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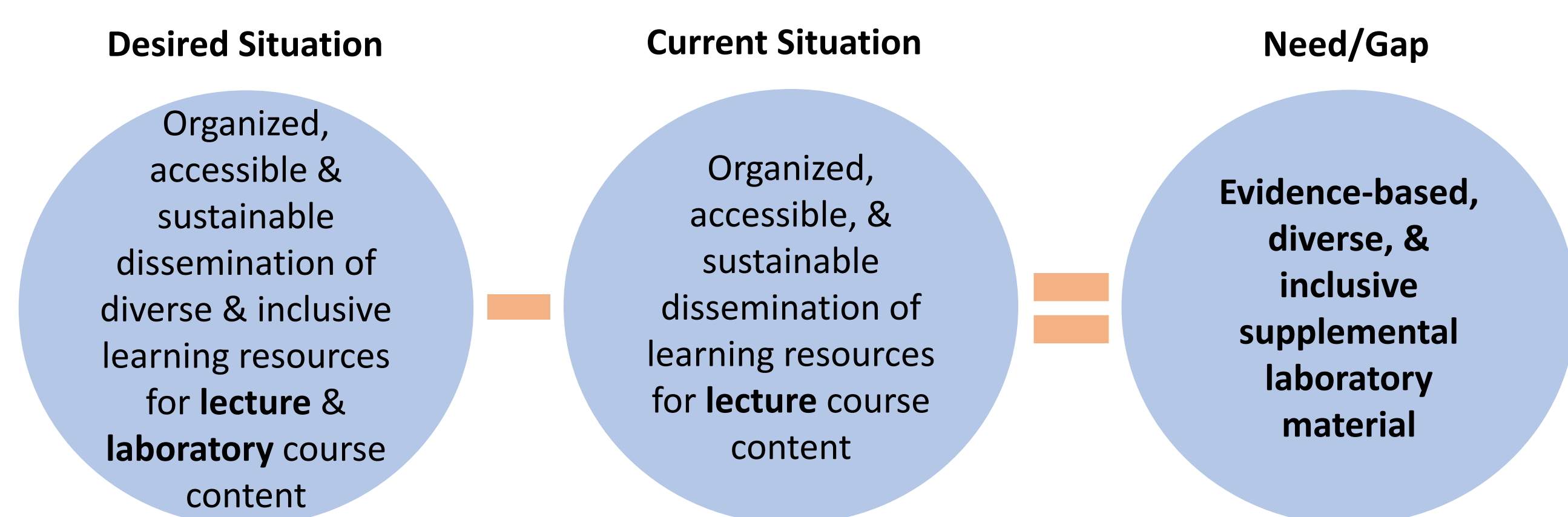
Faculty Mentor: Janet Curran Brooks, Ed.D, OT, OTR

Site Mentors: Shauna Manthorn, OTA, MOT, OT, OTR; Maureen Nardella, OT, MS OTR, FAOTA

Introduction

Site Need

The Occupational Therapy Assistant (OTA) program at North Shore Community College (NSCC) provides education at an associate level to adult learners of all ages. It offers three occupational therapy (OT) intervention courses, which build on each other to integrate skills for clinical application of the occupational therapy process. The purpose of this project is for the Doctoral Experience Capstone (DEC) student to fill the gap identified in the second course of this program's three-course sequence, Occupational Therapy Interventions II (OTA 104).



Project Aims

1. Gather evidence-based, JEDI (justice, equity, diversity & inclusion) resources to support the learning-teaching dynamic in the laboratory section
2. Consolidate materials & resources into an accessible & sustainable format
3. Support student learning during lab (4 hours/week) & lecture (2 hours/week) through instruction, demonstration, & use of OT pedagogical teaching methods

