



Baylor University

ROBBINS COLLEGE OF HEALTH AND HUMAN SCIENCES
Occupational Therapy

Fieldwork II Students: Trending Professional Behaviors Unveiled

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Background and Problem

- ❖ Problem: A decline in professional behaviors among fieldwork II students and professionals in healthcare fields.
- ❖ Literature review revealed:
 1. Decreased professionalism across all healthcare sectors¹
 2. Professional behaviors most frequently mentioned in decline: communication, clinical reasoning⁴, integrity, and negative response to constructive feedback²
 3. Most speculated reason why: poor role models³
- ❖ Frame of Reference: Social Learning Theory

Purpose/Aim/Question

- ❖ The Doctoral Capstone Project aimed to gather data from therapy clinical instructors at AdventHealth Central Texas and Rollins Brook to identify suboptimal professional behaviors in Fieldwork II students and determine collective strategies to address these issues.

Method

- ❖ **Setting:** AdventHealth Central Texas and Rollins Brook Hospital therapy departments in Temple, TX and Lampasas, TX.
- ❖ **Participants:** 3 primary OT and PT clinical instructors, 5 secondary clinical instructors, 1 PTA student
- ❖ **Instrument Used:** Survey and interview
- ❖ **Procedures:** The primary clinical instructors (CIs) participated in individual interviews, from which a survey was developed. This survey then informed further one-on-one interviews with eight CIs, identifying key professional behaviors to focus on in the hybrid learning module. The collected data were compared with literature review findings. A hybrid learning module was developed and piloted with one PTA student.
- ❖ **Data Analysis:** Data by mode, percentage distribution, rank order, cross-tabulation of combinations, and variance of choices

Results

Primary clinical Instructors' (CI) Professional Behavior Concerns with Fieldwork II Students

CI	Answer #1	Answer #2	Answer #3
1	Constructive feedback	Communication	Lack of action
2	Constructive feedback	Communication	Not accepting
3	Communication	Clinical reasoning	NA

Figure 1: Primary clinical Instructors' (CI) Professional Behavior Concerns with Fieldwork II Students. Question 1: Which professional behavior do you have to provide the most feedback to correct a deficiency in the behavior? Question 2: Which professional behavior do you provide the second most feedback to correct a deficiency in the behavior? Question 3: Is acceptance of the constructive feedback or the action response after the feedback the biggest challenge?



Chart 1. Top 3 Rankings of the Professional Behaviors from the Eight Participant. Ranking score: 100 for 1st choice; 80 for 2nd choice; 60 for 3rd choice. The number of participants that ranked professional behaviors either in 1st or 2nd choice: Acceptance of Constructive Feedback= 2; Response to Constructive Feedback=6; Communication=5; Clinical reasoning=3; Other: Integrity=1.

