



October 2023

Intraprofessional Conversations Begin in the Classroom: An Exploratory Study of an Occupational Therapist and Occupational Therapy Assistant Joint Class

Patricia Gentile
New York University - USA, pg23@nyu.edu

Michele Mills
LaGuardia Community College - USA, mmills@lagcc.cuny.edu

Tsu-Hsin Howe
New York University - USA, tsuhsin.howe@nyu.edu

Follow this and additional works at: <https://scholarworks.wmich.edu/ojot>



Part of the Occupational Therapy Commons

Recommended Citation

Gentile, P., Mills, M., & Howe, T. (2023). Intraprofessional Conversations Begin in the Classroom: An Exploratory Study of an Occupational Therapist and Occupational Therapy Assistant Joint Class. *The Open Journal of Occupational Therapy*, 11(4), 1-12. <https://doi.org/10.15453/2168-6408.2103>

This document has been accepted for inclusion in The Open Journal of Occupational Therapy by the editors. Free, open access is provided by ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.

Intraprofessional Conversations Begin in the Classroom: An Exploratory Study of an Occupational Therapist and Occupational Therapy Assistant Joint Class

Abstract

Effective occupational therapist and occupational therapy assistant partnerships are essential for the provision of quality patient care and satisfactory intraprofessional working relationships. Providing OT and OTA students with collaborative educational experiences can enhance students' understanding and appreciation of each other's roles, as well as set the groundwork for successful future work experiences.

This project describes the experience of a graduate OT master's degree program and an associate degree OTA program in a northeastern metropolitan city. Faculty from both programs worked together to design and implement a collaborative learning experience during the Covid-19 pandemic, conducted via Zoom.

The purpose of this collaborative class was to develop a generic format for an OT and OTA joint class that can be easily adopted and embedded in any of the courses in the established curriculum. This article describes a pilot implementation of this OT and OTA class. For the majority of students, this was their first experience collaborating with their counterparts. Feedback was overwhelmingly positive via the qualitative content analysis, with many students indicating that they looked forward to more of these intraprofessional classes in future courses.

Comments

The authors declare that they have no competing financial, professional, or personal interest that might have influenced the performance or presentation of the work described in this manuscript.

Keywords

intraprofessional education, remote learning, teaching

Cover Page Footnote

Acknowledgement: We thank all participating students and faculty who made this project possible.

Credentials Display

Patricia Gentile, DPS, OTR/L; Michele Mills, MA, OTR/L; Tsu-Hsin Howe, PhD, OTR, FAOTA

Copyright transfer agreements are not obtained by The Open Journal of Occupational Therapy (OJOT). Reprint permission for this Topics in Education should be obtained from the corresponding author(s). Click here to view our open access statement regarding user rights and distribution of this Topics in Education.

DOI: 10.15453/2168-6408.2103

Effective occupational therapist and occupational therapy assistant (OTA) collaboration and intraprofessional relationships are essential for healthy work environments. Occupational therapists and OTAs' intraprofessional relationships affect everyday practice, quality of care, service delivery costs, patient outcomes, and practitioners' job satisfaction. The Accreditation Council for Occupational Therapy Education's (ACOTE) accreditation standards in 2011 have made explicit the need and mandate for these collaborative educational experiences and compliance (American Occupational Therapy Association [AOTA], 2018). The AOTA's Commission on Education has further detailed the importance of these experiences (AOTA, 2018).

Working together as occupational therapist and OTA partners is a skill that needs to be developed and cultivated (Scheerer, 2002). Occupational therapists and OTAs often struggle to understand their roles and describe their scope of practice to colleagues and the general public.

Guidelines for the delivery of occupational therapy (OT) services by occupational therapists and OTAs have been outlined for the profession with an emphasis on the collaborative nature of this process (AOTA, 2020). While collaboration is easily explained and often assumed as a skill that all possess, the actual implementation of collaboration can be challenging (AOTA, 2018). Consequently, it is imperative to include the development of these partnership skills in the educational curricula. Educational curricula that provide shared learning experiences for both professional entry-level and assistant-level students would enhance students' understanding and appreciation of each other's roles and facilitate collaborative relationships before entering practice (AOTA, 2018; Carson et al., 2018).

