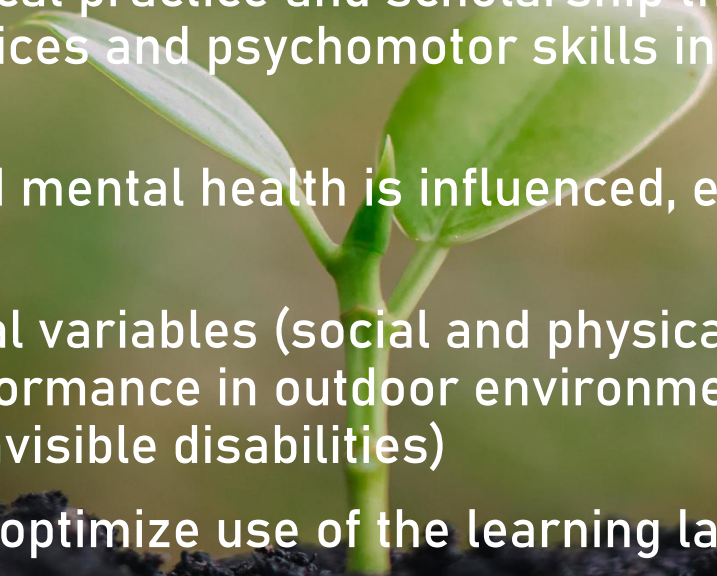


You are Basically a Plant with Complicated Emotions



Dr. Becky Piazza, OTD, MS, OTR/L, BCPR
University of Florida College of Public Health and Health Professions
Department of Occupational Therapy
bsumm@phhp.ufl.edu

Interface Objectives

- Spice up discipline specific didactic course knowledge and competencies by including concepts of ecotherapy and mental wellness with safe patient handling and mobility skills
 - Expand doctoral students' critical thinking for clinical practice and scholarship through experiential learning and integration of DEIA practices and psychomotor skills in a naturalistic outdoor recreation environment
 - Experiment with how their personal emotional and mental health is influenced, either positively or negatively, by spending time outdoors
 - Refine clinical understanding of how environmental variables (social and physical) influence their personal participation, engagement, and performance in outdoor environments and that of their future patients (individuals with visible and invisible disabilities)
 - Collaborate with UF Rec Sports team members to optimize use of the learning lab of Lake Wauburg North Shore at no cost
- 

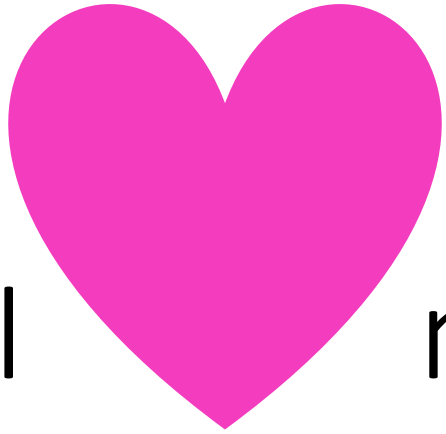
This session will describe how nature based* activities were integrated into a 2nd year occupational therapy graduate course activity to translate course content to real-world application.

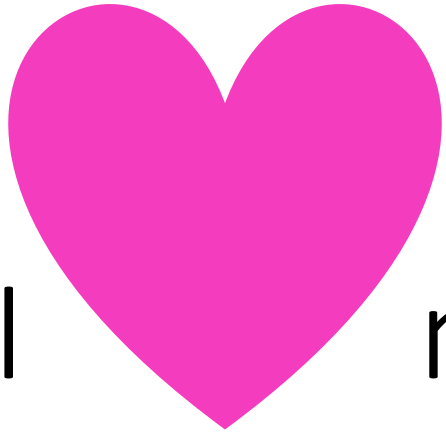
Strategic instructional design prioritized student emotional intelligence and wellness and well-being.

3 Innovative Practices will be discussed.



**nature based therapy; nature therapy; nature assisted therapy; ecotherapy; greenspace*



I  my profession, this content,
and the privilege I have in teaching
occupational therapy doctoral
students throughout the 4 year
curriculum.



Instructional Design Principles

- ✓ Incorporation of Universal Design for Student Wellness & Wellbeing
- ✓ Alternate Spaces
- ✓ Experiential Learning



Innovation Principle #1: Student Wellness and Well-Being

Includes: students' awareness of their mood and preparation for the class session

Name	How It's Done	How to Use	Time Needs
One Word Check-In	Either face to face or in an online chat, ask each student to state one word that summarizes their mood	Consider the overall mood of the class. Would 1 moment of 2 deep breaths help ease the anxiety of the class? Would 1 min reflective essay help elevate the mood?	Low



A photograph of a forest floor with moss, tree trunks, and sunlight filtering through the trees. A semi-transparent grey box with a white border is centered in the image. Inside the box, the number '2' is displayed above the word 'Hold'. A small red dot is located on the right edge of the box.

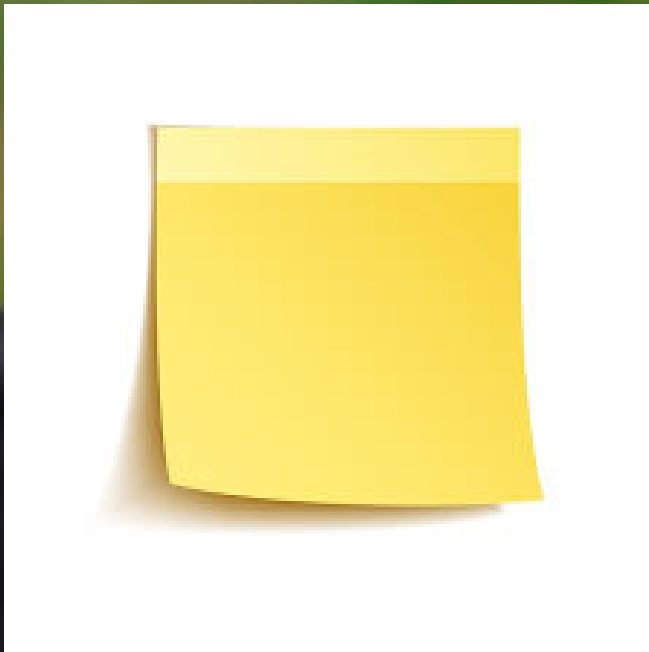
2

Hold

CONSCIOUSWORKS

Name	How It's Done	How to Use	Time Needs
One Word Check-In	Either face to face or in an online chat, ask each student to state one word that summarizes their mood	Consider the overall mood of the class. Would 1 moment of 2 deep breaths help ease the anxiety of the class? Would 1 min reflective essay help elevate the mood?	Low
Weather Forecast	Ask students to describe their mood in meteorological terms. Is it sunny? Torrential downpour? Take a moment to consider how to help the class focus on the day's session	Consider the overall mood of the class. Would 1 moment of 2 deep breaths help ease the anxiety of the class? Would 1 min reflective essay help elevate the mood?	Low

Name	How It's Done	How to Use	Time Needs
One Word Check-In	Either face to face or in an online chat, ask each student to state one word that summarizes their mood	Consider the overall mood of the class. Would 1 moment of 2 deep breaths help ease the anxiety of the class? Would 1 min reflective essay help elevate the mood?	Low
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**Cheerful
and sunny
:)**

**Blah
:/**

**Tornado
of to-do
lists**

**High pressure
system - I'm trying
to meet three
deadlines and not
lose my part time
job.**

**Sunshine and
warm! I got an
A on my stats
exam!**

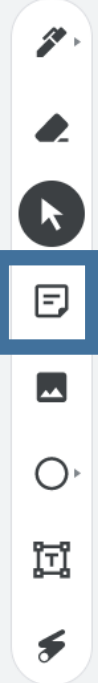
**Sun
shower -
refreshed!**

**Hurricane
- my life is
chaotic**

**Drizzle - no
motivation to
get going**

**Blizzard - my
partner just
broke up with
me and I'm
alone**

**Heat wave -
too much
pressure and I
just want to
quit**



Name	How It's Done	How to Use	Time Needs
One Word Check-In	Either face to face or in an online chat, ask each student to state one word that summarizes their mood	Consider the overall mood of the class. Would 1 moment of 2 deep breaths help ease the anxiety of the class? Would 1 min reflective essay help elevate the mood?	Low
Weather Forecast	Ask students to describe their mood in meteorological terms. Is it sunny? Torrential downpour? Take a moment to consider how to help the class focus on the day's session	Consider the overall mood of the class. Would 1 moment of 2 deep breaths help ease the anxiety of the class? Would 1 min reflective essay help elevate the mood?	Low
Red Light/ Green Light	<p>Provide students with a red and green index card for the semester. Before each session begins, ask students to show their card with the following in mind:</p> <ul style="list-style-type: none"> • Red card = I feel unprepared for class today • Green card = I feel prepared for class today 	<p>If there are many red cards, investigate if instructions need to be clearer, or if studying skills need to be reviewed.</p> <p>Possibly the workload in another class is mitigating students' ability to attend to your class. <i>Would an assignment extension help?</i></p>	Low to medium depending on red cards



<https://www.menti.com/bljx694y931j>



Innovation Principle #1: Student Wellness and Well-Being

WHY address students' awareness of their mood and preparation for the class session?

Occupational Therapy



Being able to do the things you need and want to do improves physical and mental wellness and overall life satisfaction.

An individual's ability to engage *with* and *in* their physical and social environments,

regardless of disease, illness, or impairment, enhances health and wellness.

An individual's ability to participate in meaningful occupations -

the things they *want to do*, *need to do*, and *have to do* - contribute to health, wellness, identity, and sense of purpose.

Occupational therapy practitioners prioritize an individual's ability to participate in meaningful everyday activities through...

