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Effectiveness of Occupational Therapy's Role in Promotion of Role Fulfillment with Aviation Students in Higher Education who are Experiencing Mental Health Conditions

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Focus Question

What is occupational therapy's role in the promotion and education of strategies to support aviation students in higher education who are experiencing mental health conditions that affect their role fulfillment?

Case Scenario

Topic Discussion

This critically appraised topic paper focuses on occupational therapy's role and the interventions for improving the mental health of aviation students in higher education. Aviation students are higher education student pilots learning to become pilots within various roles. Stress and fatigue among students in higher education are prominent problems (Beiter, 2015; Kalmakis et al., 2021). The focus on aviation students for this critically appraised topic paper reveals the unique stressors relating to flight training that is added on top of the normal academic stress load that university students face (Robertson & Ruiz, 2010). Due to these stress factors, the mental health of aviation students is negatively impacted and can affect their role fulfillment as aviation students. Higher level education has been defined in this critically appraised topic paper as institutions providing study beyond the level of secondary education, such as colleges and universities, community colleges, and vocational and technical schools (National Center on Safe Supportive Learning Environments, 2023).

Impacts on Mental Health

In this critically appraised topic paper, mental health is defined as emotional, psychological, and social well-being (Center of Disease Control, 2021). Lipson et al. (2022) conducted a study on the prevalence of mental health conditions in college students in 373 schools from 2013-2021 and found, "over 60% of students met criteria for one or more mental health problems, a nearly a 50% increase from 2013" (p.18). Individuals experiencing mental health conditions can experience additional side effects that impact their role as college students. Depression has been found to be associated with behaviors of poor diet, lack of exercise, poor sleep habits, and inconsistencies in health management (Beiter et al., 2015). In the aviation industry there is a concern for the underreporting of self-medication that occurs as pilots have a fear of losing their certification (Winter et al., 2016). This perception aligns with finding that consumers' perceptions of pilots using medication are negative, specifically towards anxiety and depression medications (Winter et al., 2016). Winter et al. (2016) suggests that there is a large stigma around mental health in the aviation industry. Occupational therapists could be beneficial allies in reducing the stigma. Mental health is an area occupational therapists can help to educate and advocate for higher education students about mental health to support their role fulfillment (Nagata, 2022). Advocating and direct services of occupational therapy could be beneficial for the population of aviation students as well.

The impacts of depression and anxiety can have a negative effect on higher-level education student roles and well-being. For example, "depression and anxiety can associate with decreased GPA, acute infectious illness, increased alcohol consumption, smoking, increased self-injurious behaviors, withdrawal from college, suicidal ideation, and suicide" (Oswalt et al., 2020, p.1). For individuals making the transition from high school to college, the increase in the volume of material and the students' increase in responsibility for time management contributes to the growth of stress experienced by the students and, therefore, can also lead to negative effects on mental health (Beiter, 2015).



Aviation students face unique stressors that are different from students with other college majors because of flight training that aviation students do, in addition to their undergraduate essential studies requirements (Robertson & Ruiz, 2010). Aviation students must manage their time between completing check rides, check ride scheduling, practical tests, and written exams, on top of their flight course workload and essential studies. The management of multiple role requirements becomes complex when the roles of both student and a pilot are being upheld. As a result, participating in the field of aviation requires consistent high levels of performance regardless of environmental pressures (Kirschner et al., 2014).

Overall, pilots are not likely to approach physicians and counselors as support systems for their mental health conditions (Cahill et al., 2021). This phenomenon has been evidenced by pilots underreporting their mental health problems due to a combination of fear of the public stigma and losing their license (Wu et al., 2016). Pilots that experience mental health conditions such as psychosis, bipolar disorder, and some personality disorders are automatically disqualified from being a pilot fit to fly (Federal Aviation Administration, n.d). This disqualification from being a pilot fit to fly includes taking medications prescribed for the conditions forementioned. The additional concerns and fears student pilots have about seeking support for their mental health conditions may result in higher stress levels that further impact their mental health (Robertson & Ruiz, 2010). Education and management strategies such as yoga, mindfulness, peer mentorship and time management may be used to promote role fulfillment for aviation students in the higher education setting and will be explored within the constraints of this critically appraised topic paper. Occupational therapists may be a useful resource for implementing the aforementioned education and management interventions for aviation students.

