

Addressing Clinical Educator Confidence in Using Evidence-Based Strategies During Clinical Education



Caitlan Schasteen, OTD, OTR/L, CLT
Occupational Therapy, Missouri State University

Traci Garrison, DHSc, OTR/L
Occupational Therapy, Missouri State University

Megan McMahan, PT
AdventHealth Ottawa Sports Medicine and Rehabilitation, Ottawa, KS

Tara Boehne, OTD, OTR/L
Occupational Therapy, Missouri State University

Background

- Growth mindset has been used in education for a significant amount of time (Dweck, 2008)
- Healthcare educators are in demand as healthcare programs continue to grow (Chycinski et al., 2023)
- Barriers to accessing resources exist for many clinical educators; innovative access may be limited for some educators (Laugaland et al., 2023)
- The utilization of grit, resilience, and growth mindset have been shown to be supportive of learning and developing skills for clinicians and students (Richardson et al., 2021)
- Perceptions of generational differences may impact student-clinician interactions (Deluliusi & Saylor, 2021)
- Reflective practice supports growth mindset and development for clinicians and students (Guy et al., 2020)
- Clinical experience was found to be an impactful time to be provided feedback and reasoning that was supportive of the development of soft skills and clinical skills (Potvin et al., 2021)
- Motivational interviewing, coaching, and strengths-based assessments can support change and readiness for students to utilize growth mindset, resilience, and grit (Hamed & Taff, 2024)

Participants

- Participants were clinicians from AdventHealth Ottawa Sports Medicine and Rehabilitation in Ottawa, KS
- 1 Occupational Therapist, 1 Occupational Therapy Assistant, 1 Speech Language Pathologist, 3 Physical Therapy Assistants, and 7 Physical Therapists (13)
- 5/13 participants had previous continuing education for being a clinical educator
- Average age of participants was 45 years old with the oldest being 57 years old and the youngest being 25 years old

References



Results

Statistical Analysis

- Paired T-Test showed statistically significant results in the areas of education, supervision, evaluation, administrative, and growth mindset competencies
- All competencies showed an overall increase from pre-survey average to post-survey average
- All competencies showed a large effect size
- The average post-test result was 97%

Thematic Analysis

- Four main themes were identified:
 - Developing a professional learning mindset
 - Normalization of not knowing, acceptance of mistakes, and learning is continuous
 - Individualizing learning through relationships
 - Understanding what motivates the student, their background, and personal goals
 - Navigating generational and contextual shifts in education
 - Generational differences shaped expectations, communication styles, and educational needs
 - Prioritizing communication and reflective teaching practices
 - Soft skills of empathy, adaptability, listening, and ability to read non-verbal and verbal cues emphasized as important for relationships
- Themes were created as a result of the focus group.
- Artificial intelligence was utilized to analyze the recording from the focus group to create common themes

Discussion

- The large effect sizes observed for each competency indicate substantial differences, suggesting meaningful practical significance within this context
- Literature supports use of online education modules and continuing education for clinical educators to improve student learning in clinical environments (Chycinski et al., 2023; Johnston, et al., 2026)

Limitations

- Small sample size (13)
- Researcher bias as content of video, handout, pre/post-survey, and post-test were created by the researcher
- Surveys utilized were test-pilots as they were not tested prior to use
- Did not utilize knowledge checks throughout the course to understand content

Sustainability

- Use of these videos and handouts as future educational material for clinical educators at this site
- Sharing of content with fieldwork educators that support Missouri State Occupational Therapy Students

