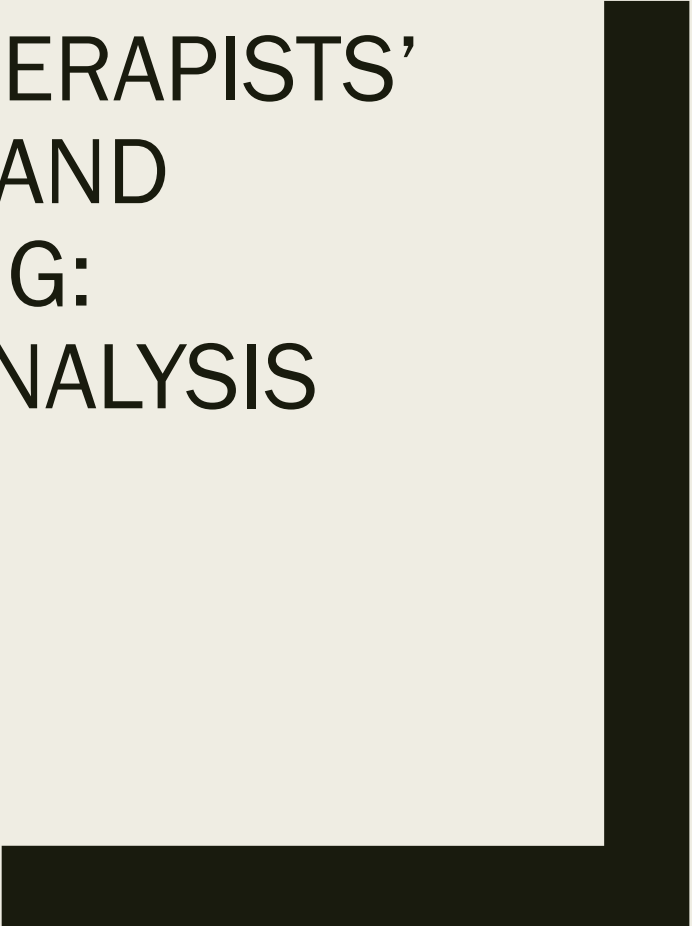# FITCHBURG STATE UNIVERSITY

Development Day
Celebration of Faculty Excellence and Faculty Research Symposium

TUESDAY, MAY 18, 2021

Interaction, Coaching & Mentoring

- Dr. EB Caron, Strategies that Promote Therapists' Engagement in Active and Experiential Learning: Micro-Level Sequential Analysis

- Dr. Audrey Pereira, Development and Evaluation of a Roleplaying Gamification Module for Deeper Learning in an Online Graduate Course

- Dr. Katharine Covino-Poutasse, Decentering the Book(room) and (Re)Centering Students' Interest in Contemporary Issues: Theories, Questions, and Relevance

- Dr. Scott Tyner, Facilitating English Language Immersion in Spain

STRATEGIES THAT PROMOTE THERAPISTS' ENGAGEMENT IN ACTIVE AND EXPERIENTIAL LEARNING: MICRO-LEVEL SEQUENTIAL ANALYSIS

EB Caron
Department of Psychological Science
FSU Faculty Research Symposium
May 18, 2021

Routledge
Taylor & Francis Group

Strategies that promote therapist engagement in active and experiential learning: micro-level sequential analysis

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ABSTRACT

Therapists' active learning increases treatment fidelity, but research is needed on supervisory strategies to engage therapists in active learning. This study used sequential analysis to examine consultant behaviors associated with increased and decreased probability of eliciting therapists' active learning. The study included 162 consultation sessions from 27 community therapists implementing Attachment and Biobehavioral Catch-up. Consultants' client discussion, information provision, and modeling were associated with reduced likelihood of active learning. Consultants' questions, engagement in active learning strategies, use of video, and silence were associated with greater likelihood of therapist active learning. These findings inform supervisors' attempts to encourage active learning.

