TEACHING AND LEARNING STRATEGIES USED IN THE SUPERVISION OF OCCUPATIONAL THERAPY STUDENTS IN COMMUNITY FIELDWORK PRACTICE

Nikki Vermeulen

(University of the Western Cape, South Africa)

World Federation of Occupational Therapy Congress 2018

INTRODUCTION

- Shift from medical model to focus on health promotion and prevention

- Community development can make a unique contribution to health of communities

- Gap in how community development principles practically implemented

- "…*multi-layered, community driven process in which relationships are developed and the community's capacity strengthened to affect social change*…"

  - Lauckner, Pentland and Paterson, 2007)

- Must engage community settings to affect social change

- Challenges in role-emerging settings

  - Lack of direct on-site supervision and lack of occupational therapy role

THE COMMUNITY FIELDWORK PROCESS

Community Assessment
- Community Entry
- ABCD
- Information Pyramid

Community Planning
- Occupational Injustice Analysis
- Motivation for a project

Community Intervention
- Project Planning
- Project Implementation
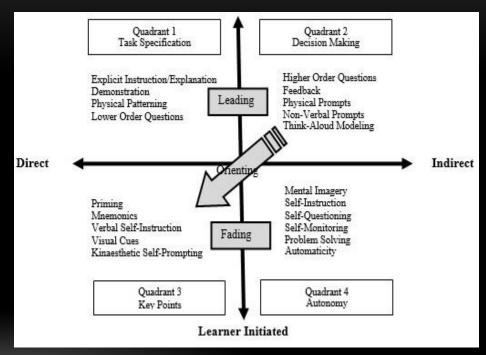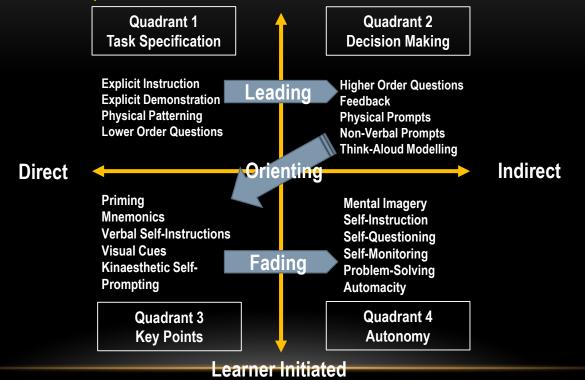- Project Review

RATIONALE

- No clear guidelines:

  - On the inclusion of community development into community practice

  - On how to support the supervision of students in community practice

- Qualitative study with final year occupational therapy students

  - Perceptions of their community fieldwork placement while following the steps of the Community Fieldwork Process

- Teaching and learning strategies used in supervision

LITERATURE

- Limited literature:

  - Evaluating impact of supervision in community

  - Supervisory methods

  - Supervisory styles and techniques

- Self-directed learning, Experiential learning, Problem-based learning, Peer learning

- 4 Quadrant Model (4QM) of Facilitated Learning

THE 4QM OF FACILITATED LEARNING

Quadrant 1
Task Specification

Quadrant 2
Decision Making

Explicit Instruction
Explicit Demonstration
Physical Patterning
Lower Order Questions

Leading

Higher Order Questions
Feedback
Physical Prompts
Non-Verbal Prompts
Think-Aloud Modelling

Direct ← **Orienting** → **Indirect**

Priming
Mnemonics
Verbal Self-Instructions
Visual Cues
Kinaesthetic Self-
Prompting

Fading

Mental Imagery
Self-Instruction
Self-Questioning
Self-Monitoring
Problem-Solving
Automacity

Quadrant 3
Key Points

Quadrant 4
Autonomy

Learner Initiated

RESEARCH STUDY DESIGN

- Explore students learning experiences

- Supervision styles and methods contributed towards learning

Term 1 – 7 weeks **Term 2 – 7 weeks** **Term 4 – 7 weeks**

- Live in the community for the duration of the fieldwork placement

- Recruited using purposeful sampling

- Two (2) students from each term participated in study

DATA COLLECTION

- Daily reflective fieldwork journals

  - valuable data source as they contained the students' immediate learning experiences during the community fieldwork placement

- Portfolio Files

  - contained their insights gained about their learning experiences as this was compiled after the completion of the community fieldwork placement

- Evaluative Focus Group

  - provided insights into the students' experiences of how supervision styles utilised contributed towards their understanding of occupation-based community practice

Theme 1 – The Impact of Community Fieldwork Tutorials and Peer Learning

Theme 2 – The Importance of Supervision Techniques

Theme 3 – Supervisors Qualities used within Supervision
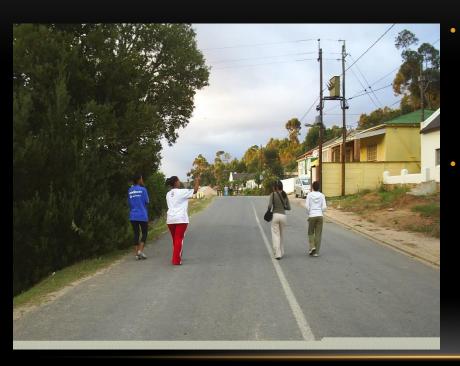
COMMUNITY FIELDWORK TUTORIALS AND PEER LEARNING

- *"It really felt good sharing the knowledge you have just gained. And I also think that by sharing my knowledge with the other students was a good evaluation for me to see how well I know the concept of empowerment." – Student 6, Portfolio*

SUPERVISION TECHNIQUES EXPERIENCED IN COMMUNITY FIELDWORK

- *"Simple words made all the theory around meaningful occupation more real and less out there." – Student 3, Journal*

- *"She [supervisor] gave us a great explanation called learning to tie shoelaces. She asked us how are you going to teach me to tie my shoelaces? The first thing we said was we will show you what to do, then you copy us and then you do it on your own. She explained to us in order for us to know that she is able to tie her shoelaces after we equip her with the skills to do it, she has to teach someone else." – Student 6, Journal*

SUPERVISOR QUALITIES USED IN COMMUNITY FIELDWORK SUPERVISION

- *"She [supervisor] always pushes us to think about things through asking why and thinking this way allows us to discover things about ourselves and our environments (social/physical) and in the process we slowly reach our occupational potential." – Student 3, Journal*

- *"It is important having a supervisor that listens to you, that encourages you, that encourages your learning, that doesn't take offense by the things you say or you don't take offense by the things they say. Having a relationship where you are not intimidated by your supervisor, where your supervisor doesn't break you down, where you can go to your supervisor and say I have this problem and I need to sort this out." – Student 2, Evaluation Group*

CONCLUSION

- Learning should be facilitated, encouraged and guided by supervisor

- Emphasis of learning on <u>process of learning</u> as well as the learning of knowledge

- Needs to focus on <u>how the student learns</u> as well as on what they need to learn

- Peoples' learning is best fitted to their individual capacity and to what is meaningful to them and that they learn best when the teaching and learning strategies used reflect their individual differences so that they can develop their unique potential.

  - Wilcock (2000)

- Explore the development of models of supervision for students in community fieldwork settings