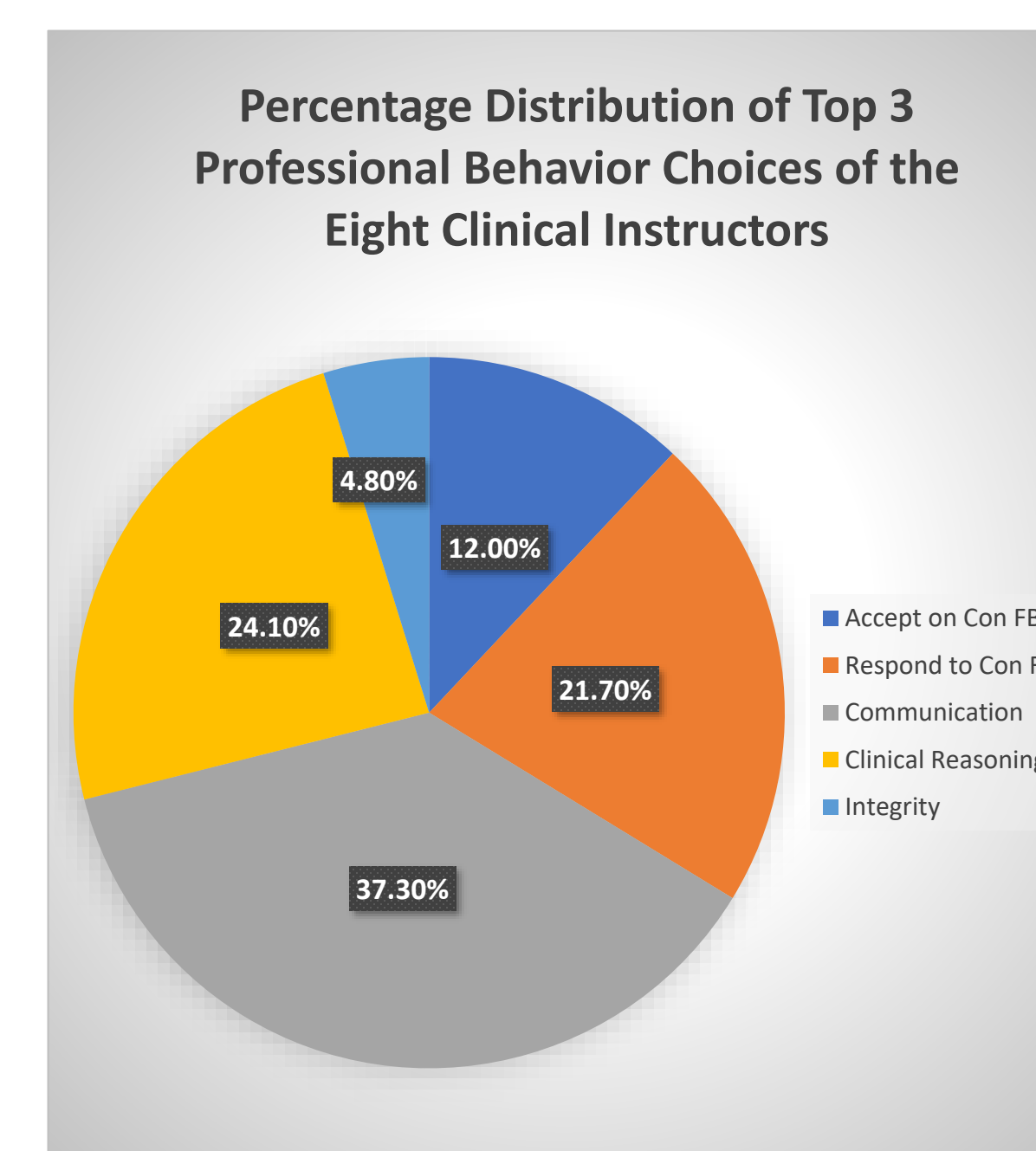


Chart 2. Percentage Distribution of Top 3 Choices of the 8 Clinical Instructors without consideration of ranking order: Communication 37.3%, Clinical Reasoning 24.1%, Respond to Con FB 21.7%, Accept on Con FB 12.0%, Other: Integrity 4.8%

