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# Occupational Therapy on College Campuses: Facilitating Student Success Through Occupation

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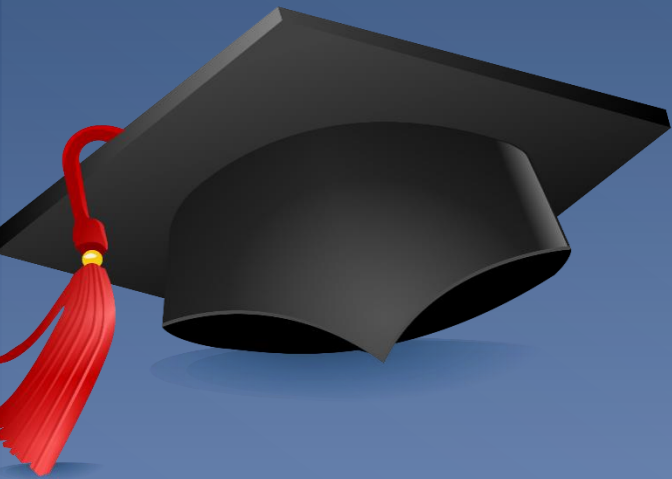
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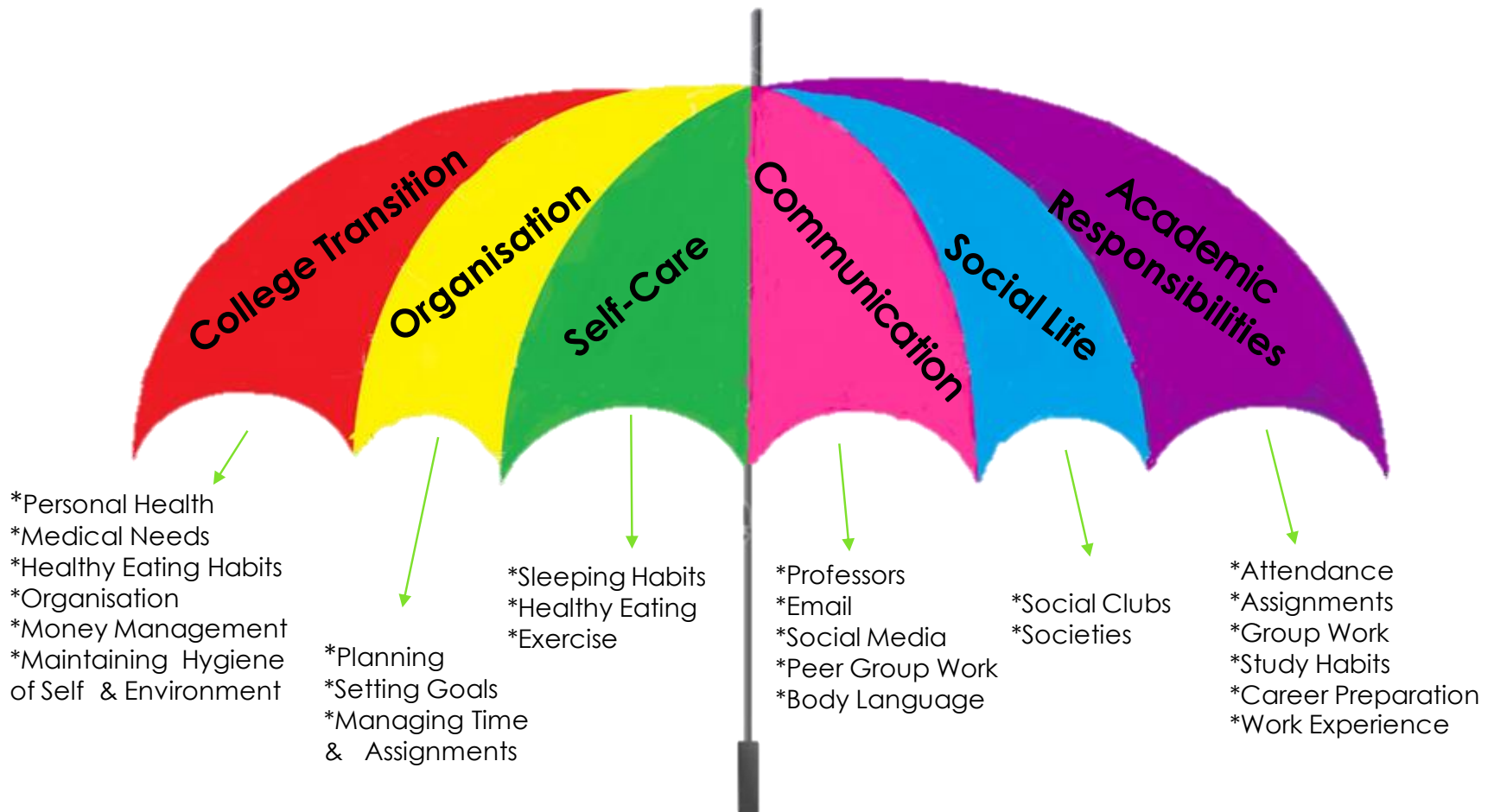
# Outline

