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OT2B: The Creation of a Targeted Pre-Professional Club and Educational Intervention to Increase Awareness of and Interest in Occupational Therapy in a Diverse and Non-Traditional Undergraduate Student Population

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**OT2B: THE CREATION OF A TARGETED PRE-PROFESSIONAL CLUB AND
EDUCATIONAL INTERVENTION TO INCREASE AWARENESS OF AND INTEREST
IN OCCUPATIONAL THERAPY IN A DIVERSE AND NON-TRADITIONAL
UNDERGRADUATE STUDENT POPULATION**

by

Molly T. Rowland, OTD/S

A Capstone Project Presented to the
FACULTY OF OCCUPATIONAL THERAPY
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In Partial Fulfillment of the
Requirements for the Degree
OCCUPATIONAL THERAPY DOCTORATE

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Molly T. Rowland

CAPSTONE FINAL PAPER APPROVAL FORM

The Capstone Final Paper is the final product that the OTD students need to complete to report his/her Capstone Project and his/her Capstone Experience.

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Abstract

Advocating for the profession of Occupational Therapy (OT) is important to help grow the profession, solidify professional identity, and to make the public aware of the services provided by OT. Advocating is also important to help increase the diversity of the profession, especially as there is a growing need for OT practitioners. Minority and non-traditional students often require more education about careers, and benefit from hands-on experiences and resources in pursuit of graduate school. Georgia Gwinnett College has a primarily minority and non-traditional student base, with many students interested in pursuing graduate school. Currently, there are few resources available for students interested in pursuing OT, and there is generally a lack of knowledge about the profession as a career option. An educational program was developed and administered to increase awareness of and interest in OT, and a pre-OT club was created to continue this effort and provide students with resources and support in their pursuit of OT. A pre- and post-test were administered before and after the informational lecture to 246 students, and results revealed a significant impact of the lecture on increasing awareness and understanding of, and interest in OT as a profession. This interest translated into 50 students signing up for the pre-OT club, including four students selected as officers. This program has the potential to increase awareness of OT and diversity of the profession, and it can be implemented in other colleges to benefit the profession of OT, and assist students in their pursuit of this impactful career.

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Summary

With a growing need for occupational therapy (OT) practitioners, there also needs to be an increase in the number of students interested in pursuing OT as a career. One way to accomplish this is to advocate for the profession, especially in schools where there are high numbers of diverse and non-traditional students who often need more information when deciding on a career. Georgia Gwinnett College was identified as a site in which the student population consists mostly of minority and non-traditional students, and it was determined these students would benefit from an educational intervention to learn more about the profession of OT. This intervention was delivered in the form of an informational lecture given to several undergraduate classes of varying majors and topics. Before and after each lecture, a survey was given to measure the impact the lecture had on students' knowledge and understanding of, and interest in occupational therapy as a career. At the end of each lecture, students were also given the opportunity to sign up for a pre-OT club which was being designed for students at GGC. The results from the surveys indicated significant improvement from pre-test to post-test in knowledge and understanding of OT from 246 matched survey responses. Students were more confident in their ability to explain occupational therapy and were able to give a much more accurate and detailed definition of occupational therapy after the lecture. Additionally, students reported being significantly more interested in pursuing OT after the lecture, which translated into 50 students signing up for the pre-OT club. This club will continue giving standardized lectures and will also provide students with resources and support in their pursuit of occupational therapy. Overall, this project provides undergraduate students at Georgia Gwinnett College with crucial information to help in selecting a career, it advocates for the profession of occupational therapy, and it provides a support system for students interested in pursuing occupational

therapy. This work contributes to the existing literature on advocacy for OT, educational program effectiveness, and the impact of pre-professional clubs on professional identity and development. Other students or schools can also implement similar programs to increase awareness of occupational therapy, and to help minority and non-traditional students have a clearer and more defined pathway toward higher education. As the need for OT practitioners increases, the need for advocacy also increases. This program not only helps advocate for OT, but it can also be directly linked to increasing the number of students interested in pursuing occupational therapy as a career. In this way, not only will students at Georgia Gwinnett College be served, but so will the entire profession of occupational therapy.

CHAPTER 1

Literature Review

Occupational Therapy (OT) is a profession that is not well-understood by the general population, with many misconceptions and false ideas circulating as to what exactly an occupational therapist does (Baum, 2005; Lycett, 1991). Anecdotally, it is quite common for an OT to walk into a patient's room and the patient says, "I already had physical therapy today!" Even within the profession, there is a distinct lack of deep understanding by the very therapists who are performing the functions of the job (AlHeresh & Nikopoulos, 2011; Baum, 2005; Lycett, 1991). If those within the profession are not able to give a consistent definition, it is impossible for the general population to understand how OT can be helpful in their lives (Baum, 2005).

There are many circulating definitions of occupational therapy, and these often vary between settings (Baum, 2005; O'Brien & Hussey, 2018). The American Occupational Therapy Association (AOTA) defines OT, "Occupational therapy intervention uses everyday life activities (occupations) to promote health, well-being, and your ability to participate in the important activities in your life" (American Occupational Therapy Association, 2024). This definition is widely used in the United States, but OT looks different around the world. For example, the All India Occupational Therapists' Association (AiOTA) defines OT as "a holistic evidence-based client- centered first contact and/or referral profession of modern health care system, based on science of occupation, with primary focus on purposeful goal-oriented activity/occupations" (All India Occupational Therapists' Association, 2017). In the UK, the National Health Service (NHS) gives a definition that, "Occupational therapy aims to improve your [sic] ability to do everyday tasks if you're [sic] having difficulties" (National Health

Service, 2023). The World Federation of Occupational Therapists (WFOT) is a global body which helps govern the profession, and promotes research, advocacy, and growth of the profession around the globe (World Federation of Occupational Therapists, 2024). They currently have 109 countries represented as members, and they provide a universal definition of OT (World Federation of Occupational Therapists, 2024). They define OT as, “a client-centred health profession concerned with promoting health and wellbeing through occupation” (World Federation of Occupational Therapists, 2012). Although there is some variety, most of the existing definitions involve concepts such as client-centered, holistic, participation, every-day activities, and independence (O'Brien & Hussey, 2018). Despite a somewhat concrete definition of OT in theory, there is still some difficulty in defining OT in practice by occupational therapists across geographical borders (AlHeresh & Nikopoulos, 2011; Lycett, 1991; Sachs & Jarus, 1994). There is a disconnect between the definition of the profession by organizations and individuals, and the spreading of this information to the public (Lycett, 1991; Mocellin, 1988), which may be due to a breakdown of professional identity (Walder et al., 2022).

Professional identity has been defined as “the attitudes, values, knowledge, beliefs and skills that are shared with others within a professional group and relates to the professional role being undertaken by the individual”... (Adams et al., 2006). Within OT, there have been many studies evaluating professional identity experienced by OTs, and the potential barriers they may face in developing professional identity (Walder et al., 2022). These barriers may include difficulty defining various aspects of practice, role blurring with other disciplines, and external misconceptions and assumptions about the profession (Walder et al., 2022). If there is not a unified professional identity across the profession, then this can lead to challenges with the

growth of the profession, burnout, stress, and decreased advocacy for the profession (Walder et al., 2022).

Advocacy is a major component of OT, whether advocating for a patient's needs, advocating for legislative policies that benefit OT, for organizational changes to support patient outcomes, or advocating for OT to increase diversity and interest in OT as a career ("Occupational Therapy Practice Framework: Domain and Process—Fourth Edition," 2020). The American Occupational Therapy Association has initiated several efforts to advocate for the profession and to educate the general public, and these are carried out at local, state, and federal levels (American Occupational Therapy Association, 2023). However, there are very few reported programs targeted for students in schools to educate on occupational therapy as a career option. Indeed, lack of knowledge of the profession leads to fewer students interested in pursuing occupational therapy (Collins & Carr, 2018). A study conducted in 2015 determined that by 2030, the baby boomer population will create a need for occupational therapists that will exceed the number of practicing OTs, particularly in larger states such as Arizona, Hawaii, and Utah (Lin et al., 2015). Occupational therapy as a career is expected to grow 12% by 2033, and the U.S. News and World Report recently named occupational therapy as #4 in Best Health Care Jobs (U.S. Bureau of Labor Statistics, 2023; U.S. News & World Report, 2024). Three surveys conducted by AOTA demonstrated that throughout the COVID-19 pandemic, OTs were increasingly identified as essential workers in every setting (American Occupational Therapy Association, 2021). Specifically, across all settings, there was a 3% increase in the number of OTs reporting that OT was considered essential as of January, 2021, and increases of 21%, 34%, and 29% in Academia, Community, and Mental Health settings, respectively (American Occupational Therapy Association, 2021). This greater need for more occupational therapists

only emphasizes the need for continued efforts to interest people in pursuing occupational therapy.

Some research has investigated the reasons why students select occupational therapy as a career, but it has not been updated recently. One such study reported that students primarily learned about occupational therapy through receiving OT treatment personally, a family member receiving OT, working in an OT department, or working in a healthcare facility (Rozier et al., 1992). The primary reasons for students being interested in pursuing OT included being able to help people, reliability of the job market for OT, variety in routine and settings, and that it is typically a 1:1 profession (Rozier et al., 1992). Similarly, another study reported that most students were exposed to OT through working in a healthcare setting, knowing an occupational therapist, independent research in allied health professions, and through school advisor or career counselor (Craik et al., 2001). Very few respondents reported hearing about OT from college advisors, guest speakers, or at career fairs (Craik et al., 2001). The primary reasons students were interested in OT in this study included variety, both in the settings where OTs may work, and in the day-to-day aspects of the profession. Additionally, personal contact with patients, an appreciation for working with patients, and the ability to employ a holistic approach were other top reasons students gave for wanting to pursue occupational therapy (Craik et al., 2001). These studies may indicate that there is a significant gap in advocacy for OT, specifically at the college level. Additionally, as noted by Craik et al., most students became aware of OT through informal means, rather than through formalized or organized marketing or media (Craik et al., 2001). Personal contact is the primary way in which people are made aware of OT, so this can be used advantageously by creating programs that are both formalized and personal in nature to promote the profession on a larger scale (Craik et al., 2001).

When considering what types of strategies and resources are successful in helping students select careers, it is important to understand how they might go about making these decisions. One theory that discusses this is the Social Cognitive Career Theory (SCCT), initially created in 1994 (Lent et al., 1994). This theory focuses on the idea that career choice is a combination of self-efficacy, outcome expectations of the student, and the goals the student may be working to achieve (Dewsbury et al., 2019). This theory is important to understand, because if students are influenced by the social contexts in which they gain information, this can have far-reaching implications for how educational programs are carried out (Dewsbury et al., 2019). This theory has been applied specifically in diverse and under-represented minority populations, and the results of one study indicated that social contexts heavily influence these students' career decisions (Dewsbury et al., 2019). In this study, outcome expectations of the student were dependent on perceptions of how society responds to under-represented minority students, and certain role expectations they felt they needed to follow (Dewsbury et al., 2019). This indicates that diverse populations might also require a different approach when advocating for occupational therapy.

Within the profession of OT, the majority of occupational therapists report as being White (85.6%), 3.6% report as African American/Black, 2.1% East Asian, 3.9% Hispanic, Latino, or Latin American, 0.6% as Native American or Alaska Native, 0.3% Native Hawaiian or Other Pacific Islander, and 1.0% as South or Southeast Asian (American Occupational Therapy Association, 2023). These numbers have remained fairly constant since surveys conducted in 2018 and 2014 (American Occupational Therapy Association, 2023). Additionally, the profession is largely female-dominated, with women making up 91.1% of the profession (American Occupational Therapy Association, 2023). These national percentages are reflected in

OT school admissions data from a study published in 2018 reporting data from the 2012 cohorts of 31 OT school programs across the U.S. (Bowyer et al., 2018). A total of 18 schools reported having between 81-100% of students reporting as White/Non-Hispanic, 25 schools reported between 0-20% of students were Native American/Native Alaskan, 28 schools reported between 0-20% of students were Hispanic, and the same number reported between 0-20% were Asian/Pacific Islander, and 26 schools reported between 0-20% as African-American/Black (Bowyer et al., 2018). As of 2021, a report compiled by AOTA reports that only 10% of doctoral and master's level OT students self-report as Hispanic, <1% American Indian or Alaska Native, 8% as Asian, 5% (doctoral) and 6% (master's) as Black or African American, <1% Native Hawaiian or Other Pacific Islander, and 76% (doctoral) and 74% (master's) reported as White (Harvison, 2022). These data clearly show a large discrepancy between races and ethnicities, and there need to be stronger efforts made to increase the diversity of the profession to meet the needs of the diverse populations they treat, and to be representative of those same populations (Banks, 2022).

Some of the primary barriers for minority populations pursuing this profession identified in a 2022 study include lack of knowledge of the profession, difficulty navigating the application and preparation process, decreased financial resources, and fewer student resources and supports (Banks, 2022). Additionally, as seen in most populations, minority students were primarily made aware of OT through family, friends, or a healthcare practitioner, further emphasizing the need for more personal contact in structured ways in multiple settings (Banks, 2022). One study published in 2018 created a targeted survey to ascertain the knowledge of and interest in physical and occupational therapy by under-represented minority (URM) students in high school and college (Collins & Carr, 2018). Forty-nine percent of URM students did not answer or had no

knowledge of OT, while only 4% of URM students had no knowledge of physical therapy (Collins & Carr, 2018). Of the students surveyed, 80% had never met an occupational therapist, and none of the students were interested in pursuing OT as a career, including the remaining 20% who had met an OT (Collins & Carr, 2018). This article ultimately agreed with others that there needs to be more work done in diverse and ethnic populations to understand the population's knowledge, understanding, and interest in occupational therapy as a career (Collins & Carr, 2018). In addition, targeted programs should be developed to engage these populations and provide them with resources needed to pursue OT (Collins & Carr, 2018).

Another under-represented population are non-traditional undergraduate students, or students over the age of 25 years. As of 2023, AOTA reports that the majority of OT practitioners are between the ages of 30 and 39 years old (American Occupational Therapy Association, 2023). The median age is now 41 years old, and this has increased from 2018, where the median OT age was 38 years old (American Occupational Therapy Association, 2020, 2023). In a recent survey conducted at the Shenandoah University, the mean age for OT minority students was 26.69 years old (Colaianni, 2022). In addition, minority students were exposed to OT between the ages of 19 and 25, which was significantly later than their Caucasian female counterparts, who were first exposed between 12 and 18 years old (Colaianni, 2022). There were also significantly more students who came to OT as a second career in the minority group than the non-minority group (Colaianni, 2022). It is somewhat common anecdotally for students to come to OT as a second career, from backgrounds such as music, art, philosophy, law enforcement, information technology, and marketing (Georgia State University Department of Occupational Therapy, 2024; Reid, 2014; Walker, 2022). However, there have not been any substantial studies conducted trying to ascertain how many occupational therapy students are

non-traditional or are coming to OT as a second career (Zelin et al., 2022). There have been few studies conducted to gather information on the experience of non-traditional students in OT school, and most existing literature is outdated (Espiritu & Smith, 2021). Non-traditional OT students face even more challenges than typical OT students such as role conflicts, rigid class and assignment schedules, technological difficulties, and financial, childcare, and time management stressors (Espiritu & Smith, 2021). These difficulties can be perceived as barriers to pursuing OT, and there need to be programs and supports put in place to help this population pursue OT.

Non-traditional students are in a different developmental stage than traditional students, and as such, their needs and ideas regarding career choice are quite different than for traditional students (Espiritu & Smith, 2021; Luzzo, 1999). Specifically, non-traditional students tend to select careers more based on match of abilities, interests and skills, pay and benefits, and upward growth within the career (Larkin et al., 2007). In addition, non-traditional students were more likely to select a job to aid in professional growth, and potential job security (Larkin et al., 2007). This holds implications for marketing OT to non-traditional students, and areas on which to focus. Non-traditional students were more intrinsically motivated than their younger counterparts (Larkin et al., 2007). Implications for career guidance include educating non-traditional students on employment opportunities in related fields, and more defined and targeted career counseling and supports for these students (Luzzo, 1999).

Pre-professional organizations and clubs are intended to help guide undergraduate students towards their chosen career paths. They are intended to help students gain practical skills and experience, and to connect their classroom knowledge with hands-on skills to help them obtain jobs in that field (Commission on Public Relations Education, 2023). These

organizations are often national, with chapters at universities all over the country (Rainone, 2017). Organizations such as these will often promote professional development, hands-on training or service events, guest speakers, and unique networking opportunities (Rainone, 2017). Non-traditional and minority students in particular benefit from more hands-on experience and tend to prefer these methods of learning information (Graham & Babola, 1998; Larkin et al., 2007; Luzzo, 1999). Many professions have pre-professional clubs, such as pre-health clubs, or pre-med clubs. These organizations are intended to increase student involvement, and to serve as additional support for students interested in pursuing those careers ("Club Spotlight: Pre-med/Pre-Health prepares students for careers," 2020). Additionally, many of these organizations focus on peer mentoring. Peer mentoring has been shown to be particularly effective for minority and nontraditional students, especially in science, technology, engineering, and mathematics (STEM) related fields (Heim & Holt, 2022). Role modeling and peer mentoring has been found to be helpful for newly graduated OT students, but there is limited research on such programs for undergraduate students as they pursue OT school (Liddiard et al., 2017). Without programs such as these, new practitioners experience stress, burnout, and role confusion, which, as previously stated, is detrimental to the profession of occupational therapy (Edwards & Dirette, 2010; Liddiard et al., 2017; Walder et al., 2022).

Although occupational therapy is misunderstood and often confused with other professions, it is ultimately important in helping people in every stage of life achieve goals and live more independent and fulfilling lives. It is important for occupational therapy practitioners to cultivate their professional identities and to be able to give a consistent definition of the profession when asked. If clinicians are better informed, they are better able to educate those around them. Conversely, if students are educated earlier in life and through more formalized

and organized methods, this creates more competent and knowledgeable practitioners who can then continue to advocate for the profession. As the need for occupational therapists continues to rise, these efforts for advocacy will help create more interest in students pursuing OT. Specifically, as the population becomes more diverse, there also needs to be greater diversity within the profession to meet these needs (Colaianni, 2022). In order to recruit more diverse candidates for OT school, there need to be programs targeted specifically for minority and non-traditional students whose needs differ from the typical undergraduate student. One practical way to do this is to create educational programs and pre-professional clubs which are designed to support these students and help them gain useful skills and knowledge to equip them in their educational and professional journey. In this way, the profession of OT can be promoted, students supported, and occupational therapists can continue to meet the needs of the patients they serve to improve quality of life for all.

