

8-8-2022

Gaining Experience in Academic Setting of Entry-Level Doctoral Program

Conner Hansen
Nova Southeastern University, ca1519@mynsu.nova.edu

Follow this and additional works at: https://nsuworks.nova.edu/hpd_ot_capstone

 Part of the [Adult and Continuing Education Commons](#), [Curriculum and Instruction Commons](#), and the [Occupational Therapy Commons](#)

All rights reserved. This publication is intended for use solely by faculty, students, and staff of Nova Southeastern University. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, now known or later developed, including but not limited to photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author or the publisher.

NSUWorks Citation

Conner Hansen. 2022. *Gaining Experience in Academic Setting of Entry-Level Doctoral Program*. Capstone. Nova Southeastern University. Retrieved from NSUWorks, . (74) https://nsuworks.nova.edu/hpd_ot_capstone/74.

This Entry Level Capstone is brought to you by the Department of Occupational Therapy at NSUWorks. It has been accepted for inclusion in Department of Occupational Therapy Entry-Level Capstone Projects by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.



Gaining Experience in Academic Setting of Entry-Level Doctoral Program

Conner B. Applewhite, OTD-S; Beverly Seredick, OTD, OTR/L; Mariana D'Amico, EdD, OTR/L, FAOTA
Nova Southeastern University, Department of Occupational Therapy, Tampa, Florida

Introduction

- Project focused on incorporating more hands-on learning experiences for OTD 8271: Interventions in Psychosocial and Community Health within an entry level doctor of occupational therapy program to facilitate occupational therapy (OT) student's learning and engagement.
- Existing relationship between A Kid's Place (AKP) located in Brandon, FL and NSU where up to 15 children from AKP travel to NSU on the Saturday of Institute for 2 hours
- Assisted with implementation of the course OTD 8271 and OTD 8102: Foundations of Occupational Therapy



Site Description

- Capstone experience implemented at Nova Southeastern University, Occupational Therapy Department Tampa Bay Regional Campus
- Focus area in education.
- Mentors were Dr. Beverly Seredick, OTR/L, OTD and Dr. Mariana D'Amico, FAOTA, OTD, OTR/L

Needs Assessment

Lack of client interaction within OTD 8271

AKP children attending every Saturday during on-campus institutes

Need to revise institute schedules to allow for hands-on interactions between students and children from AKP

Need for coursework to incorporate presence of AKP children into course material

Need to revise course schedule/syllabus to reflect all activities and coursework

Literature Review Summary

- OT student learning types fall primarily in 2 categories
 - "converger"- emphasis on active experimentation
 - "diverger"- preferring realistic experiences (Brown et al., 2008)
- Value opportunity for clinical practice skills in coursework and program (Doucet & Seale, 2012; Karp, 2020)
- Students rate clinical reasoning skills higher after engaging in an active learning experience with clients (Knecht-Sabres, 2013)
- Delivery of interactive experiences increases recall of information, understanding of curriculum materials, and engages students in better discussions (Hearns, 2009; Doucet & Seale, 2012; Wagner, 2014)
- Engagement in active learning activities increases students' confidence for fieldwork and job seeking (Evanson, 2013; Zylstra et al., 2020)
- Students show statistically significant improvement in their clinical reasoning and critical thinking, including skills involving clinical protocols, decision making, judgement, creating hypotheses, and intervention strategies (Coker, 2010; Lie et al., 2016)
- Experiences contribute to increase in cultural effectiveness (Whiteford & St. Clair, 2002)



Capstone Project Description

Worked with Dr. D'Amico and Dr. Lopez to develop activities and curriculum to engage the children volunteers from AKP and students in OTD 8271

Primary goal for children volunteers:

- Participate in therapeutic activities that are engaging
- Provided with safe space for children to feel comfortable

Primary goal for students to gain clinical experience through:

- Understanding trauma informed care
- Direct interactions with children
- Leading children in group activities
- Understanding documentation options for group sessions

Plan for Institutes:

- Children from AKP visit campus
- Students implement group protocols with children
- Complete documentation such as Occupational Therapy Task Observation Scale (OTTOS) forms, clinical narrative, and Subjective-Objective-Assessment-Plan (SOAP) notes
- Reflect on clinical experiences
- Develop protocols for self care for cohort and for mental health groups with AKP children



Institute 1

No children from AKP present
Students began planning self-care group protocols for their peers
2 lectures on trauma informed care

Institute 2

Students visited AKP in Brandon
Children engaged in social games and activities
Students completed clinical narrative notes
Students attempted to complete Interest Checklist for an AKP child

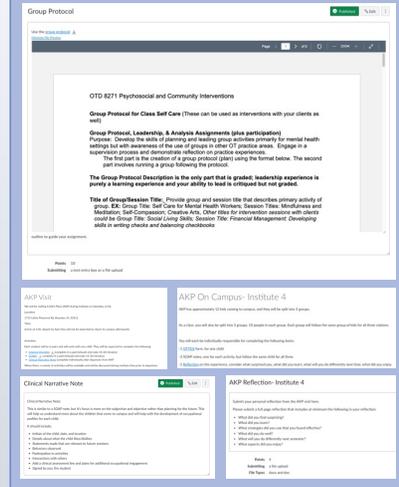
Institute 3

AKP children visited NSU campus
Students stayed one of three stations (cooking, crafts, sensory gym) and engaged children
Students completed OTTOS and SOAP notes for two children

Institute 4

AKP children visited NSU campus
Students traveled to all 3 stations with children, each lead a session
Students completed an OTTOS and SOAP notes for one child

Examples of Capstone Project



Learning Objectives Achieved

- Goal 1: Experienced all aspects of being a full-time faculty member by attending relevant meetings, completing work, and developing necessary teaching skills by the end of 16 weeks.
- Goal 2: Assisted in the creation of activities that allow OTD students to gain practical experience that is based on observations or interactions with children from AKP within the OTD 8271
- Goal 3: Independently created 2 assignments that address course objectives and ACOTE standards, while furthering knowledge of students, within 12 weeks.

Implication for OT Practice

- Students enter field as with more clinical experience, increasing quality of care
- Students continue through coursework with more confidence and experience
- Curriculum now exists for future semesters
- Continued development of relationship with AKP

REFERENCES & ACKNOWLEDGMENTS

References Available Upon Request
I would like to acknowledge the invaluable mentorship I received from Dr. Beverly Seredick, OTR/L, OTD and Dr. Mariana D'Amico, FAOTA, OTD, OTR/L