Theoretical Perspective

The Model of Human Occupation (MOHO) was used to guide the understanding of role fulfillment of aviation students in higher education who are experiencing mental health conditions through an occupational theory philosophical lens. This model asserts that daily occupations are a combination of motivational factors (*volition*), habits and routines (*habituation*), abilities (*performance capacity*), and environmental influences (*social and physical*) (O'Brien, 2017). Comprehension of the components of MOHO relating to the person allows occupational therapists to design and carry out effective interventions following a client-centered approach. This model allows occupational therapy to tailor services to aviation higher education students and their mental health conditions. Mental health is a key part of human being well-being (Cahill et al., 2021). The World Health Organization defined mental health as a state of well-being that promotes an individual to work productively (World Health Organization (WHO), 2018). Therefore, work-related stress can inhibit a pilot's performance, safety, and well-being impacting role fulfillment (Cahill et al., 2021). Methods of intervention that show promising results in mental health are client-centered and goal-directed strategies (Ikiugu & Nissen, 2016). These types of intervention follow the theory of MOHO as they fall into the categories of *volition*, *habituation*, and *performance capacity* (O'Brien, 2017). The value of theory use plays a key role in mental health programming. Ikiugu and Nissen (2016) found that the most models used in occupational theory in mental health were behavioral/cognitive- behavioral models, the model of human occupation (MOHO), and client-centered models. They found that when these models were used to guide mental health



intervention, they had greater goal achievement for their clients (Ikiugu & Nissen, 2016). The goal of this critically appraised topic paper is to understand the role of occupational therapy with aviation students in higher education experiencing mental health conditions that are affecting their role fulfillment and to explore the implementation of education and management strategies. Interventions targeting habituation and volition may help improve quality of life (O'Brien, 2017).

Purpose Statement

Currently, there is an overall lack of evidence examining the effects of occupational therapy interventions to support the mental health of aviation students in higher education to promote and educate role fulfillment. This was evidenced by the limited number of search results related to occupational therapy's role with aviation students in higher education from the previous literature search. The purpose of this critically appraised topic paper was to determine occupational therapy's role in the promotion of management, education strategies, and self-awareness for aviation students to enable their role fulfillment as aviation students.

Synthesized Summary of Key Findings

Search Strategy Methods

The initial search began February 22, 2023. From the initial search, a total of 40 articles were initially reviewed within the period of February 22nd, 2023, to March 1st, 2023. For this critically appraised topic paper, our references were found through the University of North Dakota (UND) library, Pub-Med, Cumulative Index to Nursing and Allied Health Literature (CINAHL), American Occupational Therapy Association (AOTA), and a Google site search. When searching for articles, the focus was directed to aviation in higher education with mental health conditions in the United States, Australia, and Norway. The following terms were used to search databases: "aviation", "collegiate aviation students", "mental health", "airlines", "occupational therapy", and "occupational therapy on college campuses". To advance the search in-depth, "AND" or "OR" were added between terms to create phrases within the search. Inclusion criteria included articles published after 2010, articles that included mental health, higher education students, and pilots of various roles. Exclusion criteria consisted of articles that were published before 2010, articles that did not include mental health, and articles that included education lower than the college level.

Types of Articles Reviewed

Of the 40 articles reviewed, 21 were chosen for further, in-depth review. Of the 21, there were two articles that were level I scoping reviews (Caceti & Chapleau, 2019; Dobrowolski & Chapleau, 2019). Three articles were a level I systematic review (D'Amico et al., 2018; DeHoff & Cusick, 2018; Nagata, 2022). One article was a level III pre and post-study (Keptner, 2016). There were 12 level IV articles (Beiter et al., 2015; Bruffaerts et al., 2018; Ikiugu & Nissen, 2016; Kalmakis et al., 2022; Keller et al., 2022; Kirschner et al., 2014; Lipson et al., 2022; Oswalt et al., 2020; Robertson & Ruiz, 2010; Sæther, 2021; Winter et al., 2016; Wu et al., 2016). There were three qualitative articles (Cahill et al., 2021; Oswalt et al., 2020; Reavley, 2011). One selected chapter from an occupational therapy textbook was also used to describe the purpose of an occupational therapy model (O'Brien, 2017).

