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Introduction to role models in emerging and innovative practice through podcasts: a novel approach in occupational therapy education

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INTRODUCTION TO ROLE MODELS IN EMERGING AND INNOVATIVE PRACTICE THROUGH PODCASTS: A NOVEL APPROACH IN OCCUPATIONAL THERAPY EDUCATION

by

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“If I have seen further, it is by standing on the shoulders of giants.”

- *Sir Isaac Newton*

DEDICATION

This project is dedicated to you, reader.

You were meant for something real.

You have the power to change things.

What you do and who sees you do it matters.

And most importantly,

The world needs people just like you.

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To Karen Jacobs, my academic mentor and advisor: Thank you for your consistent encouragement, your generous mentorship, your inspirational example, and your wise counsel. You are my role model in more ways than one, and your guidance has opened my eyes to a world of opportunity. I am deeply grateful for your presence in my life.

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INTRODUCTION TO ROLE MODELS IN EMERGING

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ABSTRACT

Unprecedented societal changes have provided an opportunity and obligation for occupational therapy (OT) to expand practice to include emerging and innovative practice areas (E/IPA), defined as practice settings and/or client populations without an established OT presence (Hammel, 2021; Moynihan et al., 2021; Vogenberg & Santilli, 2018; Kantartzis, 2020; Larsson-Lund & Nyman, 2020; Holmes & Scaffa, 2009). However, diversification of OT practice is met with numerous challenges, including but not limited to a scarcity of role models to emulate and a paucity of explicit and comprehensive education surrounding intrinsic and extrinsic factors critical to effective practice in these domains (Dancza et al., 2019; Zubriski et al., 2020, Thew et al., 2018; McCombie & Antanavage, 2017; Gray et al., 2021; Morgenroth et al., 2015). This doctoral project sought to explicate the importance of equitable access to role models in E/IPA for the continued growth of the profession. This was done through the development and implementation of a podcast series featuring occupational therapy practitioners (OTPs) working in E/IPA in an entry-level occupational therapy doctoral

(El-OTD) course at Boston University (BU). Results suggest that podcasts are a feasible means to support access to role models in E/IPA within an OT academic setting. An introduction to the problem, review of relevant literature, program development specifics based on evidence-based practice for role modeling and podcasting interventions, program evaluation strategies, and funding/dissemination strategies are described.

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LIST OF ABBREVIATIONS

ACOTE ..... Accreditation Council of Occupational Therapy Education

AI ..... Artificial Intelligence

AOTA ..... American Occupational Therapy Association

BU ..... Boston University

E/IPA ..... Emerging and Innovative Practice Areas

EL-OTD ..... Entry-Level Occupational Therapy Doctorate

Gen-Z ..... Generation Z

LTG ..... Long-Term Goal

MAOT ..... Massachusetts Association for Occupational Therapy

MTRM ..... Morgenroth's Theory of Role Modeling

OT ..... Occupational Therapy/Occupational Therapist

OTA ..... Occupational Therapy Assistant

OTP ..... Occupational Therapy Practitioner

OTPF-4 ..... Occupational Therapy Practice Framework

OTS ..... Occupational Therapy Student

PCS ..... Perceived Competence Scale

PTE ..... Pi Theta Epsilon

QAEP ..... Questionnaire for Assessing Educational Podcasts

STG ..... Short-Term Goal

TPB ..... Theory of Planned Behavior

SOTA .....Student Occupational Therapy Association

UDL .....Universal Design for Learning

CHAPTER ONE – Introduction

Occupational therapy (OT) is distinguished from other rehabilitation professions by the foundational philosophical belief in the value of occupations as a health-promoting and necessary component of life (Malfitano et al., 2019). According to the American Occupational Therapy Association's (AOTA) Occupational Therapy Practice Framework (OTPF-4), the scope of OT includes supporting meaningful occupation in all individuals, communities, and populations (American Occupational Therapy Association, 2020a). While OT education and practice have adapted to fit within the current health care practices in the United States; the true scope of the OT practice is vast.

Nature of the Problem

Grounded in the Moral Treatment era of the 1920s, early OTs were social activists who embodied and championed the principles of occupational rights and justice (Hammell, 2021). Societal pressures in the United States and their effect on healthcare led to an increase in reductionist approaches and an emphasis on the medical model of practice to ensure payment for services and validation within the medical community (Stav & Herman, 2022). This has contributed to limitations in the reach of OT beyond the scope of widely recognized practice settings, including hospitals, skilled nursing facilities, and school-based practice. The lack of recognition of OT within areas not traditionally associated with the profession has consequently limited its value (Lauckner et al., 2019).

Access to the provision of services for all persons in need of them and actions to remediate inequities in societal and occupational participation is an intrinsic component of effective practice (American Occupational Therapy Association, 2020). Occupational therapy practitioners (OTPs) therefore have an ethical responsibility to expand practice to meet changing and emerging needs. This includes placing greater emphasis on emerging and innovative practice areas (E/IPA), which are defined as populations and/or settings without a traditional OT presence (M. Scaffa, personal communication, April 28, 2021).

The promotion of OT as a profession in all settings and with all potential clients, benefits society by increasing access to OT services for more individuals and communities (Kantartzis, 2020; Larsson-Lund & Nyman, 2020). Developing OT within E/IPA is also an opportunity for occupational therapy practitioners (OTPs) to advocate for the profession. Opportunities exist for OTPs to make an impact with a wide variety of populations and settings who do not currently have access to services. This serves to both increase health and wellbeing in diverse communities and fulfill professional obligations to promote ethical and dynamic practice. Promoting occupational justice as a guiding principle for practice makes supporting and enabling occupation in all dimensions a professional obligation to maintain ethical principles (American Occupational Therapy Association, 2020b). Laying a foundation for E/IPA is therefore integral for the continued growth and salience of the profession (Lamb & Metzler, 2014). Without the work of OTPs in E/IPA, the general population will continue to struggle to recognize the distinct contribution of OT. Clients who would otherwise be able to benefit from OT will lack access to these services; OT as a profession is then diminished (Richards & Vallee, 2020;

Holmes & Scaffa, 2009). To summarize, by exploring new areas, OT can improve outcomes for clients, increase opportunities for practitioners, and advance society (Farias & Rudman, 2019).

Value of Occupational Therapy in Emerging Roles

The opportunity and professional imperative to develop the presence of OT in E/IPA has rarely been as important. The world continues to rapidly change in response to a confluence of factors, including COVID-19, institutional and governmental policy, and global trends (Vogenberg & Santilli, 2018; Moynihan et al., 2021). Significant gaps in the ability to provide effective care and promote occupation in diverse groups have been uncovered and exacerbated by these unforeseen and disruptive events (Lucey et al. 2022).

These include but are not limited to chronic diseases as noncommunicable epidemics, ongoing societal health degeneracy as a consequence of unmitigated COVID-19 transmission, a lack of appropriate distribution of resources within the healthcare system, and inequitable allocation of social determinants of health as major contributors to disparities in morbidity and mortality (Hammell, 2021; Lucey et al., 2022). Society is at an inflection point where the OT profession is well-poised to make a positive contribution and the urgency of the situation cannot be overstated. The crises we are facing as a global society have illuminated our vulnerabilities and demand a transformative response: to the way we educate our students, to the way we approach our work, to who we consider our clients, and even to who we view as our leaders and role models.

To provide an example, the shift to virtual service delivery methods as a byproduct of COVID-19 marked a transformation hitherto unthinkable to many. However, telehealth as an interventional strategy is now considered to have comparable outcomes to in-person delivery and clinicians using telehealth report unexpected gains:

> "I discovered satisfaction and a taste for teleworking. In some cases, I felt that I could accompany the users more closely and provide support for basic and necessary issues in their lives…People should be using teletherapy more even when there isn't a pandemic, particularly for community-based services" (Hoel, et al., 2020, p. 16).

Research has evolved to focus on telehealth being developed on a facility-level to reach individuals who lack access to OT services within their communities (R. Marasigan, personal communication, August 28, 2022). The implication is clear that emerging and innovative ways of thinking and contributing are necessary to solve both new and existing problems. An aspirational vision of the OT profession includes catalyzing change and transcending prior barriers. Viewing this inflection point opportunistically means returning OT to its roots: a profession concerned with the expansion of equitable opportunities for all people to participate in all occupations, contributing to positive outcomes and wellbeing from individual, community, and population-based perspectives (Hammell, 2021). To do this, OT as a profession must promote the engagement and development of E/IPA.

Barriers to the Development of Emerging and Innovative Practice

Several barriers to the development of these areas exist. Given diffuse and varied practice experiences and emphasis on a medical model of practice, knowledge translation from academia and research to support these areas is lacking (Perkins et al., 2020; Cramm & Krupa, 2013). There is a lack of coordination within the profession, including professional organizations as well as in academic programs, to support OTPs engaging in E/IPA, and OTs currently developing E/IPA speak of this process as trial and error (Souto-Gomez et al., 2023; Anderson & Nelson, 2011). Commonly expressed barriers include difficulties with the managerial and business aspects of practice development, lack of support, and professional isolation (Zubriski et al., 2020; Holmes & Scaffa, 2009). OTPs working in these settings may have atypical reimbursement policies; therefore, the development of creative payment strategies is integral for programmatic success, but such knowledge is not widely available (Anderson & Nelson, 2011).

The scarcity of research, a lack of support for OTPs working outside of their professional designation, and complicated reimbursement policies create low confidence regarding the ability to adequately provide services within the OT scope of practice (Syed & Duncan, 2019). This leads to hesitation for classically trained OTPs to seek out opportunities in E/IPA (Zubriski et al, 2020). Previous work experience, gathered information from others, and the observation of successful practices in the area of specialty were seen as beneficial strategies (Dancza et al., 2019; Holmes & Scaffa, 2009). However, with many emerging roles, direct observation, mentorship, and professional support may not be feasible (Thew et al., 2018). Additionally, the lack of OTPs working

in E/IPA makes knowledge regarding the opportunities that do exist scarce. OTPs pioneering these practice settings must function as leaders of the profession as the resources to gain competence in these settings may also be difficult to obtain (Dancza et al., 2019; Thew et al., 2018; Anderson & Nelson, 2011). Therefore, few OTPs find themselves working in E/IPA. Those that do report a lack of access to evidence-based literature to inform the development of programs and best practice guidelines (Holmes & Scaffa, 2009; Zubriski et al., 2020). OTPs are therefore in need of resources to facilitate the learning process and engage in the process of assimilating their own knowledge to new contexts.

Limitations in Information Dissemination Related to E/IPA

Educating the next generation of OTPs regarding the full scope of OT practice is a professional imperative. However, explicit curricula are only one component of professional health education. Hidden curriculum, defined as the values, norms, and accepted behaviors that constitute a profession, also shape learning (Rossouw & Frick, 2022). These lessons are communicated to students implicitly and comprise powerful professional socialization and identity development processes (Mackin et al., 2019). Role modeling represents one of the most significant factors in the transmission of hidden curriculum and has a strong effect on students' choice of career (Khan et al., 2020). As few OTPs describe themselves as clinicians with experience in E/IPA, access to role models in these areas may be diminished or unavailable within OT educational programs. The author can corroborate that specific and standardized educational experiences featuring E/IPA were minimized in their entry-level program.

OT as a profession values mentorship within practice as a professional imperative (Barlow & Sullivan, 2022). Students are taught that professionally appropriate opportunities available to them are limited to those where they have knowledge of and access to supportive mentorship opportunities (Schoen et al., 2021; M. Eliason, personal communication, August 3, 2022). Without equitable access to role models in a diversity of practice domains, students may be unaware of the opportunity to engage in OT services in specific areas or experience decreased confidence in their ability to do so (Zubriski et al., 2020). E/IPA requires a distinct skill set and different professional competencies than traditional practice, as described above. Therefore, the hidden curriculum of OT education may prepare students for traditional practice more effectively than E/IPAs. In effect, this may restrict access to E/IPA opportunities and reduce the likelihood of pursuit of a career within these domains following graduation.

The lack of E/IPA clinicians also represents a limitation to efforts to increase access to role mentors and mentorship in these areas. Only 1.6% of OTs reported working in E/IPA in 2018 (American Occupational Therapy Association, 2019). Within this group, clinicians are developing practice in disparate areas that each require different skill sets. Therefore, the true percentage of clinicians working in each E/IPA is far lower, making widespread knowledge of the existence of these areas, much less active guidance, difficult to find. Advocating for the continued expansion of each E/IPA represents a significant and often prohibitive time investment for clinicians, who already devote their time to developing practice and clinical excellence in their chosen specialty (personal communication, M. LaPointe, November 22, 2022). Therefore, there is a need for

innovative solutions to meet the needs described above: increase equitable access to OT role models in E/IPA to share explicit information and implicit values and norms related to OT in E/IPA while accounting for practitioner scarcity.

Podcasts as an Educational Tool

An information dissemination strategy that is experiencing exponential growth and popularity in recent years is podcasting (Kelly et al., 2022). Podcasts are accessible, time and cost effective, and reusable (Briand et al., 2021). A podcast can be recorded once and listened to by an unlimited number of listeners, with potentially exponential effects. Through an approachable format, authentic storytelling and narratives, and self-disclosure, listeners develop parasocial relationships with podcast participants and view them as reference points for their own lives (Kerrigan et al., 2022; Schlutz & Hedder, 2022). Therefore, podcasts constitute an innovative strategy to increase access to role models in E/IPA and contribute to an equitable and comprehensive introduction to the full scope of OT practice.

The population that may be most responsive to this type of solution are OT students who are in the process of constructing their professional identity. Current OT students are primarily Generation Z (Gen Z), digital natives who report significant comfort with the integration of technology within the classroom (Green & McCann, 2021). According to the literature, this population is at an inflection point for professional and career development. Students are most likely to describe a change to their career aspirations following access to lived experience and role models in a specified area (Silva

et al., 2019; Osama & Gallagher, 2018; Gray et al., 2020). Additionally, this next generation of OTPs have experienced disturbances in their education and career paths due to the COVID-19 pandemic, including a decrease in access to role models across both traditional practice areas and E/IPA that this project seeks to remedy (Adedoyin & Soykan, 2023; Garcia-Morales et al., 2021).

Gen Z is a tech-savvy, connected group that heavily favors the integration of technology in the classroom. These students prefer efficient and convenient engagement with materials and are more comfortable with learning independently (Szymkowiak et al., 2021). Listening to podcasts is also a popular pastime for this age bracket. Among U.S. adults between 18–29, 67% report having listened to at least one podcast in the past year and 48% report listening to podcasts at least a few times a week. (Shearer et al., 2023). Half of podcast listeners between 18-29 describe education as a primary reason for their engagement and this age group is also most likely to make a lifestyle or behavioral change because of a podcast (Shearer et al., 2023). Often, students view podcasts as a more impactful learning strategy than the use of traditional educational tools for a variety of reasons, including an informal style, accessibility throughout the day, and deepening of a community of practice (McNamara & Haegele, 2021)

The relationship between student preference for various learning strategies and actual usage is moderated by educator comfort and institutional support for technological integration in the classroom (Lucey et al., 2021). Higher education transformation due to the pandemic and a subsequent increase in awareness of and ability to use educational technologies on the part of educators make novel technological solutions such as podcasts

more likely to be implemented (Rhoney et al., 2021; Garcia-Morales et al., 2021). This presents a window of opportunity to provide innovative solutions to issues which have not been effectively resolved using traditional methods.

Conclusion

The project has sought to address the multi-faceted problems, described above, by developing a series of podcasts featuring OTPs in E/IPA sharing their experiences and perspectives. The project currently consists of thirteen podcasts, each providing a template of practice for current and future OTPs interested in working in the E/IPA described in the podcast. Practitioners who participated answered a series of questions regarding their practice: both explicit information about the practice area and implicit values, beliefs, and culture were discussed (see Appendix A). The project was piloted in a Boston University entry-level doctorate in occupational therapy (EL-OTD) course and results are cautiously optimistic that this modality may be a promising strategy within OT curriculum. This project has aimed to share authentic, personal narratives in a format that is both available for all learners and based on self-directed, problem-based learning principles.

As stated previously, this moment in time is an inflection point in many respects. By viewing this moment of transition as an opportunity, the project capitalizes on the crossroads we find ourselves with respect to the OT profession and the use of technology within higher education. The objective is to provide the resources for future clinicians to build on the stories of others and create E/IPA opportunities for themselves (Kennette & Wilson, 2019).

CHAPTER TWO – Project Theoretical and Evidence Base

A theoretical framework situated in the evidence-based literature is of integral importance to effectively solve real-world problems. This statement can be thought of as particularly true in cases wherein multiple complex systems generate interactions that shape largely unconscious learning processes as discussed in Chapter 1. This project has been based on multiple theoretical frameworks to guide program development as well as successful implementation. These include Morgenroth's Theory of Role Modeling (MTRM) to predict and develop the role modeling process, the Universal Design for Learning (UDL) to design an effective multimedia intervention, and the Theory of Planned Behavior (TPB) to theorize potential changes in the student following the intervention. This chapter defines key terms related to the project and summarizes the model of the problem: namely, the lack of equitable access to occupational therapy (OT) role models in emerging and innovative practice (E/IPA), then discusses each of the theoretical frameworks that have been used to guide the development and implementation of the interventions.

Introduction to E/IPA

There is no consensus among the OT community regarding what specific practice areas constitute emerging and innovative practice areas (E/IPA). Holmes & Scaffa (2009) conducted the first and only pilot study currently published seeking to define this term. According to their research, E/IPA are associated primarily with non-traditional settings, "settings new to the profession, where occupational therapy services historically were provided but are currently underdeveloped, where new occupational therapy interventions

are offered (Holmes & Scaffa, 2009, p.195).

Additional themes associated with practice in E/IPA settings included a focus on independence and occupational performance, with practice often conducted within community settings (Holmes & Scaffa, 2009). There may also be a distinction between emerging practice, settings where OT may be implemented as a novel service, and re-emerging practice, where there is a return to focus on a specific population or setting where OT historically practiced but which has received less attention as the profession pivoted to the medical model. As the literature in this area has several major weaknesses (namely, the length of time since the research was conducted, the lack of follow-up and additional research to contrast, the low response rate of the existing survey, and western cultural dominance of the survey respondents), Dr. Marjorie Scaffa, pioneer of E/IPA was consulted and a working definition of E/IPA based on prior research and community experience was developed. For the purposes of this project, E/IPA are defined as practice settings and/or client populations without an established OT presence in the geographic area. (M. Scaffa, personal communication, April 28, 2021). This definition was intentionally selected to provide guidance to the practitioner considering E/IPA while leaving 'grey area' for the consideration of the practitioner. A major difference between the definition utilized in this project and those of prior literature as discussed above is the inclusion of geographic location as a factor constituting E/IPA. There are several reasons for this choice:

First, as the perception of E/IPA differs by clinician based on their perception of OT in the context of the information they have available to them related to OT practice,

geographic location must be considered as a factor in the classification of an E/IPA. The distribution of OT around the world is distinctly unequal. The World Federation of Occupational Therapists (WFOT) recommends approximately 750 OTs per capita, yet in high income countries, 420 OTs per capita have been identified. In low income and middle-income countries, the average number of OTs per capita is far less, ranging from 25 to 75 OTs per one million people (Richards & Vallee, 2020). In some countries, the occupational therapy practitioner (OTP) may be one of only a few OTPs working within the country (G. Oler, personal communication, December 7, 2022). Therefore, the practice of OT within any capacity in this context may be considered an E/IPA.

Second, access to resources, mentorship, and communities of practice are considered primary means of developing confidence and competence within a setting (Thew et al., 2018; Dancza et al., 2019). Lack of access to role models and mentors within a particular practice setting is a detrimental factor when considering a career path in an area, and students who complete a Level II placement in a specific area are more likely to pursue that specialty as a career (Barlow & Sullivan, 2022; Schoen et al., 2021; Zubriski et al., 2020). This may be due to an increase in specific skill acquisition and familiarity with this area, as well as having access to role models and professional support (Dancza et al., 2019; Thew et al., 2018). Individuals who work in a practice area that may be considered an E/IPA in many areas lack access to this professional support (Holmes & Scaffa, 2009; Ma & Tschirhart, 2021). While OTPs in these areas report forming small communities of practice with like-minded professionals, these communities are often formed over a wide geographic distance (S. Munn, personal

communication, November 17, 2022). Therefore, they must be intentionally maintained and may be difficult to build, in contrast to traditional communities of practice which may be formed within a single facility or a specific geographic location (Bosnjak et al., 2020; Kelly et al., 2022; Jesus et al, 2022).

Model of the Problem

Changing health care trends are the catalyst for emerging practice areas in OT. E/IPAs such as health promotion are expanding due to the US Department of Health and Human Services' focus on health promotion (Morris & Jenkins, 2018). Unforeseen societal changes such as the exponential development of artificial intelligence (AI) and factors associated with the ongoing COVID-19 disruption have contributed to existing and emerging population needs and opportunities as discussed in Chapter 1 (Lucey et al., 2022; Vogenberg & Santilli, 2018; Moynihan et al., 2021). These relationships are moderated by societal need; the greater the number of individuals who may benefit from services, the higher the demand and therefore the feasibility of services provision.

As E/IPAs are still developing, there is a limited number of OTPs working in them. As part of the AOTA 2019 Workforce and Survey Salary (2019), in 2018 3.2% of OTAs and 2.4% of OTPs reported working in community-based settings and 1.6% of occupational therapy assistants (OTAs) and occupational therapists (OTs) reported working in 'other' practice settings. Therefore, OTPs working in these areas find themselves a distinct minority. Due to the limited number of OTPs working in E/IPA, there is a limited number of role models and mentors in these areas. This may create a lack of confidence regarding the ability to competently provide services within E/IPA, as

role models are an integral component of enabling individuals to set and achieve ambitious goals in circumstances for which they have little prior familiarity (Morgenroth et al, 2015). The lack of confidence regarding the ability to competently provide services within E/IPA may lead to a result of entry-level OTPs typically not seeking out roles in E/IPA. This relationship is moderated by an individuals' self-efficacy. That is, individuals with a high level of self-efficacy are more likely to rate themselves as competent and therefore may attempt theoretically challenging roles (Morgenroth et al, 2015).

Educational institutions have an ethical responsibility to provide accurate knowledge and to ensure future OTPs are prepared for all facets of OT in a limited timeframe, therefore, programs must be selective regarding curricular content. While well-established, foundational elements of OT education are present in all accredited OTA and OT programs, individual programs differ based on many factors, including those related to the institution, faculty philosophy, the student population needs and expectations, the contextual location, opportunities within the community, and trendlines experienced in society (Accreditation Council for Occupational Therapy Education, 2022). The competencies surrounding effective work in emerging settings are broad and varied, and while programs must adhere to the Accreditation Council for Occupational Therapy Education (ACOTE) Standards, choices and contextual factors surrounding the implementation of these standards differ. Therefore, limited educational resources lead to educational institutions implementing ACOTE standards differently, which in turn impacts the knowledge regarding possibilities of the role of OT in E/IPA.

If degree-granting institutions do not provide information related to the role of occupational therapy in a specific setting, students may not be aware of the potential for the practice to exist. This relationship is moderated by academic curriculum including information about E/IPA. When a focus is placed on familiarizing students with the roles available to them, students state that their interest and confidence regarding their ability to perform the role of a practitioner in an emerging practice area is improved. (Zubriski et al, 2020; Syed & Duncan, 2019). If there is a lack of knowledge regarding possibilities of the role of OT in E/IPA, then a lack of opportunities to experience E/IPA is noted. Before an individual can have an experience in an E/IPA, they must be aware of the existence of the setting. This lack of opportunity may lead to a lack of confidence regarding one's ability to competently provide services within E/IPA.

Fieldwork placements and experiential learning have been reported to have the most impact on a practitioners' eventual setting preferences, with many students preferring to seek out careers in areas they have had the most fieldwork experiences (Syed & Duncan, 2019). The lack of confidence regarding the ability to competently provide services within role-emergent areas leads to a subsequent lack of entry-level OTPs in E/IPA. See Appendix B for a pictorial representation of the model of the problem described above which this project aims to address.

Theoretical Foundations: Morgenroth's Theory of Role Modeling

Morgenroth's Theory of Role Modeling (MTRM) attempts to explain how and why a role model may create change in a role aspirant's behavior. The MTRM has been applied by researchers in varied fields and cultural contexts. Assumptions of the model include an

emphasis on active choices, an expectation that unconscious processes will lead to conscious behavior change, and reliance on an inherent psychological drive for success and comparison (Morgenroth et al., 2015).

A fundamental tenet of the MTRM is that people are capable of active choices and shape their own behavior. This assumption is based on the theory's focus on the process by which the role aspirant comes to view an individual they respect as a role model. It is reflected in the model's emphasis on practitioner's choice as the fundamental problem this doctoral project aims to address. New OTPs actively choose their career path, and without exposure to and experience of E/IPA, selections in E/IPA remain rare (Zubriski et al., 2020).

As described in the theory, internal and predominantly unconscious processes such as self-stereotyping, values, and self-efficacy lead to conscious behavioral changes such as choosing to identify with a particular individual, deciding and becoming motivated to pursue particular goals, and demonstrating the behaviors necessary to attain these goals (Morgenroth et al, 2015). As students have limited knowledge regarding the possibility of the role of OT in emerging areas and limited opportunities to experience emerging practice areas firsthand, they may not consider E/IPA as possibilities (Thew et al, 2018; Holmes, 2006). This is compounded by the lack of available role models in these areas, and together these processes lead to a lack of confidence and impact choices regarding settings.

Another assumption is that people have an inherent desire to strive for their perception of success. This is seen through the end product of the theory, "skill

acquisition, motivation, goal adoption, and goal reinforcement" (Morgenroth et al, 2015, p. 478). As self-efficacy and subjective performance ability are integral aspects of both perceptions of success and skilled performance, this assumption is relevant to the visual model. If practitioners do not see themselves represented as being successful in E/IPA and do not feel they have the knowledge to effectively deliver services in these settings they will be less likely to seek out these opportunities (Morgenroth et al, 2015).

