

## **CTTL Try-It! Mini-Grant Results Report**

January 8, 2016

**Project Title:** Bringing the clinic to the classroom: Developing professional behaviors through the use of video cases

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**Course Title:** MOT-5040 Professional Development Seminar III, Fall 2015

**Grant-funded experiment and goals:** Through my CTTL Try-It! Mini-Grant, I obtained access to the International Clinical Educators, Inc. (ICE) Video Library, which provides over 175 professionally filmed interactions between real-life patients and therapists in a variety of treatment settings. During the Fall 2015 Semester, the videos were used in four consecutive class meetings of MOT-5040, the final course of the Master of Occupational Therapy Program Professional Development Seminar series. The goal of the Professional Development Seminar series is to prepare students to demonstrate professional behaviors during their final clinical experiences (Level II Fieldwork) and during future independent clinical practice as registered and licensed occupational therapists. The goal of this project was to improve the students' preparedness for the professional behavior aspects of Level II Fieldwork.

During the summer of 2015, in preparation for using the ICE Videos in the classroom, I reviewed several documents related to student experiences during Level II fieldwork. These documents included:

- 1) Previously completed Student Evaluation of the Fieldwork Experience (SEFWE), the official document students complete at the end of their Level II fieldwork experiences. This form allows students to provide feedback not only to the clinical site regarding their learning experience, but also to the academic program regarding their preparedness for the fieldwork experience;
- 2) Notes related to preparation for Level II fieldwork from group and individual meetings with students during Level II fieldwork experiences;
- 3) Results of the 2015 MOT Student Exit Survey; and
- 4) Fieldwork educator comments on student competency on the American Occupational Therapy Association (AOTA) Fieldwork Performance Evaluation.

Through review of these documents, four themes related to continued professional development-related needs consistently emerged:

- 1) Articulating clinical reasoning when discussing evaluation results, goal development, intervention planning, and discharge planning with fieldwork educators, patients, and patients' families;
- 2) Developing and asking fieldwork educators proactive questions to facilitate learning;

- 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 MOT-5040. Videos from the ICE Video Library were selected to correlate with each of 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. I was available for consultation during plan development. Each class session ended with a discussion of the small-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 in-class experiences and for 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 student perception of preparedness for Level II Fieldwork.

I hypothesized that students would indicate the video-based case study activities and the related discussion would have a positive impact on their perceived preparedness for Level II Fieldwork.

**Outcomes:** While more time is needed for thorough data analysis, a cursory review of student responses to the pre- and post-surveys indicates improvement in perceived preparedness for all of the professional behavior-related aspects of Level II Fieldwork (Table 1).

**Table 1:** Comparison of Pre- and Post-Survey Data

Survey Question	Strongly Agree and Agree Responses on the Pre-Survey	Strongly Agree and Agree Responses on the Post-Survey
I feel well-prepared for the professional behaviors aspects of Level II Fieldwork (e.g., collaborating with fieldwork educator, taking responsibility for learning,	88%	98%

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 site 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 dissecting 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 for me to put in the necessary preparation time and do some research on my own. This will help me feel more confident and prepared and will also hopefully let my clinical instructor view me as an emerging professional occupational therapist. During the discussions related to the case studies, I was also able to gain knowledge of the various resources that are available if we seem to be having any difficulty during our fieldwork experiences.

Students consistently described the value of learning from each other through the discussions within the small groups and the debriefing discussions with the whole class. One student said, "As I watched each video, I imagined how I would respond in each situation. It was very helpful to listen to classmates' feedback as they discussed how they would handle each situation. As I thought about my own reaction compared with my classmates' input, I now feel more prepared to handle tough situations I had previously not thought about." Another student wrote, "I am glad we were able to have productive and meaningful discussions about many prevalent issues

in the clinic, because I had not determined appropriate reactions to many of these situations. [This] allowed me to develop a basic level of knowledge in regards to ways of responding that are respectful and productive.”

Many students explicitly described the value of using the videos with real-life patients and therapists to support of the classroom activities. One student wrote:

I thought that being able to watch real-life videos of treatment sessions and interactions with patients and therapists was extremely helpful. I am a very visual person and being able to see a video while talking through an ethical problem was helpful for preparing concrete actions for the future. This was also helpful in showing me that I am more ready than I think I am for my Level II Fieldworks.

The student who indicated a neutral response when asked how the videos impacted preparedness for Level II Fieldwork questioned the value of the video component of the activities:

The video cases impacted my preparation for Level II Fieldwork by bringing up a lot of important issues that otherwise we haven't been prepared for through class. I am glad we were able to watch and interpret real life cases and situations and were able to discuss topics, such as conflict management and how to handle unethical situations. However, I do feel that we could have covered more topics in the same amount of time without having to watch the videos. Facilitating discussion could have been just as beneficial.

### **Discussion:**

Through review of the data collected from students via the pre- and post-survey and the written critical reflections, it appears that the classroom activities supported by this summer Mini-Grant resulted in a positive change in the students' perceived level of preparation for the professional behavior components of Level II Fieldwork. More data collection is needed to determine if the videos had a significant impact on student engagement in the activity, student learning, and ultimately, student preparedness for fieldwork and clinical practice.

As I reflect upon my own experience of planning and engaging in these classroom activities, with students, there were many successes, including:

- Increased levels of engagement in the classroom—students who are typically disengaged or quiet during classroom discussions actively participated in both small-group discussions and the large-group debriefing discussions. This is possibly the result of the use of the videos of real patients and real therapists, rather than written case studies or role-playing with classmates because: 1) students were more easily able to picture themselves as a participant in the situation depicted in the videos than if they had been working from a written case; and 2) use of the videos allowed the students to picture a real/realistic clinical situation while eliminating the

fear, anxiety, and “stage fright” that often accompany role-playing activities. Additionally, students who are typically more reluctant to participate in full-class discussions were able to work collaboratively in small groups to brainstorm ideas prior to sharing solutions with the entire class.

- 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.
- 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 the 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 most significant barriers to successful implementation of this project were structural:

- 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.
- With 52 students enrolled in the class, engaging each student in the large-group discussion was impossible. Smaller class sections would allow for even higher levels of engagement.
- Because the course is a 1 credit hour course, it meets for 50 minutes one time per week. Discussions about the video case-related activities could have continued for much more time in all four class sessions. With more time, we could have more topics in greater depth.

For faculty considering implementing similar activities into their classes, it is important to consider the impact of the class size, the environmental space, and class duration and schedule.