Literature

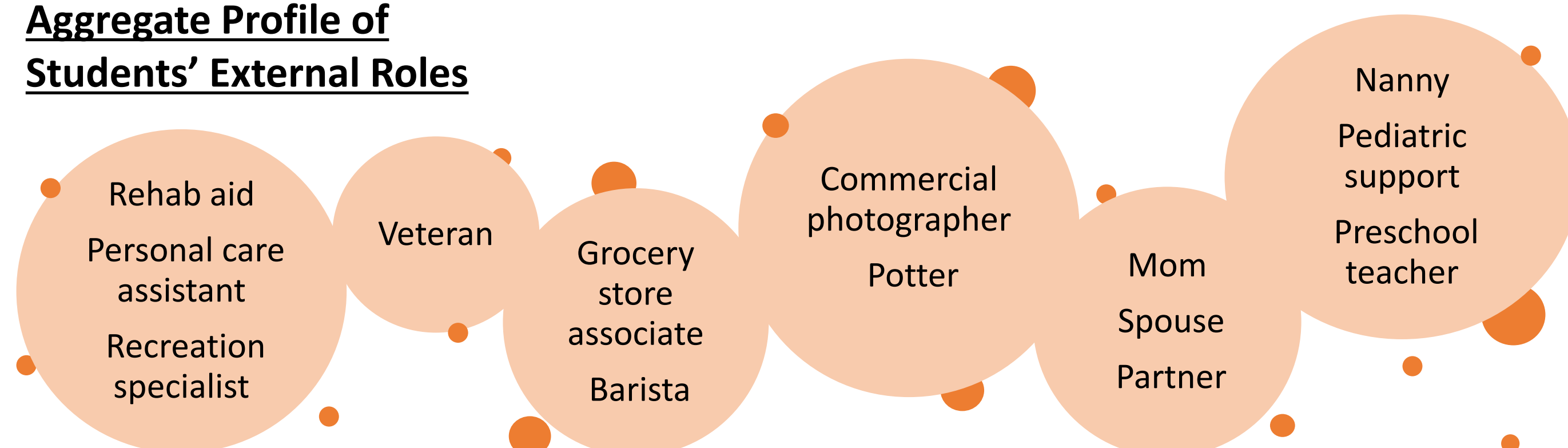
The learning context in OT education includes curriculum & pedagogy that "promote professional & clinical reasoning, critical thinking, cultural understanding, & the integration of professional values, theories, evidence, ethics & skills" [1]. Resources created & teaching pedagogy utilized for this project were based on pertinent pedagogical methods in OT education as evidenced by literature. These include **cooperative learning** [4], [6], [7], [9], **hands-on learning & simulation** [2], [3], [11], & **problem-based learning** [5], [8], [10].

Participants

Participants include 12 NSCC OTA students enrolled in OTA 104. Students are required to engage in hands-on learning involving physical activity required in physical rehabilitation settings. Student ages range from 21-55.

OTA Career Stage: 1st career (n=5); 2nd career (n=5); 3rd career (n=2)

Aggregate Profile of Students' External Roles



Process

Data Collection

Informal data on student & faculty need collected via:

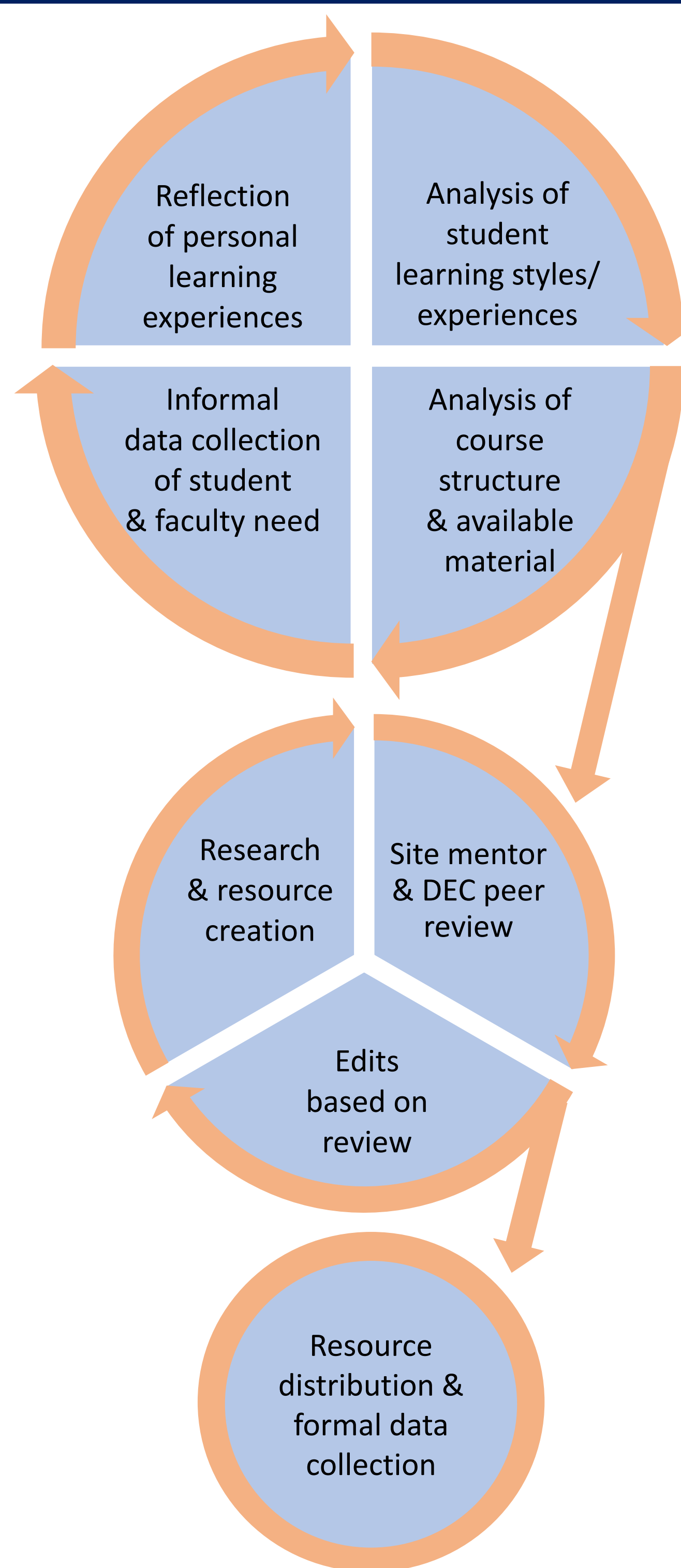
- Student report
- Faculty report
- Peer collaborative meetings

Formal data on project outcomes, teaching modalities & pedagogy collected via:

- Blackboard statistics tracking feature
- Anonymous student-report survey

Outcomes Assessed

- Utilization
- Quality
- Effectiveness



Results

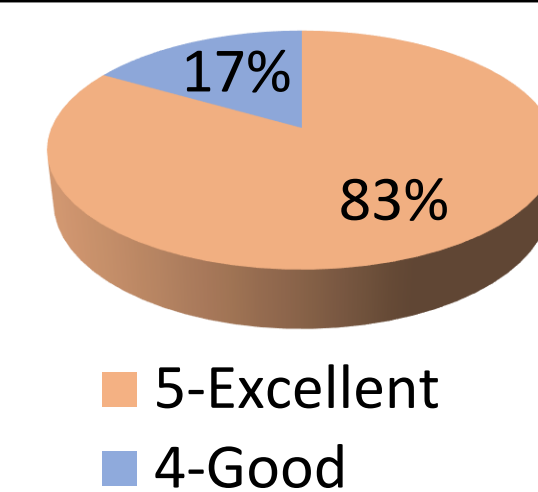
Resource Utilization

- Lab days: 45.81%
- Non-lab weekdays: 38.83%
- Weekends: 15.36%

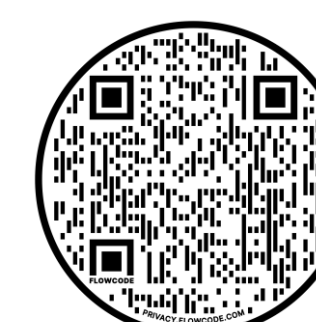
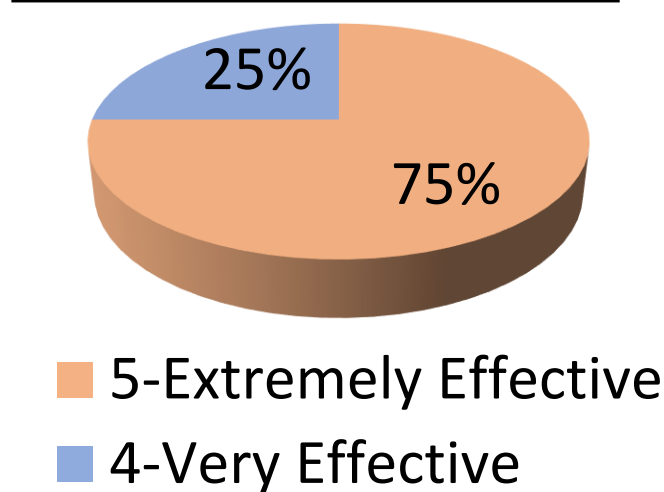
Resource Content