Therefore, the purposes of this project are to 1) create an educational intervention designed for students at Georgia Gwinnett College to increase knowledge and understanding of, and interest in occupational therapy as a career, and 2) to create a pre-occupational therapy club to help support non-traditional and minority students in their pursuit of occupational therapy as a profession.

CHAPTER 2

Needs Assessment

An informal needs assessment was conducted in two parts, which both occurred before the beginning of the project. First, informal interviews were conducted with six professors from GGC who were identified as key stakeholders. They were interviewed regarding their opinions on various aspects of the project, and to gather information on the student population at GGC. Secondly, an informal survey was sent out to professors and spread by word-of-mouth and email to gather responses from professors of varying disciplines. Both parts were intended to help prepare for the upcoming project, and to better understand the population needs at GGC.

In the stakeholder interviews, the project proposal was explained, and feedback was requested on various aspects of delivery and methods. One question inquired about potential recommendations regarding what information to include in presentations. One stakeholder replied, “There are many students who are academically successful, but then they get to their senior year and realize they have no idea what comes next or how to make money after graduating.” This was a common theme in speaking to all stakeholders, and something that has been partially addressed by GGC itself. Specifically, a new major was created by GGC in 2020 to address the increased need for healthcare professionals. This major, a Bachelor of Science in Health Sciences, was intended to address the needs of population, and to attract students with Biology, Chemistry, and other backgrounds to help them have a clear path after graduation (GGC News, 2023a). This is yet another major that could potentially attract students interested in occupational therapy, but there are minimal services to help students who are interested in this path. One stakeholder reported, “For example, Biology majors don’t have any clear path after graduating, so to be able to illuminate OT as a potential option and to help with the guidance and

planning of pathways would be helpful.” This highlights a need for more directive counseling for students who are interested in healthcare professions, especially to promote occupational therapy as a potential career option.

The informal survey was intended to collect basic information regarding some of the demographic information about GGC students, and to understand the culture surrounding graduate school. A total of 21 responses were collected from faculty at GGC, from various departments, and with anywhere from 6 to more than 15 years’ experience at GGC. Pertinent results are shown below.

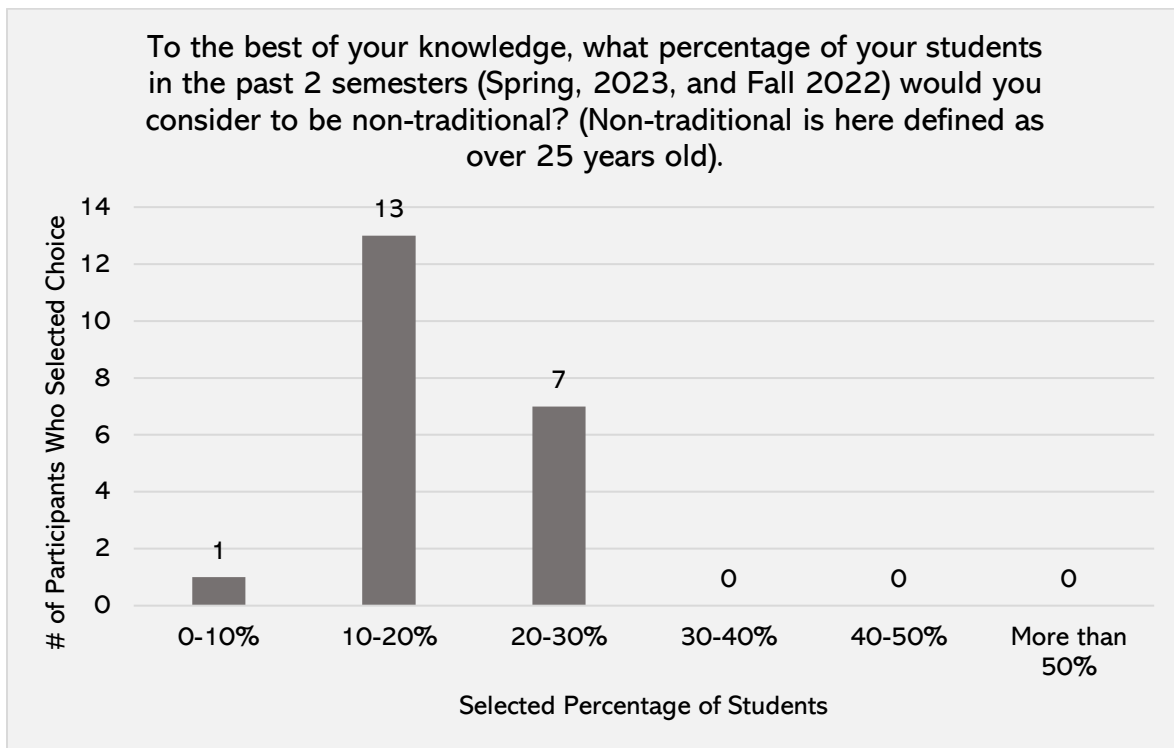


Figure 1: Percentage of Non-Traditional Students

As seen in Figure 1, most professors reported anywhere from 10-30% of their students from the previous 2 semesters were non-traditional students. As of the fall semester of 2023, GGC reports that non-traditional students (over the age of 25 years old), comprise a total of 30.9% of the

student population, and of those, 9.59% are considered non-traditional and degree-seeking (Georgia Gwinnett College, 2023). This indicates a need for services to specifically address the needs of non-traditional students.

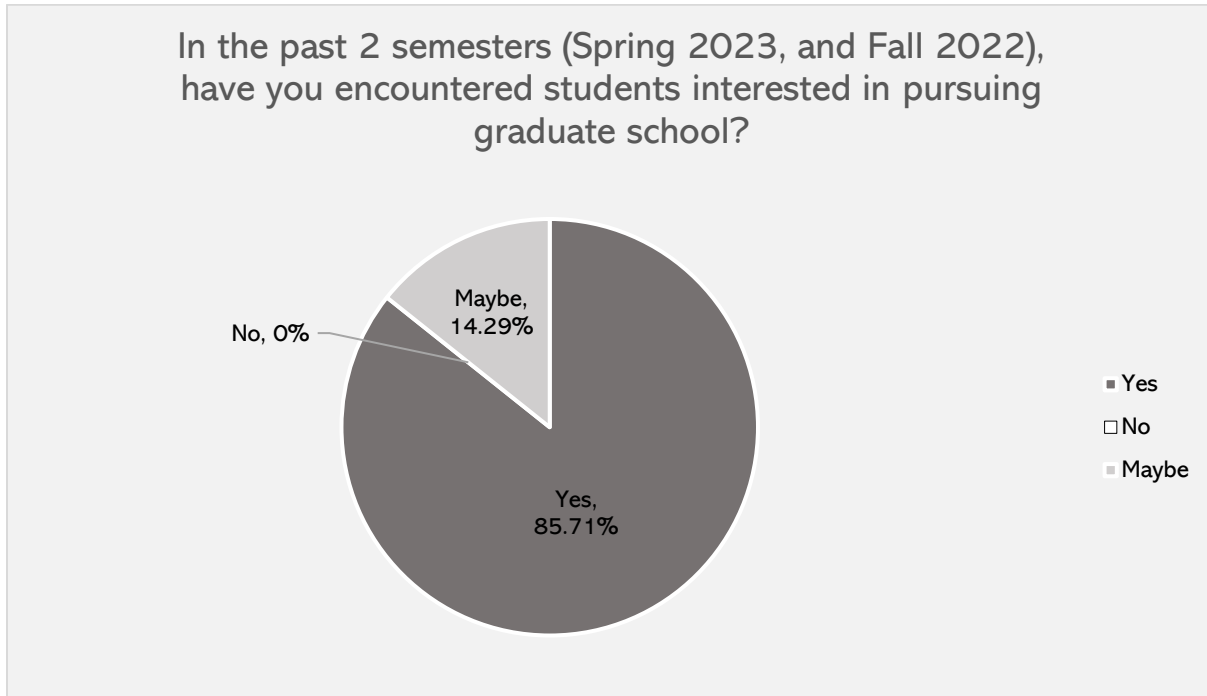


Figure 2: Percentage of Encountering Students Interested in Graduate School

In Figure 2, the majority of professors indicated they had encountered students pursuing graduate school, and in Figure 3, there were many who indicated between 10-40% of their students in the past two semesters were pursuing graduate school.

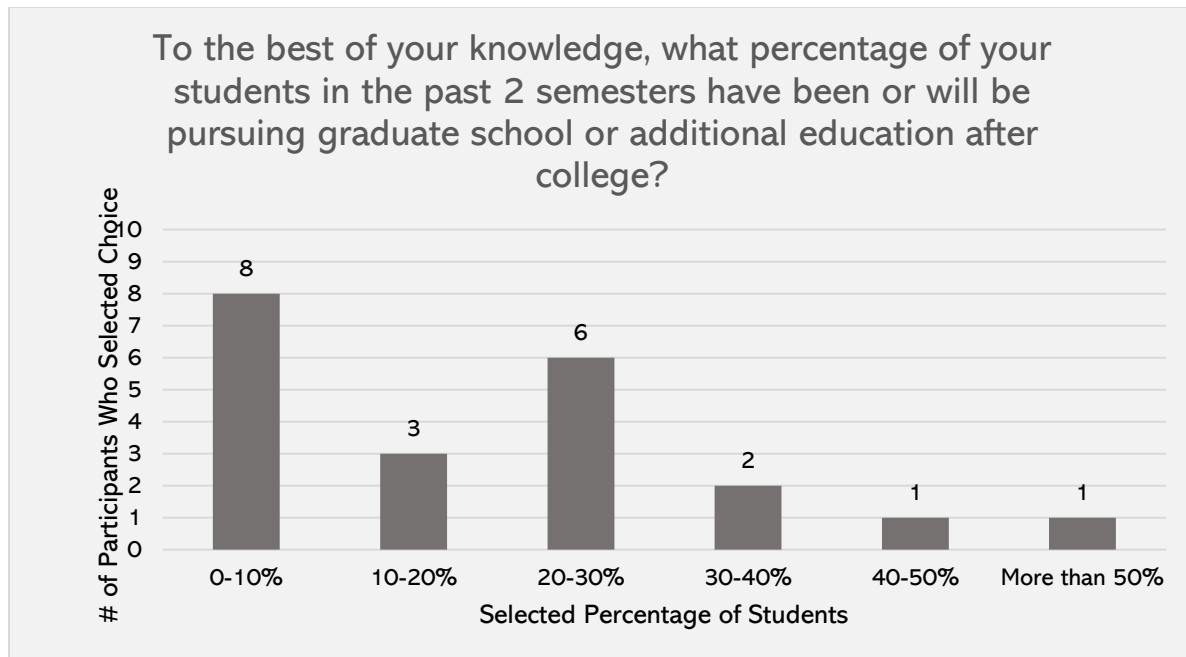


Figure 3: Percentage of Students Pursuing Graduate School

Most professors were confident these students would be successful in pursuing graduate school, but when asked, “In what areas do you feel students are lacking preparation for graduate school?”, one participant answered, “information about programs, scholarships, admission process information of possible jobs after grad schools”. This answer echoed the sentiments of the informal interviews conducted, as mentioned previously. A few participants also mentioned students are lacking in the intensity, rigor, and discipline required in graduate school programs, with one writing, “...sometimes I wonder if the rigor and independence required of graduate school might be a bit hard for SOME, not a lot, but just some students coming out of the program where I teach.”

In addition to questions about the student population at GGC, there were some questions inquiring about the knowledge and understanding of occupational therapy by professors at GGC. Figure 4 shows that all participants either somewhat agreed or strongly agreed when asked if they knew what occupational therapists do.



Figure 4: Level of Agreement for Knowledge of OT

Although all participants reported some knowledge of OT, there were some discrepancies between their actual descriptions of occupational therapy. Generally, participants had some knowledge of OT, as can be seen in a word cloud comprising the most common words used in the description of OT in Image 1.

Image 1: Word Cloud of Needs Assessment Description of OT



As shown above, the largest and boldest words are the most commonly used in the description.

Upon further analysis, there were several codes and themes which emerged in the answers to this question. Coding was done manually initially and confirmed through NVivo auto-coding with NVivo R1 (2020) (Dhakal, 2022). Table 1 shows a breakdown of some of the codes and themes identified:

Table 1: Codes and Themes from Needs Assessment

Child Code	# of Times Identified	Parent Code	Theme
Vocation	10	Related to work/job/occupation	Incorrect/Related to Work/Occupation
Work/working			
Employment			
Occupation (as related to job)			
Job skills			
Not sure	3	Unknown/unsure	
I think			
Injury	8	Related to injury/disability	Correct/Related to Various Aspects of Practice/Population
Illness			
Disability			
Issues			
Rehabilitation	9	Related to rehabilitation/recovery	
Treat/regain			
Work through/overcome			
Develop/practice/learn			
Accommodate	5	Related to adaptation	
Adapt/adaptation			
Figure out different ways			
Work with	19	Related to helping people/patients/individuals	
Help			
Assist			
ADLs/Activities of daily living/daily living activities	17	Related to ADLs or daily skills/activities	
Everyday tasks/skills			
Occupations (as related to different life roles)			

As can be seen in Table 1, the themes which emerged were 1) Items and responses related to incorrect definitions of occupational therapy, and 2) Items and responses related to correct definitions of occupational therapy. As shown, most responses were correlated with a correct definition of occupational therapy, thereby confirming results from Figure 4. However, when asked about their confidence level in directing students who are interested in pursuing occupational therapy, there were more discrepancies among answers, as shown in Figure 5.

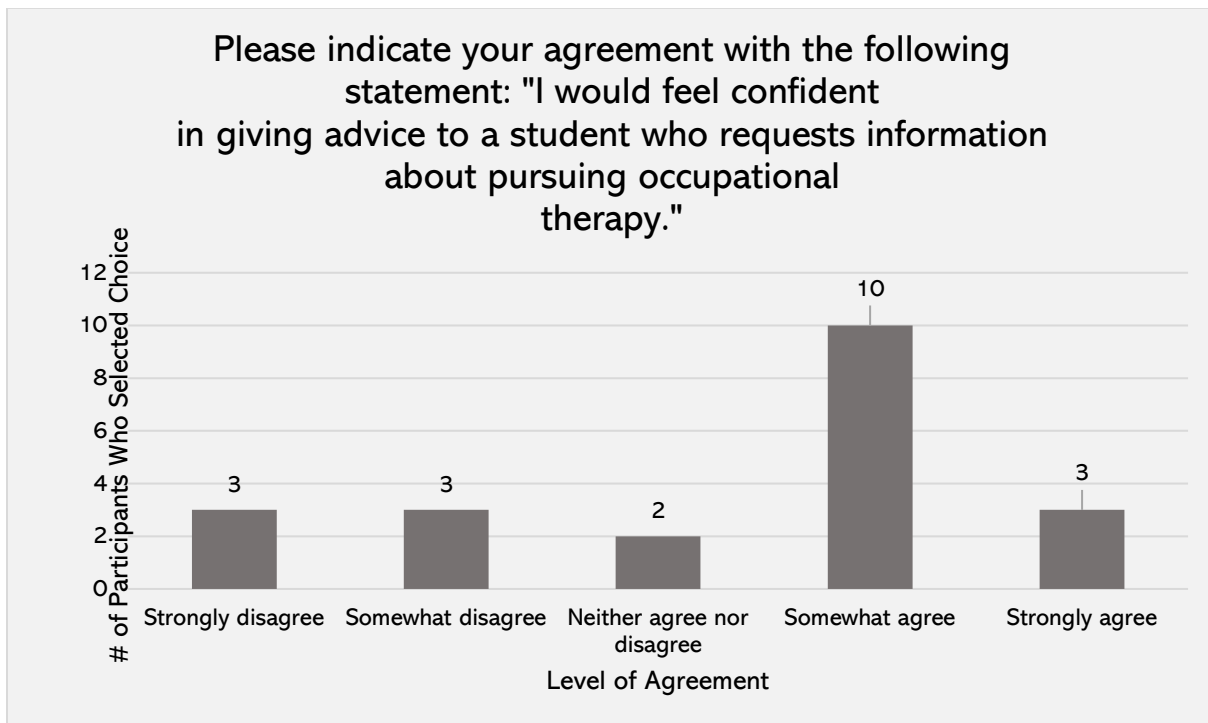


Figure 5: Comfort Giving Advice to Student Pursuing OT

Although not directly related, it is interesting to note that faculty members may have a general understanding of what occupational therapy is, but they do not feel as confident in giving information to students interested in pursuing it as a career. This may indicate a need for better education for faculty members as well as students, on how occupational therapy can be pursued by students at GGC.

CHAPTER 3

Methods

Participants

There were two different groups of participants recruited to be a part of this project. First, professors and faculty members at Georgia Gwinnett College were invited to partake in a survey investigating their views of student readiness for college and beyond, and to assess their knowledge and understanding of occupational therapy. The second group included students attending Georgia Gwinnett College, who were present for the informational lectures, and were also asked to participate in two surveys.

Recruitment for Lectures

Recruitment occurred in several ways. Initially, emails and word-of-mouth were employed to contact professors and faculty members to request speaking time in various classes. Then, snowball recruitment began as those professors and faculty passed along the request to colleagues, and other departments. This led to more classes, as well as student organizations, who were able to hear the standardized lecture. Within the classes, the students were recruited by verbal request to fill out the pre- and post-test surveys, which allowed them to agree or refuse to continue the survey after reading the informed consent. There was no incentive offered for participation other than contribution to a capstone project.

Recruitment for OT2B

At the end of each presentation, there was a sign-up sheet for students who were interested in occupational therapy. They were able to sign up to receive information about the upcoming pre-occupational therapy club, called OT2B. The recruitment was initially done

through the QR code in the lecture, but after the end of this program, recruitment will be accomplished through informational flyers and dispersion through the Registered Student Organization (RSO) channels. In the sign-up sheet, students were given the opportunity to indicate an interest in becoming an officer of the organization. Students who indicated interest were emailed and asked to confirm interest by submitting their resume and a short paragraph of around 250 words about why they were interested in becoming an officer, and in which positions they were interested. Those who sent in this information were asked to meet either in-person or over a digital platform for a brief, informal interview. Finally, officer positions were finalized based on overall quality of essay, resume, informal interview, and interest in specific positions.

Inclusion/Exclusion Criteria

The inclusion criteria for the faculty survey entailed that the person had to be a faculty member of Georgia Gwinnett College, and he or she had to be 18 years or older to participate in the survey. Similarly, the students had to be enrolled in at least one class at Georgia Gwinnett College, and 18 years or older.

