2020 Western Regional Occupational Therapy
Spring Symposium, Las Vegas, NV

TRANSITIONING FROM CLINICIAN TO ACADEMIC

Presented By:

Luis Arabit, OTD, MS, OTR/L, BCN, BCPR, C/NDT, PAM

Terry Peralta- Catipon, PhD, OTR/L

Allen Espelita, OTD, OTR/L, C/NDT, CEAS1, CPAM

LEARNING OBJECTIVES

- Gain appreciation of the possibilities of transitioning from clinical practice into the academic setting
- Articulate the preparations, expectations, qualifications for transitioning into the academic setting
- Gain knowledge about classroom environment and online program platforms within the academic setting.

OUTLINE OF PRESENTATION

I. Introduction

II. The Practitioner Vs. The Academic

III. Preparation, Qualifications & Expectations

IV. Teaching in the Classroom setting

V. Teaching in an Online Setting

VI. Group Case Studies

VII. Q & A

INTRODUCTION

- AOTA's Academic Programs Annual Data Report in 2011-2012 vs 2015-2016 report- Increase in student enrollment in OT (19%) and OTA programs (25%) (AOTA, 2016)
- There is a 24% growth in OT students the last 5 years and a 58% growth the last 10 years (AOTA, 2018)
- Growth of New OT and OTA programs
- Employment in OT expected to grow 24% between 2016-2026; much faster than the average for all other professions (US Bureau of Labor Statistics, 2019)

INTRODUCTION

- Growth of the Aging population
- More individuals accessing OT services (PPACA, 2010).
- Post BS degree requirements for university programs
- Looming possibility of the OTD program mandate
- Aging of & Pending retirement of Baby Boomer Faculty
- Limited pool of doctorally-prepared faculty
- Higher compensation in clinical and private sectors vs academia
- **ISSUE:** Faculty Shortage (Fain, 2011); Shortage of Qualified Educators/ Academics (AOTA, 2018)

PEARLS OF WISDOM

- The decision to transition from clinical practice to academia requires careful consideration of numerous personal and professional issues
  - (Smith, Karosas, Beauchesne, 2019)

RESEARCH: SCOPING REVIEW OF CHALLENGES AND THE ADAPTATION PROCESS IN ACADEMIA (CABATAN, GRAJO, SANA, 2019)

- Adaptation of OT Academics to their occupational roles and ennvironments has not been widely explored
- This research describes the experiences of educators using adaptation models as a theoretical lens
- Reviewed literature from 2005-2017, analyzing 28 articles from higher education and the health professions using quantitative and qualitative methods
- Three themes describing academic experiences emerged:
  - Identity-related challenges in academia
  - Process of adaptation among academics
  - Identification of factors affecting productivity

THE PRACTITIONER & THE ACADEMIC

PRACTITIONER   ACADEMIC

PRACTITIONER VS. ACADEMIC

- **Practitioner**
  - Clinical/Therapeutic Style
  - Mentorship from seasoned OTs
  - Customer- Patients/Clients
  - Time-Rigid & Dependent
    - Time Spent- 8 hours/day
  - Productivity based on pts seen
  - Program Development
  - Individualized- You & Client
  - Clinical competencies
  - Expectations- Meeting your productivity

- **Academic**
  - Educational Style
  - Mentorship from seasoned Faculty
  - Customer-Students/Faculty
  - Time- Flexible & Autonomous
    - Time Spent- Variable
  - Productivity based Teaching Units
  - Curriculum Development
  - Global- You, Students, Faculty, University
  - Academic Education competencies
  - Expectations- RTPs or RSCA

2020 Western Regional Occupational Therapy
Spring Symposium, Las Vegas, NV

ACADEMIC PREPARATION, QUALIFICATIONS & EXPECTATIONS

Terry Peralta- Catipon, Ph.D, OTR/L
Program Chair
California State University Dominguez Hills, Carson, CA

PEARLS OF WISDOM

- It is imperative that you clarify expectations and specify requirements to best position yourself for success
  - (Smith, Karosas, Beauchesne, 2019)

TYPES OF INSTITUTION

- Private (For Profit and Non-Profit) vs. Public
- Research versus Teaching
- How does type of institution influence work expectations?
  - Workload
  - Teaching Formats
  - Salaries and Benefits
  - Hiring Process
  - Eligibility

TYPES OF TEACHING POSITIONS

- **Tenure-Track vs Non-Tenure Track**
- **Full Professor, Associate Professor, Assistant Professor**
- **Adjunct Professor vs Lecturer (Full-time or Part-time**
- **Instructor vs Teaching Assistant**
- How type of position influence:
  - Workload & Expectations
  - Evaluation vs Tenure & Promotion
  - Roles: Teaching, Curriculum Development, Service
  - Research/Scholarship, Leadership, Administration