Goal setting and attainment is seen as the primary outcome of the MTRM. Relevant findings in the literature to support this claim include an emphasis on the aspirant's psychological processes on the role modeling mechanisms, with perceived attainability being a critical but often overlooked aspect of the role modeling experience (Gartzia et al, 2021; Peters et al, 2018; Kosovich et al., 2017). Successful role modeling processes that inspire motivation and behavioral changes occur only in situations where an aspirant views a potential model attainable. The nature of the theory implies that role aspirants have a desire to achieve these ambitious goals and can realize them through the process of role modeling, by which they are able to learn that specific goals are possible and become inspired (Morgenroth et al, 2015). Through creating podcasts that rely on independent consumption and the focus on the lived experience of diverse clinicians with manifold experiences, this project aims to create conscious behavior changes on the part of the students who listen to them by providing role models for OTS who may not have exposure to E/IPA.

Pathways of Morgenroth's Theory of Role Modeling

The role modeling process cannot be understood without understanding the role aspirants' internal processes which lead to the selection of role models and predict the likelihood of an effective process. According to Morgenroth et al (2015), this process can occur through one of three pathways.

The role model can be a representation of the possible, wherein through exposure to a role model a role aspirant comes to believe that the attainment of a desired goal is possible. Because of this change in belief, changes in self-stereotyping behavior occur and the individual begins to associate themselves with the goal in question. Therefore, changes in the perception of barriers to said goal occur and the ultimate outcome is motivation to adopt and ultimately achieve the goal emulated by the model. Successful role modeling processes that inspire motivation and behavioral changes occur only in situations where an aspirant views a potential model attainable (Gartzia et al., 2021)

As only 1.6% of OTPs report that they work in E/IPA, very few role models in these areas exist (American Occupational Therapy Association, 2018). Furthermore, within E/IPA many varied practice opportunities exist. Without continued advocacy and education surrounding these areas, students may not be aware of the full scope of OT practice. The entire process of role modeling is also based on the assumption that comparison (to others of the same social group and to others outside of the social group) is a fundamental human experience and leads to decisions that impact behaviors (Morgenroth et al, 2015). As students graduate and consider practice opportunities, comparisons between themselves, their perceptions of their ability, and OTPs they are

aware of in the field shape their decision making (Lee et al, 2013; Zubriski et al., 2020; Gottlieb et al., 2021).

The role model can function as a behavioral model, wherein an aspirant is able to learn from the actions and behaviors of the model who has achieved a goal desired by the aspirant. In this case, the aspirants' perception of shared attributes and goals between themselves and a model led the aspirant to engage in a vicarious learning process with an eventual outcome of goal adoption (Morgenroth et al, 2015). Therefore, diversity of role models in a variety of domains is integral to the process of all equitable role modeling interventions. All design and implementation must include the maximization of diversity to reach the greatest possible audience, as programs utilizing role modeling processes may find themselves benefitting only the audiences which are represented within the program itself (Liu et al., 2019; Allen 2019; Gillooly et al., 2021). Work by Peters et al., (2018) also shows that perceived morality is equally as important as perceived competence with relation to the degree that a potential role model is seen as such by a role aspirant. Individuals who aspirants believed were both moral and competent who could fulfill the vicarious learning desired by the aspirant were more likely to be viewed as role models.

The role model can also function as an inspiration, wherein a potential role model's personal values, morals, competence within a role, and perceived shared attributes with a role aspirant encourage a process of identification, internalization of values, and admiration of the model (Morgenroth et al., 2015). This process of admiration of the model's personal qualities and subsequent identification with the model's values

lead to motivation to act in accordance with the model and eventual goal adoption. Morgenroth et al (2015) assume that an individual may have many role models throughout their lifespan, and as they attain goals, their role models shift. While not represented explicitly, this assumption implies that individuals may seek out new models after they have attained previous goals; therefore, at any time in an individuals' career a role model may play a valuable role in their personal and professional development (Sarrat & Smith, 2016). However, role modeling and professional socialization literature indicates that students who are in the process of developing their professional identity are at an inflection point regarding their career experiences: awareness of and experience in a particular domain predicts career advancement in that area (Osama & Gallagher, 2018). Therefore, this population has been selected to represent the intended audience for this project.

The MTRM has been applied by researchers in varied fields and cultural contexts. It is most appropriately used as a framework for assessing the potential influence a role model may have in supporting positive outcomes as used in this project, by seeking to first understand the attributes of a role model that will be seen as both desirable and attainable to the aspirant. Morgenroth et al (2015) identify that role modeling is often used as a potential intervention strategy for individuals belonging to stigmatized populations to achieve success in underrepresented fields. However, it should also be noted that this theory is applicable in diverse sets of circumstances and with any group membership.

Theoretical Foundations: Universal Design for Learning

The Universal Design for Learning (UDL) was developed in the mid-1990s at the Center for Applied Special Technology following the universal design movement in architecture which aimed to create environments possible for individuals of all ages and abilities to use without adaptation (Arduini, 2020). The UDL states that the process of learning is unique and dynamic for each person, and that learning environments should offer equitable opportunities to participate in the learning process (Hall et al., 2012). Individual variability is the watchword, and the neurological communication that occurs at the time of learning determines the success or retention of the material (Novak & Bracken, 2019).

The UDL was selected to guide the development of the podcast series and associated materials as the project itself constitutes a novel form of educational delivery. Through controlling the external variables within the learning setting and maximizing inclusivity through the provision of learning options, the educator can increase the potential for student learning and ensure that the materials are meeting the needs of a diverse variety of learners. This is done by assuming individual variability as well as scaffolding content to build confidence and expertise.

Assumptions of the model include:

1. Learners differ in their ability to access the learning environment and show that they have learned.
2. All learners can be engaged or motivated to learn in different ways.
3. An equitable learning environment will encourage learners to participate in the learning process (Baybayon et al., 2021).

4. Learners have intrinsic motivation to learn, however, external factors shape the learning process and have a moderating effect on intrinsic motivation (Dewi et al., 2019).

The UDL is grounded in neuroscience. The neural networks responsible for learning can be subdivided into recognition networks, which assign meaning to patterns, strategic networks, which plan and execute learning activities, and affective networks, which create meaning out of our experiences (Novak & Bracken, 2019). These three neural networks hypothesized by the UDL each correspond to a principal component of the theory and can be manipulated by the educator to decrease barriers to learning within the educational setting (Nave, 2020; Nave 2021a. Nave 2021b). The educator has a responsibility to provide multiple options for learners in the above areas of engagement, action and expression, and representation, so that students can select what opportunities are most appropriate for their unique learning traits and fully engage in the learning activities possible (Dewi et al., 2019). Through providing alternate means of engagement with the materials, educators can remove barriers to learning and allow the learners to engage in the cognitive learning process (Wells, 2022). These principles were utilized within this project primarily to design and implement the podcasts themselves and the classroom component of the intervention. What follows is a description of each major tenet of the UDL along with a discussion of the steps taken to incorporate principles into the intervention design and implementation.

Multiple Means of Engagement

Increasing the meaning of ‘why’ a particular topic is important to learn about is thought to stimulate affective networks (Nave, 2020). Learners activate affective networks to ascribe meaning to learning activities and so become engaged and motivated in the learning process (Hall et al., 2012). The external environment and materials provided to the learner has a major influence on the extent to which the learner engages these networks and becomes motivated. As each learner is thought to be unique in their activation of neural networks and therefore there is no such thing as a ‘typical’ learner, various personal aspects are thought to influence motivation. These aspects include “neurological…cultural, personal relevance, subjectivity, and knowledge background” (Dewi et al., p. 114). According to the UDL, providing multiple means of engagement through recruiting students’ interest and designing and providing options to self-regulate as well as sustain effort while engaging in the process of learning enables students to build and maintain motivation to continue in the learning process (CAST, 2018).

Because learners differ in how they may be motivated to engage with materials, increased options and opportunities for engagement will address the unique variability of each learner and enable a group of learners to each find a means of engagement with the materials. There are three areas in which this can be encouraged: increasing students’ interest in the topic, sustaining effort in learning, and self-regulation of motivation (CAST, 2018). Table 2.1 provides additional information related to the guiding principles of providing multiple means of representation as described by the UDL mapped to the corresponding relevant aspects of project development in accordance with these principles. See Chapter 4 for a comprehensive overview of the project.

Table 2.1

Applied UDL Guidelines for Multiple Means of Engagement

UDL Guidelines: Multiple Means of Engagement	Podcast Project Development
Optimize individual choice and autonomy	All participants had the option to select five podcasts out of 13. Participants listened to podcasts in any order. Participants chose where and when to listen to podcasts.
Optimize relevance, value, and authenticity	Podcasts were developed with diversity in practice setting, geographic location, and practitioner demographics in mind (see Appendix E). Students were encouraged to choose podcasts they were interested in and found most relevant. Podcast questions were designed to elicit relevant information for pursuing the practice specialty described (see Appendix A).
Minimize threats and distractions	Participants were asked to listen to podcasts on a schedule. Alerts and reminders were utilized.
Heighten salience of goals and objects	Participants were asked to listen to podcasts on a schedule. Alerts and reminders were utilized. The project was broken up into weeks, each with a sub-goal of listening to one podcast.
Vary demands and resources to optimize challenges	Each podcast differed in time to complete, and content covered. A resource website was developed to facilitate podcast access.
Foster collaboration and community	All participants completed the podcasts while completing course requirements. As E/IPA are diffuse practice settings and professional community is a common challenge, developing podcasts was in part done to increase professional community in these areas.
Increase mastery-oriented feedback	All questions regarding material were answered by the researcher within 24 hours.
Promote expectations and beliefs that optimize motivation	Podcasts were designed to increase confidence when considering E/IPA. Potential role models were featured in each podcast to increase potential and motivation to pursue E/IPA.

	Prompts were given throughout the intervention to encourage podcast listening. Pre- and post-tests incorporating Likert-scale and open-ended questions to encourage self-reflection were incorporated (see Appendix F, G, and H).
Facilitate personal coping skills and strategies	A website to scaffold access to podcast content and alleviate frustration related to access concerns was designed and implemented.
Develop self-assessment and reflection	Pre- and post-tests incorporating Likert-scale and open-ended questions were incorporated (see Appendix F, G, and H).

Multiple Means of Representation

Because each individual learner is unique, providing multiple teaching formats decreases barriers to learning and increases material accessibility. This activates the recognition cognitive networks as ascribed by the UDL, thereby encouraging students to appropriately perceive the information provided (Dewi et al., 2019). Perception, language/symbols, and comprehension are all important components to consider when increasing representation of material (Nave, 2021a). Cognitive strategies such as scaffolding are primarily used to improve memory transfer and generalization to new situations (CAST, 2018). All learners are thought to be unique in their ability to process information and their preferred presentation of learning. Multimodal presentation improves retention and cognitive generalization, therefore, this provision of multiple means of representation along with support to link facts to meaningful patterns through recognition networks and increases learners' ability to transfer learning to new situations (Hall, 2012). Appendix D provides additional information related to the guiding

principles of providing multiple means of representation as described by the UDL mapped to the corresponding relevant aspects of project development in accordance with these principles (CAST, 2018). See Chapter 4 for a comprehensive overview of the project.

Multiple Means of Action and Expression

Providing multiple ways for students to express what they have learned relates to strategic networks or executive functioning skills (Hall et al., 2012). By providing opportunities to demonstrate retention and ownership of material, students and learners can demonstrate their unique variability through divergences in physical actions, expression and communication, and executive functioning (Nave, 2021b). Table 2.2 provides additional information related to the guiding principles of providing multiple means of action and expression as described by the UDL mapped to the corresponding relevant aspects of project development in accordance with these principles (CAST, 2018). See Chapter 4 for a comprehensive overview of the project.

Table 2.2

Applied UDL Guidelines for Multiple Means of Action and Expression

UDL Guidelines: Multiple Means of Action and Expression	Podcast Project Development
Vary the methods for response and navigation	All technology interfaced with accessibility software to increase accessibility. Multiple means of accessing podcasts and study information were provided (Blackboard Learns, Qualtrics, Padlet, and email).
Optimize access to tools and assistive technologies	All technology interfaced with accessibility software to increase accessibility.
Use multiple media for communication	N/A
Use multiple tools for construction and composition	Web applications and podcasts were utilized.
Build fluencies with graduated levels of support for practice and performance	Each podcast guest provided a role model opportunity with differing approaches to their work. Multiple examples of solutions to contemporary problems were discussed.
Guide appropriate goal setting	Pre- and post-tests provide scaffolding to learning. All study goals and objectives were communicated via various means and reminders were given to scaffold the program and process of time-management.
Support planning and strategy development	Pre- and post-tests provided a sequence to the intervention. Podcast models were asked to supply relevant information to improve executive functioning skills regarding E/IPA.
Facilitate managing information and resources	Padlet and pre- and post-test surveys used to collect data and organize information.
Enhance capacity for monitoring progress	Pre- and post-tests include self-reflective Likert-scale and open-ended questions.

UDL Coordination

The coordination of these three networks represents learning. Awareness of these components and initiative-taking educational design to incorporate multiple means of engagement with materials, multiple ways of representing information to students, and multiple ways of student demonstration of learning provides an equitable learning environment which takes individual learner differences into account (Arduini, 2020; Baybayon, 2021). The UDL lends itself well to the development of practical tools and design strategies for learning across the lifespan and content areas. It has been used as a guiding theoretical framework for this project with the intent to increase the effectiveness of the intervention and ensure equitable representation and delivery methods (Hill et al., 2022). Common barriers to the implementation of UDL include time and resource constraints. However, the development of this project within the confines of a doctoral research setting has enabled time and effort to be taken in considering universal accessibility. A strength of this project is that it has already accounted for UDL principles so that dissemination of the project does not require additional effort on behalf of the communities of interest.

Evidence for UDL in Related Projects

An increased use of virtual technologies to support learning has created benefits and pitfalls to learning, particularly for those who may learn better through alternative means. Role modeling effective universal design for learning strategies within undergraduate professional programs with students who will be providing services to individuals with differing learning needs and accommodations also improves the skills

and attitudes of these students to incorporate principles of universal learning into their own practice. Oswald et al (2018) makes a compelling case for the implementation of UDL principles into rehabilitation counseling programs to promote a 'philosophy of equal access…within the classroom, in the profession, and in society in general.' (p. 1) Through this process of providing the environmental resources to increase cognitive learning strategies, students can be both engaged in the process of learning while also gaining familiarity and skill with the implementation of these strategies to take into their future practice.

Lebenicnik et al. (2015) recognized the shift in higher education towards online curriculum delivery and the increased recognition of the need for students to become autonomous learners in this setting. Formal training to access these technologies is often not provided, leaving students to develop these skills autonomously. Therefore, informal learning, defined as deliberate and not institutionalized learning, predominates. The authors used the UDL to categorize learner needs and learning tool/material selections to determine if informal learning solutions can suit personal needs, and therefore if the provision of accessible, autonomous learning materials such as can be a successful program strategy. Approximately 43% of students reported listening to educational podcasts, indicating that this form of learning may positively impact the learning of approximately half of students (Lebenicnik et al., 2015). Students used multiple means of representation, action and expression, and engagement in accordance with their own experiences, attitudes, and motivation. Therefore, providing students with tools designed based on UDL principles may be an appropriate way to engage cognitive networks and

increase learning.

Theoretical Foundations: Theory of Planned Behavior

While the MTRM and UDL provide a comprehensive theoretical framework for the development of an intervention with role modeling as a primary variable of change and a contemporary, technologically based delivery method, a gap in the theory related to this project remains. Long-term changes in learners' behavior are desired, with optimal predicted outcomes including an increase in the number of OTPs pursuing E/IPA as a career choice. Therefore, the Theory of Planned Behavior (TPB) has been selected to theorize the intended outcome and predict intention as well as future behavior in this domain. One of the most widely used theories in the social-cognitive domain, the theory states that the individual's intention to perform a desired activity and their perceived control of behavior correlate primarily with their actual behaviors (Sharma, 2022). The individual's intention to perform a behavior is influenced by several factors: their behavioral beliefs and personal attitude towards the behavior, their normative beliefs based on subjective norms in their community, and their control beliefs which are mediated by the extent to which they perceive themselves to have control over their behaviors (Bosnjak et al., 2020).

Each of these three factors is further influenced. The individual's personal attitude towards a behavior is affected by their belief about the behavior's likelihood to lead to a specific outcome as well as the individual's outcome evaluation, which can be defined as the meaning a person places on a particular outcome (Quinton et al., 2021). The

perception of subjective norms within a community is further influenced by an individual's perception of behavioral expectations within their community. The perceived behavioral control of an individual is influenced by their belief about their personal and environmental contexts that impact their behavior and by their perceived power: their belief or the person's belief in the ease or difficulty of the behavior (Ajzen, 2020).

Assumptions of this model include a need to target specific variables to influence a specific variable of interest. This is known as the principle of compatibility, in those explicit definitions of the behavior of interest with regards to target, action, context, and time frame (Ajzen, 2020). The interventionist must therefore determine which variables represent a barrier to the accomplishment of the behavior of interest and then those specific variables must be targeted. In this case, the intention of the program is to increase the likelihood of pursuit of E/IPA as a career choice by entry-level OTPs through role modeling in OT education. The action is choosing to pursue a E/IPA, the target is the choice of E/IPA in lieu of traditional practice areas, the context is OT education, and the time frame is when the OTP is an entry-level practitioner.

The role of attitude, subjective norms, and perceived behavioral control in each behavior are also thought to be unequally distributed (Ajzen, 2020). Various behaviors of interest may rely on one aspect of the theory more than others, increasing the necessity and influence of researcher hypotheses to the success of the project (Bosnjak et al., 2020). This is a limitation, as if the hypothesis is incorrect the success of the program is in jeopardy. While the intervention is designed to impact control, behavioral, and normative beliefs through role modeling, it is up to the individual's conscious and

unconscious processes to integrate this information. This may contribute to a positive or negative feedback loop, where integration of the experience of the intervention can change the individual's perceptions favorably or unfavorably, thereby increasing or decreasing intention (Ajzen, 2020).

Additionally, whether a belief has objective truth is superfluous to the TPB (Quinton et al., 2021). Individuals may act upon false assumptions, therefore while a belief may be inaccurate it may nevertheless shape an individual's intention to behave in a particular way as well as their actual behavior. The lack of OTPs working in E/IPA may give the inaccurate impression that OTPs are not desired in E/IPA, that E/IPA may blur or push the OT scope of practice, or that entry-level practitioners are not qualified to engage in E/IPA activities (M. Scaffa, personal communication, April 28, 2021) Therefore, this project attempts to correct these assumptions and provide an example of a positive feedback loop as defined by the TPB. The TPB can be applied to the model of the problem (Appendix C) in a variety of ways, which are described below.

Theory of Planned Behavior: Behavioral Beliefs

Both the TPB and MTRM utilize expectancy-value theory principles to predict behavioral attitude in relation to a specified action or behavior (Sharma, 2022; Morgenroth et al., 2015). In the case of E/IPA, attitude towards the pursuit of these domains depends heavily on the students' belief that opportunities within E/IPA exist and that such opportunities may prove both financially and socially feasible (Holmes & Scaffa, 2009). Should a student have access to positive experiences and education related to E/IPA, a positive impression of a specialty may be formed, and the individual may

therefore be more likely to pursue such domains. The opposite is also true, with a lack of experience or negative experience leading students to develop negative impressions related to the opportunities to pursue E/IPA in a professional context (Ajzen, 2020; Gottlieb et al., 2021; Ball et al., 2020; Yoon et al., 2018).

Beliefs about possible career choices are highly socialized. Students represent a population at an inflection point regarding professional identity development, defined as "the process by which different elements of a person and their life shape their professional identity" (Mak et al., 2022, p.2). Access to information related to various practice domains, role models, and clinical experiences are ranked as being formative aspects of an individuals' training (Mak et al., 2022; Gray et al., 2020). Therefore, choices made by OT programs regarding curricular focus shape students' learning. This socialization process may be formal or informal, with podcasts being a legitimate and emerging modality, particularly in cases where communities of practice may be geographically diffuse or specialized (Briand et al., 2021; Kerrigan et al., 2022). Access to socialization situated within a context of clinical excellence and improvement within a given specialty increases knowledge of possibility, opportunities to participate through networking, and the increased likelihood of integrating positive valuation regarding E/IPA (Cruess et al., 2015; Sawatsky et al., 2018).

Theory of Planned Behavior: Normative Beliefs

Two types of normative beliefs are discussed: injunctive, or the subjective expectation of the individual's social group with regards to the performance of a particular behavior, and descriptive, or the individual's belief that role models engaging

in this behavior exist (Ajzen, 2020). Injunctive normative beliefs can best be influenced through curricular emphasis, which have a profound effect on the professional development and beliefs of students. Students use education provided to develop an understanding of the skills, competencies, and professional behaviors associated with a given profession (Cruess et al., 2015).

In this respect, choices made by OT programs regarding curricular focus shape students' learning and professional programs in an educational context constitute a transformational force in an individual's life. Students in professional programs gain formative experiences they may pattern their professional behavior after. Therefore, the educational context students experience and model their behavior after has an outsized impact on a student's choices following graduation (Salisu, et al., 2019; Gray et al., 2020). Inclusion of content related to E/IPA has the potential to affect not only student's knowledge of these areas but also their normative beliefs regarding where an OTP may work, the acceptable scope of practice they may use, and the type of social change the profession may affect (Zubriski et al., 2020).

Educational institutions may choose to focus on traditional practice areas given the outsized proportion of opportunities within these realms, however, to neglect E/IPA is done at great cost to the profession as it limits the scope of practice and spheres of influence of OT (Holmes & Scaffa, 2009; Richards & Vallee, 2020). Access to curricular experiences focusing on the development of E/IPA increase the opportunities for OT students to develop a professional identity that includes the full scope of OT practice and has the potential to increase professional identity when considering both traditional

practice areas and E/IPA (Sawatsky et al., 2018). A common criticism of E/IPA is increased confusion within the profession as well as within the community at large related to the work of OT (M. Scaffa, personal communication, April 21, 2021). However, inclusion of comprehensive education and experiences related to E/IPA may serve to define the role and professional identity of OT further (see Chapter 4) (Sawatsky et al., 2018).

Descriptive normative beliefs can best be influenced through increasing access to role models in E/IPA. As so few clinicians in E/IPA exist (1.6%), role models are not widely available and even students completing fieldwork placements in these settings do so without the expertise of experienced clinicians to model (American Occupational Therapy Association, 2018). This makes the development of skills and competencies necessary for success in these settings difficult to accumulate. Additionally, practitioners in areas of power and influence are more likely to have experience in traditional domains and may consciously or unconsciously model that traditional practice settings are more valuable and the pursuit of such domains facilitates their development as a OT: the normative belief in this case is that traditional practice is a more valued and respected pursuit (Cruess et al., 2015; Sawatsky et al., 2018; Mak et al., 2022). This may lead to the assumption that pursuit of E/IPA is not a representation of true professional practice and lead to patterning of behavior to avoid such experiences (Cruess et al., 2015). Increasing access to positive role models in E/IPA is therefore a professional priority and is the main outcome of this project.

Theory of Planned Behavior: Control Beliefs

Emerging needs constitute a vehicle for innovative solutions. Global upheaval in the last several years, including but not limited to the COVID-19 pandemic, climate change, and societal unrest, have made the development of E/IPA a professional imperative to solve new problems and ensure quality of service provision (Vogenberg & Santilli, 2018; Moynihan et al., 2021). Therefore, this moment in history may facilitate positive control beliefs regarding the development of E/IPA. Many factors that may influence an individual's control beliefs regarding the pursuit of E/IPA have been discussed previously. An individual's belief in their ability to perform in such a role, their perception of community and support within a given specialty, and their belief that OT in an E/IPA is valued and respected have an impact on their perception of the possibility of pursuit of these roles. These factors have power over beliefs about the valuation of a course of action but also on the perceived feasibility of a given course of action. However, the environment and contexts that an individual lives in also impact these control beliefs, and this aspect is currently thought to be the most integral in the context of behavioral prediction (Ajzen, 2020). While an individual may experience positive behavioral and normative beliefs regarding E/IPA, this does not necessarily mean they will pursue this domain. If their perception is that they themselves are unable to pursue this area for a variety of personal or professional reasons, motivation will not translate into concrete action (Bosnjak et al., 2020).

Theory of Planned Behavior: Intention

To increase entry-level OTPs seeking out roles in E/IPA, it is integral to increase the individual's intention to pursue E/IPA. To do this, the individual's intention to pursue E/IPA must be increased through the three pathways described and modeled above. In this project, this has been done through podcasting with clinicians working in these roles to increase role model availability and therefore influencing professional socialization regarding these domains to facilitate increased attention to E/IPA.

Conclusion

This chapter has elucidated the theoretical framework used to develop this project based on the model of the problem. The MTRM, UDL, and TPB constitute a robust and comprehensive framework to situate novel educational role modeling interventions within a theoretical foundation. Chapter 3 will elaborate on the evidence base for the intervention design choices related to role modeling and podcasting to increase the efficacy and scalability of the project.

CHAPTER THREE – Overview of Current Approaches and Methods

AOTA's Vision for 2025 recognizes occupational therapy (OT) as "an inclusive profession… [that] maximizes health, well-being, and quality of life for all peoples, populations, and communities through effective solutions that facilitate participation in everyday living" (American Occupational Therapy Association, 2017, p.1). To continue to meet the needs of changing contexts and societal dynamics, OT as a profession must expand to encompass new frontiers. Emerging or innovative practice areas (E/IPA) can fill this gap.

