

FDC HAPPENINGS



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*A group of individuals sit at white clothed tables with box lunches.

2024 CONNECT Conference

Join us at our CONNECT Conference to learn about what your colleagues are doing, to share your own insights on this work we share, and to think deeply about how we can be better at what we do when we do it together. Commensurate with this theme, we are especially excited to have Peter Felten join us to talk about the importance of relationships in higher education. The 2024 CONNECT Conference will take place on Friday, February 9th. Please consider attending; we look forward to CONNECTing with you at the conference!

Relationship-Rich Education: A Campus Conversation

Before CONNECT begins, please join us for a conversation with Keynote Speaker Peter Felten. This event will include a presentation and discussion about the importance of connections for students, faculty, and staff. Attendees will then participate in table discussions to brainstorm ways to improve connections on campus. This conversation will take place on Thursday, February 8, at 4 PM in Room 310 A/B of the Student Center. Light refreshments will be provided.

Click [here](#) to visit our webpage to learn more about our CONNECT conference and to register for both events.

CAMPUS HIGHLIGHTS

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From CAPS

EMU Counseling and Psychological Services (CAPS) has purchased an online mental health training module geared toward college students. The training is interactive and focuses on how students can recognize mental health warning signs such as suicidal thinking among their friends/peers.



We are all aware that many of our students are experiencing anxiety, depression, financial difficulties, and other circumstances that are compounding their stress levels. Students often discuss their troubles with their peers first, and this training is aimed at helping students recognize when and how to intervene and where to direct their friends for support. This training takes only 30 minutes, and if students complete it, they will have an opportunity to print a certificate that can serve as proof that they have participated in the training.

If you are interested in having your students complete this online mental health training, here are the steps to share with them:

1. Visit mindwise.digitalchalk.com to set up an account
2. When prompted, enter redemption code “emich”
3. View dashboard and choose “MindWise on Campus for Individuals”

CAPS has found that the most successful way to encourage students to complete the online training was when faculty offered it as extra credit in their classes.

Feel free to take the training yourself to see what it is like!

Email Lisa Lauterbach
(llauterba@emich.edu) with
any questions or for
assistance!

upcoming

EVENTS

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GENERATIVE AI SPEAKER SPOTLIGHTS

*Program #2 : February 6th @ 11 AM
Program #3: February 14th @ 12:30 PM
109B Halle Library or Zoom*

During the winter 2024 semester, the Faculty Development Center and the Office of Campus & Community Writing will host a series of four sessions related to generative AI. Click [here](#) to visit our webpage to learn more about each session. Program #2, facilitated by Rania Spantidi (rescheduled due to the snow day), will demystify the technology behind generative AI and provide real-world context for its applications. Program #3, facilitated by T. Daniel Seely, will explore how AI might help with analytic work (using linguistics as the model). Click [here](#) to register if you plan to attend any of these programs.

*Click [here](#) to submit a proposal.
Due February 9th*

MEDIA AND INFORMATION LITERACY SEMINAR

Please join us for this upcoming Seminar on Teaching Media & Information Literacy. Bringing together faculty both curious about M&IL as well as those already practicing innovative pedagogies, the event will include engaging activities. A poster session will showcase teaching strategies that faculty across the curriculum use to help students, whether in general education, academic majors, or at the graduate level. If you currently teach any aspect of media and information literacy, please consider sharing your pedagogy by making a poster for the event. The seminar will take place on March 8 from 10 AM to 3 PM in 300 Halle. Click [here](#) to register for the seminar.

BUILDING A CARING CLASSROOM

*Click [here](#) to register.
February 19th @ 3-5 PM
109B Halle or Zoom*

Join Dr. Cirleen DeBlaere and Dr. Jesse Owen from The Steve Fund for their faculty workshop, hosted by Ron Flowers' "Building a Caring Classroom" series. The Steve Fund is the largest non-profit mental health organization focusing on the mental health of students of color. The Steve Fund prioritizes diversity and inclusion, ensuring that mental health support is sensitive to the experiences and needs of marginalized students.

Click [here](#) to apply.

