When human beings acquired language, we learned not just how to listen but how to speak. When we gained literacy, we learned not just how to read but how to write. And as we move into an increasingly digital reality, we must learn not just how to use programs but how to make them.

(Program or Be Programmed: Ten Commands for a Digital Age, Douglas Rushkoff, 2010)

Infusing Website Development into Academics and Fieldwork Coordination:

Easy High Tech on a Shoe-String Budget

HELLO
MY NAME IS

David M. Merlo
MS, COTA, CPRP
Learning Objectives

1. Free/cheap website development products.
2. Process of creating a website.
3. Utilizing website development technology:
   • Learning/service-learning
   • Fieldwork coordination
4. Related ACOTE standards.

In other words:
• What?
• Why?
• How?

Students (and we) need to understand…

• How people use technology to engage in occupations.
• How to use technology to do their jobs (documentation, research, communication, professional development).
• How to incorporate technology into OT means and ends:
  • Technology as a process of therapy
  • Technology as a product of therapy
The public’s use of computers in everyday living validates the use of computers clinically, for the tools of everyday living are of necessity the tools of occupational therapy.

(OT Activities from Clay to Computers: Theory and Practice, Estelle Breines, PhD, OTR, FAOTA, p 184)

Technological Literacy

Computer skills and the ability to use computers and other technology to improve learning, productivity, and performance - has become as fundamental to a person's ability to navigate through society as traditional skills like reading, writing, and arithmetic.

(Meeting the technology literacy challenge - A report to the nation on technology and education, United States Department of Education, June 29, 1996)
Technology is imbedded in all areas of occupation.

Virtual
- Environment in which communication occurs by means of airways or computers and an absence of physical contact.
- Simulated or real-time or near-time existence of an environment
- *i.e.* chat rooms, email, video conferencing, radio transmissions, [websites] (p. 676)
"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."

• Use of technology to provide services.
Emerging Areas of Practice

1. Design & Accessibility Consulting and Home Modification
2. Driver Rehabilitation and Training
3. Ergonomics Consulting
4. Health & Wellness Consulting
5. Low Vision Services
6. Private Practice Community Health Services
7. Psychosocial Needs of Children and Youth
8. **Technology & Assistive Device Development and Consulting**
9. Ticket to Work Services
10. Welfare to Work Services

Finding creative ways to use the computer for handling the needs of our patients is just another kind of application.

*(From Crafts to Computers (and Back), Estelle Breines, PhD, OTR, FAOTA, Advance for OT Practice Vol. 26, Issue 2, Page 10)*
“Occupations of Our Age”

- Evolution of activities as survival tools for ancient peoples in the various roles they played in their societies.
- Modern technology as an evolutionary extension of earlier activities.

(OT Activities from Clay to Computers: Theory and Practice, Estelle Breines, PhD, OTR, FAOTA)

Computer as Intervention?

- Growing body of literature on the use of computers and internet as an intervention.
- Essentially, such interventions involve engaging recipients as:
  - Receivers and gatherers of information (learners)
  - Or participants of games (players)
Computer as Craft?

• Rarely do we engage the user as creator (as traditionally done with crafts)
  • Lack of literature on engaging recipients as “developers” (creators) of technology-based/web-based “craft” as a therapeutic medium.

www.Web-Kids.org

• Service-Learning involving OT students working one-on-one with school children.
• Facilitate inter-generational and cross-cultural learning through collaborative partnerships.
www.Web-Kids.org

- Shared goal-directed tasks of planning, researching, photographing, designing, and writing.
- Practice and refine newly learned skills within a safe and supportive team environment.
- Maintain reflective journals throughout the project.

Benefits to School Students...

- Self-awareness
- Self-esteem
- Self-expression and creativity
- Awareness of college and career options
- Technological literacy and competency
- Critical thinking and problem solving skills
- Cultural competency
- Strength-based self-assessment

Benefits to College Students...

