

**Affective Learning Outcomes in Occupational Therapy Education: Willingness and Readiness to Engage and Act in a Higher Level Critical Analysis Course in Pediatrics**

Evelyn Andersson<sup>1,2</sup>

<sup>1</sup>*Midwestern University, Glendale, Arizona, United States,* <sup>2</sup>*Stony Brook University, Stony Brook, New York, United States*

Introduction: The Accreditation Council for Occupational Therapy Education (ACOTE) in the U.S., states programs to prepare students to be life long learners; upholders of professional ethical standards, values, and attitudes; advocates for their clients and the profession; and contributors to the growth and dissemination of research and knowledge (2006). Hence preparing occupational therapy students' readiness to engage in these processes becomes important. Experiential learning activities are believed to prepare students to become self driven agents for change who are ready to act on behalf of clients and the profession. This readiness builds upon affective learning achievements rather than higher cognitive level skills (Krathwohl et al. 1964). There is growing evidence that addressing affective learning increases future health care professionals' willingness and readiness to engage in emotionally challenging situations (Brien, et al. 2008; Hayward, et al. 2006). This presentation will share insights from affective domain outcome measures in a higher level critical analysis pediatric course for entry-level occupational therapy students.

Objectives: Present instruments and pilot results of affective learning outcome measurements.

Methods: Quantitative and qualitative measurements of affective leaning.

Results: Comparisons of baseline and post course measurements of affective learning.

Conclusions: Participants will achieve an understanding of how affective learning can be assessed.

Contributions to Evidence Based Practice: Knowledge about measurement of affective learning outcomes contribute to the occupational therapy evidence base in the scholarship of teaching and learning.

#### References

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