WAC SPRING INSTITUTE

On behalf of Ann Blakeslee and her team, we are excited to share the application for this year's WAC Spring Institute. We hope you will consider participating and that you will also share this information with your colleagues. Click [here](#) for more information about the WAC Institute. The program will run Tuesday through Friday, April 30 to May 3, 9 AM to 3:30 PM each day. Sessions will be in-person. The application deadline is February 23.

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upcoming EVENTS

scan the QR code to
access the links in
this issue



March 13th @ 12:30 PM
109B Halle and Zoom

TEACHING AND LEARNING THROUGH ESPORTS

EMU Esports is on the fast track to become a top North American esports program. The program regularly redefines the scope of collegiate esports by working closely with academic and institutional departments alike. Join Zach Lewis, Esports Coordinator at EMU, for this informative session to learn how esports can be applicable to you in your teaching. Click [here](#) to register.

FACULTY SCHOLARLY AND CREATIVE ACTIVITY SHOWCASE

*Showcase will take place March 14th
@ 4-6 PM in the Student Center
Applications/Registrations due March 7th*

The Bruce K. Nelson Faculty Development Center and the Office of Research Development and Administration (ORDA) are excited to host the 2024 Faculty Scholarly and Creative Activity Showcase to celebrate scholarship and creative activities by EMU faculty. We invite all faculty and lecturers to display posters, journal articles, books, artwork, and videos or compact discs of performing art, etc. This display can highlight scholarly activities that were either disseminated/completed during 2023, or any current research that EMU community members are engaging in (or have recently engaged in), regardless of if/when it was disseminated. Click [here](#) to register.

Click [here](#) to participate.
Group meets Wednesdays from 1-3 PM

RESEARCH WRITERS COLLABORATIVE

Join Sarah Walsh to block out the time to set and achieve our writing goals, even given the other pressures we all face. The Research Writers Collaborative is an opportunity for faculty and full-time and part-time lecturers to support each other in setting and achieving realistic writing goals (i.e., developing a conference paper, drafting an article, revising a book chapter, etc.). These groups meet every Wednesday - join us as often as you can for these virtual sessions.

Partnership Spotlight



**Dr. Kimberly Barrett &
Coreena Forstner**

**Department of Sociology,
Anthropology & Criminology**

In this partnership spotlight, Dr. Kimberly Barrett (L) and Coreena Forstner discuss their partnership work within the Criminology discipline, how important the mentorship was for Coreena, and how mutually beneficial this partnership has been for both involved. Click [here](#) to read the full spotlight.

A Student-Instructor Partnership in Occupational Therapy

***By Adrienna Bartnicki and
Rachel Tindall***

How do you learn best? Is it by sitting and listening to a lecture for 3 hours? If not, you are not alone! Research indicates the average attention span of intellectual learners is 10-15 minutes (Cox, Columbus, Higginbotham & Ahmed, 2023). Edgar Dale created the Cone of Experience in 1946, advising educators to create learning environments that were memorable and rich, where learners can use multiple senses to actively engage with the material (Dale's Cone of Experience). Educators who desire to see their students effectively transition from passive to active learners, which is demanded by clinical education, must provide an environment that is rich and safe for students to take ownership of their education.

For Rachel, a second-year student in EMU's occupational therapy program, starting to take a more active role in her learning and education began when she started to apply concepts from class to her loved ones. Seeing the impact her new skills and behaviors had on their lives motivated her to continue to take the initiative within and outside of the classroom. Practicing lab competency skills on her family and friends helped her feel like a 'real OT' early on in the program. Trying out new skills, albeit awkwardly, with fumbling, clumsy hands and a shaky voice, was what helped her find her footing in a safe, low-stress environment.

Demonstration and coaching are beneficial in the process of being socialized into a clinical profession. When carried out in a warm, supportive environment, students feel empowered through their instructor's

scaffolding to apply what they are learning in class to their clinical education. Rachel reflects on her pediatric fieldwork rotation indicating she felt safe providing interventions to her clients, knowing that the clinical educator, Adrienna, had already reviewed the plans and coached her regarding small tweaks that would make it more effective. Rachel knew that if she felt stuck, Adrienna wasn't far and could always help 'in the moment'. Rachel felt encouraged by Adrienna to 'fail forward' during fieldwork in order to view mistakes as a normal part of learning, and to use them as an opportunity to fuel better decision-making next time.