- ◉ Ice-breaker!
- ◉ Overview of how OTs can work in Colleges
- ◉ Overview of Occupational Therapy Services
- ◉ OT Process for College Students
- ◉ Case Study in Groups
- ◉ Discussion
- ◉ Tips and resources
- ◉ Questions

# Ice Breaker: College Life



# How Occupational Therapy Can Support The College Student





# Identifying Facilitators To Participation in College Life

- Environmental
- Policy
- Programme
- Personal
- Social



# Our Services





# Our Services



- **Clients:** All students who meet criteria
- **Staffing:** 2 full time OT students (Coventry University)
- **Funding:** Student placements funded by local health authority
- **Established:** Sept 2015 level 3 student placement
- **Referral Criteria:** Independent living and wellbeing at risk.
- **Referral Source:** Student Support services- Mental Health Co-ordinator, Well Being Advisor, Counselling & self referral.
- **Guiding Model:** Model of Human Occupation (Kielhofner)
- **Services:** 1:1 & Group Work (Inc external agencies)

# University of Southern California Lifestyle Redesign<sup>®</sup> for the College Student

	Occupational Therapy Faculty Practice (OTFP)	Disability Services & Programs (DSP)	Kortschak Center for Learning & Creativity (KCLC)
<b>Primary Role of OT</b>	On going therapeutic intervention utilizing the Lifestyle Redesign <sup>®</sup> Model	Case management and consultation	Case management and consultation
<b>Population Served</b>	Undergraduate and graduate students both online and on – campus.  Common diagnoses: ADHD, Anxiety, Depression, Adjustment Disorder, Stress, ASD	Undergraduate and graduate students, both online and on-campus.  Common diagnoses: ADHD, Anxiety, Depression, Bipolar, Crohn’s Disease, Autoimmune Disorders	Primarily undergraduate, on-campus students only  Common diagnoses: ADHD, Anxiety, Depression, Specific Learning Disorders
<b>Main Referral Sources</b>	Student Health Center, Student Counseling Center, DSP, KCLC	DSP Counselors and Professional Staff, Student Concerns Committee	Academic Advisors, Faculty, Student Support & Advocacy, Academic Counseling Services
<b>Payment</b>	USC student health insurance (\$15 co-pay), PPOS, private pay	Free of charge to students	Free of charge to students
<b>Description of Facility</b>	Office provides tailored lifestyle interventions to support clients towards their personal health promotion and wellness goals.	Office provides reasonable accommodations and support services for students with disabilities.	Office provides academic support services to students with learning differences.

