

Teaching Dossier

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1.0 Biography

Upon graduation in 1973 (Diploma) and BSc.OT (1976) I engaged in clinical practice in both a pediatric and home care setting. I was an avid fieldwork educator with a specific interest in experiential learning and the application and transfer of knowledge from the academic to the clinical setting.

From 1980-1985 I was involved in the Occupational Therapy Program in teaching modules of various courses, teaching single courses for faculty on sabbatical leave, supervising 4th year independent projects and small group teaching for communication skills course in both the Occupational Therapy Program and the School of Medicine.

In 1989-90 I began and completed courses in the Master's of Education program at the University of Dundee, Scotland. Upon returning to Canada, I received course credits toward the Master's Of Education program at Queen's University. I completed the master's degree part-time while once again teaching courses, modules, communication skills and participating in curriculum development in the OT program. My involvement as Lecturer and Instructor, OT Program included various teaching responsibilities from 1992-1999 and membership in the Committee for the Redevelopment of the Clinical Education Centre.

I was awarded my Master of Education in 1995. I was appointed as Assistant Professor Adjunct Faculty, Occupational Therapy Program in 1999.

2.0 Teaching Philosophy

I think about education in the broadest sense of the word, as the learning environments for fieldwork learning extend beyond the classroom.

What matters to me most is to create and maintain a climate for learning which engages students in active learning. The development of practice knowledge must be complimented with the development of self-knowledge, critical thinking, creativity, and tolerance. My goal is to educate students in '*how to think*' not '*what to think*'. Communicating in meaningful ways, demonstrating passion for the subject and constructing an inclusive learning environment are key elements in fostering student learning. By adhering to the basic principles of adult learning, the appreciation of past experience and the establishment of ownership and

responsibility are necessary for the learning environment to be effective and build in the learners a sense of self-efficacy.

In a professional program, deep learning and the transfer of learning are fundamental to the education of future practitioners. Fieldwork learning utilizes Bloom's taxonomy where the goal is to move the learner from knowledge acquisition and comprehension to application, analysis and synthesis.

I feel curriculum review and revision is essential in responding to changes in the health care system, and the context in which practice occurs. A professional program must educate for the future challenges and what may be, not merely for what is. In preparing my courses, instructional strategies and the process of education are given equal footing to the content.

My ultimate goal is to create the learning environment, and to provide the feedback and coaching which will release the capacity of the individual learner. My philosophy of teaching in this professional program parallels my philosophy of practice as a clinician.

3.0 Course Outlines

See Appendix A for the following samples of course outlines.

OT 851: Therapeutic Relationships: The Basics
OT 301: Theory in Occupational Therapy

4.0 Evidence of Teaching Effectiveness

Included in Appendix B are copies of all student evaluations for every course taught from 1999-2006.

1999-2001: Queen's University Evaluation System for Teaching Courses (QUEST)

2002-2006: University Survey of Student Assessment of Teaching (USAT)

The calculated mean for the item "*Overall, this instructor is an effective teacher*" across all years and all courses is: 4.2. The rating scale is 1-5 where 1 is strongly disagree and 5 is strongly agree. The total number of respondents represented by this mean is 435.

5.0 Participation in workshops and seminars on teaching

I have attended numerous workshops, seminars and conference sessions on teaching and learning over the past 7 years. A selection of workshops attended most recently and the accompanying incorporation of new ideas is listed below:

Date	Description	Outcomes
April 2005	Assessment to Enhance Learning: The ICE Approach <i>S. Fostaty Young</i>	Review of student assessment and incorporation of new concepts into marking scheme.
September 2005	Fostering Equity: A Workshop for Leaders in Medical Education <i>Faculty of Health Sciences, Faculty Development</i>	Developing the ability to effectively teach learners from diverse cultures and incorporate ideas in course delivery to enhance the development of culturally sensitive practitioners
October 2005	Professional Development for the Scholarship of Teaching and Learning <i>Lewis Elton, Professor of Higher Education, University of Surrey</i>	Another step toward developing the competence to conduct research and development in education and link to practice
April 2006	OSOT's Evidence-based Practice Skills Building Tour <i>Thelma Sumsion PhD</i>	Appreciation of the complexity of evidence-based practice and implications for fieldwork educators. Strengthened link between student research and clinical practice hoping to yield increased collaborative projects.
June 2006	Team-Based Learning: An Interactive, Engaging Alternative to Conventional Didactics <i>R. Levine MD</i>	Explore the use of team based learning in the OT program in conjunction with the use of existing learning teams

6.0 Curriculum Development

Active participation in the development of the Master's of Science- OT curriculum was a significant responsibility from 2002-2004 when the Occupational Therapy program moved to the Entry- level Master's Program. This included the responsibility to ensure fieldwork courses met the standards for quality fieldwork learning environments and required number of hours. In order to facilitate the integration of academic and fieldwork learning, the fieldwork courses were temporally positioned in the 2 year curriculum to maximize the opportunity to translate theory to practice and practice to theory.

A fieldwork curriculum was developed which meets the profession's Accreditation Standards. See supporting documentation from the Canadian Association of Occupational Therapists Accreditation Credentialing Council Report (2005) in Appendix C.

7.0 Description of Educational Innovations

Community Partnership Program

In the efforts to enhance the curriculum and promote client-centered practice, the Community Partnership Pilot Project was developed in 1999. This project provided first year students with the opportunity to become sensitive to the life experiences of persons with disabilities. This program emerged over time, was evaluated, revised, and finally implemented in the new Master's Curriculum as the first fieldwork course called "The Lived Experience of Disability".

