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Abstract

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Keywords

Role-emerging fieldwork, work disability prevention, program evaluation

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Evaluation of an Innovative Student-Led Work Disability Prevention Program

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ABSTRACT

A university-based, role-emerging fieldwork placement for occupational therapy students has been developed to provide work disability prevention services for university managers and workers. Over five years, 24 students have provided holistic interventions across 18 departments. The purpose of this project was to formally evaluate the perceptions of the program and the impact of services on managers and workers and to examine the experience of participating students. A utilization-focused evaluation approach was used as the guiding framework for this project. Methods included a retrospective review of reports and educational materials, a manager and worker survey, and a review of results from an existing student survey. The retrospective review of reports and educational materials demonstrated that students utilized a comprehensive and holistic lens that considered the interaction between the person, environment, and occupation. Workers and managers reported they were satisfied and found that services were beneficial. The majority reported changing their work setup or work habits after receiving student services to prevent workplace disability. Students reported overwhelmingly positive responses about the placement, with 96% (n=23) of students agreeing that they had an excellent experience and 100% (n=24) of students agreeing they were able to use their acquired knowledge. This paper describes the formal evaluation process and the outcomes of the project. Findings support the benefits of a partnership with human resources and occupational therapy in developing a role-emerging placement that benefits students, workers, and the organization and promotes the value of occupational therapy in workplace disability prevention and health promotion.

Introduction

Work Disability Costs in Quebec and Canada

Injuries at work can cause significant disruption for employees and organizations. In 2018, the Association of Workers' Compensation Boards of Canada reported that 264,438 work injury claims resulted in lost work time across Canada. Over 92,200 work injury claims were accepted in Quebec annually from 2010-2012, with nearly 69,000 injury claims resulting in time-loss compensation (Duguay et al., 2017). One study also revealed that over 80% of surveyed Quebec workers who were reportedly absent from work due to work-related pain did not submit a claim, indicating that missed time from workplace injuries are even more commonplace than claims show (Vezina et al., 2011).

Occupational Therapy and Work Disability

Work disability involves a complex interaction between the worker, their workplace and the broader environmental context surrounding the worker (Costa-Black et al., 2013). Occupational therapists' expertise at providing comprehensive, holistic, and solution-based interventions positions the profession to be highly effective in preventing injury or limiting the progression of disease (American Occupational Therapy Association [AOTA], 2017; Canadian Association of Occupational Therapists [CAOT], 2015; McDougal & Nowrouzi-Kia, 2017). Although occupational therapists have traditionally worked in workplace injury rehabilitation, it is not routine for clinicians to collaborate with department managers, workers, and human resource professionals to provide work disability prevention services. Following interactions with university staff at annual health fairs, and through many conversations with the director of disability management services, a need for workplace disability prevention services across a university campus was identified; and a role-emerging fieldwork placement for occupational therapy students was developed in collaboration with human resources.

Role-Emerging Placement Description

Historically, role-emerging placements are an option for students to promote occupational therapy in a setting where occupational therapy services do not currently exist (Overton et al., 2009). Similarly, the goals of this role-emerging placement were to provide a unique and quality experience for students, to provide beneficial work disability prevention services to the university community, and to increase the visibility of the profession of occupational therapy. Since the role-emerging fieldwork placement began in 2015, occupational therapy students have provided comprehensive and holistic services across university departments including office environments and service departments. Services have included individual ergonomics assessments and interventions, department-wide work disability prevention assessments and interventions, and job task analysis. Results of individual assessments or job task analysis were provided in comprehensive reports and department-wide results were presented to department managers.

Program Evaluation

Role-emerging placements have been shown to benefit the occupational therapy students who gain personal and professional growth and development, most notably in the growth of their professional identities, and the organizations they serve (Bossers et al., 1997; Clarke et al., 2014; Clarke et al., 2019; Lau & Ravenek, 2019). They have also been found to benefit the profession, as occupational therapy becomes known in new settings (Thew et al., 2011). Despite these promising results, few published studies have used a formal program evaluation approach to assess the impact or outcomes for clients or organizations who receive services in role-emerging placements (Clarke et al., 2014). In 2019, an evaluation of the work disability, role-emerging placement was initiated to assess the student experience and to examine the impact of the work disability services for managers and workers. This paper will report on the findings from that evaluation.

