

CTTL Try-It! Mini-Grant Results Report

- 3) Assertively addressing situations involving conflict with patients and/or fieldwork educators; and
- 4) Applying the AOTA Code of Ethics and National Board for Certification in Occupational Therapy (NBCOT) Practice Standards to clinical situations.

Each theme was addressed during one class meeting of MCO740. Videos from the ICE Video Library were selected to correlate with each of the themes and a case was constructed around the selected video content to provide the students with situational context from which to view the video. Each week, the class content included a review of information relevant to the theme to assist students in effectively working through the cases. Students watched the videos as a large group in class, then worked in small groups to discuss questions that guided the students through collaborative development of a plan of action. Resources were available for consultation during plan development. Each class session ended with a discussion of the group conversations and a debriefing of the experience.

To measure the effectiveness of this classroom experience, students completed a pre- and post-survey regarding their perceived confidence and competence related to the four themes and to overall preparedness for the professional behavior-related aspects of Level II Fieldwork. Additionally, students completed a written reflection assignment to allow for more thorough processing of learning that occurred through the class experiences and an analysis of areas in need of further development.

Objectives for this project included the following:

- 1) To provide a baseline understanding of student perception of preparedness for Level II Fieldwork
- 2) To determine whether or not engagement in video-based case study classroom activities impacts

responding to feedback, demonstrating consistent work behaviors, demonstrating effective time management, demonstrating positive interpersonal skills, demonstrating respect for diversity).		
I feel confident articulating my clinical reasoning when discussing evaluation results, goal development, intervention planning, and discharge planning with fieldwork educators, patients, and patients' families.	34%	73%
I feel confident communicating with fieldwork educators during challenging situations.	78%	81%
I feel confident addressing conflict with patients, patients' families, and/or fieldwork staff.	57%	69%
I feel confident applying the AOTA Code of Ethics and the NBCOT Practice Standards in a clinical setting	76%	98%
I feel confident in my clinical reasoning process.	59%	77%

Qualitative responses gathered through individual student critical reflections related to the Video Case Study activities also indicated an overall positive response to engagement in the activities. 51 of the 52 participants described the positive impact of the activities on their perceived preparedness for Level II Fieldwork. One student stated:

I feel like the four case studies really helped me prepare for my upcoming Level II Fieldwork. I learned more about the process of clinical reasoning and was able to practice my emerging skills in selecting patient cases and focusing on important issues. In addition to learning more about clinical reasoning, the video case studies also gave me the opportunity to practice how I would handle ethical dilemmas and situations of conflict involving a supervisor or clinical instructor. I learned that, during fieldwork, there may be times where I will have to be assertive and advocate for myself and my learning needs. Throughout the video case studies, I also learned the importance of being proactive in my learning during fieldwork. It will be important to

- fear, anxiety, and “stage fright” that often accompany roleplaying activities. Additionally, students who are typically more reluctant to participate in class discussions were able to work collaboratively in small groups to brainstorm ideas prior to sharing solutions with the entire class.
- x Increased levels of student reflection on their preparation for the professional behavior-related aspects of Level II Fieldwork and future practice—In the past, our students have had a tendency to focus solely on developing clinical competence as they prepare for Level II Fieldwork. Students described appreciation for “naming the elephant in the room” and talking about challenges that can occur during Level II Fieldwork and future practice. Students indicated appreciation for the discussion of various strategies for engaging in the professional behavior aspects of fieldwork and the discussion of resources available to students during their fieldwork.
 - x Connecting the professional behavior concepts to the existing video cases available through the ICE library was not as challenging as originally anticipated. Because the main focus of the library is to provide a clinical education resource for students, therapists, and educators, I was initially concerned about my ability to effectively make connections to the concepts I had chosen to include in classroom activities. As I watched more and more of the videos, it was easy to select cases that correlated with the selected themes. Construction of the situational context provided to the students for each of the activities was creatively challenging and actually quite fun. Drawing from personal experience (in the clinic as an occupational therapy student, as an occupational therapist, and as a fieldwork educator, in addition to my experience working with fieldwork students and fieldwork educators over the past two years) ensured the situational context was relatable and realistic.

While I feel that, overall, this project was a success, it was not without its challenges. The significant barriers to successful implementation of this project were structural:

- x The classroom was at full capacity, so navigating the rearrangement necessary for small-group discussions was difficult for the students and also for me, as I tried to make my way to each of the groups to consult during small group discussions.
- x With 5c -v3the, serall e32 Td he,e3(l)4(dw)10(o)2(r)4(k)10()-9.delc 0 Tw pl arth firaoh(t,)5(