# University College Cork, L.I.F.E (Live it Fully Everyday)

- Adapted from USC's Lifestyle Redesign for the College Student Programme in 2013
- Free for all students, funding from DSS
- Working with DSS student population as well as wellness population
- Individual sessions, groups, workshops



**UCC**

University College Cork, Ireland  
Coláiste na hOllscoile Corcaigh





## Occupational Therapy Service - Trinity College Dublin

Established In By	2004 Dr. Clodagh Nolan – Discipline of Occupational Therapy
Partnership	Disability Service Trinity College Dublin
Funding	European Social Funding – For Students with Disabilities
Staffing	Director for Clinical Services 2 Senior Occupational Therapists 1 Staff Grade Occupational Therapist
Referral	Referrals to the service are through Disability Office, Health, Counselling and Tutor Services as well as self-referral
Guiding Model	Person-Environment-Occupation (Law et al 1996) Student Needs Led Service
Service Users	Mental Health, ASD, ADHD, Physical and Sensory - No limit to sessions
Developments	Trinity Student Profile (Nolan, 2011) Self-Management Programme (Lewis, Nolan, 2015) Career Pathways (Lewis, Gleeson, Nolan & Treanor, 2014) Leisure Enhancement Group (Gleeson, Nolan, 2010) Placement Planning Programme (Reilly, Treanor, 2015) Ambassador Programme (Gleeson, 2016)

# Compass Dublin City University



- **Client population:** Students registered with disabilities
- **Staffing:** 2 full time OTs
- **Funding:** European Social Fund for students with disabilities. Service located within Disability & Learning Support Service
- **History:** Founded in Sept, 2015, 2 DCU campuses
- **Services:** Individual and group work interventions