Evaluation Methods

A utilization-focused evaluation approach was chosen as a guiding framework, as it orients evaluation activities toward practical application for intended users. Evaluation planning is done in collaboration with primary intended users of the evaluation results and implications for use are integrated into planning and implementation of evaluation activities. Employing this approach helped to ensure that the results of the evaluation would have utility for program planning, quality improvement, and decision making (Patton, 2008). Within this program evaluation framework, a number of methods were used including a retrospective review of reports and educational materials, a manager and worker survey, and a review of results from an existing student survey.

Retrospective Review of Reports and Educational Materials

To evaluate the scope of the work completed by the students, all past reports and educational materials created were reviewed. See Appendix A for the work disability prevention template that was used and adapted by students for both individual and department-wide reports, and Appendix B for an example of educational materials. Data was collected regarding the dates of service delivery, the department or unit that received services, and the types of services completed. Risk factor and recommendation topics were then collected and categorized utilizing the Person-Environment-Occupation model (Law et al., 1996) to evaluate if students were providing holistic and comprehensive solutions across departments.

Development of a Manager and Worker Survey

To evaluate the quality of the intervention, an online survey was developed for clients of the student-led work disability prevention services. The survey was designed to collect data to evaluate whether beneficial work disability prevention services to the university community were provided and to better understand the perceptions and satisfaction of the occupational therapy student services. The survey was developed with a worker and manager version using an iterative process in collaboration with program stakeholders. The survey included open and closed ended questions, Likert scales, and ranking questions.

Existing Student Survey

To evaluate the quality of the student experience, the results of an existing student survey were analyzed to assess the overall student experience. Eighteen relevant questions were analyzed from this online survey that utilized Likert scales responses and optional comment boxes. Question topics included student perception of the overall experience, orientation, learning objectives, learning opportunities, workload, impact and supervision provided. An example of a statement students responded to was “Overall, this is an excellent clinical practicum.”

Outcomes

Retrospective Reports and Materials Review

Since the role-emerging fieldwork placement began, 24 occupational therapy students have provided comprehensive and holistic services across 18 university departments. All student reports and educational materials from these services were identified and reviewed during this evaluation. See Table 1 for the number and type of report or educational material reviewed. Appendix A includes the template utilized and adapted for both individual and department-wide reports and Appendix B provides an example of an educational material.

Table 1

Type and Number of Materials Reviewed from Role-Emerging Placement

Type	Number
Department wide work disability prevention report	16
Individual ergonomic assessment reports	51
Job tasks analysis reports	12
Group education session slides	16
Other educational materials including slideshows, brochures, videos, etc.	44
Total	139

Data collected from these reports and materials revealed that risk factors identified, and recommendations provided, spanned the person, environment, and occupation. Common risk factors identified, and recommendations made by the occupational therapy students are reported in Table 2.

Table 2*Findings from Materials Review*

Student Identified Risk Factors		
<i>Person</i>	<i>Environment</i>	<i>Occupation</i>
Poor biomechanics	Poor fit of work area	Communication challenges
Prolonged static positions	Poor fit of equipment	Increased workload
Reported workplace stress	Disorganized work area	Unpredictability in work tasks
Repetitive motions	Faulty equipment	Limited ergonomic training
Forceful motions	Poor air circulation	Confusion of expectations
Student Identified Recommendations		
<i>Person</i>	<i>Environment</i>	<i>Occupation</i>
Ergonomics education	Rearranging work area	Adding ergonomic education to orientation
Stress awareness education, tools, resources	Modifying or adjusting equipment	Rotate work areas
Biomechanics training	Provision of ergonomic equipment	Exploring and implementing communication tools
Increasing movement breaks and stretching	Improved use of equipment available	Implementing warm-up exercises

An added benefit to the review process was the identification of inconsistencies among templates, student resource and orientation materials and documentation storage. For example, some templates did not include contact information or hours observed in the department and some student resources and reports were found stored in different locations. These results were used to improve the role-emerging placement procedures.