A review of the literature on intraprofessional collaboration in OT yielded limited information about best practices and implementation with regard to cooperation and partnering between occupational therapists and OTA students. Occupational therapists and OTAs' collaborative education activities have been used in academia (Scheerer, 2002), fieldwork settings (Costa et al., 2012; Jung et al., 2008), and practice settings (Carson et al., 2018). However, few examples of collaborative learning were found in didactic coursework. The challenge for many OT and OTA programs has been related to practicality, i.e., finding time, space, and student-faculty availability for such collaborations.

We considered using Scheerer's report (2002) as a practice model when designing our own occupational therapist and OTA intraprofessional collaboration. Scheerer's (2002) partnering model used hierarchical joint experiential learning activities that allowed occupational therapists and OTA students to interact, work as a team, and collaborate throughout the curriculum. While this model appeared promising, we identified some challenges that programs may face while planning implementation. First, for the model to work, students from both OT and OTA programs need designated classes occurring during the same time slot throughout the course of study. This presented a major obstacle in our case, as the OT program schedules classes from 8:00 a.m. to 5:00 p.m., while the OTA program conducts the majority of its classes in the evening. Furthermore, when two OT and OTA courses do share the same time slot, they may not be appropriate for the hierarchical format proposed by Scheerer (2002). Second, collaboration on research and writing a joint paper, as Scheerer proposed, may not fully reflect real-world occupational therapist and OTA work relationships.

To overcome the above challenges, we proposed an alternative and innovative approach by developing a template for stand-alone OT and OTA joint classes. The template allowed enough flexibility to incorporate various clinical scenarios depending on the focus of the host courses and students' academic level. The structure of the stand-alone OT and OTA joint class also provided a mechanism for students to

develop and explore teamwork and collaboration under different settings and with varying populations. In addition, the shift to a remote teaching model during the Covid-19 pandemic allowed two institutions to implement a collaborative experience between OT and OTA students while addressing implementation challenges.

The purpose of this article is to share with readers the experience of developing and implementing a joint class on intraprofessional collaboration with a graduate OT master's degree program and an associate degree OTA program in a northeastern metropolitan city. Faculty from both programs worked together to design this joint class and implement a collaborative learning experience during the Covid-19 pandemic. We anticipate that sharing the educational activities and techniques used in this class may serve as a springboard for implementing more collaboration in other classes at the two studied institutions throughout the course of study.

Method

Design and Structure of the Joint Class

This pilot study with a survey design examined the feasibility of a joint class for OT and OTA programs on intraprofessional collaboration via a remote learning model. Both quantitative and qualitative data were collected via questionnaires. The 7-item questionnaire was developed by the authors to explore the participating students' perceptions and acceptance of this pilot class. It consisted of one yes/no question, five questions with Likert scale, and one open-ended question asking for the students' reflections in a narrative format. All of the students were asked to complete a survey after the class to provide feedback on the experience of the joint class.

Description of the Pilot Collaborative Class

Faculty from an OTA and an OT program, located at separate institutions in the same large urban metropolitan area of a northeastern city, worked together to create a collaborative joint class that promoted partnering between their students. This collaborative class was designed to have a stand-alone format that can be easily tailored to be embedded in any course in an established curriculum. The purpose of this collaborative class was to (a) provide a space for OT and OTA students to get to know one another, (b) encourage OT and OTA students to ask questions to promote an understanding of each other's training and education, (c) introduce occupational therapists and OTAs to the concepts and process of intraprofessional collaboration via a clinical case scenario in preparation for future fieldwork and work experiences, and (d) increase awareness and promote self-reflection regarding OT and OTA role delineation.

Based on the above goals, we developed the following principles for lesson planning, regardless of the course content.

1. Use AOTA documents as a resource to foster and understand the OT and OTA relationship (Rowe, 2016).
2. Create clinical scenarios that require collaboration between occupational therapists and OTAs.
3. Provide opportunities allowing OT and OTA students to interact and discuss role delineation based on the provided clinical scenarios, i.e., roles in evaluation or intervention.
4. Provide opportunities to allow faculty to give feedback.
5. Provide opportunities for both students and faculty to reflect on the collaborative experience.

For this pilot collaborative experience, we chose the “Health Advocacy and Administration” course for first-year OT students and the “OT Skills and Functional Activities” course for final-year OTA students. The class was conducted jointly over the Zoom platform during the regular class meeting time. Fifty-nine OT Students and 19 OTA students, with leading faculty members from each program, participated in the class.

