Special Issue: Guest Editorial

6912170010 Evolution of a Revolution in Occupational Therapy Education
Janice Posatery Burke, Neil Harvison

This special issue of AJOT highlights research and provides theoretical articles that address various aspects of occupational therapy education.

Special Issue: Research Articles

6912185010 Impact of a Curricular Change on Perceived Knowledge, Skills and Use of Evidence in Occupational Therapy Practice: A Cohort Study
Teal W. Benevides, Tracey Vause-Earland, Robert Walsh

A curriculum revision emphasizing experiential use of evidence in clinical environments found that emphasis on experiential learning in school with reinforcement of skills in clinical environments was not sufficient to change graduates’ use of evidence.

6912185020 Wheelchair Transfer Simulations to Enhance Procedural Skills and Clinical Reasoning
Joanne M. Baird, Ketki D. Raina, Joan C. Rogers, John O’Donnell, Margo B. Holm

Scenario use in simulations for transfer training made a positive curricular contribution for simultaneously teaching procedural skills and clinical reasoning.

6912185030 Simulation Strategies to Teach Patient Transfers: Self-Efficacy by Strategy
Joanne M. Baird, Ketki D. Raina, Joan C. Rogers, John O’Donnell, Lauren Terhorst, Margo B. Holm

In combined classroom and simulator training in wheelchair transfers, students who received participation-dominant training reported an increase in knowledge self-efficacy over time compared with those in observation-dominant or participation-only groups.

6912185040 Perspectives on the Use of Standardized Parents to Teach Collaboration to Graduate Occupational Therapy Students
Susan M. Cahill

A standardized parent experience was developed to help master’s-level occupational therapy students gain the skills needed to interview parents after their child’s traumatic injury.

6912185050 A Win–Win: Benefits to Student Engagement in Intervention Research
Jaclyn K. Schwartz, Roger O. Smith

A multiple-case study design with 6 students found that student participation in hands-on research supports researchers in attaining their research goals and provides students with valuable learning experiences.

6912185060 Reliability and Sensitivity to Change of Goal Attainment Scaling in Occupational Therapy Nonclassroom Educational Experiences
Jeanette Koski, Lorie Gage Richards

GAS was found to be reliable and sensitive to changes in student performance on Level II Fieldwork and may warrant investigation as a tool to measure student performance on the entry-level OTD experiential component.

6912185070 Fieldwork I Program Evaluation of Student Learning Using Goal Attainment Scaling
Ann Chapleau, Jennifer Harrison

Over four semesters, 240 students used a GAS process for an individualized learning goal during Level I fieldwork; results support the use of GAS as an outcome measure of student learning during fieldwork.

6912185080 Facilitators and Barriers to Learning in Occupational Therapy Fieldwork Education: Student Perspectives
Marie-Lyne Grenier

A qualitative study of students’ fieldwork experiences identified individual, environmental, educational, and institutional facilitators of and barriers to learning within fieldwork education.
Ability of the National Board for Certification in Occupational Therapy Practice Test to Estimate the Probability of First-Time Pass Status on the National Certification Exam
Tamara Avi-Itzhak

Performance ratios for the four NBCOT practice test domains were used to develop a logistic regression model for estimating the probability of first-time pass status on the NBCOT exam.

Departments

6912350010 BRIEF REPORT
U.S. and Swedish Student Learning Through Online Synchronous International Interactions
Rebecca M. Aldrich, Karin E. Johansson

Findings from a 2014 pilot study suggest that course-based online synchronous interactions provide a positive way for students to learn about other cultures and global differences in occupational therapy practice.

6912350020 BRIEF REPORT
National Survey of Fieldwork Educators: Implications for Occupational Therapy Education
Mary E. Evenson, Michael Roberts, Jennifer Kaldenberg, Mary Alicia Barnes, Rebecca Ozelie

Results from a 49-item online survey conducted in fall 2013 provide valuable information about what is needed to foster collaborative relationships with fieldwork facilities to meet the growing need for fieldwork education.

6912360010 THE ISSUE IS . . .
Energizing Occupation as the Center of Teaching and Learning
Barbara Hooper, Maralynne D. Mitcham, Steven D. Taff, Pollie Price, Sheama Krishnagiri, Andrea Bilics

Professional education has a critical stewardship role in continually enhancing how occupation is taught and understood to enrich new therapists' ability to grasp the purpose of the profession and reason clinically in complex practice environments.

6912360020 THE ISSUE IS . . .
The Next Paradigm Shift in Occupational Therapy Education: The Move to the Entry-Level Clinical Doctorate
Ted Brown, Jeffrey L. Crabtree, Keli Mu, Joe Wells

The authors provide an overview of the rationale for moving U.S. entry-level occupational therapy education to the clinical doctorate level and discuss the potential impact of such a move on future students, education providers, clients and families, employers, and third-party payers.