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# The Effects of an Intraprofessional Education Session on the Knowledge, Confidence, and Perceptions of Occupational Therapy Roles and Responsibilities Among OT and OTA Students

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## INTRODUCTION

- The purpose of this study was to compare knowledge, confidence, and perceptions of occupational therapy (OT) roles and responsibilities between OT and occupational therapy assistant (OTA) students before and after an intraprofessional educational session.
- OT and OTA students engaged in collaborative learning experiences including comparing ACOTE standards between OT and OTA curricula and role playing various scenarios based on the OT/OTA supervisory relationship.

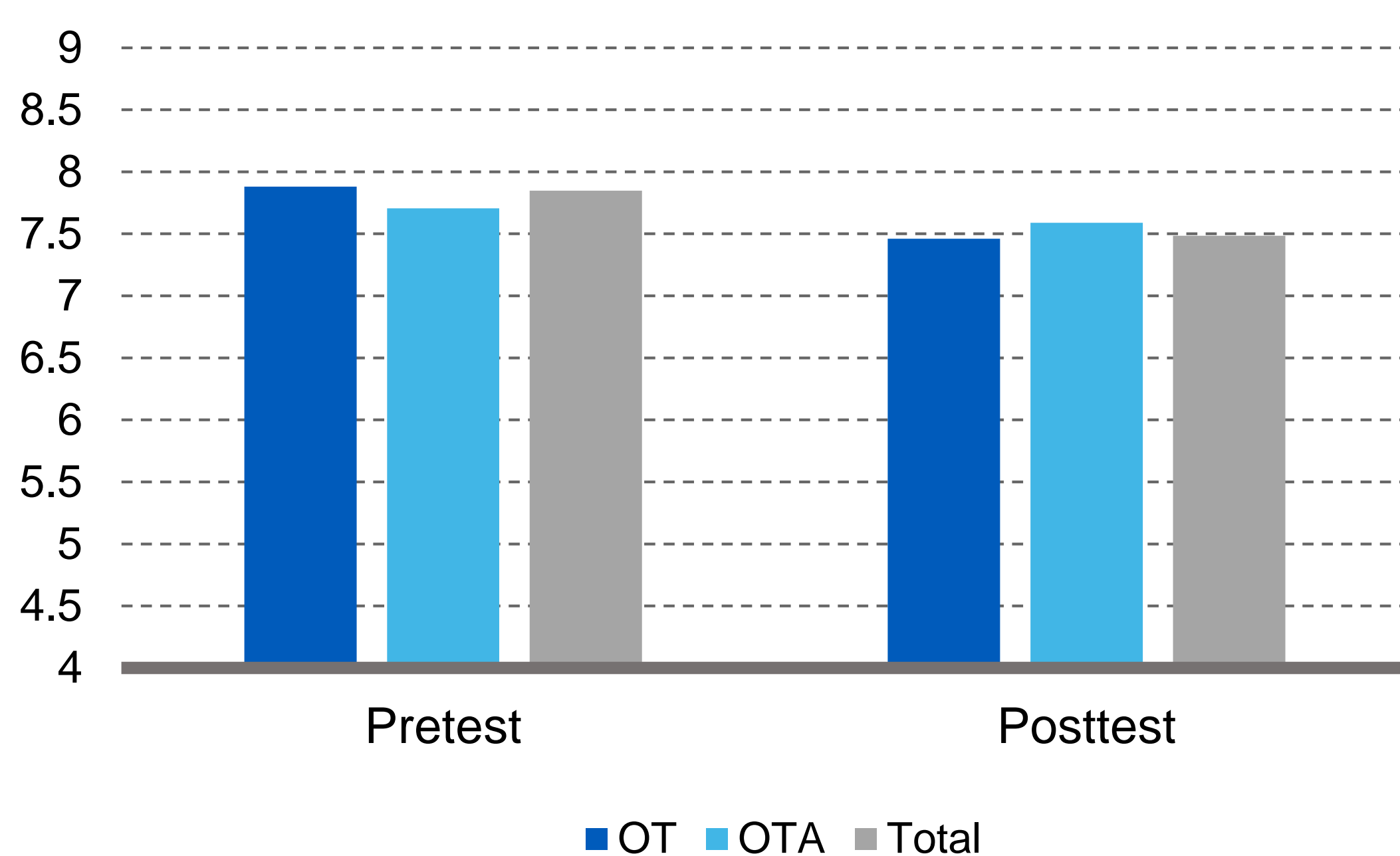
## METHODS

- **Study Design:** Pre-experimental research study with a one group pretest-posttest design.
- **Participants:** First year OT students and second year OTA students. Exclusion criteria included anyone who had completed Level II Fieldwork.
- **Measurements:** The OT/OTA Knowledge Quiz, the Occupational Therapy Intraprofessional Confidence Scale (adapted from ATHCT), and the Occupational Therapy Intraprofessional Survey (adapted from SPICE-R).
- **Data Analysis:** Descriptive statistics were used to analyze frequencies and means

