

Embedding Koru Mindfulness into Occupational Therapy Fieldwork Preparatory Coursework: Supporting the Quadruple Aim

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Introduction/Rationale: Academic institutions are called to support students' development of professional identity and strategies to manage everyday work demands with the values and ethos of client-centered care, while supporting the quadruple aim.

Objectives: Participants will understand how a standardized mindfulness program, embedded in coursework, moves emerging adults in student or entry-level practice roles to the forefront of supporting the quadruple aim. This process involves teacher certification in Koru, a developmentally-designed mindfulness curriculum, and measuring participant outcomes.

Methods/Approach: Entry-level, doctoral occupational therapy students volunteer to engage in 4 sessions of the Koru mindfulness program, taught by trained faculty, alongside fieldwork coursework prior to full-time fieldwork immersion in health care or community settings.

Results/Practice Implications: Preliminary results will indicate changes in students' levels of perceived stress, mindfulness, and compassion pre- to post-intervention prior to fieldwork entry. The resulting impact may be in student's self-management in practice and quality of compassionate, client-centered care.

Conclusion: Mindful, self-care protocols are vital to prevent burnout and mitigate stress in students and practitioners to support compassionate care, professional quality of life, and cost-effective clinical decision-making for better health outcomes.