A secondary search was done on April 25th, 2023 to explore occupational therapy interventions that support the mental health of individuals. This search was focused on individuals of a variety of ages in different educational settings due to a lack of research on the



connection between occupational therapy interventions and aviation students. A total of 10 articles were reviewed during the secondary search. Two articles were a level I systematic review (Grajo, 2020, Zenner, 2014). Two articles were level III (Holmefur et al., 2019; Popova, 2022). Four articles were level IV (Flyer & Joong, 2016; Henton et al., 2021; Pitre et al., 2018; Lin et al., 2020). There was one qualitative hermeneutic phenomenology article (Thomson, 2021). In addition, one article was a conceptual framework for meaningful participation in yoga (Crowe, 2016).

Management Strategies

University facilities provide enrolled students with the resources to help cope with and manage the symptoms that are experienced as a result of mental health conditions (Reavley, 2011). The services provided by university student health clinics may include physical, emotional, and sexual health and psychological counseling and are provided by general practitioners, psychologists, and psychotherapists and offer services of (Reavley, 2011). The use of these services depends on how an individual prefers to approach interventions for their mental conditions (Sæther, 2021). Sæther (2021) examined the satisfaction of university students. Sæther (2021) noted that health services satisfaction was greater for those attending larger universities than smaller universities. D'Amico et al. (2018) and Nagata et al. (2022) found that the mental health interventions of occupation-based, health and wellness, and psychoeducation had increased higher education student's participation in daily activities and role fulfillment. Psychoeducation is the process of engaging clients in education about their mental health conditions and mental health symptoms to increase self-awareness and understanding of their academic needs (Nagata et al., 2022). Occupation-based interventions entail using activities of daily living (ADLs) and instrumental activities of daily living (IADLs) to improve skills and to create occupational goals for role fulfillment (D'Amico et al., 2018). Examples of specific occupation-based interventions that occupational therapists can carry out to support the mental health of individuals may include time management programs, peer mentorship programs or classes focusing on mindfulness and yoga.

Time management strategies are essential skills for students and professionals to manage everyday life. It is common for time management strategies to not be taught in undergraduate or graduate programs (Pitre et al., 2018). Teaching time management strategies can better prepare students to enter the workforce and reduce stress levels, improve career satisfaction, and improve personal well-being (Pitre et al., 2018). Strategies may include using a planner to schedule times to complete tasks, identifying priority tasks, then completing them first, as well as making goals for what needs to be completed (Pitre et al., 2018). These strategies may be useful for students in aviation trying to manage classes, homework, and flight schedules as all the different aspects can become overwhelming and stressful for a student. In one study, Holmefur et al. (2019) looked at interventions to improve time management. The intervention called Let's Get Organized (LGO) is a manual-based group intervention that has a goal of developing effective time management habits and organizational skills (Holmfur et al., 2019). The results showed significant improvement in participants' time management skills and participants were more satisfied with their daily occupations (Holmfur et al., 2019).

Yoga is an effective activity-based intervention to improve communication and engagement (Grajo et al., 2020). The practice of yoga is used as a therapeutic intervention to decrease stress by facilitating relaxation and connection of mind, body, and spirit using of



breathing, meditation, and physical postures (Crowe et al., 2016). The effectiveness of yoga interventions was explored within the scope of occupational therapy practice to improve academic participation in school-aged children (5-12 years old). However, yoga can be used throughout the lifespan as a healthy and holistic approach to stress relief (Watts, 2021).

Mindfulness is a program that may be used by occupational therapists to implement in individuals experiencing mental health conditions such as stress or anxiety. Henton et al. (2021) defined mindfulness as “an effective coping mechanism, which includes strategies of deep breathing, journaling, and meditation in addition to the act of being mindful through self-reflection and self-awareness” (p. 1). Henton et al. (2021) explored the impact of mindfulness-based intervention on the stress of occupational therapy students. Mindfulness intervention is a holistic practice as it maintains focus on an individual's mind, body and spirit and making sure all three areas are harmonized together during occupational engagement (Henton et al., 2021). The study of implementing mindfulness techniques to the 467 occupational therapy students who had participated in the study showed positive results. The results included decreased anxiety or stress and improvement in productivity, quality of life, occupational balance, occupational engagement, and motivation (Henton et al., 2021). A barrier reported by the participants in the study included the difficulty of finding time to participate in mindfulness (Henton et al., 2021). A second study examined how mindfulness is implemented into a school setting by an occupational therapist and the benefits that mindfulness intervention can have on students. Lin et al. (2020) examined how implementation of evidenced-based stress management programs with 176 students between 4th and 6th grade would impact their emotional self-efficacy and life satisfaction. The mindfulness intervention included four 45-minute lessons on mindfulness and sensory-based activities including yoga, deep breathing, mandala coloring, and slime making (Lin et al., 2020). Findings from mindfulness intervention supported the children's ability to deal with negative emotions, which can include the stress or anxiety that students may face (Lin et al., 2020). Occupational therapists are encouraged to collaborate with school counselors to develop and implement mindfulness programs within school settings to address the mental health needs of the students (Lin et al., 2020). The use of mindfulness to support the mental health of individuals has increased over the years in both research and practice. Schools continue to add mindfulness courses into their programs (e.g., University of North Dakota occupational therapy program having a “Mind and Body Skills” course) but research is still needed to support its effectiveness (Zenner, 2014).