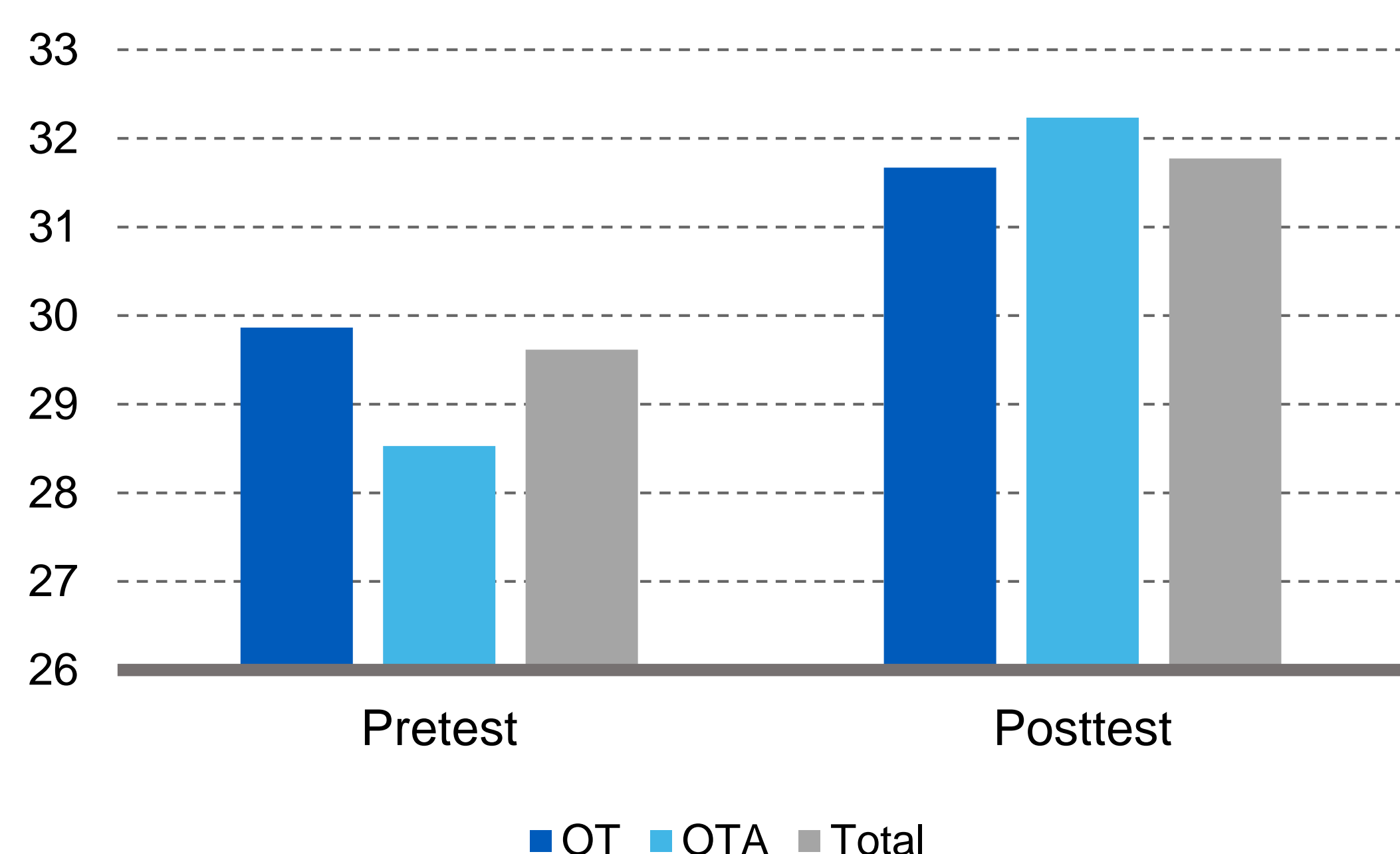
## RESULTS

- There were 76 OT and 17 OTA student participants
- Results show OTA students demonstrated higher knowledge, confidence, and perceptions compared to OT students.
- Combined, OT and OTA students demonstrated an overall increase in confidence and perceptions.
- The total knowledge slightly decreased after the session.

