and keyboarding on a computer or tablet (94.6%). This study provides representation for students needing accommodations and offers context to enhance practicum placement experiences for students. Additionally, students' experiences with faculty varied; some had positive interactions with supportive faculty and peers, while others felt unwanted and thought they were being pushed out of the program (Jung et al., 2014). This made them feel the need to hide their disabilities. This gap between what was taught and the actual interactions with faculty and peers negatively impacted students' performance and sense of belonging.

Golos and Tekuzener's (2021) study shed light on graduate OT students' and supervisors' perspectives regarding a community-based fieldwork placement. In the qualitative segment of the study, student participants emphasized the importance of the quality of the fieldwork site's environmental characteristics and the mentorship provided by the site supervisor for their professional and personal skills development. Some

students stressed the necessity of designated areas for equipment and separate spaces for evaluations and interventions within the fieldwork site. Some students reported a lack of communication with the site staff regarding the goals of their fieldwork placement and their learning processes. They expressed feeling unprepared for interventions with clients due to insufficient instruction from site staff. Following their fieldwork placement, the students who had poor experiences reported the following skills that needed improvement: creativity, flexibility, independent learning, taking initiative, problem-solving, communication, and collaboration.

Literature Review Conclusion

This literature review aimed to explore the strategies and innovations that academic and fieldwork educators can employ to support students from diverse backgrounds, experiences, and disabilities during their fieldwork rotations. Through an examination of various quantitative and qualitative studies, we have gained insight into the experiences of OT and OTA students regarding confidence, clinical reasoning, and their interconnectedness. We explored factors such as personal beliefs, cultural influences, and contextual factors. Our findings suggest that certain key factors for academic and fieldwork educators to focus on include appropriate fieldwork placement, the incorporation of specialized training programs before fieldwork, and the promotion of constructive feedback exchanges between instructors and students. Furthermore, future research should prioritize discussing the experiences of diverse students applying to OT and OTA programs to identify additional barriers and develop innovative support strategies for their fieldwork rotations.

Core Research Elements

Statement of Purpose

Our thesis project aimed to gather information through our research highlighting topics on OT and OTA students' mental health before and during their fieldwork rotation to create a presentation tailored to an audience of AFWCs. Ultimately, we aimed to provide AFWCs with supplemental knowledge regarding student mental health and self-advocacy strategies that students can utilize to address receiving support for their diverse needs.

Hypothesis and Research Questions

We hypothesized that through our presentation, the AFWCs will gain more knowledge from recent research about the factors of OT and OTA students' mental health and its impact on their fieldwork experience. With all of this in mind, we explored the following question: Is the content of this presentation enhancing the skills of AFWCs in their capacity to support students better?

PICO Statement

In this study, the population consisted of Stanbridge University's AFWCs. The intervention involved a 30 to 40-minute PowerPoint presentation that addressed the impact of OT students' mental health and illustrated some effective strategies for students to advocate for their individual needs. The outcome was measured by evaluating the effectiveness of the presentation based on the results of a post-presentation survey completed by the AFWCs.

Theoretical Frameworks

Bandura's Self-Efficacy Theory

One theoretical framework for this thesis project is grounded in Bandura's Self-Efficacy theory, which explores how individuals perceive and respond to various situations based on their belief in their own capabilities. According to Bandura, self-efficacy is defined as "a belief in your own capability, which motivates you to act" (Brown, 2019, p. 367). Individuals with high self-efficacy are more likely to set personal goals, persist longer when faced with challenges, and remain resilient in the face of failure. According to Brown (2019), the theory identifies four key sources of self-efficacy: mastery, modeling, social persuasion, and emotional states. These sources play a crucial role in shaping an individual's confidence and motivation, which are essential for success in various domains, including OT fieldwork.

Supporting OT and OTA students through their diverse needs can significantly enhance their ability to achieve mastery in their fieldwork. When students master OT skills through fieldwork experiences, they succeed, which leads to positive beliefs about their skills and abilities. Additionally, when faculty or OTPs model how to seek or utilize support systems, students may feel more comfortable being open about their own needs. This form of modeling helps students see that seeking help is a normal and acceptable part of the learning process.

Verbal encouragement from faculty and fieldwork instructors is another critical factor in enhancing a student's self-efficacy (Grenier, 2015; Jung et al., 2014). Positive reinforcement, through social persuasion, helps students believe in their abilities and stay motivated. Conversely, harsh criticism or disapproval can undermine a student's

confidence and willingness to persist. The emotional states of students, influenced by stigma and stereotyping around mental health, can also impact their willingness to request necessary accommodations. Anxiety stemming from these negative perceptions can deter students from seeking help, ultimately affecting their performance and success during fieldwork.

