

Abstract 2406 – Embedding Koru Mindfulness into Occupational Therapy Fieldwork Preparatory Coursework: Supporting the Quadruple Aim

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Introduction - Rationale



U.S. Academic institutions are called to:

- Support students' development of professional identity and strategies to manage everyday work demands.
 - Occupational therapy student preparation for Level II Fieldwork and entry-level practice
- Instill values and ethos of client-centered care, while supporting the quadruple aim.

Reference: Bodenheimer, T. & Sinsky, C. (2014). From triple to quadruple aim: Care of the patient requires care of the provider. *Annals of Family Medicine*, 12(6), 573-576.

Objectives

Participants will:

- Understand how a standardized mindfulness program, embedded in coursework, moves emerging adults in student or entry-level practice roles to support the quadruple aim.
- Recognize the steps for teacher certification in *Koru*, a developmentally-designed mindfulness curriculum, and process of measuring student participant outcomes, over time.

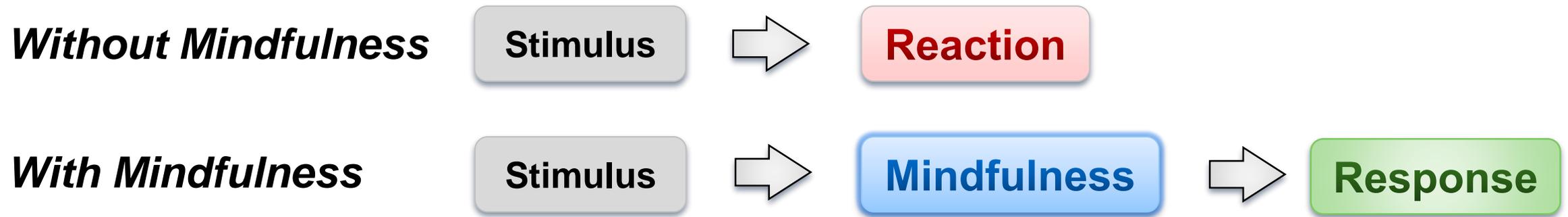


Background

- Target population: Emerging adults in occupational therapy academic programs.
- Societal rise in mental health referrals & services utilized.
- Concern about burnout in students *before* they enter field and identify with profession- putting practitioner skills, clients' safety & health outcomes at risk.
- Call to teach self-care strategies, through mindfulness, for balanced, professional quality of life.

Mindfulness & Self-care

Mindfulness helps to create space and replace **impulsive reactions** with **thoughtful responses**.



- *“Systematically paying attention to the present moment, non-judgmentally, with curiosity”* (Kabat-Zinn, 1990)
- Mindfulness programs shown to reduce stress & anxiety, increase compassion and attention in diverse, clinical & non-clinical populations
- A potential gateway to support present-moment, compassionate care

Methods



I Basic mindfulness lessons taught in small, diverse groups x 4 sessions

II Requires commitment to attendance & practice (10 minutes daily; weekly log, book readings) (Rogers, 2016)

III Kept focused and brief

IV Self-calming skills, breathing

V Active teaching with language that resonates with emerging adults

1. Faculty trained in Koru, through Duke University

- Follows protocol for certification
- Supported by course management portal

2. Implement Koru in preparatory coursework with 2nd year students before Fieldwork

3. Data collection over time:

- Perceived Stress Scale (Cohen, 1994)
- Mindful Attention Awareness Scale (Brown & Ryan, 2003)
- Self Compassion Scale (Neff, 2016)

Reference: Greeson, J.M, Juberg, M.K., Maytan, M., James, K. & Rogers, H. (2014). A randomized control trial of Koru: A mindfulness program for college students and other emerging adults. *Journal of American College Health*, 62(4), 222-233.

Results – Practice Implications

- Completion of Koru Teacher Certification requirements (1-2 year process)
 - Eligibility: established personal practice and experience with silent retreat
 - Core training
 - Practice teaching (3 workshops @ 4 sessions)
 - Mentored video consultations of practice teaching (4 sessions)
- Feasibility: on-site logistics, practice teaching evaluations and feedback from participants
- (Anticipate) preliminary results will indicate changes in students' levels of:
 - Perceived Stress
 - Mindfulness
 - Self-compassionpre- to post-intervention, prior to fieldwork entry.

Conclusion

Mindful, self-care protocols:

- Vital to defibrillate burnout & mitigate stress in students and practitioners
- Will support compassionate client care, improving client experience
- Balance professional quality of life, enhancing provider experience
- Expand opportunities for cost-effective clinical decision-making for better health outcomes



“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.” Viktor Frankl