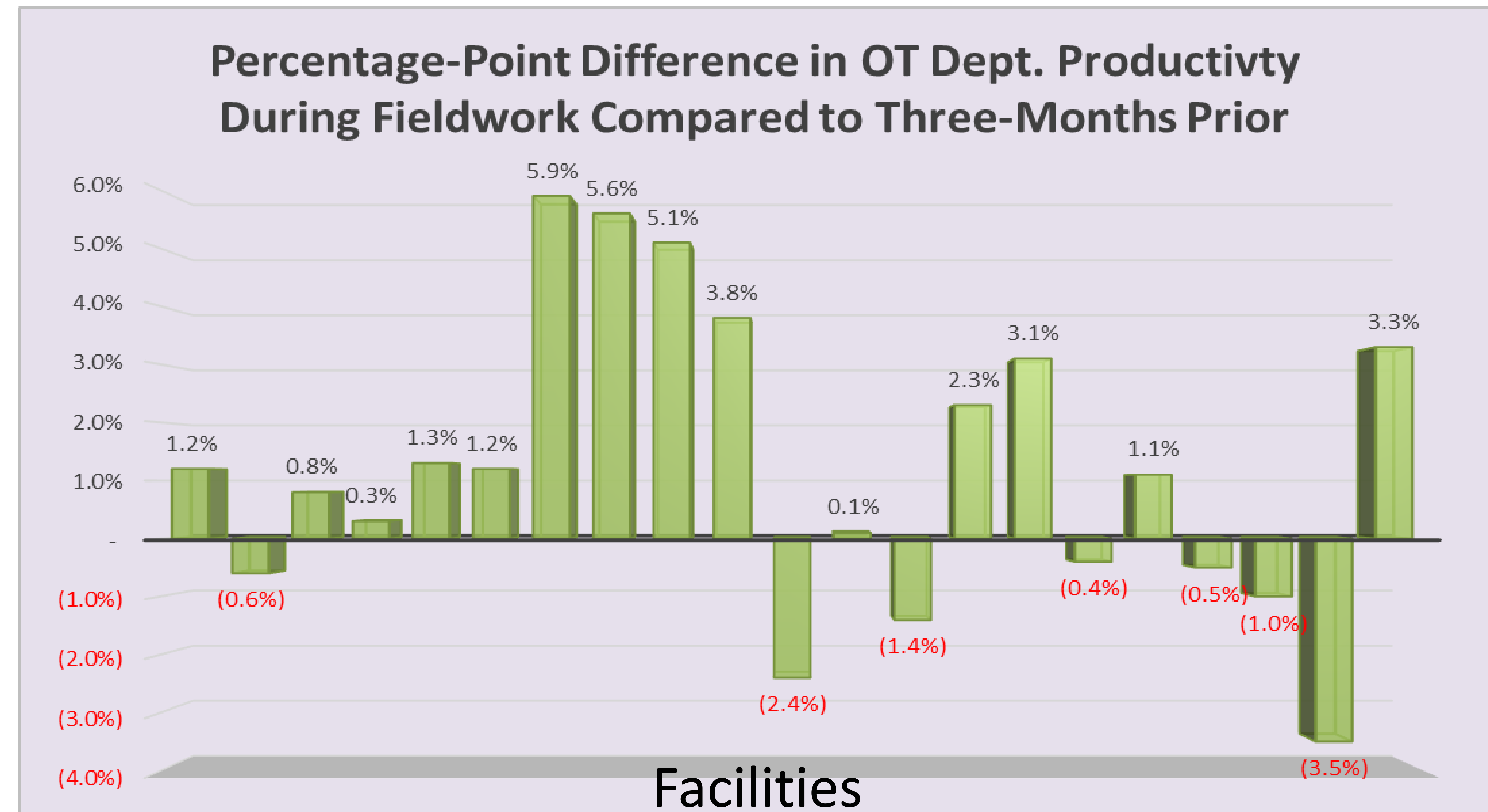


**Background:** Productivity standards are sometimes seen as a barrier to mentoring OT fieldwork students; however, recent literature suggests otherwise. Ozelle, Janow, Kreutz, Mulry, and Penkala (2015) found that supervising fieldwork students did not affect the supervising OT's individual productivity in pediatric and adult populations across inpatient and outpatient settings. The aim of this study was to add to the evidence about the effects of mentoring OT students on productivity.