Vitals, assessment, intervention, therapeutic exercise, transfers, muscle testing, case studies, JEDI

Quality of Written Resources & Teaching



Effectiveness of Written & Visual Resources



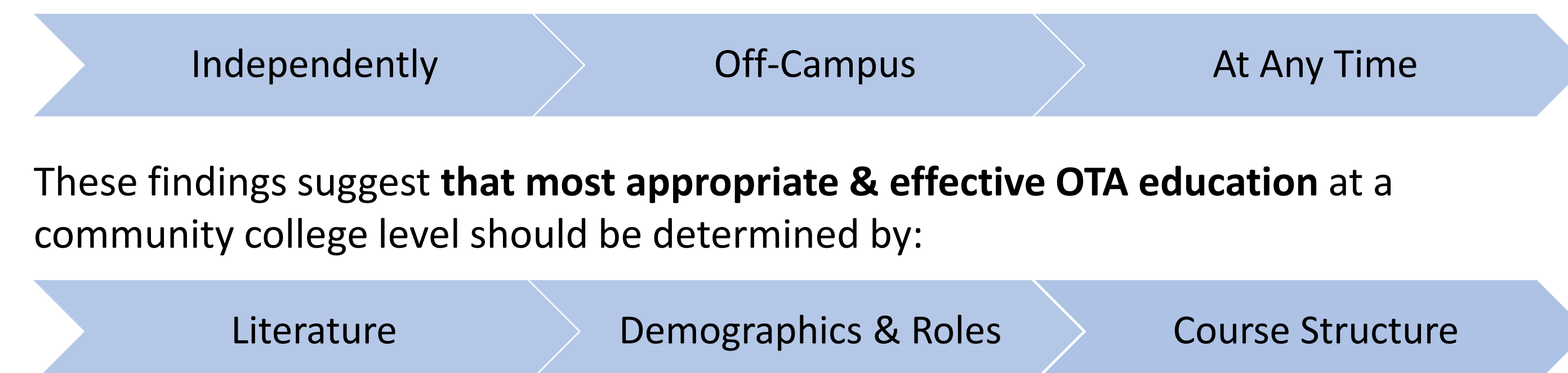
Scan QR code to see resources & results

*Results based on 5-Point Likert Scale (n=12)

Discussion

As evidenced by literature, cooperative learning, hands-on learning & simulation, & problem-based learning are included in the most pertinent OT education pedagogy. Through informal student report, *hands-on & cooperative learning* were most effective & preferred when integrated into **already scheduled lecture & lab**.

Considering **student demographics & external roles**, in addition to their **OT education pedagogy**, resources created in this project were considered effective due to their ability to be used:



These findings suggest **that most appropriate & effective OTA education** at a community college level should be determined by:

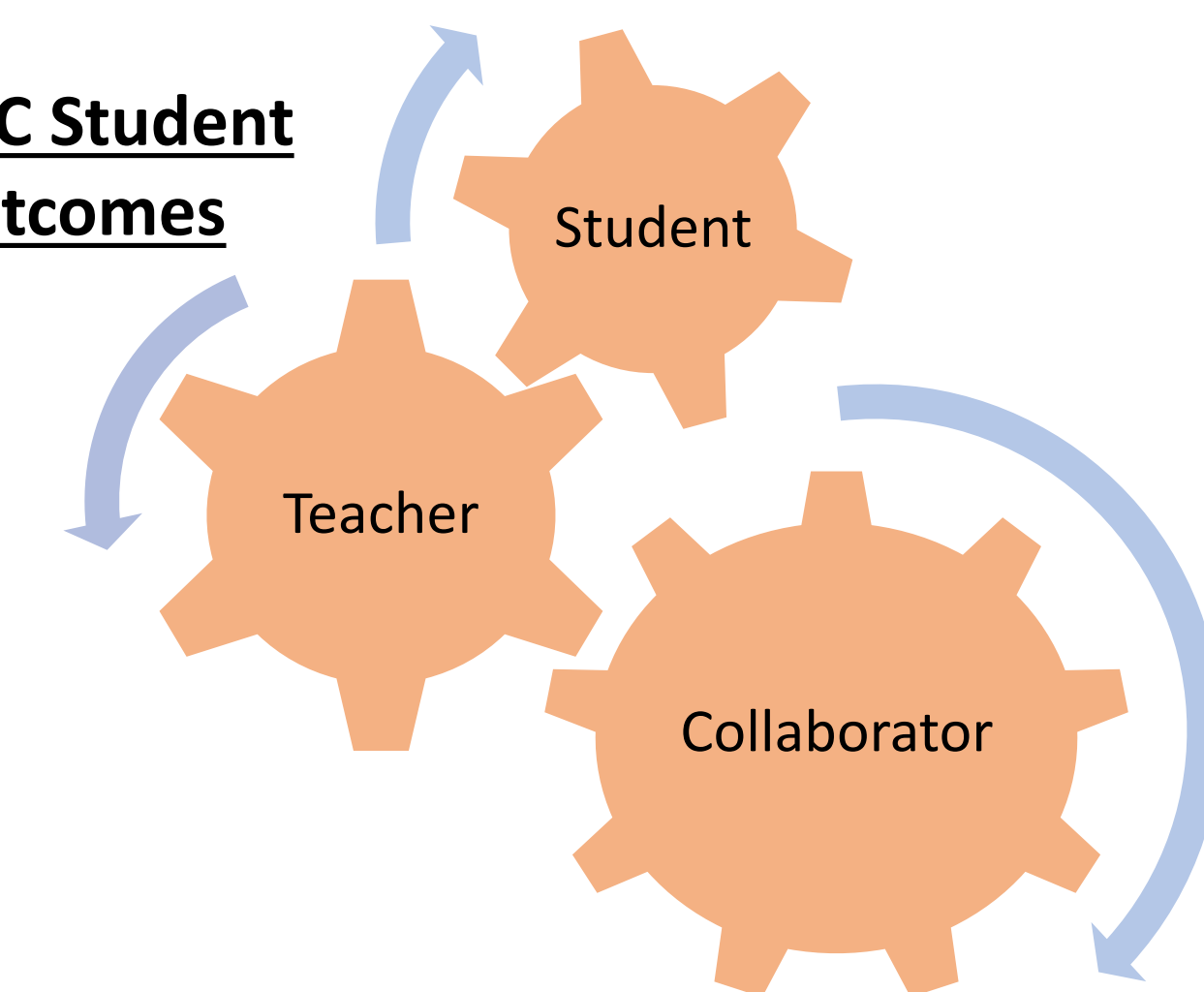
Strengths of Project

- Full integration of DEC student into both lecture & laboratory
- Pedagogy implemented into lecture & lab activities was based on literature review
- Peer collaboration allowed for additional review of resources & collaborative reflection on related past learning experiences

Limitations of Project

- Results not generalizable due to small student cohort size
- Unable to compare past & present student learning experiences with & without created resources
- Survey results do not suggest perceived effectiveness of teaching modalities for specific OT concepts

DEC Student Outcomes



Next Steps

The work of this project can be continued by:

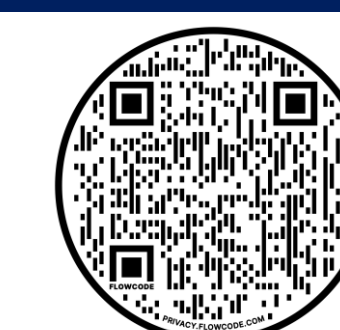
- Assessing the effectiveness of teaching modalities for specific occupational therapy concepts covered in course material
- Comparing lecture & lab exam scores between student cohorts with & without access to resources to better support findings
- Developing an internal video database with original demonstration videos to guarantee longevity of access

Acknowledgments

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