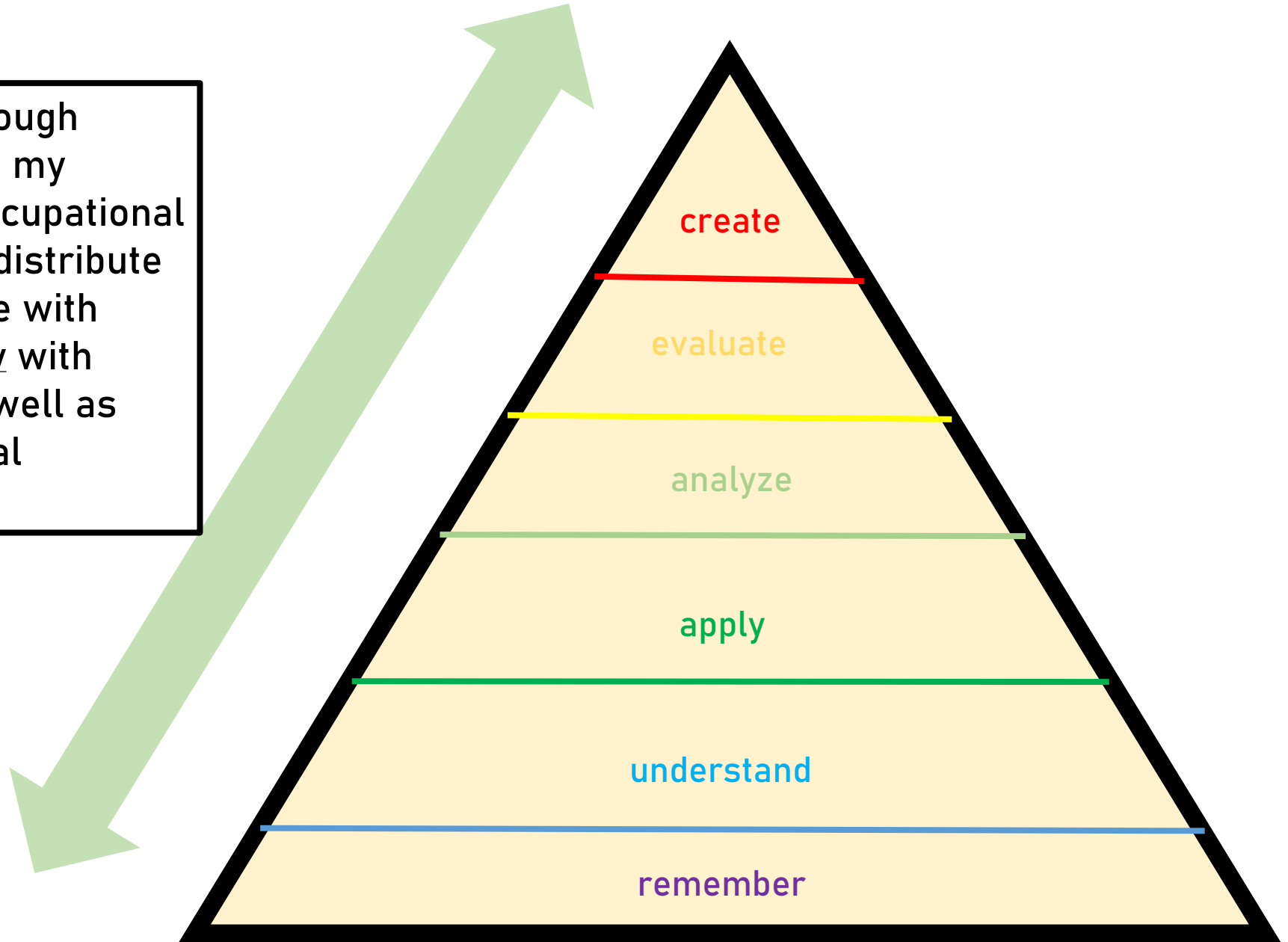
...assessment, intervention, activity analysis, universal design, environmental modification, environmental aides, assistive technology,

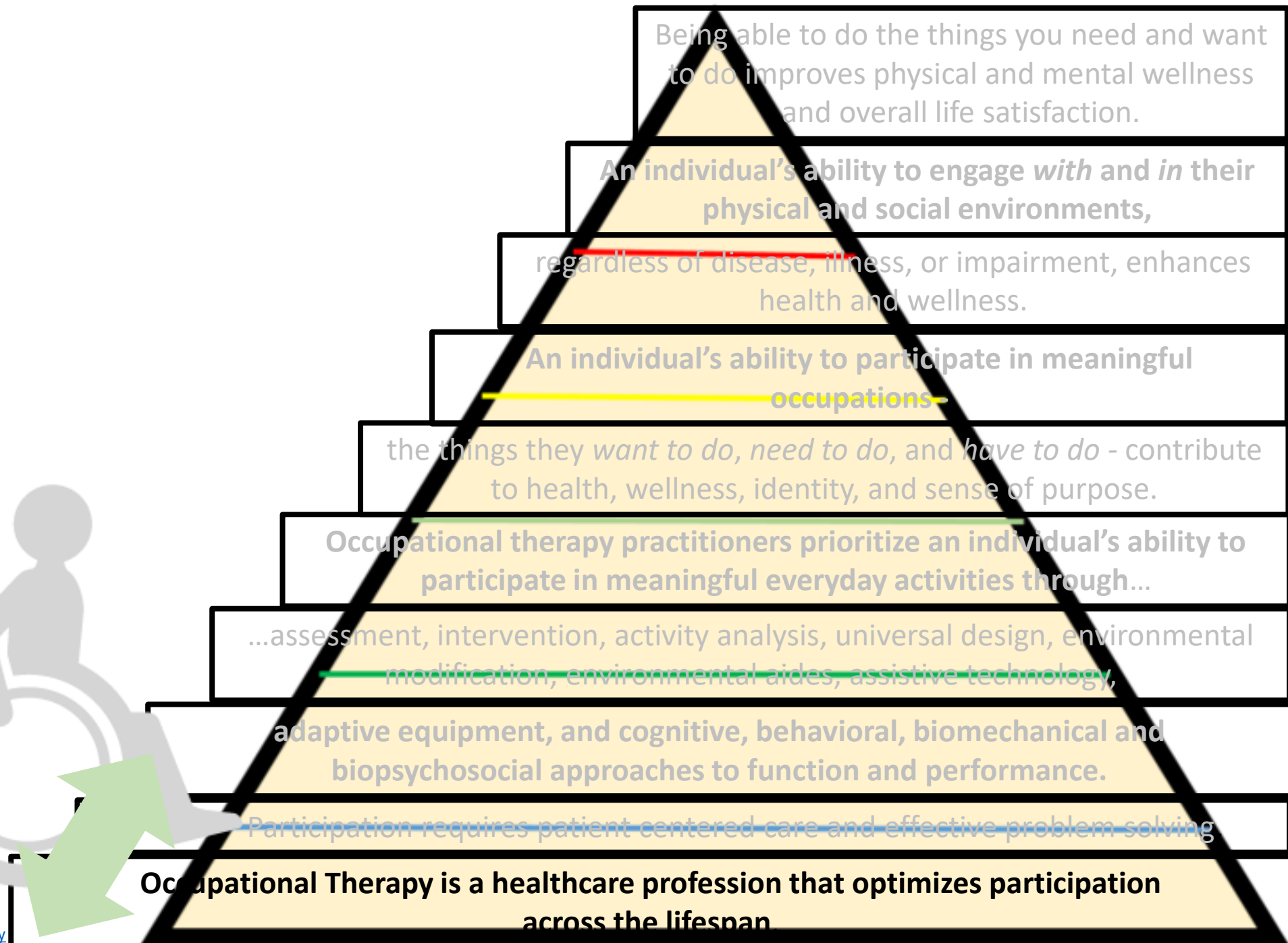
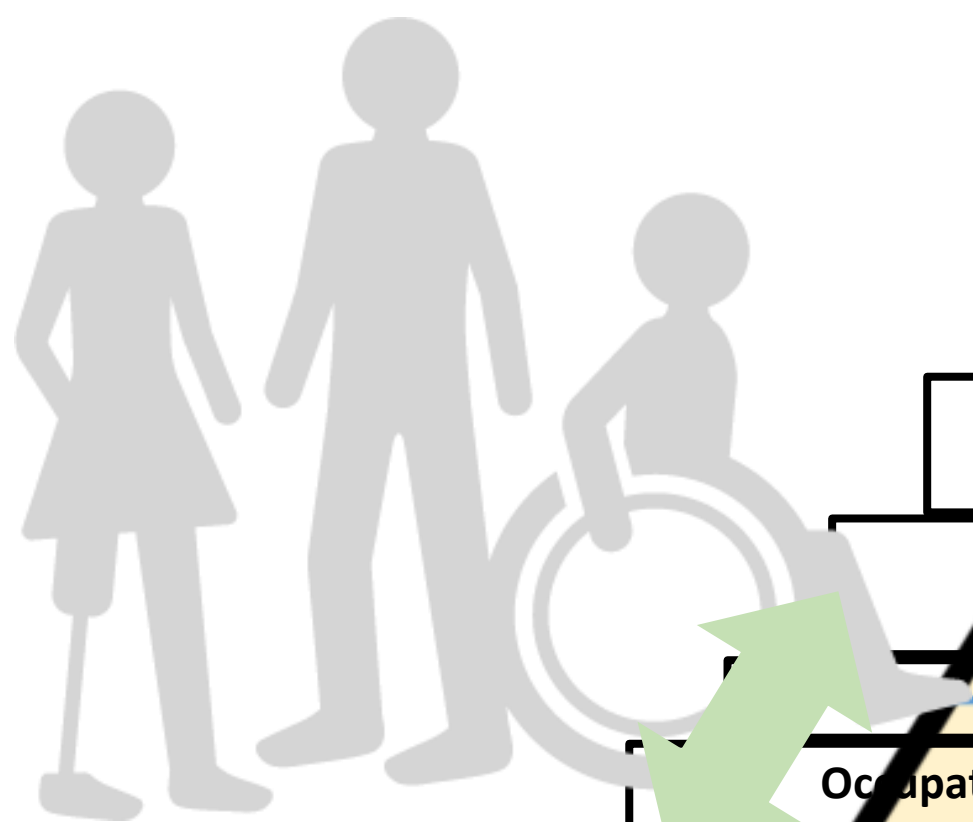
adaptive equipment, and cognitive, behavioral, biomechanical and biopsychosocial approaches to function and performance.

