TRANSITIONING FROM CLINICIAN TO ACADEMICIAN

Presented By:

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SJSU SAN JOSÉ STATE UNIVERSITY

CSUDH | OCCUPATIONAL THERAPY

UMC UNIVERSITY MEDICAL CENTER

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

- Introduction
- Preparation, Qualifications & Expectations
- Teaching in the Classroom Setting
- Teaching in an Online Setting
- Panel Discussion/ 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)

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

- Adaptation of OT Academics to their occupational roles and environments 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

ACADEMIC PREPARATION, QUALIFICATIONS & EXPECTATIONS

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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

TEACHING IN THE ACADEMIC CLASSROOM SETTING

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THE CLINICIAN VS. THE ACADEMIC

CLINICIAN

ACADEMIC

CLINICIAN VS. ACADEMIC

- **Clinician**
  - 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
  - Assessment: Annual perf eval
- **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
  - Assessment: Peer reviews, SOTEs

MY ROAD TO BECOMING AN ACADEMIC

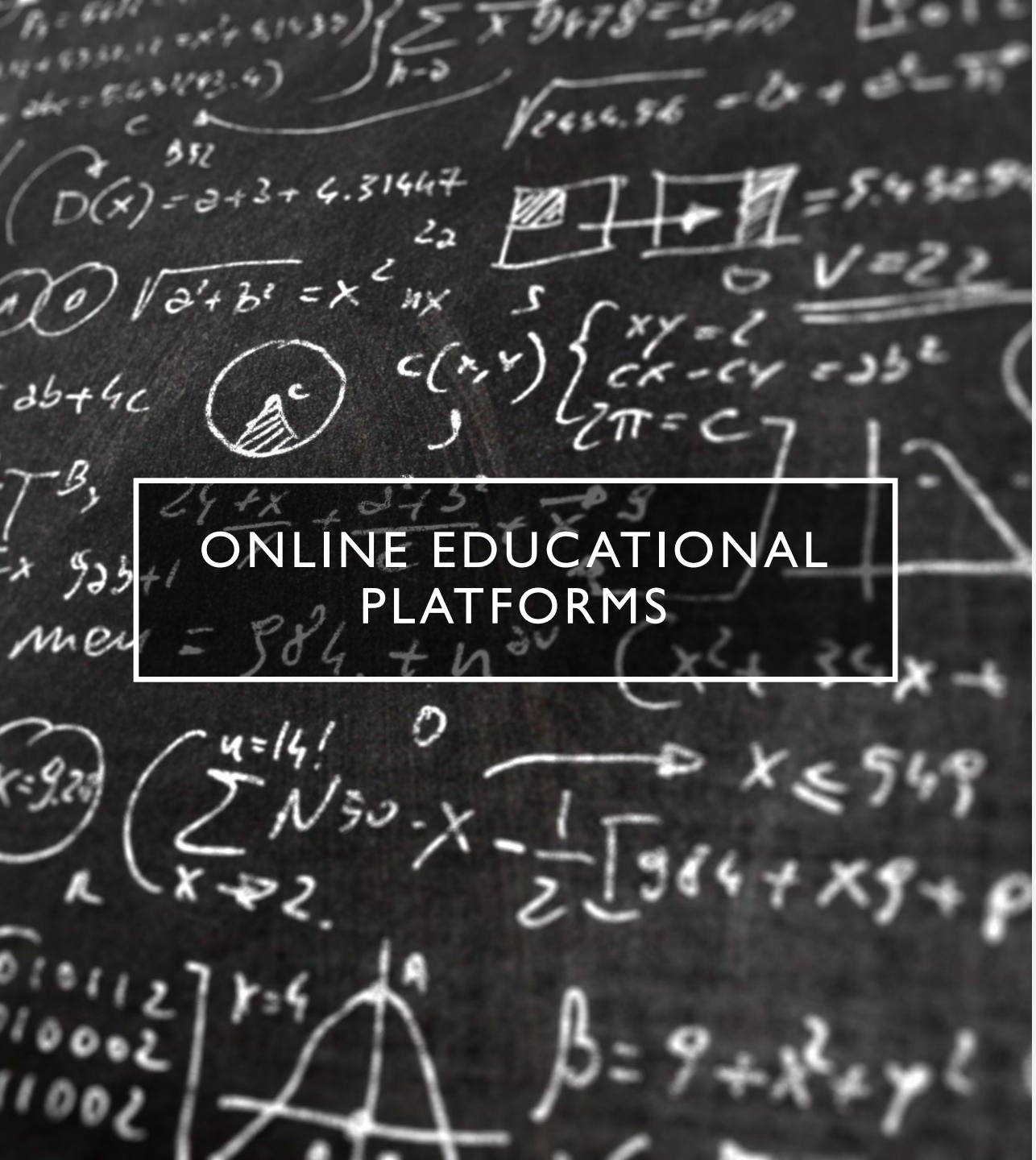
- Becoming a FW Educator → FW Coordinator
- Colleagues/Mentors who are working in the academic setting
- Invitations to guest lecture
- Becoming active in professional associations
- Volunteer leadership positions (state & national)
- Attendance in conferences (state & national)
- Submitting conference 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.
  - 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

