Models for Partnership: Occupational Therapy and Disability Resources

Karen Keptner PhD, OTR/L
Occupational therapist
Associate Professor.
Doctoral Capstone Coordinator
Cleveland State University

Grace C. Clifford, MAEd
Director, Disability Services
David Geffen School of Medicine at UCLA
We ask you to join us in creating a culture that reflects…

**Access and Inclusion**

and

**Civility and Respect**

…this week and in all aspects of our organization.
Agenda

• Learning objectives and introductions
• Institutional and office overviews
• Overview of Occupational Therapy
• Origin story: ODS and OT partnership
• OT facilitated credit-bearing course
• OT models on campuses of higher education
• Questions
Learning Objectives
At the end of this session, participant will be able to:

• Understand the skillset of occupational therapy professionals
• Link occupational therapy services with campus needs
• Describe successful occupational therapy models on campus
• Implement strategies to enhance student success
Karen Keptner PhD, OTR/L

- Relevant clinical experience
  - Western State Psychiatric Hospital, Lakewood, WA
  - Cleveland Metropolitan School District, Cleveland, OH
  - Cleveland PACE, Cleveland, OH

- Academic experience
  - College Lecturer
  - Director, Health Sciences Graduate Program
  - Assistant/Associate Professor
  - Doctoral Capstone Coordinator
Grace C. Clifford, MAEd

- Director, DGSOM Disability Services at UCLA (March ‘22 – present)
- Director, Office of Disability and Testing Services at CSU (‘19- ’22)
- Associate Director, Office of Disability Resources, CWRU (’13-’19)
- Mental Health and Treatment Specialist, Applewood Centers Inc. & Ohio Guidestone (’08 – ’13)
- Current board member: Coalition for Disability Access in Health Science Education
Cleveland State University

- 4-year public urban research institution
- Enrollment Fall 2021: 15,464
  - 10,626 Undergraduate
  - Fall 21 Freshman
    - 56% of students identified as White,
    - 20% Black/African American,
    - 9% International,
    - 10% Hispanic/Latino,
    - 4% Asian

Course load:
- 71% FT vs. 29% PT
ODS and CARE Mgt Office Information

Office of Disability Services
- 1,244 students registered
- 856: 2 or more disabilities
- Full time staff (4)
- PT staff (3)
- Student staff
- Graduate assistants (2)
- Hourly graduate students (4)
- Social work interns (3)

CARE Management
- 2019 CARE reports: 810
- 2020 CARE reports: 2,201
- 2021 CARE reports: 698
- Full time staff CARE (5)
  - CARE Mgt (3)
  - Clinical CARE (2)
- Student staff
  - Social work intern (1)
CARE Mgt vs Clinical CARE Mgt

CARE Mgt

• Works collaboratively to support wellbeing and remove obstacles
• Identifies, assesses, and responds to behavior that is concerning
• Makes referrals on and off campus to best connect students to available resources

Clinical CARE Mgt

• Licensed mental health professionals
• Assessment, planning, and referral for complex social needs, Medicaid, unemployment, & other state benefits
• Support and check-ins for students at risk for suicide
• Follow-up from hospital visits, connection to more intensive treatment
Challenges for ODS/CARE

Office of Disability Services

• Difficulty transitioning from high school/community college
• Assisting students with attendance and extension accommodations
• Disability management
  • Psychological disabilities
  • Executive functioning

CARE Management

• Food, financial, home, and transportation insecurities
• Access to medical and mental health services
• Medical hospitalizations
• Interpersonal concerns/violence
• VISA/residency requirements (international students)
• COVID-19 complications
Occupational therapy practitioners enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—illness, injury, and disability.

-American Occupational Therapy Association, 2022

• Occupational therapy is a **licensed health profession** concerned with how people live their daily lives.

