



Empowering Fellows: A Professional Development Module to Promote Post-Fellowship Success

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Agenda



By the end of this session,
Participants will be able to:

- Identify key components of a structured professional development module that supports the transition from fellow to leader.
- Describe challenges and opportunities in implementing a professional development module within a fellowship program.

American Occupational Therapy Association (AOTA) Accredited Fellowship Programs



- ❑ Post professional training
- ❑ 23 required Fellowship Program Learning Objectives
 - ❑ Objectives based on the AOTA Standards of Continuing Competence
 - ❑ Advance the knowledge and skills of licensed occupational therapists

- ❑ Minimum of 1400 hours completed over 11-13 months
 - ❑ 200 hours of mentored practice
 - ❑ 150 hours of education

- ❑ **Direct exposure** to targeted evidence-based research and clinical practice
- ❑ Provides an opportunity to improve and **advance clinical skills** in a focused area of practice
- ❑ Increases **future marketability** as a specialized therapist

Shirley Ryan Abilitylab



- ❑ Located in Chicago, IL
- ❑ Acute inpatient rehabilitation
- ❑ DayRehab clinics
- ❑ Outpatient clinics

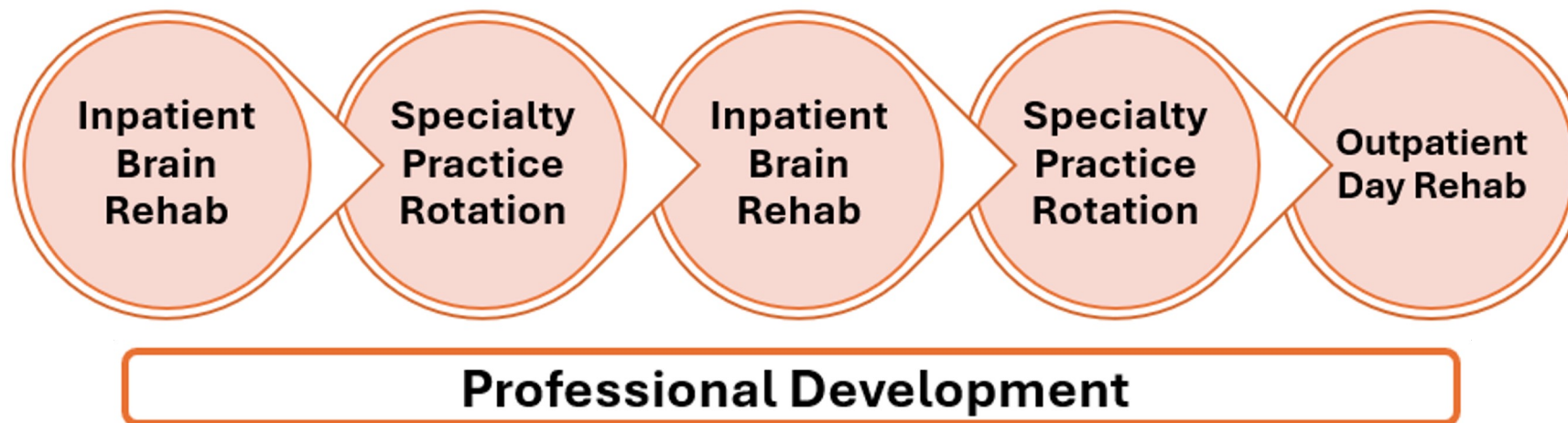
- ❑ Over 120 Speech-Language Pathologists, **240 Occupational Therapists**, and 300 Physical Therapists in organization



Shirley Ryan AbilityLab Neurological Occupational Therapy Fellowship



- ❑ 12 months
- ❑ Primary clinical rotations in Inpatient and DayRehab
 - ❑ Fellows also integrate into specialty practice areas
- ❑ Professional goals and education structured around fellowship core threads



Fellowship Professional Development Module



- ❑ Occurs throughout the 12 months of the Fellowship
- ❑ Includes both standardized and elective opportunities
- ❑ Fellow learning objectives provide guidance to individualize the experience
- ❑ Specialty mentors support the module



Research and Evidence Based Practice



Communication and Collaboration



Education and Training



Career Advancement



- ❑ Build foundational skills to engage in **scholarly inquiry**.
- ❑ Formulate researchable questions, critically appraise evidence, and disseminate knowledge through **professional writing**.
- ❑ The goal is to **build confidence and competence in using research** and support research translation.



Research and Evidence Based Practice



Communication and Collaboration



Education and Training



Career Advancement

Examples of Module Activities

- ❑ Write a summary and/or manuscript for the Rehabilitation Measures Database or internal BRAIN
- ❑ Create clinician resources (i.e. infographic or guidelines)
- ❑ Complete a journal manuscript review
- ❑ Write a professional abstract



- ❑ Strengthen ability to **communicate** effectively and collaborate within interprofessional teams and in varying roles.
- ❑ Deliver clear, person-centered communication, collaborative problem-solving, and navigating learner dynamics.
- ❑ The goal is to enhance fellows' confidence in **fostering productive partnerships** that support high-quality, coordinated care.