Participation requires patient centered care and effective problem solving.

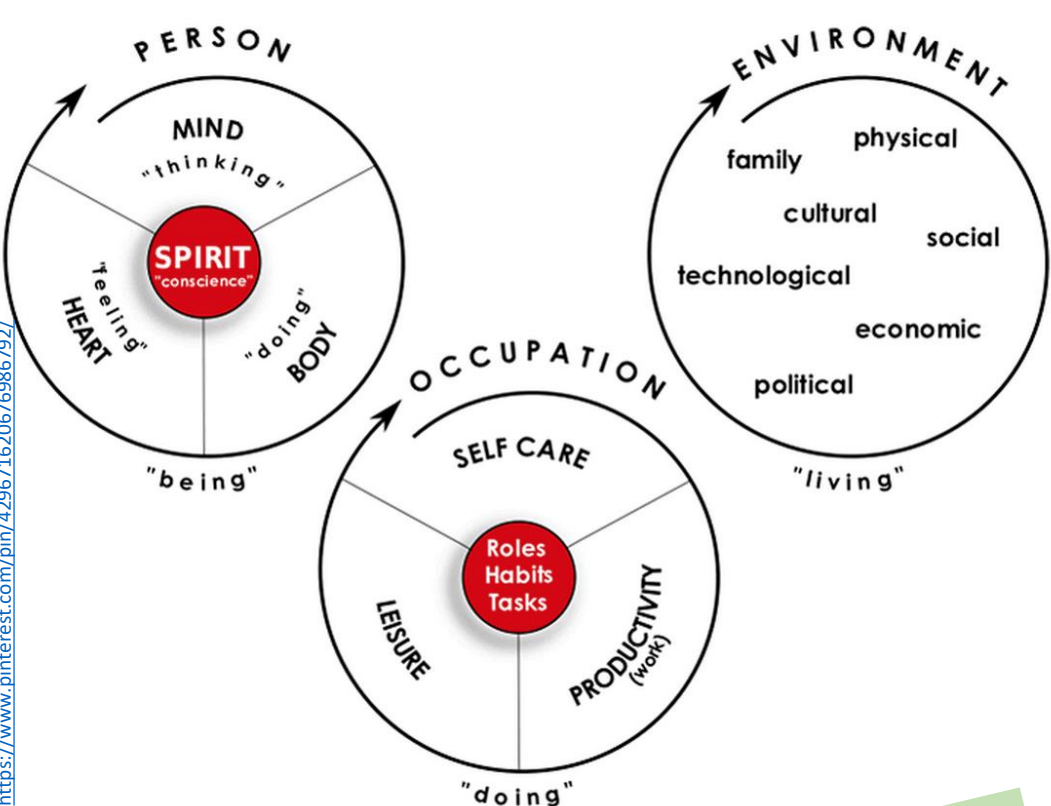
Occupational Therapy is a healthcare profession that optimizes participation across the lifespan.

As I move students through didactic course work in my specific discipline of occupational therapy, I scaffold and distribute foundational knowledge with progressive proficiency with psychomotor skills as well as clinical and professional reasoning.

