

## **Use of the Occupation-Centered Intervention Assessment to Develop Professional Reasoning in Occupational Therapy Students**

Vanessa Jewell<sup>1</sup>, LouAnn Griswold<sup>2</sup>, Sarah Phillips<sup>1</sup>

<sup>1</sup>*Creighton University, Omaha, NE, USA*, <sup>2</sup>*University of New Hampshire, Durham, NH, USA*

**Introduction:** Occupational therapy students worldwide encounter challenges with integration of occupation-focused theory concepts with application of practical skills in clinical education. The Occupation-Centered Intervention Assessment (OCIA) is a self-reflection tool developed to assist with bridging occupation-focused classroom concepts to diverse real-world clinical scenarios.

**Objective:** This study explored how the OCIA impacted occupational therapy students' professional reasoning and ability to design interventions with an occupation-centered lens after clinical education.

**Methods:** This study employed an inductive qualitative approach through retrospective record review of 61 student reflections. As part of the students' training, they all received a one-hour workshop on how to use and score the OCIA and completed an online discussion board posting to encourage reflection on incorporating occupation-focused practices into future clinical practice. Thomas' (2006) general inductive approach guided the analysis process. Two researchers independently coded and then met to finalize the themes. The initial six themes and 14 subthemes were deduced to three themes and nine subthemes, using a third researcher for the debriefing process.

**Results:** The three themes included increased reflection on intervention design (subthemes: occupational relevance, increased client-centeredness, and contextual relevance), development of the therapist from student to clinician (subthemes: developing own sense of style, creativity, and confidence), and OCIA as a useful tool (subthemes: structured format that is easy to use, increased awareness of the intervention components and interconnectedness of components, and promotes occupation-centered reasoning).

**Conclusion:** The OCIA is a tool that assisted students with professional reasoning development and bridging theory to clinical practice.