- Professional role development
- Clinical reasoning and problem solving skills
- Competency in using technology in rehabilitation and education
- Therapeutic interaction skills
- Cultural competency
- Teaching/coaching skills
- Understand occupational profile
- Understand OT in non-traditional and emerging practice settings
- Strength-based self-assessment
Website Content:

- My past (Where I came from)
- My present (Who I am)
- My future (Who I am becoming)

Areas of Occupation:

- Education interests and pursuits
- Volunteer exploration
- Play exploration
- Leisure exploration
- Social participation
Client Factors:

- Values (and priorities, interests)
- Beliefs
- Spirituality

Performance Patterns:

- Habits
- Routines
- Rituals (traditions)
- Roles
Contexts and Environments:

- Cultural
- Personal
- Virtual
- Social

Website Content:

My past (Where I came from)
- Family background
- Cultural heritage
- Traditions
- How do my traditions and culture influence me today?
- My past accomplishments

Artifacts:
- Scanned photos from past (relatives)
- Photos of parents, grandparents
- Web links related to ethnic, family, historic heritage.
- Journal writing about past
- Family stories of ancestors overcoming challenges and pursuing goals
Website Content:

My present (Who I am)
- Values, interests, priorities
- How I spend my time (routines, habits).
- Who I am (present roles)
- My present surroundings (where I live, learn, work, socialize)
- Present accomplishments
- How does my present lead to my future?
- How values & interests influence my routines, habits, roles
- Resources/supports

Artifacts:
- Photovoice (photos and descriptions)
- Scanned or photographed original art
- Scanned awards, certificates.
- Photos of interests and activities
- Downloadable files of best work and accomplishments

Website Content:

My future (Who I’m becoming)
- My aspirations, goals (career, education, etc.)
- How do my traditions and culture influence who I want to be in the future?
- Future roles I intend to assume?
- Future places I intend to visit?
- Needed resources/supports
- Anticipated challenges and strategies to overcome

Artifacts:
- Photovoice (photos and descriptions)
- Life goal statements and descriptions
- Weblinks to sites related to career, college, and future roles
- Pictures of role (goal) models
- Pictures of resources and supports necessary to reach goals
WebKids 2010 Project Participants:

Marcon

Kelly

Allen

Savannah

Lee Ann

Antonio

Lynn

Jadeen

Patricia

Kyshair

Tina
Student Reflections: Before

- Honestly describe your assumptions and preconceived ideas of what you will encounter with 5th graders from an inner-city school.
- What challenges do you think you will face? What concerns do you have? What are you most looking forward to?
- How do you intend to overcome/compensate for concerns/challenges?

Student Reflections: During

- Are the challenges you faced the same as the ones you anticipated?
- What needs is this project helping to meet?
- What effective strategies are you developing?
- How does the process address areas of occupation, client factors, performance patterns, skills?
Student Reflections: During

• Discuss your thoughts about the following statement. Consider your role as an OT practitioner, your ethics and guiding principles, as well as your intended goals of intervention:

  • "Lil' Wayne is my hero"

Student Reflections: After

• How have your values, beliefs, and skills have been changed, challenged, or reinforced through your overall experience?
• What you might change if you were asked to plan, coordinate, and participate in the project in the future?
• In what ways were the objectives and process distinctly “OT”?
ACOTE Standards Related to Technology:

- **B.1.0. FOUNDATIONAL CONTENT REQUIREMENTS**
  - B.1.3. Demonstrate competence in basic computer use, including the ability to use databases and search engines to access information, word processing for writing, and presentation software (e.g., PowerPoint).

- **B.5.0. INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION**
  - B.5.1. Interventions address the following components: Cultural, physical, social, personal, spiritual, temporal, and virtual contexts and activity demands that affect performance.
  - B.5.2. Select and provide direct OT interventions
  - B.5.3. Therapeutic use of occupation
  - B.5.6. Therapeutic use of self
ACOTE Standards Related to Technology:

- **B.5.0. INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION**
  - B.5.17. Apply the **principles of the teaching–learning process** using **educational methods to design educational experiences** to address the needs of the client, family, significant others, colleagues, other health providers, and the public.