• Occupational therapists help students manage all aspects of their life — freeing them up to be successful in academics and life.
Occupational therapy
• Founded in 1917
• Holistic approach to function
  • Person
  • Environment
  • Occupation

Occupational therapy in education
• IDEA, Rehab Act (Section 504)
  • Early intervention
  • “Related service”
• ADA, Rehab Act (Section 504)
  • Higher education
  • Goal: accommodate, compensate
Occupational therapy

Health management
• Understanding sensory needs
• Managing medical issues
• Establishing healthy routines and habits
• Addressing barriers to action

Academic support
• Exploring executive function deficits
• Promoting self-determination and advocacy
• Accessing campus spaces
Occupational therapy department

- Transition from MS to OTD
- Population health and community outreach
  - Opportunities for practicum and service learning activities
  - Doctoral capstone projects
OT Activity #1
Origin Story: DRP & OT Partnership

OT Dept: Desire to pilot OT based course

ODS: Need for sustainable disability management support

CARE Mgt: Need for sustainable, enhanced, holistic support for students returning after crisis
Origin Story: Skill-building, credit bearing course

• Fall 2019: OT and ODS met re: potential collaboration
• CARE/ODS connect to Sullivan Deckard Program
• ODS and CARE students connected to course
• Launched first HSC class in Summer, 2020
• Under-enrollment issues
  • Added to UG course catalog, approved gen ed, elective
Occupation and the College Student

• “Gamification” approach
• Individualized assessment of each student
• Graded skill building
• Progress monitoring
• Objectives: balancing and managing the "occupations" of a college student:
  • Academics
  • Social
  • Financial
  • Healthy Lifestyle
Mandatory and Student-directed Course Activities

Mandatory Activities
• Attending weekly class/group session
• Assigned weekly activity/assignment

Student-directed Activities
• Varied by weekly topic
  ✓ Example: Music Therapy Sessions
Course outcomes – GPA by semester  
(N=53 students through Summer 2021)

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<td>Pre-semester GPA</td>
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<td>Course semester GPA</td>
<td>3.64(.95)</td>
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<tr>
<td>Post-semester GPA</td>
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OTD Practicum Fall 2021 – Survey results

• I am confident that I can tell professionals on campus (counselors, disability specialists, or occupational therapists) the concerns I have even when they do not ask.
• I am confident that I can work out solutions when new problems come up in my daily life.
• I am confident that I can maintain positive changes that I worked on with a professional on campus (counselor, disability specialist, or occupational therapist), even during times of stress.
Course management shell for grad students

- Initiated by OTD students
- Resources for student success
  - Stress management and coping skills
  - Routine and habit management
  - Executive function tips and tricks
- Permanent link to grad program directors
- OTD student capstone project to complete spring 2023
OT Activity #2
Models of OT Intervention on Campus

- **Consultant:** various approaches
- **Student support services:** University of Southern California, CA; CalTech, CA
- **Partnership with student health:** St. Louis University, MO
- **Supported education programs:** Stockton University, NJ
- **Certificate programs that work with students with intellectual and developmental disabilities (ID/DD):** Gwynedd University, PA; SUNY Orange, NY
University of Southern California

• OTs work in the primary care center to promote wellness in student population
• OTs also work in the Kortschak Learning Center
• Lifestyle Redesign for the College Student
• Thrive on campus
• View video from Tracy Jalaba, OTR/L
University College Cork, Ireland

• Every Day Matters: Healthy Habits for University (micro-credential)
• Skill building video series
Dublin City University, Ireland

• **First Autism Friendly University** (in the world)

• **8 core principals to create an Autism Friendly University**
  • (OTs were involved in planning the AFU and are a key support for autistic students on campus)
Sensory Packing Checklist

• Jeanne Eichler EdD, OTR/L designed an orientation video that is viewed by students across the US – to help them prepare for the transition to university life, specifically how to meet sensory needs as they transition from home

• [View video from Dr. Eichler]
Sensory spaces
Special populations on campus

• Wraparound support for foster youth
• Participatory action research
  • Emotional regulation/coping skills
  • Budgeting/finance
  • Community mobility (driver’s license)
Session Evaluation

Please point your phone at this QR code, or go to:
tinyurl.com/AHEADeval

Your feedback helps shape future programming.

Thank you for attending!