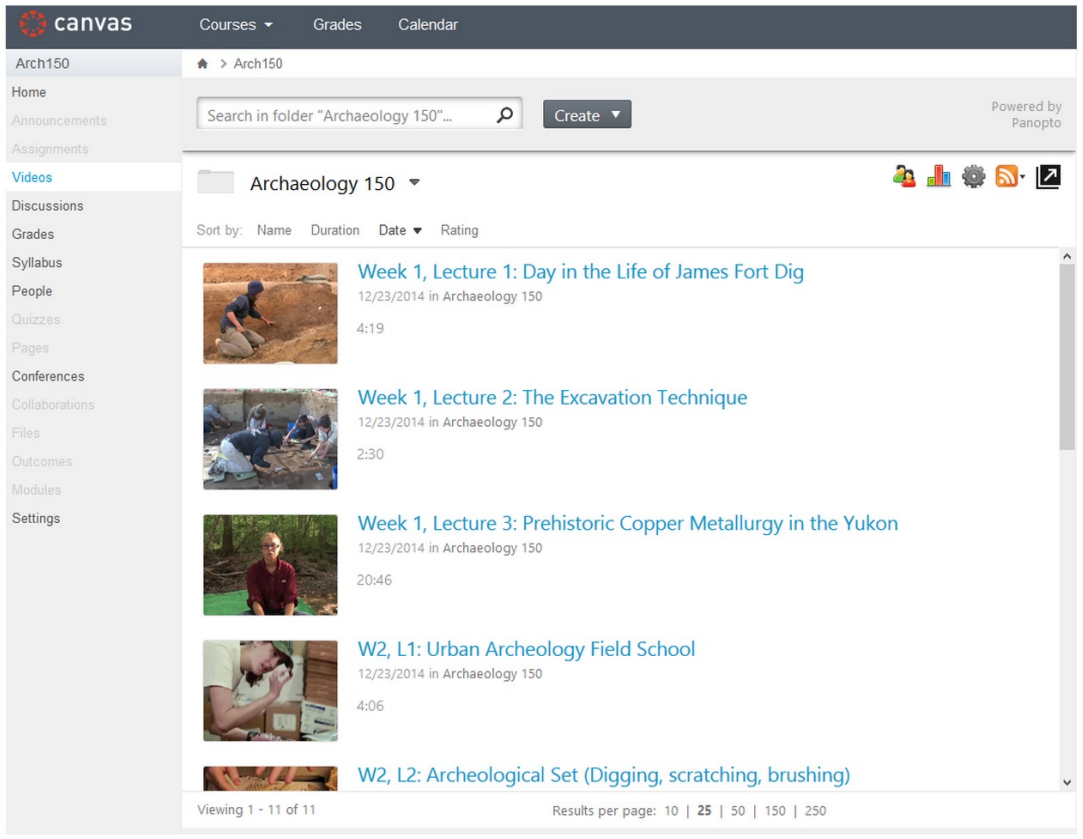
- PowerPoint Lectures
- Invited guest lecturers/speakers
- Small group discussions
- Interactive activities
- Assignments
- Data base search
- Integration of literature
- Role playing
- Simucase/ ICE videos
- Case studies
- Videos
- Podcasts
- Practical Demonstrations