# ULEAD

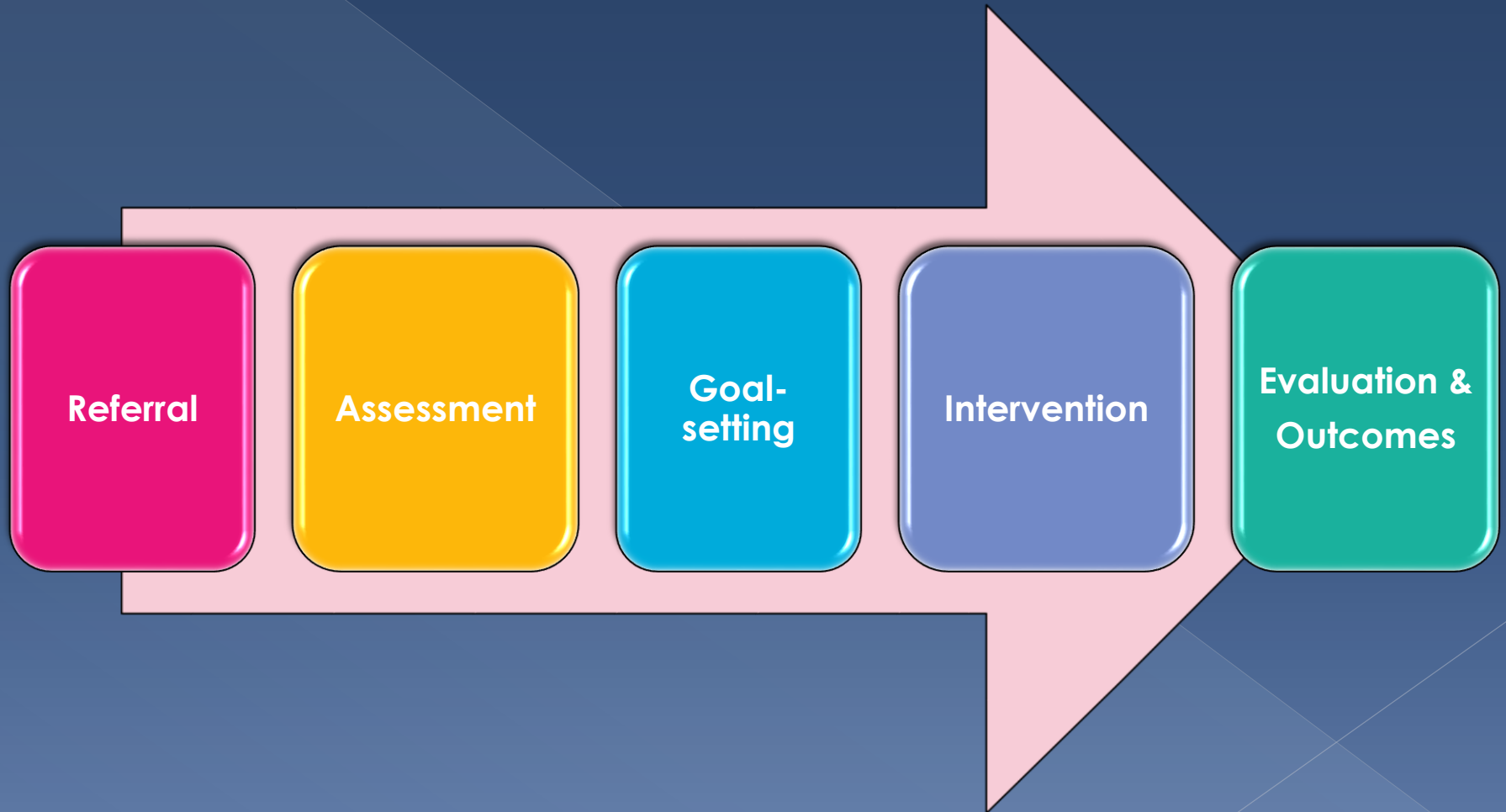
## University of Limerick



- **Client population:** Students registered with disabilities
- **Staffing:** One part time OT
- **Funding:** European Social Fund for students with disabilities. Service located within Disability & Learning Support Service
- **Established** in Sept 2012
- **Services:** Individual and group work interventions



# Occupational Therapy Process



# Referrals



# Guiding Theories & Approaches

- Person-Environment-Occupation Model
- Model of Human Occupation
- Kawa River Model
- Canadian Model of Occupational Performance

- Recovery Approach
- Client-centered
- Cognitive behavioural
- Sensory Integration
- Educational
- Strengths-based

# Assessment

- Occupation based interview
- Standardised Assessments:
  - > Canadian Occupational Performance Measure (Baptiste et al, 1993)
  - > Occupational Self Assessment (Baron et. al, 2006)
  - > Interest Checklist (Heasman & Brewer, 2008),
  - > Adolescent/Adult Sensory Profile (Brown & Dunn, 2002)





# Goal Setting



# Intervention

## Academic

- Developing Study Skills
- Time Management and Organisation
- Managing exam stress

