Belmont University
Belmont Digital Repository

OTD Capstone Projects | School Of Occupational Therapy

Spring 4-7-2023

Enhancing OTD Clinical Studies Course Curriculum

Katherine J. Rauch
katherine.rauch@pop.belmont.edu

Follow this and additional works at: https://repository.belmont.edu/otdcapstoneprojects

Part of the Occupational Therapy Commons

Recommended Citation

Rauch, Katherine J., "Enhancing OTD Clinical Studies Course Curriculum" (2023). *OTD Capstone Projects*. 131.
https://repository.belmont.edu/otdcapstoneprojects/131

This Poster is brought to you for free and open access by the School Of Occupational Therapy at Belmont Digital Repository. It has been accepted for inclusion in OTD Capstone Projects by an authorized administrator of Belmont Digital Repository. For more information, please contact repository@belmont.edu.

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

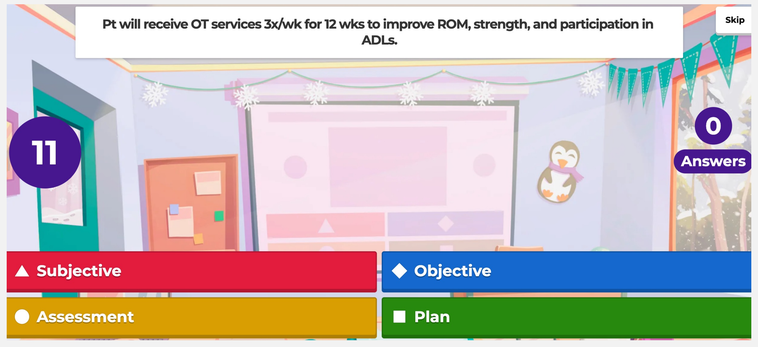
- Identify gaps in literature when stating best practices for teaching critical thinking skills for graduate students.
- Need to survey fieldwork students to find out how they feel these classes prepared them or did not.
- Needing to identify where the gaps in learning are in the Clinical Studies courses.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

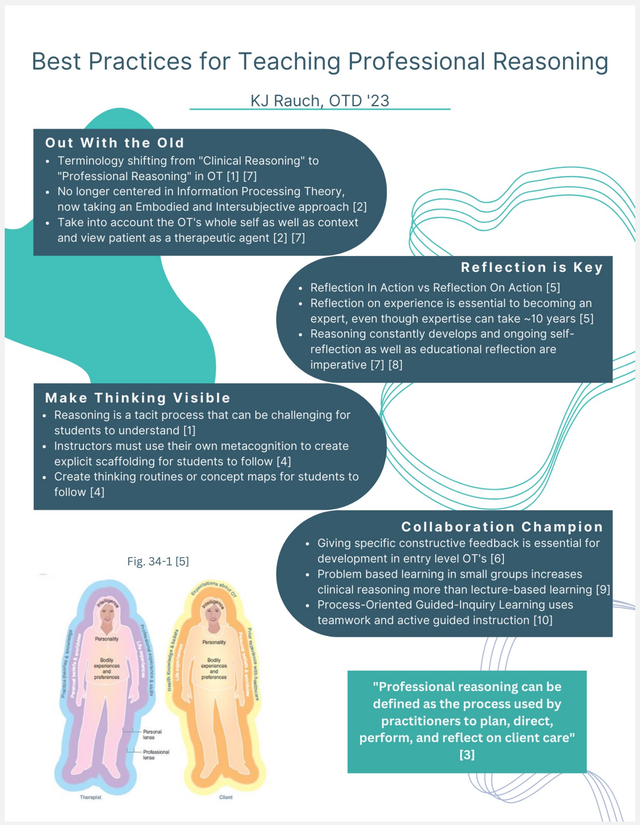
Project Goals

- 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.

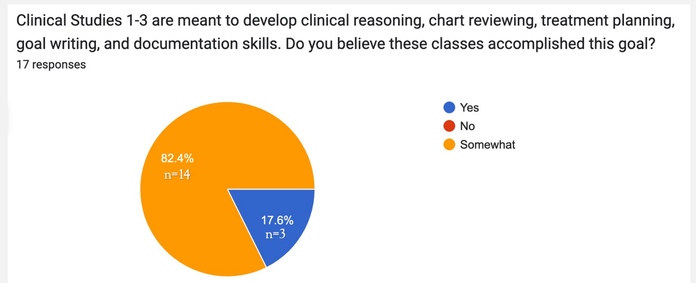




Outcomes

- 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



Acknowledgements

Heartfelt Thank You's to:

- Dr. Lemmonds, Dr. Satcher, Dr. Thrash, and Dr. Scherr for their guidance and allowing me to implement my ideas.
- Dr. Espiritu for her mentorship during this experience.
- The entire School of OT faculty and staff for countless encouragement and candy breaks.
- My family and friends for being my cheerleaders throughout my education.
- Jared and Biscuit for being my consistent emotional support.

PhDPosters.com
Your Research Poster, Printed For Less