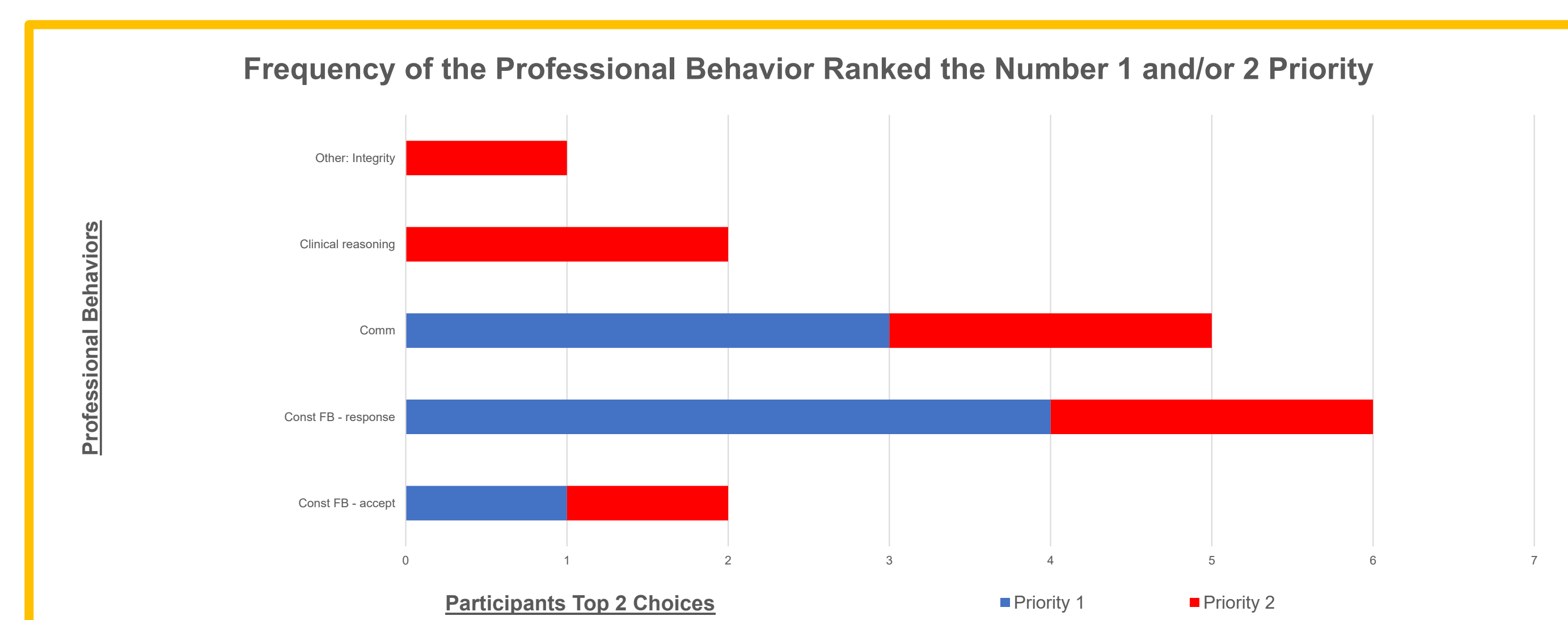


Chart 2. Frequency of the Professional Behavior Ranked the Number 1 and/or 2 Priority. Frequency of Professional Behaviors Chosen as 1st and 2nd Choices: Respond/Response to Constructive Feedback= 6/8; Communication=5/8; Acceptance to Constructive Feedback= 2/8; Clinical Reasoning=2/8; Other: integrity= 1/8

The Professional Behaviors of focus were determined to be Acting on Constructive Feedback and Communication.

Conclusions

Observations by Clinical Instructors (CIs) indicate a decline in professional behaviors among Fieldwork II students, particularly in constructive feedback and communication. This highlights the need for targeted educational interventions. A hybrid education module focusing on constructive feedback and communication was developed and successfully piloted with a PTA student, resulting in improved professional behaviors, enhanced quality of patient care, and student success. Full implementation of the hybrid education module begins January 2025. A limitation of this project is the small sample size, specific to two locations.

Implications for Occupational Therapy

- ❖ **Improved Professional Behaviors:** Intentional education on professional behaviors sets a high standard that can be emulated by students in their clinical practice.
- ❖ **Specialized Training:** Implementing a routine hybrid learning module ensures consistent training across different settings, contributing to a more uniform approach to professional development in occupational therapy.
- ❖ **Role Modeling:** By instilling these professional behaviors, students become better role models for their peers fostering a culture of professionalism within the field.
- ❖ **Future Research:** Continued assessment and refinement of these educational interventions can further enhance their effectiveness, paving the way for broader application and ongoing improvement in occupational therapy education.

References

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