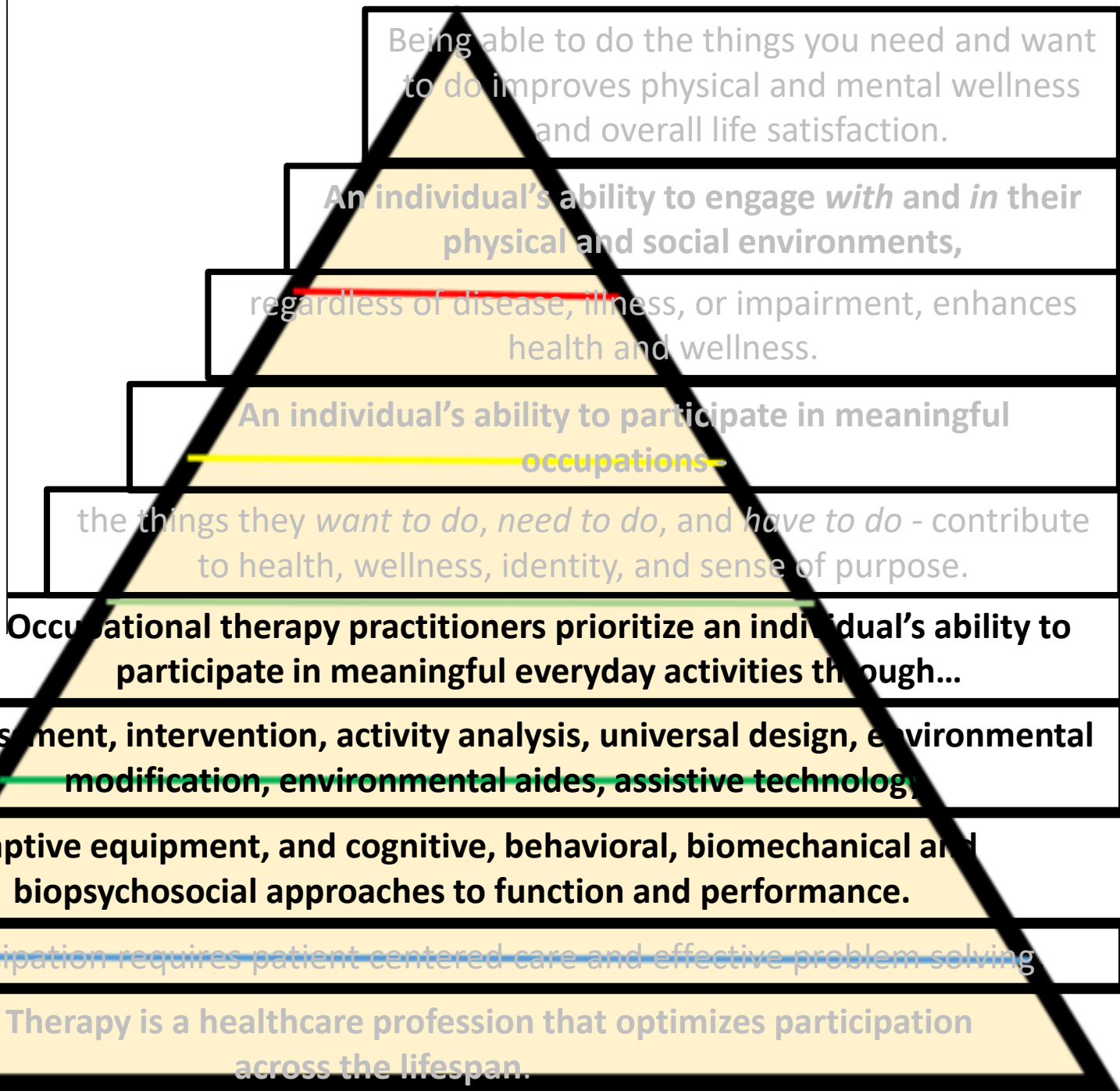


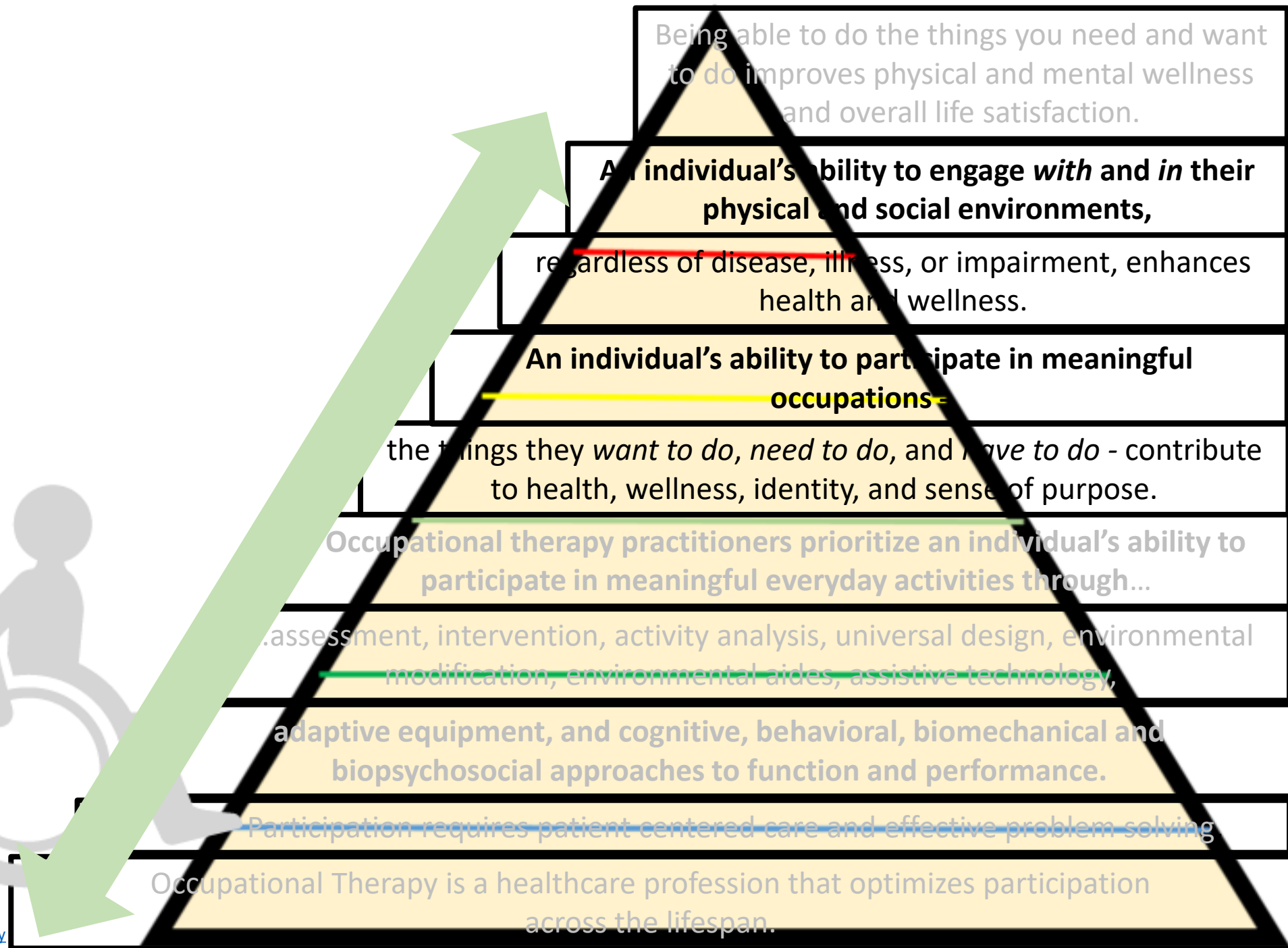


<https://www.pinterest.com/pin/429671620676986792/>



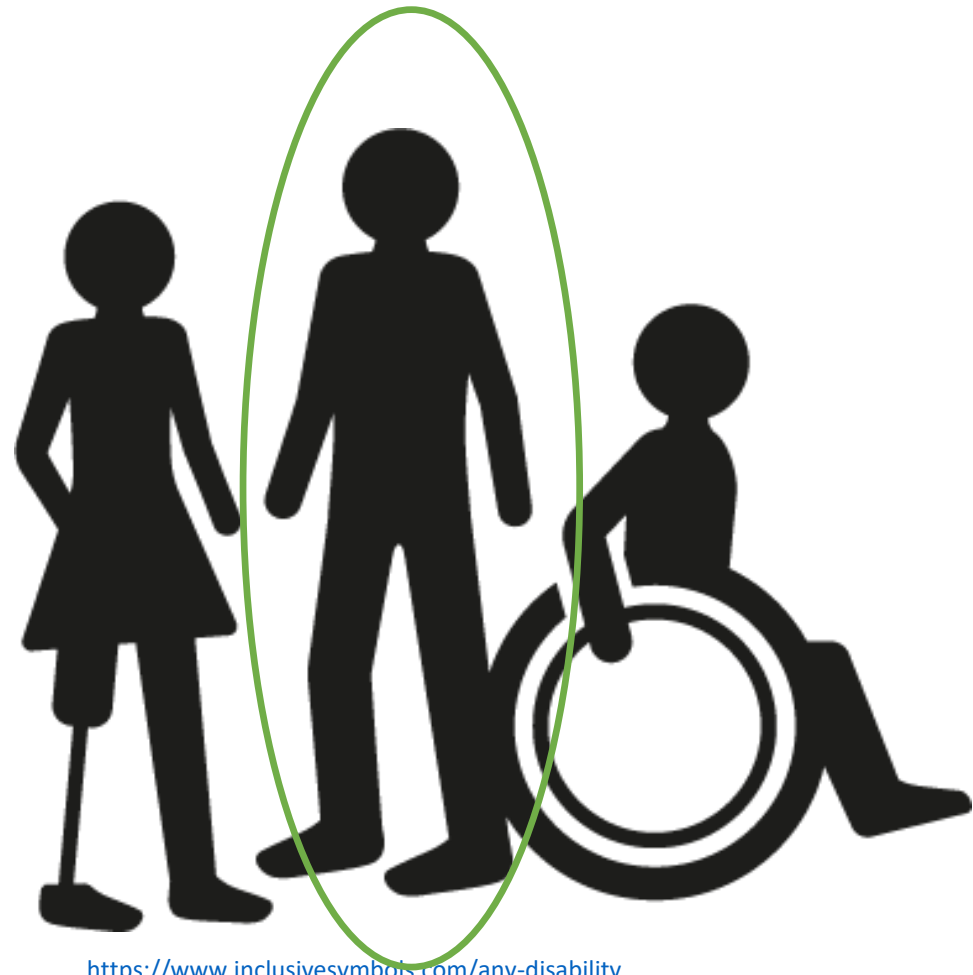
<https://www.inclusivesymbols.com/any-disability>



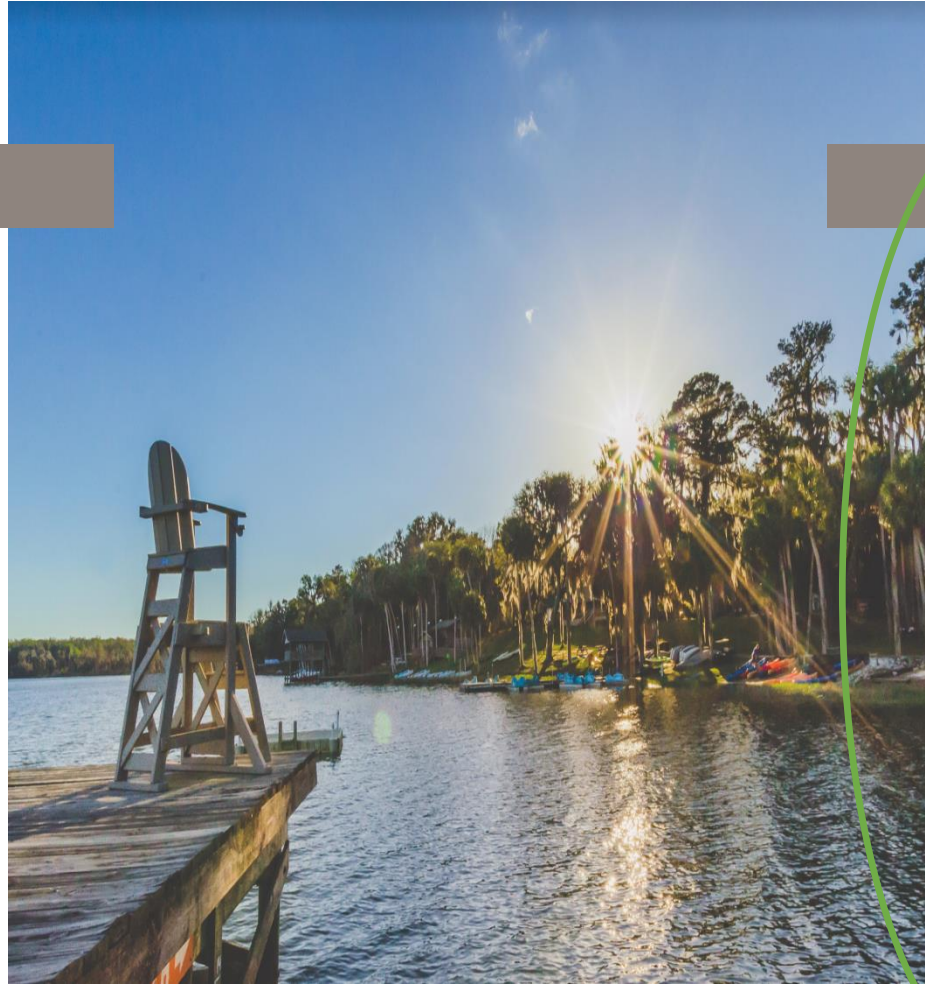


Occupational Therapy

Being able to do the things you need and want to do improves physical and mental wellness and overall life satisfaction.