The class format consisted of co-presentations by faculty followed by discussion among the students in breakout groups. The faculty presentation content included purpose and objectives, format, and class expectations. Table 1 shows the detailed class schedule.

Table 1
OT-OTA Collaborative Class Schedule

Time	Format	Activity
45 min	Large group lecture Faculty presentation <ul style="list-style-type: none"> • Introduction and description of class format • Purposes and objectives • ACOTE Essentials: OT-OTA Intraprofessional Education <ul style="list-style-type: none"> ○ OT-OTA relationship ○ Role delineation 	Students are encouraged to ask questions using the chat function of Zoom. Faculty used questioning, polling to facilitate interactions.
45 min	Small group discussion. Each small group consists of OT and OTA students.	Breakout rooms <ul style="list-style-type: none"> • Icebreaker • Case study <ul style="list-style-type: none"> • Scenario related to fieldwork experience • Discuss and answer questions listed on the case study sheet
30 min	Large group discussion	<ul style="list-style-type: none"> • Each group present their findings • Discussion facilitated by faculty
30 min (after class)	Individual activity	Complete a survey and submit to corresponding faculty.

In the breakout groups, the OT and OTA students were assigned an icebreaker followed by a clinical case discussion (see Appendix A). The discussion focused on developing a working relationship and learning to collaborate on clinical care during Level II fieldwork. Guiding questions were provided to facilitate discussion about OT and OTA education, role delineation, and establishing supervisory relationships. Following the breakout groups, the class reconvened, and a student from each group presented a summary of their small group discussion. The faculty summarized and highlighted key points from the students’ reports to wrap up the class. In addition, the students were encouraged to share and reflect on their journeys in their respective programs.

Data Analysis

This analysis was based on a dataset originally collected for course evaluation; therefore, no specific research questions were posed. The dataset includes the survey results collected from the participating students. Data used in this analysis did not have any identifiable information. Since it did not meet the definition of human subjects provided by federal regulations, this project did not require IRB review.

Descriptive analyses were conducted for the one yes/no question and five questions with a Likert scale. A thematic content analysis was conducted on the students’ narrative answers in order to examine the students’ reflections, as well as to examine qualitative differences among OT and OTA students. Specifically, two researchers (PG, MM) independently marked and coded all relevant excerpts from the

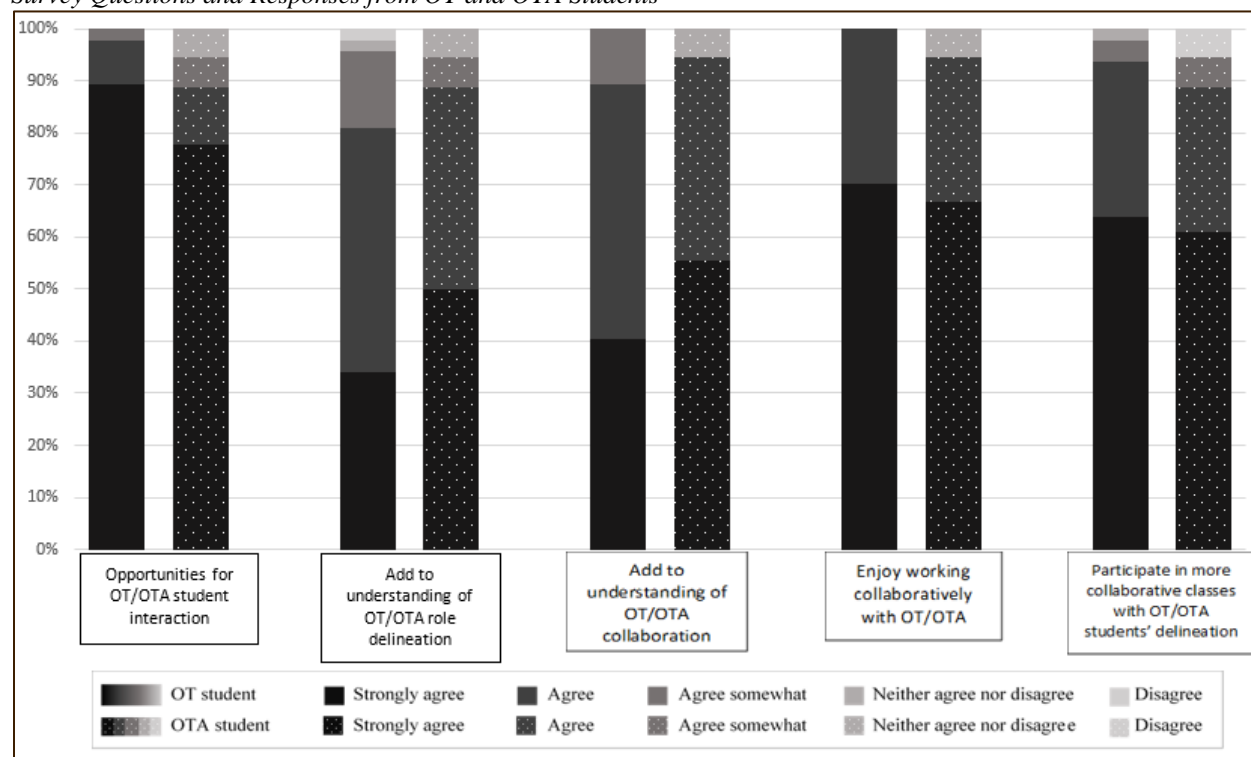
students' narrative answers. The codes were compared and modified before proceeding to the entire content. After all content had been coded, the generated codes were extracted, and codes with common patterns were grouped into potential subthemes and themes. Once no new themes emerged, it was assumed that thematic saturation had been achieved.