Peer mentorship is a program used in many educational programs across the United States (Flyer & Joong, 2016). The purpose of a peer mentorship program is to establish a support system, foster community spirit, and cultivate leadership skills for students within a specific program (Flyer & Joong, 2016; Thomson et al., 2021). The support system is made up of a mentor-mentee relationship (Thomson et al., 2021). The mentor is a peer that has experience in a specific program that demonstrates professional behaviors that can be a model for their mentee (Thomson et al., 2021). A mentee is a peer that has less experience in the same specific program that is looking for support (Thomson et al., 2021). The mentor-mentee relationship creates peer mentorship. Peer mentorship requires ongoing communication throughout each semester (Thomson et al., 2021). Ultimately, the amount of communication is based on the needs and preferences of the mentee (Thomson et al., 2021). To create a successful mentor-mentee relationship it is essential that the mentor establishes and maintains a rapport



with their mentee (Thomson et al., 2021). Overall, participating in a peer mentorship program has been associated with positive outcomes such as improved academic success and enhanced well-being of students (Thomson et al., 2021). Occupational therapy services within peer mentorship may be best served through direct occupational therapy consultation (Popova, 2022). Consultation is an indirect service of occupational therapy with the intended purpose of providing teachers and multidisciplinary teams with support on how to promote an area of occupation (American Occupational Therapy Association, 2020). As a result, implementing peer mentorship through occupational consultation services may enhance the role fulfillment of aviation students with mental health conditions.

Role Fulfillment & Occupational Therapy

Undetected mental illness in university students has also been cited as a contributing factor to the dropout rate (Keptner, 2016). According to Keptner (2016), “fewer than 20% of students use campus counseling services” (2016 p.186). Approaches may include providing education and resources to prepare for occupational challenges to make the transition more successful on college campuses.

Occupational therapy may play a unique role in maintaining role fulfillment for aviation students in higher education with mental health conditions; particularly because it does not involve the prescription of medication- which aligns with the needs of aviation students. Occupational therapists view individuals holistically and provide interventions that can improve their quality of life while focusing on a person's meaningful activities (Nagata, 2022). Mental health in higher education has been a relevant problem for aviation students due to the strict regulations put in place by airline companies (DeHoff & Cusick, 2018). In addition, there is a large stigma around the topic of mental health in the aviation industry (DeHoff & Cusick, 2018). This stigma creates a component of aviation culture of pilots and students avoiding self-reporting due to the fear of being unable to fly (DeHoff & Cusick, 2018). A strategy occupational therapists can use to aid in the mental health of aviation students in higher education is to promote and provide education about role fulfillment. The program would provide education and management strategies and be offered as a virtual internet-based intervention or in-person to promote role fulfillment through a peer mentorship program (Thomson, 2021). The multiple areas of practice can be beneficial as they can work around students' busy schedules (Dobrowolski & Chapleau, 2019).

Synthesis

Theoretical Base

The purpose of this critically appraised topic was to look at occupational therapy's role in the promotion and education of strategies to support aviation students in higher education who are experiencing mental health conditions, thereby affecting their role fulfillment as viewed through MOHO. MOHO allows occupational therapy to tailor services to aviation higher education students with various mental health conditions. Occupational therapists can utilize MOHO to find interventions that target the relationship between role fulfillment, motivational factors, and physical and social environments (O'Brien, 2017).

Limitations

Occupational therapy has the potential to help aviation students in higher education who are experiencing mental health conditions affecting their role fulfillment. However, there is a conflict when looking at why many aviation students are still hesitant to use available resources.