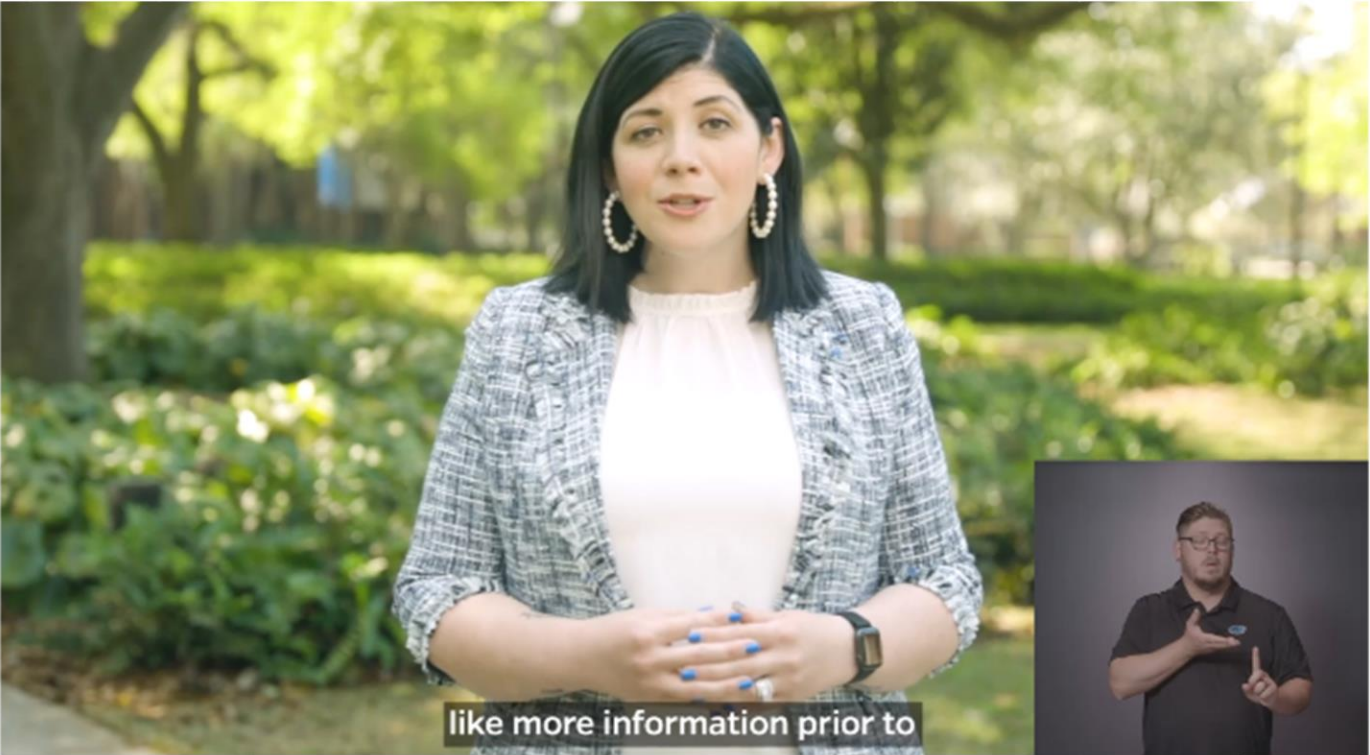


Student A

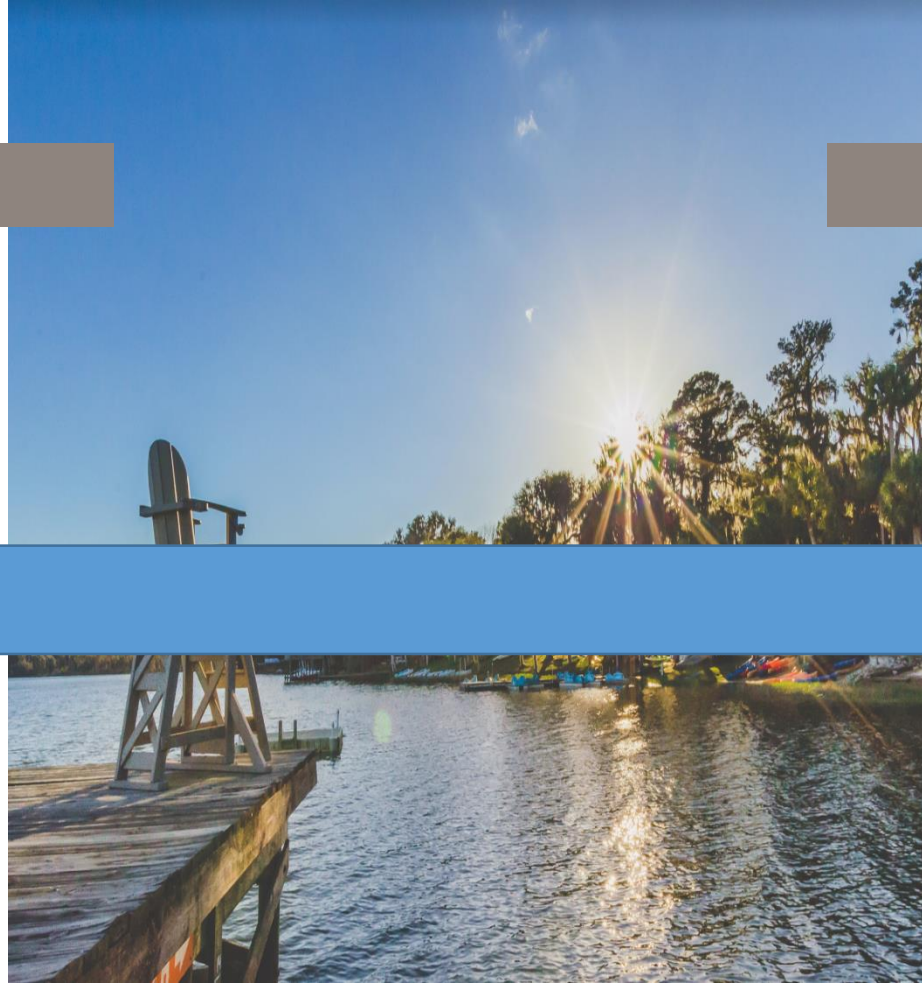


Student B

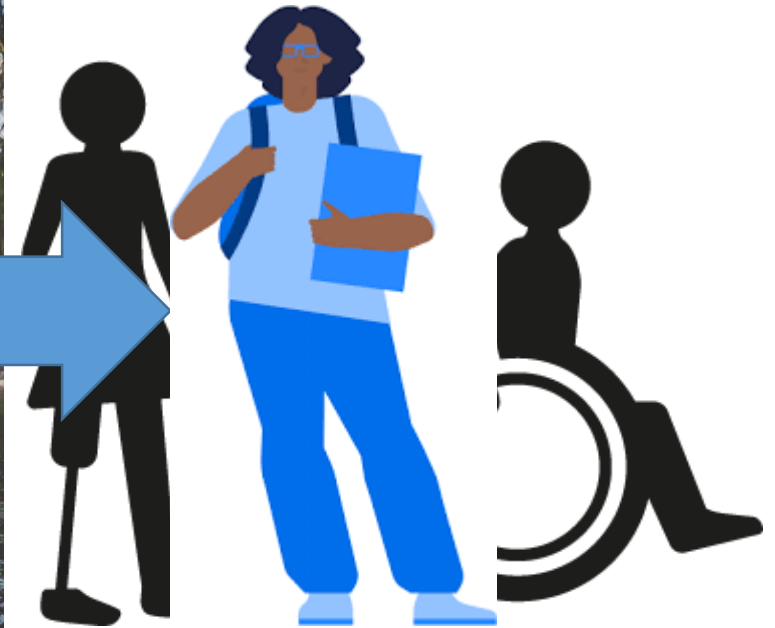




Student A



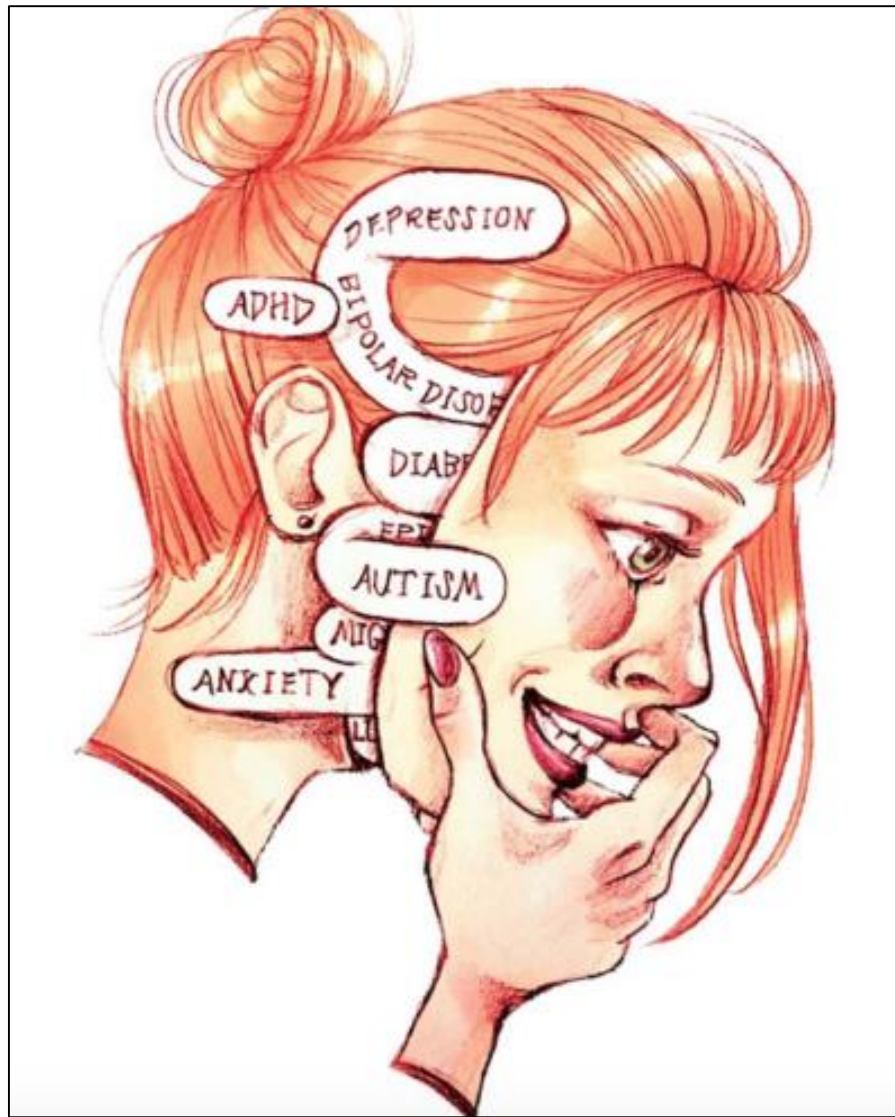
Student B



An inclusive environment means teaching with these needs in mind and applying strategies to meet universal mental health needs of our diverse student population.