**Methods:** This was a retrospective study of SNF OT department productivity while mentoring OT Level II fieldwork students. A convenience sample of 21 Ensign-affiliated SNFs hosting OT Level II fieldwork students in 2017 and 2018 was used. Exclusion criteria included facilities that had more than one student at a time or had students within three months of each other, and facilities where there was a greater than 10% decrease in skilled census during fieldwork.

**Results:** As the graph illustrates, the results in individual facilities varied: 2/3 of facilities saw improved OT department productivity while hosting a Level II fieldwork student and 1/3 of facilities saw a decrease in productivity. Overall there was an average increase of 1% productivity, which was statistically significant.

**Discussion:** The change in productivity during fieldwork may not have been solely related to the student being mentored. Retrospectively studying departmental productivity introduced variables such as time spent in program development and training which could not be controlled for. DOR productivity can also be a factor in departmental productivity fluctuation and should be taken into consideration in future studies.



## Strategies To Maximize Mentorship and Treatment Time

- ☆ Intentional scheduling
- ☆ Know insurance regulations about student billing
- ☆ When clinically appropriate provide concurrent and/or group treatments
- ☆ Schedule program development time for yourself.

### Scheduling Examples Without Group or Concurrent Treatment

Time	Therapist	Student	Time	Therapist	Student	Time	Therapist	Student
8:00		Plan day	8:00		Plan day	8:00		Plan day
8:15	1		8:15		1	8:15		1
8:30	1		8:30		1	8:30		1
8:45	1		8:45		1	8:45		1
9:00	1		9:00		1	9:00		1
9:15	1		9:15		1	9:15		1
9:30	1		9:30	1	Document	9:30		1
9:45	1	Document	9:45	1	Eval	9:45		1
10:00	1		10:00	1		10:00		1
10:15	1		10:15	1		10:15		1
10:30	1		10:30	Document	1	10:30		1
10:45	1	Document	10:45	1		10:45		1
11:00	1		11:00	1		11:00		1
11:15	1		11:15	1		11:15	1	
11:30	1		11:30	1	Document	11:30	1	
11:45		Review morning	11:45	1		11:45	1	Document
12:00		Lunch	12:00		Lunch	12:00		Lunch
1:00		Plan afternoon	1:00		Plan afternoon	1:00		Plan Afternoon
1:15	1		1:15	1		1:15	Document	1
1:30	1	Review doc	1:30	1		1:30	Review	1
1:45	1		1:45	1		1:45	AM doc	1
2:00	1	Document	2:00	Document	1	2:00		1
2:15	1		2:15		1	2:15		1
2:30	1		2:30		1	2:30		1
2:45	1		2:45	1	Document	2:45		1
3:00	1		3:00	1		3:00		1
3:15	1	Document	3:15	1		3:15		1
3:30	1		3:30	1		3:30	1	
3:45	1	Document	3:45	1		3:45	1	Document
4:00		Review & Plan for tomorrow	4:00		Review & Plan for tomorrow	4:00		Review & Plan for tomorrow
4:15			4:15			4:15		
<b>Minutes</b>	<b>360</b>	<b>15</b>	<b>Minutes</b>	<b>255</b>	<b>135</b>	<b>Minutes</b>	<b>75</b>	<b>315</b>
<b>Productivity</b>	<b>82%</b>		<b>Productivity</b>	<b>85%</b>		<b>Productivity</b>	<b>85%</b>	

## Don't Forget! There Are Many Reasons To Mentor A Student

- ☆ Personal satisfaction
- ☆ To give back to the profession
- ☆ Professional development
- ☆ To keep current with practice
- ☆ To increase supervision skills
- ☆ To enhance clinical reasoning
- ☆ Potential recruitment

(Evenson, et al., 2015; Hanson, 2011)