

Joy in Occupational Therapy Practice: Reflective Journaling to Promote Longevity in
Fieldwork Educators and Future Practitioners (AOTA poster 2017)
Summary and References/Resources

Summary of Poster

Abstract: The supervision of fieldwork students is a responsibility we assume because we love our profession and want to support its continuance. Teaching techniques to support positive engagement in their practice will give students tools to support a long and vital career. Additionally, expanding the tools of the FW Educator will increase his/her confidence and enjoyment of the supervisory role. This poster focuses on using reflective journaling as a tool to teach students to embrace successful moments in their journey to becoming a therapist.

Webster's definition of burnout is "exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration." In today's complicated healthcare environment, occupational therapists are at risk of burnout. Bakker and Oerlemans (2016) found that those with more engagement in their jobs were happier while those enduring burnout, found less joy. Recognizing success could increase feeling of self-empowerment and job satisfaction. ACOTE and the AOTA have spelled out technical and professional competencies related to treatment and clinical reasoning, but have not specifically addressed educating students about career health to avoid burnout.

Costa (2004) discussed the benefits of using reflective journaling with students to build reflective practice. Expanding on this tool, we recommend structuring reflective journaling prompts so they progress through FW II in keeping with Bloom's taxonomy and Slater and Cohn's (1991) developmental stages of adult learners. While using reflective journaling questions developmentally can be applied to any aspect of FW II, we will focus on deepening the student's ability to recognize joyful moments in experience. Allsbrook et al (2016), note that student supervisors are less likely to feel burnout if they have tools to do their job. Reflective practice is one of those tools and expanding the supervisor's capabilities in applying it with students will hopefully decrease burnout for FW Educators. The goal of the poster is to give FW Educators a tool to increase their confidence and to encourage the use of that tool to support students in appreciating the power and joy of occupational therapy.

Why focus on joyful moments?

- Improve career longevity/avoid burnout by increasing job satisfaction.
- Increase curiosity.

- Heighten focus on successes, not failures.
- Decrease stress.
- Celebrate joyfulness in every day accomplishments.
- Improve depth of learning throughout FW placement.
- Enhance communication between student and FW Educator.
- Develop student-initiated skills of self-reinforcement.

Reflective Journaling skill can focus on recognizing and celebrating joyful moments, equipping students to evaluate and support themselves intrinsically.

Goals of utilizing journaling to teach skill of celebrating joyful moments:

- Encourage student and FW educator curiosity about students' development .
- Build students' respect for self, team, pts, process of treatment.
- Develop student's ability to self-evaluate and self-motivate, thus supporting independence in practice.

Process of using reflective journaling to increase sensitivity to joyful moments:

- Model awareness of joyful moments in your own practice by articulating specific examples.
- Structure journaling questions for student during FW II
 - Provide progressive journaling prompts.
 - Adjust content of prompts to student's individual learning curve.
 - Evolve prompts to require deeper/more complex reflections as FW progresses.
 - Encourage student to regularly record reflections, then summarize or find highlights at end of each week.
- Discuss intermittently with student how the process of discovery of joyful moments has deepened or broadened and how this focus has influenced FW success.

Structured Prompts

- First third of FW (Focus on student perception)

Prompts can focus on:

 - Student "ah-ha" moments.
 - What successes they observed while of others treated.
 - When students felt capable.

For example:

 - Discuss an example of a situation this week in which you made a connection between coursework and clinical practice.
 - Describe a treatment activity you observed that you felt was successful and why.
 - Describe a situation when you noticed the patient connecting positively with the therapist.
 - Describe an activity you completed this week that left you feeling capable.
- Middle third (Focus on awareness of patient experience)

Prompt can focus on:

 - First noticing patients' reactions when observing tx, then noticing patients' reactions when student is providing tx.
 - Developing awareness of accuracy of observations

- Celebrating growth of skills in self-evaluation and in treatment.
For example:
 - Pick a session you observed, and describe what you noticed about the patient's non-verbal cues related to the treatment activities.
 - Pick a session or treatment activity you provided and describe what you noticed about the patient's reaction to the session.
 - Discuss how your accuracy of observations is improving and how you are informally measuring that.
 - Describe a situation this week that made you feel proud of your accomplishments.

- Last third (Focus on systems and integration of layers)
Expand prompts to notice success in:
 - Working with systems.
 - Caregiver reactions.
 - Accuracy of observations.
 - Growth in clinical reasoning skills.
 - Current abilities compared to first month.
 For example:
 - Describe how you know that you are becoming more skillful at managing your charting (or scheduling, billing, etc).
 - Describe a session in which you noticed and responded to a caregivers concerns. What did you observe that lead you to attend to the caregiver and how did you navigate the situation?
 - How have your observations become more perceptive and accurate compared to the first month?
 - What changes have you noticed in your clinical reasoning?
 - What are three skills that have blossomed since the first month?

References

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<http://www.aota.org/~media/Corporate/Files/Secure/Publications/SIS-Quarterly-Newsletters/ED/EDSIS%20June%202009%20lr.pdf>

Resources

Various screenings for stress levels:

http://www.nysut.org/~media/files/nysut/resources/2013/april/social-services/socialservices_stressassessments.pdf?la=en

Ted Talks:

How to make stress your friend by Kelly McGonigal (2013) (15 min)

https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

Your body language shapes who you are by Amy Cuddy (2012) (21 min)

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are

How to get better at the things you care about by Eduardo Briceño: (2016) (11 min)

https://www.ted.com/talks/eduardo_briceno_how_to_get_better_at_the_things_you_care_about

Webinar:

Poulsen, Self-care for health professionals: Building resilience, enhancing work engagement and preventing burnout. Queensland Health. Webinar retrieved from <https://webcast.gigtv.com.au/Mediasite/Play/30b0d15ddb504243ac9584694844ada11d?catalog=5ab62a2f-4400-46bc-9f6f-95f5b51209911&catalog=5ab62a2f-4400-46bc-9f6f-95f5b51209911>

Summary of input from AOTA poster session:

To see a compilation of input from poster participants at AOTA go to

<http://rehab.washington.edu/education/degree/ot/>

Look for AOTA Poster - Joy in Occupational Therapy Practice in menu on the right.