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Enhancing OTD Clinical Studies Course Curriculum

Katherine J. Rauch

katherine.rauch@pop.belmont.edu

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Enhancing OTD Clinical Studies Course Curriculum

Katherine Rauch, OTD/S

Expert Mentor: Tamara Lemmonds, EdD, OTR/L

Faculty Mentor: Elena Wong Espiritu, OTD, OTR/L, BCPR

Mission and Vision

- **Mission:** “Provides comprehensive graduate education within a Christian, learning environment to enable students from diverse backgrounds to positively impact the community at large and enhance the human condition through appreciation of diversity, problem-solving, and utility of meaningful, and purposeful occupations.”
- **Vision:** “Offer a comprehensive education to graduate students in a Christian environment, preparing them to become, and continue to be, occupational therapy practitioners who are committed to evidence and occupation-based practice, life-long learning, service, and advocacy.”

Identified Agency Needs

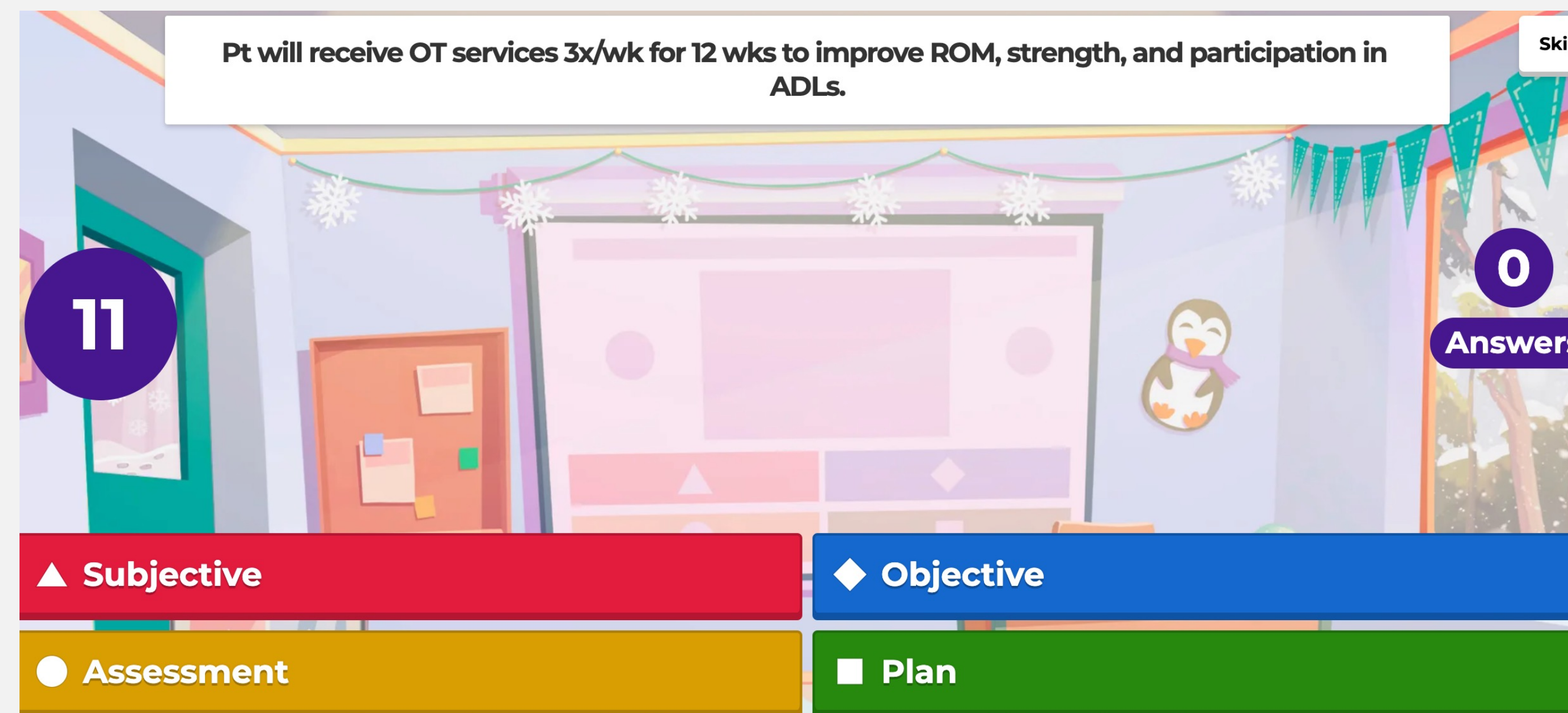
- Identify gaps in literature when stating best practices for teaching critical thinking skills for graduate students.
- Need to survey fieldwork students to find out how they feel these classes prepared them or did not.
- Needing to identify where the gaps in learning are in the Clinical Studies courses.
- Reviewing current textbook not meeting the needs of students.