Background

■ **Implementation science** – the study of how to (better) integrate healthcare innovations into community practice

■ **Consultation** – ongoing relationship between an expert and a trainee to support skill development

■ **Attachment and Biobehavioral Catch-up (ABC)** – an empirically-supported preventive parent coaching intervention for infants and toddlers who have experienced early adversity

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Research Question

- **■** What consultant behaviors are more (and less) likely to lead to therapists' active/experiential learning?
  - *Reflection*
  - *Self-feedback*
  - *Role play*

Method: Participants

- 27 therapists
  - *96% female*
  - *59% White*
  - *67% with Master's degree*
  - *M age = 34*

- 21 consultants
  - *95% female*
  - *90% White*
  - *67% undergraduate students*
  - *M age = 22*

Method: Procedure

- Therapists participated in ABC in training workshop, then received ½ hour of weekly individual consultation for a year

- Consultation focused on therapists' *fidelity* to ABC intervention, with weekly coding of ABC fidelity measure

- Consultation sessions were recorded

- 6 session recordings per therapist were coded at the second-by-second level using Noldus Observer XT 11

- Odds ratios for therapist active learning behaviors to occur within 3 seconds of the end of each consultant behavior

Time	Subject	Behavior
0.00	**Start**	
3.10	Consultant	▶ Coding Feedback
9.28	Clinician	▶ Responding to input/question
10.88	Clinician	■ Responding to input/question
17.62	Consultant	■ Coding Feedback
17.62	Consultant	▶ Comment Feedback
29.50	Consultant	■ Comment Feedback

Results

Consultant Behavior	Therapist Active Learning Behavior			
	Role Play	Coding Self-Feedback	Fidelity Self-Feedback	Reflection
Modeling	0.18 (0.16, 0.21)	0.00 (n/a)	0.05 (0.04, 0.06)	0.07 (0.07, 0.07)
Coding Feedback	0.00 (n/a)	1.92 (1.87, 1.98)	0.32 (0.30, 0.34)	0.73 (0.72, 0.73)
Fidelity Feedback	0.09 (0.08, 0.10)	0.25 (0.23, 0.27)	1.31 (1.27, 1.34)	0.51 (0.50, 0.52)
Client Discussion	0.00 (n/a)	0.00 (n/a)	0.84 (0.79, 0.89)	0.37 (0.36, 0.38)
Information – Coding	0.04 (0.03, 0.05)	1.21 (1.18, 1.26)	0.20 (0.19, 0.21)	0.76 (0.75, 0.77)
Information – Fidelity	0.73 (0.69, 0.78)	0.16 (0.15, 0.18)	0.95 (0.91, 0.98)	0.73 (0.72, 0.74)
Information – Other	0.00 (n/a)	0.00 (n/a)	0.41 (0.37, 0.45)	0.63 (0.61, 0.64)
Question – Client	0.00 (n/a)	0.00 (n/a)	0.00 (n/a)	0.71 (0.69, 0.73)
Question – Coding	0.00 (n/a)	2.31 (2.22, 2.41)	0.93 (0.88, 0.98)	1.87 (1.85, 1.89)
Question – Fidelity	5.31 (5.11, 5.52)	0.00 (n/a)	2.98 (2.87, 3.09)	1.82 (1.79, 1.84)
Question – Other	0.00 (n/a)	0.97 (0.90, 1.05)*	1.43 (1.36, 1.50)	1.43 (1.41, 1.45)
Supporting	0.52 (0.49, 0.55)	0.82 (0.78, 0.86)	1.13 (1.09, 1.17)	0.94 (0.93, 0.95)
Use of Video	0.00 (n/a)	1.12 (1.03, 1.21)	0.38 (0.34, 0.42)	0.37 (0.36, 0.38)
No Code (Silence)	3.18 (3.09, 3.27)	1.32 (1.29, 1.34)	1.35 (1.33, 1.37)	1.37 (1.36, 1.38)

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Discussion: Parallels to Classroom Teaching & Learning

- Certain teaching strategies, including lecturing and modeling, are unlikely to *immediately* lead to student active learning

- Using videos, asking questions, and sitting with silence could encourage students' active learning

- One-on-one teaching/learning processes may not translate to classroom learning

Thoughts & Questions?