Results

Fifty-nine OT and 19 OTA students, with leading faculty members from each program, participated in this 120-min class. The overall survey return rate was 83%, representing 80% (47/59) of OT students and 95% (18/19) of OTA students. The majority of the students (85%) reported that this class was their first experience collaborating with their counterparts. Seventy-six percent of the participants provided comments reflecting on their experience, representing 69% (41/59) of OT students and 95% (18/19) of OTA students. Feedback from the surveys was overwhelmingly positive. Figure 1 presents the detailed responses of both groups.

Figure 1

Survey Questions and Responses from OT and OTA Students



Three themes emerged from the qualitative content analysis: (a) getting to know you, (b) we're in this together, and (c) let's do this again. Overall, all of the students indicated they would like to participate in future intraprofessional classes.

Theme

Getting to Know You

Both cohorts expressed the desire to learn about each other's training, education, and professional roles, which is the first step toward a productive intraprofessional relationship and establishing mutual respect. Notably, the OTA cohort seemed to focus more on role delineation and collaborative relationships

in their reflections, while the OT students more frequently mentioned getting to know the OTA students on a personal level and learning about their education and training. The responses included:

- “I really enjoyed talking to the OTAs!” “It’s so important to know who they are and what they bring to the table” (OT student).
- “Having an opportunity to learn from the OTAs about their distinct contribution to practice” (OT student).
- “We have a platform to exchange our ideas, backgrounds, and education. Through this to have a better understanding about each other, and form a foundation for future collaboration” (OT student).
- “Being able to hear the OT perspectives on collaborative work” (OTA student).
- “Informing the OTs on what to expect from an OTA” (OTA student).
- “Finding the similarities and differences in our roles” (OTA student).

We’re in This Together

Both the OT and OTA students in this study reflected equally on the purpose of intraprofessional collaboration as being for the good of the client. They stated:

- “I appreciate that we discuss how OT and OTA collaboration can enhance intrapersonal relationship needed for quality service delivery” (OT Student).
- “I liked being able to interact with other students who have the same common goal (helping patients through OT)” (OT student).
- “Getting to know how OT think about OTAs and how we all work toward one goal which is the client-centered was helpful” (OTA student).

In addition, both cohorts commented on the common bond of being occupational therapists, with one OTA student stating, “We shared appreciation of the OT profession.”

Let’s Do This Again

Most of the students revealed that this class was the first time they had met with their counterparts and that they appreciated this opportunity. An OT student stated, “I haven’t had any experience with OTAs before, so this was really informative for me. I definitely hope we can do it again!” while an OTA student commented that it was helpful to “be able to hear how OTs think about OTAs.”

Discussion

The assertion that “providing intraprofessional OT and OTA student experiences improves understanding and appreciation of occupational therapists and OTA roles and promotes future successful work relationships” continues to be applicable to current curriculum design and implementation in academic settings. We agree with other researchers and educators that student experiences of intraprofessional OT and OTA collaboration should focus on teamwork, understanding roles and responsibilities, communication, values, and the ethics for intraprofessional practice (AOTA, 2018; Diamant et al., 2018; Dillon, 2002; Jung et al., 2008).