ACOTE Standards Related to Technology:

- **B.5.0. INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION**
  - B.5.18. Effectively **interact through written, oral, and nonverbal communication** with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
ACOTE Standards Related to Technology:

• B.7.0. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES
  • B.7.7. Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs, service delivery options, and formulation and management of staffing for effective service provision.

ACOTE Standards Related to Technology:

• B.8.0. RESEARCH
  • B.8.2. Effectively locate, understand, and evaluate information, including the quality of research evidence.
ACOTE Standards Related to Technology:

- B.9.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES
  - B.9.3. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

Metro-Buffalo OT Fieldwork Network

Collaborate
- Fieldwork learning experiences to our students.
- Training, continuing education and support for Fieldwork Educators.
- Mutual support.

Consolidate
- Reduce redundancy of forms, procedures, policies, tasks, and information.
- Standardize and streamline compliance.

Communicate
- Communicate information, continuing education, ongoing support, and resources.
- Open and cooperative dialogue among all.
Why We Created OTfieldwork.net

- Problem:
  - Clinicians are too busy to surf the web.
- Need:
  - Need for web-based support to fieldwork educators.
- Solution:
  - Offer fieldwork educators and coordinators a centralized virtual portal.

www.OTfieldwork.net

- Easy-to-remember address to connect local OT and OTA schools with fieldwork practice sites.
- Provides useful resources including:
  - Links to AOTA essential fieldwork resources
  - NBCOT professional development tools
  - Fieldwork articles
  - Research databases for evidence-based practice
  - OT bookstore
  - OT blogs and forums, and more
Welcome to OTfieldwork.net

OTfieldwork.net is an easy-to-remember address to find your connection to your local OT and OTA fieldwork websites. Go to the Find Schools page and click your school's logo and you will be immediately transported to important resources related to your school's Level I and Level II Fieldwork program - policies, forms, schedules, contacts, and other information to support you in your role as fieldwork educator. But before you click, check out the useful resources provided on this site: links to AOTA essential fieldwork resources, NBOT professional development tools, Advance for OT fieldwork articles, an OT bookstore, OT blogs and forums, and more.

As a fieldwork educator or clinical fieldwork coordinator, you are an essential part of our profession's future! You are the bridge between academia and the real world. Send us your feedback and ideas! We’d love to make this site even more useful to you.

Sincerely,

David Nwotu, ECC; Theresa Valtone (D'Youville), Jo Schweitzer (UB) (Metro Buffalo OT Fieldwork Network)

NEW RESOURCE: Clinical Reasoning Skills and Expectations of Occupational Therapy Students on Fieldwork

Clinical reasoning is a common skill that all clinicians are expected to possess and utilize, and all students are expected to develop. Occupational therapy fieldwork educators may be unaware of the expected level of clinical reasoning skills and expectations of students, and the term is not well defined, especially behaviorally, in the context of the Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE).

As part of her Master’s project Britanny Nye, D’Youville College, occupational therapy student, developed a document with information regarding the FWPE. The purpose of this document is to provide occupational therapy fieldwork educators with a description of behavioral expectations of students at each level on a one to four point rating scale of the FWPE.

Since the information provided is specifically about clinical reasoning, the document has been broken down into two sections: the “Screening” and “Intervention”. Both sections have been broken down into behavioral statements and then into the one to four point rating scale. The document can be used as an interpretive tool.

