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Applying appreciative inquiry in practice education - A palliative care case study.

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Introduction:- The curriculum at Cardiff University challenges the more familiar traditional model of PBL in OT in the belief that focusing on the problem devalues the individual client and limits creative therapeutic intervention. Shifting to AI will change PBL and OT clinical practice. This palliative care case study outlines a students application of AI in practice.

Objectives:- Some theorists challenge the relevance of AI arguing that the PBL cycle already allows for students to identify clients' strengths and weaknesses within their trigger/scenario and the problem solving cycle. This case study shows how AI goes further, showing the potential to empower students to use an adapted model of PBL that uses the best of this perspective with clients to create and sustain the energy needed to act into a more positively envisioned future.

Description:- This case study presents AI as applied to a second year intervention practice education experience in palliative care/hospice

Discussion:-Practice educators feedback in palliative care reveal that they often have to remind students that they are actually working with the living, although death may well be the outcome. Evaluations show that students are inclined to look at death and forget the positive aspects of clients and carers living with cancer. By applying AI in practice, this case study will highlight how PBL appears to focus the students' thinking on problems with a very critical eye. What is apparent, students can expand the capacity of their thinking by opening an appreciative eye with the use of a rational and critical intellect. Appreciative eye in this context is described as looking at a situation or scenario with an empathetic, positive and holistic view.

Conclusion:-The opening of the appreciative eye parallels that what we term as the opening of the heart, a more compassionate focus; the development of a level of thinking where students shift from just seeing problems to view the living individual as themselves. The role of the educator and visiting tutor becomes central in enabling this to happen throughout the student's learning experience in palliative care.

Contribution:- Evaluates AI and develops a students client centred approach in palliative care