Worker and Manager Survey

Sixty-two past clients, including workers and managers were invited by email to participate. Thirty-one clients completed the survey, including 12 managers (39%) and 19 workers (61%). All workers and managers “agreed” or “strongly agreed” that the services benefited wellness in the workplace; that they were satisfied with services; that they would recommend the occupational therapy student services to others; and, that the comprehensive reports provided were useful. Managers were asked to rank which service was the most beneficial to their department. Five managers (42%) responded that the individual ergonomic assessment was the most beneficial.

In terms of the impact of services, 100% (n=19) of workers reported changing their work setup and 89% (n=17) reported changing their work habits. Within their department, 89% (n=8) of managers reported changes had been made to work setup, and 78% (n=7) of managers reported that work habits had changed within the department. The

survey included an optional response area to identify any reasons a worker or manager would not have agreed that changes had been made. A few barriers were noted, including costs to implement changes and the difficulties associated with changing behaviors. Table 3 reports survey results of questions that were utilized on the manager and worker version of the survey. Table 4 includes results from additional questions that were included on the worker version of the survey and Table 5 reports additional questions from the manager version of the survey.

Table 3

Manager and Worker Responses to Survey Questions

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
Services provided by Work Well will benefit the wellness in my workplace.	0	0	16	15
I am satisfied with the Work Well Services.	0	0	12	19
I am likely to recommend Work Well services to others.	0	0	12	19

Table 4

Worker Responses to Additional Survey Questions

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand the changes that can be made to my work setup to prevent injury (such as equipment or layout changes, etc.).	0	0	9	10
I understand the changes that can be made to the way I work or my work habits to prevent injury.	0	1	8	10
I have already made changes to my work setup to prevent injury (such as equipment or layout changes).	0	0	12	7
I have already made changes to the way I work or work habits to prevent injury.	1	1	10	7
I found the ergonomic assessment report to be useful.	0	0	10	8

Table 5

Manager Responses to Additional Survey Questions if a Department-Wide Report Was Completed

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand the changes that can be made to the work setup in my department or work area to prevent injury (such as equipment or layout changes, etc.).	0	0	5	4
I understand the changes that can be made to work habits or way work is completed in my department or work area to prevent injury.	0	0	4	5
Changes have already been made to the work setup in my department or work area to prevent injury.	0	1	6	2
Changes have already been made to the work habits or the way work is completed in my department or work area to prevent injury.	0	2	7	0
I found the global report provided to my department useful.	0	0	7	2

Fourteen workers or managers provided optional comments at the end of the survey praising the occupational therapy students' work. An inductive thematic analysis of open-ended responses was completed. All responses were initially reviewed to gain an overall understanding and three recurring themes were identified and used to categorize the responses. Themes identified in these comments included reflections on the positive experience, confirmation of a need for the services and examples of how work injury risk was reduced. See Table 6 to review comments shared for each theme.

Table 6*Optional Comments Provided from Workers and Managers on Survey*

Theme: Positive experience
<p>“It was a very positive experience, and we are able to make changes in my office based on the recommendations.”</p> <p>“Just that I found it and the people to be very engaging...”</p> <p>“It was an enjoyable experience and exchange with the students involved in the project.”</p> <p>“It was a nice experience, and they were able to fix my chair, so I was very grateful for that. Everyone was also very nice and patient.”</p> <p>“I found it a good team work...”</p> <p>“The students were amazing. They were positive, helpful, cheerful, super, provided many suggestions.”</p> <p>“All the staff were very appreciative of the work being done by the students and the recommendations proposed. It was a real pleasure to have the students around for this assessment.”</p> <p>“...[student names] were very friendly, articulate, and effective.”</p> <p>“I think it was a great experience and helped me self-reflect on my work habits.”</p> <p>“Courteous and professional. I was impressed with the quality of services offered.”</p> <p>“It was a very good experience. The students were thorough, passionate, and accommodating. I was very impressed all around.”</p> <p>“I really appreciate the program and think it is a great initiative that many....could benefit from...Thank you for helping me.”</p>
Theme: Need for services
<p>“We talk a lot about improving ergonomics, but this made me realize how little the staff...actually know about ergonomics and how we obviously should be bringing in the expertise that is right here...”</p> <p>“It would be great to have a service provided by the program that could send someone anytime we have a new employee to do an individual assessment...”</p>