- Download and print/save this useful document
- Contact Britanny Nye with comments or questions

AOTA Fieldwork Resources

- COE Guidelines for Level I OT Fieldwork Experience
- COE Guidelines for Level II Fieldwork Experience
- Resources for Fieldwork Education
- Resources for New Fieldwork Programs
- Site-Specific Objectives

Resource Section:
- Contains links to AOTA Fieldwork-related resources.
- Benefits:
  - Easy access for users.
  - Serves to draw fieldwork educators to AOTA website.
Resource Section:
- Compilation of resources from numerous sources that relate to fieldwork education.
- Includes articles, databases, websites.

Benefits:
- Easy access for users.
- No need to "surf the web" for relevant information.
- Promotes professional role development and utilization of research in practice.

RSS Feeds:
- "Really Simple Syndication"
- Article links are maintained and automatically updated by source site (i.e., AOTA).

Benefits:
- Easy access for users.
- No need for web-manager to update this information.
- All links go to source site (AOTA).
- Serves to draw fieldwork educators to AOTA website.
Professional Development:
• Information about local free and low-cost continuing education events.

Benefits:
• Easy access for users.
• Collaboration with state OT association, promoting their events.
• Promotes ongoing professional development.
• Viewed as a service to fieldwork educators.

Free Clinical Educator (Preceptor) Training Program
Clinical Educators (Preceptors) take advantage of this free on-line program as you prepare for supervising your OTA intern. Whether you are an experienced clinical educator, or this is your first Level II supervisory experience, this comprehensive online training program will be useful. Once you complete the short registration process and instantly receive your login information, you can access the PEP program anytime, anywhere. Each module takes about 30 minutes to complete and is full of quick tips and downloadable learning activities and tests. All cases incorporate real-life experiences and cover major aspects of the clinical role.

Professional Development:
• Free web-based continuing education opportunities.
• Preceptor Education Program is an excellent web-training related to role of fieldwork educator.

Benefits:
• Easy access for users.
• Supports role for fieldwork educator.
• Supports ACOTE Standard B.10.3.
ACOTE Standards Related to Technology:

• **B.10.0. FIELDWORK EDUCATION**
  • B.10.3. Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the students.

**OT Shop:**
• Online store provides OT-related books and products at competitive prices via Amazon Affiliates Program.

**Benefits:**
• Viewed as a benefit by fieldwork educators.
• Prices are competitive (no additional markup).
• Proceeds support NYSOTA.
Find Schools:
• All schools within our region have links to their respective websites.
• Each school website contains school-specific policies, forms, information.

Benefits:
• Easy access for users.
• One web address (Otfieldwork.net) provides access to all schools.

Individual School Site:
• Site contains information specific to that school.
• Each AFWC can easily manage their site.
• All school sites are accessed by single web address (Otfieldwork.net).

Benefits:
• One easy-to-remember web address provides access to all schools.
• Each school website links back to Otfieldwork.net.

Find Schools: (click school logo)

Link to D'Youville College OT Department Fieldwork Site:
D’Youville College
Occupational Therapy Department
322 Porter Avenue
Buffalo, NY 14201

Theresa A. Volone, MS, OTR
Academic Fieldwork Coordinator, Clinical Instructor
Phone: 716 920-7521
Fax: 716 920-7531
Email: tvolone@dyc.edu

Link to Erie Community College
Erie Community College
Occupational Therapy Assistant
6206 Main Street
Buffalo, NY 14221

David M. Nola, MS, COTA, C
Academic Fieldwork Coordinator
Phone: 716 851-1112
Fax: 716 851-267
Email: meldro@ecc.edu

Link to University at Buffalo OT Fieldwork Site:
University at Buffalo
Department of Rehabilitation Science- Occupational Therapy
524 Kimball Tower
Buffalo, New York 14214

Individual School Site:
• Site contains information specific to that school.
• Each AFWC can easily manage their site.
• All school sites are accessed by single web address (Otfieldwork.net).

Benefits:
• One easy-to-remember web address provides access to all schools.
• Each school website links back to Otfieldwork.net.

Back to Otfieldwork.net
Individual School Site:
- Each school provides information about their mission, philosophy, program design.