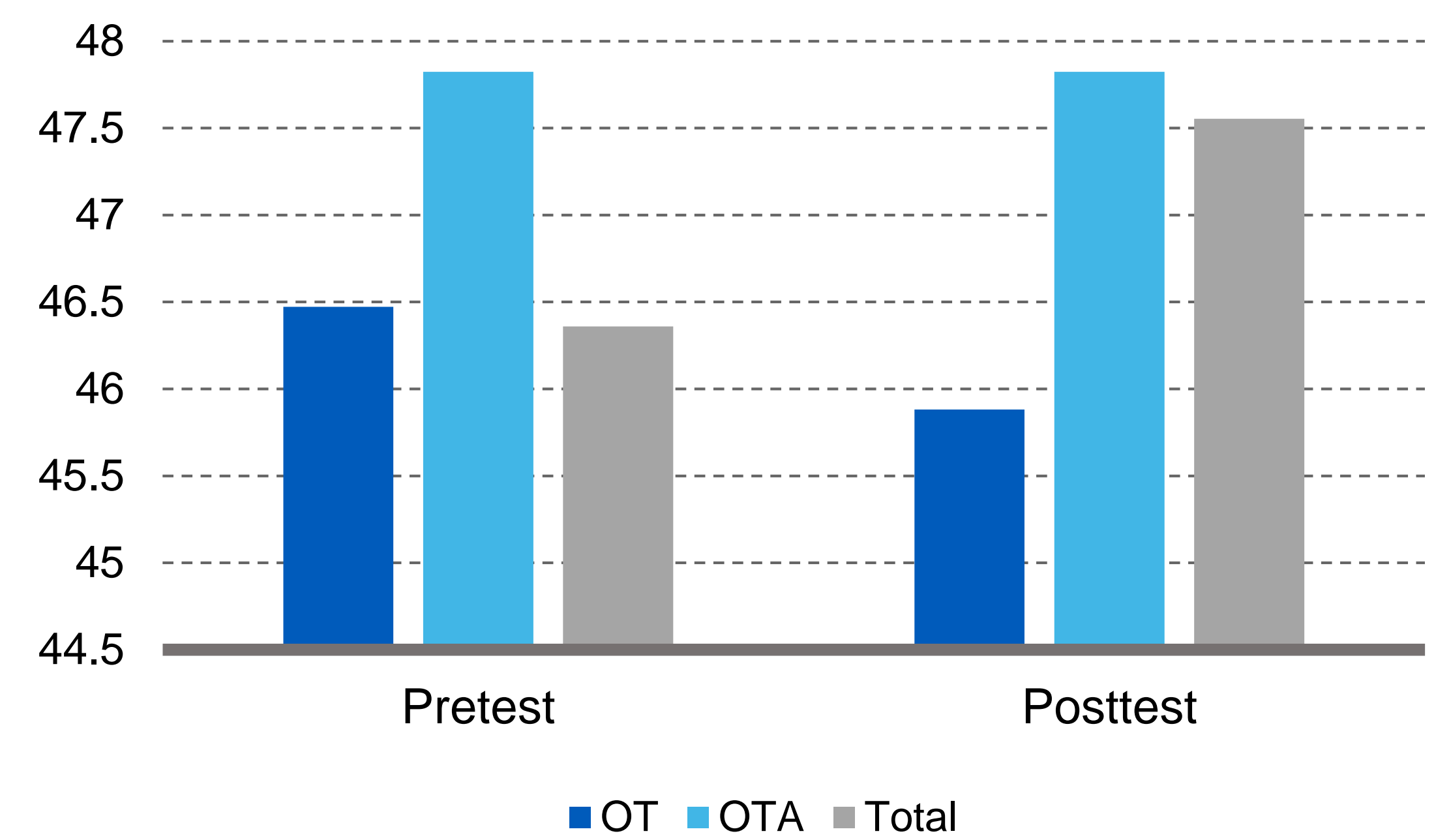
**Figure 1. Knowledge**



**Figure 2. Confidence**



**Figure 3. Perceptions**



## DISCUSSION

- Findings in the areas of knowledge, confidence, and perceptions amongst OT and OTA have been consistent with the existing literature.
- Students' perceptions of participating in educational experiences with students from their own health profession also increased indicating a higher likelihood that student participants will collaborate on intraprofessional teams in a future work environment.
- Posttest results show that OTA students had higher confidence, perceptions and knowledge compared to OT students.
  - OTA students had a more active role in the educational session related to the OT to OTA student ratio
  - OTA students were in the last year of their program leading them to have more clinical experience.
- Limitations
  - There were far more OT students compared to OTA students skewing the results.
  - Adapted version of assessments were used showing only face-validity.

## ACKNOWLEDGEMENTS

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## CONCLUSION

- OT and OTA programs should integrate intraprofessional educational sessions into their curriculum to enhance students' understanding of the delegation of responsibilities and supervision within the field and lead to more collaboration and a better professional relationship between OTs and OTAs.
- Further research should be done to better determine which aspects of an intraprofessional educational session impact OT and OTA students' learning and the long-term effects intraprofessional educational

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