IRB Approval

IRB approval was first sought from Georgia State University, and was granted Exempt Protocol Category 2, IRB Number H24112, Reference Number 375878, on October 05, 2023. This letter of determination was then delivered to the IRB at Georgia Gwinnett College, where a letter of cooperation was issued on November 20, 2023.

Proposed Intervention: Lectures

The proposed intervention entailed a standardized lecture on the topic of occupational therapy that would be delivered to a number of classes over the course of 14 weeks. This lecture

included a definition of occupational therapy, roles and responsibilities usually attributed to occupational therapists, as well as personality traits and skills potentially seen in these individuals. A short video describing an occupational therapist's role in different settings was included in the first half of the presentation, and this was followed up by discussion of what a day of treatment might look like across any setting. Specifically, the lecture discussed the process of evaluation, formation of goals, treatment plans, and discharge planning, as well as how all of those might fit into interdisciplinary discussions and collaboration. Some of the material, such as the responsibilities of an OT, and settings in which an OT might work, were worded specifically as answers to questions on the pre- and post-tests, which were presented directly before and after the lecture, respectively. This was done in an attempt to measure the impact the informational lecture might have on their knowledge and understanding of OT. The surveys were given using Qualtrics software, 2024 Version of Qualtrics (Qualtrics, 2024). A complete list of questions for the pre-test and post-test can be found in Appendix 5. At the end of each presentation, there were six slides that differed depending on the class, in content, but not in structure. One slide described a scenario in which a student has interests and skills in certain areas and how those might be used with a career in occupational therapy. The second slide discussed how someone of another profession might interact with an occupational therapist. Finally, the third slide described a person becoming injured or requiring OT services, and how the OT would work with the patient and/or family. After each of these scenario slides were slides with pictures to fit the situation and to give a visual representation of the scenarios. These six slides were customized to fit the audience. For example, if the class had a variety of health-related majors, the slides and careers were more health-oriented. If the class had a majority of non-healthcare-related majors, the slides were broader in nature. Regardless of the class, each

group was made to understand that there was a likelihood of encountering OT at some point, and that it is important to understand what that could look like.

Intervention Modification: Lectures

During week three, a modification to the procedure was made to accommodate professors and classes that were being taught asynchronously. Recordings of the lectures were made using the same general script used in the in-person presentations, and these were given to the professors to share with their classes. When analyzing data, however, given the ability of participants to take breaks during the lecture, complete the pre- and post-tests at their leisure, and having the ability to access additional information, there needed to be some way to separately analyze the data to account for these confounding variables. Therefore, duplicate surveys which asked the same questions were created in Qualtrics, but this created a separate pool of data for both surveys. In this way, the impact of the asynchronous lectures can still be measured, but cautious interpretation may occur due to the confounding variables. The asynchronous presentations gave participants a document in which they could type questions to be answered by the presenter. Although this is not the same as being able to ask questions face-to-face, it at least provided the students with some way of interacting during the presentation.

Proposed Intervention: OT2B

The second part of the intervention involved creating a foundation for a pre-occupational therapy (pre-OT) club at GGC, called OT2B. This process included writing a constitution and bylaws, organization goals, and a list of potential activities for the club. In addition, connections with other pre-OT clubs in the state were established to build a network of resources and connections to other students pursuing the field of occupational therapy. The purposes of the pre-OT club are, 1) To support students who have a desire to pursue occupational therapy; 2) To help

students develop skills, build resumes, and participate in activities in preparation for applying to graduate schools; 3) To contribute to the advancement of the field of occupational therapy through advocacy and promotion of occupational therapy as a career; and 4) To provide a means by which students can receive career counseling, education planning, and gain valuable skills in pursuit of graduate school.

At the end of each lecture, students were given a code to sign up for an email list to receive more information about the upcoming pre-OT club. The sign-up sheet also had an option to select interest in potentially becoming an officer for the organization. As students expressed interest, they were contacted about potentially becoming officers, and positions of President, Vice President, Treasurer, and Service Chair were filled. Students were contacted in order of sign-up, and were asked questions regarding previous leadership experience, and asked to provide 250 words on why they would like to serve as an officer of the organization. Officers were selected based on their resumes, their short essay, and a brief meeting to discuss plans and visions for OT2B.

By the end of the 14 weeks, officers were selected, a constitution, bylaws, and objectives were approved by the executive board, and a draft list of activities was agreed upon. Finally, a standardized lecture was created for the pre-OT club members to give to classes of varying disciplines. The presentations will be intended to continue the work of this project in increasing awareness and interest in OT, as well as to advocate for the advancement of the profession. The student members will be tasked with delivering these lectures throughout the semester, which will assist with increasing their marketable skills to use towards applications for OT programs.

Assessments

Lectures

Assessment of the delivery of the lectures occurred primarily through comparison of the pre- and post-test surveys. The students had the opportunity to leave positive or negative feedback about the presentation and lecture experience, and this feedback was taken into consideration when designing lectures for future students to be delivered by members of OT2B. Additionally, assessment of the effectiveness of the intervention was seen through the improvement in knowledge and understanding of OT from pre-test to post-test.

OT2B

Assessment of interest in OT was done partially through survey answers, and partially through the number of participants who signed up for the pre-OT club. A larger number of students who showed interest in the club would indicate a greater need for resources like this to be made available for students at GGC. After the establishment of OT2B, assessments will be done annually by the executive board and advisor for the club, to reassess needs and to continue to allow the club to grow, and this will be part of the sustainability plan for the club.

Statistical Analysis

Statistical analysis was conducted on the pre- and post-tests to determine areas of statistical significance using IBM SPSS Statistics (Version 28) (IBM Corp, 2021). Paired t-tests were administered to eligible questions, and frequencies of answers were compared to determine if the intervention was effective in increasing knowledge of and interest in occupational therapy. Chi-Square tests were also used where appropriate to determine the significance of relationships and distribution of frequencies.

Site Description

Founded in 2006 as the first Georgia 4-year institution opened in more than 100 years, Georgia Gwinnett College (GGC) initially began with just 100 students (Georgia Gwinnett College, 2022). Currently, there are 11,627 students enrolled in this campus found in Lawrenceville, Georgia. GGC prides itself on having small class sizes, an inclusive and diverse culture, and focuses on three main tenants:

“Attention: GGC’s committed faculty and staff provide students with the support and tools they need to be successful in college and in life.

Affordability: GGC offers a high-quality, attentive education for a lot less money.

Access: GGC opens the door to four-year degrees for more people, including those who might have never considered college” (Georgia Gwinnett College, 2022).

Georgia Gwinnett College Mission

Georgia Gwinnett College has a mission to provide degrees to students, meeting the needs of those in the diverse Atlanta area. They focus on the use of technology, actively engaging students, and ever-available faculty members to contribute to a well-rounded education for students. Their mission is to provide students with the means to make a difference through their work in various communities, and to impact the future leaders of the world (Georgia Gwinnett College, 2022)

Georgia Gwinnett College Vision

The vision of GGC is to “be a premier 21st Century Liberal Arts College where learning will take place continuously in and beyond the confines of the traditional classroom” (Georgia Gwinnett College, 2022). They intend to focus on students from a holistic perspective, rather

than simply providing them with a traditional classroom education. Their targeted learning communities, mentoring practices, and approaches to learning are meant to serve as a guide for other institutions, and to set GGC apart from other four-year institutions (Georgia Gwinnett College, 2022).

Diversity at Georgia Gwinnett College

Of note, GGC has been a pioneer in the state of Georgia, and indeed the southeast when it comes to the diversity of their student population. Not only do they draw in large numbers of diverse students, but they have many programs put in place to help them succeed academically, and in their personal lives. For the past ten consecutive years, GGC has been ranked as “#1 in ethnic diversity among public regional colleges in the nation” (GGC News, 2023b). GGC is also #4 in diversity among colleges in the south, making it the first of Georgia colleges. Georgia Gwinnett recently received accolades for its school of business as of 2024 (GGC News, 2023b). GGC is also ranked #1 for having the most international students among colleges in Georgia, and ranking #2 of top public schools in Georgia (GGC News, 2023b). As of the fall semester of 2023, 32% of their enrolled students reported as Black/African American, 29% Hispanic, 22% White, 12% Asian, 4% multi-ethnic and less than one percent each for Native American and Pacific Islander, and 1% unknown” (Georgia Gwinnett College, 2023). Although GGC continues to have high enrollment rates, retention of students has been somewhat of a struggle, with retention as of 2023 for first-year students resting at 69% (GGC News, 2024). Although this number has increased since previous years, it still is far lower than schools like the University of Georgia (94%), or Georgia State University (75%) as of 2022 (Institute of Education Sciences, 2022a, 2022b).

CHAPTER 4

Results

Overview and Distribution

Lectures

A total of 16 groups of students were exposed to the lecture, including 14 in-person classes, 1 student organization, and 1 asynchronous class. Each lecture lasted anywhere from 40-60 minutes, including surveys, and questions-and-answers. The presentation was given to 5 upper-level Exercise Science classes, 2 entry-level English classes, 3 upper-level Psychology classes, 3 mid-level Anatomy and Physiology classes, 2 entry-level Geography classes, and 1 pre-health student organization meeting.

Surveys

A total of 290 responses were collected for the pre-test survey, and a total of 269 responses for the post-test survey. All students were given the opportunity to take both surveys. Some students arrived after the start of the presentation and therefore only took the post-test. Only one participant in the pre-test and one participant in the post-test did not provide consent to participate and therefore did not continue with the survey. Responses from the pre- and post-test were hand-matched in a spreadsheet by the unique identifier students generated when taking the surveys. There were 13 unmatched pre-tests, and 18 un-matched post-tests, which could not be matched due to lack of unique identifier, inconsistencies with how the identifier was generated which led to inability to match, and students who only took either the pre-test or the post-test. The remaining surveys which were not included were students who were under the age of 18, which resulted in the early conclusion of the survey. Therefore, all quantitative data included

only data from the 246 matched responses, while qualitative analysis included quotes from unmatched participants as well. Data from the asynchronous presentations were not analyzed due to diversion from protocol, and data from two multi-select questions were not analyzed due to incorrect scoring from the survey system.

The survey for the professors gathered a total of 6 responses. The survey for the professors was only filled out one time by each professor and given that one professor might have scheduled multiple presentations, they only answered the survey one time. Two professors were asked not to take the survey due to possessing prior knowledge of the survey and intentions of the project, and one was not asked to take the survey due to difficulties with the survey technology. This data was not analyzed due to small sample size.

Data Analysis

Demographics

Of the 246 matched survey responses, not every student answered every question. Therefore, each question had a different total number of responses, so percentages were calculated based on the total number of responses for that particular question, and missing data were indicated where applicable. When considering enrollment status, 88% (n=206) of students reported full-time enrollment status. A total of 22 or 9.4% of students reported working full-time, and 144 students (61.5%) reported working part-time. Table 2 compares enrollment status to employment status, which shows that 19 students (9.2%) reported working full-time and enrolled as full-time students. The majority (58.7%, n=121) of students enrolled as full-time students were only working part-time, as shown below. However, this relationship did not achieve significance, with a Pearson Chi-Square value of 7.630 ($p = 0.106$).

Table 2: Enrollment vs. Employment Status

Enrollment Status		Employment Status					
		Full-Time	Part-Time	Student Worker/Federal Work Study	Not Working	Other	Total
	Full-Time	19	121	6	54	6	206
	Part-Time	3	23	0	2	0	28
Total		22	144	6	56	6	234

Many students reported having heard of occupational therapy, with 73.5% (n = 181) expressing agreement, including 59.7% (n = 108) reporting a strong positive assent, and 40.3% (n = 73) somewhat positive assent (see Figure 6).

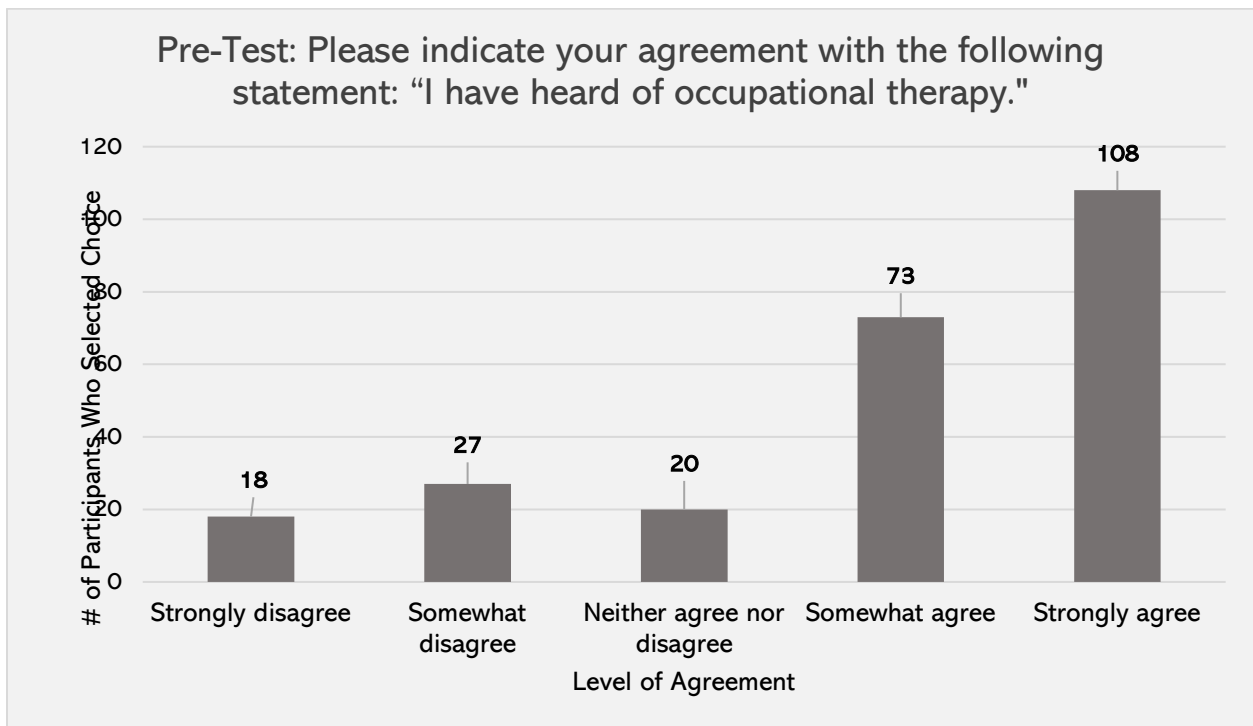


Figure 6: Pre-Test Heard of Occupational Therapy

Participants were then asked to describe where they had heard of occupational therapy, and interestingly, most participants reported hearing about OT from personal sources, if they had heard of it at all. Participants learned of OT from friends and family members who knew an OT or were OTs, or through someone they knew receiving OT services. Several participants were exposed through their jobs, or through their own research on careers. Very few had heard of OT through career counseling or through presentations. There were also a few people who were exposed to OT through social media influencers. Overall, they were most commonly exposed through personal contact in various forms.

Whether students had heard of OT was then compared to caregiver status. Students who reported being caregivers for a family member were most likely to strongly agree that they had heard of OT (see Table 3). Of those students who reported being caregivers (n = 48), 43.8% (n = 21) selected “strongly agree” when asked if they had heard of occupational therapy. The relationship between caregiver status and having heard of OT reached significance with a Pearson Chi-Square value of 16.079 (p = 0.003).

Table 3: Caregiver Status vs. Heard of OT

Are you involved in caregiving for anyone? (Ex. Parents, siblings, children, other family members)		Please indicate your agreement with the following statement: “I have heard of occupational therapy.”					Total
		Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	
Yes	Yes	8	6	7	6	21	48
	No	10	21	12	66	77	186
Total		18	27	19	72	98	234

Another area of interest was looking at the difference between students under 25 years of age versus over 25. Dispersion of ages are shown in Figure 7, and these age divisions were collapsed into 3 main categories, shown in Figure 8.