Development of Innovative Fieldwork Learning Opportunities

Faculty of Health Science support for the School of Rehabilitation Therapy fieldwork education partners was obtained to bridge the double cohort years when both Bachelor's and Master's programs were offered. Educational workshops with potential fieldwork educators were held to prepare preceptors for their supervisory roles and alternative models of supervision were promoted. Non-traditional practice settings were utilized and the introduction of an off-site supervisor for a number of community settings was implemented. Fieldwork learning opportunities must be designed and delivered to support the development of competencies for practice within the ever-changing practice profile for occupational therapy.

Learning Teams

A leadership role was assumed in introducing learning teams in the new Master's curriculum. The introduction of learning teams is based on the premise that instructional strategies should be selected, when possible to enhance the development of competencies for practice. In occupational therapy communication skills and the ability to work in collaborative relationships are fundamental to effective practice. Opportunities to participate in continuing education about learning teams and team-based learning are accessed. Participation in the ongoing evaluation of the learning teams and their effectiveness continues.

Fieldwork Integration Working Group

A model of integrated fieldwork was proposed for the Master's curriculum. A working group comprised of clinicians representing a variety of practice settings and faculty was formed. The new Masters curriculum was designed to integrate each of the fieldwork courses directly with the relevant academic course. This is the mechanism by which the translation of theory to practice and practice to theory is both facilitated and strengthened. Students are able to use experiences and case studies from the practice setting to integrate concepts taught in theory courses. Integration assignments related to those settings were developed by the working group.

Standardized Patients

Increasingly in professional education programs standardized patients are being used to both develop and assess competencies for practice. To enhance the level of preparation for OT students prior to their block fieldwork placements, standardized patients have been introduced in the Therapeutic Relationships course. Administration of assessments, analysis of findings, and report-writing has prepared students for the realities of the practice setting. The standardized patient roles were developed by faculty to enhance the integration of the Cognitive-neurological Determinants Course OT 844. It is suggested that standardized patient roles could be effectively developed and utilized to integrate each of the five Determinants courses.

8.0 Scholarship in Teaching and Learning

A strong belief in the importance of scholarship in teaching and learning was the primary motivator for ensuring the new Workloads Document for the School of Rehabilitation Therapy included a percentage for scholarship activity in the position held by the fieldwork coordinator. It is essential that work is effectively documented and disseminated and has significance beyond the individual context.

Scholarship activity is evidenced by abstracts submitted and accepted annually for the Canadian Association of Occupational Therapists Annual Conference. The focus of all submitted abstracts is curriculum innovation and the education of future practitioners.

A commitment to the development of increased inter-professional education is evidenced by the workshop presentation at the Ontario Medical Education Network, Research Symposium, May, 2002. (See Appendix E).

Current involvement in several of the Queen's University Inter-Professional Patient-Centered Education Direction (QUIPPED) initiatives includes:

- Inter-professional Placements
- Communication Skills for Core Competencies
- Inter-professional teaching and Learning Certificate

Active involvement in the Centre for Teaching and Learning and the Faculty of Health Sciences Education Rounds has been maintained consistently over the past seven years. Participation in the international research study by Dr. C. Knapper and Dr. S. Peccinin entitled "*Departmental leadership for quality teaching- an international comparative study of effective practice*" provided the opportunity to reflect and share ideas and experiences on teaching in the OT program.

Curriculum innovation and student learning has been the focus of several publications and presentations.

9.0 Teaching Awards

1996-97 Recipient of the Blue Star Award for Teaching Excellence, School of Rehabilitation Therapy

1999 Nominee and Certificate of Commendation for the Frank Knox Award for Excellence in Teaching

2003-04 Recipient of the Blue Star Award for Teaching Excellence, School of Rehabilitation Therapy. See supporting documents and nomination letters in Appendix D.

10.0 Vision for the Future

My vision for the future steadily moves fieldwork into an integrated occupational therapy curriculum. It is my belief that the terminology of the position needs revising and the position is emerging as 'fieldwork educator' rather than a fieldwork coordinator. I wish to continue to actively promote the education component of the fieldwork portfolio as administrative tasks are increasingly being successfully delegated and web-based computer technology is gradually being implemented.

Within the existing parameters of the current position my vision for each component is as follows:

Fieldwork

- Create stronger links between practice and education partners by strengthening relationships with the clinical community and facilitating their involvement in curriculum delivery and collaborative research
- Participate in inter-professional education initiatives and work toward incorporating the model in all fieldwork learning
- Promote fieldwork learning in rural communities and liaise with other schools to share resources
- Work with Faculty of Health Sciences, provincial resources such as OCUPERS towards the provision of financial support to fieldwork educators

Teaching

- Commitment to improve teaching would include peer review
- Develop technology-based learning for both preceptors and students
- Continue to contribute to the OT Program in curriculum design, development and evaluation
- Increase pedagogical knowledge about student learning, learning behaviours and how to foster translation of theory to practice

Scholarship

- Initiate research in the areas of: service learning, academic/ fieldwork integration, learning teams,
- Teaching scholarship directed toward the development and selection of instructional strategies which facilitate the translation of theory to practice and application and knowledge transfer.
- Explore the relationship between community service learning and fieldwork learning

Appendices

- A Course Outlines
- B QUEST and USAT forms
- C Canadian Association of Occupational Therapists, Academic
Credentiailling Council, Final Accreditation Report
- D Supporting Documents for Teaching Award
- E Workshop outline for Ontario Medical Education Network, Research
Symposium