TIPS FOR INTEGRATING PSYCHOSOCIAL FACTORS INTO THE FIELDWORK EXPERIENCE

Clarkson University’s Department of Occupational Therapy

According to the 2011 ACOTE Standard C.1.7, all master’s degree level educational programs for the occupational therapist must ensure that at least one fieldwork experience (either level I or Level II) has as its focus psychological and social factors that influence engagement in occupation. In addition, Standard C.1.12 requires that in all level II settings psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. This tip sheet has been developed to support fieldwork educators in meeting these Standards.

Examples of Psychosocial Factors (not intended to be an exhaustive list)

<table>
<thead>
<tr>
<th>Depression</th>
<th>Anxiety</th>
<th>Isolation</th>
<th>Grief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills</td>
<td>Behavior Regulation</td>
<td>Acute Stress</td>
<td>Fear</td>
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<td>Post-traumatic Stress Disorder</td>
<td>Loss</td>
<td>Suicidal Ideation</td>
<td>Coping</td>
</tr>
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<td>Adjustment Disorder</td>
<td>Substance Abuse</td>
<td>Health Disparities</td>
<td>Control</td>
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<tr>
<td>Self-Efficacy</td>
<td>Mental Health Dx</td>
<td>Self-Esteem</td>
<td>Pain</td>
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Tips for the Fieldwork Educator

★ Site specific learning objectives include understanding of psychosocial factors impact on occupational performance
★ Encourage student to complete formal or informal assessments/interviews specifically designed to assess psychosocial function (ie. COPM, Life Satisfaction Questionnaire) as part of each individual’s occupational profile
★ Include psychosocial factors when discussing, or having student identify, individual’s strengths and weakness
★ Utilized Clarkson University’s Department of Occupational Therapy Weekly Supervision Log which included student implemented strategies to address psychosocial factors
★ Guide students in writing client-centered goals that are occupation-based
★ Engage in dialog with the student regarding the impact of psychosocial factors on occupational performance
★ Discuss with students barriers and resources for mitigating the impact of psychosocial factors on occupational performance
★ Remember all diagnoses labeled as physical disabilities or illnesses have an emotional health component that are frequently unaddressed. Teach students to identify and address the emotional health components of physical disabilities.
★ Provide opportunities for students to meet with other professionals to discuss how psychosocial factors impact occupational performance such as counselors, social workers, case managers, family members, care givers, etc.
Assign student readings regarding the impact of psychosocial factors on occupational engagement

**Tips for the Student**

- Use your therapeutic use of self
- Consider and integrate meaningful occupations into all aspects of service delivery
- Empower the individuals you work with
- Be sure all goals and interventions are client-centered
- Include psychosocial factors while gathering information for the occupational profile
- Do your research
- Engage in conversations with your fieldwork educator about the impact of psychosocial factors on occupational performance
- Engage in conversations with the individuals you are treating (or other appropriate individuals) about how psychosocial factors are impacting their occupational performance and include them in the treatment planning process

**AOTA Resources Related to Psychosocial Factors**

Dealing With Major Life Events and Transitions: A Systematic Literature Review on and Occupational Analysis of Spirituality
[http://ajot.aota.org/article.aspx?articleid=2525286&resultClick=1](http://ajot.aota.org/article.aspx?articleid=2525286&resultClick=1)


Engagement, Exploration, Empowerment [http://ajot.aota.org/article.aspx?articleid=2466844&resultClick=1](http://ajot.aota.org/article.aspx?articleid=2466844&resultClick=1)


Intervention Strategies Used by Occupational Therapists Working in Mental Health and Their Theoretical Basis [http://ajot.aota.org/article.aspx?articleid=2582808&resultClick=1](http://ajot.aota.org/article.aspx?articleid=2582808&resultClick=1)

Perspective of School-Based Occupational Therapy Practitioners in Addressing Students’ Mental Health Needs [http://ajot.aota.org/article.aspx?articleid=2582714&resultClick=1](http://ajot.aota.org/article.aspx?articleid=2582714&resultClick=1)

Systematic Review of Yoga Interventions for Anxiety Reduction Among Children and Adolescents [http://ajot.aota.org/article.aspx?articleid=2469573&resultClick=1](http://ajot.aota.org/article.aspx?articleid=2469573&resultClick=1)