DeHoff and Cusick (2018) supported the claim that this hesitancy is due to the fear of not being fit to fly. The strengths of the article include the positive effect of occupational therapy intervention on mental health (Henton et al., 2021; Nagata, 2022; Pitre et al., 2018; Popova, 2022) As well as the theory to support occupational therapy's impact on role fulfillment (O'Brien, 2017).

However, there is a lack of data representing occupational therapy working with the population of aviation students evidenced by a lack of results during the literature search. As a result, there are limited research articles about the mental health of aviation students directly. To compensate for the limited number of articles that directly related to the topic of this critically appraised topic paper, articles on mental health, aviation students, and pilots were used to identify common themes. In addition, articles that were found included populations within other disciplines that experience high-stress rates and lower educational levels. Additional potential biases within this critically appraised topic paper include the authors attending a college with an aviation program as well as the authors enrolled in an occupational therapy doctoral program. These biases are due to greater knowledge on the topics of aviation mental health and occupational therapy effectiveness than those not attending a university with an aviation program or enrolled in an occupational therapy doctoral program. Due to the limited research on this topic and this population, our conclusions have limited generalizability (Reavley, 2011; Sæther, 2021).

Summary

Overall, 21 articles were reviewed thoroughly and included the topics of mental health, higher education, aviation, students, occupational therapy, and role fulfillment. Within the articles found, the main points regarding the chosen topics included:

- The prevalence of mental health conditions in higher education students has increased over the past 10 years (Lipson et al., 2022). Students in higher education are experiencing stress, anxiety, depression, and other conditions related to mental health along with the negative symptoms that may present with mental health conditions (Beiter et al, 2015; Oswalt et al., 2020). Mental health conditions and their side effects have been shown to impact the role fulfillment of students (Oswalt et al., 2020).
- Aviation students face unique stressors compared to other students in higher education (Robertson & Ruiz, 2010). Their unique stressors ultimately lead to an increase in negative effects on their mental health (Beiter, 2015). The combination of increased negative effects on their mental health along with the likelihood of underreporting their mental health concerns (due to the stigma creating a component of aviation culture being the fear of not being fit to fly) creates a need to promote and build education for aviation students on role fulfillment to help them maintain their role identity as pilots (Federal Aviation Administration, n.d.; Keller et al., 2022; Wu et al., 2016).
- Occupational therapy intervention may show effectiveness in supporting individuals' mental health. Interventions including time management, peer mentorship, mindfulness, and yoga are used by occupational therapists to promote well-being and role fulfillment. Peer mentorship improves academic success and enhances the well-being of students by providing students with a mentor-mentee relationship (Thomson et al., 2021). Through the mentor-mentee relationship, students establish a support system, foster community spirit, and cultivate leadership skills for students within a specific educational program



(Flyer & Joong, 2016; Thomson et al., 2021). Time management strategies can be used to help improve a person's organization and reduce stress levels and improve a person's well-being (Pitre et al., 2018). Mindfulness intervention focuses on the mind, body and spirit harmonizing together through mindful strategies to promote maximum occupational engagement and reduce stress in an individual (Henton et al., 2021). The practice of yoga may be an effective intervention used to decrease stress by mind-body connection with the use of mediation, breathing techniques, and physical postures. (Crowe et al., 2016; Grajo et al., 2020). Examples of intervention implementation include educational settings for students in elementary school and higher education levels (Lin et al., 2020; Grajo et al., 2020; Watts, 2021). These intervention strategies may be used within educational settings and can be carried out across the lifetime.

The objective of researching the effectiveness of occupational therapy intervention on the mental health of students was to identify how occupational therapy intervention can support the role fulfillment of aviation students with mental health conditions. Through a review of the existing literature regarding higher education aviation students' mental health, we identified the current education and management strategies that are being implemented and the effectiveness of mental health management. These interventions include occupation-based, health and wellness, and psychoeducation (D'Amico et al., 2018; Nagata et al., 2022).

Clinical Practice Applicability

What is occupational therapy's role in the promotion and education of strategies to support aviation students in higher education who are experiencing mental health conditions that affect their role fulfillment?

While research has been found to promote the effectiveness of occupational therapy implementation of those experiencing mental health conditions (Dobrowolski & Chapleau, 2019; Henton et al., 2021; Holmefur et al., 2019; Lin et al., 2020; Popova, 2022; Watts, 2021), there is a lack of research on the specific population of aviation students experiencing difficulties with their own mental health due to the limited evidence provided within the literature search. The MOHO model was used to analyze the *competence* and *identity* of aviation students looking into the categories of their *volition, habituation, environment, and occupations* unique to their role (O'Brien, 2017). Further consideration into the role requirements of an aviation student allowed insight into the demands of their role and how the demands play a part in poor mental health (DeHoff & Cusick, 2018). Aviation culture has created a stigma around mental health surrounding the fear of being not fit to fly (DeHoff & Cusick, 2018). With the knowledge gained from research, the need for mental health management among higher education aviation students may benefit from occupational therapy services and interventions. (DeHoff & Cusick, 2018). However, potential biases include our attendance at a university with an aviation program, which may have resulted in greater knowledge about the topic of mental health of aviation students than those who attend a university without an aviation program. In addition, we are enrolled in an occupational therapy doctoral program, which may have resulted in the bias of occupational therapy intervention effectiveness.

Current interventions used by occupational therapists to promote the health management of those with mental health conditions include promoting and educating about role fulfillment,



which may be offered as a virtual internet-based intervention or in-person to provide accessibility as well as flexibility for the client (Dobrowolski & Chapleau, 2019). Theory-based models such as the behavioral/cognitive-behavioral models, model of human occupation (MOHO), and client-centered models help guide intervention for mental health and help achieve client-centered goals (Ikiugu & Nissen, 2016).

The population of aviation students may benefit from occupational therapy through a variety of interventions to help support negative impacts on mental health. To implement occupational therapy within aviation programs, occupational therapy practitioners might work closely with the stakeholders of students, professors, psychologists and counselors of the program to incorporate interventions within the curriculum. The interventions might include peer mentorship programs (American Occupational Therapy Association, 2020; Flyer & Joong, 2016; Popova, 2022; Thomson et al., 2021), time management programs (Holmfur et al., 2019; Pitre et al., 2018), and practices of mindfulness and yoga (Crowe et al., 2016; Grajo et al., 2020; Henton et al., 2021; Lin et al., 2020; Wats, 2021; Zenner, 2014) that could be implemented and led by an occupational therapist in aviation programs or through indirect consultation services. The interventions can be placed throughout the duration of the program as elective classes each semester that provide the aviation students tools to support mental health. Popova (2022) shared that educators have discovered the benefits of occupational therapy consultation supporting mentorship programs. Some benefits include discussion of the mental health challenges, providing intervention strategies like mindfulness and yoga as ways to support the students, and education and implementation of support strategies for students (Popova, 2022). Time management programs such as the Let's Get Organized program would be an educational support for aviation students to implement not only in the program but throughout their lives (Holmfur et al., 2019).

Key Findings

The articles reviewed provide evidence of the presence of mental health conditions among higher education students as noted in with Bruffaerts et al. (2017) who described that 1 in 3 freshmen in college reported being diagnosed with mental health conditions. With the diagnosis of a condition, the role fulfillment of being a student was impacted due to the reduced academic performance (Bruffaerts et al., 2017). Evidence provided by Sæther (2021) showed the willingness of higher education students to receive support from professionals. Out of the 47,478 higher education students in the study, 60% reported visiting with a general practitioner within the campus and 13% with an out-of-hours general practitioner within the last 12 months. Fourteen percent of students reported having consulted a health clinic or a nurse and 10.4% had been to a psychologist or psychotherapist at least as frequently as once a month (Sæther, 2021). Due to the willingness to receive support from healthcare professionals, occupational therapists can support students in higher education holistically. "Occupational therapy practitioners in higher education settings provide support to students living with mental health conditions by encouraging the attainment of role fulfillment and occupational engagement through meaningful activities, routines, and health promotion" (Nagata et al., 2022, p. 4).

The key findings from the reviewed literature found in this critically appraised topic paper will be helpful for guiding and growing the involvement of occupational therapy within higher education aviation programs. It has been shown that occupational therapy interventions can be beneficial for aviation students due to the evidence provided for occupational therapists



working with higher education (Henton et al., 2021; Nagata, 2022; Pitre et al., 2018). With this implementation of occupational therapy, the intent is to provide support and education to higher education aviation students to promote role fulfillment.



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