People-Environment-Occupation-Performance

Complementing Bandura's Self-Efficacy theory, the person-environment-occupation-performance (PEOP) model, created by Charles Christiansen and Carolyn Baum, further guides this project (Cole & Tufano, 2020). The PEOP model helps OTPs design effective interventions by considering the intricate relationships between individuals, their activities, and their environments. In the context of our project, the components of the PEOP model include the person (fieldwork coordinators), the environment (various fieldwork sites), the occupation (supporting OT and OTA students), and performance (student's fieldwork success). By understanding and improving the interaction between students, their activities, and their environments, we can better support their performance and success. This model underscores the significant role of educational institutions in guiding students toward academic and professional success - especially during fieldwork, by fostering supportive and accommodating environments.

Methodology

Design

We created a PowerPoint presentation about supporting OT and OTA students in fieldwork, specifically managing stress. This presentation was designed for Stanbridge University's OT and OTA AFWCs. The aim was for the AFWCs to utilize the knowledge

they have learned from the presentations to enhance their skills in supporting OT and OTA students in fieldwork. The PowerPoint covered the following areas: generalized mental health considerations, effects of student mental challenges during fieldwork, and resources supporting diverse mental health needs at the individual, institutional, local, and national levels. There were also four open-ended questions to elicit discussion regarding how to support students' mental health needs as they navigate different fieldwork scenarios. The questions were:

- During a fieldwork placement, a student expresses feeling overwhelmed and anxious due to the workload. What coping strategies can this student implement to decrease their stress during fieldwork?
- A student experiences increased stress during fieldwork due to challenging patient cases. Which action steps could the student take?
- An overwhelmed student is interested in a quiet space for breaks during fieldwork. The fieldwork site does not have designated quiet areas. What could the student and fieldwork coordinator explore next?
- A student notices a classmate is showing signs of stress during fieldwork. What action could the student take?

At the conclusion of the presentation, the AFWCs were asked to complete a survey to evaluate the effectiveness of our content and how they would apply the information gained. The survey consisted of the following questions:

- How would you rate the presentation?
- Did the presentation increase your knowledge about the topic?

- What specific aspects of the presentation did you find most informative or useful?
- Were there any topics that you felt were not covered adequately?
- Do you have any additional questions or topics that you would like to learn more about?
- How do you plan to apply the knowledge gained from this presentation?
- Please provide any additional comments or suggestions for improvement.

The presentation was held via Zoom on September 9, 2024, at 2 PM and was 30 minutes long.

Recruitment

Stanbridge University's AFWCs were recruited via email. Email was the main means of communication used to schedule a date for the presentation that worked best for us and the participants.

Participants

The participants consisted of five Stanbridge University OT and OTA AFWCs. Three of the participants were OT AFWCs, and the remaining two participants were OTA AFWCs.

Data Collection

The participants' survey responses were collected through Google Forms following the dissemination of the presentation. The survey consisted of two Likert scale questions and five free-response questions. All survey data remained anonymous. The survey data was collected and housed by the thesis advisor. The data was accessed exclusively by the thesis advisor.

Data Analysis

We reviewed the survey results to identify increased knowledge and interest in the topic areas. The qualitative data was analyzed by content analysis.

Ethical and Legal Considerations

In preparing this thesis project, we adhere to strict ethical guidelines to ensure the integrity and sensitivity of our research. We also uphold the principle of autonomy by allowing participants to decide whether to join the Zoom meeting and participate in surveys and discussions, fully respecting their personal choices. In line with this commitment, we ensure confidentiality by not collecting any personal information such as names, ages, or emails in our survey, thus protecting the privacy of all participants. One potential conflict of interest to consider is that our thesis advisor, Dr. Wong, serves on the Coalition of Occupational Therapy Advocates for Diversity Fieldwork Taskforce, which is directly involved with one of the key resources that was made available to the academic fieldwork coordinators at Stanbridge University's OT and OTA programs. This dual role could raise questions about impartiality, as Dr. Wong's position on the task force might influence how the resource is implemented or perceived by the fieldwork coordinators at the university.

Results

The presentation results in survey responses from five participants. When asked, "Overall, how would you rate the presentation?" 20% rated it as "good," while 80% rates it as "very good." In response to the question, "Did the presentation increase your knowledge about the topic?" 80% of participants reported a moderate increase in knowledge, while 20% indicated no change. Participants identified several key elements

as the most informative or valuable aspects of the presentation, including the discussion questions, statistical data on the prevalence of mental health conditions during fieldwork, the resources provided, and the shared understanding between students and fieldwork coordinators when discussing scenario-based questions. However, participants noted that certain areas were not adequately addressed, such as specific strategies to help students manage stress and engage in self-reflection, personal experiences related to the topics, and clearer identification of different types of stressors encountered during fieldwork. A participant stated, “More resources and information for BIPOC students specifically, how to support them in their FW [fieldwork] I or II.” Another participant stated, “Are there evidence-based practice guidelines for how the school can best support the students on FW?” when asked if there were any additional questions or topics they would like to learn more about.