E/IPA are defined as populations or settings without an established OT presence (Marjorie Scaffa, personal communication, April 23, 2022). As discussed in Chapters 1 and 2, the current population of practitioners in these areas is limited, which creates challenges to the appropriate dissemination of information related to the pursuit of these domains. While Accreditation Council for Occupational Therapy Education (ACOTE) Standards include an emphasis on E/IPA for all OT programs, schools are free to interpret these guidelines how they wish, making comprehensive and standardized education in this realm dependent on the experience and comfort of faculty teaching courses (Accreditation Council for Occupational Therapy Education, 2023). See Chapter 2 for a comprehensive overview of this issue in relation to E/IPA.

Therefore, comprehensive mentorship in niche areas of OT services is not common and students report confusion related to the OT scope of practice within these settings and populations (Zubriski, 2020; Syed & Duncan, 2019). A lack of comprehensive knowledge regarding career choices in the profession, combined with the

dearth of current opportunities for experiential learning in these settings, causes a lack of knowledge of the diversity of the profession and low perceived competence, confidence, or interest in seeking out professional mentorship or a career in these realms. Through an analysis of the evidence-based literature, potential methods to address this issue are described and solutions are discussed.

Role Models

Role models can be individuals that a person is familiar with or has never met as physical or virtual role models have been found to be influential. What constitutes a role model is defined as the perception of the role model in the eyes of the role aspirant as a person to be imitated (Gray et al., 2020; Morgenroth et al., 2015). Role models are a critical component of professional development and have been found to shape the professional character of the mentee (Osama & Gallagher, 2018). The literature is clear: both positive and negative role models exist, what constitutes a positive role model is congruent between role models and role aspirants, and it is the aspirant who chooses to view an individual as a role model. These aspects will be discussed next**.**

Attributes of a Role Model

According to Silva et al (2019), the most important attribute of a role model is the professionalism they display. Interaction with professionals who exemplify commitment, therapeutic confidence, client-centered practice, and interdisciplinary communication were ranked to be integral to learning, and having access to mentors and models who display these attributes has positive impacts on professional identity construction, positive self-image development, and increased self-efficacy (Silva et al., 2019; Ma &

Tschirhart, 2021).

Clinical attributes, personal qualities, and teaching skills were all found to be points of consideration which caused students to view an individual as a role model (Osama & Gallagher, 2018). Students' perception of desirable attributes also changes with study. Initially, undergraduate OT students rank qualities such as enthusiasm for the profession highly, however, as students progress in their studies, various attributes such as altruism, optimism, and an open-minded viewpoint with relation to educational and societal problems take on a greater significance (Silva et al., 2019).

In the health care literature, positive characteristics include a patient-centered approach, communication skills, clinical competence, empathy, integrity, kindness, optimism, approachability, and passion (Silva et al., 2019; Osama & Gallagher, 2018). However, in the absence of positive role models, students used negative comparisons to make decisions related to career prospects with statistical results trending towards disaffection, indicating that the availability of role models who exemplify positive qualities is integral to the success of any program which seeks to integrate role modeling (Gottlieb et al., 2021; Ball et al., 2020; Yoon et al., 2018). Characteristics of a negative model include a focus on money or power, poor interpersonal skills, or unethical behavior (Osama & Gallagher, 2018).

However, the objective success of the potential role model was found to be less important, with students ranking personal qualities and 'relatability,' or the ability of the student to envision themselves in the role model's shoes ahead of perceived success, and this relationship is further correlated by student self-efficacy. Role models with a high

level of success in their role are more likely to have an impact on students with a high level of self-confidence and role models who share stories of their failures are more likely to positively influence individuals with a low level of self-efficacy (Liu et al., 2019; Gottlieb et al., 2021).

The demographics of role models and aspirants are also integral to consider, with peer stories being more effective than idol stories and the importance of role models and aspirants having similar demographic qualities cannot be overstated (Liu et al., 2019; Allen, 2019). Students were significantly more willing to take action to emulate a role model when the role model had similar demographic characteristics, particularly in the instance of minority race identification (Allen, 2019). Research by Gillooly et al. (2021) expresses different results, however, suggesting that individuals placing low value on diversity corresponds to a decrease in self-efficacy when exposed to diversity in role models. Therefore, the extent to which an individual values diversity as well as their demographic background may have implications for self-confidence development as a consequence of interventions incorporating role models.

Effect of Role Models

At different points in an individuals' career, role models may be found to have differing effects: early career dentists are more likely to emulate and/or experience triggered interest in role models' specialties (Osama & Gallagher, 2018). Students report their greatest professional influences as being role models in their faculty and fieldwork experiences (Silva, et al., 2019). Professional socialization is vital to the development of professional skills and an independent professional identity (Silva et al., 2019; Gray et

al., 2020). In a study conducted by Gray et al, (2020), positive identification and strong relationships with role models were positively correlated with increased professional identity and other well-being indicators, including personal well-being, psychosocial adjustment, and context-specific self-efficacy. Strong relationships with positive role models can therefore be seen as an integral factor in professional development. Opportunities to engage with professionals can take place through a variety of means, including but not limited to orientations, training programs, mentoring experiences, fieldwork, interaction with professors, virtual experiences, or innovative technology such as podcasts (Gray et al., 2020; Boldureanu et al., 2020).

Process of Identification with Role Models

The process of identification with role models can be thought of as the major goal of role modeling, as without this process, which is largely intrinsic to the individual, the efficacy of role modeling as an intervention is null (Morgenroth et al., 2015). Moral elevation, or the view of an individual as demonstrating ethical qualities, was found to be a discerning factor when considering role models (Yoon et al., 2018; Silva et al., 2019) Gray et al., (2020), purports that "role models present scaffolding for identity formation through persuading or channeling students towards valuing particular goals and values" (p. 16). Perceived similarity with role models motivates role aspirants to seek additional information about a life choice and has a direct influence on ego development, self-efficacy, and decision making (Ball et al., 2020.). The influence of social comparison to role modeling was found across the literature and may constitute a foremost mechanism of action for any role modeling intervention; Ma & Tschirhart (2021) found that the use

of social comparisons has a positive correlation with performance; individuals who see others around them succeeding in a desired activity may report feelings of increased context-specific self-efficacy. Successful role model stories are more likely to have an impact on audiences with a high level of self-confidence and failure role model stories may be more likely to impact audiences with low self-confidence (Gottlieb et al., 2021). In general, however, individuals with a high level of self-confidence and intention are more likely to be affected by role model stories (Liu et al., 2019).

As a behavioral model, the change in behavior through role modeling occurs through the quantitative change in knowledge due to the aspirant engaging in vicarious learning which then leads to a qualitative change in personal goal attainment and self-construct (Morgenroth et al., 2015). Vicarious learning occurs through the demonstration of behaviors associated with professionalism, clinical competence, and ethical standards. Therefore, access to role models who display these qualities facilitates this process (Silva et al., 2019).

As the role model constitutes a representation of the possible, this process occurs through the qualitative change process accomplished through self-stereotyping processes and perception of barriers (Morgenroth et al., 2015). This socialization process in professional education provides representation for the type of knowledge, behavior and attire that constitutes the culture of a given profession (Mak et al., 2022). This knowledge, often part of a hidden curriculum transmitted to students unconsciously through role modeling processes, communicates normative beliefs and behaviors of a

specific group (Cruess et al., 2015; Sawatsky et al., 2018). Exposure to a health practitioner can initiate identification with that profession, becoming an aspect of their identity. Exposure to occupational therapists in emerging practice areas can facilitate identification with emerging roles (Gray, et al., 2020).

As an inspiration, the role modeling process occurs when the role aspirant identifies with the model, internalizes their behavior, and feels admiration. This also represents a qualitative change in the individuals' value system and self-construct and leads to a quantitative outcome of increased motivation and a qualitative outcome of goal adoption (Morgenroth et al., 2015). Awareness of social benefits not possible through research can also be appropriately conveyed through role modeling, and Boldureanu et al., (2020) describe the functions of role modeling as providing inspiration and motivation to the role aspirant. This motivation can lead to intention, which further guides the role aspirant to increase self-efficacy and learning through real experience, thereby promoting sustainable development.

Role Emerging Fieldwork Placements

Experiential learning through direct fieldwork experiences is a long-standing tradition among clinical professions. Role emerging placements, wherein the student completes their experience within a setting that does not have an established occupational therapy presence, is gaining in popularity to both increase knowledge and awareness of these E/IPAs as well as to meet the growing need for Level II fieldwork opportunities (Zubriski, 2020). Many of these opportunities employ unique methods of supervision

such as long-arm supervision wherein supervisors provide guidance during scheduled meeting times. Currently, limited role models in E/IPA limit students when completing fieldwork in these areas which leads to students creating and using knowledge differently than in more traditional placements, with less procedural knowledge development and greater emphasis on conceptual knowledge and use of theoretical constructs (Thew et al., 2018; Dancza et al., 2019).

Role models, including supervisors, were found to be essential to the development of professional identity in these instances (Dancza et al., 2019). Individuals who had experienced role emerging placements reported increased confidence in developing new roles and services (Dancza et al., 2019; Thew et al., 2018). However, role emerging placements do not constitute a means of increasing the knowledge and interest in E/IPA for many OT students due to their lack of availability and necessity of obtaining clinical competency in a variety of traditional domains. Therefore, increasing student interest in pursuing E/IPA necessitates educational and role modeling interventions prior to the selection of Level II placements.

Podcasts

Podcasts are a developing educational innovation which reflect a history of oral tradition in education and have grown significantly in popularity and accessibility in recent years. Podcasts can increase mentorship and access to role models in areas where few mentors exist, thereby overcoming systemic barriers and increasing inclusion (Panzer et al., 2020; Dancza et al., 2019; Berk et al., 2020). They have shown efficacy in

developing knowledge and evidence-based practice translation in diverse populations, as well as building a sense of professional community (Kelly et al., 2022). Podcast listeners report devoting focused attention to podcasts above other modalities, making delivery of educational content possible and increasing the likelihood of behavioral effects (Schlutz & Hedder, 2022). Listening to podcasts increases participants' self-efficacy regarding clinical practice, with 55-90% reporting changing their practice following listening to podcasts and 43-100% being motivated to spend additional time reviewing a topic following listening to podcasts (Kelly et al., 2022)

Students with access to podcasts as an educational tool perform better in knowledge retention and application activities, and the asynchronous nature of delivery makes provision at scale feasible (Luttenberger et al., 2018). As information accessibility remains a concern, particularly with emerging and innovative practice settings, podcasting may play a significant role in information dissemination to a wider audience (Briand et al., 2021). Podcasts also allow learning from a first-person perspective in an easily accessible manner, and intimacy from these experiences has shown to create a bond between the podcaster and the listener, providing an indirect positive contact and supporting podcasting as an effective role modeling intervention (Kerrigan et al., 2022). Several components to podcasting as an educational tool exist and are described below.

Considerations With Podcasts

Luttenberger et al., (2018) purport that listening to podcasts offers students the opportunity to self-regulate their learning and use a larger variety of cognitive learning strategies. This may help prepare students for working in emerging practice, where most of the work is autonomous and requires self-regulation as an integral skill. Podcasts are effective in introducing new topics, particularly those which may be difficult to begin with more traditional means (Briand et al., 2021). Additionally, podcasts represent a way to inspire curiosity and disseminate information that may not exist in traditional educational formats, including stories and lived experiences (Berk et al., 2020; Kerrigan et al., 2022)

Considerations in the development of podcasts include their design. Listeners across the literature report that interview-style and storytelling recordings with multiple perspectives are more enjoyable to listen to (Briand et al., 2021; Kerrigan et al., 2022; Panzer et al., 2020). Reading from a script was not considered optimal, and the best podcasts were authentic to the speakers and remained under 30 minutes (Briand et al., 2021; Kelly et al., 2022). Briand et al., (2021) also discuss facilitators to podcast usage being the accessibility to the content, presence of summarization within the podcast, as well as the portability, with many students reporting that listening to podcasts was best done while completing other tasks such as commuting.

Obstacles to podcast use include an unfamiliarity with the platform, and with younger individuals reporting more familiarity with podcasts, this may skew the age

demographic of potential listeners (Kelly et al., 2022). There were more advantages to disadvantages: autonomous listening, providing alternatives to reading for individuals with low literacy levels, and providing opportunities for active learning being primary benefits (Briand et al., 2021; Kelly et al., 2022). However, as no current regulation exists, creating a benchmark for ensuring quality is essential.

As podcasts remain an innovative and rapidly developing strategy for educational content, many areas of podcasting use are not yet well-studied. Particularly, little is known related to the theoretical basis for podcasting as an educational modality or listener retention of information (Berk et al., 2020). Therefore, podcasts are best used in conjunction with other traditional learning methods until proven otherwise.

Podcasting Intervention Examples

Multiple podcasting interventions to develop access to lived experiences and role models in emerging areas with students in professional settings exist. Byszwski et al (2017) describe the introduction of a career planning resource podcast as increasing knowledge of and interest in medical specialties in medical school. Kerrigan et al., (2022) describe the development of a cultural education podcast to inspire improved healthcare for Aboriginal peoples in Australia as positively impacting professional development and described key themes as the importance of communication, client-centered practice, awareness of cultural and spiritual beliefs, countering stereotypes, and addressing racism. These themes inspired behavioral change, including improvement of communication and the consent process. Podcasts developed to increase awareness of barriers to access in

medical education from a universal access perspective received a word-of-mouth audience of 1000 plays over a period of six months, highlighting the popularity of the platform (Panzer et al., 2020)

Discussion and Implications

Through a complex process moderated by both intrinsic and extrinsic factors, access to role models has been shown to be one of the most crucial factors in development of professional identity and career choice. It therefore constitutes an integral part of any intervention seeking to modify this process. To meet the need for effective professional development and identification in the realm of emerging and innovative practice, creating opportunities and access for young professionals who are forming their professional identity to identify with role models working in a variety of diverse settings is critical to increasing the proportion of occupational therapists working in these areas. Finding a way to mitigate the consistent issue of a lack of diverse representation within current role models in the field is a cornerstone of this project. Role emerging fieldwork has been discussed and dismissed as a widespread potential solution due to the lack of consistency; not every student will have access to this type of placement and even if access is available, the experience is limited to one type of setting.

Podcasts were also described as a potential solution with critical benefits: namely, cost-effectiveness, asynchronous nature, ease of access, and ability to convey personal stories, demonstrating the potential of this medium to share role model stories widely and with maximal return (Luttenberger et al., 2018; Kerrigan et al., 2022; Briand et al., 2021;

Panzer et al., 2020; Dancza et al., 2019; Berk et al., 2020). While the research related to podcasts as an effective modality continues to develop, enough current research exists to corroborate the evidence-based platform of the modality and the correlation between listening to podcasts and development of role model relationships between the listener and host. Listening to podcasts has been shown to have measurable effects on listener's attitudes and behaviors. Considerations related to the design and deployment of podcasts as a role modeling intervention have been discussed above. The literature points to the use of podcasts as an instructional modality to increase access to role models in emerging practice with an end goal of improving educational support for and access to knowledge related to the lived experience of working in innovative and emerging areas of practice.

Conclusion

Chapter 3 has sought to present a thorough overview of the current methods that can be used to address the identified problem discussed in Chapters 1 and 2. While Level II fieldwork placements have been shown to have positive effects on behavior as well, the difficulty in finding these placements and lack of comprehensive education across OT cohorts makes them an ineffective choice for a scaled intervention with cost-effectiveness and scalability being primary concerns. By using podcasting as a medium to convey the experiences of role models in E/IPA, this project has created a novel approach to learning about E/IPA within the OT academic community. Role models and podcasts are both evidence-based strategies with a history of efficacy regarding short- and long-term behavior changes (Kerrigan et al., 2022; Luttenberger et al., 2018; Osama & Gallaher,

2018; Ma & Tschirhart, 2021; Ball et al., 2020). Through listening to podcasts, students may begin to view E/IPA as a normative career choice and incorporate E/IPA into their professional identity. Chapter 4 will provide an overview of the intervention implemented at Boston University (BU) based on the principles discussed in this chapter.

CHAPTER FOUR – Description of the Proposed Program

The podcast series produced as the major output of this project featured occupational therapy practitioners (OTPs) working in emerging and innovative practice areas (E/IPA), defined as practice settings and/or client populations without an established occupational therapy (OT) presence (See Chapter 2 for a discussion of the term). The project was designed for a primary audience of OT students in entry-level OT programs of all levels. The primary aim of the development of the program was to increase confidence, competence, knowledge, interest, and affective role model processes when considering the pursuit of diverse and novel roles. By targeting students, the end goal was to encourage these future clinicians to seek out further information, pursue careers in these areas, and inspire them to use their OT skills to reach populations and settings they are enthusiastic about serving. In doing so, they may serve as a vehicle to allow the field of OT to expand and develop as well as reach clients who may benefit from OT services but would otherwise not receive them. This chapter provides a thorough discussion of the development of the project, including the basis for the program, program clients and resources, interventions, intended outcomes, and barriers to its implementation.

Basis of the Proposed Program

A current dearth of OTPs working in E/IPA is in part due to a lack of comprehensive education and support for practitioners working within lesser known and resourced areas of their scope (American Occupational Therapy Association, 2019; Jesus et al., 2020; Syed & Duncan, 2019). This lack of professional role models in these areas

means that E/IPA can represent a daunting area of professional specialization and therefore few professionals choose to pursue these roles, as discussed in Chapter 2. A lack of E/IPA development is a concern for the OT profession, as changing global trends indicate a need to advance OT practice in heretofore untapped domains to reach clients who may benefit from OT services (Lauckner et al., 2019; Kantartzis, 2020; Lamb & Metzler, 2014). Providing opportunities for OT to develop practice in areas of personal conviction also serves to increase wellbeing and decrease burn-out within the profession (Zubriski et al., 2020).

As discussed in Chapter 3, OT students are the population most affected by this lack of role models in E/IPA. These individuals are in the process of developing their professional identity and report the greatest dependency on role models and mentorship to curate the affective aspect of behavioral modeling (Gray et al., 2020; Silva et al., 2019; Osama & Gallagher, 2018). Therefore, this population has been specifically selected as beneficiaries of this intervention to promote access to role models in these areas wherein access to social relationships may not be readily available or feasible given practitioner scarcity and geographic distance. Role models from various E/IPA were selected to represent a snapshot of E/IPA for this program. Each was asked to contribute by recording a 20–30-minute podcast describing both explicit and implicit aspects of their practice.

Program Aims

The author has addressed this multi-faceted problem described in brief above and discussed in depth in Chapter 2 by providing an educational program featuring OTPs in

E/IPA acting as role models through podcasts to OT educational programs. The major aims of the development and implementation of this intervention are as follows:

- Providing a scalable, quality, low-cost, and equitable solution to the lack of comprehensive explicit and implicit curriculum related to emerging and innovative practice areas in occupational therapy education. The outcome of this implementation of this intervention is intended to be increased OT student access to role model figures in E/IPA within educational settings. The end goal is to increase access to explicit resources and implicit norms and competencies related to lesser-known aspects of OT practice.
- Producing a supplementary curriculum for OT education featuring a novel media strategy characterized by reduced barriers for implementation on the part of the clinician recording the podcast, the educator implementing it, and the student listening. Widespread program uptake is not possible without providing an easy-to-use finished project. As the greatest amount of reach is desired to increase the potential number of students who may benefit, access is prioritized.
- Supplying evidence supporting the use of podcasting as a viable educational modality for use in the university setting. Podcasts have been used in the development and implementation of this project due to their hypothesized superior performance in the dissemination of narratives and lived experience (Shearer et al., 2023; McNamara & Haegele, 2021; Briand et al., 2021). An aim of this project is to support the use of podcasts through providing

contributions to the evidence-based literature regarding the efficacy of this strategy. Given additional evidence to support their use, podcasts have the potential for widespread adoption as a supplement or in lieu of traditional educational tools for various applications (Garcia-Morales et al., 2021, Berk et al., 2020).

- Through participation in the project, the intent of implementation was to increase the perceived knowledge, interest, confidence, and competence of OT students when considering E/IPA. It is hypothesized that through impacting these domains, students will be more likely to consider and seek out E/IPA as a career and/or describe E/IPA as an essential component of OT practice (Holmes & Scaffa, 2009; Holmes, 2006)

The long-term aspiration of program implementation is to increase the proportion of therapists that choose to pursue these areas and, in some way, propel OT as a discipline for innovative social good. The author purports that each of the short-term aims above represent an aspect of this aspirational goal. Through the accomplishment of each of these short-term aims, the vision increases in potential.

Introduction to Podcasts as a Novel Educational Modality

It is hypothesized that beneficial aspects of this novel approach due to their unique characteristics and delivery format include an emphasis on the first-person perspective and the richness of lived experience and storytelling via the oral tradition (Panzer et al., 2020). Research shows that parasocial relationships developed through podcasting as a modality can inspire students to view podcasters as role models and lead

to sustained behavior change through expectancy-value principles (Ma & Tschirhart, 2021; Morgenroth et al., 2015). Parasocial relations have been touted to increase the availability of role models within areas of scarcity, geographic or otherwise, of role models with similar demographic features (Kerrigan et al., 2022; Schlutz & Hedder, 2021). An example of this phenomenon may be Kamala Harris as the current Vice President at the time of writing. Her position as the first female Vice President makes her a potential role model for young girls who are developing their identities. Her example, provided to individuals through media, may inspire a generation of children to view positions of governmental status as a possibility for their own lives. Through media representation, despite geographic distance and lack of alternative role models within this position either currently or throughout history, Vice President Harris can achieve effective role model processes with an exponential population. This project capitalizes on the effectiveness of media such as podcasts to increase access to role models such as the example above describes.

When applied to this project, the benefits of podcasts (inexpensive, accessible, and popular) make their implementation imperative particularly for the development of knowledge, interest, perceived confidence, and perceived competency when considering E/IPA. Education in this domain is an Accreditation Council of Occupational Therapy (ACOTE) Standard. However, according to these standards, E/IPA is to be defined by each program, which makes access to norms, competencies, and resources related to E/IPA dependent on each program's emphasis (Accreditation Council for Occupational Therapy Education, 2022). The lack of standardization within OT curriculum combined

with a lack of content experts in E/IPA as described above leaves a gap in OT education that this project aims to fill. OT educators may consider implementation of this project within their curriculum, on a program or individual course level, as a helpful tool that enables access to role models in E/IPA for students and lowers barriers for integration of E/IPA into learning.

Figure 4.1

Case Scenario

Dr. Sarah Schmidt, an associate professor in a 2-year occupational therapy assistant program, is assigned a course that introduces the role of OT in varied practice settings. Dr. Schmidt is a former clinician with extensive practice experience in school-based therapy and acute-care practice in the hospital setting. While happy to teach the course, Dr. Schmidt is concerned about meeting the course objectives for E/IPA, since they do not have clinical experience in any E/IPA. Dr. Schmidt reaches out to their program director for assistance, who can direct them to several E/IPA clinicians within their region who may be available to give a short presentation on their practice area. However, when contacting each clinician, Dr. Schmidt finds that the clinicians are very busy and cannot attend class at the scheduled times. Several provide resources that Dr. Schmidt can use in the classroom, but no practitioner is able to provide an overview of their practice for the class. When searching to find additional information and resources, Dr. Schmidt finds this series of podcasts featuring OTPs in E/IPA and decides to implement this project into their course curriculum. As the project is complete with a resource website and Qualtrics surveys to guide engagement, they can integrate the material into the course quickly and with minimal adjustment necessary. Their students listen to podcasts and discuss them in class. Implementation of the podcasts goes smoothly, and students seems to enjoy the idea of listening to podcasts in an educational setting. In their course evaluations, students share that access to E/IPA clinicians broadened their perspective of the OT profession and recommend that podcasts be used for future iterations of the course.

Review of Theoretical Background and Stakeholders

This project was developed and implemented within a Boston University (BU) entry-level doctorate in occupational therapy (EL-OTD) program to determine if the use of podcasts to facilitate equitable access to role models in E/IPA within OT curriculum is effective in increasing students' perceived knowledge, interest, confidence, and competence. The current scope of the project is not representative of the full extent of E/IPA globally due to timing constraints as discussed next. However, the project is living, with the intention of adding additional podcasts to the existing podcast bank over time to represent the true professional dimension of OT practice more fully.

Morgenroth's Theory of Role Modeling and the Theory of Planned Behavior have been selected to guide the development and implementation of podcast participant selection and form the theoretical basis for use of role models to inspire sustainable behavior change. Universal Design for Learning has been selected to guide the development and implementation of the media and podcast component of the intervention. At the time of writing, a series of thirteen standardized podcasts featuring OTPs working in E/IPA have been recorded and made available for internal university use at BU. A complete list of podcasts can be found in Appendix E.

The communities of interest for this program include:

- The Program Director, who developed the project: including the theoretical basis, content, outcomes evaluation, and administrative responsibilities.
- The Podcast Host, who scheduled and hosted podcasts based on a question script and who was primarily responsible for troubleshooting multi-media equipment, as

necessary.

- The Podcast Editor, who used software to edit podcasts from draft recording to finished product, inserting additional media as appropriate, and uploading the finished file to the appropriate hosting platforms.
- The E/IPA Clinicians, who participated in approximately 20-minute interviews and whose primary responsibilities included preparing answers to a podcast script, sharing a written summary of their work, and communicating their experiences within the multi-media environment and as prompted by the podcast host.
- The Occupational Therapy Educator, who implemented the program within their classrooms, including but not limited to embedding podcasts within course materials, prompting students to complete podcasts, assigning point values towards completing podcasts, and discussion of podcast content.
- The Student, who stood to gain increased knowledge, confidence, competence, and inspiration through the role modeling process. Primary responsibilities of the student included listening to podcasts and completing short surveys to gauge their learning outcomes.

