

USING GROUP REFLECTIVE PRACTICE TO ENHANCE OCCUPATIONAL THERAPY STUDENTS LEARNING ON PLACEMENT

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RATIONALE

- Group reflective practice is an important method of peer supervision, and allows an opportunity for colleagues to develop their practice (McDonald, R 2002).
- A study by Wimpenny et al (2006) suggests that group reflective sessions in Occupational Therapy offer a valuable framework for exploring professional practice issues, whilst offering the potential for individual expression and participation.

METHODS

- 'Student rounds':
 - One hour per week
 - 10 minutes per student
 - 4-6 students present, 1 facilitator
 - Each student informally presents a case: brief background info and diagnosis, identify main OT goals, identify barriers to achieving these goals.
 - Students offer advice/suggestions regarding the case.
 - Practice Tutor asks probing questions to facilitate discussion/idea generation.

FINDINGS FROM STUDENTS' QUESTIONNAIRES

COMPLETED BY 5/6 OT STUDENTS DEC 2017

5/5 agreed/strongly agreed:

- Beneficial way to develop my practice
- Good opportunity to express my clinical reasoning regarding complex cases.
- Would recommend that all placement sites use Student Rounds as a learning tool.

Main Benefits to Students:

- “Being able to talk through cases and get new ideas for interventions from the other students”.
- “Hearing other students’ ideas helped me to generate my own ideas”.
- “Reassurance of intervention choice”.

Benefits to Practice Tutors/Educators:

- Provides a valuable insight into the students’ knowledge, clinical reasoning and competence,
- Could be used as an adjunct to regular clinical supervision of students.