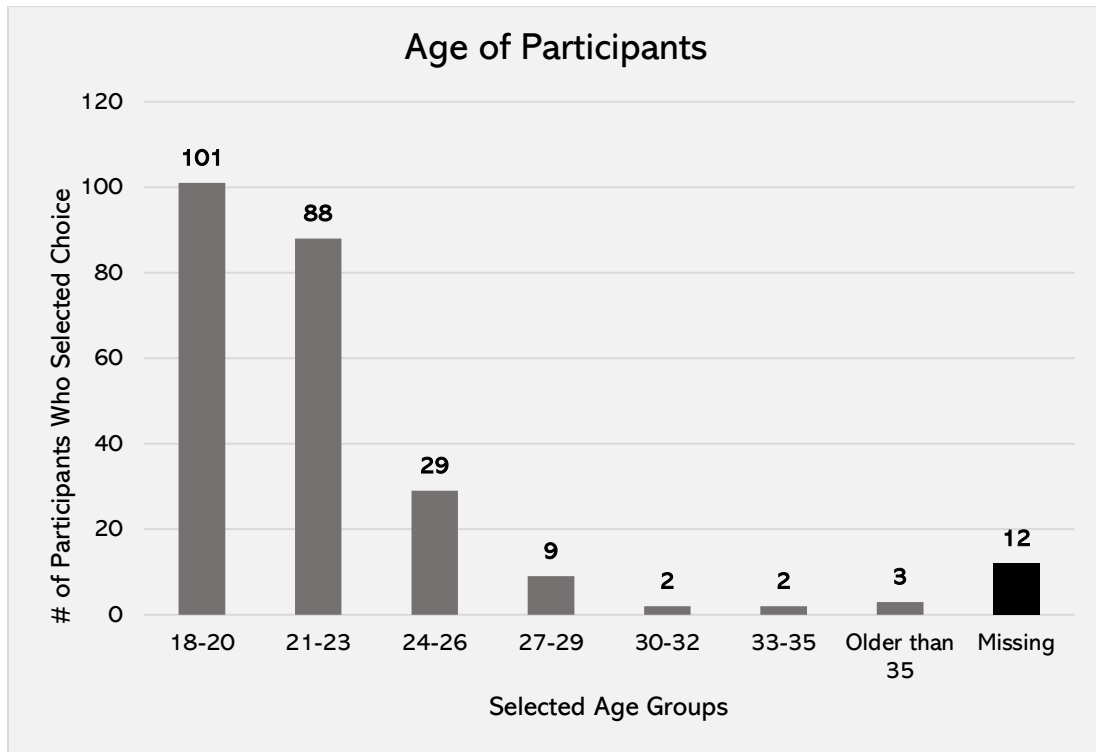


Figure 7: Reported Ages

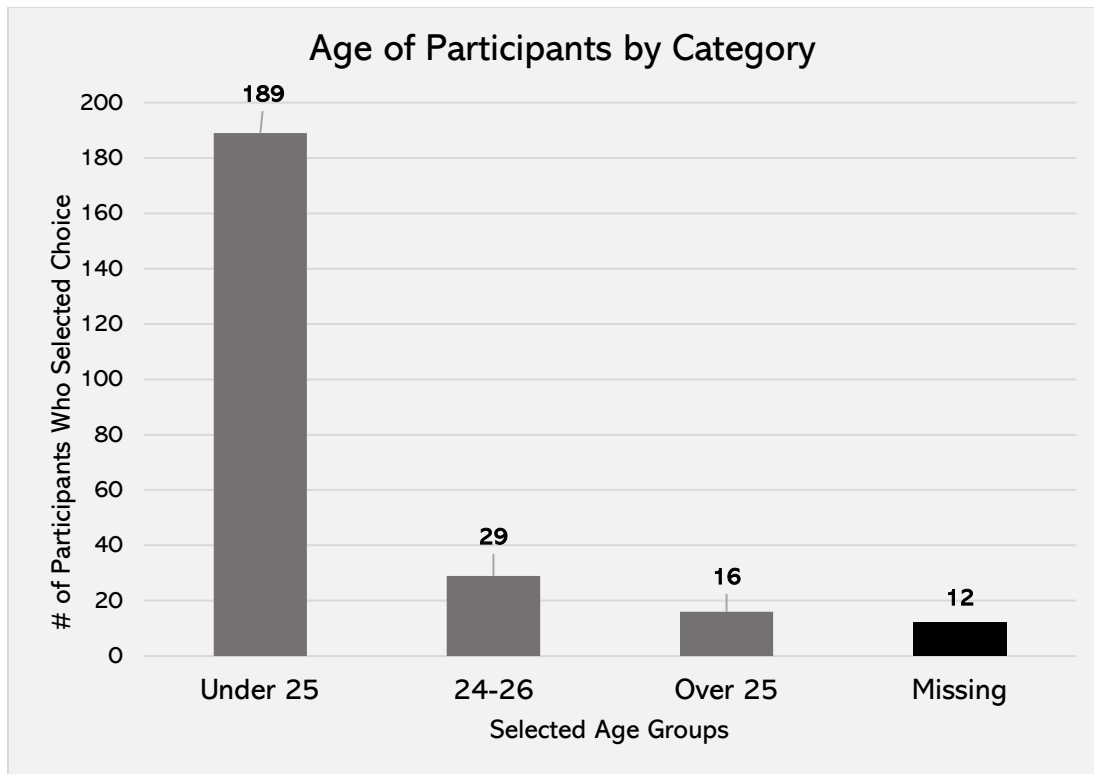


Figure 8: Ages by Categories

As can be seen, the majority of participants are under 25, or between 24 and 26 years old. Of those who are over 25, or non-traditional students, 37.5% (n = 6) work full-time, and 50% (n = 8) work part-time. Most students under 25 are working part-time (62.4%, n = 118), while 5.8% (n = 11) are working full-time. Only 12.5% (n = 2) of non-traditional students are not working, compared with 25.9% (n = 49) of students under 25. The relationship between age category and employment reached significance as well, with Pearson Chi-Square of 21.945 (p = 0.005), meaning that age category was strongly and significantly related to the employment status of participants. Additionally, of the non-traditional students, 56.3% (n = 9) of these students reported being definitely interested in graduate school, but only 50% (n = 8) felt either somewhat (n = 4) or strongly (n = 8) confident they would be accepted into graduate school. Comparatively, 50.9% (n = 96) of students under 25 were definitely interested in graduate

school, but 67.2% (n = 127) felt somewhat (n = 84) or strongly (n = 43) confident they would be accepted into graduate school. However, neither of these relationships was significant, with Chi-Square values of 0.579 (p = 0.965) for both relationships.

The most common majors across all the classes were Exercise Science, Nursing, and Psychology, but there were students majoring in Biology, Public Health, Applied Mathematics, Finance, and Undeclared.

Main Questions

One section of questions was uniform across the pre-test, post-test, and professor's survey. This section included questions to assess knowledge and understanding of, and interest in OT as a profession, and was adapted from a questionnaire used in literature (AlHeresh & Nikopoulos, 2011). When comparing the pre- and post-tests, there were some interesting trends that arose.

Knowledge of OT: When asked if participants felt knowledgeable about occupational therapy, on the pre-test, 48.7% (n = 120) participants disagreed, with 26.4% (n = 65) selecting somewhat disagree, and 22.3% (n=55) selecting strongly disagree. Only 26% (n = 64) agreed, with 20.7% (n = 51) selecting somewhat agree, and 5.3% (n = 13) strongly agree. On the post-test, however, the agreement increased to 96.3% (n = 237), with 50.8% (n = 125) selecting somewhat agree, and 45.5% (n = 112) strongly agree, as shown in Figure 9.



Figure 9: Pre/Post Knowledgeable About OT

Questions with the answer choices from strongly disagree to strongly agree were analyzed by converting these choices into a Likert scale from the strongest disagreement (given a value of 1) to the strongest agreement (given a value of 5) to determine statistical significance. A paired t-test revealed a significant difference between the average score on the pre-test and the average score on the post-test for students feeling knowledgeable about OT ($t(245) = -22.797, p < 0.001$), meaning that answers on the post-test were significantly higher in agreement than the pre-test. On average, the post-test score was 1.789 points higher than the pre-test.

Describing OT to Others: On the pre-test, participants largely reported feeling unable to describe OT to others, with 60.6% ($n = 149$) reporting they disagreed with the statement "I feel I have enough knowledge to explain occupational therapy to others.", as indicated in Figure 10.

However, on the post-test, 90.2% (n = 222) of responses indicated an ability to describe OT to others, with 53.7% (n = 132) selecting somewhat agree, and 90, or 36.6% selecting strongly agree.

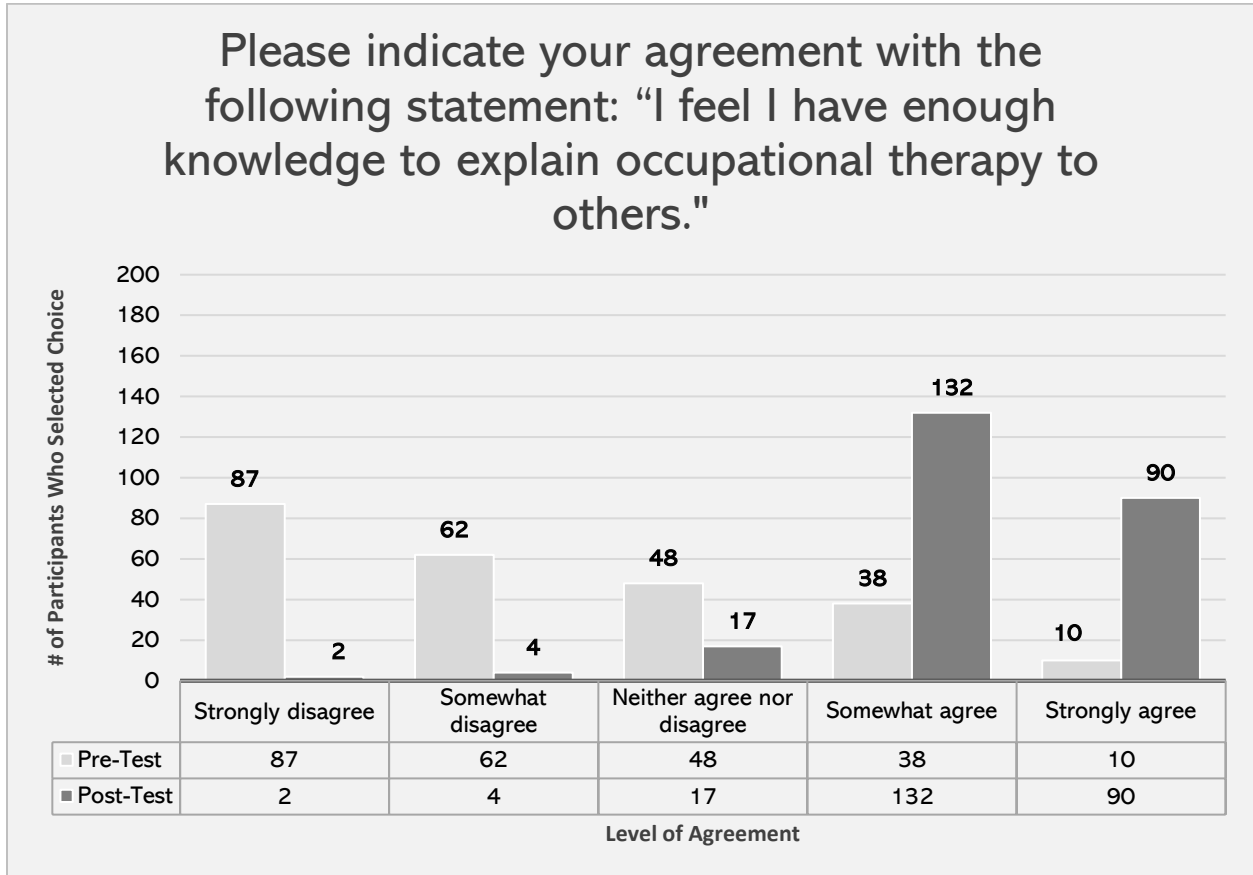


Figure 10: Pre/Post Able to Explain OT to Others

These results reached significance as well, with a paired t-test revealing the post-test answers were significantly higher in agreement than the pre-test ($t(245) = -25.523, p < 0.001$), with post-test being 1.963 points higher than the pre-test.

Give a Description of OT: The results from the previous two questions were echoed in the free answer question in which participants were asked to give a brief description of OT.

These results were coded, and a comparison of the most common codes in the pre-test and post-test are shown in Table 4.

Table 4: Pre/Post Qualitative Codes for Description of OT

Pre-Test Common Codes	Count	Post-Test Common Codes	Count
Unknown/Unsure/No Clue	83	Unknown/Unsure/No Clue	2
Confused with PT or Another Discipline	22	Closely Related to Definitions in PowerPoint (2+ words the same or synonyms)	26
Related to Jobs and Work but not Correctly in the Context of OT	48	Related to Jobs and Work Correctly in the Context of OT	7
Related to Helping People	128	Related to Helping People	258
Related to ADLs/Life Skills/Daily Tasks	69	Related to ADLs/Life Skills/Daily Tasks	204
Related to Rehab/Treatment/Therapy	37	Related to Rehab/Treatment/Therapy	71

As shown in Table 4, when asked to give a brief description of OT, participants on the pre-test were far more likely to give answers like this one: *“I actually have no clue what occupational therapist[s] do or how to become one.”* Other common responses included, *“?? I think I’d recognize it if I heard it but I do not recall”*, and *“I’m not too sure, I don’t even know the difference between PT and OT.”* Many participants were under the impression that occupational therapists deal only with career counseling or helping workers. There were many responses such as, *“Provides insight of how to start a successful career”*, and *“assist employers and employees in the workplace with tasks such as hiring, training, and more.”* However, in the post-test, all answers related to jobs and work were in a more correct context of how OTs can help in that area. One example reads, *“Occupational therapists help with the rehabilitation of any activities, including activities of daily living and jobs.”* In fact, most answers in the post-test included at least one correct concept of what an OT does. In particular, activities of daily living (ADLs) and the idea that OTs help people were most common across all post-test answers. One participant wrote, *“Occupational therapists assist people in doing the things they either want or need to do*

after injury, disability, disease, or old age has made it more difficult to do so. They would be tasked with helping the patients form new ways to perform average daily tasks such as putting clothes on, using the toilet, or for children how to pay attention in school. There are so many more examples.” As seen in this example, some answers included specific wording that was similar to the definition given in the presentation, such as *“doing the things they either want or need to do”*. This was laced throughout many responses, including the use of synonyms, such as this participant used: *“help assist people of all ages to develop, maintain, or recover skills needed for their everyday needs.”* This is very similar to the definition *“occupational therapists help to establish, maintain, or restore underlying skills needed to perform daily activities”* (American Occupational Therapy Association, 2024). Overall, participants were able to give a more in-depth and accurate description of OT on the post-test than the pre-test.

Occupational Therapy as a Career Option: Before hearing the presentation, it was more common for participants to be more evenly distributed across neutral to strong positive feelings in response to the idea that occupational therapy is a valuable career option for students, as shown in Figure 11. In the pre-test, the majority (60.98%, n = 150) of participants reported agreeing with the statement, *“Occupational therapy is a valuable career option for students.”*, with 31.3% (n = 77) somewhat agreeing and 29.7% (n = 73) strongly agreeing. A total of 35.8% (n = 88) reported neither agreeing nor disagreeing on the pre-test.

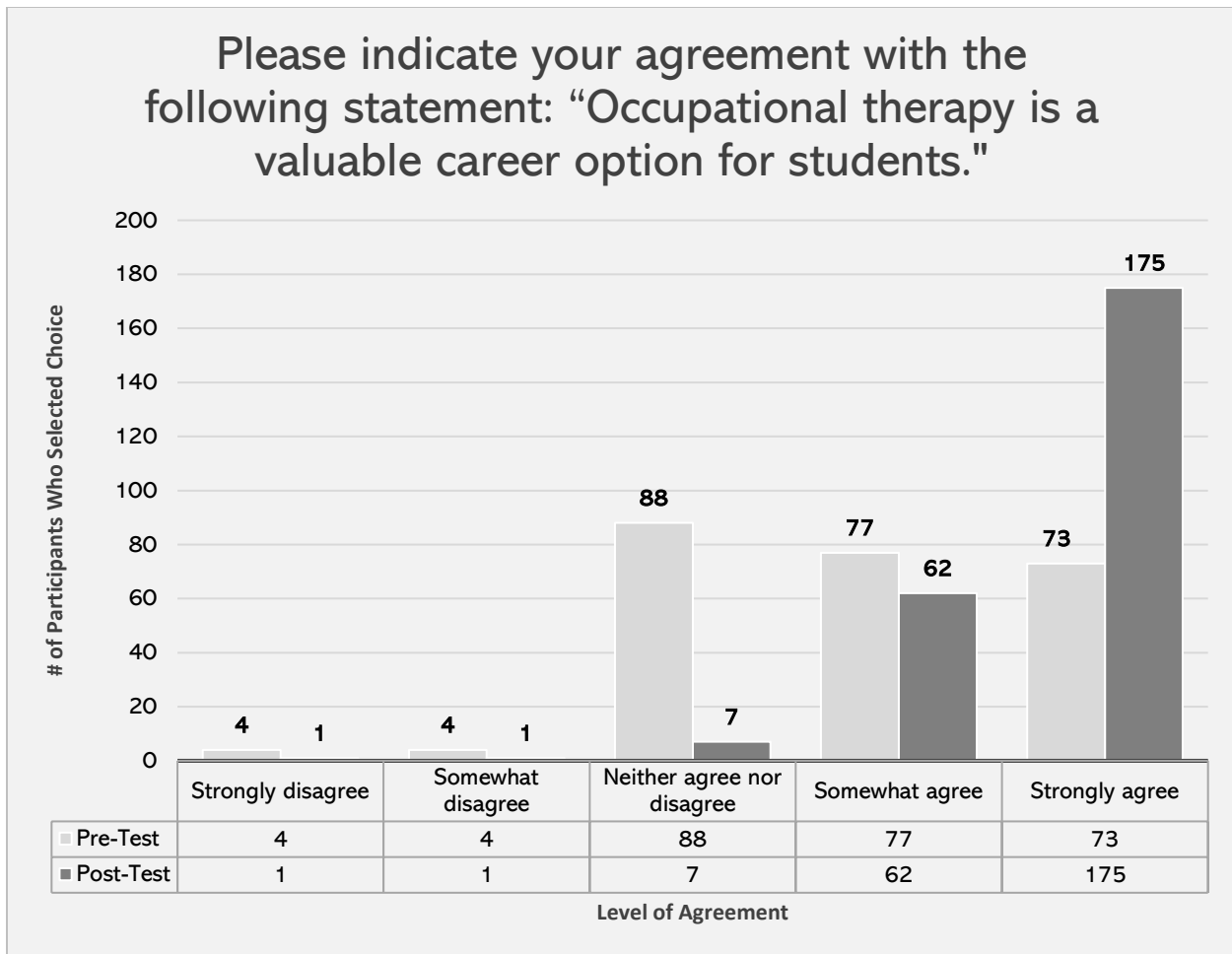


Figure 11: Pre/Post Test OT as a Valuable Career Option

However, on the post-test, the agreement increased to 96.3% (n = 237), with 25.2% (n = 62) selecting somewhat agree, and 71.1% (n = 175) selecting strongly agree that it is a valuable career option. This difference between pre-test and post-test also reached significance, with the post-test scoring an average of 0.805 points higher than the pre-test ($t(245) = -13.746, p < 0.001$).

Interest in Pursuing OT: On the pre-test, only 37 participants (15%) were interested in pursuing occupational therapy as a career, with 10.2% (n = 25) somewhat agreeing, and 4.8% (n = 12) strongly agreeing, as shown in Figure 12.



Figure 12: Pre/Post Interested in OT as Career

However, on the post-test these numbers jumped to 33.3% (n = 82), with 26% (n = 64) somewhat agreeing, and 7.3% (n = 18) strongly agreeing. The difference between these tests also reached significance with the post-test scoring an average of 0.455 points higher ($t(243) = -8.690, p < 0.001$). This increased interest in pursuing OT was echoed in the number of students who signed up for the pre-OT club. A total of 50 students signed up for the club, which is an average of 3.1 students per presentation, and an average of 12.5% of a 25-student classroom.

Post-Test Only Questions

The final section of questions of the post-test inquired about participants' experiences with the lecture overall and gathered more specific data on the impact of the lecture.

Interest in Pursuing OT After Lecture: In addition to seeing the difference between pre- and post-test for interest in OT, participants were directly asked their agreement with the statement, "I am more interested in pursuing occupational therapy after hearing this lecture". As seen in Figure 13, 49.2% (n = 121) of students reported being more interested in pursuing OT as a career after hearing the lecture, with 32.9% (n = 81) somewhat agreeing, and 16.3% (n = 40) strongly agreeing.