In this pilot study, which was a component of the program evaluation process, we built our joint class based on the above-mentioned areas of focus. Specifically, we provided an opportunity for OT and OTA students to develop teamwork via a discussion of a clinical scenario. While the OT and OTA students worked together to complete the assignment, they communicated with each other to clarify their perspectives regarding the delineation of roles and responsibilities and their values and professional goals.

This collaborative learning among the students took place in small groups in the virtual breakout room, where the students shared experiences and engaged in the class assignment with each other. The participating students expressed that they preferred dyadic teaching via small group discussion in the virtual breakout rooms over traditional teacher-centered lectures. In this study, the responses received from the OT and OTA students, which were categorized into three themes of “getting to know you,” “we’re in this together,” and “let’s do this again,” were in line with the reports from other studies.

In this pilot study, both OT and OTA students expressed the benefits of having the opportunity to talk and get to know each in their small groups. One OTA student reported that she enjoyed “hearing the different views and opinions about the roles we will be entering,” while an OT student shared that “the OTA student’s feedback encourages me to be mindful of how I interact with OTAs professionally in the future.” An OT student commented on how “kind and knowledgeable” the OTA students were, while an OTA student noted how “welcoming” the OT students were. The OT and OTA students’ comments also highlighted their professionalism and respect for their future patients. Both cohorts described a shared appreciation of the profession of OT and what it should bring to patient care. Comments were also made about the importance of delivering quality OT services, the need for OT providers to be client-related services, and the “energy” that happens when occupational therapists and OTAs work together for the patient’s benefit. These comments were reflective of their building mutual respect, open communication with each other, and professionalism, as well as their respect for their future patients. These are in line with the key elements reported in the previous literature that enhance intraprofessional relationships, including mutual respect, two-way communications, and professionalism (Diamant et al., 2018; Dillon, 2002).

More specific competencies identified in the literature, such as active listening, sharing ideas with the team, giving timely and sensitive instructive feedback, etc. (Diamant et al., 2018), were intentionally not facilitated in this pilot study. Understanding each other’s skill sets and level of competency, along with other specific competencies, may be facilitated in follow-up classes by presenting different case scenarios as well as through changing the joint class objectives.

The OT and OTA students described the benefits of discussing each other’s education, training, and role delineation in their small groups. Different perspectives and foci were observed between the two cohorts. Notably, the OT students reflected more than the OTA students on how the small groups provided them with the opportunity to meet and hear directly from the other cohort about their education, training, and role delineation. The OT students’ attention to these specific areas may indicate their awareness of their future role in the OT and OTA dyadic relations in which they may supervise OTAs at worksites. In other words, this information may prepare occupational therapists for supervisory expectations.

Offering collaborative experiences to all students during coursework is optimal since not all fieldwork experiences provide opportunities for OT and OTA interaction. In this pilot study, we explored an alternative pedagogical method of structuring collaborative OT and OTA classroom experiences. The example presented in this paper was conducted in classes from the occupational therapists’ “Health Advocacy and Administration” and the OTAs’ “OT Skills and Functional Activities” courses. The case scenario designed for the joint class focused on the introduction of supervision and establishing rapport; we plan to develop additional joint classes. For instance, as the semester and course of study progress, case scenarios requiring more OT knowledge and skills could be introduced (examples of possible case scenarios for different intervention courses can be found in Appendix B). Furthermore, since each OT and

OTA joint class in our proposed model is independent, there is flexibility for participating programs to insert the joint class strategically.

Because of the pandemic, the instructors have had opportunities to explore the available technology and pedagogical tools on Zoom platforms, including breakout rooms, polls, chat, and hand-raising features. We believe the use of remote teaching models for intraprofessional experiences has potential beyond the pandemic. However, several concerns related to pedagogy for the online classroom were identified. First, the students' level of critical thinking skills and academic maturity should be considered when planning these courses. A student's academic maturity plays an important role in their performance and critical thinking, which was found to grow over time (Toppin & Chitsonga, 2016). Therefore, when planning classroom activities, it is important that instructors consider where the OTA and OT students are in their academic coursework, asking questions related to academic maturity, such as "What would be the best match between OT and OTA students?" and "What should be considered as OT and OTA matching criteria?"