Theme: Reduced Work Injury Risk

“My counter was too high, and they recommended my counter be lowered. Since then, it has been lowered and the health benefits are enormous. I do not have to stretch my neck, I feel empowered that I can see the students now, it is the best thing! Their recommendations led to this positive change.”

“It made me aware of things that I can easily change to feel better. Things that were obvious but that I did not notice anymore because of habits became obvious again and easily fixable.”

“The information and assessment provided as a real eye-opener about how much my health was being affected by the way I was working. This insight will no doubt help me in my duties...but also ensure that my later stages in life are not riddled with health issues that could have been avoided with a simple change now.”

“I just want to commend them on advice that they gave me for my sore shoulders: 1) get a knapsack that attached around waist as it lessens the burden on my shoulder and 2) get a new office chair. As my cubicle is permanent and not adjustable and no chairs on the market were the correct height for my shoulders to not rise up I had to get a custom chair made...3) go to physiotherapy. After getting the new chair, new knapsack and one session of physio I have zero shoulder discomfort!! Thank you!”

Student Survey

At the end of each role-emerging fieldwork placement, each of the 24 students completed the anonymous survey. Students provided overwhelmingly positive responses about their experience during the placement. For example, 96% (n=23) of students agreed that the clinical placement was excellent and 92% (n=22) felt that they were valued. Moreover, 100% (n=24) of students agreed that they had opportunities to make use of their acquired knowledge and were satisfied with the variety of the caseload. Additionally, most students provided positive feedback related to orientation, learning objectives, learning opportunities, workload, impact, and supervision provided. See Table 7 below for additional questions and responses.

Table 7*Student Survey Questions (n=24)*

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, this is an excellent clinical practicum.	0	0	1	6	17
Overall, I learned a great deal from this clinical practicum.	0	0	0	7	17
I received an adequate orientation to the therapeutic equipment, available material and work area related to the discipline and program in which I completed my clinical practicum.	0	0	2	16	6
I felt welcomed by the staff members of the institution.	0	0	1	2	21
Clear learning objectives were established in collaboration with my fieldwork educator.	0	0	0	8	16
Clear learning expectations of performance were established.	0	0	1	8	15
Learning objectives were realistic and achievable.	0	0	2	5	17
I am satisfied with the variety of caseload I experienced given the patient population.	0	0	0	10	14
During my clinical practicum, I had a variety of opportunities to practice interviews.	0	0	0	7	17
During my clinical practicum, I had a variety of opportunities to practice treatment.	0	0	6	10	8

During my clinical practicum, I had a variety of opportunities to practice patient documentation.	0	0	1	8	15
The necessary materials and resources were available to me to carry out my clinical practicum.	0	0	1	7	16
I was given a manageable amount of responsibility for my level.	0	0	2	8	14
As the clinical practicum progressed, the opportunity for more responsibility gradually increased.	0	0	3	5	16
There was a lot of opportunity for self-directed learning.	0	0	0	3	21
I felt valued for the contributions I made to the site as a student.	0	0	2	5	17
The supervision program was well organized, consistent and structured.	0	0	1	14	9
During my clinical practicum, I had sufficient opportunities to make use of my acquired knowledge.	0	0	0	8	16

The survey also included an opportunity for students to provide optional open-ended comments. An inductive thematic analysis was utilized to categorize pertinent comments. Three reoccurring themes emerged in the students' responses. These themes included: an increase in students' occupational therapy skillset, an improvement in their understanding of the role of occupational therapy in workplace disability prevention, and the challenges they faced during the placement. Student comments that were not relevant to this program evaluation were not included.