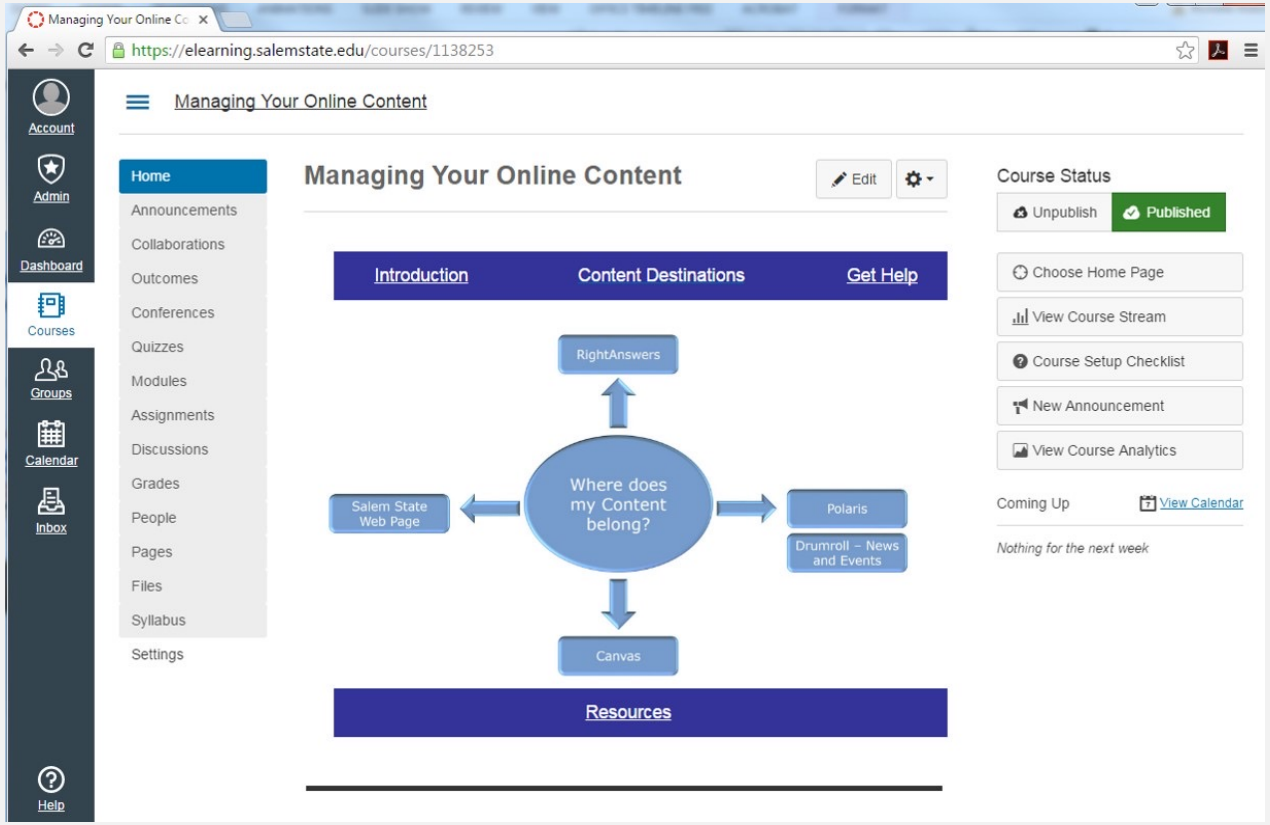
ONLINE EDUCATIONAL PLATFORMS

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

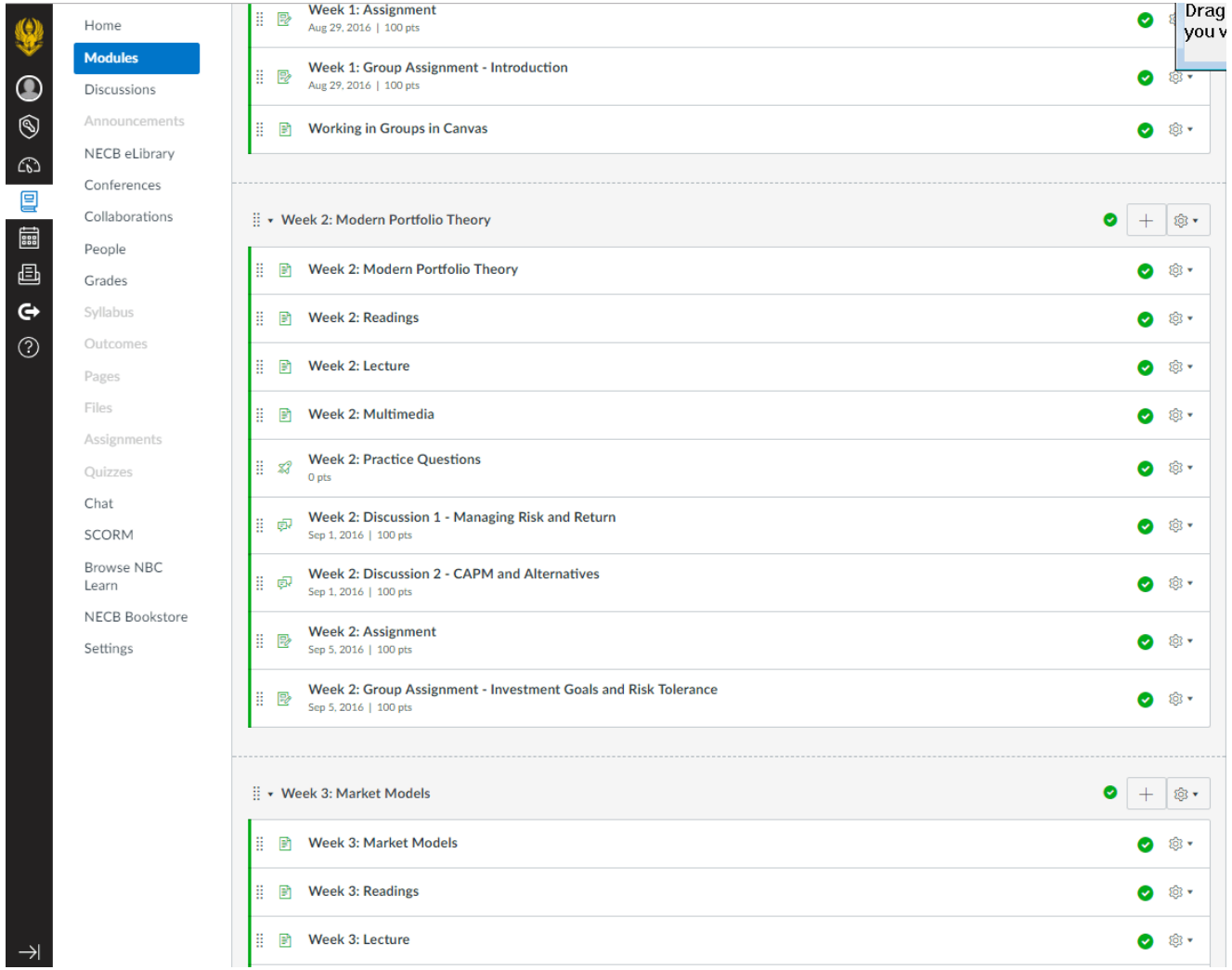
CANVAS ONLINE PLATFORM EXAMPLES



Panopto videos seamlessly integrated into a Canvas course



CANVAS ONLINE PLATFORM EXAMPLE



TEACHING IN AN ACADEMIC ONLINE/DISTANCE LEARNING SETTING

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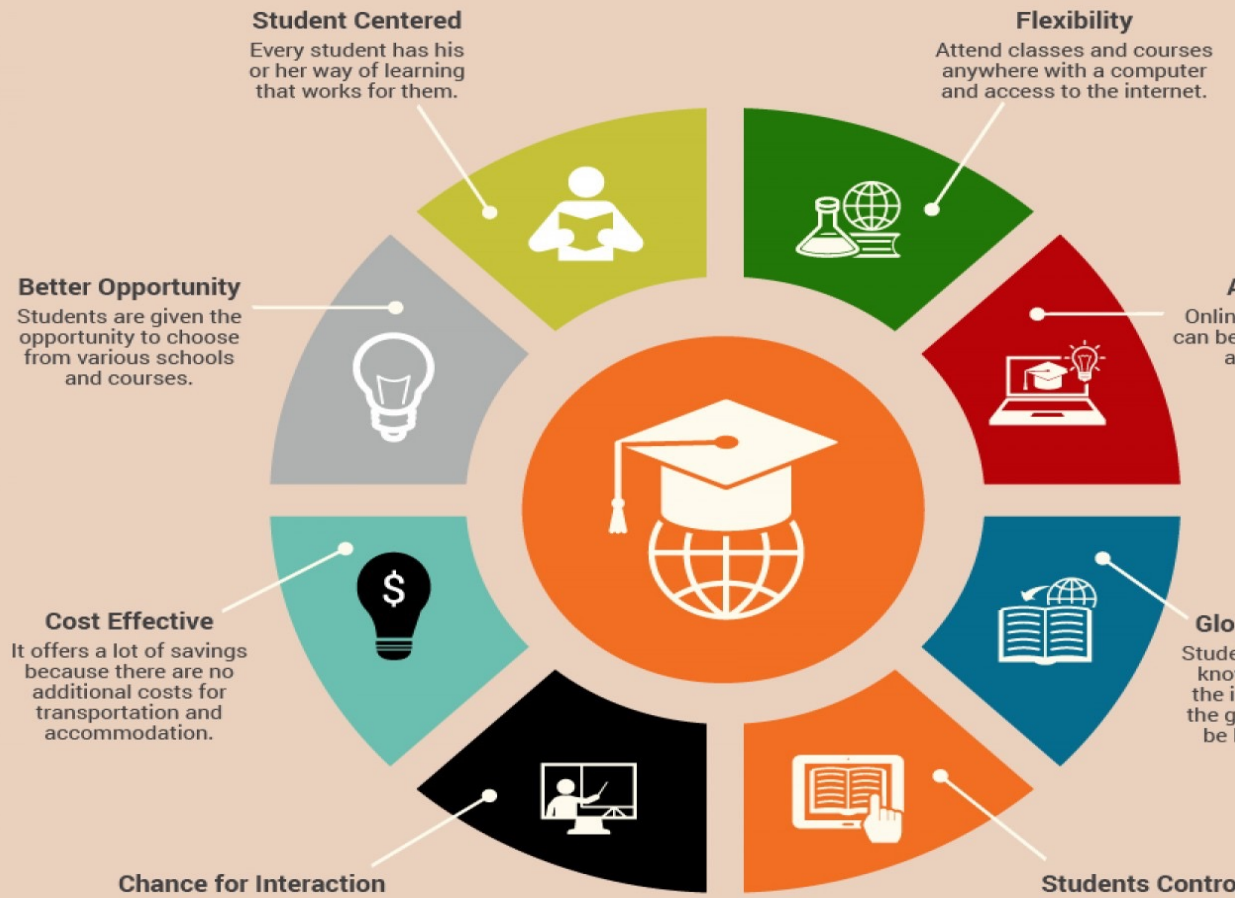
THE TECHNOLOGY

- 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



Student Centered
Every student has his or her way of learning that works for them.

Flexibility
Attend classes and courses anywhere with a computer and access to the internet.

Better Opportunity
Students are given the opportunity to choose from various schools and courses.

Accessibility
Online course materials can be accessed 24 hours a day every day.

Cost Effective
It offers a lot of savings because there are no additional costs for transportation and accommodation.

Global Knowledge
Students are exposed to knowledge shared by the instructors around the globe which cannot be learned in books.

Chance for Interaction
Online courses may be less intimidating than the traditional classroom setting, and could help to increase student interaction.