Creating and maintaining a collaborative learning relationship is crucial to a successful student experience. Clinical educators remember what it feels like to be a student; with their professional experience, they now have the expertise to advise students through their fears and insecurities. A powerful way for clinical educators to help students overcome fear, encourage ownership of their professional development, and engage in hands-on work with clients is to leverage students' voices in planning. Inspired by the Faculty Development Center's "Try One Thing" initiative, the two of us

Submit a blog post!

We welcome blog posts from faculty, lecturers, staff, and students on teaching and learning topics. Email us at faculty_development@emich.edu with your blog post idea for the opportunity to be featured in future newsletters!

(a clinical educator and student from the EMU’s OT program) have collaborated to create strategies that infuse themes discovered from the Student Instructor Partnership in Clinical Education learning community. Instructors can work alongside students to make the transition easier by identifying the student's perspective and trying one thing to help the students feel safer and more confident in their learning journey.

The purpose of the table below is for clinical educators to assess how their individual students might be feeling and intentionally respond in a respectful manner.

Students Feel...	Instructors Can, “Try One Thing”
“I’m not qualified to be doing this”	<ul style="list-style-type: none"> • Explicitly state belief in the student’s strengths and abilities by saying, “You (student) will be a good [insert occupation here] because you...”
“What if I mess up? My clinical instructor is in charge of whether I progress in my program.”	<ul style="list-style-type: none"> • Express gratitude to the student, help them feel like a valuable member of the team and valuable to the client with whom they are working
“How do I manage all of this?”	<ul style="list-style-type: none"> • Help the student use templates to guide clinical reasoning and decision-making • Personally use stress management techniques • Normalize addressing self-care • Help students identify their “why” for joining the profession, encourage the student to come back to their “why” frequently • Identify the student’s learning style and work within it • Let students observe how the instructor might plan, prioritize, and implement parts of the care process
“Won’t people think I’m dumb for asking this question?”	<ul style="list-style-type: none"> • Build trust with clinical students by getting to know who they are outside of class • Provide pictures of clinical staff at the facility with names and job titles, so students feel comfortable asking for help
“What if I really mess up and hurt someone?”	<ul style="list-style-type: none"> • Help create successful momentum by practicing on someone in their personal life

Students Feel...	Instructors Can, “Try One Thing”
<p>“How am I supposed to do this on a real person? I didn’t get enough practice on this in the classroom!”</p>	<ul style="list-style-type: none"> • Grade the risk (e.g., practice in lab, practice on someone you trust, practice on someone unfamiliar, practice on a client) • Have the student practice teaching the skill to you before doing it with a client
<p>“How am I supposed to get everything done on time? Because I’m so new, it takes me extra long to work with my patients, write documentation, and plan.”</p>	<ul style="list-style-type: none"> • Encourage students to ask for extensions when they need one • Provide soft and hard deadlines • Check in with student workload and eliminate or reduce tasks if/when possible
<p>“I did ___ poorly last time and I was scolded”</p>	<ul style="list-style-type: none"> • Clinical educators share personal professional failures to show vulnerability and learning

Students learn better when they feel safe. Learning to reframe the educator’s perspective to view student engagement as an opportunity to connect, advocate for the profession, and train their future co-workers, can make all the difference in helping students feel welcome, valued, and heard, as well as a sense of belonging within the field and a sense of ownership within their education. The strategies above can be an effective way to help overcome the challenges noted and help students move forward in their programs with success and confidence.

About the Authors



Adrienna Bartnicki is a passionate occupational therapist and full-time lecturer in the Occupational Therapy Program at EMU. She has been leading fieldwork seminar courses or level I fieldwork for 5 years in partnership with EMU’s Children’s Institute, Bright Futures, College Supports Program, and OT on Campus.



Rachel Tindall is a second-year student pursuing her master’s in Occupational Therapy. She is currently in her second clinical fieldwork placement, working with adults who have had traumatic brain injuries.