In terms of skillset, students reported an improvement in confidence in certain skills, such as report writing, interviewing, self-directed learning and presentation skills. One student stated that the placement gave her "the confidence that [she] will be able to grow into an independent practitioner." Although not directly asked in the survey, students commented on gaining a clearer understanding of the role of occupational therapy in workplace disability prevention. For example, one student shared gaining a better understanding of "how the holistic approach of occupational therapy can be used to really promote work wellness and help to prevent work disability."

Comments from students also included potential challenges that students may face on the placement. These comments illustrated a desire for more time observing clinical supervisors and for more direction. Students reported a positive response to the independence of the placement, but also shared challenges related to managing time and their schedule. An additional student concern shared was that the role-emerging placement was possibly too limited in scope if a student did not wish to work in this setting after graduation. See Table 8 for optional student comments.

Table 8

Relevant Optional Comments Provided from Students on Survey

Theme: Students reported increased occupational therapy skills
<p>“This placement is very report heavy so there was a lot of opportunity...on top of this, there was revision opportunities so were able to perfect the reports which was great, especially to get it to the level that a ergonomic/job task analysis specialist would submit...”</p>
<p>“...I felt the skills I gained from that [work and ergonomics] class were built off of and strengthened.”</p>
<p>“...provided me with great exposure and growth in the area of vocational/private practice documentation writing.”</p>
<p>“I enjoyed the opportunity for independence during this stage, and this stage gives me confidence that I will be able to grow in an independent practitioner...”</p>
<p>“We were independent, but had the support we needed from our supervisor which was great...”</p>
<p>“I particularly learned a lot of soft skills such as increasing my self-directed learning skills and clinical judgement/independent skills...”</p>
<p>“This stage presents the opportunity for developing self-directed learning skills and independent practice...”</p>
<p>“I wanted to learn about ergonomics, and this role emerging stage let me do exactly that. Great teaching through workshops provided and then ample opportunities to go and apply knowledge...”</p>
<p>“I enjoyed interviewing the different clients and am more confident in my interview styles...”</p>
<p>“Loved the hands-on aspects of treatments. Learned a lot that way...”</p>

“I became more comfortable in my report writing and practiced with many different clients.”

“The documentation was the best part. Both supervisors have a great experience in their respective fields. They surely made a point that we learnt great report writing. I used to shy away from long reports...”

“I truly feel more comfortable in my report writing, presentation skills and interviewing skills.”

Theme: Students reported increased understanding of the occupational therapy role in workplace disability prevention

“I learned how to work as an outside within a department in a work setting as an occupational therapist. I learned a lot about the role of OT in a work setting.”

“I also learned a little more in the area of vocational/disability management OT practice through journal articles...”

“I learned a HUGE amount about the role of OTs in a work setting. I do not think I even realized how much there was to know or learn about how much and the variety of what OTs can do in work settings. I really liked seeing a very different side of OT and learning how to conduct ergonomic assessments/interventions. I loved working with a department, getting to know how they function, hearing about people’s challenges and trying to help address through an educational intervention and by advocating on their behalf to the upper levels of the department. I really learned a lot about how OTs can be a big part of the work community through observations and interviews.”

Theme: Students reported potential challenges of the role-emerging placement

“It would be helpful to watch videos with supervisors beforehand to practice analyzing job tasks and to have more clear expectations of what type of data to collect and how...It could also be helpful to have a supervisor come with students for the first couple of observations to help demonstrate...”

“More supervision at the beginning of the placement....”

“I would like to see more of [supervisors] in action...”

“More guidance from our supervisors would have made it easier...”

“I would have preferred to meet [supervisors] more often in person...”

“Students must be prepared for a very different OT experience as a consultant/document writer when taking on this stage. It is a fun job, but only for people who really want to do this outside of school. Otherwise, the scope of this stage may seem limited to a student who prefers hospital or community settings...”

“This stage could lead to some frustration and burn out if time management skills and prioritization of occupational balance are not developed...”