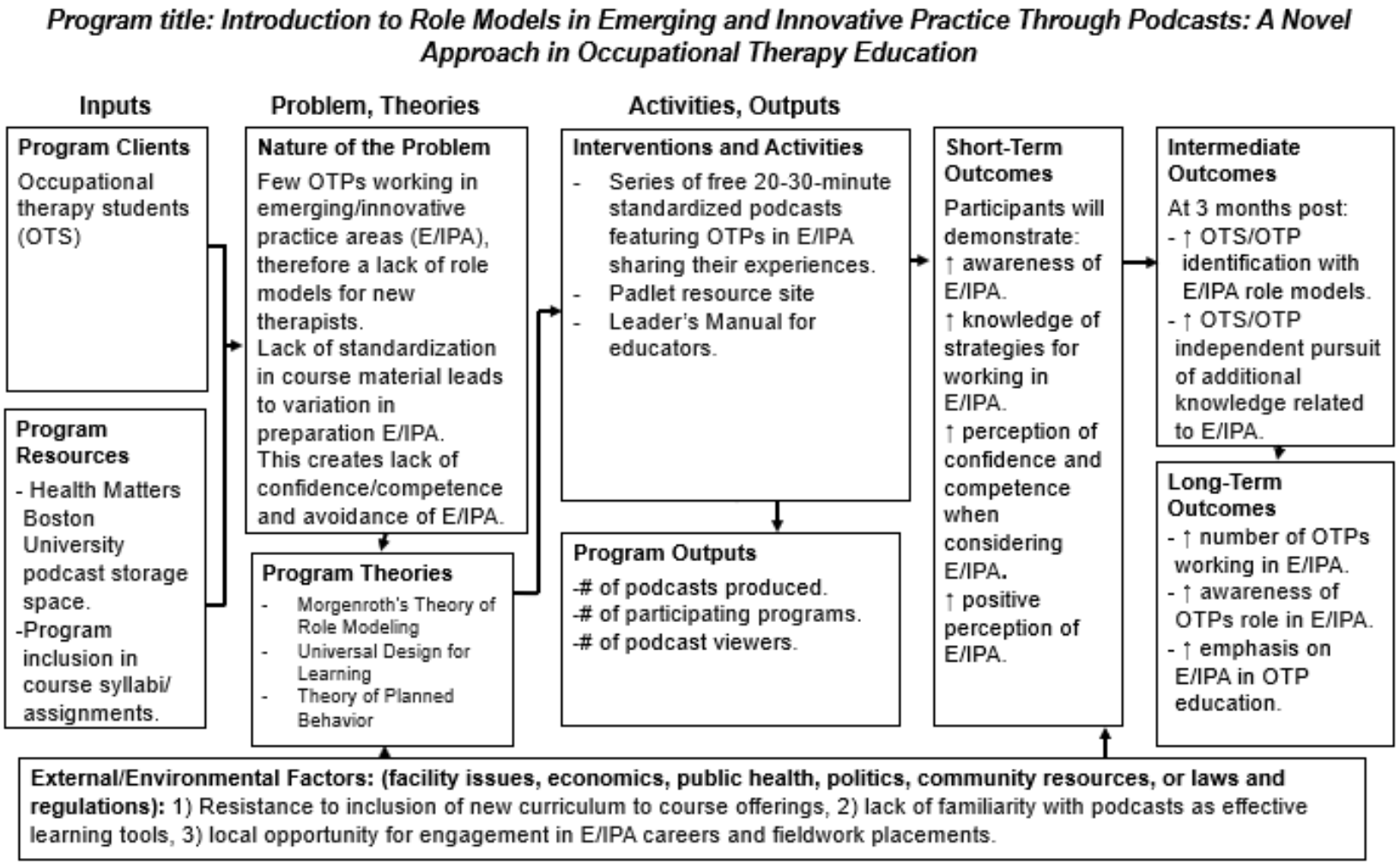
The above communities of interest represent an aspirational vision for the future of the project following full dissemination and program uptake. To pilot the project, the author acted in multiple roles, including program director, podcast host, and podcast editor. This arrangement was necessary given time and budget constraints within the context of the doctoral project. Expansion is possible and desired given additional resources following official dissemination.

Logic Model

The logic model (Figure 4.2) serves as a visual representation of the proposed program and plays an integral role in the depiction of the program's components and functions. In addition to this graphical representation, the program was developed and implemented using Universal Design for Learning (UDL) guidelines (See Chapter 2 for a detailed description).

Figure 4.2

Full Logic Model



Program Participants and Resources

Intended Program Participants

The intended program participants for the podcasting project are OT students in any entry-level OT program. This includes but is not limited to 2-year and 4-year occupational therapy assistant (OTA) programs as well as master's and entry-level doctorate in occupational therapy (EL-OTD) programs. While the evidence is clear that students represent a population that stands to benefit from role modeling interventions, current research is unclear regarding the most impressionable time period for the introduction of these interventions within educational programs (Khan et al., 2020; Barlow & Sullivan, 2022). However, students also represent a population that is conditioned to receive and interact primarily with learning materials provided by their courses and fieldwork supervisors (Mackin et al., 2019). This stands in contrast with OTPs, who may actively seek out continuing education opportunities in line with their interest and professional obligation (Zubriski et al., 2020, Holmes & Scaffa, 2009). Based on this preference and expectation, the program will be most effective when integrated into university courses. Therefore, recruitment has not focused on reaching individual students but rather through targeting academic programs. Academic programs and individual educators may also experience benefit through integration of this project into their coursework.

The program itself represents a cost-effective, feasible, and equitable means to introduce students to E/IPA while providing support for OT educators who lack content expertise in these domains. This project enables OT educators to disseminate resources to

students that discuss norms and competencies associated with lesser-known areas of practice. In doing so, the project enables educators to share best practice strategies and insight, providing a well-rounded OT education that encompasses the full range of professional opportunities with minimal effort on their part.

The author hypothesizes that introductory courses in OT may be a beneficial course integration for maximal results. However, the results of a pilot project with a group of EL-OTD students in their final year at indicate that advanced students may also experience benefit. Any exposure to E/IPA is considered a positive outcome of the project. Therefore, the program is designed to be available for all programs and integrate with any course to the extent the instructor finds desirable. In pursuit of this aim, the program is comprised of standalone podcasts that may be integrated on an individual level and an overarching theory, goal, and resources that facilitate integration of the project into coursework.

General Program Structural Overview

The entire program consists of a researcher designed pre-test, pre-recorded videos to introduce the project and troubleshoot potential technical challenges, a series of podcasts embedded into Qualtrics surveys with brief pre- and post-tests to facilitate reflection, and a post-test to assess qualitative and quantitative changes. A Padlet resource site was developed in conjunction with student feedback to provide seamless access to all materials and provide a platform for interaction and comment. However, podcasts can also be integrated directly into the course site to facilitate access. As the program directly targets communities of interest (it is not widely available to the public at

large), no screening is required, and any student and program may participate. A major benefit of the program's design is its flexibility in approach, incorporation of individuality and preference in implementation, and asynchronous nature: students may listen to any podcast, when and where they choose. This greatly increases the number of individuals who may benefit as well as those who may choose to participate. The project was implemented in an EL-OTD course at Boston University, where it was found to be both feasible and relevant.

Setting

The project requires minimal physical resources. To listen to podcasts, students needed access to a device with internet capabilities. To ensure that podcasts are accessible, cloud hosting is necessary. This was accomplished through uploading podcasts to a private Google Drive and changing privacy features for students participating in the project. Data hosting platforms such as Qualtrics are also essential for students to access survey components. Given the primarily virtual contexts of the program, it is possible to implement within diverse physical contexts.

Personnel

The OT educator is in some respects a primary community of interest in the dissemination of the project. As variable technical skills exist among this population, support is necessary to facilitate a reduction in barriers which may prevent course integration. This is accounted for through troubleshooting available as a component of the program director role. The pre-existing hosting technology described above which allows students to access course materials in the same way they access coursework and

personal materials also reduces barriers. The OT educator is in some respects also a member of the personnel in the implementation of the program, as without their active role in integration, students will not have access to program materials. Responsibilities of the OT educator include communication with the program development team (described below), adaptions in current course materials to accommodate new podcast content, and discussion with students regarding the role of OT in E/IPA.

The program development team consists of the Program Director, who is responsible for the overarching development of the program as well as dissemination and troubleshooting, the Podcast Host, who is responsible for podcast recording, and the Podcast Editor, who is responsible for the editing of each podcast. As described above, at the time of writing the author has assumed these roles to ensure program implementation was able to be completed within time frame and budget. However, for the continuation of the project to be both efficient and effective, it is hoped that expansion may occur, and the roles may be assumed by multiple individuals. Considerations for the selection of individuals who may fills these roles include content expertise in the roles and responsibilities associated with each position. For example, hiring an editor with skills in professional audio editing will be important to ensure quality content. This may also increase program uptake, as professional quality audio is more enjoyable to listen to.

As the project is living and the intention is to continue to develop a podcast bank that is representative of E/IPA globally, the continued recruitment of OT clinicians working in E/IPA is necessary. Each E/IPA clinician who agreed to participate in the initial launch of the program was asked to prepare a response to a series of standardized

questions and participate in a 20–30-minute virtual podcast recording to share their experiences and perspectives. Major considerations taken into account in the selection of E/IPA included:

1. Demographic diversity was considered a primary factor. The literature is clear that students relate better to individuals with similar demographic characteristics, and relatability is strongly correlated with the presence of role modeling processes. Therefore, the presence of potential models with similar demographic characteristics that were relatable to students was integral to the success of the project. This was a challenge, primarily because the OT profession is not diverse. According to the AOTA Workforce and Salary Survey (2019), the profession remains predominately white (84%) and identifies as female (91%). This demographic makeup has remained stable over a period of 10 years, with the only racial group to increase in proportion more than 1% being Asian/Pacific Islander with a growth of 1.4% (AOTA, 2019). However, the first iteration of the project achieved greater representation than these demographics of OT practice in the United States.
2. Diversity related to geographic location was considered. As discussed in Chapter 2, OT practice differs depending on the geographic location practice occurs. Therefore, what may be considered to be E/IPA may differ depending on location. Ensuring that this phenomenon was adequately characterized was considered and approximately half the

clinicians who participated in the first iteration were practicing in countries outside the United States.

3. Ensuring diversity and representation of practice areas was emphasized. It was important that no practice area was represented more than once and that the podcasts were a good snapshot of E/IPA, even though comprehensive representation was not possible given timing constraints.

A global search was conducted to find the thirteen clinicians who agreed to participate. A major challenge of E/IPA is a lack of practitioners in these fields, as discussed in Chapter 1. Therefore, word of mouth and utilizing professional networks to find clinicians who were recommended not only for their clinical expertise (extrinsic qualities) but also for their professionalism, empathy, and passion (intrinsic qualities) (see Chapter 3 for a detailed discussion). Recruitment began by utilizing the network of Boston University, directly through BU faculty and students or through mutual networks. Simultaneously, a search of conference proceedings for the World Federation of Occupational Therapists (WFOT) and American Occupational Therapy Association (AOTA) publications was conducted to identify clinicians in E/IPA interested in participation. A spreadsheet was developed with specific information related to each practitioner to ensure diversity in the three domains discussed above. Initially, approximately twenty clinicians were identified. Thirteen responded to an initial email invite to participate in the project, at which time virtual podcast interviews were scheduled. As the project expands in the future, the same process will be utilized to identify and contact additional clinicians in E/IPA.

Plan for Outreach

The major aim of dissemination is increasing the number of OT educators who are aware of the project (see Chapter 6 for a detailed discussion). Therefore, developing an evidence base for the implementation of the project is of integral importance. Educators are more likely to implement a program which has demonstrated efficacy. A pilot study conducted with EL-OTD students has also ensured that the feasibility of the program is without question. Several dissemination activities have already been completed at the time of writing. These include various outreach activities, including being featured in an educational newsletter and a podcast. Poster presentations at OT conferences and journal articles will also provide indirect access to the project to this population. Direct access to program directors and educators will also take place through an email and social media campaign intended in the spring of 2024. As the program grows in popularity and implementation, it is the intention of the author to continue data collection and research regarding the efficacy of this method of role modeling intervention delivery. Therefore, dissemination of results may continue over a period of years to build a robust evidence base for the project.

Intervention and Activities

Podcast Design

Thirteen clinicians in E/IPA participated in the initial iteration of this project. Each clinician answered a series of questions about their practice and journey to their current career trajectory over a virtual interview, which was edited for clarity and uploaded to Google Drive as discussed above. The final list of podcasts can be found in

Appendix E.

Figure 4.3

E/IPA Clinicians

Several design features were taken into consideration while designing and recording the podcasts (see Chapter 3 for a discussion of the evidence-based literature that provided guidance). The purpose of the intervention was to highlight the podcast guest as a potential role model. As discussed in Chapter 3, most important attribute of a role model is the professionalism they display (Silva et al., 2019). Other positive qualities often associated with role models in health care education include commitment to their profession, therapeutic confidence, exemplifying client-centered practice, practicing interdisciplinary communication, and exemplifying empathy, integrity, optimism,

approachability, and passion (Osama & Gallagher, 2018; Silva et al., 2019; Ma & Tschirhart, 2021). Therefore, podcast guests were asked to discuss these attributes as relevant to their own practice (see Appendix A for a list of podcast questions). Research shows that a focus on money or power, poor interpersonal skills, or unethical behavior precludes a person from being viewed as a model (Gottlieb et al., 2021; Ball et al., 2020; Yoon et al., 2018; Osama & Gallagher, 2018. Therefore, only role models that provided a positive example were included. Students are significantly more willing to take action to emulate a role model when the role model had similar demographic characteristics, particularly in the instance of minority race identification (Liu et al., 2019; Allen, 2019). As discussed above, while the project was limited by the demographics of OTPs in emerging and innovative practice, practitioners were selected from the global community and demographic makeup was considered. Role models were also specifically selected to be relatable. The ability of the student to envision themselves in the role model's shoes was prioritized ahead of perceived career success. Guests with a high level of career success were asked to describe their career path to increase relatability.

Explicit information was provided. Podcast guests answered questions such as:

- In your experience, what educational qualifications or experience was necessary to be successful in your work?
- As a student or new graduate, what would you do to prepare for working in your area?
- What strategies would you recommend for someone who is thinking about doing something similarly as you?

- What are your recommendations for learning more about your work?

Implicit norms were also identified by guests through questions such as:

- Can you share a story about your journey in your area of work?
- In your opinion, what personal attributes were essential for success and how were you able to develop these attributes?
- If you could start again, would you change your path in any way? If so, how?

Regarding podcasts, those with a storytelling and narrative component are described as being more interesting and so podcasts were left intentionally authentic to the speaker (Panzer et al., 2020; Kelly et al., 2022). All podcasts were between 20 and 30 minutes long to facilitate attention (Briand et al., 2021; Kelly, 2022). Professional quality recording and producing software were used. Podcasts were hosted on Google Drive and embedded in Qualtrics surveys, which were then accessible on the Blackboard Learns course site as well as a Padlet resource site.

Each podcast represented a diverse practice setting. Each podcast intentionally followed the same format to highlight the similarities and differences of each area without introducing contrasts in production. An example podcast has been made available to readers in Appendix M). Future podcasts created for the project will follow the same structure.

Supplementary Resource Design

Supplementary resources were designed with Universal Design for Learning principles (see Chapter 2 for a detailed description). Supplementary resources include:

- Pre- and post-tests to assess changes in knowledge, interest, perceived confidence, and perceived competence when considering emerging roles.
- Qualtrics surveys with podcasts embedded to facilitate reflection.
- A Padlet link to a comprehensive webpage containing links to each podcast, videos describing the project and answering questions, podcast access information, and contact information for the program director for in-depth troubleshooting concerns.
- A Leader's Manual (see Appendix K) to provide additional information for OT educators implementing the program into their courses.

All supporting documentation for the program was made available to the educator and students in the pilot program virtually and asynchronously. This mode of delivery is congruent with the intent of the program and dissemination of podcasts as an educational model (Luttenberger et al., 2018). Student report indicated that autonomy to listen to podcasts at leisure was a primary positive feature of the program. Research corroborates the delivery method: E/IPA practice requires autonomy and independence in practice that is not always familiar to OTPs, therefore offering choice and options serves to develop these skills in OT students (Luttenberger et al., 2018; Byszwski et al., 2017).

Program Timeline

While individual choice and autonomy are prioritized in this project, a proposed schedule and timeline is described. This sample timeline described below was piloted in a Boston University EL-OTD course and was found to be a feasible means of incorporating podcasts into the classroom setting. The program involved students listening to five

podcasts of their choice over a period of 5 weeks and completing a short pre- and post-test prior to and following this experience. The total anticipated time dedicated to the project for each student was 30 minutes on a weekly basis for a period of seven weeks. Additional course integrations, including but not limited to focus groups, guided discussions, and sample assignments are possible and are an anticipated addition to the project as continued growth occurs.

The program director and academic mentor, who acted in the role of OT educator for the purpose of the pilot program collaborated prior to the course start date to determine the extent of course integration would be possible and desired given desired course outcomes. The podcasts were made available to students directly within course materials as well as through the Padlet course site. Project reminders were sent to students through email and course announcements. See Appendix M for a visual representation of the project timeline.

Program Outputs and Outcomes

There are several major outputs and outcomes from this project. Several have been documented as a tangible outcome of the pilot project described above. This lends credence to the reproducibility of said outcomes in differing contexts and supports the potential expansion of the project.

Program Outputs

Program outputs can be defined as the tangible yield that is produced as a component of the program. For this project, both definable products and action constitute elements of the desired program output. Several of the outputs have occurred at the time

of writing. Others are anticipated at the time of dissemination or are hypothesized in the long-term. Both will be discussed next.

Podcasts and Viewers

A major tangible output is the number of podcasts produced. At the time of writing, thirteen podcasts have been created and implemented. As the project grows, it is anticipated that this bank of podcasts will also grow to better represent the scope of OT practice globally. Another tangible output is the number of views each podcasts received. As each listen constitutes a potential role modeling process, it is integral to maximize the reach of podcasts to the widest possible audience. This output has been measured by tracking the number of Qualtrics entries for each podcast. This measurement will be used upon official project dissemination to approximate the reach of the program over time. These entries have been used to conduct program evaluation and efficacy assessments as described in Chapter 5. It is anticipated that that entries will remain a source of data collection as the program grows.

Participating Programs

As a key component of program efficacy is the scale it can reach and the program is primarily disseminated within OT educational programs, an essential program output is the number of participating OT educational programs. At the time of writing, Boston University remains the university that has implemented the program. See Chapter 6 for a detailed description of the plan for official dissemination of the program.

Outcomes

Program outcomes can be defined as the result of the outputs produced as a

component of the program. Short-term, intermediate, and long-term outcomes have been considered. Several short-term outcomes have occurred at the time of writing and represent early positive evidence of program efficacy.

Short-Term Outcomes

The short-term results are those which may be documented as a quantifiable change immediately following completion of the podcast project. These include demonstration of increased awareness of E/IPA, increased knowledge strategies for working in E/IPA, increased perception of confidence and competence when considering E/IPA domains and increased positive perception of E/IPA. Preliminary results of a pilot study indicate that the project was successful in accomplishing these aims with a group of EL-OTD students at Boston University in their final year of study. Further research is planned to investigate if there is a particular group of students with which the project may experience greatest success.

Intermediate Outcomes

Intermediate results are those which may be apparent at three months post-intervention. Little research is available regarding the retention of information provided via podcast (Berk et al., 2020). This has been discussed as a barrier. However, a hypothesis may be made based on the theoretical foundations of the project discussed in depth in Chapter 2. Intermediate outcomes anticipated in the role modeling process include increased expectancy related to the pursuit of a particular domain of E/IPA and increased personal value placed on the accomplishment of that goal (Morgenroth et al., 2015). Therefore, intermediate outcomes in this project include increased identification

with E/IPA role models and evidence of independent pursuit of additional knowledge related to E/IPA. It is anticipated that students will experience maximal benefit from one podcast which they find interesting and/or representative of their demographic characteristics and long-term goals. As E/IPA is made up of a variety of small practices over a wide range of potential OT settings, services, and populations, it is reasonable to assume that all students will not be interested in all OT applications. Therefore, positive intermediate outcomes include increased identification with one or more role models and may involve evidence of independent pursuit of additional knowledge related to E/IPA related to one podcast only. Evidence from a pilot project indicates early positive signs in these domains, but further follow ups are necessary to corroborate these changes over the recommend timeframe.

Long-Term Outcomes

Long-term outcomes are those which may be apparent a year or more post-intervention, depending on the timing of intervention implementation within OT education. Following graduation and licensure, what is the ultimate tangible impact of the project on independent practitioners' choices? Therefore, a long-term desired program outcome that is the ultimate marker of the success of the program is the number of entry-level OTPs that choose to seek out E/IPA as a career. As the program represents a 7-week program within OT education, the success rate of this program regarding this output is not currently known. A follow-up survey provided to program participants following graduation to assess their career choice and any long-term changes in their cognitive representation of E/IPA is planned. This survey may provide useful information

regarding the efficacy of the program in this domain. However, as role modeling interventions are by nature largely intrinsic, the true extent of the program's success rate in this domain may not be fully quantifiable. Therefore, success in this domain has been defined as the percentage of program graduates choosing E/IPA within three years following licensure being greater than the 1.6% of OTPs currently working in E/IPA in the United States (AOTA, 201).

Other long-term outcomes include increased awareness of the OT role in E/IPA and increased emphasis on E/IPA in OTP education. Survey follow ups are planned to assess long-term changes in the definition of the OT profession's scope of practice as compared to practitioners without exposure to the project. Increased emphasis on E/IPA in OT educational programs can be measured tangibly through assessing program uptake over time. The more OT educational programs that use this project within the curriculum, the greater emphasis on E/IPA within coursework can be assumed. Further, using this project to build an evidence-base for the use of role modeling interventions focusing on OT in E/IPA lends credence to the use of similar programs and general emphasis on E/IPA within education. Dissemination surrounding the effectiveness of implementation also serves to alter the intrinsic culture of OT surrounding the ubiquity of E/IPA. This may increase the proportion of educators who consider comprehensive education related to competencies, norms, and value of E/IPA as essential as traditional practices. Finally, the long-term outcome of increasing the proportion of E/IPA clinicians increases the reach of these clinicians within the OT community, making fieldwork opportunities, research, and knowledge regarding E/IPA opportunities in general easier to access.

Anticipated Barriers and Challenges

There are several barriers and challenges to the development and dissemination of this project. These have been identified as a component of intervention development and potential solutions have been implemented. What follows is a discussion of each of these factors and the steps that have been taken to mitigate these potential concerns.

Podcasting as a medium for role modeling is novel and little research combining the two exist. Therefore, this project has drawn from two disparate literature bases: podcasting literature and role modeling literature. While separate fields, many of the findings in role modeling literature can be applied using principles from podcasting literature while maintaining integrity of both essential elements. Additionally, while the combination of podcasting and role modeling is novel, the use of media in general as a vehicle for role modeling interventions is not (Ma & Tschirhart, 2021; Kerrigan et al., 2022; Schlutz & Hedder, 2022). Effective parasocial relations have been identified in varied populations with media, including video, television, and social media.

As podcasting is a developing educational modality, little is currently known about how long listeners retain information following podcasts (Berk et al., 2020). This is a limitation of the literature, given that most of the evidence has been published within the last 2-3 years. A follow up is planned to explore this phenomenon further. The novelty of podcasting as an educational strategy also means that no theoretical basis exists specifically acknowledging podcasting as an educational medium. To account for this, a strong theoretical basis with a variety of well-researched applications in a variety of domains has been utilized (see Chapter 2 for a detailed discussion).

As the literature is clear that role aspirants choose their own role models to emulate, introducing potential models to students does not guarantee that role modeling interactions will occur. This is a general limitation of any intervention that uses role modeling as a primary behavioral change strategy (Morgenroth et al., 2015). Research shows that students are more likely to view an individual as a model if they provide a positive example, have similar demographic features, and are relatable (Liu et al., 2019; Gottlieb et al., 2021). These features have been incorporated in each podcast and a large number of potential models have been highlighted to allow student choice. However, it is inevitable that not every student will be interested in E/IPA or view a podcast guest as a role model.

The dissemination of the program is a primary rate-limiting step in the success of the project. To increase student access to podcasts, availability through OT educational programs and student organizations such as Pi Theta Epsilon is critical. Chapter 6 provides an in-depth discussion of the plan to increase programmatic reach.

Inclusion of E/IPA is limited to practitioners' willingness to contribute by recording a podcast. To this point, podcast guests have been very generous with their time and resources, but this is a challenge given the demands on their time. Should the availability of practitioners become an issue in the future, every effort should be made to make podcast recording time accessible and to contact multiple practitioners within each sub-field.

Summary and Conclusions

This podcast project has been designed and developed to for integrated into OT education to provide equitable and feasible access to global OT role models in E/IPA. The vision of the project is to promote the development of E/IPA to expand equitable opportunities for all people to participate in occupations and contribute to positive outcomes and wellbeing from individual, community, and population-based perspectives (Hammell, 2021). The podcast project has been developed based on best practice guidelines, evidence-based research, and theoretical principles and implemented within a Boston University EL-OTD course.

Key elements include a series of podcasts featuring E/IPA sharing their experiences in emerging roles, Qualtrics surveys to listen to podcasts, a Leader's Manual to facilitate inclusion into OT curriculum, and a Padlet to provide ease of access to materials and resources associated with the project. Results confirm that the project and associated supplementary materials represent a feasible inclusion to OT coursework and suggest that positive outcomes are possible through widespread dissemination. A detailed overview of the basis of the program, logic model, program clients and resources, interventions and activities, outputs, outcomes, and barriers has been provided.