<https://www.personalizedcause.com/blog/invisible-disability-awareness-week/>



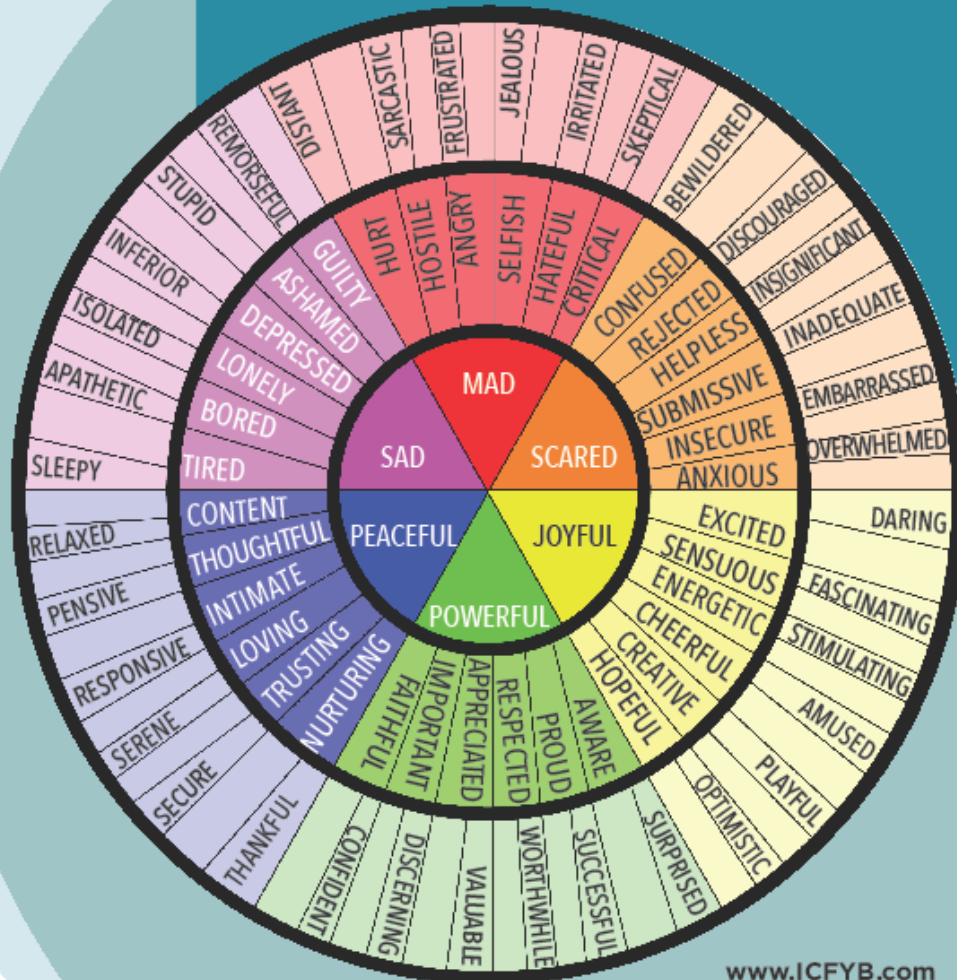
“We have over 6500 students [with accommodations] registered in the office as of this morning...and 41% (3500ish) are diagnosed with mental health disabilities.”

Jenna Gonzalez UF DRC Director



THE FEELINGS WHEEL

Dr. Gloria Wilcox designed The Feelings Wheel in 1982 to help people learn to recognize and communicate their feelings. It depicts the full range of human emotions, both positive and negative, bold and nuanced. Learning to acknowledge our emotions, name them and share them with others is critical for developing emotional intelligence and healthy relationships. Often, when we feel stressed, we are experiencing a combination of emotions, and it can feel cathartic to label each component. The next time you feel overwhelmed, use The Feelings Wheel to clarify and communicate your emotions and see how much better you feel!



www.ICFYB.com

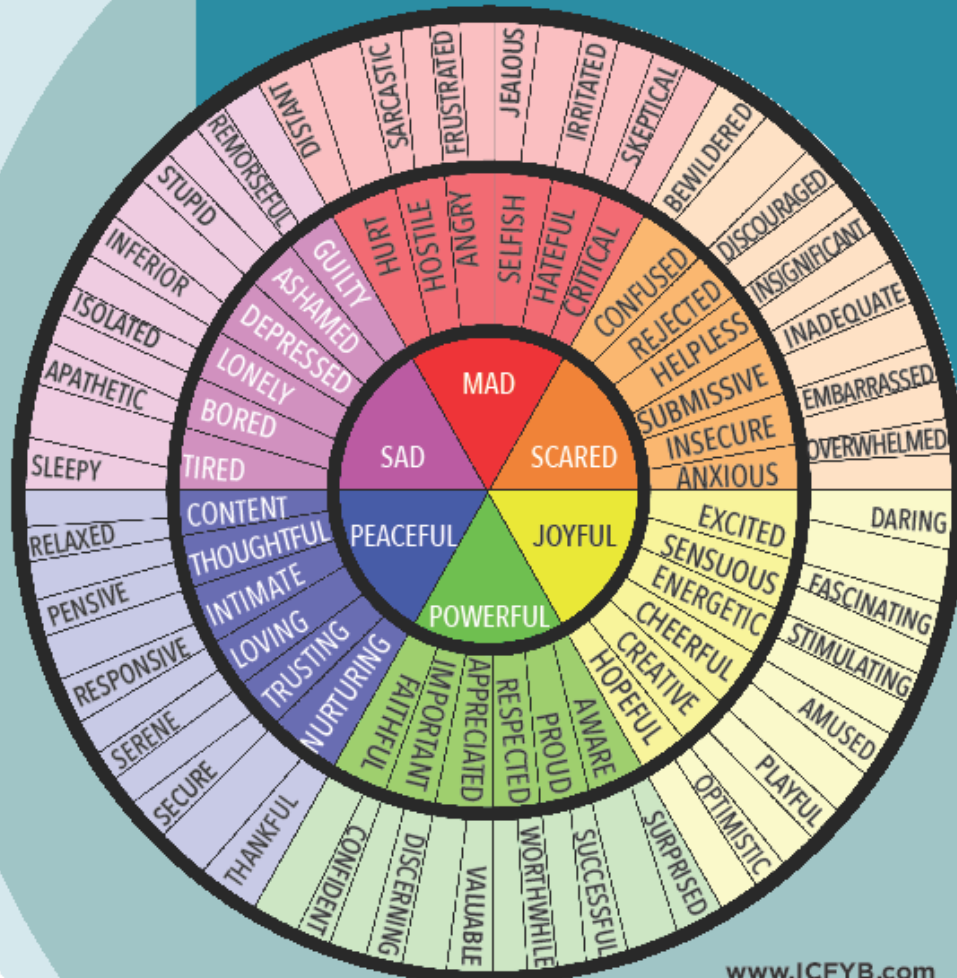
Universal Design
for Wellbeing

Universal Design
for Learning



THE FEELINGS WHEEL

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www.ICFYB.com

Universal Design for Wellbeing

This feelings wheel is not childish – it is a tool to equip yourself and others to articulate emotional state and to empower emotional intelligence.



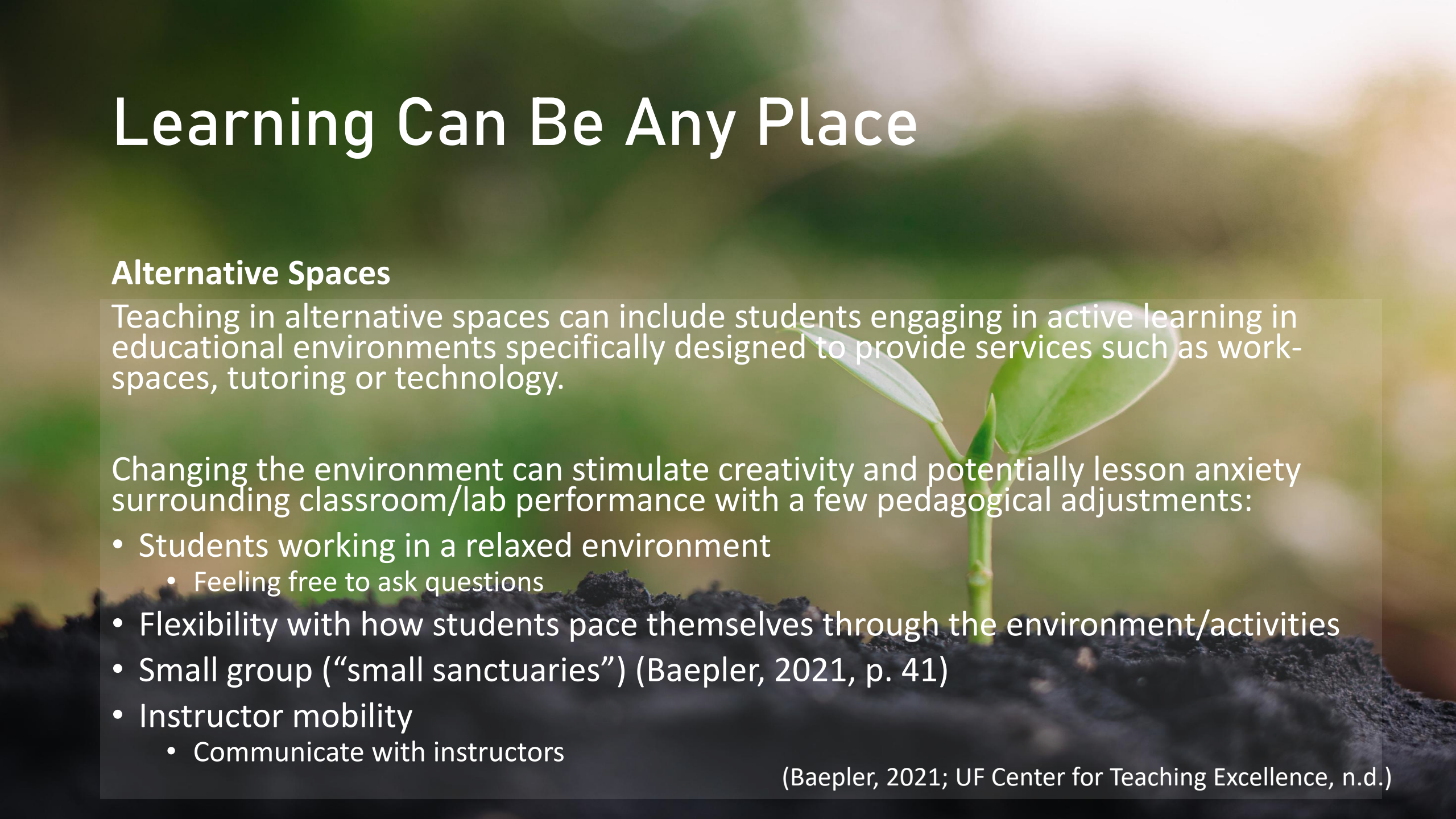
Innovation Technique #2: Alternative Spaces

Includes: use of available resources to teach in alternative spaces to enhance experiential learning opportunities

A small green seedling with two leaves growing out of dark soil against a blurred green background. The text "Learning Can Be Any Place" is overlaid in white.