Discussion

The results from this evaluation show the value of this role-emerging placement. The placement provides holistic and beneficial work disability prevention services to the university community, provides a quality experience for students, and promotes the profession of occupational therapy. A review of past reports and educational materials shows that a comprehensive and holistic lens, considering the interaction between the person, environment and occupation, was utilized by the students. A holistic approach has been found by other studies to be a benefit of role-emerging placements, as more time is available for students to interact with clients than in traditional placements (Lau & Ravenek, 2019). Additionally, this extra time in role-emerging placements allows for a more client-centered approach, which Kaelin and Dancza (2019) found to be “transformational for some students as they expressed how they would continue to practice in a way that is client-centered in their future placements and work” (p. 717).

In this evaluation, workers and managers provided an overwhelmingly positive response to occupational therapy student services. Workers and managers agreed that they were satisfied, that services were beneficial, and almost half of those surveyed offered additional praise of the student’s work and impact. The services provided resulted in most workers and managers reporting changes to work habits or work setup to prevent workplace injury. This finding is particularly notable given the potential impact of these changes in reducing workplace injuries and subsequent loss of worker productivity. Additionally, these reported outcomes can support the argument that occupational therapists’ use of holistic and comprehensive interventions can be advantageous for work disability prevention (McDougal & Nowrouzi-Kia, 2017).

Almost all students agreed that the placement was an excellent experience, that their work was valued and that they were able to use their acquired knowledge. Students reported professional skill development, increased self-confidence and a better understanding of the occupational therapy profession, findings that have been supported in other research on role-emerging placements (Bossers et al., 1997; Clarke et al., 2014; Lau & Ravenek, 2019; Mattila et al., 2018; Overton et al., 2009; Thew et al., 2018). One concern noted of role-emerging placements in the literature is limited client interaction (Clarke et al., 2014, Overton et al., 2009). However, this was not reported by the students surveyed and, on the contrary, students were satisfied with their caseload. Some of the challenges that were expressed by students, included desiring more time with clinical supervisors and the lack of structure requiring time management have been found in other studies (Lau & Ravenek, 2019; Kaelin & Dancza, 2019). Lau and Ravenek (2019) found the lack of structure of role emerging placements to be a benefit, as “the difficulties of an unfamiliar and self-directed learning environment simultaneously contributed to [students’] growth and development as professionals” (p. 19). And Kaelin and Dancza (2019) found that the lack of direct occupational therapy supervision forced the students to grow in their understanding of theory and potential interventions.

Promoting occupational therapy services where they are not available is a commonly identified benefit and rationale for role-emerging fieldwork placements (Bossers et al., 1997; Clarke et al., 2014; Overton et al., 2009; Thew et al., 2011). Success in promoting occupational therapy services as a result of this role-emerging placement has been demonstrated through this evaluation, as well as through other interactions with the university community. Every worker and manager that responded to the survey agreed they would recommend the occupational therapy student services to others. One manager shared their hope that similar training could be provided to all new hires in their department. Students also shared having a better understanding of occupational therapy's unique role in workplace disability prevention. Across the university, several departments have reached out to express interest in future partnerships with the occupational therapy program and the role-emerging placement. Anecdotally, a human resources leader shared their intention to hire an occupational therapist when selecting a clinical expert for their disability management team, based on their experience with the role-emerging placement.

A few limitations were encountered throughout the evaluation process. First, although the clients' response rate was quite high, we do not know the opinions of those who did not respond to the survey. Second, because of the timing of the survey, some clients had received the services more recently than others. Those who received the services in past years may have forgotten aspects of their experience, making their responses less accurate. Third, the existing student survey was a general survey collected for all fieldwork placements and does not have questions specifically addressing the nature of the role-emerging placement.

Implications for Occupational Therapy Education

The evaluation process has made it clear to the authors that there are many benefits to having an occupational therapy program within a university provide innovative role-emerging placements targeting workplace disability prevention. A partnership with human resources has the potential to benefit students, workers and the organization, while promoting the unique value of occupational therapy in workplace disability prevention and health promotion.

Students shared that the ability to be self-directed was essential to this role-emerging placement. Some students shared meeting their personal goals of learning about work-disability prevention through the placement, while one student shared concern that the scope may be too limited if a student does not have a strong interest in this area. These are important considerations for occupational therapy programs when offering and selecting students to participate in role-emerging placements. As mentioned in prior studies, thoughtful preparation and selection of students who participate in the role-emerging placement is recommended to ensure satisfaction and success (Clarke et al., 2014; Clarke, et al., 2019; Overton, et al., 2009).