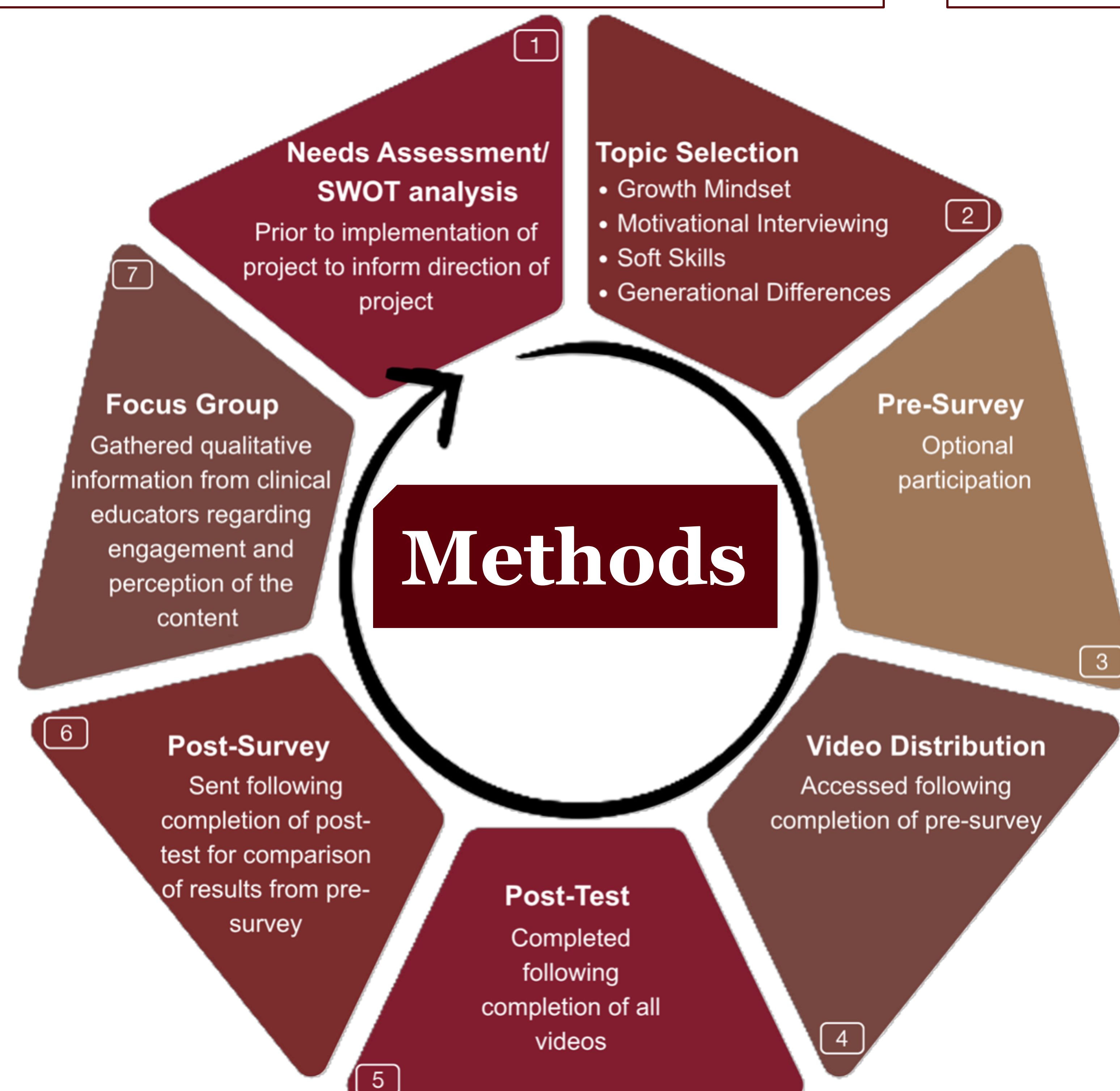


Table 1
Descriptive Statistics of the Average for Survey Score

Variable	Mean	Standard Deviation	Standard Error
Educational Competencies			
Before	2.834	0.112	0.056
After	3.633	0.254	0.127
Supervision Competencies			
Before	2.88	0.128	0.043
After	3.564	0.133	0.044
Evaluation Competencies			
Before	3.022	0.291	0.110
After	3.484	0.138	0.052
Administrative Competencies			
Before	2.846	0.088	0.250
After	3.356	0.136	0.048
Growth Mindset Competencies			
Before	2.743	0.178	0.103
After	3.718	0.044	0.026

