



The Process of Selection: Professional Reasoning and Assessment Tool Choice

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Objective

Explore professional reasoning process of occupational therapy students at a unique service-learning site

Background

- Professional reasoning is “the process that practitioners use to plan, direct, perform, and reflect on client care” (Schell, 2009, p. 314)
- Use of experiential learning opportunities for healthcare students promotes development of professional reasoning skills (Scaffa & Wooster, 2004; Coker, 2010)
- Previous studies have examined how occupational therapists define and choose functional assessments (Fisher, 1992, Fisher, 1994), but no studies specifically assess student’s reasoning processes for choosing functional assessments

Methods

- Participants completed one-hour, semi-structured interviews and a follow-up online survey
- Interview included eight open-ended questions related to academic preparation, evaluation, and assessment
- We analyzed transcripts for themes

Setting



JayDoc Free Clinic - Providing quality health care to those without access in the Kansas City community.

Student-run medical clinic with faculty supervision.

Results

Factors of influence	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
Theoretical frameworks	0%	0%	25%	62.5%	12.5%
Areas of occupation	0%	0%	0%	0%	100%
Client factors	0%	0%	0%	0%	100%
Activity demands	0%	0%	0%	12.5%	87.5%
Performance skills	0%	0%	0%	0%	100%
Performance patterns	0%	0%	12.5%	37.5%	50%
Contexts/Environments	0%	0%	0%	25%	75%
Client-centeredness	0%	0%	0%	12.5%	87.5%
Evidence-based practice	0%	0%	0%	37.5%	62.5%
Time to complete assessment	0%	0%	25%	12.5%	62.5%
Faculty expectations	0%	0%	12.5%	25%	62.5%
Practice settings	0%	0%	0%	37.5%	62.5%
Recommendations of peers	0%	0%	25%	50%	25%
Practices of other disciplines	25%	12.5%	25%	12.5%	25%
Prior use of tools at JayDoc	0%	12.5%	0%	50%	37.5%

1-year Occupational Therapy Students (n=6)

2-year Occupational Therapy Students (n=3)

Theme 1: Academic Preparation

Courses viewed separately within curriculum | Recognition of complimentary nature of courses

Theme 2: Client Evaluations

Process	Preparation	Considerations
Rely heavily on supervisors and peers for support	More independent with professional reasoning	Researched prior to collaborating with supervisors/peers
Limited scientific preparation, emphasis on interaction skills	Comprehensive approach including person, task, and environment	Focus only on client factors

Theme 3: Assessment Choice

Assessment Selection Considerations	Assessment Selection Considerations
Heavily influenced by confidence with administration and/or supervisor’s suggestion	Based on pragmatic reasoning (e.g. availability, time, relevance)

Discussion



- Service-learning provides students the opportunity to enhance professional reasoning skills
- Confidence and preparedness were identified barriers to timeliness
- Practice opportunities and experience were identified means to address confidence and preparedness

Script

Page 1 of 1

The Process of Selection: Professional Reasoning and Assessment Tool Choice

Interview Questions:

- 1) How have you been prepared to participate in client evaluations by the Occupational Therapy Education curriculum?
- 2) Please describe the process you use when completing a client evaluation?
- 3) How do you prepare yourself to conduct a client evaluation?
- 4) What do you consider when preparing for a client evaluation?
- 5) Please explain how you choose which assessment tool you will use?
- 6) What assessment tools offered at the JayDoc Occupational Therapy Services Night do you feel adequately prepared to complete?
- 7) What additional information would have helped you prepare to complete client evaluations?
- 8) Is there any additional information you would like to share?

Considerations Survey

Page 1 of 5

The Process of Selection: Professional Reasoning and Assessment Tool Choice

Academic Year: 1 2 3

Age: _____

Gender: Male/Female

Other clinical experiences:

This is a survey requesting information regarding client evaluation considerations. Thank you for your participation. Please feel free to contact me with any questions you may have. I can be reached at kreiling2@kumc.edu.

1. Theoretical frameworks influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

2. Areas of occupation influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

3. Client factors influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

4. Activity demands influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

Considerations Survey

Page 2 of 5

The Process of Selection: Professional Reasoning and Assessment Tool Choice

5. Performance skills influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

6. Performance patterns influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

7. Context and environment influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

8. Client-centeredness influences my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

9. Evidence-based practice influences my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

Considerations Survey

Page 3 of 5

The Process of Selection: Professional Reasoning and Assessment Tool Choice

10. The length of time required completing the assessment tool influences my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

11. Faculty expectations influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

12. The practice setting influences my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

13. The recommendation of peers influences my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

14. The practices of other disciplines influence my decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

Considerations Survey

Page 4 of 5

The Process of Selection: Professional Reasoning and Assessment Tool Choice

15. History of what has been previously used at the site influences your decision when choosing an assessment tool at the JayDoc Occupational Therapy Services Night.

Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree
1	2	3	4	5

16. Please list assessment tools you have used at the JayDoc Occupational Therapy Services Night.

17. Please list assessment tools not presently at the JayDoc Occupational Therapy Services Night which you feel would be beneficial to have available.

18. Please provide any additional comments you have regarding the JayDoc Occupational Therapy Services Night clinic.

Considerations Survey

Page 5 of 5

The Process of Selection: Professional Reasoning and Assessment Tool Choice

19. Please provide any general comments you have regarding the JayDoc Free Clinic.