CHAPTER FIVE – Program Evaluation Research Plan

Emerging and innovative practice areas (E/IPA), defined as settings and/or client populations that lack an established occupational therapy (OT) presence, are considered by many to be the OT solution to meeting the needs of a changing population. However, a lack of comprehensive and standardized education regarding resources, norms, and competencies for expert practice in these domains is a barrier to practitioners who would otherwise pursue these areas. This is in part due to the lack of practitioners who currently practice within both E/IPA in general (1.6% of the US OT population), as well as within each specific practice area under this umbrella (AOTA, 2019). Chapters 1 and 2 contain an in-depth discussion of the factors involved in this phenomenon. To combat this issue and increase access to role models within E/IPA, this project consists of podcasts featuring occupational therapy practitioners (OTPs) working in E/IPA. Thirteen podcasts have been developed and implemented in a Boston University entry-level OTD (EL-OTD) course. Preliminary results indicate this project represents a feasible, cost-effective, and equitable means of incorporating role models in E/IPA into OT education. However, widespread dissemination has not yet taken place. This chapter describes both the program evaluation that has occurred within the initial Boston University pilot program as well as the intended continued program evaluation following widespread dissemination.

Program Scenario and Identified Stakeholders

This program was designed for OT students with an aim to jumpstart the process of role modeling through podcasting and increase knowledge, confidence, and

competence when considering careers in emerging and innovative practice areas (E/IPA). The program content includes standardized podcasts featuring occupational therapy practitioners (OTPs) working in E/IPA. The purpose is to provide in-depth information and lived experience regarding little-known practice areas to the occupational therapy community at large. By targeting students who are developing their career trajectory, the end goal is to encourage these future clinicians to seek out further information and pursue careers in these areas, inspire them to use their OT skills to reach populations and settings they are passionate about serving, and serve as a vehicle to allow the field of OT to expand through developing the full scope of OT practice.

The produced podcasts are hosted on Google Drive and made available to students participating in the project through Qualtrics surveys with pre and post-tests to assess retention and changes in perception of each E/IPA featured (see Chapter 4 for a detailed overview of the program organization). The project is intended to be a living one with no set number of podcasts published for the project to be considered complete and the intention to continue the series indefinitely. Program delivery has occurred through implementation in Boston University EL-OTD course Professional Service Management (SAR OT 586). A synopsis of and considerations related to program implementation will be discussed below.

As discussed in Chapter 4, all materials related to program delivery were made available to students asynchronously: therefore, time spent engaging in program processes occurred virtually and within the participants' personal contexts. Student feedback indicated that the ability to complete program material at their convenience was

a perceived benefit of participation. Integration was accomplished through Padlet course resource access, use of Blackboard Learns course materials, email reminders, a Leader's Manual to assist course educators, and Qualtrics surveys for accessing podcasts. The program developer and course instructor were both actively engaged in the deployment of the pilot project. Active involvement also included students who accessed the podcasts and participated in the project. Stakeholders for program evaluation data and outcomes may include:

- Faculty who use or are considering using the podcasts in their classes. This group of stakeholders may be most interested in the efficacy of the program and the ease of integration with existing course materials.
- OT students listening to the podcasts may be interested in the results as they are investing time and resources in the process to becoming an OTP. Therefore, it is within their best interest to expect access to resources which will adequately prepare them for their future career.
- E/IPA clinicians who are given the opportunity to share their knowledge and spread the word about their programs may be interested in the outcomes as they have a personal stake in the success and growth of their respective specialty. Increased attention to and movement in the direction of E/IPA by the profession serves to legitimize their work.
- The program developers, including the author are also stakeholders in this project, which has been carefully constructed and represents a contribution to the OT profession at large.

Vision for the Program Evaluation Research

Envisioned short-term program results include positive results of a pilot study in the following four domains:

1. Increased awareness from participants related to the breadth and scope of E/IPA available within the occupational therapy scope of practice. As changing health care trends are often the catalyst for E/IPA, currently exciting potential exists for OTPs to engage their skills in E/IPA (Vogenberg & Santilli, 2018; Lamb & Metzler, 2014). However, due to a lack of OTPs in these areas and broad educational competency requirements through the Accreditation Council for Occupational Therapy Education (ACOTE), varied awareness exists (Cramm & Krupa, 2013).
2. Demonstration of increased knowledge of practical strategies for working in E/IPA. While in theory participants may be aware of E/IPA, detailed knowledge related to actual practice in these areas, business strategies to support and market practice, and ways to maintain profitability remain significant barriers to practice, an issue this project aims to mitigate (Zubriski et al., 2020; Anderson & Nelson, 2011).
3. Increase perceived confidence and competence when considering E/IPA. The lack of knowledge related to E/IPA described previously leads to a lack of opportunities and exposure to these areas, which further impacts confidence and competence and reduces the potential for development of opportunity (Syed & Duncan, 2019). Practitioners who do not feel confident in their clinical

competency in a specific area may experience ethical challenges when considering pursuit of E/IPA due to the lack of seasoned clinicians in these areas who may be able to provide expertise (Thew et al., 2018).

4. The narratives shared by OTPs following their passions are truly inspirational. By sharing these success stories, an increased positive perception of E/IPA and increased identification with the clinicians who are featured has occurred. This may in turn lead to increased attention to and pursuit of E/IPA, an intended long-term outcome of the project (see Chapter 4).

As a long-term result of program implementation, the intention is to increase the emphasis on E/IPA in OTPs educational programs on a national level through providing and marketing an E/IPA curriculum to OT programs throughout the country. This may increase the number of OTPs working in E/IPA within the United States. Reporting program outcomes may also provide evidence in support of podcasting as an innovative learning technology and contribute to a growing body of research related to educational strategies to meet the needs of technology-savvy learners and hybrid classrooms.

Figure 5.1

Case Scenario

Dr. Angelina Diallo, an assistant professor in an entry-level Master's in OT program, reads the results of a pilot study conducted to justify the inclusion of podcasts in OT curriculums. Based on this information, she decides to include several of the relevant podcasts as supplemental material in one of her classes. Edith, a fifth-year occupational therapy student who plays video games and does coding in her free time to decompress, listens to a podcast featuring an OT who established a company developing therapeutic

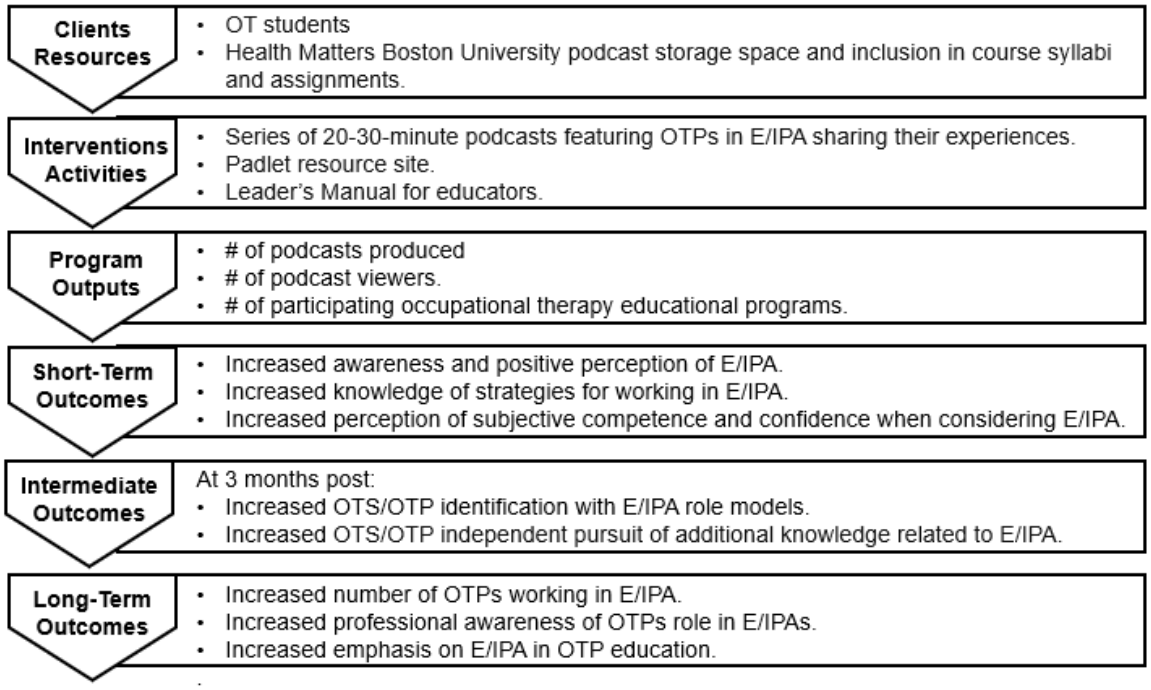
video games for pediatrics. She did not know that OTs could be so involved in the process of video game and app development. By listening, Edith learns what competencies are needed to be successful and gets access to resources that the featured clinician used to develop their first video game. Edith continues to think about how her skills in coding can be used for video game development and does some research in her free time, eventually connecting with a therapist near her hometown who has developed video games that they use in their private practice clinic. Edith works with her fieldwork coordinator to develop a Level II fieldwork placement at this site. Once there, she learns more about how virtual reality and technology can be effectively implemented into an evidence-based treatment plan. For her site project, she develops a simple app that can be integrated into the clinic and following graduation, the therapist at the clinic offers her a job, which she accepts. When Edith was considering OT, she did not know that she would eventually be able to combine her love of computers with her OT career!

Simplified Logic Model of the Program and Evaluation Plan

The communities of interest have been provided with a logic model. The model depicts a visual representation of the needs of the program, program activities, and anticipated results/outcomes. It will enable the communities of interest to further understand the merits of the program and encourage their buy-in. Figure 5.2 depicts a simplified version of this model.

Figure 5.2

Simplified Logic Model of the Proposed Program



Engagement of Stakeholders in the Program and Evaluation Research

Major communities of interest include the program developer, OT programs, including program directors and faculty, OT clinicians working in E/IPA, and OT students. To engage each of these varied populations, a specific approach has been used to facilitate buy-in and participation. All communities of interest have a valued role in the success of the program.

The engagement of OTPs working in E/IPA is integral to the project, as clinicians need to believe in the program and consent to participate in the podcasts for the successful production and dissemination of information. Additionally, clinicians benefit from program evaluation research. As the program was shown to be successful, E/IPA

has been promoted both through positive perspective change on the part of the student as well as increased attention to E/IPA via dissemination. Each community of interest was engaged individually via email to ensure satisfaction and boost participation in the project.

Without the engagement of OT students, the program would not have been successful as OT students constitute the intended audience. This population has had a significant impact on the eventual outcome of the program. The program was first piloted among a group of students nearing graduation, and while positive impact was acknowledged, participant comment indicated that the program may find more success with introductory level students. Further research remains to corroborate this finding.

The input of occupational therapy programs, program directors, and faculty has been integral to the program's success, as without inclusion into syllabi and recommended resources in these programs, the project's reach will be limited. The podcasts have been piloted in a Boston University OT class and inclusion into the curriculum was discussed with the educator who also served in the academic mentor role for this project. Initial feedback and program improvement based on their suggestion was essential to ensuring the success of the project both in the pilot project as well as in future expansion.

The program developer also has a personal stake in the program evaluation data. Through ascertaining the effectiveness of varied aspects of the project, further refinements can be made to increase the efficacy and reach. Table 5.1 describes each community of interest's role in program dissemination and evaluation along with the

specific interests each group may have in the results.

Table 5.1

Sample of a Basic Matrix for Organizing Community of interest Information.

Communities of Interest	**Role(s)**	**Specific Interests**
Program Developer	Oversight of program, podcast host and producer, material developer.	Quality material development, successful program implementation, significant outcomes in the direction of desired changes.
Occupational therapy practitioners working in E/IPA	Volunteering their time and expertise through being a podcast guest	Career and business promotion, advocacy for profession.
OT students	Participation in program: listening to podcasts and reading workbook/resource guide	Career and personal development.
Occupational therapy programs, program directors, and faculty	Use of podcasts and associated materials in classes and promotion of content as supplementary materials	Provision of quality instruction to meet Accreditation Council for Occupational Therapy Education (ACOTE) Standards, student learning and satisfaction.

Eliciting Communities of Interest Involvement and Ensuring Evaluation Result Usage

To engage E/IPA practitioners, initial outreach occurred over email and virtual podcast recordings began with an introduction to the project and discussion related to why clinicians may have been interested in participating, what they would like to ensure is presented clearly about their work through the podcast and encouraging their active participation in the direction of their podcast. Follow up related to the outcome of the podcast project pilot was disseminated via email and all practitioners were invited to a presentation related to project results and outcomes.

To engage OT students, an initial study with an OT class at Boston University was conducted to understand the benefits and challenges of using podcasting as a novel learning strategy to develop perceived confidence and competence with emerging and innovative practice areas. The 20-minute post-test questionnaire completed by students included open-ended questions. These questions were related to whether students found the podcasts beneficial and what changes they would make to further develop this project.

To engage OT programs, faculty members, and program directors, various outreach activities including inclusion in an educational newsletter and podcast has occurred. Poster presentations at the Massachusetts Association of Occupational Therapy (MAOT), the New York State Occupational Therapy Association (NYSOTA), the American Occupational Therapy Association (AOTA), and the World Federation of Occupation Therapists (WFOT) are planned, as are contributions to the OT literature regarding the use of podcasts to introduce role models. An email and social media campaign will also be used to share results (see Chapter 6 for a detailed dissemination.

Due to the large scale, the potential physical distance between various stakeholders, and the differing needs of each community of interest with relationship to the project, virtual meetings and email/survey feedback are prioritized. This has enabled a wider sample group of communities of interest and ensured the program is effectively meeting all needs. Providing E/IPA clinicians with a list of potential questions before the meeting so they can come to the meeting with a full understanding of the expectations was helpful to increase engagement and ensure a productive meeting. Engaging all other OT educators by provision of the logic model, results of the pilot study, and Leader's

Manual may be helpful to encourage dissemination. Student data was be collected in aggregate form and analyzed to determine patterns which then considered to further develop the program.

Program Evaluation Research Questions by Stakeholder Group

Each community of interest has a specific interest in the project and therefore evaluation questions unique to these interests have been generated. It is important that each identified group can see their interest represented in the program evaluation results. In Appendix I, a summary of research evaluation questions by each community of interest used to develop and evaluate this program has been generated.

Research Design

The pilot study has employed a one-group pre and post-test nonexperimental design to collect both quantitative and qualitative data via online survey administration. Formative data was collected via a post-test with Likert scales and open-ended questions. Summative data was collected via pre and post-tests as well as content surveys embedded with the podcasts. The purpose of data collection is to analyze potential changes in participants and propose a potential correlation. Specific methods will be described below.

Methods

Final-year EL-OTD students at Boston University enrolled in a course titled, Professional Service Management (SAR OT 586) participated in a pilot study to assess the efficacy of the program. Both formative and summative aspects of research design were implemented, as described next. The pilot study took place in the spring of 2023

with Institutional Review Board (IRB) consent. Informed consent was obtained from each participant prior to the survey beginning through an embedded consent screen. To ensure confidentiality of information, a numeric coding system was used to identify all participants. All data collection materials and data files were numerically coded. Students' email addresses were collected so that links and podcasts could be shared, however, their code number was used exclusively in the analysis. Data was stored electronically on the researchers' password protected computers in a password-protected file and survey results were stored on Qualtrics, which is password-protected. No hard copies were made.

Formative Data Collection

The EL-OTD students were contacted and asked to participate in the study. The formative component of the data collection occurred immediately following the intervention component of the study. Formative data collection took the form of closed and open-ended survey questions related to participants' satisfaction with the program and their suggestions for program improvement. The purpose of the formative evaluation was to further understand the factors related to consuming the podcasts that increase viewing likelihood as well as engage in program improvement prior to fully launching the project.

Research Setting. Data collection took place virtually via Qualtrics. Participants who watched the podcasts were provided with a post-test survey which included formative questions. Participants completed the survey on their own time following the intervention period.

Participants or Subjects. A total of 21 students participated. Inclusion criteria included registration for SAR OT 586 and being 18 or older. The researcher provided a verbal description of the study procedures and encouraged students to participate. An email containing additional information was also sent to all SAR OT 586 students at the start of the semester to encourage participation.

Qualitative and Quantitative Information Gathering, Formative data was collected through a series of researcher-design open-ended questions and numerical rating scales. Sample questions include:

(1) Please rate your satisfaction with the podcasts you listened to:

1.Extremely satisfied

2.Somewhat satisfied

3.Neither satisfied nor dissatisfied

4.Somewhat dissatisfied

5.Extremely satisfied

(2) What podcasts did you choose and why did you choose them?

(3) How can we change these podcasts in the future to better suit your needs?

Timing: Data collection for formative data occurred immediately following the completion of the intervention and was incorporated into an electronic post-test survey emailed to participants. No formative data collection took place before this time. The purpose of data collection following the consumption of the materials was to gain insight into participants' perspectives related to program improvement strategies.

Logistics: All surveys were developed on Qualtrics and emailed to participants following the completion of the intervention period. All participants were emailed the same survey, which they completed electronically. As written data was gathered exclusively, no errors in the data can be ensured through eliminating the transcription step. The dependability of the results was increased through also engaging in traditional manual content analysis.

Methods for Formative Data Management and Analysis

All closed ended questions were analyzed and described. Open-ended survey questions were first analyzed to assess themes and recurring findings. These findings were utilized in program improvement to ensure the project was responsive to stakeholder suggestion.

Summative Data Collection

Independent Variable. The independent variable is the podcasts presented to a group of 21 Boston University occupational therapy students taking SAR OT 586. The podcasts were 20-30 minutes long and each featured a clinician working in E/IPA. A diverse participant list was developed to highlight a broad spectrum of possibilities (see Chapter 4 for a detailed discussion of program logistics). Participants listened to the podcasts at their leisure and podcasting content was provided virtually at a rate of one podcast per week.

Dependent Variables.

1) *Increased awareness of E/IPA* was defined as the degree of understanding of the varied roles an OTP can have in the workforce.

2) *Increased knowledge of strategies for working in E/IPA* was defined as the demonstration of increased knowledge related to practical strategies necessary to pursue opportunities in E/IPA.

3) *Increased perception of confidence and competence when considering E/IPA* was defined as stated.

4) *Increased positive perception of E/IPA* was defined as the degree to which a participant ranks a career in E/IPA appealing.

5) *Satisfaction with podcasts* was defined as the degree to which a participant perceives program quality with regards to access, design, content, and value.

Research Setting: Data collection occurred virtually through a series of Qualtrics surveys. Participants took a pre-test and selected five podcasts they would like to view further. Podcasts were made available to participants and reminders to listen to podcasts was provided on a weekly basis. Each podcast was embedded into a Qualtrics survey which included a short repeated measured pre and posttest to measure comprehension. As participants listened to the podcasts on their own time, variations in the study setting may have occurred, and this was measured through an open-ended post-test question: Where did you listen to the podcasts? An electronic post-test was provided following the completion of the intervention period.

Participants or subjects: Participants were the 21 Boston University occupational therapy students. Inclusion criteria included being eighteen or older at the time of the study and being registered for SAR OT 586. As a single group design, no groups were selected. Characteristics that may have influenced outcomes include level of

exposure to E/IPA in prior coursework, fieldwork experiences, and mentorship.

Measurement: Summative data was collected through the Perceived Competence Scale to assess knowledge, perceived competence/confidence, and interest as applied to both traditional practice and E/IPA, and the Questionnaire to Assess Educational Podcasts to assess podcast access, design, content, and value.

1) *Increased awareness of E/IPA* was measured through open-ended survey questions which asked participants: Please describe, in your own words, what constitutes an emerging or innovative practice area and five-point Likert scale question close ended questions (see Appendix F and G for a list).

2) *Increased knowledge of strategies for working in E/IPA* will be measured through closed-ended survey questions on a five-point Likert scale, an example being: How aware are you of resources or strategies for practicing in an emerging or innovative practice area?

3) *Increased perception of competence when considering E/IPA* was measured the use of the Perceived Confidence Scale, a series of closed-ended survey questions measured on a seven-point Likert scale, a sample question being: I am capable of performing in the role of occupational therapy student in an emerging or innovative practice area (Williams & Deci, 1996).

4) *Increased positive perception of E/IPA* was measured through closed-ended survey questions on a five-point Likert scale, an example being: What is your interest level in pursuing a career in an emerging or innovative practice area?

5) *Satisfaction with podcasts* was measured through the Questionnaire to Assess Educational Podcasts.

Timing: A pre-test was provided electronically to all students at the beginning of the semester and a week was given to allow students to complete it. Following the completion of the pre-test period, students were emailed a link to a pre-test, survey, and post-test on a weekly basis for a period of five weeks. Immediately following the intervention period, students were provided with an electronic post-test with 1 week to complete.

Logistics: The program developer was responsible for the logistics of the study, including but not limited to survey management, data collection, provision of podcasts on a weekly basis, and measurement. To control participant access to podcasts, a timer was implemented on the podcast screen which did not allow the user to move to the next screen without waiting the elapsed podcast time.

Methods for Summative Data Management and Analysis

As the surveys were conducted via Qualtrics, the data was automatically compiled and exported into an Excel sheet and analyses were conducted. Descriptive and correlational statistics were used to determine any relevant changes to the sample that were deemed relevant to program evaluation. Results will be published in a future journal article.

Disseminating the Findings of Program Evaluation Research

Following the completion of data collection and analysis, the research findings were disseminated to stakeholders to communicate the importance of value of the project

and encourage stakeholder buy-in for the full launch. Each stakeholder identified unique interest in programmatic success, therefore multiple types of reports were necessary to effectively communicate findings. A two-sentence summary incorporated into introductory material was most helpful for OT students to introduce the program and core messages of the research to future groups and attract further interest in engaging with content. As this stakeholder group is primarily interested in whether content engagement will improve their career and knowledge outcomes, the focus of the summary and paragraph was on major findings and outcomes without emphasis on methodology.

E/IPA practitioners may find an executive summary (see Appendix L) beneficial to provide insight into both the formative and summative aspects of program outcomes as described above while remaining accessible. Providing a brief report or programmatic elements in a persuasive format also may benefit practitioners' willingness to participate in podcasts. Additionally, academic programs and faculty may find this summary helpful to introduce key elements of the program while remaining easy to read. The summary contains an abbreviated summary of the program evaluation data and analysis. The persuasive nature will promote the project as a solution to contextual problems stakeholders face.

CHAPTER SIX – Dissemination Plan

This project is a series of podcasts designed to introduce entry-level occupational therapy students to the realities of working in a variety of emerging and innovative practice settings (E/IPA). Each podcast features one practitioner in an E/IPA answering a series of questions that include clarification of both explicit information and implicit roles, values, and norms of their position. As a living project, the aim is continued expansion, with an end goal of comprehensively representing the myriad of opportunities available to occupational therapy practitioners (OTPs). It is designed for the occupational therapy (OT) student who is developing their professional identity and is intended to be integrated into OT educational programs and curriculum at all levels. Dissemination has begun using available resources to pilot the program in a class at Boston University. This chapter details dissemination goals, messages for target audiences, and activities to support the wide and effective dissemination of the project.

There are several aims to the dissemination of the project. These include both long-term goals (LTG) and short-term goals (STG) to be accomplished in the pursuit of these larger goals. Both long-term goals and short-term objectives can be best achieved through dissemination within OT educational programs.

The long-term goal of the project is as follows:

LTG 1: To increase the number of OTPs who are working in E/IPAs.

Objectives to meet this goal include:

STG 1: Students who listen to podcasts will experience increased awareness of E/IPA opportunities.

STG 2: Students who listen to podcasts will experience increased confidence regarding these roles.

STG 3: Inclusion of the program in entry-level OT educational programs will introduce students to norms and roles that are congruent with E/IPA practice.

Academic Programs as a Primary Community of Interest

The primary target audience for the dissemination of the project are entry-level academic programs, including program directors and OT faculty. Educators are ultimately responsible for the content students engage with in the classroom. These choices have an outsized impact on students' awareness, understanding, and perception of various concepts integral to OT practice (Gray et al., 2020; Ball et al., 2020). As students are in the process of developing their professional identity, educators serve as examples to follow and are trusted to guide students towards competent and effective practice on both explicit and implicit levels (Silva et al., 2019).

Key Messages

- Podcasts are an efficient and rapidly developing cultural phenomenon that has shown promise in educational contexts to facilitate learning (Briand et al., 2021). Research shows that podcasts are an effective tool to support knowledge retention and encourages self-regulation and autonomous learning (Luttenberger et al.,

2018). Students are also more likely to listen to podcasts than engage with other, more traditional forms of learning such as reading textbooks (Kelly et al., 2022).

- A pilot study at Boston University shows the feasibility of integrating podcasts into curriculum with a cohort of entry-level doctorate in occupational therapy (EL-OTD) students. As the podcasts are pre-recorded and available virtually, implementation requires no additional physical materials or resources. Listening to podcasts can be done on the students' own time as a part of asynchronous course requirements or implemented actively within the classroom. Methods to ensure fidelity of the educational intervention and assess knowledge retention are already available as a component of the program and require no modification. Therefore, the project represents a time-effective intervention. In this case, podcast integration into coursework was accomplished with minimal alteration.
- Sourcing OTPs within the community to serve as fieldwork supervisors or content experts in E/IPA fields relies on the region and availability of practitioners to serve in this role. This poses challenges to meeting Accreditation Council for Occupational Therapy Education (ACOTE) Standards including A.5.1(Accreditation Council for Occupational Therapy Education, 2018). By incorporating podcasts into classrooms, educators expose students to a wider variety of OT practice roles (Jesus et al., 2020; Kerrigan et al., 2022). All OTPs develop knowledge that differs based on their exposure to various experiences. Access to a variety of potential role models increases the likelihood of a student choosing to view an individual as a role model (Ma & Tschirhart, 2021). The

project is a feasible way to facilitate access to lived experience and real-world learning within the classroom.

Dissemination to Academic Programs as a Primary Community of Interest

It will be integral to spread the key messages described previously to raise awareness for the potential use of the project within OT programs. A potential messenger for the transmission of this message is the author: informally within their spheres of influence as well as formally within professional events such as state and national conferences. The author's credibility can be improved through collaboration with Boston University. Developing a body of research to support the implementation of podcasts within the classroom will also be integral to convince academic communities of interest of the program's value. A dissemination plan has been developed to reach academic programs as a primary community of interest. Table 6.1 provides various activities that have been included along with a rationale for their inclusion.