TYPES OF PROGRAMS

- **Associate and Bachelors**
- **Entry-level Masters and Entry-level OTD**
- **Post Professional OTD and PhD**
- Defined by:
  - Curriculum Design
  - Program Objectives
  - Learning Philosophy

ACCREDITATION FACULTY REQUIREMENTS

- Positions:
  - Program Director
  - Academic Fieldwork Coordinator
  - Capstone Coordinator
- Faculty Ratio
- Credentials
- Experience
- Professional Development Plan
- Evaluation

UNIVERSITY STRUCTURE AND RESOURCES

- **Structure**
- Board of Trustees
- Administration
- University Senate
- Academic Affairs
- Curriculum Process and Committees
- **Resources**
- Union
- Faculty Affairs
- Rights and Responsibilities
  - Academic Freedom

PEARLS OF WISDOM

- Aligning expectations from the beginning of the interview process will bolster confidence and support satisfaction and thus, long-term success
  - (Cranford, 2013)

2020 Western Regional Occupational Therapy
Spring Symposium, Las Vegas, NV

TEACHING IN THE ACADEMIC CLASSROOM SETTING

Luis Arabit, OTD, MS, OTR/L, BCN, BCPR, C/NDT, PAM
Assistant Professor
San Jose State University, San Jose, CA

MY ROAD TO BECOMING AN ACADEMIC

- Becoming a FW Educator → FW Coordinator
- Colleagues/Mentors who are working in the academic setting
- Invitations to guest lecture
- Becoming active in professional associations
- Volunteer leadership positions (state & national)
- Attendance in conferences (state & national)
- Submitting conference proposals
- Speaking at conferences (state, national and international)
- Return to school- Post professional degrees
- Adjunct Lecturer
- Temporary Faculty

PREPARING YOUR SYLLABUS

- What is a Syllabus/Syllabi?
  - Is an outline of the subjects in a course of study or teaching.
  - As In---"there isn't time to cover the syllabus"
  - Synonyms: curriculum, course, course of study, program of study, educational program, course outline
  - The syllabus or syllabi outlines what is to be learned or expected in the course or subject matter
  - It covers course format, description, learning objectives, methods of instruction, required readings, assignment descriptions, grading policy, classroom protocol, writing standards, & week by week classroom agenda and assignments


LECTURES, CLASS ASSIGNMENTS, CLASS ACTIVITIES

- Powerpoint Lecture
- Invited guest lecturers/speakers
- Small group discussions
- Interactive activities
- Assignments
- Data base search
- Integration of literature
- Role playing
- Case studies
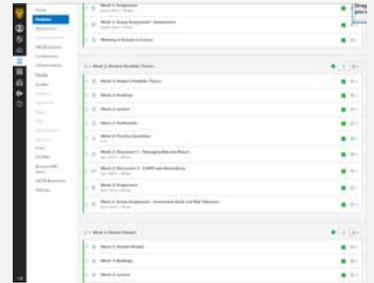- Videos
- Practical Demonstrations

ONLINE EDUCATIONAL PLATFORMS

- Learning Management System Software
  - Canvas
  - Blackboard Learn
  - Google classroom
  - Moodle
  - Schoology
  - Infinite campus

CANVAS ONLINE PLATFORM EXAMPLES
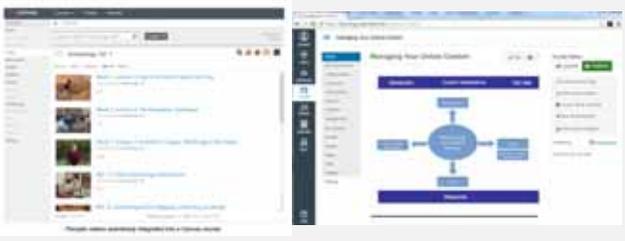
CANVAS ONLINE PLATFORM EXAMPLE

PEARLS OF WISDOM

- Clinical practice proficiency does not equate to competence in academia. Expert clinicians are not automatically expert educators

(Smith, Karosas, & Beauchesne, 2019)

Video courtesy of
Lauren Armstrong,
SJSU OT Class
2019

SUGGESTIONS FOR MAKING THE TRANSITION TO ACADEMIA
(OTTY & WRIGHTSMAN, 2013)

- 1. Start small and test the waters– volunteer as a guest lecturer or interview for an adjunct faculty position
- 2. Know the culture and institutional mission– select the right fit for you as a clinician.
- 3. Establish mentors and connections with senior-level faculty
- 4. Establish a research agenda early and begin developing goals for successful accomplishment
- 5. Carefully select service and on-campus committee involvement
- 6. Prepare to balance the expectations of academia with your personal life
- 7. Commit to being a life-long learner
- **8. Develop your own Teaching and Research philosophy
- **9. Try your best not to be overwhelmed
- **10 Enjoy the learning process and have fun