Project Goals

- Survey current OTD students about the gaps in clinical reasoning they noticed during level 2 fieldwork, experiences taking Clinical Studies (CS) courses, topics they wish were discussed, and recommendations for CS courses.
- Develop a plan of at least 3 experiential learning activities and pilot them.
- Design an educational handout with examples of the most evidence-based ways to teach clinical reasoning skills.
- Inform faculty who teach CS on the current best practices based in literature.

Deliverables

- Educational handout that summarizes literature review of best practices for teaching professional reasoning in graduate healthcare students.
- Learning activities for CS 1 and 3 classes in the form of Kahoot.
- Data synthesis of surveys from 2nd and 3rd year cohorts.



Best Practices for Teaching Professional Reasoning

KJ Rauch, OTD '23

Out With the Old

- Terminology shifting from “Clinical Reasoning” to “Professional Reasoning” in OT [1] [7]
- No longer centered in Information Processing Theory, now taking an Embodied and Intersubjective approach [2]
- Take into account the OT’s whole self as well as context and view patient as a therapeutic agent [2] [7]

Reflection is Key

- Reflection In Action vs Reflection On Action [5]
- Reflection on experience is essential to becoming an expert, even though expertise can take ~10 years [5]
- Reasoning constantly develops and ongoing self-reflection as well as educational reflection are imperative [7] [8]

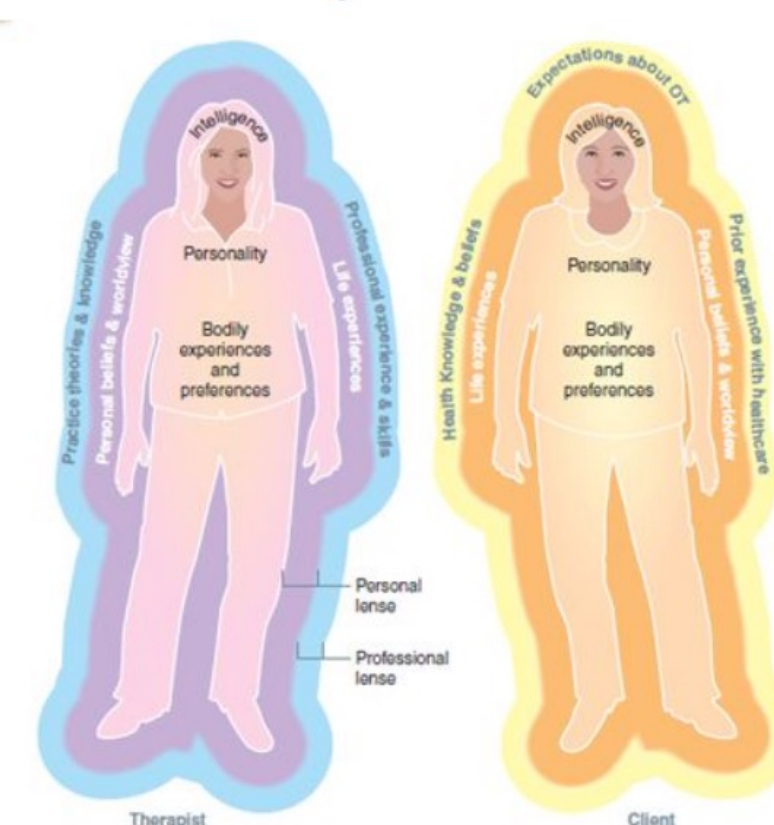
Make Thinking Visible

- Reasoning is a tacit process that can be challenging for students to understand [1]
- Instructors must use their own metacognition to create explicit scaffolding for students to follow [4]
- Create thinking routines or concept maps for students to follow [4]