Table 6.1.

Dissemination Activities for Academic Programs as a Primary Community of Interest

Activity	**Description**	**Rationale**
Written Information		
InsideOT Newsletter	The program was featured in Boston University, College of Health & Rehabilitation Sciences: Sargent College's InsideOT Newsletter.	Generally raising awareness for the role of podcasts in OT education and the role that innovative forms of media can play in bridging barriers.
Journal Article	The results of a pilot study evaluating the feasibility and effectiveness of the program will be published in an academic journal.	As podcasts are emerging educational technology, developing the evidence base surrounding their usage is integral to the dissemination of the project (Berk et al., 2020). At the time of writing, no such program in OT literature has been noted. Therefore, describing the effectiveness and limitations of the program may serve to increase awareness and willingness to incorporate technology.
Email Campaign	Pertinent results from the pilot study and supplementary information will be written up and provided nationally to program directors.	An email campaign represents a cost-effective way of reaching a specific target audience.

Electronic Media		
HealthMatters @BUSargent	The author and academic mentor recorded a podcast describing the PPP project.	As the project consists of podcasts, it is consistent with messaging to incorporate podcasts into the dissemination. Podcasts as a dissemination strategy are most beneficial to raise general awareness, however, a link can also be included within an email campaign. HealthMatters@BUSargent is a popular platform that lends the project credibility by virtue of its affiliation with Sargent College.
Person-to-Person Contact		
American Occupational Therapy Association (AOTA) Conference Poster Presentation	A poster proposal has been submitted to (AOTA)for the 2024 Conference.	Many educators will attend the conference and the presence of a poster containing this information will raise awareness for the project.
Massachusetts Association for Occupational Therapy (MAOT) Conference Poster Presentation	A poster proposal has been submitted to (MAOT) for the 2023 Conference.	Many educators will attend the conference and the presence of a poster containing this information will raise awareness for the project.

Several of these activities, such as the Boston University College of Health & Rehabilitation Sciences: Sargent College's InsideOT Newsletter, have already been completed at the time of writing. Others, such as the academic journal article, the podcast through HealthMatters@BUSargent, and the poster presentations, are in the process of being completed. It is anticipated that all dissemination activities will take place in the next year. Further dissemination activities will be developed and implemented based on the reception of the project through the activities described previously.

Student Groups as a Secondary Community of Interest

The secondary target audience for the dissemination of the project are OT student (OTS) groups, including the Student Occupational Therapy Association (SOTA) and the American Occupational Therapy Foundation's (AOTF) Pi Theta Epsilon (PTE). Students have the ultimate responsibility for their choices, including the materials they consume, the interests they pursue, the role models they identify with, and their eventual career path (Gray et al., 2020). Therefore, providing the program directly to student groups increases student access to E/IPA role models regardless of the emphasis placed on E/IPA by their formal curriculum (Boldureanu et al., 2020). Groups such as SOTA and PTE have requirements for belonging such as a student project that may vary by chapter. Dissemination to these groups with an aim to satisfy this requirement may be a beneficial strategy.

Key Messages

- You deserve a career that you find engaging and meaningful to you. You will soon graduate and choose an area of your occupational therapy career based on your interests, your competencies and what opportunities are available to you in your network. There are many opportunities to be effective within E/IPA that may not be emphasized within your education. It is important to be empowered to seek out the information you need to make informed decisions about your future.
- OT education is rigorous and time to learn independent from course assignments is limited. The podcasts are short and can be listened to while commuting or

engaging in other activities. Additionally, the podcasts have been designed to be engaging. This means that you will get to hear real people talking about their real lives, including their opinions and recommendations about their work.

- In general, podcasts are fun to listen to and are an accessible way to learn new things. The format of the podcasts has been developed based on podcast research to determine what listeners find most appealing. These podcasts have been recorded and edited using quality software and professional technical equipment to ensure that the listening experience is enjoyable. Other students who listened to the podcasts found the experience "really enjoyable." The project has been refined based on the suggestions of this pilot group of students to be more interesting and meaningful to the listener.
- You may be able to use listening to podcasts to fulfill requirements for membership in academic groups such as SOTA or PTE.

Dissemination to Student Groups as a Secondary Community of Interest

Without an effective dissemination strategy, it is unlikely that students will become aware of the project. This lack of awareness significantly limits the scope of the project. Dissemination to student groups may occur organically through program directors or OT educators who become aware of the project through the dissemination strategy described above. The author intends to spread awareness of the project specifically to student groups as an alternative means of dissemination. The components of this dissemination plan are detailed in Table 6.2.

Table 6.2.

Dissemination Activities for Student Groups as a Secondary Community of Interest

Activity	**Description**	**Rationale**
Written Information		
InsideOT Newsletter	The program was featured in the Sargent College's InsideOT Newsletter.	Inclusion in a newsletter read by Boston University OTS will increase student awareness of the project.
Email Campaign	Pertinent information will be written up along with podcast links and provided nationally to SOTA and PTE chapters.	An email campaign represents a cost-effective way of reaching a specific target audience. SOTA and PTE groups may be most receptive to the information provided. Emails will also be provided to organizational headquarters. As an alum of SOTA and PTE, the author is a credible messenger to these organizations.
Electronic Media		
HealthMatters @BUSargent	The author and academic mentor recorded a podcast describing the PPP project.	As the project consists of podcasts, it is consistent with messaging to incorporate podcasts into the dissemination. Students who are most likely to listen to podcasts may listen to HealthMatters@BUSargent and therefore become aware of the project.
Person-to-Person Contact		
American Occupational Therapy Association (AOTA) Conference Poster Presentation	A poster proposal has been submitted to AOTA for the 2024 Conference.	Many students will attend the conference and the presence of a poster containing this information will raise awareness for the project.
Massachusetts Association for Occupational Therapy (MAOT) Conference Poster Presentation	A poster proposal has been submitted to MAOT for the 2023 Conference.	Many students will attend the conference and the presence of a poster containing this information will raise awareness for the project.

Most of these activities have been completed or are currently in progress. The author anticipates that this dissemination plan represents approximately one year of dissemination. All activities will be completed by the author in conjunction with their academic mentor. Further dissemination activities will be planned and implemented based on an evaluation of the success of the prior activities.

Budget

A budget has been developed to facilitate the completion of the dissemination activities described above. While most of the activities can be completed at no cost, several items represent a larger monetary investment. Table 7.3 provides a comprehensive overview of the expenses associated with each activity. All amounts are noted to be approximate and subject to change.

Table 6.3

Budget

Expense	Amount
AOTA Conference Fee to attend	$450
MAOT Primary Presenter Fee	$100
Round-trip Flight to AOTA Conference 2024	$293
Round-trip Flight to MAOT Conference 2024	$218
AOTA Hotel (4 nights)	$200 x 4 nights = $800
Food (5 days)	$50 x 5 days = $250
Poster	$250
Total:	$2361

Evaluation

The success of the dissemination efforts as described above can be objectively measured using a variety of criteria as follows:

1. The publication of a journal article will serve as a contribution to the evidence-based literature regarding podcasts as an educational medium. This journal article may be monitored for citations. This objectively measures the number of authors who have incorporated ideas into their own research. Therefore, the impact of the work can be assessed.

2. Acceptance to the AOTA and MAOT conferences is a priority, as the conferences are an excellent networking opportunity among OT educators. Poster presentations are accessible to a wide range of viewers and allow for a significant audience. As podcasts are a rapidly developing modality, the content of the poster may draw interest.

3. Several email campaigns to both the primary and secondary communities of interest have been detailed. The success of the dissemination efforts can be measured in part by the number of responses to each email campaign.

4. The hosting platforms containing the podcasts automatically count the number of listeners who have started each podcast. Therefore, the number of podcast views on the hosting platform can provide a real-time, objective measurement of the project's reach. This number may provide the best

outlook for determining the true scope of the project as well as which podcast topics may be most popular. This is valuable information as it can be used to direct the growth of the project to meet the needs and interests of the listeners.

Conclusion

The long-term goal is to increase the number of OTPs working in E/IPA. To choose an E/IPA, a practitioner must first become aware of the potential of OT within that space and due to the relative scarcity of practitioners in these areas, equitable access to role models in E/IPA is a concern. This project serves to mitigate this gap by exposing OTS to OTPs working in E/IPA. A dissemination plan is therefore an integral component of the success of this project. Without awareness of the existence of the podcasts, students and educators will be unable to benefit from the content provided. This chapter sought to provide a comprehensive overview of the primary and secondary communities of interest that may benefit, as well as key messages for both parties and a dissemination plan that includes tailored activities to meet the needs and motivations of both groups.

CHAPTER SEVEN – Funding Plan

This project consists of an educational program that consists of podcasts featuring emerging and innovative practice (E/IPA) settings (refer to Appendix E for a complete list). Each podcast is approximately 20 minutes and is comprised of informational conversations regarding practitioners' lived experiences in E/IPA. Each practitioner answered a standardized series of questions (refer to Appendix A for a complete list). Podcasts are hosted on Google Drive and provided to listeners through Qualtrics surveys. On Qualtrics, there are pre- and post- tests with 4-5 questions that assess perceived competence, confidence, knowledge, interest, and retention (refer to Appendix H for a complete list). This project is designed to be included in occupational therapy (OT) courses for maximal listener autonomy. This includes a sample implementation plan being a seven-week program including a pretest to assess baseline knowledge, choosing, and listening to one podcast weekly over a five-week period, and completion of a post-test. Based on feedback from a pilot test of the course, additional organizational elements have been incorporated to enhance the listening experience. These include a Padlet with all links in multiple formats to increase access, a written description of the featured practice area, including a case study 'day-in-the-life' component, and a Leader's Manual for educators.

Available Local Resources

Many aspects of this project were intentionally designed to incorporate available resources within the environment and context. Clinicians graciously volunteered their time to participate in the podcasts. Resources such as Google Drive and Padlet are freely

available to use and distribute. Students are encouraged to make use of personal equipment available (i.e., laptops, phones, etc.), or utilize resources within their university. As the project is currently affiliated with Boston University and therefore has been implemented within the Boston University landscape, institutional access to professional resources such as RiversideFM for podcast recording, REAPER for podcast editing, Qualtrics for survey development and distribution, and Blackboard for communication with participants are available free of charge.

Needed Resources: Budget

This project has been implemented within the Boston University context as a course component at no cost. The author's intention is to continue to expand the program within Boston University at no cost. As continued expansion of the podcast bank is a desired aim of dissemination, institutional access to technological resources may be revoked following graduation. Therefore, a budget has been developed based on the cost of individual licenses for the technological resources and incorporating student feedback from dissemination as discussed in Chapter 5, see Table 6.1 for details. Should an educational program not affiliated with Boston University wish to utilize these resources as a component of their curriculum, this can be provided at cost so that the program remains solvent.

Table 7.1

Overall Budget

Budget Items	Year 1	Year 2	Rationale
Podcast Editor Salary	$30/hour x 1 hour per podcast (12 podcasts) = $360	$30/hour x 1 hour per podcast (12 podcasts) = $360	Student feedback indicates the importance of a professional editor to ensure material quality.
Podcast Editing Software (REAPER)	One-time fee = $60		Professional editing software access ensures material quality.
Podcast Recording Software (RiversideFM)	$180 yearly	$180 yearly	RiversideFM is critical for recording podcast episodes.
Podcasts Hosting and Data Collection (Qualtrics)	$1500 yearly	$1500 yearly	Qualtrics is the survey platform of choice to ensure security of podcast access and data collection.
Dissemination Plan	$2361	$2361	
Total:	$2100	$2040	

Potential Funding Sources

Several funding sources have been identified. These include federal grants, specific entity grants from Boston University, foundations, and crowdsourcing, which have been further described in Appendix J. An additional source of funding that may be explored further is charging a nominal fee to additional universities interested in the podcasts as a curricular access to support the continued development of the project. This fee would be dependent on community interest in the project and will be discussed in detail in Chapter 7.

Table 7.2

Funding Sources

Funding Source	Requirements
Boston University Assessment Mini Grant Program	Description: Offered through Boston University Office of the Provost, the Assessment Mini Grant Program supports program assessment projects that enable learning at the university level. Awards are eligible to be used for development and implementation of programs to assist in program development, implementation of programs to solve educational problems found in response to assessment, or develop instruments (Office of the Provost, n.d.). Support: up to $5000.
Dr. Gary Kielhofner Doctoral Research Scholarship in Occupational Therapy	Description: Offered through the American Occupational Therapy Foundation, the Dr. Gary Kielhofner Doctoral Research Scholarship in Occupational Therapy supports occupational therapy research in the following areas: ▪ "Models/approaches addressing social justice, human volition, or methods to bridge the gaps between research and practice. ▪ Extensions of theoretical foundations of occupational therapy, including client-centered, occupation-based innovations. ▪ Novel and innovative intervention techniques. ▪ Methods to use existing data, testing measures, or intervention approaches. ▪ Describe the environment (the resources available to the applicant to support the research)" (The American Occupational Therapy Foundation, 2022, para. 2). Support: $5000
Patreon	Description: Patreon is a membership-based system that allows digital creators to receive support from the community that engages with their work through a paywall. Therefore, this may be a viable option when connecting with universities interested in incorporating the project into their curriculum. The website also offers a message board, which allows for additional community-building and integrations ("Patreon," n.d). Support = dependent on the number of individuals interested.

Shipley Center Accelerating Classroom Transformation (ACT) Grants	Description: ACT grants specifically fund small-scale projects utilizing technology as a pedagogical method at the university level, including experimentation with emerging educational technologies (Digital Learning and Innovation, n.d.). Support: up to $5000 for costs associated with the project.
Shipley Center Pilot Project Funding	Description: The Shipley Center funds Boston University projects that support educational innovation. Funded projects may include technology-enabled inclusive pedagogy to increase equitable access to educational resources and emerging educational technologies. Projects are selected based on their scope, evidence of value for Boston University and students, potential to scale, and support from faculty (Shipley, n.d.). Support: Funding depends on scale and timing and has extensive range ($5000-$200,000).

Conclusion

This project has aimed to fill a void in OT education concerning the equitable access to role models in E/IPA. Podcasts are a reusable and accessible source of information to meet this need and all materials necessary to host and edit podcasts are contributing to a growing database of easily accessible educational resources for classroom and individual use. This chapter has explored the financial aspect of the program, including the available local resources, resources required to ensure the continuation of implementation, and potential funding sources to capture necessary funds.

CHAPTER EIGHT – Conclusion

To conclude, we are living in a historic age. Through developing and expanding emerging and innovative practice areas (E/IPA), defined as practice settings and/or client populations that lack an established occupational therapy (OT) presence, OT is poised to make an incredible contribution to making our world a better place to be (Malfitano et al., 2019). By developing these areas, positive benefits for the OT profession, potential OT clients, and specific occupational therapy practitioners (OTPs) have been noted and described in detail throughout (Kantartizis, 2020; Larsson-Lund & Nyman, 2020). Development of these areas can therefore be thought of as an ethical responsibility and an opportunity (American Occupational Therapy Association, 2020). However, a significant lack of OTPs developing these domains exists. This is a multi-faceted problem that is in part due to a lack of resources, including evidence to support practice, limited professional resources, and reduced knowledge of the possibility of practice in varied settings (Richards & Vallee, 2020; Holmes & Scaffa, 2009; Lamb & Metzler, 2014; Farias & Rudman, 2019; Souto-Gomez et al., 2023; Anderson & Nelson, 2011; Zubriski et al., 2020; Syed & Duncan, 2019).

OT education is an integral component of OT awareness regarding these opportunities; therefore, this career inflection point may represent an outsized impact on the opportunities entry-level OTPs pursue following graduation (Rossouw & Frick, 2022). Representation is a critical component of life decisions and role models play a vital role in the development of professional identity (Mackin et al., 2019). However, the lack of E/IPA clinicians means that role models in these settings are reduced.

This project has sought to explicate the reasons why more OTPs do not consider and pursue novel roles and provide a solution to this multi-faceted problem with an aim to increase the proportion of OTPs pursuing these roles. The solution, as identified through literature, includes increasing equitable access to OT role models in E/IPA to share explicit information and implicit values and norms while accounting for practitioner scarcity. Therefore, podcasts have been identified and implemented as a novel strategy for OT education.

This project consists of series of podcasts featuring OTPs in E/IPA sharing explicit resources and implicit values and norms associated with practice in E/IPA. Through the development and implementation of this project, a feasible, cost-effective, and equitable means of introducing role models in E/IPA to students in OT education has been identified. The inspiration for this program was an identified need to increase opportunities to access E/IPA role models in OT education.

A comprehensive theoretical framework, including Morgenroth's Theory of Role Modeling (MTRM), the Theory of Planned Behavior (TPB), and the Universal Design for Learning (UDL) have been utilized in the development and implementation. A thorough literature review has been undertaken to ascertain integral program design features, which have been integrated into the development of both the podcasts and associated materials. These include professionalism and empathy as positive role model qualities, providing explicit information about the practice area and implicit culture, and emphasizing diversity and relatability (Silva et al., 2019; Ma & Tschirhart, 2021; Osama & Gallagher, 2018; Gottlieb et al., 2021; Ball et al., 2020; Yoon et al., 2018; Liu et al., 2019; Allen,

2019; Gray et al., 2020). Podcast features include a narrative perspective, 20–30-minute length, a quality recording, and emphasizing user accessibility (Luttenberger et al., 2018, Briand et al., 2021; Berk et al., 2020; Kerrigan et al., 2022; Panzer et al., 2020; Kelly et al., 2022; Byszwski et al., 2017). The project had several main purposes:

- To enable educators to embed evidence-based learning content into their course and provide high quality educational programming related to E/IPA.
- To increase knowledge, interest, confidence, and competence of OT students when considering E/IPA.
- To provide a contribution to the evidence-based literature regarding the feasibility and effectiveness of podcasting as an educational modality.
- To increase the proportion of OTPs that choose to pursue E/IPA and in some way propel the OT profession as a discipline concerned with innovative social good.

The project was piloted with a group of Boston University entry-level OTD (EL-OTD) students in the Spring of 2023. Results suggest that podcasts can be used in an educational setting. Further research is planned to clarify findings and provide an evidence-base for program dissemination.

In essence, role models share stories. Stories connect us. They help us understand our place in the word, learn how to act, and pass along wisdom. Throughout history, stories have inspired humanity to reach to the moon, both literally and figuratively. The purpose of this project is to view our moments of transition as opportunities and provide resources for future clinicians to build on the stories of others.

APPENDIX A – Podcast Script

1. Begin with an introduction: Name, geographic location, E/IPA of interest.
2. Please describe what you do:

   What has been your career path to this point?
3. Could you describe a typical day in your work?
4. Can you share a story about your journey in your area of work?
5. What skills are required in your work on a day-to-day basis?
6. How is your work reimbursed?
7. What is attractive about your work?

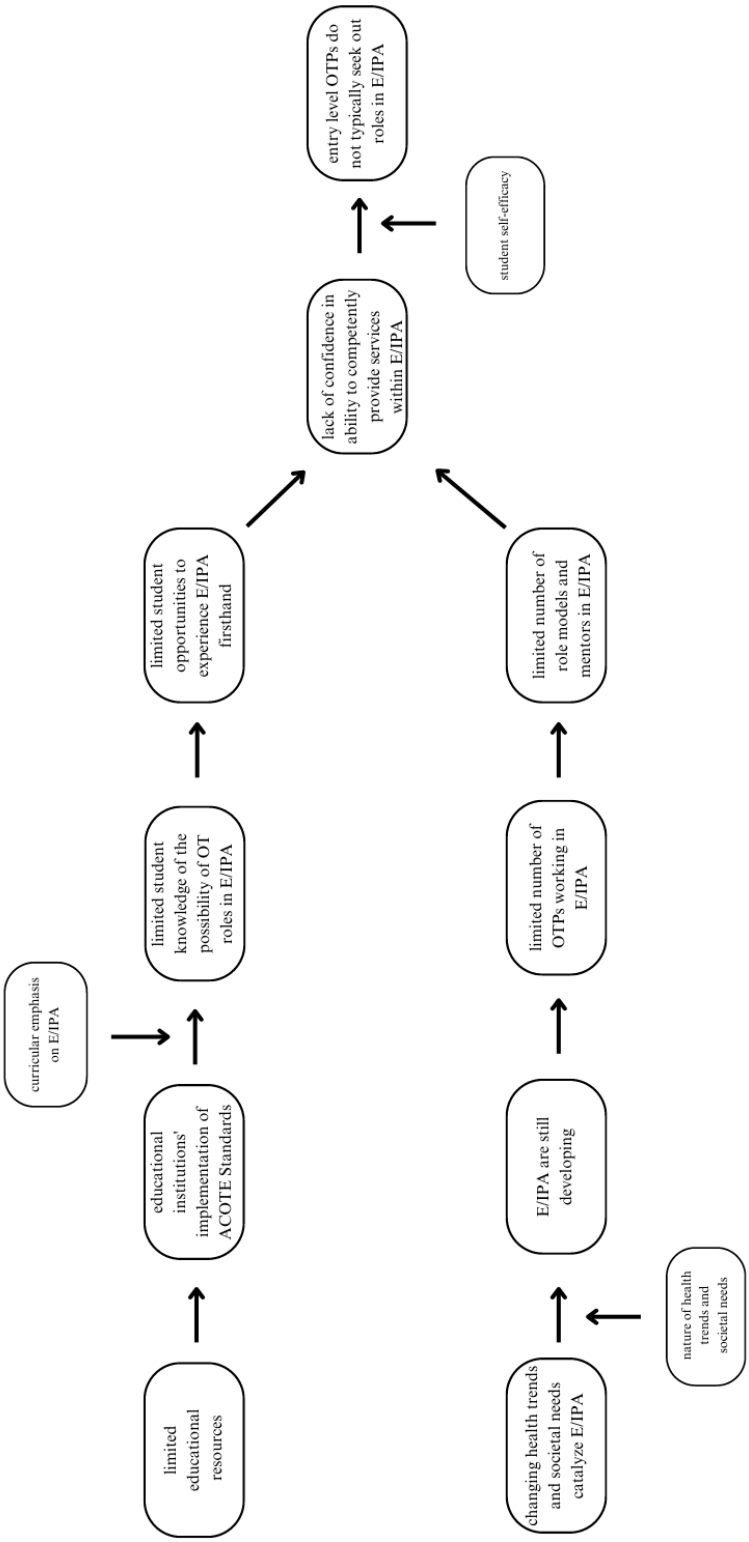
   What do you most enjoy?

   What would you change if you could?
8. In your experience, what educational qualifications or experience was necessary to be successful in your work?
9. Can you share any professional development opportunities that were available to you?
10. In your opinion, what personal attributes were essential for success?

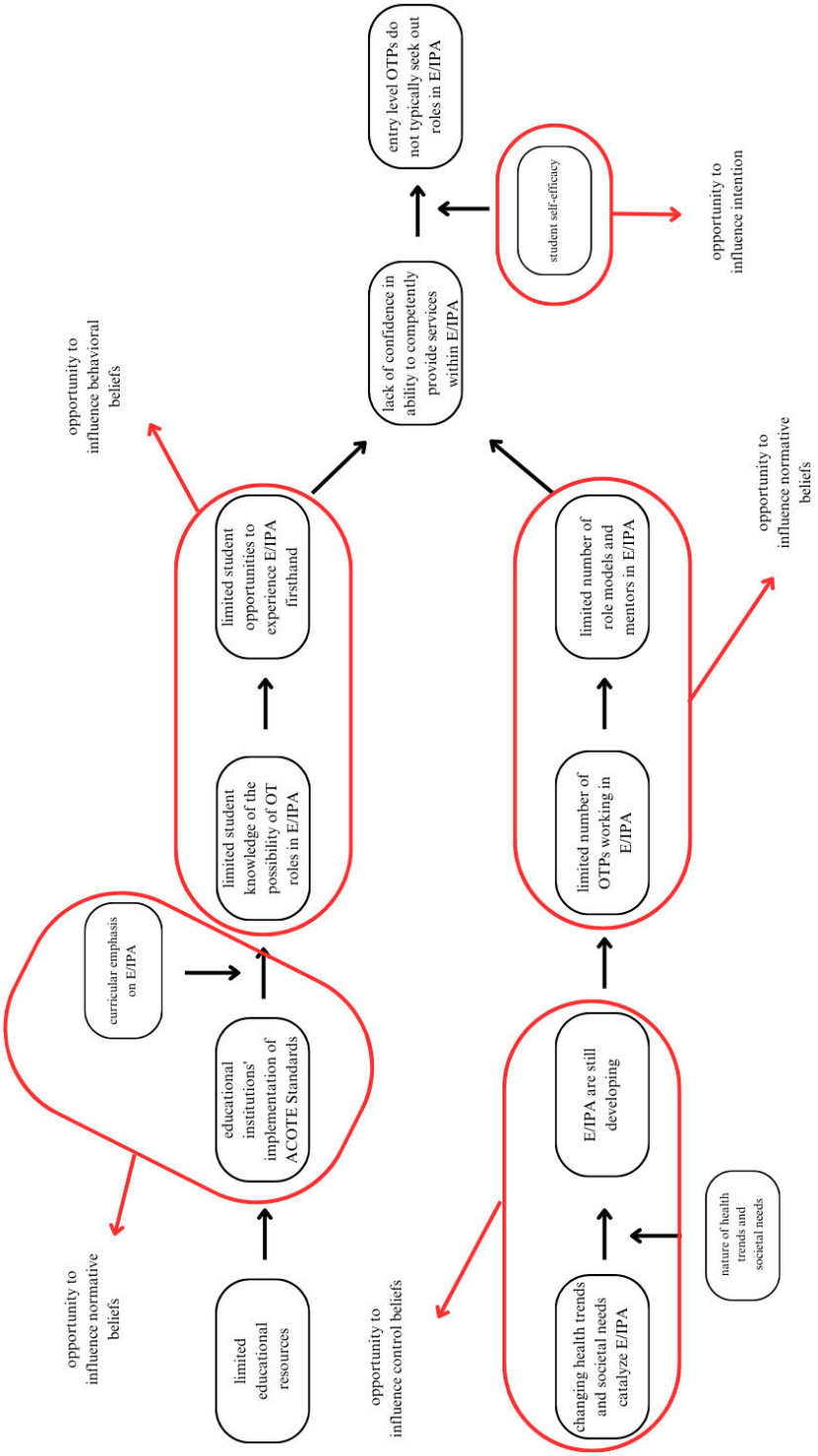
    How were you able to develop these attributes?
11. As a student or new graduate, what would you do to prepare for working in your area?
12. What actionable strategies would you recommend for someone who is thinking about doing something similarly as you?
13. If you could start again, would you change your path in any way? If so, how?