Second, instructors of OT and OTA students should be mindful that students in OT and OTA programs are trained at different education levels, and the students may be at different phases of study in their respective programs (Steele et al., 2019). While some teaching materials are relevant and applicable to students with different education levels, how these teaching materials are implemented may vary for OT and OTA students depending on where they are in the curricula. We should ask, "Which instructional strategies and tools would be effective to fulfill the needs of both cohorts at different phases of their course of study?" In our pilot study, we chose to match the first-year OT students with final-year OTA students for the joint class. We hoped that this would encourage final-year OTA students, who have acquired more technical skills than the first-year OT students, to feel more empowered to share their experiences and knowledge during discussions of case scenarios. In addition, we also believed this would help to offset the disproportion of the OT and OTA student numbers in this class. This intentional matching was acknowledged by at least one OT student who commented that "it was helpful hear from OTAs who already have some fieldwork experience."

In addition, in our pilot study, the accessibility and ease of use of technology for faculty and students of both cohorts were key considerations for joint class planning. Depending on the content areas and host courses for the joint class, faculty may wish to incorporate technologies or videos that can help students master skills that may traditionally be achieved in an in-person practicum. An instructor's technology readiness or technology self-efficacy may impact the quality of technology inclusion, consequently impacting student achievement (Steele et al., 2019).

Limitations

We identified limitations of this pilot study. First, a potential confounding factor might be that two of the study investigators were also the course instructors. The instructors might have influenced the students' perceptions of this class with their own subconscious expectation of positive outcomes of the pilot study. Second, each OT and OTA collaborative class conducted with the proposed structure could still be highly individualized depending on the content of the class and students' characteristics. This might limit the generalizability of the study. Third, the results of this pilot study might be impacted by the unbalanced numbers of OT and OTA students participating in this pilot study.

Implications for OT Education

Providing collaborative learning opportunities for OT and OTA students is an important aspect of academic training. This pilot study offers an alternative way to offer intraprofessional education in OT. It offers flexibility related to learning objectives, clinical content, and composition of student cohorts. Specifically, OT educators can use the suggested template (see Table 2) to design a series of joint classes by gradually building on role delineation and communication, as well as treatment planning.

Conclusion

Remote teaching in an OT and OTA program in an urban northeastern metropolitan city during the Covid-19 Pandemic eliminated common scheduling and space barriers, making the execution of collaborative OT and OTA student classroom experiences possible. This pilot study presented an alternative way to make intraprofessional education possible and served as an example of how faculty can collect and examine course evaluation data from a class to refine students' learning experiences. Continued research on how to design and implement intraprofessional experiences throughout OT and OTA curriculums is warranted.

Table 2

Suggested Template of Joint Class Lesson Plan

Topic:		
Learning Objectives	Pedagogical Strategies (i.e., didactic lectures, small group discussion)	
OT/OTA roles and responsibilities		
Teamwork		
Communication		
Treatment planning		
Lesson procedure		
Lesson Step	Activities (i.e., reflection via guided questions, breakout room, videos, icebreaker exercises, discussion board on learning platform)	Time Period
Introduction		
Case scenario		
Discussions on guided questions		
Closure		
Learning Assessment		
Lesson Reflection		