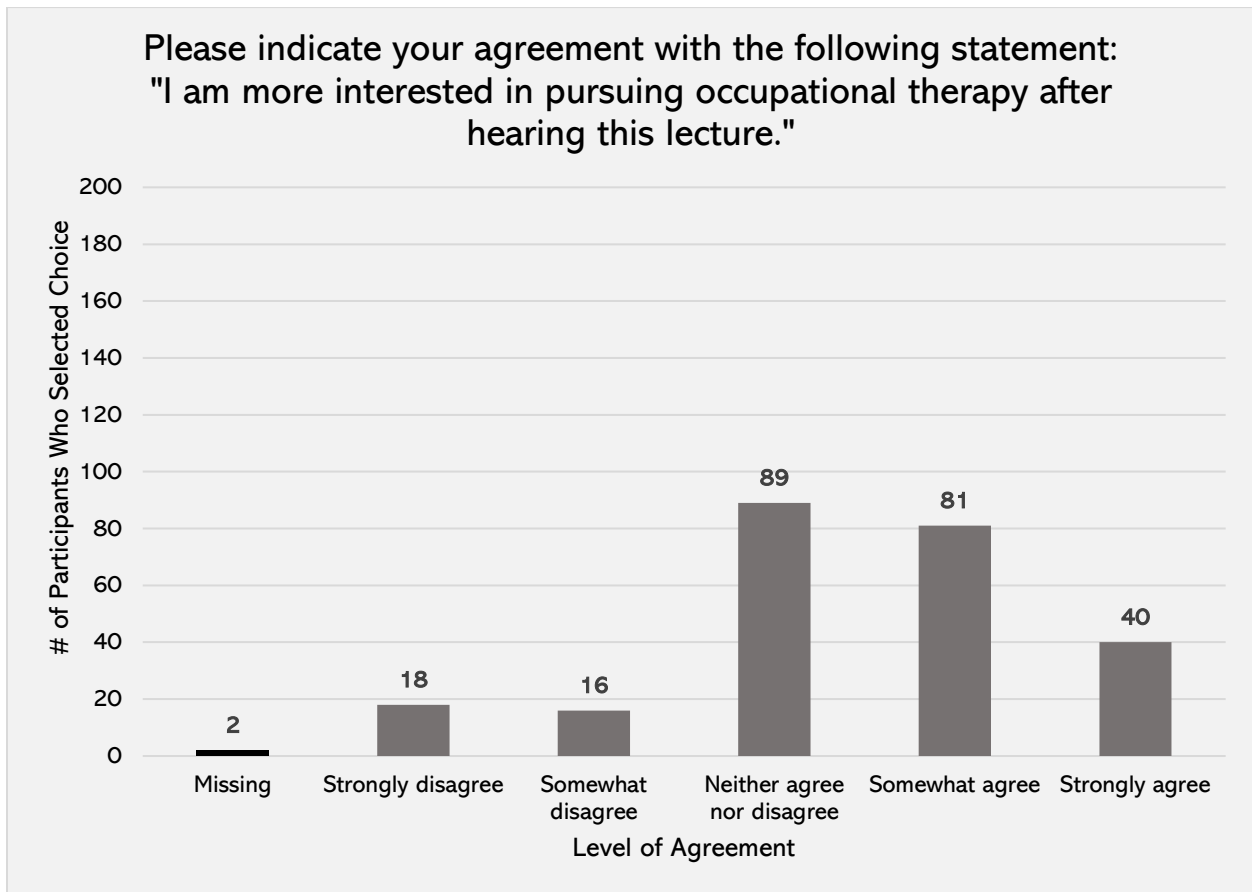


Figure 13: Post-Test More Interested in Pursuing OT After Lecture

A Chi-Square Test was run to determine if this distribution was significant, which revealed a Chi-Square value of 97.434 ($p < 0.001$), indicating that this distribution was significantly different

than what the distribution would be if due to chance, and therefore indicating the lecture had a significant effect on the answers to this question.

Understanding of OT: Participants clearly had a stronger understanding of OT after hearing the presentation, with 97.2% (n = 239) of participants indicating agreement with the statement, “I understand occupational therapy better after hearing this lecture”. As seen in Figure 14, 18.3% (n = 45) selected somewhat agree, and 78.9% (n = 194) selected strongly agree.

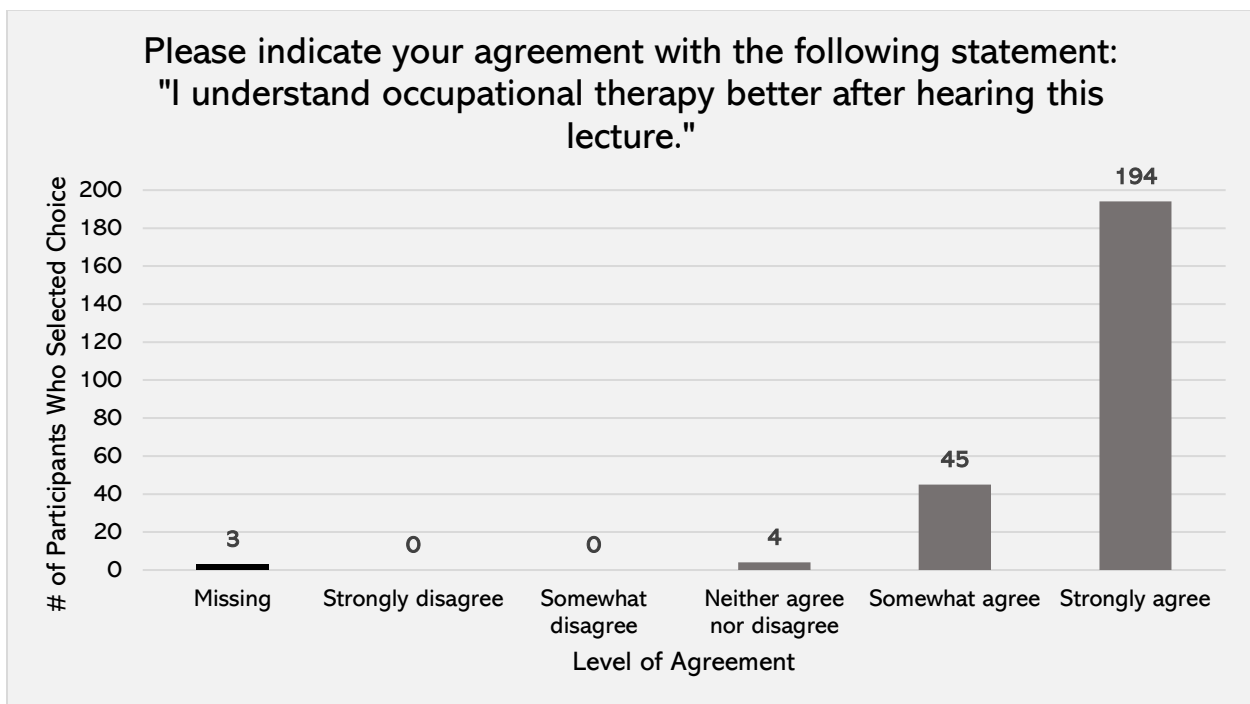


Figure 14: Post-Test Understand OT Better After Lecture

These results also showed significance with a Chi-Square value of 246.840 ($p < 0.001$), indicating a significant effect of the lecture on these responses.

Enjoyment of the Presentation: Overall, the majority (93.1%, n = 229) of participants strongly enjoyed the presentation, as shown in Figure 15. A total of 169 participants (68.7%) strongly agreed with the statement, “I enjoyed this presentation.”, and 24.4% (n = 60) selected

somewhat agree. These results reached significance as well, with Chi-Square value of 418.090 ($p < 0.001$).

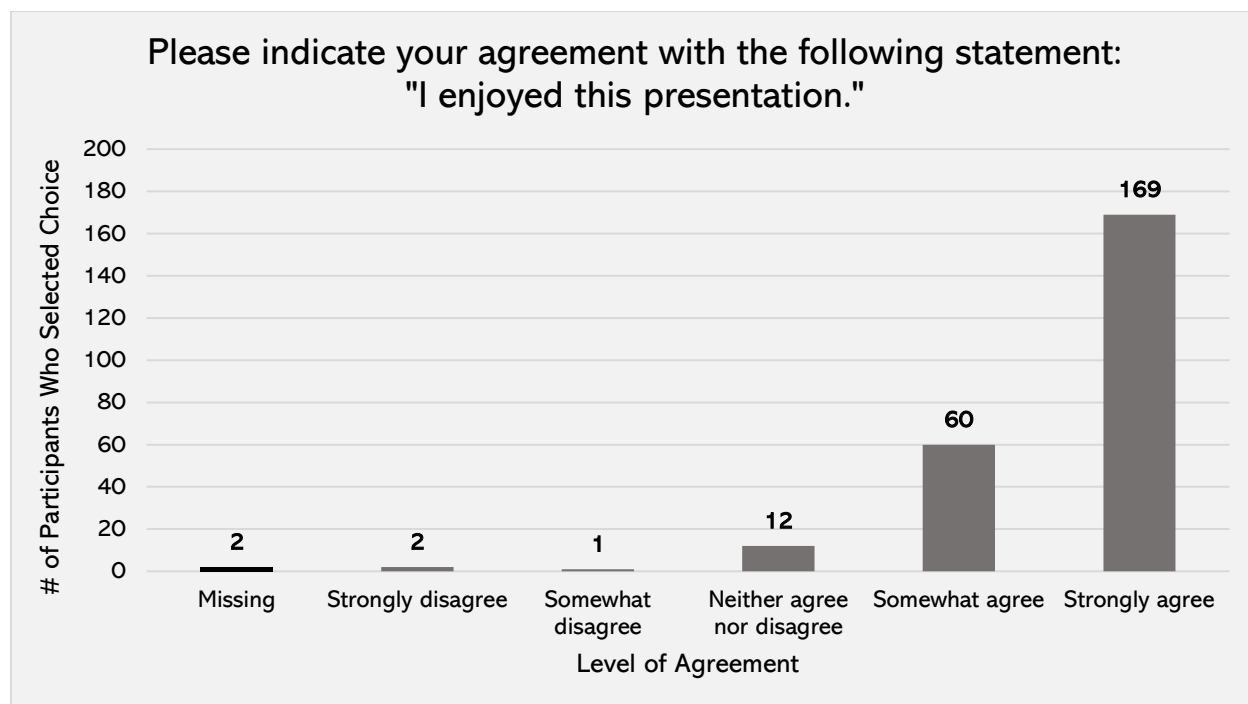


Figure 15: Post-Test Enjoyment of Presentation

When asked to give examples of what they enjoyed about the presentation, participants commonly enjoyed learning more about a field in which they had little to no prior knowledge. One participant wrote, *"I learned about things I didn't know about occupational therapy as I am pursuing this career"*. Another wrote, *"I enjoyed learning that OT can be involved in different aspects of life and not just improving physical well being."* Participants also appreciated having OT as another potential career option, as one states, *"It was cool to be able to see what OT is all about as I feel it is not talked about enough as an option for college students post undergrad..."* Another participant agreed, writing, *"I loved everything about the presentation. It gave me a clear idea of what exactly an occupational therapist may do and I actually wouldn't mind doing this as a profession."* As seen in this response, many participants also commented on the delivery method of the presentation, such as one participant who answered, *"She provided*

multiple examples of what an occupational therapist was, and gave a video example that was very helpful in explaining what examples of occupational therapists might do in different scenarios.” Participants also enjoyed the scenarios given at the end of each presentation and enjoyed learning more about unique aspects of the profession, as one wrote, *“I liked the first scenario you gave with the OT having an interest in sports and was contracted out by an NFL team. I’ve always loved sports and quite honestly I would LOVE to have a job like that. I currently am going to apply to PT school because that’s what I thought I’d need to do but I’ve been a little lost on how to go about getting a job like that. I wasn’t sure if it would be PT or OT.”* Overall, participants enjoyed various aspects of the presentation, and there were only 15 (6.1%) blank responses, and 8 responses (3.2%) of “N/A”, with the rest of participants expressing at least one idea of something they enjoyed.

Conversely, when asked to provide examples of anything they did not enjoy, the most common answer was “N/A”, with 187 participants (76.0%) answering “N/A”, 14 participants (5.7%) answering “nothing”, and 24 participants (9.8%) leaving blanks. Those participants who left comments gave feedback about wanting more information between PT and OT, and requesting more interaction with the participants during the presentation, but there were conflicting responses as well, such as one writing, *“Too many slides”*, and another writing, *“I wish she had more time to go more in depth!”*. Overall, the majority of participants (91.4%, n = 225) had no negative feedback on the presentation.

Information in Lecture Found to be Helpful: Participants were also asked to indicate their agreement with the statement, “I found the information in this lecture to be helpful.” As shown in Figure 16, the majority of participants (93.9%, n = 231) agreed with this statement, with 74.8% (n = 184) strongly agreeing, and 19.1% (n = 47) somewhat agreeing. This reached

significance with a Chi-Square value of 497.189 ($p < 0.001$), indicating significant effect of the intervention.

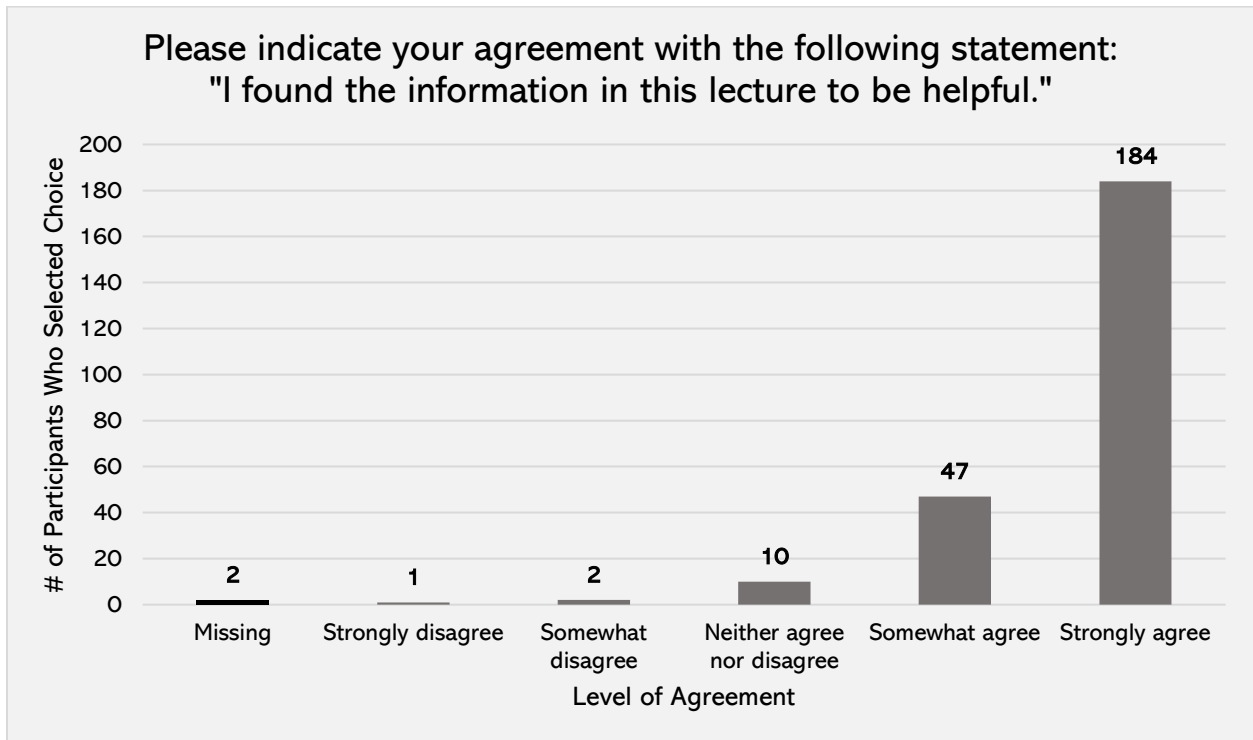


Figure 16: Post-Test Found to be Helpful

Participants were also asked to indicate what they found helpful about the presentation, and a common theme included seeing the variety present within the profession in settings, areas of practice, and daily tasks. One participant wrote, *"The video about what OTs do in different settings was helpful"*, and another, *"Learning about the different fields that OT can work with helped me understand how broad the field was."* Additionally, students found it valuable to learn more about a potential career option, with one writing, *"It provided a look into a field that I did not know really existed"*. Even students who were not interested in pursuing OT as a career found the information to be helpful, as one wrote, *"Even though I personally am not going into the occupational therapy field, I feel as if this presentation will help those who are interested in going into that field."* Another participant described more in-depth knowledge from the

presentation: *“I now feel as though I fully understand the scope of practice for OTs after listening to this presentation.”* Participants overall responded with positivity, with only 10.6% (n = 26) leaving blanks, and 7.3% (n = 18) responding with “N/A”.

In contrast, when asked to provide examples of things they think should be added to make the presentation more helpful, participants primarily responded with “N/A” with 62.2% (n = 153) giving this response, 13.8% (n = 34) leaving blanks, and 3.7% (n = 9) responding with “nothing”. Of those who gave responses, some common themes were adding more information about the differences between OT, PT, and other therapy disciplines, what majors can lead to OT school, and more personal experiences about being in OT school and working as an OT. One participant responded, *“The only thing would probably [be] a little dive into the application process in applying to graduate school and what the schools look for.”* Another requested more information about pre-requisites and majors at GGC compared to OT, writing, *“More about prerequisites at GGC and what majors at GGC would be a good fit for occupational therapy”*, and this was echoed by another, *“More info about schooling requirements would be helpful! Those interested could use that information to get started on their education journey for becoming an OT.”* Overall, these students gave good feedback on what could be added to the presentations.

Understanding Pursuit of Occupational Therapy: Participants were asked to indicate their agreement with the statement, “I have a better understanding of how someone might pursue occupational therapy after hearing this lecture.” Participants overall agreed with this statement (97.2%, n = 239), with 18.3% (n = 45) somewhat agreeing, and 78.9% (n = 194) strongly agreeing, as seen in Figure 17. This also reached significance with Chi-Square value of 155.074 ($p < 0.001$), indicating that students showed significantly better understanding of how to pursue OT after the lecture.