Collaboration Champion

- Giving specific constructive feedback is essential for development in entry level OT’s [6]
- Problem based learning in small groups increases clinical reasoning more than lecture-based learning [9]
- Process-Oriented Guided-Inquiry Learning uses teamwork and active guided instruction [10]

Fig. 34-1 [5]



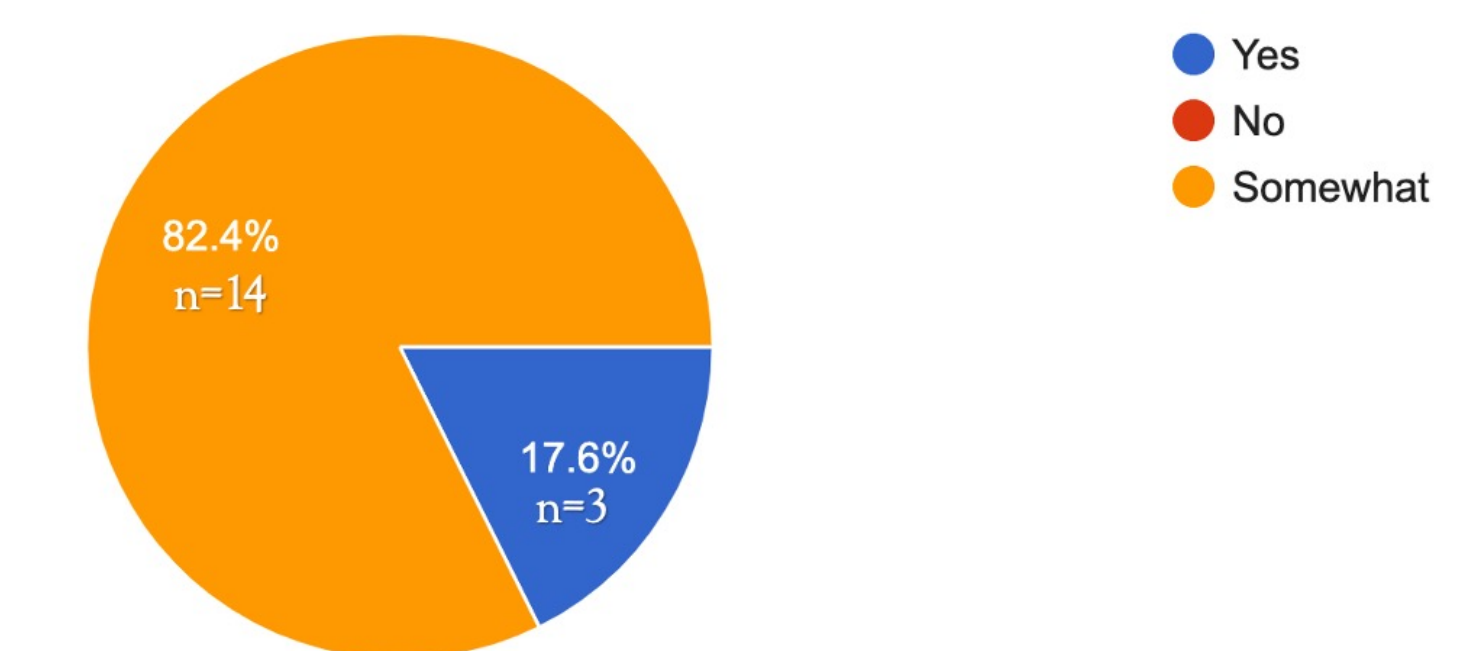
“Professional reasoning can be defined as the process used by practitioners to plan, direct, perform, and reflect on client care” [3]

Outcomes

- Created and administered surveys to 2nd and 3rd year cohorts regarding experiences in the CS curriculum, evaluation of fieldwork readiness, and suggested added content areas for the classes.
- Completed review of current literature surrounding best practices for teaching professional reasoning in graduate-level healthcare programs.
- Developed multiple learning activities and materials for lectures. Trialed with current students and collected feedback.
- Created a collaborative fieldtrip with the Technology & the Environment course centered around inclusive and adaptive play.

Results from 3rd year student survey

Clinical Studies 1-3 are meant to develop clinical reasoning, chart reviewing, treatment planning, goal writing, and documentation skills. Do you believe these classes accomplished this goal? 17 responses



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