Students Control Study Time
Students may not have to sit for long periods of time. Lessons can be paused when needed, and notes read at will.

- 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

SUPPORT NEEDED

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

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

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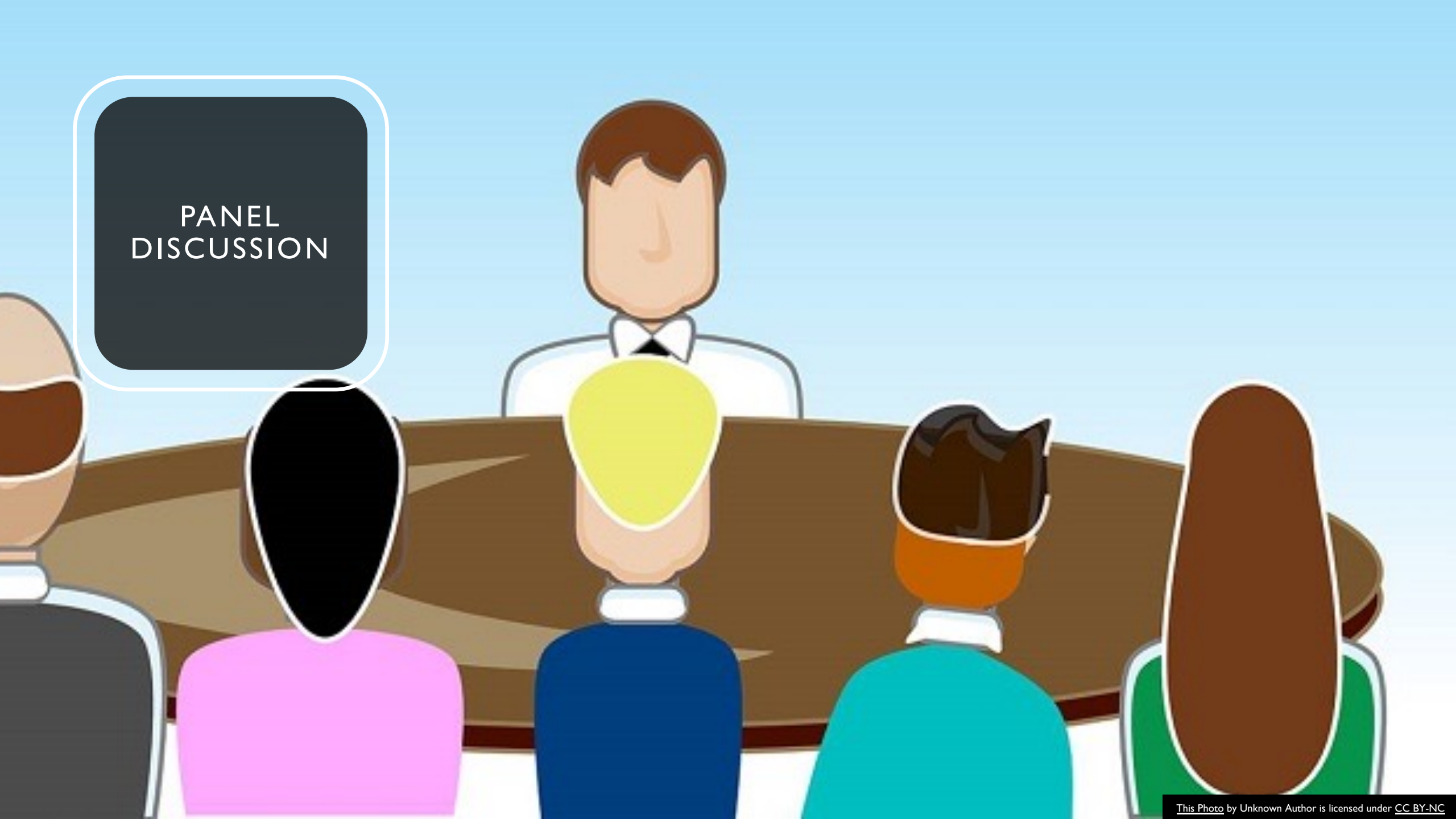
PANEL DISCUSSION



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