Participants expressed that they would apply the knowledge gained from the presentation by keeping resources on hand for student inquiries, providing better guidance to students, and using the presentation content as a refresher on the prevalence and impact of stress in fieldwork when interacting with students during their rotations. One participant stated, “I think it would be good to have different versions of this presentation for different audiences! Maybe one for students, one for AFWCs/faculty, one for FW educators, etc.” when asked for additional comment or suggestions for improvements.

Discussion

This thesis project aimed to enhance the understanding of AFWCs regarding the mental health challenges OT and OTA students face during their fieldwork rotations. The

PowerPoint presentation aimed to equip AFWCs with supplementary knowledge and strategies to support students' mental health needs better. Our findings indicated that the presentation was largely well-received and contributed to an increased awareness among the participants regarding student mental health issues and self-advocacy strategies.

The results of the survey demonstrated that 80% of the participants rated the presentation as "very good" and reported a moderate increase in their knowledge about the topic. These outcomes are consistent with the goals of the AOTA and American Occupational Therapy Foundation (AOTF), which emphasize the importance of supporting the well-being and wellness of diverse students' academic success (AOTA, 2018; AOTF, 2019). The AOTA's research agenda highlights the need for research on the factors affecting mental health in practice settings, which aligns with our focus on fieldwork experiences (AOTA, 2018). Similarly, the AOTF underscores the importance of advancing knowledge on effectively supporting OT students and professionals, reinforcing the relevance of our study (AOTF, 2019).

The presentation effectively addressed several key areas, including generalized mental health contributing factors and resources for managing mental health challenges. Participants found the scenario-based discussion questions and statistical data useful. This feedback aligns with the AOTA's (2018) goal of integrating evidence-based practices and practical strategies into educational settings. However, participants also indicated that some aspects, such as specific stress management strategies and personal reflections, were inadequately covered. These gaps suggest that future presentations should incorporate more targeted interventions and personal narratives to provide a more comprehensive understanding of the stressors encountered during fieldwork.

The feedback from the participants on applying the knowledge gained from the presentation, such as keeping resources handy and improving guidance for students, demonstrates the practical utility of the presentation content. This application is consistent with the AOTF's call for research that bridges the gap between theory and practice, ensuring that evidence-based strategies are utilized in real-world settings (AOTF, 2019).

Ultimately, the project effectively met its objective of enhancing AFWCs' knowledge and skills related to supporting OT and OTA students' mental health during fieldwork. The results of this study contribute to the ongoing dialogue within the OT field about improving student support systems and aligning with the research priorities set forth by AOTA and AOTF.

Limitations

This study noted some limitations. Firstly, the results of this study are difficult to generalize due to the small sample size. In addition, all participants represented the same university, so it is difficult to conclude whether the results can be generalized to OT and OTA AFWCs who represent other universities. Second, the sampling can be considered convenience sampling since it was the easiest for us to have access to. Third, the type of resources that were provided in the presentation were limited, as they did not target specific cultural or social needs. It is possible that, as level I fieldwork students at the time of the project, we don't have the same insights or knowledge as students who have completed their level 2 fieldwork, which could affect the applicability of our findings. Finally, as first-year OT students, we don't have as much knowledge as our thesis advisor

on available resources from social media and state and national OT professional associations to support OT and OTA students from diverse backgrounds.

Conclusion

The intent of this study was to equip Stanbridge's AFWC with information regarding student mental health and strategies to better support OT and OTA students' mental health needs during fieldwork. Our findings ultimately suggested a moderate increase in their knowledge regarding the topic. It provided new insights that have the potential to positively impact students during fieldwork in OT and OTA by having effective collaboration with AFWCs. Further quality research is needed into the learning experiences of OT and OTA students during fieldwork. Future research could benefit from addressing the identified gaps and exploring additional ways to support students' mental health throughout their educational journeys. Future research should broaden its impact by engaging with additional educational institutions. The expanded outreach could involve informing academic fieldwork teams, educators, site supervisors, and students across various schools. By discussing our findings and methodologies, we can facilitate a more widespread adoption of best practices within the academic community, therefore enhancing the effectiveness and reach of our work in educational settings.

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Appendix

Post-Presentation Questions

1. Overall, how would you rate the presentation?
 - a. Excellent
 - b. Very Good
 - c. Good
 - d. Fair
 - e. Poor

2. Did the presentation increase your knowledge about the topic?
 - a. Significantly increased
 - b. Moderately increased
 - c. Slightly increased
 - d. No change
 - e. Decreased

3. What specific aspects of the presentation did you find most informative or useful?
Your response:

4. Were there any topics or areas that you felt were not covered adequately?
Your response:

5. Do you have any additional questions or topics you would like to learn more about?
Your response:

6. How do you plan to apply the knowledge gained from this presentation?
Your response:

7. Please provide any additional comments or suggestions for improvement:

Your response: