

2025

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Recommended Citation

Grill, M., & Epley, E. (2025). Pitch it Big: Cultivating Entrepreneurism Through Use of an Innovative Competitive Business Plan and Presentation. *Journal of Occupational Therapy Education*, 9 (1). Retrieved from <https://encompass.eku.edu/jote/vol9/iss1/12>

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Abstract

This educational innovation aimed to explore the effectiveness of a student assignment titled 'Pitch it Big,' designed to enhance understanding of the business aspects outlined in the accreditation standards for occupational therapy programs. Limited research evidence exists for business education related to occupational therapy. Working in self-chosen groups based on their targeted area of interest, students collaboratively wrote a business plan for a fictitious occupational therapy business or product invention. Students then participated in a competition modeled after the popular television program Shark Tank, where they pitched their business proposals to a panel of experts acting as judges. The panel included a physical therapist, a nurse, a health sector not-for-profit director, and a business data analyst. Judges utilized a rubric to score students on specified business criteria, and winners received non-cash prizes. A pre-post survey administered to 21 master's students in occupational therapy indicated improved knowledge in the business aspects of practice, suggesting promising preliminary outcomes for this method of business instruction. The most significant increases in knowledge were in business plan development (54%) and financial management (46%). The post-survey also included open-ended questions that revealed qualitative themes, indicating that students valued the active learning components of the assignment and believed it would help them pursue entrepreneurial endeavors. Replicating this innovation across larger sample sizes is necessary to validate these outcomes.

Keywords

Business education, entrepreneurship, higher education, leadership, occupational therapy

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Acknowledgements

The authors would like to acknowledge Elsie Pollari, OTD, OTR/L, Assistant Clinical Professor of Occupational Therapy at Elmhurst University, for her role in offering thoughtful edits to this article and Jacob Hill, Associate Professor and Graduate Studies Coordinator Librarian at Elmhurst University for his role in the literature search. Finally, the authors acknowledge our community leader volunteers who served as judges for the business pitch.

JOTE

Journal of Occupational
Therapy Education

Volume 9, Issue 1

Pitch it Big: Cultivating Entrepreneurism Through a Competitive Business Plan and Presentation

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ABSTRACT

This educational innovation aimed to explore the effectiveness of a student assignment titled 'Pitch it Big,' designed to enhance understanding of the business aspects outlined in the accreditation standards for occupational therapy programs. Limited research evidence exists for business education related to occupational therapy. Working in self-chosen groups based on their targeted area of interest, students collaboratively wrote a business plan for a fictitious occupational therapy business or product invention. Students then participated in a competition modeled after the popular television program Shark Tank, where they pitched their business proposals to a panel of experts acting as judges. The panel included a physical therapist, a nurse, a health sector not-for-profit director, and a business data analyst. Judges utilized a rubric to score students on specified business criteria, and winners received non-cash prizes. A pre-post survey administered to 21 master's students in occupational therapy indicated improved knowledge in the business aspects of practice, suggesting promising preliminary outcomes for this method of business instruction. The most significant increases in knowledge were in business plan development (54%) and financial management (46%). The post-survey also included open-ended questions that revealed qualitative themes, indicating that students valued the active learning components of the assignment and believed it would help them pursue entrepreneurial endeavors. Replicating this innovation across larger sample sizes is necessary to validate these outcomes.

Introduction

Entrepreneurism and leadership in business are bedrocks of the American dream with a deeply rooted history dating back to 1607 when the founding fathers first set foot on North American soil in Jamestown, Virginia (Gordon, 2014). Gordon (2014) notes that America was founded by entrepreneurs as these aspiring Englishmen sought to create settlements and cultivate profitable crops they could export. This long history of enterprising has persisted over the centuries, with the United States ranking number one in the world in the category of entrepreneurship in 2022 (US News and World Report, 2022). Common definitions of the term *entrepreneur* are often synonymous with that of *business owner* or *inventor*. In the realm of healthcare, entrepreneurship may be more specifically defined as the creation of new health-focused businesses which may also include the development and delivery of novel medical or therapy services, technology, education, devices, or tools (Berg & Meyers, 2023). Within occupational therapy education, didactic content in the business aspects of practice is required for all accredited occupational therapy programs (Accreditation Council for Occupational Therapy Education [ACOTE], 2023). A recent American Occupational Therapy Association (AOTA, 2023) survey of 2,938 occupational therapy students indicated that 19.4% were strongly interested in one day being a business owner or an entrepreneur. With a focus on entrepreneurship and limited existing literature to reference, this educational innovation aimed to evaluate student learning outcomes in an occupational therapy program after they wrote and presented a business plan to a panel of experts. The purpose of this paper is to describe the assignment and present results of a mixed methods pre/post survey administered to participants to measure outcomes.

Entrepreneurial Role in Occupational Therapy

In the seminal document *Occupational Therapy Roles*, AOTA (1993) outlined the following list of important roles that an occupational therapist may embody: practitioner, educator, fieldwork educator, supervisor, administrator, consultant, fieldwork coordinator, faculty, program director, researcher/scholar, and entrepreneur. The role of entrepreneur has endured within the field throughout the decades and is listed in AOTA's current Occupational Therapy Code of Ethics as one potential role taken by occupational therapy personnel (AOTA, 2020). In a discussion of competencies for emerging practice areas of occupational therapy, Holmes and Scaffa (2009) noted that "innovative professional roles often encompass a blend of competencies and expertise that incorporate elements of entrepreneurship and leadership."

Anderson and Nelson (2011) identified six potential avenues of entrepreneurship within the field of occupational therapy including "agency-contracted direct service, client-paid direct service, ownership and management of a multi-therapist service business, consultation, product development, and educational seminars" (p. 223). This broadening of the term expands possibilities for emerging practice areas and builds upon the initial identification of the entrepreneurial role. More recently, the role of entrepreneur in occupational therapy is taking the spotlight and AOTA has launched a series of educational webinars on the transition from practitioner to business owner aimed at supporting therapists in an entrepreneurial role (AOTA, 2023). AOTA also hosted a specialty conference on entrepreneurship via livestream in 2024. It must not be lost that

one of the guideposts of Vision 2025 is to create leaders (AOTA, 2017). Occupational therapy entrepreneurs and business owners most certainly qualify as leaders within the profession.

Occupational Therapists as Business Owners

In AOTA's 2023 Workforce Survey, 19.4% of occupational therapy students surveyed were strongly interested in entrepreneurship or business ownership, yet the survey of 11,567 clinicians indicated that just 3.9% of practitioners identified as private practice owners (AOTA, 2023). Merely 2% of clinician respondents identified a primary role of business owner or entrepreneur, with another 8.2% identifying these as secondary roles (AOTA, 2023). Could this gap be related in part to a lack of preparation for entrepreneurship within occupational therapy educational programs? A recent survey of 162 occupational therapy practitioners (OTPs) who were business owners indicated that many would have liked more knowledge prior to opening a private practice in a number of areas including business management (26.3%), human resources (33.3%), and marketing (25.7%; Coppard et al., 2018). In spite of the requirement for business education in accredited occupational therapy programs, it is clear that practitioners still desire more knowledge in the business aspects of occupational therapy practice.

Entrepreneurial Education within Occupational Therapy Programs

Education in the business aspects of practice is an essential component of all accredited occupational therapy programs, as outlined by the occupational therapy accreditation standards (ACOTE, 2023). Specific standards for business knowledge at the doctoral and masters' levels are outlined in ACOTE standard B.4.4 and include student understanding and evaluation of all elements of business practice including "the development of business plans, financial management, reimbursement, program evaluation models, strategic planning, and liability issues" (ACOTE, 2023). Such education would serve any OTP either in leadership within an organization or as an entrepreneur. A recent article outlining a metacurriculum for occupational therapy programs asserted that with the changing landscape of healthcare, education must focus more on areas of impact than on isolated skills (Tyminski et al., 2019).

Given the entrepreneurial role that OTPs can play as well as the essential nature of business education in occupational therapy education, the paucity of literature on the subject is surprising. A literature search for related terms across multiple databases returned few relevant articles on the topic of best practices in business education or entrepreneurial training in occupational therapy programs. Holmes and Scaffa (2009) noted the importance of including at least foundational material aimed at developing business skills and leadership as well as guidance in entrepreneurial practices, adding that such training may support OTPs in overcoming the challenges of innovation in the field. Holmes and Scaffa (2009) also called for "continued exploration of entrepreneurship and leadership within community-based and emerging practice" (p. 89) to expand future service delivery and broaden the reach of the field. With the spotlight on entrepreneurship and little existing literature to draw from, this pilot study sought to explore one approach to business education in the hopes that favorable results would serve as a guide to educators of occupational therapy practitioners.

Description of the Pitch it Big Project

Aligned with ACOTE standards (ACOTE, 2023) to enhance business acumen, *Pitch it Big* is an innovative project that tasked students with developing a business plan for a fictional occupational therapy business or product invention. Students formed self-selected groups based on their interests to create their business plans. The business plans consisted of objectives, strategies, marketing analysis, a management plan and financial analysis. Students chose population, age, demographics, and intervention of their choice while adhering to set rubric criteria and presentation guidelines. Student groups were given five weeks to complete the business plan.

In the sixth week, the student groups competed in a Shark Tank-style event, presenting their proposals to a panel of four experts from the community employed in healthcare, not-for-profit, and corporate settings. The panel included a physical therapist, a nurse, a health division not-for-profit director, and a business data analyst. Collectively, these key stakeholders represented both seasoned and novice professionals from both healthcare and business sectors. These professionals were chosen as they depicted common collaborative team members relative to occupational therapy and entrepreneurial endeavors. Tyminski et al. (2019) noted that acquiring skills in business and media relations serves future practitioners in receiving payment for novel and/or traditionally underfunded areas of practice. Presenting to a panel of experts required students to develop relationships with stakeholders thus fostering entrepreneurial skills. Each team was given 20 minutes to pitch their innovative program or equipment design, followed by a question-and-answer session with the panel of experts. The students were evaluated by the panel of experts via a rubric and winning teams were awarded nominal, non-cash prizes.

Development of Assignment and Rubric

Guided by AOTA's Curriculum Design Framework, the assignment was designed using relevant educational theories (AOTA, 2021). Principles of Andragogy (adult learning) guided development of the assignment, placing the students in a self-directed role and allowing them the autonomy to choose their project ideas based on group interests and future occupational therapy practitioner aspirations (Taylor & Hamdy, 2013). This promoted autonomy and internal motivation for the project. Principles of Experiential Learning guided us to create a hands-on experience, encouraging students to plan, reflect, and place themselves in the role of entrepreneur (Kolb & Kolb, 2017). Finally, principles of Heutagogy or self-determined learning validated our choice to allow students to select their own projects and determine their own assignment groups under the theory that students learn best when they are self-directed and invested in a project idea they have chosen (Blaschke, 2012).

As a foundational framework for the assignment, students were asked to address the four Ps of marketing (McCarthy, 1960). This time-tested framework, often referred to as the marketing mix, was developed by renowned business professor Jerome McCarthy (1960) and includes four essential Ps to marketing: product, place, price, and promotion. McCarthy's groundbreaking and influential work continues to be widely cited and boasts considerable relevance to current marketing practices (Gomez Albrecht et

al., 2023; Shewale, 2019). The assignment rubric criteria specifically contained business plan content for proposed business strategies and a breakdown of how to attract customers based on the objectives of the 4 Ps (Teach Biz, 2024).

A previous student assignment included the development of a SOAR (strengths, opportunities, aspirations, and results) analysis. This prior coursework supported students' capacity to evaluate opportunities and aspirations to develop novel programming, therapies, services and innovative devices for the Pitch it Big assignment and presentation.

The rubric was designed to capture the learning objectives set forth in the course syllabus and assignment which were aligned with ACOTE standard B.4.4 (ACOTE, 2023). Students were evaluated on their presentation style, ability to communicate effectively, and the perceived value of the proposed product or program. The rubric for assessment also encompassed aspects such as marketing and financial analyses, as well as the management and ownership dynamics of a business. This involved considerations like job descriptions, supervision, community engagement, and service models (Braveman, 2022). Recognizing the significance of soft skills, as highlighted by Deiuliis (2017), which encompass effective communication, teamwork, adaptability, organizational skills, critical thinking, and leadership abilities, was also part of the evaluation. Furthermore, the rubric criteria evaluated the visual presentation skills, focusing on the visual appeal and overall organization of the slideshow presentation. Presentation skills were assessed based on factors such as conciseness, eye contact, body language, vocal delivery, professional attire, and level of confidence.

Evaluation of Outcomes

Outcomes were examined via a pre/post mixed survey to examine the efficacy of the Pitch it Big competitive business plan and presentation in improving the students' understanding of business aspects related to occupational therapy practice. Per institutional protocols, the survey was submitted to the university's Institutional Review Board and granted exemption status.

Participants

A total of 21 second year Master of Occupational Therapy (MOT) students were recruited via convenience sampling and all provided informed consent to participate in this educational innovation. All students had access to the assignment materials via the Blackboard Learning Management System, included in a second-year intervention course. Students were granted 6 weeks to complete this graded assignment in groups of four to five peers. The student participant group was comprised of 6 males and 15 females with an age range of 23 to 33+ years of age. All students were in their second year of a Master of Occupational Therapy (MOT) program and held undergraduate degrees in Health Sciences (66.7%; n=14), Social Sciences (19.0%; n=4), or other degree area (14.3%; n=3). Among the 21 student participants, none held bachelor's degrees in business or related fields.

Instrumentation and Data Collection

An anonymous pre/post-survey was created in Qualtrics to capture quantitative perceived increased business knowledge and qualitative commentary on the student experience. This survey was completed twice over six weeks in the fall of 2023, with the pre-survey completed prior to the assignment and the post-survey completed after the business pitch was delivered.

The overall outcome measured by the assignment was perceived increase in business knowledge based on associated rubric elements and engagement with the content. A self-report measure was created by the first author for assessing students' self-perception as no existing tools could be located due to the paucity of research on business education within occupational therapy. The survey included four demographic questions, 11 Likert scale statements, and two (pre) or three (post) open-ended questions reviewed by the second author for readability and content validity. Minor revisions were then implemented to ensure that the surveys were valid for the objectives being measured. The Likert statements were designed to determine the perceived prior knowledge in business planning, financial management, program evaluation, strategic planning, and marketing OT services and products. Pretest and posttest survey questions were identical except for one additional open-ended question added to the post test asking for input into additional content for future classes. The survey was reviewed by the second author for readability and content validity. Minor revisions were then implemented to ensure the survey was valid for the objectives being measured.

Data Analysis

The first and second authors worked together to analyze the 11 Likert scaled questions, comparing the results and noting the percentage of change. The percentage of change and mean response were calculated by inputting pre- and post- data into Microsoft Excel. Despite the small sample size, a paired t-test was performed to determine if a statistically significant difference existed between pre- and post-test means.

The first and second author collaborated to analyze the qualitative data resulting from the open-ended questions. Recurring themes were determined through a process of discussion and collaboration to categorize student comments. The authors identified recurring topical categories within the responses to open-ended questions and placed comments into one of four themes.

Results

Quantitative Outcomes

Students' pre-test self-rating of knowledge in the business aspects of OT practice was as follows: *none* (n=3), *low* (n=14), and *medium* (n=4). Comparatively, students' post-test rating of knowledge in the business aspects of OT practice showed improvement, as follows: *none* (n=0), *low* (n=8), *medium* (n= 11), and *high* (n=2). Similarly, pre-test proficiency in business financial management was reported as *none* (n=8), *low* (n=10), and *medium* (n=3) while post-test ratings in this category demonstrated increases in proficiency: *none* (n=2), *low* (n=7), *medium* (n=11), and *high* (n=2).

The largest increases were noted in the development of business plans (54% increase in knowledge) followed by business financial management (46% increase) and the business aspects of occupational therapy (40% increase) although notable increases were noted across all surveyed responses. The smallest increase was reflected in participants understanding the importance of the ability to plan, organize and market OT services (10% increase). See Table 1 for pre/post means and percent change of Likert scale questions.

Table 1

Pre/Post Mean and Percent Change of Likert Scale Questions

Likert Statement	Mean Pre-Survey	Mean Post-Survey	Percent Change
Rate your overall knowledge level of the business aspect of occupational therapy practice.	2.05	2.86	40%
Rate your knowledge and experience in the development of business plans.	1.76	2.71	54%
Rate your knowledge and experience in business financial management.	1.76	2.57	46%
Rate your knowledge and experience with program evaluation models.	1.95	2.57	32%
Rate your knowledge and experience in the development of strategic planning.	2.14	2.81	31%
Rate your knowledge to plan, develop, organize, and market the delivery of OT services or products.	2.62	3.24	24%
Rate your ability to identify community programmatic needs and service delivery options.	2.43	3.24	33%
Rate your knowledge to formulate and manage staffing needs.	2.10	2.67	27%
How important is it for you to have knowledge of business planning as a future OT practitioner?	1.86	2.05	11%
Overall, how important is it for you to have knowledge in the business aspects of occupational therapy practice?	1.81	2.10	16%
How important is it for you to have the ability to plan, organize, and market OT services?	2.00	2.19	10%

Results of the paired-t test indicated there was a significant large difference between Before (M=2, SD=0.3) and After (M=2.6, SD=0.4), $t(10) = 7.5$, $p < .001$, however, secondary to the small sample size these results should be interpreted with caution.

Qualitative Outcomes

The authors identified four themes through analysis of the open-ended questions: *ability to expand the scope and role of OT*, *improved understanding of business skills*, *ability to assume entrepreneurial role as an OT*, and *improved ability to advocate* (see Table 2). Student commentary was positive, and the qualitative themes indicate that students appreciated the active learning components of the assignment and felt the assignment would help them in pursuing entrepreneurial endeavors.

Table 2

Quotes Supporting Themes from Open-Ended Survey Questions

Theme	Participant Quotes
Ability to expand the scope and role of OT	"It can prepare us to work in different settings in the future."
	"With our understanding, we can branch out to further service diverse populations within our community and across the nation. Some populations would benefit from products that are targeted for them because of the focus on their needs."
	"Marketing yourself and OT as a whole."
	"To further grow the field of occupational therapy."
	"[We] can work in different areas/fields and support different programs."
	"It provides you flexibility in the number of practice areas you want to engage in (i.e., entrepreneurship)."
Improved understanding of business skills	"Provide goods and services outside of therapy, and to make more income."
	"I understand more aspects that need to be considered when marketing a new product or trying to meet a new community need."
	"Business skills aren't just important from building a business from the ground up, but just for understanding any aspect of a business you are a part of."
	"Ideas and understanding of the business planning process can help to better apply skills in the real world."
	"Having a slight understanding of how to get started on creating a business. Being able to express OTs role and how our service can benefit the client."
	"To understand pricing, budgeting, and planning ahead for further interventions regarding money management and development of future budgeting sheets for clients."

“As an OT, maybe we will be asked to be consultants for a product and [business owners] will ask us to step into the business role and describe the benefits/cons of the product.”

“I can better appreciate the business side of the field as a new practitioner.”

“I’ll apply what I learn by being able to better market myself and product to potential investors/customers.”

Ability to
assume
entrepreneurial
role as an OT

“Entrepreneurship creates a higher sense of self-confidence and the ability to put out your ideas for better practices.”

“I’ll apply what I learn by being able to better market myself and product to potential investors/customers.”

“Independence, leadership skills.”

“There is always the potential as an OT to get into entrepreneurship if there is a need that is not being met.”

“Being able to open a business of your liking.”

“It can also contribute to successful OT practice when owning and operating your own business.”

“I understand more aspects that need to be considered when marketing a new product or trying to meet a new community need.”

“I am considering going into AT in the future, so this was a good experience of attempting to gain attention for a product.”

Improved
ability to
advocate

“[I] can effectively advocate for needed equipment, programs, etc.”

“Business skills are related to occupational therapy as OTs are often advocates for many populations.”

“I have learned how to apply budgeting skills, goal creation and product design in the advocacy of others such as creating new products for clients that require items not on the market.”

“Exploring and being creative towards finding resources/opportunities for clients. Be an advocate for your clients!”

“Can effectively advocate for needed equipment, programs, etc.”

“Being able to identify and communicate a need with potential shareholders.”

Although the survey did not explicitly include pre and post questions about the business presentation itself, respondents provided comments that reflected this aspect of the assignment. Several students mentioned that they had gained knowledge and/or confidence in making a sales pitch or learning how to market to a group of expert stakeholders. This skill could prove useful in future entrepreneurial endeavors.

Discussion

The role of entrepreneurship is critical within the field of occupational therapy (Anderson & Nelson, 2011; McClure, 2011; Tyminski et al., 2019). Occupational therapists with an entrepreneurial spirit and sufficient support and training in business can innovate devices and novel therapies, explore and create emerging practice areas, and better advocate for the diverse array of persons, groups, and populations they work with. It cannot be ignored that nearly 20% of occupational therapy students surveyed in AOTA's (2023) Workforce and Compensation Survey indicated a strong interest in one day pursuing entrepreneurial endeavors. The entrepreneurial spirit is alive and well within the field. This innovation introduced a fresh and distinctive approach to educating students on the business aspects of practice, incorporating a competitive presentation to key stakeholders. It has shown promising results and improvements across several key areas of business comprehension. The most substantial outcomes of this assignment indicate positive steps towards fostering greater knowledge in the business aspects of practice specific to business plan development and competitive marketing presentation.

Responses to the pre/post survey, which included both Likert-style and open-ended questions, showed perceived improvements in business knowledge across all areas. The most significant increases were in the development of business plans, business financial management, and the ability to identify community programmatic needs and service delivery options. While increases in program evaluation models, strategic planning, and students' ability to identify community programmatic needs and service delivery options were noted, these were less than the prior areas. As forementioned, the MOT fieldwork curriculum includes a SOAR analysis assignment. This prior coursework supported students' capacity to evaluate opportunities and aspirations to develop novel programming, therapies, services and innovative devices suggesting that these established assignments are foundational to future business knowledge.

The two largest areas of improvement aligned directly with ACOTE standard B.4.4, which covers topics such as business plan development, financial management, reimbursement, program evaluation models, strategic planning, and liability issues (ACOTE, 2023). Additionally, there was increased student knowledge of program evaluation and strategic planning, reflecting further alignment with ACOTE standards. The survey did not address reimbursement or liability, which will be noted as a limitation in later reports.

There were smaller increases in the perceived importance of business knowledge for planning, organizing, and marketing occupational therapy services, and for future business planning as OTPs. These modest gains could indicate that students already

recognize the value of business knowledge in these areas, even without formal business education. Alternatively, they may suggest a limitation in the depth of business content provided in the assignment.

While a very small percentage of practicing clinicians, 2%, identified a primary role of business owner or entrepreneur, with another 8.2% identifying these as secondary roles (AOTA, 2023), the importance of business knowledge has been indicated by recently surveyed OTP business owners. Many indicated the need to have previously gained knowledge and experience to support entrepreneurial pursuits. Few relevant articles exploring best practices for OTP business education and business presentation were identified in the literature review suggesting the need for continued educational innovations to address this gap. This educational innovation consisting of business plan development and presentation revealed promising results in novel and experiential approaches.

Future Research

Considering the dearth of existing literature on best practices for teaching business and entrepreneurship to OTPs, future research should explore best practices for educating students in entrepreneurship to ensure that our field can continue to deliver quality, innovative, evidence-based practice to the persons, groups, and populations we serve. Given that all accredited occupational therapy programs are required to incorporate education in the business aspects of practice, this area of OT education deserves closer examination and further research to quantify best practices for teaching these skills (ACOTE, 2023).

Limitations

The abbreviated time frame of the educational innovation (six weeks) represents a possible limitation as it may have impacted students' ability to gain a clear understanding of business practices related to marketing, mission, strategy, and financial implications. Additionally, students were simultaneously completing other course requirements which may have impacted their ability to fully immerse themselves in the assignment. Business literature was provided at the onset of the six weeks but was student led and structured which may have negatively impacted students' engagement with the material. The didactic content may also not have adequately addressed certain content areas thus resulting in smaller gains in some areas of business knowledge (see Table 2). While reimbursement and liability issues are contained within the ACOTE B.4.4 standard (ACOTE, 2023), there were no questions related to these issues on the survey. A future trial of this assignment should also include questions related to these two aspects of business knowledge. The small sample size (n=21) limits the ability to draw conclusions for a larger population. Also, to date, no follow-up to the assignment has been completed, and it is unknown if students have retained their knowledge increases or if the experience has impacted their professional roles. Finally, the student-professor relationship between the participants and the authors may have influenced students' participation in the assignment and their survey comments.

Implications for Occupational Therapy Education

Vision 2025 calls for the profession to promote leadership (AOTA, 2017), and developing entrepreneurship in occupational therapy students is essential to furthering ingenuity within the field. Tyminski et al. (2019) asserted that occupational therapy education must focus more on areas of impact than on isolated skills highlighting the need to innovate and be versed in skills such as business planning, financial management, and strategic planning.

The 2023 AOTA Workforce Survey reported that 19.4% of occupational therapy students surveyed were strongly interested in entrepreneurship or business ownership. The Pitch it Big assignment shows promise in improving knowledge in the business aspects of practice and may be used and adapted by OTP educators to support future occupational therapy entrepreneurs as they innovate within the field. Although this educational innovation was carried out within a masters of OT program, this didactic method may be replicated and adapted for use in other programs including at the doctoral level or within occupational therapy assistant educational programs.

Conclusion

Education in the business aspects of practice is essential for OT students and practitioners, both to promote innovation within the field and to fulfill accreditation requirements for OT education programs (ACOTE, 2023). With no existing literature examining concrete practices for teaching business skills to OT students, this educational innovation fills a gap in the evidence. Guided by evidence-based theories and teaching practices, this inquiry explored the efficacy of one method for students to gain the needed skills required for innovation in business, including services and product development. The didactic method was based on a popular television show relevant to the student population, and students reported that it sparked their interest and engaged them in the content. As reported, increases in knowledge were found in several areas of business plan and presentation development. The outcomes of this innovation are promising, and it should be replicated to gather more data supporting the method. Uncovering best practices for educating students in the business aspects of practice can support the profession in broadening our reach to emerging and novel areas of practice and support Vision 2025 in creating leaders within the field (AOTA, 2017).

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