Effects of a Modified Problem-Based-Learning Class on MSOT Students' Perceived Competence to Develop Evidence & Occupation-centered Interventions

Ellen S. Cohn, ScD, OTR/L, FAOTA Nancy Lowenstein, MS, OTR/L, BCPR Boston University, College of Health &Rehabilitation Sciences



Problem-Based Learning

- Congruent with EBP & clinical reasoning
- Student-centered learning
- Self-directed
- Small tutorial groups (8:1)
- Learners identify their own learning tasks/outcomes
- Faculty as facilitator to guide to relevant resources
- Costly

Modified Problem-Based Learning

- Larger groups (15 20)
- Learning outcomes predetermined
- Faculty guides discussion
- Students identify additional learning outcomes
- Less costly

BU Integrative Seminars

- Every semester small group (15 20)
- Scaffolded, recursive process
- Synthesize & apply learning from concurrent & previous courses
- Promote clinical reasoning & critical inquiry
- Link academic learning with observations from Level I FW
- Apply learning to client cases

Flipped Classroom

- Invert traditional college lecture
- Interactive engagement
- Student preparation for class essential
 - View videos of clients before class
 - Analyze & interpret client data prior to class discussions
- Faculty facilitate application & problem solving in class

Objectives & Client Cases

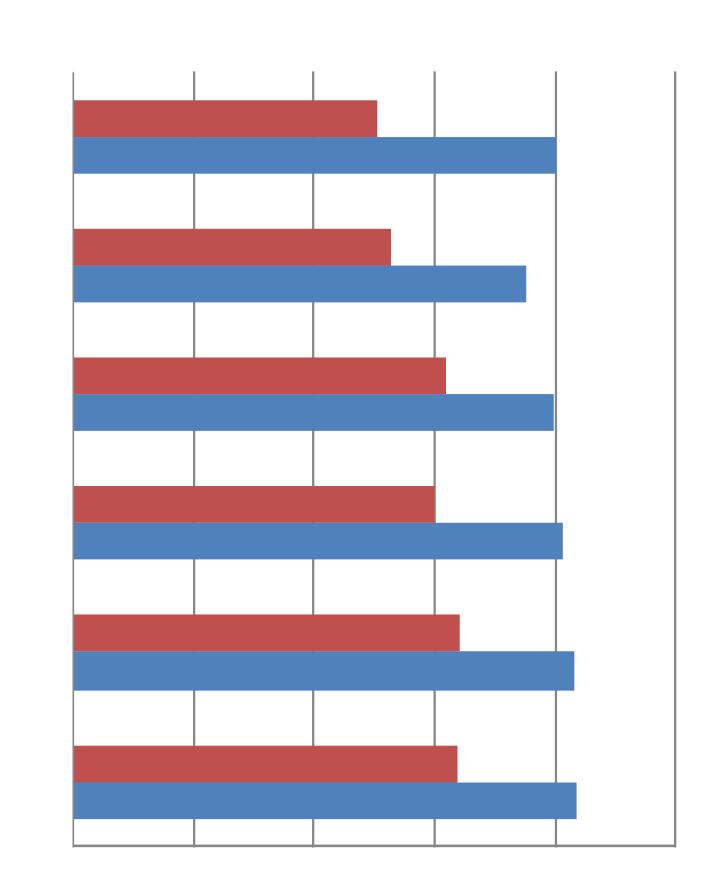
Student Learning Objectives:

- Self-assess learning needs
- Analyze & interpret assessment data to determine priorities for occupationcentered interventions
- Generate evidenced-based clinical questions relevant to the client
- Search, synthesize & present evidence to peers
- Apply OTPF, theoretical knowledge & available evidence to guide reasoning
- Articulate theoretical propositions of intervention including mechanisms of action & expected outcomes
- Generate occ-centered, theory driven, evidenced-based intervention plans

Client Cases: (videos of client's in the community; developed by BU Faculty)

- Across the life course
- Written occ-profiles, assessment data & client videos
 - Faculty model interview & assessment
 - Client demonstrates occ-performance

Outcomes



mpetent

References

Finucane, P, Shannon, W. & McGrath, D. (2009). The financial costs of delivering problem-based learning in a new, graduate-entry medical programme, *Medical Education*, 43, 594 - 598.

Halliwell, V. (2008). Challenging knowledge reproduction: Problem-based learning for evidence based practice. *British Journal of Occupational Therapy*, 71, 257 - 259.

Lusardi, M.M, Levangie, P. K, & Fein, B.D. (2002). A problem-based learning approach to facilitate evidence-based practice in entry-level health professional education. *Journal of Prosthetics* & *Orthotics*, 14, 40 - 50.

Stern, P. & D'Amico, F.J. (2001). Problem effectiveness in an occupational therapy problembased learning course. *American Journal of Occupational Therapy*, 55, 455 - 462.