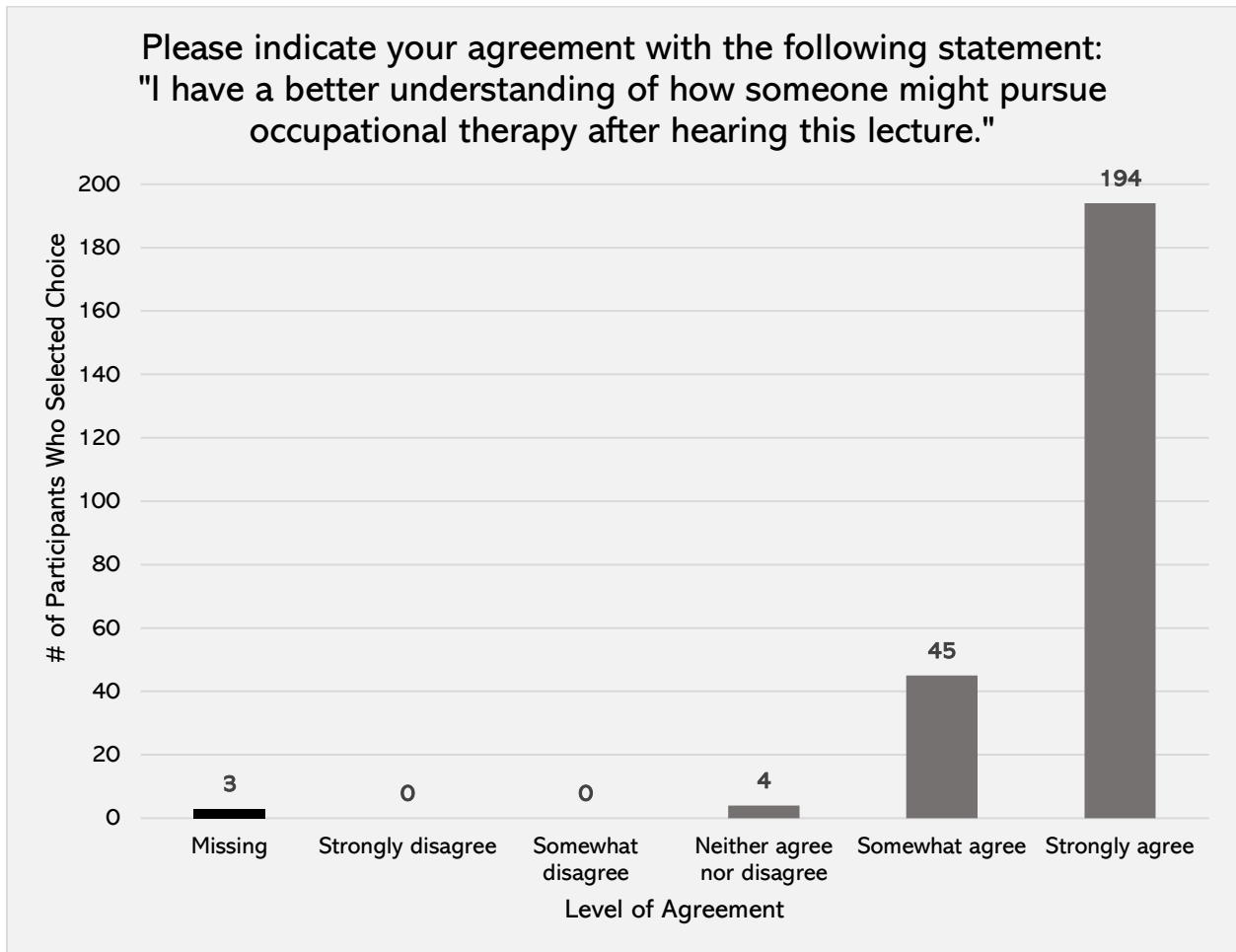


Figure 17: Post-Test Better Understanding of Pursuing OT

CHAPTER 5

Discussion and Impact

The results indicated a significant difference between the pre- and post-test for every question. On the pre-test, participants had rarely heard of occupational therapy, and even if they had heard of it, the majority of students were unable to give a correct definition of the profession. On the post-test definition, there was a large increase in the number of times students mentioned ADLs, occupations, independence, and most were overall able to give a correct definition of occupational therapy. Participants also had more confidence in their ability to explain occupational therapy to others, and as mentioned previously, being able to give a correct definition of OT as undergraduate students may lead to better professional identity as new practitioners, as well as an increased interest in pursuing OT as a career. There was also a significant difference between the pre- and post-perception of OT as a career option, with students being significantly more likely to find OT as a valuable career option after the informational lecture. This translated directly into a significantly higher likelihood of being interested in pursuing OT as a career, as indicated in Figure 12, and in the number of students (50) who signed up for the pre-OT club. It was also echoed in the free response by many students who reported that they had never considered OT as a career before but are considering it now. Additionally, the majority of students agreed they were more interested in pursuing OT after hearing the lecture, indicating the effectiveness of this intervention.

Although ethnicity and racial demographics were not collected in the survey, approximately 78% of the GGC student population have reported as non-white (Georgia Gwinnett College, 2023), so the sampling in these presentations likely resembled that composition. As of the fall semester of 2023, 9.5% of GGC students were considered non-

traditional (Georgia Gwinnett College, 2023), which is similar to the approximate 7-10% of students over 25 identified through this data sampling shown in Figure 7 previously. Similarly to previous research (Espiritu & Smith, 2021; Larkin et al., 2007; Luzzo, 1999), non-traditional students in this survey were more likely to be working and enrolled full-time, while students under 25 were more likely to be working part-time or not working. Non-traditional students were also more likely to report being interested in graduate school, but less likely to be strongly confident in their acceptance to graduate school than their younger counterparts. Although these relationships were not significant in the results, it is worth noting that this indicates a need for supplemental resources and support for minority and non-traditional students.

On the post-test-only questions, participants gave overwhelmingly positive feedback on the lectures, indicating better understanding of the profession, enjoyment of the presentation, and that the information included was found to be significantly helpful. They also had a much stronger understanding of how to pursue OT as a career, indicating that these students would be able to translate their knowledge into action. These results were supported by the free response answers, where participants expressed enjoyment of the material and delivery of the presentation, as well as requesting even more information on the profession. Participants were interested in the outlook of the career, the variety present in every aspect of OT, and many were surprised by the breadth and reach of the profession. Participants were also able to identify aspects and characteristics a person might have to be an OT, and this could translate into recognizing these characteristics within themselves, leading to more interest in the profession.

The delivery of the presentation itself was done through semi-formal, standardized, personal contact. The results of this survey showed that, in agreement with previous research (Craik et al., 2001; Rozier et al., 1992), most participants had been made aware of OT through

personal contact if they were aware of it before this presentation. For many participants, this presentation was their first exposure to OT, and the majority of participants reported enjoying this method of delivery. Having a more interactive presentation was one thing requested across many responses, which is also consistent with previous research for minority and non-traditional students who respond better to hands-on learning (Graham & Babola, 1998; Larkin et al., 2007; Luzzo, 1999).

Students also responded positively to the idea of the pre-OT club, which will focus on hands-on learning experiences with practical applications. For example, students were interested in the idea of mock interviews, resume workshops, and application tips, which several students requested verbally during the question-and-answer periods after each lecture. The activities planned for the pre-OT club are planned for a non-traditional and minority population, and demographic questions on the pre-test indicated a distribution of ages and responsibilities as hypothesized prior to the project. Many students reported being caregivers, and there were also several students who were enrolled and working full-time. As mentioned in previous literature, having other responsibilities outside of school can be barriers for minority and non-traditional students when it comes to pursuit of and success in occupational therapy programs. This educational program and the pre-OT club can effectively address these barriers by giving students practical application and real-world skills that will assist in professional development, increase student involvement, and give peer mentors to students who are pursuing OT (Liddiard et al., 2017; Rainone, 2017).

Ultimately, the results of the pre- and post-test indicated the educational program implemented in 16 groups of students at GGC had significant and profound effects on the knowledge and understanding of OT demonstrated by participants. The interest in the pre-OT

club demonstrated a need and desire for such programs at GGC, and this program will help create greater interest in the profession. This interest in the profession will lead to more students interested in OT, while the educational program can help lead to more knowledgeable students, and eventually, a better professional identity of the profession as a whole.

This program can be implemented by other individuals in other colleges and can serve as the foundation for professional relationships between institutions, which can also help increase diversity and interest in OT. For example, if such a program is instituted at an undergraduate school, it can effectively demonstrate a large interest in OT, which can serve as the foundation for a relationship with a neighboring OT program. With such relationships in place, there will be clearer pathways created for students who are interested in OT, and it will also serve as a primary method of advocacy for the profession. Having more students interested in OT will positively impact both institutions, leading to more awareness of OT, and therefore increasing the number of potential practitioners. This project had a significant impact on a portion of the student population at GGC, but it has the potential to impact the entire profession of occupational therapy. If there are more resources for students at GGC who are interested in pursuing OT, there can be connections formed with local OT programs, which can in turn attract more applicants to GGC. This can inspire more outreach and advocacy to local high schools, middle schools, and even elementary schools. This can help grow the profession at local and state levels, as well as help increase interest in OT among minority and non-traditional students. Overall, it was concretely established that this educational intervention had a significant impact on the population, and increased the knowledge and understanding of, and interest in occupational therapy.

Limitations

Limitations of this project consist primarily in the small-scale nature of the Capstone. For example, this project was designed specifically for students at GGC based on a needs assessment and previous knowledge of the college, so the results may not be completely applicable to other schools. Additionally, being geared towards college students, the educational program would likely need to be tailored for use with populations in high school or elementary schools. Recruitment was done primarily through knowledge of faculty members who were willing to help with the project, but this may not be possible if the person implementing this project does not have existing contacts.

For the survey, there is always the chance of response bias, in which students may have answered the questions in an overly positive manner while in the presence of the presenter. Although survey responses were completely anonymous, participants still may have felt the need to respond positively, specifically in regard to the question about being interested in pursuing OT. Participants also reported enjoying the enthusiasm of the presenter, so their responses may have been less significant had the presenter been different. Additionally, there were two questions that were not able to be analyzed, which may have biased the outcome. One question asked students to select multiple settings in which an OT may work, and the other question asked to select multiple responsibilities related to OT. On the pre-test, students would not select all responses and would be given a score based on the correct responses. The average score for the pre-test was 9.2, and on the post-test was 16.5. Although the score increased on the post-test, the majority of students selected all responses for both of these questions only on the post-test, and wrong answers did not penalize them, so the increase in score is not meaningful. One of the reasons students may have selected all answer choices could have been the idea that OT is so

broad that they can really work in any setting and perform any responsibilities. After seeing this trend, one comment was added to the respective slides to highlight settings and responsibilities that were not related to OT, but this did not change the results. Another reason students may have selected all choices could be survey fatigue, which may occur when there are several short answer questions as there were on the post-test. Again, for these reasons, those two questions and the scores were not included in the analysis.

For the pre-OT club, one limitation is that as a former and not current student, access to resources at GGC was limited. For example, when trying to gather information about starting a student organization on campus, information would only be provided if current students were inquiring. This was also the case when inquiring about OT advising practices for students interested in OT, as well as when seeking information about academic programs which included classes that could be used as pre-requisites for OT school. This limited the ability of the researcher to fully ascertain what resources already exist at the school and could potentially impact the outcome of the organization. Finally, although 50 students signed up for the pre-OT club by giving their email addresses, the nature of campus life on GGC often shows that students will not attend on-campus events if they are outside their regular class times. This theme was identified in the needs assessment, and although many students show interest currently, there is no guarantee that the same number of students will attend meetings regularly after it has been fully established. This should be accounted for in program and activity planning for the future of this club, and this should also be evaluated when developing a similar club elsewhere.

Sustainability and Implementation Plan

Results for Pre-Occupational Therapy Club: OT2B

Officers, Advisors, and Members

As previously mentioned, a total of 50 students signed up for the pre-OT club. Of those members, 5 students were selected to be the executive board for the club through the process mentioned in Chapter 3. A primary advisor was identified through personal contact via email.

Resources for OT2B

Several documents were created for the pre-OT club to assist with starting the club, and to provide resources for members of the club. Table 6 shows a list of the documents and descriptions, and the documents themselves can be found in Appendix 3.

Table 5: List of Resource Documents for OT2B

Document	Description
Activity List	List of potential activities for the club with contact information and resources as needed
Template Document	Email templates to be sent to potential guest speakers, service events, presentation requests, etc.
School Summary Sheets	These documents summarize the OT programs at Georgia State University, Brenau University, and Augusta University – includes information from websites and links to helpful information
Application Process Tips	Contains tips and helpful resources for things such as OTCAS, and what to include on resume and applications
Academic Resources	Details academic resources and counseling options available at GGC
Interview Resources	Gives advice for OT school interviews, and provides resources available at GGC
What to Do While You're in School	Gives tips and resources for shadowing, and different options and opportunities to pursue as a student before OT school

Additionally, an updated presentation was created for the students to use while giving student-led presentations on OT. This presentation was updated in accordance with feedback received from the post-test survey, and will be used by OT2B to recruit members, and advocate for OT.

Process for Creating a Pre-OT Club

Another output from this part of the project is a detailed plan on how to create a pre-OT club at an undergraduate college, which can be used by other students or faculty to create a similar club. This plan is included in Appendix 4.

Overview of the Completed Program

The final program includes a comprehensive plan for the pre-OT club at GGC including:

- Officers willing to start and continue the club
- Primary advisor willing to assist students
- Potential activities list including contacts and relevant information
- Presentation and instructions for continuing to present to various classes with contacts included
- Email templates for recruiting members, guest speakers, and scheduling events
- Resource documents to give to members and other students interested in OT
- A list of places to seek counseling and assistance for the application and preparation process
- Connections with other pre-OT clubs and Student Occupational Therapy Association (SOTA) chapters in local schools

This program has been designed specifically for students at GGC but can be modified for other colleges and universities. A generalized plan for an educational program and how to start a pre-OT club at the collegiate level has been included in Appendix 4. This program can be distributed to other OT students who are interested in creating a similar program at other schools, or to faculty members at other schools who may desire to determine knowledge and understanding of occupational therapy and interest in occupational therapy as a career.

Sources of Funding

Funding will be acquired from the Registered Student Organization (RSO) office at GGC, and through fundraising efforts by the organization.

Community Capacity

This organization will be primarily designed for in-person activities but will be able to accommodate hybrid options for students unable to attend in person. If activities involve community partners, such as volunteering or shadowing hours, GGC maintains a good reputation with community partners, which will be further enhanced by students from this organization. The students will also continue to deliver the lecture, both to recruit for their organization, and to advocate for OT.

Action Plan for Sustainability

The structure and implementation of the pre-OT club will be evaluated each semester by the faculty advisor(s) and the students who are on the leadership team. At the end of each semester, these individuals will meet and discuss the successes and short-comings of that semester and make a plan of action for the next semester. This plan may include new activities and events, a plan for guest speaking events and lecture delivery, and to make any other modifications that may arise. In addition, they will plan for recruiting new members, and will set

a goal to recruit a set number of new members each semester. At the end of each semester, they will have feedback surveys sent out to all members and use this information to help guide any changes or modifications made to the organization.

Elections for officers will be held after one year (Fall, Spring, Summer), or when there is a vacancy in any of the positions. The faculty advisors will be consistent unless an issue arises where one or more faculty advisors is no longer willing or able to serve. In this case, it is the responsibility of the faculty advisor to find a replacement, pending approval from the President.

Connection With Georgia State University

A final means of sustainability will be a potential connection between GGC's Exercise Science program, and the Georgia State University Department of Occupational Therapy. This connection will allow GGC to identify potential candidates for OT school earlier in their program of study and provide them with a pathway towards OT school. This can not only help increase retention rates of students at GGC, but it will be concrete way to establish resources and support for students interested in occupational therapy. This will also benefit Georgia State University by creating a stronger and larger pool of potential candidates for their program, and will allow for more diversity and inclusivity within their program and the profession of OT. It can also assist in producing OT practitioners who are leaders in the field of occupational therapy, as is the mission of their program, by improving preparation and professional identity within students before even entering into the OT program (Georgia State University Department of Occupational Therapy, 2024). This will also help the sustainability of the pre-OT club, as it will be crucial to helping students outside of the classroom in their preparation for OT school. This connection is currently in the process of discussions, and will hopefully be established within the next two years.

Required Infrastructure

- Constitution
- Bylaws
- Organization Goals
- Activity and Meeting Plans
- Position Descriptions
- Conflict Resolution Strategies
- Standardized OT Lecture
- Connections to SOTA organizations in OT schools in GA
- Information/Brochures to give out about OT
- Connections to Community Partners
- Trainings Required Annually for all Leadership Team by RSO

Required Staff

- Faculty Advisor(s)
- President, Vice President, Treasurer, Secretary, Service Chair
- Potential Committee Leads (for outreach committee, service committee, etc.)

Goals

- By the beginning of the Fall 2024 semester, all officers will be recruited and established, and the club will be ready to register with the RSO office at GGC.
- By the end of the Fall 2024 semester, the club will have completed at least one (1) presentation to a class.

- By the end of the Fall 2024 semester, the club will have hosted at least one (1) activity-based meeting (resume workshop, guest speaker, GRE study session, etc.).

Plan to Achieve Goals

In order for the students to complete these goals, all foundational documents and resources will be completed prior to the start of the Fall 2024 semester. Students will have met with the RSO office and will have a plan and timeline for starting the club and will participate in any required training. Students will utilize already created resources and activity plans and carry them out accordingly.

Community Impact

As previously mentioned, having this pre-OT club will serve many purposes. First, it will educate students and faculty members on OT, which can help the community learn about this service, potentially before needing OT. Additionally, this organization will have as one of its objectives to participate in community outreach events, such as volunteering, shadowing, and promoting OT to the community. In this way, it will strengthen ties between GGC and the community, and will help students gain valuable skills related to success in graduate programs. This program is something that will continue to benefit students from all backgrounds after it has been established.

Conclusions

Overall, this project has successfully educated 16 groups of students about the profession of occupational therapy, and there are now around 250 students who know more about occupational therapy than they did before the project. There are 50 students who have expressed interest in joining a pre-occupational therapy club which will help them increase their marketability to graduate programs and the surrounding community. This project can be modified to fit the needs of different communities, and it lays the groundwork for anyone who is interested in advocating for OT at the college level. It provides a framework for similar projects, and it has demonstrated efficacy in increasing knowledge and understanding of OT, as well as increasing the interest in pursuing OT as a career in non-traditional and minority students. This project will leave a lasting impact on the students and faculty at Georgia Gwinnett College, and has paved the way for future GGC students in the pursuit of occupational therapy.