Four Main Themes

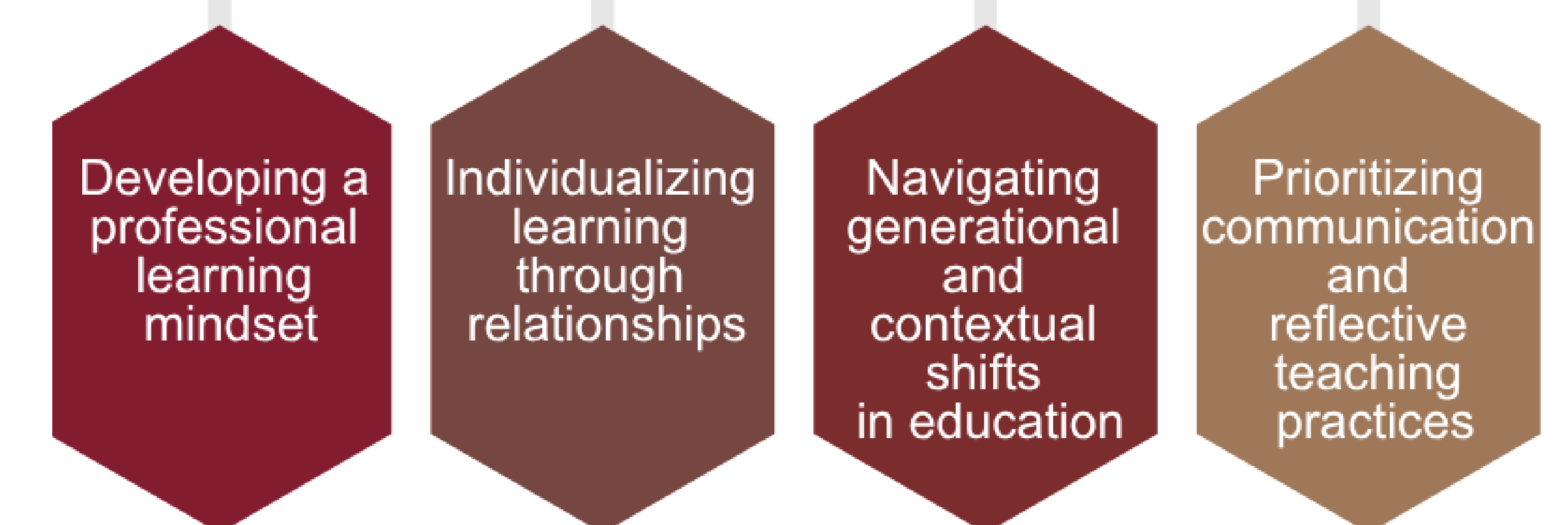


Figure 1

Four Main Themes From Focus Group

Table 2
Paired Sample T-Test Results of the Average of Survey Scores

Variable	Test-Statistic	P-Value	Effect Size
Educational Competencies Pre-Post	-10.090	.002	-5.047
Supervision Competencies Pre-Post	-13.590	<.001	-4.531
Evaluation Competencies Pre-Post	-3.520	.013	-1.330
Administrative Competencies Pre-Post	-9.393	<.001	-3.321
Growth Mindset Competencies Pre-Post	-10.530	.009	-6.079

I wish to thank my faculty mentor (Traci Garrison), site mentor (Megan McMahan), doctoral capstone coordinator (Tara Boehne), my coworkers for being my participants, my family and friends who supported me throughout this journey, and Hannah Grenko from Rstats for their assistance with the data analysis.

Contact Information:
Caitlan Schasteen
Missouri State University
Occupational Therapy
Schasteen518@live.missouristate.edu



OCCUPATIONAL THERAPY