PEARLS OF WISDOM

- Although clinical background, preceptorship, and intuition provide a solid foundation, teaching is "*a learned process and skill set*" that takes time and effort to develop

    (Clark, Alcala-Van Houten, & Perea-Ryan, 2010)

2020 Western Regional Occupational Therapy
Spring Symposium, Las Vegas, NV

TEACHING IN AN ACADEMIC ONLINE/DISTANCE LEARNING SETTING

Allen Espelita, OTD, OTR/L, C/NDT, CEAS, CPAM
Adjunct Lecturer
University of Nevada, Las Vegas

I participated in online courses/education recently.

When survey is active, respond at PollEv.com/allenespelit262

0 surveys done

INTRODUCTION

- Consistently, the shortage of experienced and justifiably allocated occupational therapy educators, is a dire workforce apprehension with stern repercussion for healthcare (Penteado et al., 2018).
- necessitates a multidimensional process (Penteado et al., 2018).
- to increasing the number of professionals and, more importantly, ensuring they have knowledge, skills, and competencies (World Health Organization, 2013).

INTRODUCTION CONT...

- Computer became part of the culture in education (Bastable, et al., 2011).
- The scope and magnitude of such challenge imply, among other things, more effective and strategic use of available resources, including the adoption of innovative approaches based on information and communication technologies for health professional education (Al-Shorbaji, Atun, Car, Majeed, & Wheeler, 2015).

INTRODUCTION CONT...

- More than 5.2 million students are participating in distance education (U.S. Department of Education, 2016)
- Nearly 2.7 million of them engaging in distance education courses exclusively (Wren, 2016).

THE TECHNOLOGY

- Learning technology during this time developed to
  - integrate video conferencing,
  - screen casting,
  - blogs,
  - wikis,
  - voice-over Internet protocol (VoIP) technology,
  - learning content management systems (LCMS) and
  - podcasts.

BENEFITS OF ONLINE EDUCATION

James, 2014

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION EDUCATION

- There are **NO** accredited entry-level occupational therapy or occupational therapy assistant educational programs that are offered in the online format.
- Some educational programs may offer some courses or parts of courses online, but there are **NO** entry-level educational programs offered entirely online.
- American Occupational Therapy Association (03/15/2017)
  - 9 OTD programs
  - 101 MOT programs
  - 103 OTA programs

• My Personal experience as a novice educator through online education

ONLINE TEACHING AS A GIG!

• Online teaching can seem like a great gig.
• The convenience and flexibility afforded by online delivery is a draw for students and instructors alike.
• Before graduating from my doctorate I received a job offer from the OTD program director in Las Vegas.

SET SEARCH PRIORITIES

• type of online teaching position
• availability and interest
• Time management
• "I can do it anywhere" but also " I have to be willing to do it everywhere."
• Effort

ACTIVATE MY NETWORK

- Do people know that you are looking for an online teaching position?

IDENTIFY SPECIFIC COURSES I CAN TEACH

- Which courses to teach?
- I can perform the tasks required.
- Start with your subject matter expertise

Global Perspective of Occupational Therapy
Dr. Allen Romero Espelita
Instructor
KIN 103
Introduction to Occupational Therapy

SUPPORT NEEDED

- Office of Online Education of the University
- Teaching materials
  - Test bank
  - Power points
  - Instructors resources
- Instructional Designer
- Instructional Artist

THE INSTRUCTIONAL RESOURCES

- Chapter focus
- Teaching strategies
- Critical thinking activities
- Answers to review questions

MY PERSONAL CONNECTION IN ONLINE CLASSROOM

- get to know the members of my classes
- making sure I connect with each of them
- in an online class, you don't have a visual on the latter, who may be sleeping, doing other work, confused about the material, or absent altogether.
- When a course is 100% online with no face-to-face meetings, how can you make personal connections happen?

GUAGE YOURSELF

- Faculty Self-Assessment: Preparing for Online Teaching
- https://weblearning.psu.edu/FacultySelfAssessment/

CASE STUDIES

REFERENCES (ARABIT)

- Arabit, L. L. (2019). Mentoring and motivating others. In Jacobs, K. & McCormack, G. (eds) The Occupational Therapy Manager (6th Ed). AOTA Press, MD.
- American Occupational Therapy Association. (2016). *Academic programs annual data report.* Retrieved from https://www.aota.org/~/media/Corporate/Files/EducationCareers/Educators/2015-2016-Annual-Data-Report.pdf.
- American Occupational Therapy Association. (2018). *Academic programs annual data report.* Retrieved from https://www.aota.org/~/media/Corporate/Files/EducationCareers/Educators/2017-2018-Annual-Data-Report.pdf.
- Clark, N., Alcala-Van Houten, L., Perea-Ryan, M. (2010). Transitioning from clinical practice to academia. *Perspectives in Psychiatric Care, 47,* 93-97.