References

- American Occupational Therapy Association. (2020). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410020. <https://doi.org/10.5014/ajot.2020.74S3004>
- American Occupational Therapy Association. (2018). 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and interpretive guide (effective July 31, 2020). *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410005. <https://doi.org/10.5014/ajot.2018.72S217>
- American Occupational Therapy Association. (2018). Importance of collaborative occupational therapist–occupational therapy assistant intraprofessional education in occupational therapy curricula. *The American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410030p7212410031-7212410030p7212410018. <https://doi.org/10.5014/ajot.2018.72S207>
- Carson, N. E., Crawford, J., & Hanner, N. (2018). Creating opportunities for OT-OTA student learning through community collaborations. *Journal of Occupational Therapy Education*, 2(2). <https://doi.org/10.26681/jote.2018.020208>
- Costa, D., Molinsky, R., & Sauerwald, C. (2012). Collaborative intraprofessional education with occupational therapy and occupational therapy assistant students. *OT Practice*, 17(21), CE 1–7.
- Dillon, T. H. (2002). Practitioner perspectives: Effective intraprofessional relationships in occupational therapy. *Occupational Therapy in Health Care*, 14, 1–15. https://doi.org/10.1080/J003v14n03_01
- Diamant, R., Pitonyak, J. S., Corsilles-Sy, C., & James, A. B. (2018). Examining intraprofessional competencies for occupational therapist and occupational therapy assistant collaboration. *Occupational Therapy in Health Care*, 32(4), 325–340. <https://doi.org/10.1080/07380577.2018.1465211>
- Jung, B., Salvatori, P., & Martin, A. (2008). Intraprofessional fieldwork education: Occupational therapy and occupational therapist assistant students learning together. *Canadian Journal of Occupational Therapy*, 75(1), 42–50. <https://doi.org/10.2182/cjot.06.05x>
- Rowe, N. (2016, May 2). *10 tips to building a strong OT/OTA relationship*. AOTA. <https://www.aota.org/publications/student-articles/career-advice/ot-ota-relationship>
- Scheerer, C. R. (2002). The partnering model: Occupational therapy assistant and occupational therapy students working together. *Occupational Therapy in Health Care*, 15(1–2), 193–208. https://doi.org/10.1080/J003v15n01_17
- Steele, J., Holbeck, R., & Mandernach, J. (2019). Defining effective online pedagogy. *Journal of Instructional Research*, 8(2), 5–8. <https://files.eric.ed.gov/fulltext/EJ1242649.pdf>
- Toppin, I. N., & Chitsonga, S. (2016). Critical thinking skills and academic maturity: Emerging results from a five-year Quality Enhancement Plan (QEP) study. *Journal of Inquiry and Action in Education*, 7(2), 4. <https://digitalcommons.buffalostate.edu/jiae/vol7/iss2/4>
-

Appendix A

Case Scenario Used in this Project

Instruction: Please read and discuss the following case scenario and answer the following questions. Select a person from your group to present your findings.

An OTA student and an OT student are meeting for the first time at their Level II fieldwork placement. Both students are assigned the same supervisor. Their supervisor informs them that they will work collaboratively throughout their fieldwork experience.

- What actions/steps should they include in their first meeting to build rapport? (be specific)
- How do you envision the collaborative process between the OT and OTA students?
- Describe some steps that they can take as a collaborative team to evaluate their first client and plan intervention together.

Appendix B

Case Scenario Examples can be Used in the Intervention Courses

Sample A

Instruction: Please read and discuss the following case scenario and answer the following questions. Select a person from your group to present your findings.

An OTA and OT student are completing their fieldworks in a subacute rehabilitation unit. The OTA student is completing their last 2 weeks of their Level II fieldwork and the OT student is in the first week of their Level II fieldwork. They have been assigned by their common OT supervisor to work collaboratively with Mr. Gomez, a 74-year-old gentleman who presents with a right hemiplegia resulting from a left CVA.

- The OT and OTA students will be evaluating Mr. Gomez together. How would they proceed?
 - Consider the following:
 - What information would be important to extract from the medical records?
 - How would you plan and divide the evaluation process? (be specific)
 - How would you introduce yourselves as a team to the client? (be specific)
 - How would you work together to actively engage the client in the evaluation?

Once the evaluation is completed, the OT and OTA students will be responsible for planning and implementing the treatment. The OTA student will act as the primary clinician working under the supervision of the OT student.

➤ Answer the following:

- How would you determine the frequency and method of supervision?
- What would be the benefits and challenges of including a joint treatment session as part of supervisory process?
- What steps would you take if the treatment plans need to be updated prior to scheduled supervision session?

Sample B

Instruction: Please read and discuss the following case scenario and answer the following questions. Select a person from your group to present your findings.

An OTA and an OT have been assigned to work together to share a patient caseload. A patient has just been admitted to the Unit and is being jointly evaluated by the OT and the OTA. The first step will be for them to administer the occupational profile with the client.

- What actions/steps should they include to initiate the process? (Be specific)
- Discuss the respective roles of the OT and the OTA within the process of forming an occupational profile. (Be specific)

- How do you envision the collaborative process between the OT & OTA, while forming the occupational profile?
- Describe some steps that they can take as a collaborative team when evaluating and planning treatment for this patient.
- When working together, why it is important that OT/OTA understand and consider each other's skill sets and competence levels?
- How would the OT and OTA skills and competence level impact the collaborative process?