

Pushing Students to Think Beyond the Obvious

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Universal Intellectual Standards (Hawkins, Elder & Paul, 2010)

Clarity	Accuracy	Precision
Relevance	Significance	Fairness
Depth	Breadth	Logic

Attributes of competent entry level clinicians (Lederer, 2007)

Truth-seeking	Open-mindedness
Analyticity	Systematicity
Self-confidence	Inquisitiveness
Maturity	

AOTA's Centennial Vision shapes the educational process

Absolute Knowing

- Student is more certain than uncertain
- Student thinks superficially
- Knowledge is absolute
- Foundational knowledge should be taught at this level
- Emphasis is on accuracy and systematicity
- Instructor shares knowledge with students
- Instructor is the expert

Teaching Strategies

- Questioning that probes concepts
- Lecture with some active learning to reinforce concepts

Specific Classroom Activities

- Pre-lab knowledge assignments
- Student response systems for assessment of learning
- Muddiest point reflection
- Think, pair, share
- Level I fieldwork with competencies
- Quizzes
- Three then 'me'
- Competency based assessment

Transitional Knowing

- Student begins to understand knowledge
- Rudimentary realization of uncertainty in some contexts
- Emphasis is on significance, fairness, and truth-seeking
- Instructor assists students to question the certainty in the situation

Teaching Strategies

- Questioning that probes assumptions
- Directed readings offering different points of view
- Application of knowledge to basic case scenarios

Specific Classroom Activities

- Reflection assignments
- Compare and contrast assignment
- Concept mapping
- Discussion forums using elaboration and illustration of key concepts- students can respond playing "devils advocate"
- Relating concepts to fieldwork experiences
- Level I fieldwork with reflective journaling

Independent Knowing

- Students begin to think independently
- Student begins to become confident in one's own thinking
- Student begins to understand the complexity of the situation
- Emphasis is on clarity, precision, relevance, self-confidence, and open-mindedness
- Instructor encourages an exchange of ideas with rationales and role models clinical reasoning
- Instructor speaks less so the students think more

Teaching Strategies

- Questioning that probes justification, and relevance
- Guided discussion and facilitation to promote higher level thinking

Specific Classroom Activities

- Team based learning activities
- Service learning activities
- Guided peer feedback on classroom activities
- Role playing
- Practical exams
- "Why?" questioning
- Client centered treatment plans
- Content 'experts'

Contextual Knowing

- Synthesize and create ideas to solve complex problems
- Appreciates how context shapes thinking
- Emphasis is on depth, breadth, logic, analyticity, maturity, and inquisitiveness
- Instructor mentors and role models clinical reasoning

Teaching Strategies

- Questioning that critiques student's thinking
- Guided discussion and facilitation to promote higher level thinking

Specific Classroom Activities

- Complex case scenarios
- Exam questions modeled after the certification exam
- Create programs or interventions to address problems
- Debating issues
- Level II fieldwork
- Peer feedback
- Critiquing of treatment via video taped scenarios
- Debates
- Reflective papers
- Content or concept analysis
- Self/peer teaching

If you are interested in collaborating
or participating in a research study
on this topic please contact

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