REFERENCES (ARABIT)

- Cabatan, M. C., Grajo, L., Sana, E. A. (2019). Scoping review of challenges and the adaptation process in academia: Implications for occupational therapy educators, *The Open Journal of Occupational Therapy:* https://scholarworks.wmich.edu/ojot/vol7/iss1/
- Cranford, J. (2013). Bridging the gap: Clinical practice nursing and the effect of role strain on successful role transition and interest to stay in academia, *International Journal of Nursing Education Scholarship* 10, 99-105.
- Fain, E. A. (2011). Bridging the gap: Helping more practitioners become academics. *OT Practice, 16*(3), 8–12.
- Harvison, N. (2018). (AOTA) Current trends in accreditation and higher education (delivered April 19, 2018, Salt Lake City UT)

REFERENCES (ARABIT)

- Otty, R. & Wrightsman, W. (2013). Making the move: Transitioning from practitioner to academic. *OT Practice, 18* (4), 13-17.
- Patient Protection and Affordable Care Act, 42 U.S.C. § 1001 (2010).
- Smith, S., Karosas, L., & Beauchesne (2019). The Fellows Speak: Preparing for the transition from clinical practice to academia. *American Association of Nurse Practitioners, 31* (2).
- U.S. Bureau of Labor Statistics. (2019). *Occupational outlook handbook 2018–2019 edition.* Retrieved from http://www.bls.gov/ooh.

REFERENCES (PERALTA-CATIPON)

- American Council on Occupational Therapy Education-
  https://www.aota.org/~/media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf
- Negotiating the Non-Tenure Track- The Chronicle of Higher Education-
  https://www.chronicle.com/article/Negotiating-the-Non-Tenure/45495
- Public vs. Private- Robert N. Gross- Oxford University Press-
  https://global.oup.com/academic/product/public-vs-private-9780190644574
- Types of Accreditation/WASC Senior College and University Commission-
  https://www.wscuc.org/about/regionalaccreditation
  Teaching Versus Research- The Chronicle of Higher Education-
  https://www.chronicle.com/article/Teaching-Versus-Research/45969
  The Professor Is In: Should I Turn Down a Tenure-Track Position? - The Chronicle of Higher Education-
  https://www.chronicle.com/article/The-Professor-Is-In-Should-I/242924
-

REFERENCES (ESPELITA)

- Al-Shorbaji, N., Atun, R., Car, J., Majeed, A., & Wheeler, E. (2015). eLearning for undergraduate health professional education: A systematic review informing a radical transformation of health workforce development. Retrieved from http://who education guidelines.org/sites/default/files/uploads/eLearning-healthprofreport.pdf
- Bastable, S. B., Gramet, P., Sopczyk, D., & Jacobs, K. (2011). *Health professional as educator: principles of teaching and learning.* Burlington, MA: Jones & Bartlett Learning.
- Clarke T, Hermens A. (2001). Corporate developments and strategic alliances in e-learning Educ + Train.:43(4):256–7.
- Ellis RA, Goodyear P. (2010) Students' experiences of e-learning in higher education: the ecology of sustainable innovation. New York (NY): Taylor & Francis: 208.
- Makhdoom N, Khoshhal KI, Algaidi S, Heissam K, Zolaly MA (2013). 'Blended learning' as an effective teaching and learning strategy in clinical medicine: A comparative cross-sectional university-based study. J Taibah Univ Med Sci.8(1):12–7.

REFERENCES (ESPELITA)

- Penteado, B. E., Pereira Paiva, P. M., Morettin-Zupelari, M., Isotani, S., & Ferrari, D.V. (2018). Toward better outcomes in audiology distance education: An educational data mining approach. *American Journal of Audiology (Online), 27*(3), 513-525. doi:http://dx.doi.org/10.1044/2018_AJA-IMIA3-18-0020
- RU.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2014 (NCES 2016-006), Table 311.15.
- Wren, R. (2016). Study buddies: Peer-to-peer collaboration during an online OTD program. *OT Practice, 21*(20), 17–18.
- World Health Organization. (2013). Transforming and scaling up health professionals' education and training: World Health Organization guidelines 2013. Guidelines, 124. https://doi.org/ 10.1613/jair.301

PHOTO REFERENCES (ESPELITA)

- Akash. (2018). Online Education transforming Indian education system. Retrieved from https://digitallearning.eletsonline.com/2018/06/online-education-transforming-indian-education-system/
- Anonymous . (2016). Is online learning the future of education? Retrieved from https://aibworld.net/is-online-learning-the-future-of-education.html