14. What are your recommendations for learning more about your work?
15. What do you think occupational therapy in (specialty name) will look like in 3-5 years? Do you see anything new on the horizon?

APPENDIX B - Model of the Problem



APPENDIX C -Model of the Problem as Influenced by the Theory of Planned Behavior



APPENDIX D – Applied UDL Guidelines for Multiple Means of Representation

UDL Guidelines: Multiple Means of Representation	Podcast Project Development
Offer ways of customizing the display of information	All materials were provided virtually and made accessible so that the display of content was customizable by the user to their preferences.
Offer alternatives for auditory information	Where possible, automated speech-to-text was used on introductory videos.
Offer alternatives for visual information	Podcasts were utilized specifically to increase and evaluate auditory content delivery.
Clarify vocabulary and symbols	Participants were asked to listen to podcasts on a schedule. Alerts and reminders were utilized. The project was broken up into weeks, each with a sub-goal of listening to one podcast.
Support decoding of text, mathematical notation, and symbols	N/A
Promote understanding across languages	N/A
Illustrate through multiple media	Where possible in introductory videos, graphics and illustrations were used.
Clarify vocabulary and symbols	All vocabulary was clarified in all materials. Support for unfamiliar terminology and additional resources was a specific topic within each podcast (see Appendix A).
Clarify syntax and structure	All vocabulary was clarified in all materials. Support for unfamiliar terminology and additional resources was a specific topic within each podcast. Relationships between updated content and previously learned materials were made explicit by the podcast guests and hosts.
Activate or supply background knowledge	All learners were from the same Boston University (BU) class with the same level of background knowledge relating to the occupational therapy (OT) profession.

	Podcast guests were asked to supply background knowledge relevant for their specialty area. Pre- and post-tests assessed knowledge related to E/IPA (see Appendix C, D, and E for pre-and post-tests)
Highlight patterns, critical features, big ideas, and relationships	All podcasts followed a similar structure and guests were encouraged to use multiple examples. Podcast guests emphasized similar ideas regardless of practice area, therefore highlighting patterns necessary for success in any E/IPA.
Guide information processing and visualization	Explicit instructions to participate in podcasts were given with multiple forms of access to each podcast. FAQs were provided.
Maximize transfer and generalization	All podcasts followed a similar structure and guests were encouraged to use multiple examples (See Appendix A) All podcasts remained available to students. Pre and post tests were designed to measure retention. Podcast guests provided strategies to maximize transfer of general OT skills to specific contexts.

Appendix E – Full List of Podcasts

APPENDIX F – Pre-test

What is your email?

_____

What practice setting(s) are you most interested in pursuing following graduation?

(Please select all that apply)

Acute hospital setting

Community-based practice

Emerging or innovative area: Please describe _____

Entrepreneurship/private practice

Geriatrics

Hand and upper limb

Home health

Mental health

Outpatient rehabilitation

Pediatrics

Skilled nursing and aged care

Vocational rehabilitation

Please describe, in your own words, what constitutes an emerging or innovative practice area.

_____

Have you ever completed a Level 1 fieldwork placement in an emerging or innovative practice area?

Yes

No

What is your interest level in pursuing a career in an emerging or innovative practice area?

Strong interest

Some interest

Neutral

Some disinterest

Strong disinterest

How likely are you to pursue a career in an emerging or innovative practice area after a year of practice as an occupational therapist?

Very likely

Somewhat likely

Neutral

Somewhat unlikely

Very unlikely

I feel confident in my ability to engage in skilled services as an occupational therapy student in a traditional area of practice.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am capable of performing in the role of occupational therapy student in a traditional area of practice.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am able to achieve my goals as an occupational therapy student in a traditional area of practice:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I feel able to meet the challenge of working as an occupational therapy student in a traditional area of practice:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I feel confident in my ability to engage in skilled services as an occupational therapy student in an emerging or innovative practice area:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am capable of performing in the role of occupational therapy student in an emerging or innovative practice area:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am able to achieve my goals as an occupational therapy student in an emerging or innovative practice area:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I feel able to meet the challenge of working as an occupational therapy student in an emerging or innovative practice area

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

How aware are you of resources or strategies for practicing in an emerging or innovative practice area?

Strongly aware

Somewhat aware

Neutral

Somewhat unaware

Strongly unaware

How interested are you in learning more about resources or strategies for practicing in an emerging or innovative practice area?

Strongly interested

Somewhat interested

Neither interested or disinterested

Somewhat disinterested

Strongly disinterested

How many clinicians do you know who work in emerging or innovative practice areas?

None

1

2

3

4+

What is your age?

Less than 25

25-29

30-34

35+

Prefer not to say

How do you identify?

White (e.g.: German, Irish, English, Italian, Polish, French, etc.)

Hispanic, Latino or Spanish origin (e.g.: Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)

Black or African American (e.g.: African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.)

Asian (e.g.: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc)

American Indian or Alaska Native (e.g.: Navajo nation, Blackfeet tribe, Mayan, Aztec, Native Village or Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.)

Middle Eastern or North African (e.g.: Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)

Native Hawaiian or Other Pacific Islander (e.g.: Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc.)

Other _____

Prefer not to say

How do you identify?

Female

Male

Non-binary

Prefer not to say

How often, if at all, do you listen to podcasts?

Several times a day

Once a day

Several times a week

Once a month

Once a week

Several times a month

Once a month

Less than once a month

Never

If podcasts were a part of other university courses, how likely would you be to listen to them?

Extremely likely

Somewhat likely

Neutral

Somewhat unlikely

Extremely unlikely

APPENDIX G– Post-test

After listening to the podcasts, what practice setting(s) are you most interested in pursuing? (Please select all that apply)

Acute hospital setting

Outpatient rehabilitation

Mental health

Pediatrics

Hand and upper limb

Home health

Skilled nursing and aged care

Vocational rehabilitation

Community-based practice

Emerging or innovative area: Please describe _____

Please describe, in your own words, what constitutes an emerging or innovative practice area.

_____

What is your interest level in completing a Level 2 fieldwork placement in an emerging or innovative practice area?

Strong interest

Some interest

Neutral

Some disinterest

Strong disinterest

What is your interest level in pursuing a career in an emerging or innovative practice area?

Strong interest

Some interest

Neutral

Some disinterest

Strong disinterest

How likely are you to pursue a career in an emerging or innovative practice area?

Very likely

Somewhat likely

Neutral

Somewhat unlikely

Very unlikely

I feel confident in my ability to engage in skilled services as an occupational therapy student in a traditional area of practice.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am capable of performing in the role of occupational therapy student in a traditional area of practice.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am able to achieve my goals as an occupational therapy student in a traditional area of practice:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I feel able to meet the challenge of working as an occupational therapy student in a traditional area of practice:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I feel confident in my ability to engage in skilled services as an occupational therapy student in an emerging or innovative practice area.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am capable of performing in the role of occupational therapy student in an emerging or innovative practice area:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am able to achieve my goals as an occupational therapy student in an emerging or innovative practice area:

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I feel able to meet the challenge of working as an occupational therapy student in an emerging or innovative practice area

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

How aware are you of resources or strategies for practicing in an emerging or innovative practice area?

Strongly aware

Somewhat aware

Neutral

Somewhat unaware

Strongly unaware

How interested are you in learning more about resources or strategies for practicing in an emerging or innovative practice area?

Strong interest

Some interest

Neutral

Some disinterest

Strong disinterest

What steps have you taken, if any, to seek additional knowledge related to emerging or innovative practice areas?

_____

What podcasts did you choose and why did you choose them?

_____

Please rate your satisfaction with the podcasts you listened to:

Extremely satisfied

Somewhat satisfied

Neutral

Somewhat dissatisfied

Extremely dissatisfied

It was easy to access the podcasts.

1 2 3 4

strongly disagree - strongly agree

I was able to view the podcasts on different devices (smartphone, PC, etc.).

1 2 3 4

strongly disagree - strongly agree

I was able to view the podcasts in different places.

1 2 3 4

strongly disagree - strongly agree

The podcasts were easy to find online.

1 2 3 4

strongly disagree - strongly agree

The length of the podcasts is appropriate for understanding their content.

1 2 3 4

strongly disagree - strongly agree

The design of the podcasts (colors, tables, graphics, etc.,) is attractive.

1 2 3 4

strongly disagree - strongly agree

The presentation format of the podcasts is good.

1 2 3 4

strongly disagree - strongly agree

The audio of the podcasts is clear.

1 2 3 4

strongly disagree - strongly agree

The audio and video are properly synchronized.

1 2 3 4

strongly disagree - strongly agree

The podcasts provide a good summary of the topic being discussed.

1 2 3 4

strongly disagree - strongly agree

The terminology used in the podcasts is appropriate.

1 2 3 4

strongly disagree - strongly agree

The examples used in the podcasts are appropriate.

1 2 3 4

strongly disagree - strongly agree

The content of the podcasts is relevant to the subject.

1 2 3 4

strongly disagree - strongly agree

The podcasts were a good aid to learning about the subject.

1 2 3 4

strongly disagree - strongly agree

The podcasts reinforced my understanding of the subject.

1 2 3 4

strongly disagree - strongly agree

The podcasts made the subject more enjoyable.

1 2 3 4

strongly disagree - strongly agree

The podcasts were useful for learning about the subject.

1 2 3 4

strongly disagree - strongly agree

I’m satisfied with the podcasts as a learning tool for this subject.

1 2 3 4

strongly disagree - strongly agree

The podcasts encourage independent learning by students.

1 2 3 4

strongly disagree - strongly agree

The podcasts gave me a better understanding of the subject content.

1 2 3 4

strongly disagree - strongly agree

How can we change these podcasts in the future to better suit your needs?

_____

Is there anything else you would like us to know?

_____

APPENDIX H – Sample Podcast Pre and Post Test

Pre-Test

How likely would you consider working in the OT specialty _____?

Definitely not

Not sure

Perhaps

Thinking about it

Definitely yes

How much do you know about working in the OT speciality _____?

Nothing

Very little

Some

Average amount

A lot

I feel confident in my ability to engage in skilled services as an occupational therapy student in a setting emphasizing _____.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

I am capable of performing in the role of occupational therapy student in a setting emphasizing _____.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

Post-Test

***1 question to assess retention**

How likely would you consider working in the OT specialty of _____?

Definitely not

Not sure

Perhaps

Thinking about it

Definitely yes

How much do you know about working in the OT speciality of _____?

Nothing

Very little

Some

Average amount

A lot

After listening to this podcast, I feel confident in my ability to engage in skilled services as an occupational therapy student in a setting emphasizing _____.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

After listening to this podcast, I feel capable of performing in the role of occupational therapy student in a setting emphasizing _____.

1 2 3 **4** 5 6 **7**

Not at all true Somewhat true Very true

APPENDIX I - Communities of Interest Program Evaluation Research Questions

Communities of Interest	Types of Program Evaluation Research Questions
Program developer	***Formative:*** • Will OT students listen to podcasts featuring the lived experience of clinicians working in E/IPA? • Will OT students report a favorable experience of podcasts featuring the lived experience of clinicians working in E/IPA? • Was the information presented relevant to OT students? • Were OT students engaged by the content presented? • Were the podcasts too long or short? • Did OT students report that diversity of clinicians was ensured? • What was the most effective aspect of the program? • What should be changed to increase program satisfaction and usability? ***Summative:*** • Will listening to podcasts increase the number of OTPs who work in E/IPA? • Will listening to podcasts increase OT students' awareness of E/IPA? • Will listening to podcasts increase OT students' perceived competence when considering working in E/IPA? • Will listening to podcasts increase OT students' perceived confidence when considering working in E/IPA? • Will listening to podcasts increase OT students' knowledge regarding strategies for working in E/IPA? • Will OT students see clinicians featured in the podcasts as role models? • Will OT students experience equivalent benefit through the program? • Will OT students be more likely to view clinicians with similar demographics to themselves as role models? • How many podcasts should an OT student watch to experience maximal benefit?
OT clinicians working in E/IPA	***Formative:*** • Will OT students view the podcasts? • Will podcasts bring attention to E/IPA? • Will OT students find podcasts engaging?

	Summative: • Did OT students experience increase in their knowledge related to the clinician's specialty? • Are OT students who listened to podcasts more likely to seek out areas of E/IPA? • How many OT students viewed the podcasts?
OT programs, program directors, and faculty.	***Formative:*** • Are the podcasts and supplementary material consistent with the needs of the OT program? • Does the podcasting content fill a curriculum and/or faculty need of OT college and university programs? • Will OT students watch and learn from podcasts? • For which students will the program have the most impact? • What were the reported satisfaction outcomes of a pilot study? • Does the content of the program match organizational goals? • What were the problems or issues reported with the delivery method and what steps have been taken to mitigate them? ***Summative:*** • Has the program increased the number of OTPs who work in E/IPA? • Has the program increased OT students' awareness of E/IPA? • Has the program increased OT students' perceived competence when considering working in E/IPA? • Has the program increased OTS' perceived confidence when considering working in E/IPA? • Has the program increased OT student knowledge regarding strategies for working in E/IPA? • How many podcasts should an OT student watch to experience maximal benefit?
OT students	***Formative:*** • Are OT students who view the podcasts satisfied by their experience? • What adjustments to program delivery have been made based on student comment? • Is listening to podcasts related to E/IPA worth the time commitment? ***Summative:*** • Did the results of the pilot study in show improvement of outcome variables of interest?

	• Do OT students experience positive career benefits as a result of the program? • Does listening to podcasts fill an educational gap?

APPENDIX J - Funding Sources

Funding Source	Requirements
Boston University Assessment Mini Grant Program	Description: Offered through Boston University Office of the Provost, the Assessment Mini Grant Program supports program assessment projects that enable learning at the university level. Awards are eligible to be used for development and implementation of programs to assist in program development, implementation of programs to solve educational problems found in response to assessment, or develop instruments (Office of the Provost, n.d.). Support: up to $5000.
Dr. Gary Kielhofner Doctoral Research Scholarship in Occupational Therapy	Description: Offered through the American Occupational Therapy Foundation, the Dr. Gary Kielhofner Doctoral Research Scholarship in Occupational Therapy supports occupational therapy research in the following areas: ▪ "Models/approaches addressing social justice, human volition, or methods to bridge the gaps between research and practice. ▪ Extensions of theoretical foundations of occupational therapy, including client-centered, occupation-based innovations. ▪ Novel and innovative intervention techniques. ▪ Methods to use existing data, testing measures, or intervention approaches. ▪ Describe the environment (the resources available to the applicant to support the research)" (The American Occupational Therapy Foundation, 2022, para. 2). Support: $5000
Patreon	Description: Patreon is a membership-based system that allows digital creators to receive support from the community that engages with their work through a paywall. Therefore, this may be a viable option when connecting with universities interested in incorporating the project into their curriculum. The website also offers a message board, which allows for additional community-building and integrations ("Patreon," n.d). Support = dependent on the number of individuals interested.
Shipley Center Accelerating Classroom	Description: ACT grants specifically fund small-scale projects utilizing technology as a pedagogical method at the university level,

Transformation (ACT) Grants	including experimentation with emerging educational technologies (Digital Learning and Innovation, n.d.). Support: up to $5000 for costs associated with the project.
Shipley Center Pilot Project Funding	Description: The Shipley Center funds Boston University projects that support educational innovation. Funded projects may include technology-enabled inclusive pedagogy to increase equitable access to educational resources and emerging educational technologies. Projects are selected based on their scope, evidence of value for Boston University and students, potential to scale, and support from faculty (Shipley, n.d). Support: Funding depends on scale and timing and has extensive range ($5000–$200,000).

APPENDIX K- Leader's Manual

(Canva & Kubiak, April 27, 2023a)

Introduction to Role Models in Emerging and Innovative Practice: Implementation Handbook for Occupational Therapy Educators

Abbigail Kubiak, MS, OTR/L

Introduction

This handbook serves as an educator's guide to provide best practice guidelines for the integration of podcasts into curriculum. It is intended for occupational therapy educators at the university setting.

Purpose

The evidence for the use of podcasts as an effective instructional method in occupational therapy education is growing, particularly for the dissemination of topics which do not translate well to traditional educational tools such as the first-person perspective and the richness of lived experience and storytelling via the oral tradition (Panzer et al., 2020). Research shows that parasocial relationships developed through podcasting can inspire students to view podcasters as role models and lead to sustained behavior change through expectancy-value principles (Ma & Tschirhart, 2021; Morgenroth et al., 2015). The benefits of podcasts (inexpensive, accessible, and popular) make their implementation imperative particularly for the development of confidence and competency in emerging/innovative areas of practice (E/IPA), which is an Accreditation Council of Occupational Therapy (ACOTE) Standard. An emphasis on E/IPA will:

1. Increase knowledge and perception of confidence and professional competence in diverse areas of practice to contribute to meeting the increased need for occupational therapy practitioners in these areas of practice.

    a. Role models are a critical component of professional development and have been found to shape the professional character of the mentee; however, in

2018, only approximately 2% of occupational therapists reported working in E/IPAs (American Occupational Therapy Association, 2019).

b. Lack of knowledge related to occupational therapy scope of practice as a health care profession and difficulty obtaining appropriate funding to support occupational therapy positions have been identified as contributing factors (Jesus et al., 2020)

2. Pioneer the development of the profession to meet the needs of a changing population.

a. The landscape of healthcare is shifting rapidly in response to many factors, including COVID-19, institutional and governmental policy, and societal and global trends which will influence how occupational therapy practitioners practice within their scope (Vogenberg & Santilli, 2018; Moynihan et al., 2021). Preparing occupational therapy graduates for the future means looking ahead to fill emerging needs.

b. While no comprehensive research on E/IPA has been conducted, the evidence is clear that occupational therapy within many specific E/IPA areas is proven to increase positive outcomes (Zubriski, 2020)

3. Fill service gaps experienced by marginalized populations.

a. At least ½ of the world's population currently cannot access health services deemed essential (World Health Organization & The World Bank, 2017)

b. Wide gaps in service availability and unsustainable cost are the primary factors associated with reduced access (World Health Organization & The World

Bank, 2017; Vogenberg & Santilli, 2020; Lane 2020)

As podcasts are considered a developing modality, this operationalized program is intended to enable educators to embed evidence-based learning content into their courses and provide high quality educational programming related to E/IPA. The purpose of the program is to increase knowledge, confidence, and competence of occupational therapy students (OTS) when considering E/IPA with an end goal of increasing the proportion of therapists choosing to pursue these areas.

Occupational Therapy Students as a Priority Population

Behavioral Factors

- Younger individuals report more familiarity with and desire to listen to podcasts (Kelly et al., 2022).
- Experiences in E/IPA throughout coursework increase intrinsic motivation and confidence within these settings (Osama & Gallagher, 2018).
- Among OTPs in E/IPA, educational background, continuing education, influence from. colleague, and mentoring are the most influential factors for their choice (Holmes & Scaffa, 2009)
- Role models are a critical component to the development of effective professional identity and educational/early-career role models have the greatest effect on career specialty interest (Osama & Gallagher, 2018)
- Exposure to and identification with role models is correlated with professional identity.

development, personal well-being, psychosocial adjustment, and context-specific self-efficacy among occupational therapy students (Ma & Tschirhart, 2021; Ball et al., 2020)

Context/Environmental Factors

- Students with access to podcasts as an educational tool report increased performance in knowledge retention and application activities (Luttenberger et al. 2018).
- Podcasts allow learning from potential role models in an accessible format which creates a para-social bond between podcaster and listener, thereby providing an indirect positive contact (Kerrigan et al., 2022)
- Listening to podcasts provides an opportunity to disseminate stories and encourages self-regulation and autonomous learning, making it appropriate for students who would seek out E/IPA opportunities which are often characterized by their professional autonomy (Luttenberger et al., 2018)
- The lack of awareness of E/IPA prevents practitioners from engaging in these areas; most require the therapist to create their own positions, therefore specialized knowledge related to the business and administrative components of practice is an integral part of E/IPA education which is often overlooked (Holmes & Scaffa, 2009)
- The recent draft ACOTE Standards contains language supportive of the development of E/IPA education within occupational therapy coursework. Therefore, the use of standardized curriculum related to this domain may increase the emphasis and quality of content related to E/IPA (Accreditation Council for

Occupational Therapy Education, 2022)

Desired Outcomes

The intention is to facilitate increased access to role model stories from practitioners in E/IPA to occupational therapy students, thereby supporting identification with these practitioners and development of confidence and knowledge in diverse settings. Increased exposure to these diverse areas and identification with role models will theoretically cause behavior change following the role model, leading to an increase in occupational therapy practitioners considering novel roles. An increase in occupational therapy practitioners working in novel roles can serve to mitigate lack of service access for marginalized populations, working to increase health and wellbeing in diverse communities.

Objectives

1. In all courses where podcasts are implemented, 90% of students will listen to at least five podcasts.

2. In all courses where podcasts are implemented, 70% of students will report increased knowledge related to E/IPA.

3. In all courses where podcasts are implemented, 70% of students will report increased perceived confidence related to E/IPA.

4. In all courses where podcasts are implemented, 60% of students will report increased role model identification with practitioners working in E/IPA.

Theoretical Grounding

Morgenroth's Theory of Role Modeling has been selected to guide the development and implementation of podcast participant selection as well as form the theoretical basis for use of role models to inspire sustainable behavior change. According to Morgenroth et al, (2015) the role modeling process occurs through three distinct pathways (a representation of the possible, a behavioral model, and an inspiration) which all lead to increased expectancy, increased value, and a final outcome of skill acquisition, motivation, goal reinforcement and goal adoption. The aspirant is motivated to choose a role model by their perceived attainment of a goal of interest to the aspirant. As a behavioral model, the change in behavior occurs through the quantitative change in knowledge due to the aspirant engaging in vicarious learning which then leads to a qualitative change in personal goal attainment and self-construct. As a representation of the possible, this process occurs through the qualitative change process accomplished through self-stereotyping processes and perception of barriers. As individuals fundamentally change their self-construct to see themselves as able to attain a goal, they are then able to experience increased motivation, goal reinforcement, and goal adoption. As an inspiration, this process occurs when the role aspirant identifies with the model, internalizes their behavior, and engages in admiration. This also represents a qualitative change in the individuals' value system and self-construct and leads to a quantitative outcome of increased motivation and a qualitative outcome of goal adoption. These processes are cyclic, as when the aspirant reaches the final outcome, they find new models to emulate.

Universal Design for Learning

The Universal Design for Learning Theory (UDL) has been selected to guide the development of the podcast and any associated materials to increase the potential for student learning and ensure that the materials are meeting the needs of a diverse variety of learners. The UDL states that the process of learning is unique and dynamic for each individual (Hall et al., 2012). Therefore, the neurological communication which occurs at the time of learning within each learner is the main determining factor for the success of the learning experience and the educator can best support learning through manipulating the environment and providing Personnel multiple means of engagement, representation, and action. The neural networks responsible for learning can be subdivided into recognition networks, which assign meaning to patterns, strategic networks, which plan and execute learning activities, and affective networks, which create meaning out of our experiences (Novak & Bracken, p. 3). The coordination of these three networks represents learning. These components include:

1. Multiple Means of Engagement: Making students aware of why the topic is important to learn is thought to increase the activity of affective brain networks (Nave, 2020).

2. Multiple Means of Representation: Providing multiple teaching formats will decrease barriers to learning and increase accessibility with the material. This activates the recognition brain networks, thereby encouraging students to appropriately perceive the information provided and comprehend the lesson.

3. Multiple Means of Action and Expression: This component relates to strategic networks by providing multiple ways for students to express what they have learned (Hall et al., 2012).