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Appendix 1

Learning Objectives

<u>Long-Term Goals</u>	<u>Short-Term Goals</u>
<p><u>LTG 1:</u> Within 14 weeks, understanding will be gained on the current knowledge and understanding of occupational therapy by Georgia Gwinnett College students within a classroom setting.</p>	<p><u>STG 1A:</u> Within 10 weeks, a minimum of 100 students will complete a pre-test to report their knowledge and understanding of occupational therapy within the classroom setting.</p>
	<p><u>STG 1B:</u> Within 10 weeks, trends will be identified in data to determine potential significance in certain populations, age groups, ethnicities, or majors where knowledge of OT is lacking.</p>
<p><u>LTG 2:</u> Within 14 weeks, information regarding OT will be shared with a minimum of 10 undergraduate classes to increase awareness of occupational therapy as a career.</p>	<p><u>STG 2A:</u> Within 7 weeks, information regarding OT will be shared with 5 undergraduate classes to increase awareness of occupational therapy as a career.</p>
	<p><u>STG 2B:</u> Within 7 weeks, a plan for delivering information on the profession of OT to 5 additional classes will be made.</p>
<p><u>LTG 3:</u> Within 14 weeks, an increase in knowledge and understanding of occupational therapy will be demonstrated by undergraduate students.</p>	<p><u>STG 3A:</u> Within 10 weeks, a minimum of 100 undergraduate students will demonstrate an increased score on post-test to demonstrate increased knowledge and awareness of occupational therapy.</p>
	<p><u>STG 3B:</u> Within 10 weeks, trends will be identified in data to determine potential significance in certain populations, age groups, ethnicities, or majors for increasing knowledge and understanding of OT.</p>
<p><u>LTG 4:</u> Within 14 weeks, undergraduate students will show an increased interest in pursuing OT as a career by indicating interest on post-test or joining an interest list for a pre-OT club.</p>	<p><u>STG 4A:</u> Within 10 weeks, 6 undergraduate students will express interest in joining a pre-OT club by signing up for the email list.</p>
	<p><u>STG 4B:</u> Within 12 weeks, 4 students interested in becoming an officer for the club will be identified and will help with the formation of the club through achievement of the requirements for creating a student organization.</p>
<p><u>LTG 5:</u> Within 14 weeks, a complete framework for a pre-OT club will be ready for</p>	<p><u>STG 5A:</u> Within 7 weeks, a constitution, bylaws, and organization objectives will be written and approved by</p>

use to establish a new registered student organization on campus at GGC.	site mentors towards registration as an official student organization on campus.
	<u>STG 5B:</u> Within 10 weeks, a potential organization advisor will be identified to meet the requirements of a student organization.
	<u>STG 5C:</u> Within 10 weeks, service events and club activities will be designed and organized to be set in motion when the organization is officially formed with 6 founding students.

Appendix 2

Supervision Plan

	<u>Carolyn Podolski, OTD, OTR/L</u>	<u>Josh Wludyga DSc, CSCS, *D</u>	<u>Todd Lindley, PhD</u>	<u>Jake Edwards, PhD</u>
Overall Role	Dr. Podolski will oversee the project as a whole. She will ensure that the project meets the requirements of the capstone and the OT program at Georgia State University.	Dr. Wludyga will be the leader of the site mentors at GGC. He will be the primary point of contact and will help ensure that everything is running smoothly and in accordance with GGC policies.	Dr. Lindley will assist with establishing connections with other faculty members to secure speaking engagements, and will help with interpretation of trends in data. He will also assist in development of the lecture presentation, and the pre-/post-tests.	Dr. Edwards will assist in establishing connections with other faculty members to secure speaking engagements. He will also help in establishing professional connections throughout the college, and will assist in development of the lecture presentation and pre-/post-tests.
Scheduled Meetings	1-2x/month or as needed, solo or with group	1x/week or as needed solo, 1x/month or as needed with group	1x/week or as needed solo, 1x/month or as needed with group	1x/week or as needed solo, 1x/month or as needed with group
Communication Methods	Virtual	In-person or virtual	In-person or virtual	In-person or virtual
Expertise and Specific Roles	Dr. Podolski will be the primary point of contact for GSU-related information, including but not limited to, capstone guideline adherence, all preparatory assignments, and oversight of delivery method of project.	Dr. Wludyga will be the primary point of contact for all research aspects of the project, including but not limited to, pre-/post-test development and delivery, IRB and amendments, checking data analysis, and communications with GSU as needed. Dr. Wludyga has expertise in research, exercise science, and healthcare career advisement which are crucial parts of this project.	Dr. Lindley will be the primary point of contact with regards to cultural and diversity information. Dr. Lindley has expertise in social and cultural aspects that will be analyzed in this project.	Dr. Edwards will be the primary point of contact with regards to professional connections, and in helping with the written portion of the capstone. Dr. Edwards has expertise in English and writing which will help with the written report of the capstone.

Resolution of Disputes or Disagreements:

Should a dispute arise between the parties within GGC, a meeting shall be held (virtually or in-person) with all members of the GGC team. A compromise will be reached and agreed upon. Should this not be possible, a meeting will be scheduled with the involved parties at GSU. The final decision in any dispute will be made by Molly Rowland after hearing all possible options.

Appendix 3

Resource Documents for OT2B

Activity List

Activity	Description	Contact	Additional Info
Resume Workshop	This will be an opportunity for students to create/update their resumes, and to go over the best practices for applying to OT school.	Whitney Smith, GCDF Associate Director Career Development Center wsmith11@ggc.edu 678-407-5524	See also “Resources” document for additional tips specifically for applying to OT schools
GRE Study Session	This will be an opportunity for students to receive information about the GRE, and to form study groups to review and prepare for the GRE.	TBD	There are many resources for GRE study prep, so may conduct a poll and see which options are the most desired for students.
Mock Interview	This will be an opportunity for students to practice interviewing for OT schools. It can either be done by scheduling a mock interview with Whitney and the Career Development Center, by practicing with your peers, or by using Big Interview.	Whitney Smith, GCDF Associate Director Career Development Center wsmith11@ggc.edu 678-407-5524	Go to Big Interview, go to Question Library, and search Physical Therapy. These questions are similar, and you can modify them for Occupational Therapy.
OTCAS Run-Through	You can have someone log into their account and walkthrough the different steps, or use the resources provided to learn more about the process.	Casey Ellis at UGA has made a comprehensive OTCAS walkthrough document that is very helpful.	https://www.myotspot.com/10-otcas-tips/ See OTCAS walkthrough in executive folder – updated every summer, so google OTCAS walkthrough for updates.
Guest Lectures	Recruit different guests to speak on topics that are	GSU OT Contact: Carolyn Podolski –	You can contact any of the OT schools to come and speak to

	interesting to you and your members! Examples may include: OT School representatives, current OT students, OTs working in specific areas (pediatrics, spinal cord injury, acute care, travel therapy, etc.), someone who knows about the GRE and OTCAS, authors of journal articles, someone from AOTA or GOTA, and more.	cpodolski@gsu.edu , or Jade Holloway – jgross11@gsu.edu Brenau OT Contact: Nancy Fowler, OT Admissions Counselor: nfowler1@brenau.edu Augusta OT Contact: Pheobe Prestridge – studyot@augusta.edu Pediatric Occupational Therapy – Molly Rowland – mollytrowland@gmail.com	your group, or you can attend open houses. Look at the websites for their OT programs for more information.
Course Planning	You can work with the Student Success Advising Center to help students plan which courses to take that align with pre-requisites. There is also the pre-health advising committee that may offer more resources.	Student Success Advising: ssadvising@ggc.edu Pre-Health: prehealth@ggc.edu	See resources on pre-OT track in executive folder.
Service Event	You can work with Grizzlies Serve to find service events, or you can email out into the community to find events.	GOTA Volunteer: https://www.gaota.com/volunteer Camp Twin Lakes: https://www.campwinlakes.org/volunteer/	https://www.myotspot.com/occupational-therapy-volunteer-opportunities/ See Supplemental Resources document in folder.
Observation/Shadowing	You can have group shadowing potentially – ask Dr. Doan. You can also have a list of locations for students to inquire about shadowing. You may also be able to create an arrangement with certain	See Supplemental Resources document in folder.	See Supplemental Resources document in folder.

	clinics to have students come and observe for an hour or so.		
Lecture Presentations	Members should either be required or at least have the opportunity to deliver a standardized lecture on OT. You can even have practice days where you practice the presentation and give feedback before going into classrooms. These should be group presentations, and try and send at least one person who has given the presentation with a new person.	Dr. Brandon Doan (EXSC): bdoan@ggc.edu Dr. Jeff Pasley (EXSC): jpasley@ggc.edu Dr. Jake Edwards (Honors): jedwards6@ggc.edu Make connections with other professors in other disciplines as well!	Use email template in shared folder.
Day in the Life	This could be arranged with an OT school, especially with GSU. Ask Dr. Doan (or current advisor) about starting this program. GGC students could potentially shadow one or more OT students and get an idea of what it's really like in OT school.	GSU OT Contact: Carolyn Podolski – cpodolski@gsu.edu , or Jade Holloway – jgross11@gsu.edu	

Template Document

Email for guest speaker:

Dear __ (name) _____,

My name is __ (name) _____ and I am the __ (officer position) _____ for the Pre-Occupational Therapy club at Georgia Gwinnett College called OT2B. I am writing to you to ask if you would be willing to speak to our group about your experiences (can also say knowledge, expertise depending on the type of speaker) with __ (job title, school, company, etc.) _____. I think we would greatly benefit from hearing from you, and we would really appreciate any help you may offer. Our events are usually ____ (format online or in-person, location, days, times) _____ and we usually have _____ (number of attendees) _____ at our meetings. If you are able to speak to our group, please let us know what days/times are best for you, and we will work with you to find the best time. Please let us know if you have any questions.

We thank you for your consideration, and we look forward to hearing from you.

Sincerely,

__ (Name) __

OT2B Executive Board

President:

Vice President:

Secretary:

Treasurer:

Service Chair:

Email for service event:

Dear _(name)_,

My name is __(name)_____ and I am the __(officer position)___ for the Pre-Occupational Therapy club at Georgia Gwinnett College called OT2B. I am writing to you today to inquire if you have any service projects in which our group could participate. We generally have _(number of attendees who attend service events)___, and we would like to help your organization if we can. We would ideally like to have options close to the Georgia Gwinnett College campus, but we may have some flexibility if needed. If you have any available opportunities, please let us know and we can work out an arrangement for days and times we could help. Please let us know if you have any questions.

Thank you for your consideration, and we look forward to hearing from you.

Sincerely,

__(Name)__

OT2B Executive Board

President:

Vice President:

Secretary:

Treasurer:

Service Chair:

Email for Scheduling Presentations:

Dear _(name)_,

My name is __(name)___ and I am the __(officer position)___ for the Pre-Occupational Therapy club at Georgia Gwinnett College called OT2B. I am writing to you today to ask if I (or group members) could come and speak briefly to one of your classes. In the Spring 2024, an alumnus of GGC (Molly Rowland) created a presentation to advocate for Occupational Therapy as a potential career option for students at GGC. She gave this presentation and helped start the Pre-Occupational Therapy club as part of her final project while earning her doctorate in OT from Georgia State University. Students responded really well to the project, and so we are continuing to give a shorter version of the presentation. This is a great opportunity for your students to learn about another career option, and it helps our members practice presenting, and advocating for Occupational Therapy. OT is a very versatile field which can be related to any background, and people come to this field from varying majors. The presentation will last anywhere from 20-30 minutes, which I realize is significant when you have other material to cover, but I think you and your students will find it beneficial. If you have any questions about this, or would like to see the presentation first, please let me know.

If this is something in which you are interested, please let us know your class day, the time we will be presenting, and the topic/major of the class, and we will accommodate your schedule as best we can.

Thank you for your consideration, and we look forward to hearing from you.

Sincerely,

__(Name)___

OT2B Executive Board

President:

Vice President:

Secretary:

Treasurer:

Service Chair:

Georgia State University Occupational Therapy Program Overview:

Website: <https://lewis.gsu.edu/ot/>

Program Type: Doctor of Occupational Therapy (OTD) – 3 years/9 semester

Application Times: Usually opens sometime in July, closes sometime in September the year before. Ex: For Summer 2025 start, application cycle runs from July 2024 – September 2024.

Pre-Requisites: <https://lewis.gsu.edu/ot/ot-academics-and-admissions/#Prerequisites-required>

- Human Anatomy and Physiology 1 with lab (3 credits)
- Human Anatomy and Physiology 2 with lab (3 credits)
- Human Growth and Development or Developmental Psychology (3 credits)
- Abnormal Psychology (3 credits)
- Statistics (3 credits)
- Sociology or Anthropology (3 credits)
- Medical Terminology (2-3 credits)

The GSU OTD Program requires that 5 out of the 7 prerequisite courses be completed at the time of application submission and all of the courses should be completed by the time of the anticipated start to the program in the following summer semester. Human Anatomy and Physiology 1 with lab (3 credits) need to be completed at the time of the application submission.

GPA: <https://lewis.gsu.edu/ot/ot-academics-and-admissions/#admission-requirements>

- Minimum of 3.0 overall, and minimum cumulative 3.0 on pre-requisite courses to apply.

GRE: Have completed the GRE within 5 years of the desired semester of entry, including the quantitative, verbal and analytical writing components. ****A minimum score of 150 on the Verbal and 140 on the Quantitative sections of the Graduate Record Exam (GRE) is recommended. A minimum score of 3.5 in the Analytical Writing section is also recommended.** ****While minimum GRE scores are recommended, they are not required.**

Shadowing/Observation: Submit documentation of a minimum of 50 hours of work, volunteer, or shadowing experience in at least two different delivery systems demonstrating exposure to and understanding of the occupational therapist's role. The documentation of hours should be signed by the supervising occupational therapist(s). Check website to see example of log.

OTCAS: OTCAS will require 2-3 letters of recommendation, transcripts, etc. See OTCAS handouts from OT2B for more information.

Cost: <https://graduate.gsu.edu/funding-and-costs/> Cost Calculator

Brenau University Occupational Therapy Program Overview:

Website: Doctorate: <https://www.brenau.edu/programs/entry-level-otd/>

Masters: <https://www.brenau.edu/programs/ms-occupational-therapy/>

Program Type: Master of Science in Occupational Therapy (OTM) – 2 years, 6 semesters
Doctor of Occupational Therapy (OTD) – 3 years/9 semester

Application Times: Usually opens sometime in July, closes sometime in September the year before. Ex: For Summer 2025 start, application cycle runs from July 2024 – September 2024.

Pre-Requisites: Masters: <https://www.brenau.edu/programs/ms-occupational-therapy/>
Doctorate: <https://www.brenau.edu/programs/entry-level-otd/>

- PY 202 – Human Growth & Development (lifespan) (3 hrs.)
- PY 309 – Abnormal Psychology (3 hrs.)
- SY 101 – Intro to Sociology OR Social Issues OR AY 101 Intro to Anthropology OR Cultural Anthropology (3 hrs.)
- MS 205 – Introduction to Statistics (3 hrs.)
- BY 209 – Human Anatomy & Physiology I (4 hrs. with lab)
- BY 210 – Human Anatomy & Physiology II (4 hrs. with lab)
- PS 121 – General Physics OR EX 301 – Biomechanics OR EX 300/300 – Kinesiology + lab OR other movement sciences (3-4 hrs).
- HS 200 – Medical Terminology (1 hr.)
- **PH 222 – Intro to Ethics OR PH 205 – Intro to Philosophy OR BA 203 – Critical/Creative Thinking (3hrs.)

**only required for OTD, not OTM program

GPA: Minimum of 3.0 overall, and minimum cumulative 3.0 on pre-requisite courses preferred.

GRE: Prefer GRE of 285+ and analytical writing 3.5+

Shadowing/Observation: Recommend 40 hours of observation in at least 2 different settings.

OTCAS: OTCAS will require 2-3 letters of recommendation, transcripts, etc. See OTCAS handouts from OT2B for more information.

Cost: <https://www.brenau.edu/academics/health-sciences/occupational-therapy/tuition-information/>

Augusta University Occupational Therapy Program Overview:

Website: <https://www.augusta.edu/alliedhealth/ot/>

Program Type: Master of Science in Occupational Therapy (OTM) – 2 years, 6 semesters

Application Times: Usually opens sometime in July, closes sometime in October the year before. Ex: For Summer 2025 start, application cycle runs from July 2024 – October 2024.

Pre-Requisites: <https://www.augusta.edu/alliedhealth/ot/admissions.php>

- Physics with Lab (4 credit hrs) PHYS1111 or PHYS 2211
- Anatomy & Physiology I with Lab (4 credit hrs) BIOL2111
- Anatomy & Physiology II with Lab (4 credit hrs) BIOL2112
- Statistics (3 credit hours) MATH2210
- Human Growth & Development or Lifespan Development (3 credit hrs) PSYC2103
- Abnormal Psychology (3 credit hrs) PSYC3143
- Sociology, Anthropology, Philosophy, Religion, OR Ethics (3 credit hrs) SOCI1101, ANTH1102, PHIL2010, or PHIL2010
- Medical Terminology *Strongly recommended* prior to admission KNHS2300

GPA: Minimum of 3.0+ overall, math and science GPA of 2.8+

GRE: Minimum combined GRE of 290+ and analytical writing 3.5+

Shadowing/Observation: Minimum 60 hours of observation with an occupational therapist.

OTCAS: OTCAS will require 2-3 letters of recommendation, transcripts, etc. See OTCAS handouts from OT2B for more information.

Cost: chrome-

extension://efaidnbmnnnibpcajpcgiclfndmkaj/https://www.augusta.edu/alliedhealth/ot/costofattendance_otupdated_6_2023.pdf

Application Process Tips:

OTCAS: Make your OTCAS profile before your application cycle opens, but **DO NOT START FILLING OUT AN APPLICATION**. If you start an application in the wrong cycle, all your progress will be LOST. You can make the account and go through the application to see what all you need to collect, but **DO NOT START** until the day your application cycle starts, and ensure you are filling out the correct application.

- OTCAS is picky about the format when you enter your service/shadowing hours. They ask for the dates, the address of the site, a contact person, and a phone number/email, so make sure you have that info on-hand.
- **INCLUDE EVERYTHING** – include every volunteer or service event, or anything you can think of. There is nothing too small, even if you volunteered one time for an hour 7 years ago, put it on there. For additional tips, see the OTCAS handout, or Google Search “OTCAS walkthrough” for more information.

Resume: Normally, for your resume, you want to keep it to a page or less. In **THIS ONE INSTANCE**, you can make it longer. Put any relevant volunteering, working, shadowing, presentations, conferences, publications, etc.. This resume really needs to highlight that you have had a lot of experience, even if is not directly related to OT.

Essay: Research the school’s mission and vision statement before writing your essay. Think about what makes each school different, and highlight different aspects of yourself or your experiences based on that. For example, if the school mentions academic excellence, or research, briefly mention any experience you have had in these areas. The main part of the essay should be to market yourself! This is **NOT** a time for humility. Tell the school exactly why you are different than any other candidate, and how you can benefit their program. If you’ve been a caregiver, studied abroad, have had major trials to overcome, are a single parent, first generation college student, whatever it is that makes you, you, focus on that. Tell your story, tell the story of how you decided on OT. Mention aspects of OT that you love, so they know you are knowledgeable about the profession. Have several people you trust read over the essay **BEFORE** you submit it – make sure it is free of grammatical or spelling errors.