Benefits:
- All (fieldwork educators, AFWC, faculty) are “on the same page”.
- Essential information is readily available for all to access.
- Supports ACOTE Standard B.10.4.

Fieldwork Mission
The mission of the experiential learning and fieldwork component is to promote successful transition from academic to practice by applied experiences. The mission is guided by the following principles:
- Provide an environment of collaboration and teamwork through effective and efficient delivery of fieldwork.
- Provide dynamic and relevant fieldwork experiences by proactively addressing the needs of the fieldwork educators.
- Creatively strategize to achieve quality educational experiences, which are meaningful.
- Establish and maintain current and accurate resources, records, and agreements.
- Recognize and validate the role of fieldwork educator and clinical fieldwork coordinator.

College and OTA Department Mission Philosophy
ECC College Mission

ACOTE Standards Related to Technology:

- B.10.0. FIELDWORK EDUCATION
  - B.10.4. Ensure that the academic fieldwork coordinator is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum, for communicating about the curriculum to fieldwork educators, and for maintaining memoranda of understanding and site data related to fieldwork placements.
Back to OTfieldwork.net

[Fieldwork Policies 2]

Policies:
- Each school provides information about their fieldwork policies.

Benefits:
- All (fieldwork educators, AFWC, faculty) are "on the same page".
- Quick availability of essential fieldwork information.
- No need to mail out hard copies of policies.
- Information can be easily/instantly edited.

Back to OTfieldwork.net

[Forms]

Forms:
- All school-specific forms available on the "Forms" page.

Benefits:
- No need for fieldwork educators to keep track of hard-copy files.
- No need to mail hard copy forms to fieldwork sites.
- Old forms can be easily/quickly updated with newer versions.
Online Drop Box:
- Drop box enables fieldwork educators to submit completed forms directly through the website.

Benefits:
- Easy procedure.
- Enables fieldwork educator to simply revise and send a previously saved form (i.e. Fieldwork Site Data Form) rather than complete a new form from scratch.

FaceBook Group:
- A collaboration between local NYSOTA district and Fieldwork Network.

Benefits:
- Used to promote Otfieldwork.net.
- Recruit potential fieldwork educators and sites.
- Added service to local OT by providing networking, information, events, etc.
ACOTE Standards Related to Technology:

- **B.10.0. FIELDWORK EDUCATION**
  - B.10.5. Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress and performance during fieldwork.

Products Used to Develop Otfieldwork.net

- **Weebly**
  - [www.Weebly.com](http://www.Weebly.com)
  - Website development tool
  - Available for free. Deluxe version is about $40/year
- **1 and 1**
  - [www.1and1.com](http://www.1and1.com)
  - Purchase unique web address (about $10/year)
- **Amazon Affiliate Program**
  - [https://affiliate-program.amazon.com/](https://affiliate-program.amazon.com/)
  - Free affiliate program to enable creation of a customized online Amazon store.
  - Percentage of proceeds sent to NYSOTA
- **Facebook**
  - [www.facebook.com](http://www.facebook.com)
  - A related Facebook “Group” is used to link and promote Otfieldwork.net.
  - Students, graduates, clinicians, and faculty are encouraged to belong.
  - “Find Us on Facebook” link located on OTfieldwork.net connects the two sites.
  - Students are encouraged to join (students are our future fieldwork educators)
Products Used to Develop Otfieldwork.net

- Flickr
  - www.flickr.com
  - Website where users to share and embed photographs for public use. Used by web designers to host images that they embed in blogs and social media.
  - Available for free. Credit must be given to author/photographer.
- Google Maps
  - www.google.com (select “maps” when searching)
  - Provides satellite images, maps and street-views. Copy html code into Weebly to display on website

Demonstration Websites

- www.web-kids.org
- www.recoveryplace.net
- www.OTfieldwork.net
- www.psychrehab.net
Infusing Website Development into Academics and Fieldwork Coordination:

Easy High Tech on a Shoe-String Budget