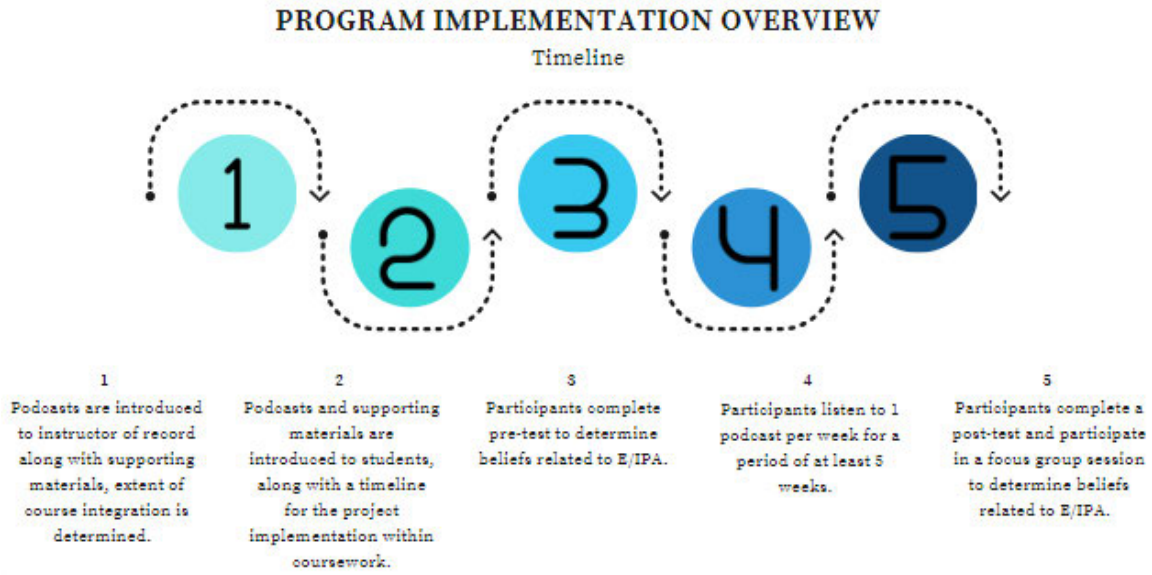
Theory of Planned Behavior

The Theory of Planned Behavior has been selected to provide a theoretical foundation for the expected behavior change of students who are participating in the project. Understanding the components which cause individuals to engage in a behavior enables the project to seek to change these components and thereby increase the effectiveness of the intervention. According to the Theory of Planned Behavior, the behavior is the outcome of the model and is affected primarily by the individual's intention to perform the behavior (Sharma, 2022). The behavioral intention is thought to be influenced by the individual's attitude towards the behavior, the subjective norms for the individual's behavior within their family/community, and their perceived control over their behaviors. The individual's behavioral attitude is affected by the individual's beliefs about the behavior leading to a specific outcome and the individual's outcome evaluation, or the value a person places on a specific outcome. The individual's perception of subjective norms is influenced by the normative belief of an individual, or how the individual believes that prominent figures in their lives expect them to behave, and the motivation of an individual to comply with these norms. The individual's perceived behavioral control is influenced by the individual's beliefs about the internal and external factors that may influence their behavior and their perceived power, or the person's belief in the ease or difficulty of the behavior.

Personnel

Personnel Title	Responsibilities
Administrator/Program Developer	The administrator/program developer will be primarily responsible for the development of the project, including the theoretical basis, content development, outcomes evaluation, and administrative responsibilities, including but not limited to providing support to the team, identifying and scheduling E/IPA clinicians, and promoting podcasts to occupational therapy programs.
Podcast Host	The podcast host will be responsible for scheduling and leading podcasts based on a question script and troubleshooting multimedia equipment, as necessary.
Podcast Editor	The podcast editor will be responsible for using software to edit podcasts from draft recording to finished product, inserting intro and outro as appropriate, and uploading the finished file to the appropriate hosting platforms.
Podcast Participant (E/IPA Clinician)	The podcasts participants will be E/IPA clinicians who agree to participate in a 20-minute podcast interview. Their primary responsibilities will be preparing answers to a question script, share a written summary of their work, and communicating their experiences within the multi-media podcast environment as prompted by the podcast host.
Occupational Therapy Educator	The occupational therapy educator will be primarily responsible for program implementation within their classrooms, including but not limited to embedding podcasts within their course curriculum, prompting students to complete podcasts, assigning point values towards completing podcasts, and discussion of podcast content.
Student	The student will be responsible for their own participation in the program through listening to podcasts, completing short surveys to gauge learning outcomes, and participating in discussions.

Program Implementation Overview

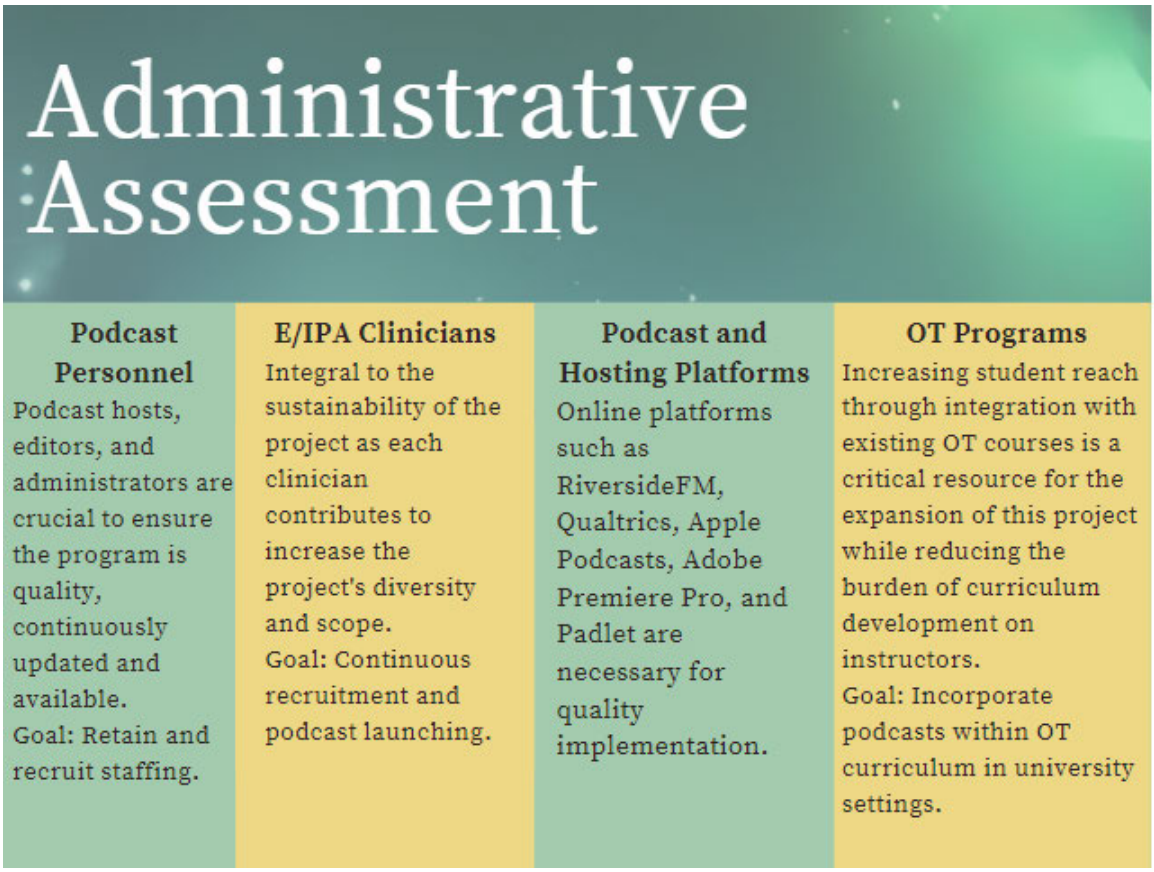


Program Content Description

Initiative Component	Theoretical Grounding	Evidence Base
Use of **role models** to encourage behavioral adjustment. **Professionalism** and **empathy** as predominant model qualities. **Positive example** role models selected. **Diversity** of role models important Role models should be **relatable.**	**Morgenroth's Theory of Role Modeling**: model as a behavioral model, a representation of the possible and an inspiration influence behavior through expectancy-value principles. **Theory of Planned Behavior:** influencing attitudes towards behavior, behavioral beliefs, perceived behavioral control, control beliefs, and perceived power.	Role models shape the professional character of the mentee (Osama & Gallagher, 2018) Professionalism and empathy are the most important attributes of a model and have positive impacts on professional identity and well-being indicators (Silva et al., 2019; Ma & Tschirhart, 2021) Without positive role models, students use negative comparisons which lead to statistically poorer outcomes (Gottleib et al., 2021; Ball et

		al., 2020; Yoon et al., 2018) Peer stories are more effective than idol stories; students emulate models with similar demographic characteristics (Allen, 2019)
Podcasts as an educational resource. • **Storytelling** and first-person perspective • **20–30-minute** length • **Quality** and attractive recording • Easily **accessible**	**Universal Design for Learning**: providing multiple means of engagement, action, and expression. **Morgenroth's Theory of Role Modeling:** storytelling influences the relatability of the model and impacts the expectancy-value component of role model efficacy	Podcasts increase access to role models in areas which lack accessible models to overcome barriers (Panzer et al., Dancza et al., 2019, Berk et al., 2020) Podcasts increase knowledge translation of evidence-based practice, knowledge retention and knowledge application (Kelly et al., 2022; Luttenberger et al., 2018). Podcasts build a sense of professional community and increase the self-efficacy of the listener (Kelly et al., 2022) Podcasts offer students the opportunity to self-regulate their learning (Luttenberger et al., 2018). Interview-style podcasts that incorporate storytelling are most enjoyable to listen to (Briand et al., 2021; Kerrigan et al., 2022; Panzer et al., 2020). Listeners are most likely to finish podcasts when they are under 30-minutes (Kelly et al., 2022)

		Facilitators to podcast use include quality production and portability (Briand et al., 2021)
Multi-modal surveys to ascertain the effect of student use of podcasts on student beliefs and behavioral intention towards E/IPA.	**Theory of Planned Behavior:** to assess the effectiveness of the program on adjusting the behavioral intention of students. **Universal Design for Learning:** use of multiple forms of representation to assess knowledge.	Podcasts are best used in conjunction with traditional learning methods until proven otherwise (Berk et al, 2020) Summarization and supplemental materials are considered facilitators to podcast usage (Briand et al., 2021)
Small group discussions to provide feedback and share takeaways from experience with others.	**Morgenroth's Theory of Role Modeling:** influencing the relatability of role models through social support. **Theory of Planned Behavior:** influencing subjective norms which lead to behavioral intention.	Preliminary results from a pilot survey evaluating the effectiveness of the program indicate that completing program requirements as a group facilitated podcast satisfaction and choices.
Padlet as a course resource to provide access to podcasts, surveys, troubleshooting, and additional resources.	**Universal Design for Learning:** providing multiple means of representation, action, and expression.	Unfamiliarity with the virtual platform is considered an obstacle to podcast use (Kelly et al, 2022) Facilitators to podcast use include content accessibility (Briand et al., 2021).



Formative Evaluation Plan

- A survey/questionnaire will be provided to students following the implementation of content. Formative questions will be multiple choice on a 5-point Likert scale and open-ended and will include opportunities for suggestions and comments to be made which can be reviewed and implemented in subsequent program improvement iterations.
- Small group discussion questions will include formative question elements.
- Students will be invited to participate in focus groups following program implementation which will include formative questions such as program strengths, areas for growth, recommendations, and participant comment.

Summative Evaluation Plan

- Researcher-designed pre and post-test survey to assess knowledge and interest in E/IPA.
- Perceived Competence Scale: 4-item questionnaire on a 7-point Likert scale (Williams & Deci, 1996).
- Questionnaire for Assessing Educational Podcasts: 26-item questionnaire on a 4-point Likert scale (Alarcon & Blanca, 2020).

Critical Program Review

Evidence-Base	
Strengths	Limitations
• Unmistakable evidence exists to support the use of podcasts as an emerging educational modality to facilitate topics concerning the first-person perspective and storytelling in knowledge, self-efficacy, and evidence-based practice translation domains, as well as in fostering a sense of professional community (Kelly et al., 2022). • Role models have been found to be an effective way to build professional identity and create behavior change (Morgenroth et al., 2015) • This program serves to fill a gap related to the development of professional role modeling relationships in settings where limited support currently exists, making role models available at	• While both podcasts and role models have a robust evidence-base to support their usage, the combination of podcasting as a medium for role modeling interventions is novel. • No current benchmark regulations to ensure quality of podcasting media currently exist. • Little is currently known about the extent of listener retention of information following listening to podcasts (Berk et al., 2020) • Willingness to listen to podcasts is significantly correlated with age, with younger individuals reporting more interest and competency in the use of the technology, which is a limitation of the scope of the project (Kelly et al., 2022) • Disagreement exists related to what constitutes an E/IPA (Marjorie

scale in a feasible and cost-effective manner. • Program design including frequency and duration of the intervention as well as podcast development has been modeled on successful podcast interventions in diverse settings (Byszwski et al., 2017; Kerrigan et al., 2022; Panzer et al., 2020). • The nature of podcasting as a medium allows for program sustainability, as all program elements can be reused in an unlimited manner even in the absence of content creation. • The popularity of podcasting has been found to lead to increased interest in participation in programs utilizing this modality (Panzer et al., 2020).	Scaffa, personal communication, April 24, 2022). • It is not possible to comprehensively represent every practice setting an OT may benefit given the vast scope of occupational therapy. • Role models are self-selected by role aspirants; this process is influenced primarily by internal factors. Therefore, the presence of potential models does not guarantee that the role modeling process will occur (Morgenroth et al., 2015). This is mitigated by the inclusion of multiple potential role models but continues to be a potential challenge.
Theoretical Grounding	
Strengths	Limitations
• Robust theoretical grounding for multiple program aspects: role modeling as a behavioral change mechanism, process of behavior change, and program development to ensure best fit of learning strategies. • All theoretical grounding utilized (Morgenroth's Theory of Role Modeling, Theory of Planned Behavior, and Universal Design for Learning) describe specific suggestions for influencing behavior and learning, which have been incorporated into the program.	• Little is currently known about the theoretical basis for podcasting as an educational modality (Berk et al., 2020). • Morgenroth's Theory of Role Modeling is a relatively new theory (initially published in 2015) with a small but growing evidence-base to support its use.

Potential Barriers and Challenges for Implementation

As a living project, Pairing Passion with Practice relies on the generous contribution of time by emerging practice clinicians, without who the project would not be possible. Therefore, **inclusion of particular practice areas is limited to practitioners' willingness to contribute.** Additionally, **time commitment by personnel** is a main limiting factor to the development of a comprehensive podcast collection, data collection, and program promotion.

(Canva & Kubiak, April 27 2023c)

(Canva & Kubiak, April 27 2023b)

While some students may find the podcasts organically, Pairing Passion with Practice **relies on inclusion in occupational therapy educational programs** to increase its scope. Therefore, promotion to programs must be done effectively and the receptivity of programs to inclusion is a potential challenge to successful implementation. Mitigation of this issue can occur through data collection and presentation of the program's efficacy.

Summary

In conclusion, this represents a novel, cost-effective, and feasible means of introducing students to E/IPA through role modeling. Major features of the program, including program purpose, evidence to support the initiative, intended outcomes and objective, theoretical basis, an overview of the program, and a critical review have been included.

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APPENDIX L– Executive Summary

Increasing Access to Role Models in Emerging and Innovative Practice Through Podcasts: A Novel Approach in Occupational Therapy Education

Occupational therapy (OT) is a profession with a wide range of practice areas, each requiring varied skills for professional competency. Requisite competencies for emerging and innovative practice settings (E/IPA), defined as practice settings and/or client bases without an established OT presence, often differ from those of traditional settings (M. Scaffa, personal communication, April 28, 2021). While the Accreditation Council for Occupational Therapy Education (ACOTE) requires entry-level OT programs to include education in these domains, no standardized competencies exist to prepare students (Accreditation Council for Occupational Therapy Education, 2023).

For all settings, professional socialization is a vital factor in the development of professional identity and career selection (Gray et al., 2020; Silva et al., 2019). Students consistently rank the professional influences they encounter throughout their training process as a primary motivator for specialty selection (Osama & Gallagher, 2018). Since few occupational therapy practitioners (OTPs) practice within these areas, few potential role models exist. Students may not even be aware that OT practice in a particular domain exists, much less choose to pursue a niche area. There is a need to provide equitable access to aspirational figures in E/IPA to ensure comprehensive understanding of the career choices available as an OT.

This project seeks to provide this access through podcasts, an emerging educational modality that students find engaging and motivational (Briand et al., 2021). Podcasts are easily recorded and scalable, and important increases in self-efficacy, sense of professional community, and evidence-based practice translation through the implementation of this technology have been noted (Panzer et al., 2020; Schlutz & Hedder, 2022; Kelly et al., 2022). The relationships listeners develop with podcasters have been shown to lead to sustained behavior change (Kerrigan et al., 2022). Role modeling literature has also concluded that effective role models can be both virtual and asynchronous; a personal relationship with the role aspirant is not necessary (Gray et al., 2020; Boldureanu et al., 2020). A series of thirteen podcasts featuring OTPs working in E/IPA was developed and implemented with an entry-level OTD (EL-OTD) class at Boston University (BU).

Project Overview

The evidence-based literature is clear that intrinsic and unconscious processes involved in role modeling play a vital role in the experience of university students' socialization into a career choice (Morgenroth et al., 2015). However, little focus has been placed on OT specifically, and factors surrounding E/IPA as a general specialty choice is similarly ill-studied (Briand et al., 2021; M. Scaffa, personal communication, April 28, 2021). As podcasts are a developing educational modality, literature surrounding their implementation continues to grow. This project aimed to fill these gaps in the literature and provide support for podcasts to meet this need in OT education.

Students in an EL-OTD course volunteered to participate in a proof-of-concept project. Participating students listened to five podcasts of their choice over a five-week period. Students completed a researcher-designed pre- and post-tests including the Perceived Competence Scale (PCS) and the Questionnaire for Assessing Educational Podcasts (QAEP). Variables assessed included podcast content, design, accessibility, and value, as well as participant knowledge, perceived competence/confidence, and interest in E/IPA. The podcasts, Padlet to access program content, and all surveys were developed and implemented using current evidence-based practice for educational podcasts and theory from role modeling (Morgenroth's Theory of Role Modeling (MTRM)) and educational literature (Universal Design for Learning (UDL)). In accordance with this theoretical foundation, the following principles were adhered to:

1. Motivation to listen to podcasts was considered an integral component of podcast design. All podcasts remained under 30 minutes and were conducted in an interview-style, as these types of content are ranked as being more interesting and increase the likelihood of listener engagement (Briand et al., 2021; Kerrigan et al., 2022; Panzer et al., 2020). Each podcast followed a similar format with a standardized set of questions and deviated naturally with the individual's response, with all podcast guests being encouraged to share their authentic perspectives. Podcasts were hosted on Google Drive and made available to students as a component of a course. Podcast recording quality was considered an integral factor and all podcasts were recorded on professional software (RiversideFM), with upgraded microphone technology and post-recording editing.

2. MTRM states that a role model can be a representation of a life choice, a behavioral model, and an inspirational figure, and that each of these pathways constitute a viable role modeling process (Morgenroth et al., 2015). All three processes were considered when selecting potential role models to participate in the podcast series. Diversity in podcast guests to the extent feasible was implemented; a wide variety of E/IPA were included, and podcast guests varied in age, demographics, location, and length of time in their role. This was done to expand representations of possible choices to the extent possible and maximize potential role model interactions. Increasing diversity in podcast guests and E/IPA highlighted also increases the likelihood that a listener finds content inspiring and motivational (Zubriski et al., 2020; Allen, 2019). To maximize this interaction, questions posed were often aspirational in nature and highlighted personal qualities of the presenter. Enthusiasm, altruism, clinical competence, and empathy are ranked highly when students are asked what constitutes a role model (Silva et al., 2019; Osama & Gallagher, 2018). To highlight each presenter as a potential behavioral model, questions included recommendations on next steps to learn more about a particular role, personal lessons learned, and clarification regarding a typical day in the setting.

3. The UDL states that providing multiple means of engagement, representation, and action/expression when learning is integral to support a diversity of learning styles (Hall et al., 2012; Nave, 2020). In accordance with this theory, podcasts themselves represent an alternative means of learning which can be implemented within the classroom. The development of a written introduction to each podcast including area-specific skills has been included with each podcast to orient the listener to the content

shared by each podcast. Additionally, supplementary materials have been developed and included within a Padlet to assist students in accessing content from a variety of means.

Key Findings and Recommendations

Findings suggest support for podcast implementation within the classroom as an educational tool. Analyses were conducted using Wilcoxon signed-rank test, McNamar's test, and a regression analysis to determine changes in pre to post surveys and linear mixed effect modeling adjusted for multiple comparisons to determine podcast efficacy. Statistically significant results were noted. Participants were more likely to register increased interest in E/IPA following listening to podcasts. Key findings include a correlation between awareness of E/IPA with likelihood to pursue E/IPA, indicating that exposure to E/IPA is an integral component to the pursuit of these specialty areas. No statistical difference between podcasts was noted, indicating that all podcasts had a similar effect. Increases in the PCS were noted regarding both traditional practice areas as well as E/IPA, suggesting that increased attention to E/IPA within the classroom positively benefits perceived competence related to all practice settings.

The mean score on the QAEP was 50.6, suggesting a positive experience using and interacting with podcasts. Results from a content analysis confirm this result. In addition, students suggest that increased attention to podcast recording quality and the importance of doing one's own research to learn more about various practice areas of interest would be beneficial. Students indicated that providing additional information related to specific skills used within a setting would be valuable and that accessing the

podcasts was sometimes a challenge.

Further iterations of this proof-of-concept are in development, with the intent to corroborate findings and build an evidence base to support the use of podcasts in OT academic education. Further research will also focus on what effect timing of implementation within OT education may have. Current recommendations for the development of podcasts within the classroom based on this project include a focus on podcast recording quality and retaining student interest through a focus on narrative style and lived experience while incorporating summarization and emphasis on practical knowledge. Podcasts from this project can be utilized with an unlimited number of students and courses as a supplementary educational strategy to increase equitable access to knowledge related to E/IPA.

General Conclusions

This project and associated findings constitute an important contribution to OT education, particularly given the current opportunities to integrate innovative technologies into the classroom. Further research is necessary to clarify these findings and determine guidelines for developing effective educational podcasts, as well as what topics may best lend themselves to the approach. However, podcasts have demonstrated efficacy in this proof-of-concept. The presumed benefits of podcasts: namely, their cost-effectiveness and ability to scale while also remaining a popular form of entertainment outside of the classroom for students, make integration into a classroom setting convenient and feasible.

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APPENDIX M – Fact Sheet

Significant gaps in the ability to provide effective care and promote occupation in diverse groups have been uncovered and exacerbated by unforeseen and disruptive events.

- **Chronic diseases** as noncommunicable epidemics (Lucey et al. 2022).
- Ongoing societal health degeneracy as a consequence of **unmitigated COVID-19 transmission** (Hammell, 2021).
- **Lack of appropriate distribution of resources** within the healthcare system (Moynihan et al., 2021).
- Inequitable allocation of social determinants of health as major contributors to **disparities in morbidity and mortality** (Vogenberg & Santilli, 2018).

An aspirational vision of the occupational therapy (OT) profession includes catalyzing change and transcending barriers.

As a profession, OT has an ethical responsibility to meet societal needs by expanding practice to include **emerging and innovative practice areas** (E/IPA), practice settings and/or client populations without an established occupational therapy presence. However, in 2018, only 1.6% OTs reported working in 'other' practice settings (American Occupational Therapy Association, 2019).

- A lack of professionals in E/IPA leads to a lack of awareness of E/IPA and deficits in mentorship and professional support opportunities, particularly for students and entry-level practitioners (Thew et al., 2018).
- Among OTPs in E/IPA, educational background, continuing education, influence from colleagues, and mentoring are the most influential factors for their choice (Holmes & Scaffa, 2009)
- Overall job satisfaction and confidence when working with a new setting or population in the workplace is moderated primarily by the presence of a strong model (McCombie & Antanavage, 2017).
- Students are the most likely population to describe a change to their career aspirations following access to role models in a specified area (Silva et al., 2019; Osama & Gallagher, 2018)
- 31% of OT students report they have no professional role models of any kind (Gray et al., 2021).

Role model: "...individuals who influence role aspirants' achievements, motivation, and goals by acting as behavioral models, representations of the possible, and/or inspirations" (Morgenroth et al., 2015, p. 467).

Role aspirant: "...an individual who makes active, although not necessarily always conscious or deliberate, choices about in whose footsteps to follow based on their own values and goals" (Morgenroth et al., 2015, p. 466).

"Being a role model is the most powerful form of educating."

JOHN WOODEN

Podcasts constitute an innovative strategy to increase access to role models and contribute to an equitable and comprehensive introduction to E/IPA.

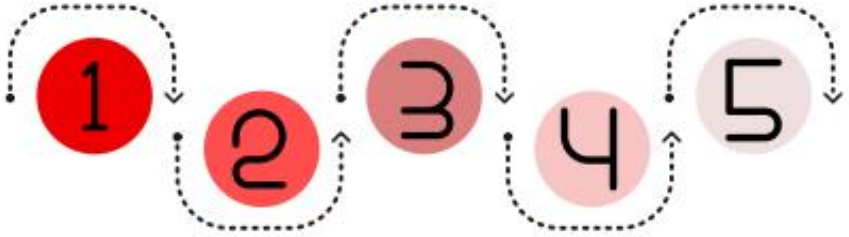
"Podcasting might be thought of as a form of academic gift." — Les Back

- A legitimate and emerging professional socialization modality, particularly in cases where communities of practice may be geographically diffuse or specialized (Briand et al., 2021.)
- Shown to increase access to role models in areas where few models exist, thereby overcoming systemic barriers and increasing inclusion.
- Effective in introducing new topics, particularly those which may be difficult to begin with more traditional means (Briand et al., 2021).
- A way to inspire curiosity and share stories and lived experiences (Berk et al., 2020; Kerrigan et al., 2022)

This project consists of a series of thirteen twenty-minute educational podcasts featuring OTs working in E/IPA for use in the university setting as a classroom resource for meeting the Accreditation Council for Occupational Therapy Education (ACOTE) Standard for content relating to E/IPA (Accreditation Council for Occupational Therapy Education, 2022). By targeting students, the end goal is to encourage these future clinicians to seek out further information and pursue careers in these areas, inspire them to use their OT skills to reach populations and settings they are passionate about serving, and serve as a vehicle to allow the field of OT to expand and develop.

PROGRAM IMPLEMENTATION OVERVIEW

Timeline



1. Podcasts are introduced to instructor of record along with supporting materials, extent of course integration is determined.
2. Podcasts and supporting materials are introduced to students, along with a timeline for the project implementation within coursework.
3. Participants complete pre-test to determine beliefs related to E/IPA.
4. Participants listen to 1 podcast per week for a period of at least 5 weeks.
5. Participants complete a post-test and participate in a focus group session to determine beliefs related to E/IPA.

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