Learning Can Be Any Place

Learning Can Be Any Place



Alternative Spaces

Teaching in alternative spaces can include students engaging in active learning in educational environments specifically designed to provide services such as workspaces, tutoring or technology.

Changing the environment can stimulate creativity and potentially lesson anxiety surrounding classroom/lab performance with a few pedagogical adjustments:

- Students working in a relaxed environment
 - Feeling free to ask questions
- Flexibility with how students pace themselves through the environment/activities
- Small group (“small sanctuaries”) (Baepler, 2021, p. 41)
- Instructor mobility
 - Communicate with instructors

(Baepler, 2021; UF Center for Teaching Excellence, n.d.)

Learning Can Be Any Place

Know Your Resources

Become familiar with which resources are available as well as details such as how far in advance you need to book them for your class.

Alternative Spaces

Creative classroom set up (*ie., move tables*)

Online (*instructional design team*)

Outside

Simulation labs

UF RecSports locations

UF Straughn Center

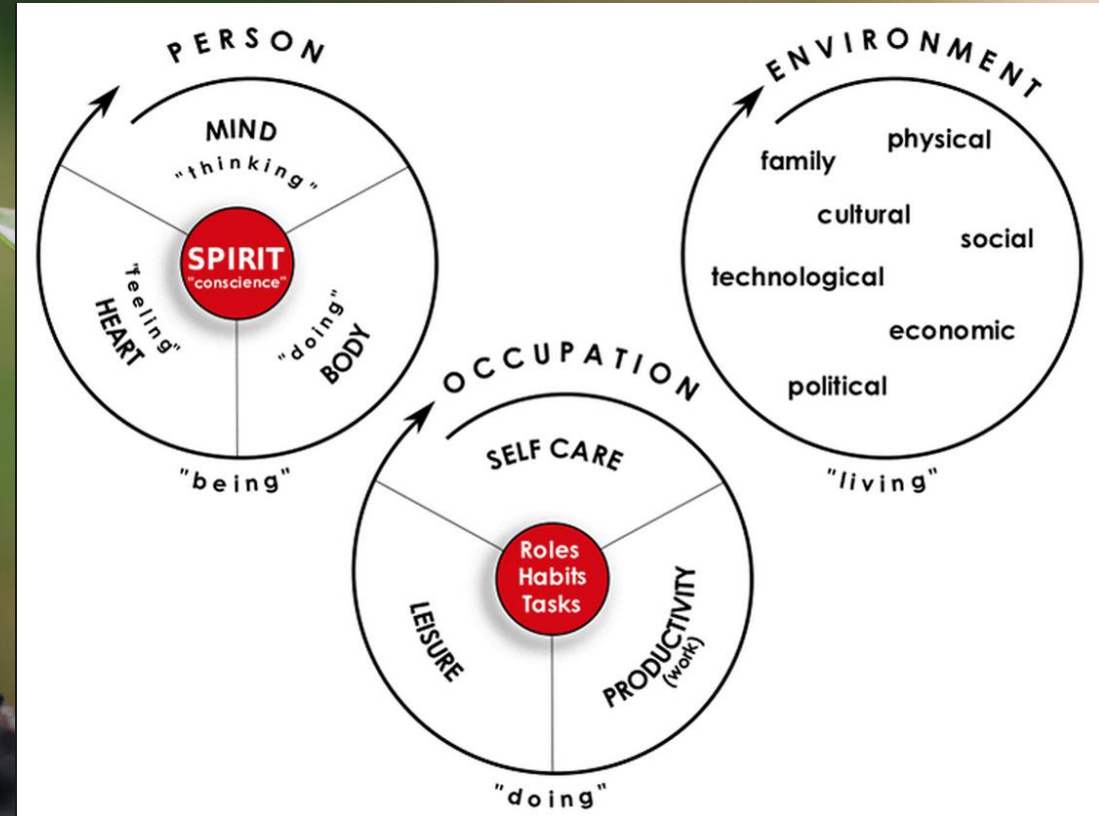
Wilmont Botanical Gardens

Field & Fork

Learning Can Be Any Place

Learning Space Concept

“...[t]he complex, dynamic nature of learning style and its formation through transactions between the person and environment”



Learning Can Be Any Place

Learning Space Concept

“Situated learning theory enriches the learning space concept by reminding us that learning spaces extend beyond the teacher and the classroom.

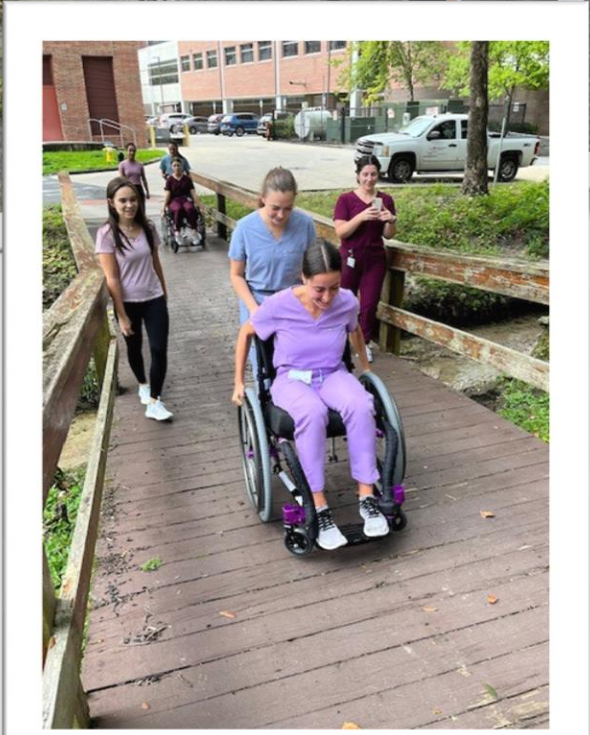
They include socialization into a wider community of practice that involves membership, identity formation, transitioning from novice to expert through mentorship, and experience in the activities of the practice, as well as the reproduction and development of the community of practice itself as newcomers replace old-timers”

(Kolb & Kolb, 2005, p. 200)

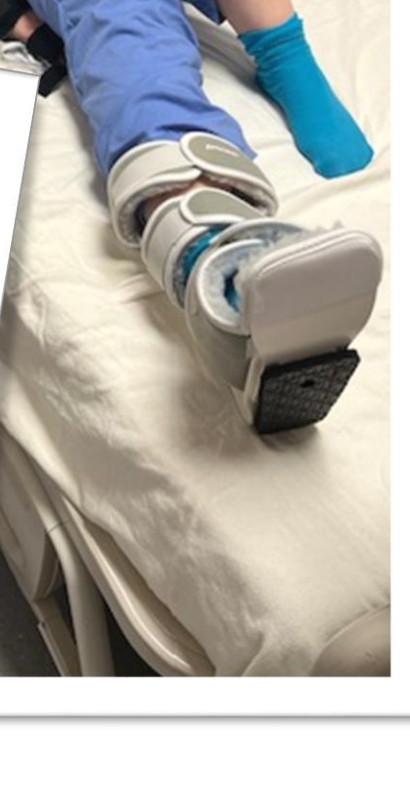
Classroom



Outside



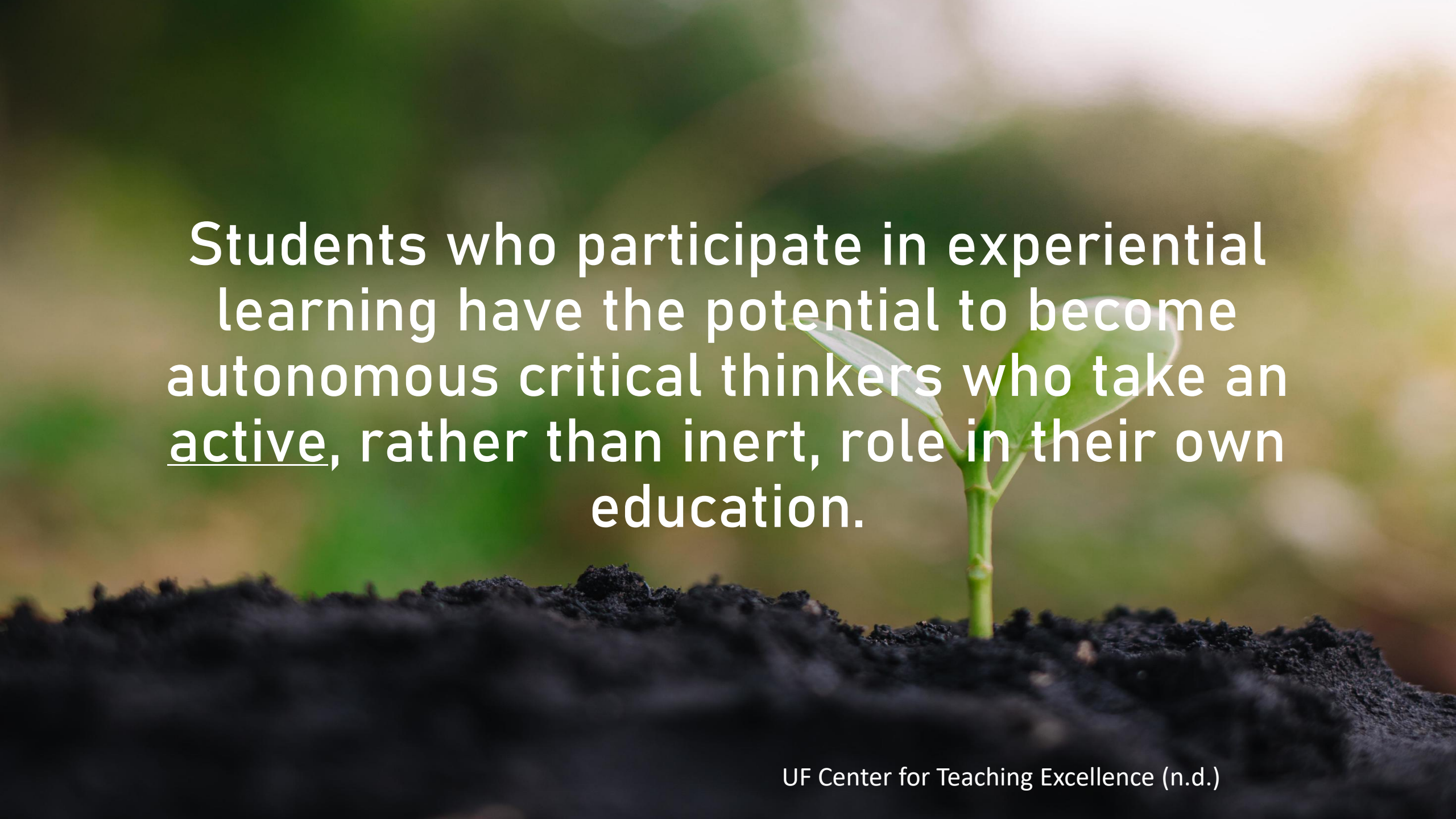
Simulation Lab





Innovation Technique #3: Experiential Learning

Includes: coordination of resources and prioritizing reflection to enhance hands on learning