Examples of Module Activities

- ❑ Professional writing for publication (i.e. OT Practice or newsletter)
- ❑ Participate in a professional organization or committee
- ❑ Modify learning tools for students and clinicians



Research and Evidence Based Practice



Communication and Collaboration



Education and Training



Career Advancement

- ❑ Prepare to **design and deliver meaningful learning experiences** for clients, students, and/or colleagues.
- ❑ Apply principles of adult learning, instructional design, and learner assessment to create effective educational interventions.
- ❑ The goal is to develop skilled educators who can **support growth, competency, and professional development.**



Research and Evidence Based Practice



Communication and Collaboration



Education and Training



Career Advancement

Examples of Module Activities

- ❑ Develop teaching tools for graduate education
- ❑ Create assignments and competency assessments
- ❑ Serve as a Level I fieldwork educator
- ❑ Provide mentorship to colleagues
- ❑ Lab assistant

- ❑ Build a **strategic and sustainable plan for long-term** professional growth.
- ❑ Explore leadership **pathways**, advanced practice **competencies**, and strategies for networking and **advocacy** within the profession.
- ❑ The goal is to empower fellows to navigate their **career trajectory** with clarity and contribution to the profession.



Research and Evidence Based Practice



Communication and Collaboration



Education and Training



Career Advancement

Examples of Module Activities

- ❑ Evaluate CVs and identify potential gaps in activities and opportunities to communicate career through this document
- ❑ Write focused and effective professional goals and action plans for during and after the fellowship
- ❑ Participate in networking and advocacy experiences with varying individuals

Implementing the Professional Development Module



Challenges

- Prioritizing opportunities
- Integrating professional development and scholarship time into a fellow's schedule.
- Engaging fellows in professional development activities during the first quarter of the fellowship.
- Personalizing the experience to align with each fellow's personal goals with available opportunities.

Opportunities

- Collaborate with community and university partners.
- Create opportunities for mentor development by collaborating with fellows on personal goals.
- Have the fellow educate other employees to provide mutual growth experiences.
- Create increased opportunities for exchange of knowledge and experiences with new collaborators.

Professional Development Module: Future Planning



- ❑ Increased fellows annually
- ❑ Standardized fellowship requirements
- ❑ Associated online curriculum modules
- ❑ Expansion of community partners
- ❑ Increased integration of mentors



Journal Club

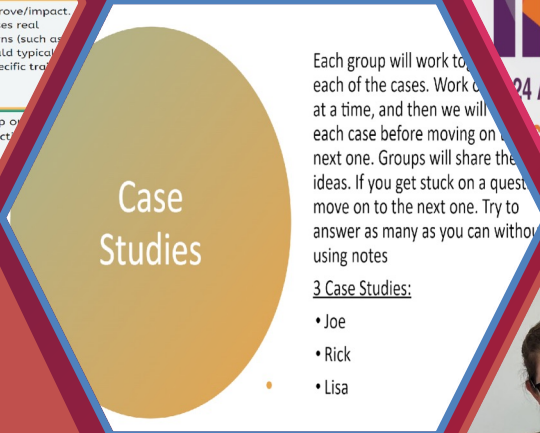
USE IT	prolonged periods of time can break down. <ul style="list-style-type: none"> • Example: Patients who have decreased upper extremity function post a brain injury, and do not use basic can lead to decreased upper extremity pathways.
USE IT AND IMPROVE IT	Neural pathways can be built through extended training practice. <ul style="list-style-type: none"> • Example: The use of constraint induced movement therapy (CIMT) can promote increased plasticity/motor recovery in the hemiplegic side-use the hemiplegic side and improve the hemiplegic side.
3 SPECIFICITY MATTERS	Practice the specific task you want to improve/impact. <ul style="list-style-type: none"> • Example: Task specific training that uses real objects in functional movement patterns (such as using a pen/pencil) that a patient would typically do (for writing) is ideal to facilitate specific training (i.e. hand writing).
REPETITION MATTERS	To promote neural pathways to develop or strengthen, it is important to perform activities repeatedly. <ul style="list-style-type: none"> • Example: Using ones' affected UE throughout the day (not just in therapy sessions) allows for repetition and practice.

Research Assistant



Common Arm Changes After Stroke

Movement	<ul style="list-style-type: none"> • Arm might not be as strong as it used to be. • Arm might not reach as high as it used to be. • Arm might not move the way you want it to. 	Subluxation	<ul style="list-style-type: none"> • Subluxation is an out-of-place shoulder. • Subluxation can be painful-protect the arm. • You should protect the arm from pulling at the shoulder joint-keep the arm rested on an arm rest, propped up with pillows in bed, or use a brace when you transfer if there is little arm movement.
Tone/Spasticity	<ul style="list-style-type: none"> • Spasticity/tone is when a muscle is either more stiff or less stiff than it used to be. • Spasticity/tone can make movement slow, painful, or uncomfortable. • When you moving or stretching the part of the arm that is tighter, it moves slowly. 	Sensation	<ul style="list-style-type: none"> • Sensation is the feeling when something touches your body. This might not feel the same as it used to. • You may not be able to feel anything touching the arm, the arm may feel numb, or your arm could feel like "pins and needles." • Check your arm a lot if you cannot feel to make sure it is staying safe. This makes sure you don't burn it, not break down, or have any bruises.
Swallowing of the arm	<ul style="list-style-type: none"> • From not being able to swallow as much. 	Pain	<ul style="list-style-type: none"> • Could make moving the arm difficult. • Keep the arm in a safe position to prevent pain.



Case Studies

Each group will work together to discuss each of the cases. Work on one case at a time, and then we will discuss each case before moving on to the next one. Groups will share their ideas. If you get stuck on a question, move on to the next one. Try to answer as many as you can without using notes

3 Case Studies:

- Joe
- Rick
- Lisa



Level I Fieldwork Educator



To Learn More:



Review a Journal Article