## Communication and Interaction

- Making friends and connections
- Working with classmates

## Well-being

- Motivation
- Personal Health Promotion & Wellness  
e.g. Sleep
- Resilience

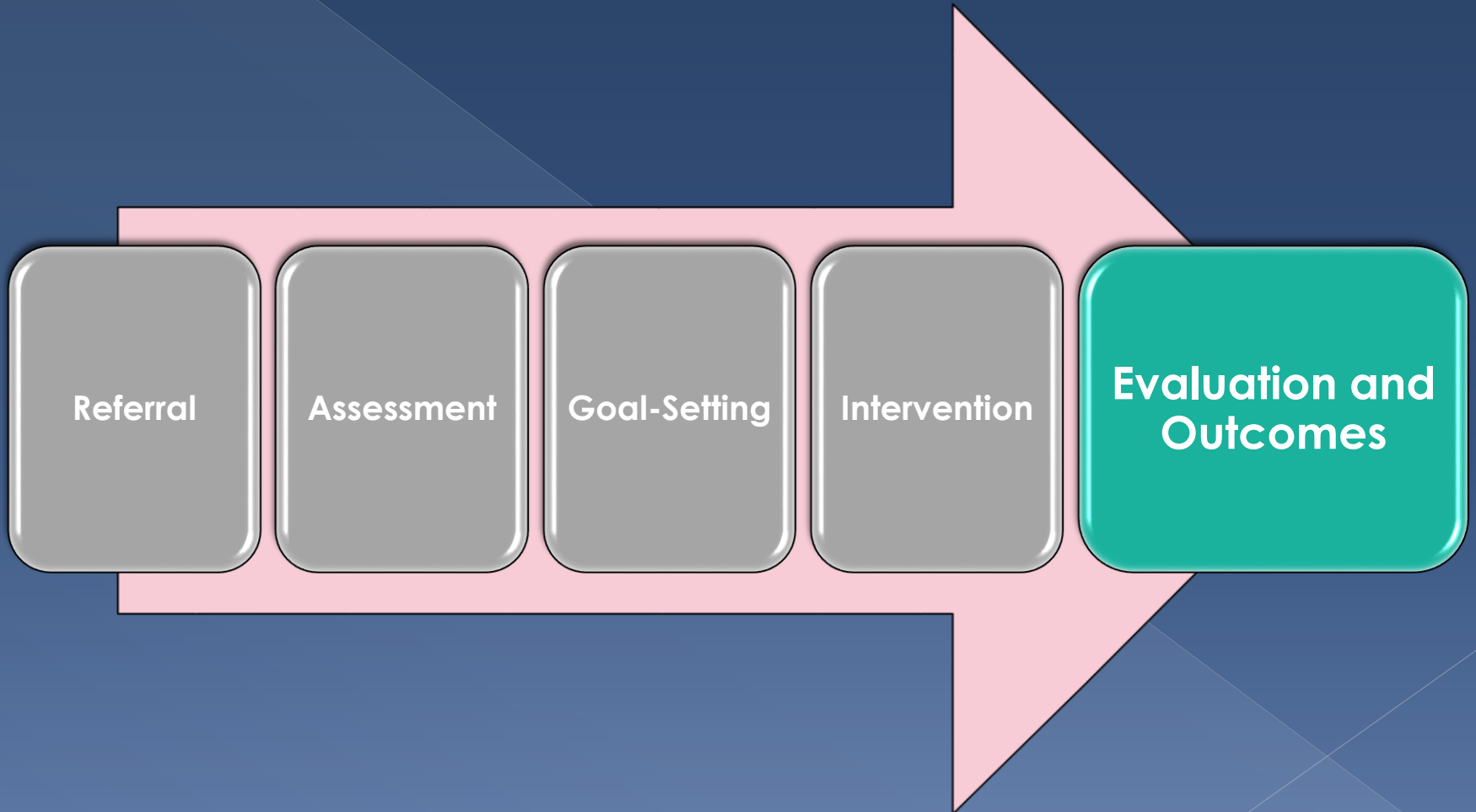
## Time Use and Routine

- Developing a balance between work, rest, and leisure.

## Methods:

- One to one sessions  
(short/medium/longer term basis)
- Therapeutic use of self
- Exploration of occupation and roles
- Coaching and goal-setting
- Problem-solving
- Education
- Problem-solving
- Role-play and skills building- *doing with*
- Self-management
- Groups and Workshops

# Evaluation and Outcomes





# Case study- Molly

- 20 year old, 3<sup>rd</sup> year college student studying medicine. Passionate about becoming a doctor and values her school work.
- Lives with roommates at college during the week, goes home on the weekends to visit family. Molly has a few close friends from school that she socializes with at home.
- Weekdays are mostly spent *trying* to study, reports finding it difficult to complete her assignments due to procrastination and difficulty prioritizing her work. She gets very overwhelmed when she puts off work and has to pull “all nighters”. When Molly is stressed she has poor concentration and lack of sleep.
- When asked about leisure activities, Molly found it difficult to identify any interests or hobbies. She said that she wished she could find an activity to do that was “her thing”. She used to be involved in school sports but feels a lack of meaning with exercise at the gym.
- Molly also admitted to having a poor diet, mostly fast food choices and increased caffeine, and decreased time to prepare food for the day. She spends a lot of money buying food on campus
- Molly has recently started to cry in session with her OT when discussing her relationship with her girlfriend/partner. She said that she doesn't have anyone supportive to talk to about the relationship and doesn't feel like her friends or family understand her and that she can be open with them about her sexuality.




**You are an OT on campus and you receive a referral for Molly from Student Counselling.**


1. What methods of assessment and evaluation would you use and why?
2. What do you think Molly's goals might be?
3. What interventions might you use?
4. What theories or frames or reference will guide your reasoning?
5. What other professionals will you work with and why?
6. What support services or resources might Molly use?

# Discussion



# Working with College Students



**T****ips** **S**

# Questions?



# Contact

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