Conclusion

The use of formal program evaluation methods to assess role-emerging placements in occupational therapy programs has a number of benefits. This broad evaluative approach captures the impact on individuals and organizations served, helps to ensure that student services provided are impactful and promote the profession, and supports the efficiency, sustainability, and growth of a role-emerging placement. In addition to providing valuable results, employing a utilization-focused evaluation framework ensures that the process of conducting the evaluation also provides an opportunity for program improvement and relationship building. Program evaluation can also allow barriers or recommendations to be formally identified and communicated with the partnering organization which may inspire innovative ways to partner and promote the profession in the future.

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Appendix A

Work Disability Prevention Assessment Template

Student Name(s):

Participant:

Participant Contact Information:

Date of Visit:

Reason for Referral:

Consent Obtained from Participant? Yes No

OCCUPATION

Employer:

Job Name/Title/ Department:

Work Schedule:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Full time: _____

Part time: _____

Break Schedule:

Essential Job Functions:

Equipment/Tools/Materials Handled:

PERSON

Relevant Medical History:

Client's Wishes:

Any other Subjective Reports/Personal Issues Identified:

ENVIRONMENT

Physical Environment :

Office Description:

Workstation/Equipment Description:

Adaptive/Mobility/Ergonomic Aids:

Social/Cultural/Institutional Environment:

ANALYSIS

Overview:

1) *strengths noted during the assessment process*

2) *a brief and very general overview/introduction of the ergonomic risks*

Summary of Identified Risk Factors and Recommendations for Risk Factors:

1. *Risk factor:*

Recommendation:

2. *Risk factor:*

Recommendation:

3. *Risk factor:*

Recommendation:

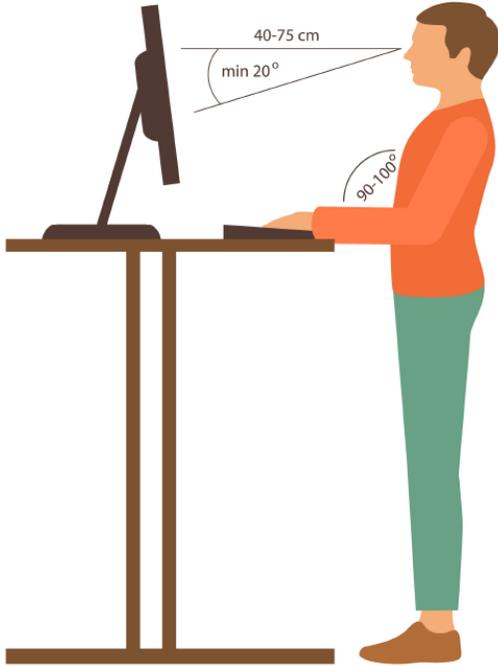
PLAN:

Provide measurements, pictures, examples of equipment, etc. in appendix.

Appendix B

Example of Educational Materials Created by Students

HOW TO USE A STANDING DESK



(Source: NextDesk.)

- 1 Stand on an **anti-fatigue mat** when possible.
- 2 Ensure that your **head, torso and legs** are aligned.
- 3 **Shoulders** are relaxed, with arms hanging by your side.
- 4 **Desk height** is at elbow level. **Elbows** are bent 90° and close to the body.
- 5 **Monitor** is at an arm's length distance, with the screen tilted back 15-20°. Top of monitor is slightly below **eye level**.
- 6 **Hands and wrists** are straight and parallel to the floor.
- 7 Keep **knees** slightly bent and **feet** flat on the floor.
- 8 **Shift weight** from leg to leg periodically. Alternate between sitting and standing every **20 min-1 hour**.
- 9 Wear comfortable, supportive **footwear**.

+ What are the health benefits? +

- Encourages movement throughout the day
- Improves blood circulation, which may boost productivity
- May decrease the risk of developing pain caused by prolonged sitting