Application: Again, include everything you can think of in your application. Also, consider paying for transcript entry rather than entering it yourself – it may be less stressful and less risk of mistakes that could delay your application.

General Tips: **GET YOUR APPLICATION IN EARLY** – Most schools receive hundreds of applications within a week, so try and get your application in as soon as possible. Try and familiarize yourself with the system beforehand, have all your service/volunteer/shadowing hours compiled, secure the information from the three people who will write your letters of recommendation.

Academic Resources:

Advisement: Talk with your advisor about your courses and how to adapt your courses for OT.

If you are unsure about whether you can be accepted into OT school, speak with your advisor, or the OT2B advisor. Show them your resume and everything you would put on an application and have an honest discussion with your advisor about everything. GPA is not the only thing schools look at, but it is an easy way to sift through applications. If you don't have the highest GPA, talk with your professors or advisors about what else you can highlight in your application to make you stand out.

Peer Mentoring: Talk with OT2B officers about coming up with a peer mentor who can help you through the OT process. Also look into the Grizzly Mentor Collective to learn more about peer mentoring. Also participate in Student-led Study Sessions (PSI) for any subjects with which you are struggling.

AEC: Visit the Academic Enhancement Center for tutoring, attend workshops, and ASK FOR HELP. There is no shame in asking for help. aec@ggc.edu

Interview Resources:

Mock Interviews: Visit the GGC Career Development Center (Student Center Building E, Room 2130) and schedule a mock interview. You can also use BigInterview (look on the Career Development Center Website) and search for physical therapy questions – They are a little different than occupational therapy, but fairly similar.

Question Practice: Here are some practice questions. Try and prepare some answers to these questions, as they are commonly asked in interviews. Type out the answers and try and memorize them, or memorize the main point of the answer and let it flow naturally.

- Why do you want to be an Occupational Therapist?
- What makes you think you are an ideal candidate for our school?
- How do you deal with stress/heavy course loads/what do you do for fun?
- What kinds of experience do you have in the area of OT/what about your background qualifies for this program?
- Have you ever faced an ethical concern, and if so, what did you do about it?
- Have you ever seen or experienced discrimination or cultural biases of any kind and what did you do about it?
- How do you work with different types of people/groups? How do you handle conflicts?
- How do you keep occupational balance in life?
- What are your strengths and weaknesses?
- What role do you imagine yourself taking in a group project?
- Tell me about a time you took on a leadership role, when you were not the “official” leader.
- Describe a time when you worked with a team. How did you contribute to the team? What obstacles did you face?

Here are some other helpful resources:

- <https://www.myotspot.com/ot-school-interview-questions/>
- https://www.youtube.com/watch?v=dkbwTx7tHFo&ab_channel=Sandra (OT School Interview Tips || Occupational Therapy School)
- https://www.youtube.com/watch?v=vgOUdk0b_sQ&ab_channel=WorkItDaily (Group Interview Tips)

Ask Your Own Questions! Make sure when they ask you if you have any questions, have a few prepared, or come up with one on the spot. It’s good to ask questions about the program itself but try and think of some more substantial questions. Here are some examples:

- If you (speaking to a professor/interviewer) could take or retake any class in your program, what class would it be and why?
- What would you say sets this program apart from other programs? Is there anything you think is characteristic about the therapists who graduate from your program?
- If you could go back to when you were interviewing for OT school, what piece of advice would you give yourself?

Be Yourself! Just be yourself, trust your preparation, and take a deep breath.

What to do While You're in School:

Take Class Seriously: Treat every class as if it will be important to you later (it most likely will be!) Complete every assignment as if it is the only thing a graduate program will see about you. Make assignments have meaning if you can – write about occupational therapy or bring in occupational therapy in any way you can. The worst thing you can do is not care about classes. Do not blow off any class – graduate schools look at everything.

Prepare Yourself: Take more credit hours if you can, because graduate school is a very heavy workload. The better you get at balancing heavy workloads, the more prepared you will be for OT school.

Don't Freak Out: Don't stress if you have a bad grade in a class. Things happen, we all have our own struggles. Don't let that bad grade define you. Work hard, put in the time and effort, and overcome the obstacle. If you had to withdraw from a class or take an incomplete, it might not hurt to mention any extenuating circumstances in your essay.

Ask for Help: Ask for help when you need it – your professors are there to help you.

Make Good Connections: Make connections with your professors – having multiple options for your letters of recommendation is a good thing! You will have professors in OT school who may not be your favorites, but you will also have patients who will not be your favorites, so practice conflict resolution and work on your own shortcomings. Volunteer for things when you can, seek out extra ways to boost your resume, such as working with your professor to write a publication. Speak with your professors – they really want to see you succeed!

Utilize Your Resources: GGC offers many resources, so try and really look into those and utilize them as much as you can. Being at GGC offers many unique opportunities, especially when it comes to networking, so take advantage of that. You never know when you will need those connections!

Get Involved: Get involved and be active members of student organizations! This looks really good to OT schools, especially if they see you are an active member of an OT-related club. If there is a club or opportunity you would enjoy at GGC but it doesn't currently exist, then maybe you are the one to start it. Starting an organization also looks very good on a resume.

Track Hours: As you volunteer or get involved with things, create a spreadsheet to keep track of these hours. Ask the OT2B about a format you can use. Keep track of the name of the place you volunteered or worked, how many hours were spent there, a contact for who you shadowed or was in charge of you, and also the address and phone number of the site to help you with your OTCAS application.

Plan Your Classes Out: Make a spreadsheet with the classes you will take each semester until graduation. This will help you stay on track. You can also record the grades you received so you have easy access for applications. See OT2B club for example sheet.

Appendix 4

Plan for Starting a Pre-OT Club

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03/21/2024

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Plan for Educational Program and Pre-OT Club at Collegiate Level:

First Steps:

Before beginning anything, identify a need at your school. Speak with community stakeholders (professors, staff members, key students) and determine if there is a need for an educational program about Occupational Therapy, and for a pre-Occupational Therapy club.

Some questions to ask are these:

- Are there many students who are interested in Occupational Therapy? (Determining how many is enough to give a positive answer will depend on the school and other factors. Around 10% of one major? 3-5% of every classroom? What does that number look like for your school?)
- What resources currently exist for students interested in OT? What does the school provide?
- Is this population one in which lack of knowledge of OT may be leading to decreased interest in OT? (i.e., minority populations tend to receive less information on graduate programs. Exercise Science or Kinesiology students may not know the difference between OT and PT. There may be a similar health-related program already in existence at the school that receives extra awareness and potentially leading to oversight of OT.)
- Is there a capacity to support additional resources? (i.e., is there room for a pre-OT club, or would it be competing with other disciplinary clubs?)

There are many more questions that can be asked. Come up with a list of questions that would inform your program, and ask these questions of your stakeholders, focus groups, and anyone else you've identified as a key person. If you are designing an educational program, some other questions to consider include:

- What delivery style is most effective for the population?

- What type of program is feasible at the college? (i.e., is it feasible to go into classrooms, or would it be better to have a recording to distribute, etc.)
- What information would be most beneficial for this population? What are students most interested in hearing?

After gathering information for your needs assessment, the next step is to incorporate that feedback into your program plan. Use this information to create goals for your program, and a plan to achieve those goals, and consider taking this information back to your stakeholders for further feedback.

Educational Program:

As mentioned, when creating an educational program, it is important to consider delivery method, teaching methodology and pedagogy, and factors that are site and population-specific. For example, certain schools might already enact a flipped approach, so it might be better to give an informational handout and give more experiential learning experiences. Some populations enjoy hands-on learning experiences, so perhaps bring some demonstrative activities. It may also be beneficial to bring some case study information for students to go through together. Decide on your style after being informed by stakeholders.

- Determine a schedule or number of groups to which you want to deliver the educational program and create a plan for how to achieve that goal.
- If you are collecting survey data, ensure you have IRB approval if necessary.
- Have stakeholders review your educational program prior to beginning.
- Perform a test session with a student group and request feedback on the session and methodology.

Once the material is finalized, begin administration.

Creation of a Pre-OT Club Plan: Using information from stakeholders, create a plan for a pre-OT club.

- What activities and events are suggested or requested by stakeholders?
- Create goals and a purpose statement for the organization and take this back to the stakeholders.
- Consult the college regarding the process to start a student organization on campus.

- Are there other clubs that could simply be adapted or have activities added to meet the needs of the population (i.e., is there a pre-health career club that could serve the same purpose?)
- Create any drafts of any relevant documents, such as a constitution and bylaws, mission and vision statement, list of potential activities, resources, etc.. These will be verified by the students later before submitting to the school, but it is a good idea to have these prepared ahead of time.
- Create a plan for how officers and advisors will be selected. This could include interviews, resume grading, essays, whatever you think will ensure quality officers and advisors. Consider having a third-party involved who can be unbiased in selection.

Recruitment for Pre-OT Club:

After each educational session, enable students to sign up for the pre-OT club. This can be a simple interest form in which students give their name and email address. You can even give them the option to express interest in being an officer, and in this way identify potential candidates.

Recruitment can also be done through the use of informational flyers and handouts that can be distributed throughout campus. Consult the college regulations on distributions of flyers before posting.

Selection of Officers and Advisors:

As students express interest in being an officer, follow your plan for selecting officers and advisors. Create descriptions of the roles the officers will fulfill (can be modified with the officers), and this might help you in selecting the best officers.

Working with the School:

Once the period of recruitment has ended, and officers and advisors have been selected, meet with the school to begin the process of creating a club. Ensure all rules and regulations are followed, and establish a time when the organization will be officially under way.

Setting up for Success:

Provide the organization with as many resources as possible. Compile a list of resources from the school that can be given to members interested in pursuing OT. Create your own resources or find existing resources. Consider creating a shared folder either through the college, or through other means, and give access to all officers and advisors.

Sustainability:

Create a sustainability plan to ensure the club is successful beyond the scope of this project. Create plans for evaluation, modifications, and contingencies for problem-solving. Consult with officers, advisors, and community stakeholders to create this plan. Determine how to evaluate the club and how it is functioning. How will this evaluation be carried out when you are not there?

Educational Program:

- Will the educational program be carried out after you are gone?
- If so, will it be the same, or will there be modifications made?
- Who will be enacting the program?
- If not, how will you use what you have learned to help the club and future students?
- How does it impact the field of occupational therapy?

Conclusions:

This is a project that can be modified based on your needs and process. This document may serve as a general guide for accomplishing the process, but how it is enacted will depend on the person enacting it, as well as the location where it is enacted. Advocating for occupational therapy is an important aspect of the profession, and creating support and resources for those interested in pursuing it will help grow the profession. It also helps serve the area and school where it is enacted, so be sure and perform a sufficient literature review to support your reasoning for enacting this program. Identify a need, and determine what needs to be done to fill that need.

Appendix 5

Pre- and Post-Test Questions

Pre-Test Questions

Part 1: First, you will be asked some demographic questions. This survey is anonymous, but you will be asked to create a unique identifier to allow for data matching.

1. Are you older than 18?
 - Yes
 - No
2. Have you taken this survey before?
 - Yes
 - No
3. Please enter your first initial, your two-digit birthday month, the last number of your phone number, followed by the last two digits of your student ID.
Ex:
Name: John
Birth month: January
Phone number: 555-555-5555
Student ID: 900146487
Unique Identifier: **J01587**
A: Text Entry
4. What is your enrollment status?
 - Part-Time
 - Full-Time
5. What year are you?
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Post-Baccalaureate
 - Other: Please Specify
6. What is your age?
 - 18-20
 - 21-23
 - 24-26
 - 27-29
 - 30-32
 - 33-35
 - Older than 35
7. Are you involved in caregiving for anyone? (Ex. Parents, siblings, children, other family members)
 - Yes
 - No

8. What is your current employment status?

- Part-Time
- Full-Time
- Student Worker
- Not working
- Other – Please Specify

Part 2: Next, you will be asked some questions about your interests in school.

9. What is your major? (Ex. Biology, Language Arts, Undecided)

A: Text Entry

10. What are some factors you consider(ed) when selecting a major? (Ex. Potential for employment, passion for subject, foundation for additional education, etc.)

A: Text entry

11. Are you interested in or currently pursuing graduate school or additional education after bachelor's degree?

- Yes
- No
- Maybe

12. Please indicate your agreement with the following statement:

“I feel confident that I can and will be accepted into graduate school if I apply.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

13. What skills/qualities/attributes do you feel are necessary for preparation and success in graduate school?

A: Long Text Entry

Part 3: Finally, you will be asked some questions about occupational therapy.

14. Please indicate your agreement with the following statement:

“I have heard of occupational therapy.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

14a. How/where did you first hear about occupational therapy?

A: Text entry

15. Please indicate your agreement with the following statement:

“I feel knowledgeable about occupational therapy.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

16. Please indicate your agreement with the following statement:

“I feel I have enough knowledge to explain occupational therapy to others.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

17. Please indicate your agreement with the following statement:

“Occupational therapy is a valuable career option for me.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

18. To the best of your ability, please give a short description of what occupational therapists do.

A: Long text entry

19. Please select from the following responsibilities if you think they are related to occupational therapy:

- Activities of daily living
- Massage
- Help with finding employment
- Manual muscle testing
- Sensory integration
- Hand therapy
- Pediatric development
- Leisure activities
- Expressive language skills
- Ergonomics
- Drug prescription
- Gait training
- Splinting
- Respiration

- Positioning
- Home safety evaluation
- Increasing quality of living for disabled people
- Psychological assessments*
- Interest checklists
- Craft activities
- Range of motion
- Community integration
- Speech and articulation skills
- Social use of language

20. Please select from the following, settings in which you think an occupational therapist may work:

- Office building
- Hospitals
- Outpatient clinics
- Psychiatrist offices
- Nursing homes
- Day programs
- Skilled nursing facilities
- Home health
- Primary care office

21. To the best of your knowledge, what skills or attributes do you think an occupational therapist might need to be successful in this profession?

A: Long Text Entry

22. Please indicate your agreement with the following statement:

“I am interested in pursuing occupational therapy as a career.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

We thank you for your time spent taking this survey. Your response was recorded.

*Note: For the purposes of this survey, answers highlighted in gray were considered to be correct answers. Psychological assessments may be considered a responsibility of OT, especially in states in which OTs are qualified mental health practitioners. Although arguments may be made for all choices, these answers were selected as the most commonly associated with OT.

Post-Test Questions

Part 1: First, you will be asked some demographic questions. This survey is anonymous, but you will be asked to create a unique identifier to allow for data matching.

1. Are you older than 18?
 - Yes
 - No
2. Have you taken this survey before?
 - Yes
 - No
3. Have you taken the pre-test?
 - Yes
 - No
4. Please enter your first initial, your two-digit birthday month, the last number of your phone number, followed by the last two digits of your student ID.

Ex:

Name: John

Birth month: January

Phone number: 555-555-5555

Student ID: 900146487

Unique Identifier: **J01587**

A: Text Entry

Part 2: Next, you will be asked some questions about occupational therapy.

5. Please indicate your agreement with the following statement:
"I have heard of occupational therapy."

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

5a. How/where did you first hear about occupational therapy?

A: Text entry

6. Please indicate your agreement with the following statement:
"I feel knowledgeable about occupational therapy."

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

7. Please indicate your agreement with the following statement:

“I feel I have enough knowledge to explain occupational therapy to others.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

8. Please indicate your agreement with the following statement:

“Occupational therapy is a valuable career option for me.”

A: Select one

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

9. To the best of your ability, please give a short description of what occupational therapists do.

A: Long text entry

10. Please select from the following responsibilities if you think they are related to occupational therapy:

- Activities of daily living
- Massage
- Help with finding employment
- Manual muscle testing
- Sensory integration
- Hand therapy
- Pediatric development
- Leisure activities
- Expressive language skills
- Ergonomics
- Drug prescription
- Gait training
- Splinting
- Respiration
- Positioning
- Home safety evaluation
- Increasing quality of living for disabled people
- Psychological assessments*
- Interest checklists
- Craft activities
- Range of motion
- Community integration

- Speech and articulation skills
 - Social use of language
11. Please select from the following, settings in which you think an occupational therapist may work:
- Office building
 - Hospitals
 - Outpatient clinics
 - Psychiatrist offices
 - Nursing homes
 - Day programs
 - Skilled nursing facilities
 - Home health
 - Primary care office
12. To the best of your knowledge, what skills or attributes do you think an occupational therapist might need to be successful in this profession?
A: Long Text Entry
13. Please indicate your agreement with the following statement:
“I am interested in pursuing occupational therapy as a career.”
A: Select one
- Strongly disagree
 - Somewhat disagree
 - Neither agree nor disagree
 - Somewhat agree
 - Strongly agree

Part 3: Finally, you will be asked some questions about the content of this lecture.

14. Please indicate your agreement with the following statement:
“I enjoyed this presentation.”
A: Select one
- Strongly disagree
 - Somewhat disagree
 - Neither agree nor disagree
 - Somewhat agree
 - Strongly agree
15. What did you enjoy about this presentation? If you did not enjoy anything, answer N/A.
A: Long text entry
16. What did you dislike about this presentation? If you did not dislike anything, answer N/A.
17. Please indicate your agreement with the following statement:
“I found the information in this lecture to be helpful.”
A: Select one
- Strongly disagree

- Somewhat disagree
 - Neither agree nor disagree
 - Somewhat agree
 - Strongly agree
18. What did you find to be helpful about this lecture? If you did not find anything helpful, answer N/A.
19. What information do you think should be added to make this lecture helpful? If you do not think anything should be added, answer N/A.
20. Please indicate your agreement with the following statement:
 “I understand occupational therapy better after hearing this lecture.”
 A: Select one
- Strongly disagree
 - Somewhat disagree
 - Neither agree nor disagree
 - Somewhat agree
 - Strongly agree
21. Please indicate your agreement with the following statement:
 “I am more interested in pursuing occupational therapy after hearing this lecture.”
 A: Select one
- Strongly disagree
 - Somewhat disagree
 - Neither agree nor disagree
 - Somewhat agree
 - Strongly agree
22. Please indicate your agreement with the following statement:
 “I have a better understanding of how someone might pursue occupational therapy after hearing this lecture.”
 A: Select one
- Strongly disagree
 - Somewhat disagree
 - Neither agree nor disagree
 - Somewhat agree
 - Strongly agree
23. Do you have any additional feedback or comments about this experience?
 A: Long text entry

We thank you for your time spent taking this survey. Your response was recorded.

*Note: For the purposes of this survey, answers highlighted in gray were considered to be correct answers. Psychological assessments may be considered a responsibility of OT, especially in states in which OTs are qualified mental health practitioners. Although arguments may be made for all choices, these answers were selected as the most commonly associated with OT.