Students who participate in experiential learning have the potential to become autonomous critical thinkers who take an active, rather than inert, role in their own education.

Experiential Learning in Alternate Space

Experiential Learning

When engaging in experiential learning, students are given the opportunity to learn from direct, hands-on experiences rather than in a traditional classroom setting.

Provide Opportunities to Reflect

Giving students the ongoing opportunity to reflect on their hands-on experiences allows them to make clear connections between the concepts they learn and how those concepts can be practically applied.

Experiential Learning in Alternate Space

Lake Wauburg North Shore

- * Aligned closely with curricular goals
- * Assessment tools allowed me to provide evidence of the achievement of the academic objectives.
- * Accessibility
- * ADA considerations
- * Available vs unavailable “stuff”
- * Transportation considerations

Contact UF Rec Sports

<https://recsports.ufl.edu/locations/>

Lab Instructions

- Students will work in groups with 5-6 peer colleagues.
- Students will develop a client scenario that requires use of a wheelchair.
- Students will take turns role-playing the client throughout 6 activities:



- 
1. Appraise ADA accommodations and accessibility of mobility paths, pavilion, bathrooms, boathouse, and docking area for watercraft from WC level
 2. **Evaluate, plan, implement and evaluate** results of accessing restroom facilities from WC level
 3. **Evaluate, plan, implement and evaluate** results of utilizing restroom facilities from WC level for ADLs
 4. **Evaluate, plan, implement and evaluate** results of facilitating a lateral transfer from WC to/from outdoor recreation equipment:
 5. **Evaluate, plan, implement and evaluate** results of performing a lateral transfer from WC to/from vehicle passenger seat
 6. Experiment with the GRIP outdoor terrain wheelchair

Experiential Learning in Alternate Space

Explore Lake Wauburg!

You are an occupational being. Have fun!

Step Up and Try It!

Actively participate in an activity at Lake Wauburg that is new to you and/or something you may not regularly choose to engage in (*use of watercraft, game of volleyball, nature walk, equipment check out, etc.*)

Details

- Consider environmental variables (*social and physical*) that influence your occupational participation, engagement, and performance in this setting.
- Consider **Eco-therapy and Nature Based Activities** – how is your emotional and mental health influenced, either positively or negatively, by spending time outdoors?











IDENTIFY SPACE

- Options
- Cost \$\$
- Availability
 - Semester Schedule**
 - Date & Time
- Amenities
- Policies for use
- Amenities
- Technology and support
 - IT needs
 - Equipment/Items**

PLAN

- Curricular Goals
- Semester schedule timing**
- Learning objectives
- Instructional Design
 - *Prior to Class work*
 - *On Site work*
 - *Post Class work*
- Instructional Activities
 - *Equipment/Items***
 - *Duration*
 - *Purpose*
 - *Task*
 - *Criteria*
- Assessment tools
- Student needs
 - *Transportation*
 - *Accommodations*
- Stakeholders (staff/ faculty/ students) affected by offsite schedule and use of equipment
- Weather Plan B

EXECUTE

- Strategic ongoing multimodal communication with all stakeholders
- Transport equipment/items to/ from
- Keep to scheduled time and activities
- Take pictures/ videos for department
- Evaluate outcomes

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Experiential Learning in an Alternate Space

Experiential Learning

When engaging in experiential learning, students are given the opportunity to learn from direct hands-on experiences rather than in a traditional classroom setting.

Provide Opportunities to Reflect

Giving students the ongoing opportunity to reflect on their hands-on experiences allows them to make clear connections between the concepts they learn and how those concepts can be practically applied.

5. The least challenging aspect was using our skills that we already have learned in lab! Things like positioning of the wheelchair, scooting to the edge of the chair, and how to facilitate progressive independence were all things that we had already learned. Because it was a different environment, it was not entirely the same; however, the key principles that we have learned in lab were applied today, which was great to see.

- **Most challenging:** The most challenging part of it was finding creative ways to problem solve through broken down equipment. When we went into the bathroom for example, the grab bars and shower bench were rusty. We expressed safety concerns.
- **Least challenging:** Being able to apply general transfer principles (e.g., where the OT should position themselves in front of/next to the client, positioning the wheelchair close to the other surface, knowing when to try a transfer board when there are large gaps between surfaces, etc.). I surprised myself, because I thought that this would've been my most challenging aspect today.

6. What clinical skills did you use and apply today during your OT outdoor recreation treatment session? Be specific by identifying as many clinical skills that you have learned and utilized in this course so far, in addition to listing client specific considerations and environmental considerations that you incorporated.

I used my therapeutic use of self, emotional intelligence, I read the client in the "room", I used transfer techniques guided by my clinical reasoning skills, I conducted activity analyses on the fly.

8. What is your big-picture take away from lab at Lake Wauburg?

OT is fun! But seriously it is, I felt so wonderful being out in the world DOING real things with my cohort and I couldn't help but imagine how amazing it would be to help a client do the things they love again.

- **Takeaway:** It's possible to transfer skills that we've learned in a simulated setting into real-life. I think everyone benefited from ecotherapy; everyone I talked to expressed how relaxed they felt afterwards.

8. What is your big-picture take away from lab at Lake Wauburg?

My big-picture takeaway centers around the idea of perseverance and making it work. When I say making it work, I don't mean forcing a way that won't work/ is unsafe to work. I mean thinking outside the box to come up with ways that will work for the specific client. It is also important to remember that there is a way for everyone regardless of ability to participate in some sort of leisure/recreational activity with the right level of assistance. You just must persevere to find the right fit of assistance for the specific client.

7. What new outdoor recreation activity did **you** choose to participate in at Lake Wauburg? **Why** did you choose that activity?

I chose to do Kayaking **for the first time** because I really had never had the opportunity before to try it out and I wanted to overcome a little bit of fear that I had going into it!

7. What new outdoor recreation activity did you choose to participate in at Lake Wauburg? Why did you choose that activity?

On our trip to Lake Wauburg I decided to participate in Stand Up Paddle Boarding. This is something my husband and I have been wanting to try but just haven't committed to purchasing the equipment yet for fear of being terrible at it. I am proud to say that today, **my first time ever on a paddle board**, I not only tried it but I didn't fall off. Which was very important as I was not in swimwear but my everyday clothes.

I participated in enjoying the lake while on the paddle boats. I wanted to do that because it was so pretty outside and being on the water was **peaceful and fun**.

7. I chose to personally participate in the volleyball game at Lake Wauburg. I have always enjoyed participating in and watching volleyball games but I rarely do anymore, and it was even better that it was a big group of the cohort all playing together. **We all got to share the experience together!**

Knowledge Nuggets Before You Start

- ✓ Begin with the end in mind
- ✓ It takes a **lot of** time
- ✓ It takes a **lot of** work
- ✓ It takes a **lot of** coordination with people
Communicate!
Hurricanes happen!
- ✓ It takes a **lot of** strategic instructional design:
Know your purpose
Be sure the location aligns with your explicit teaching objectives. Don't force it.
Evaluate your **return on investment** – is it worth it?

- What are the program and learning objectives?
- What is your *through line*? What do you want students' "take away" to be?
- Do the instructional activities facilitate the objectives?
- Do the learning assessments demonstrate that the learning objectives have been met?

Helpful Wellness and Wellbeing Resources

- UF Counseling & Wellness Center (CWC): <https://counseling.ufl.edu/>
- UF CWC Mindfulness Resources: <https://counseling.ufl.edu/resources/mindfulness/>
- UF CWC Suggested Apps: <https://counseling.ufl.edu/resources/apps/>
- UF CWC Talks: The College Mental Health Podcast: <https://counseling.ufl.edu/outreach/cwctalks/>
- Conscious Works Box Breathing – 1 minute: <https://youtu.be/n6RbW2LtdFs>



Helpful Teaching Resources

- Classroom Assessment Techniques (CATs): <https://cft.vanderbilt.edu/guides-sub-pages/cats/>
- Classroom and Learning Assessment Techniques: <https://www.celt.iastate.edu/instructional-strategies/evaluating-teaching/classroom-assessment-techniques-quick-strategies-to-check-student-learning-in-class/>
- Examples of Innovative Assessments: https://www.queensu.ca/teachingandlearning/modules/assessments/31_s4_01_intro_section.html
- UF Center for Teaching Excellence Resource Library: <https://teach.ufl.edu/resource-library/>
- UF G suite: <https://cloud.it.ufl.edu/collaboration-tools/g-suite/>
- Useful Assessments: <https://ufl.pb.unizin.org/instructorguide/chapter/effective-testing/>



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