

**The Student-Centred Practice  
Education Model: Integrating  
research and educational theory, to  
conceptualise best teaching and  
learning practices in practice  
education in occupational therapy**

Dr Caroline Hills  
National University of Ireland,  
Galway

Professor Tracy Levett-Jones, Associate Professor  
Helen Warren-Forward and Dr. Samuel Lapkin





## Background in Australia



- In Australia, practice educators were anecdotally reporting that younger students' (the Generation Y cohort) were challenging traditional teaching and learning approaches in practice education.



- One study reported that practice education environments were not meeting the expectations of contemporary students (Brown et al., 2011).



Traits do not reflect all socio-cultural and socio-economic groups

Different years given to generational groups and fudgy transitions

- the “GI Generation” - 1901-1924
- the “Silent Generation” - 1925-1942
- the “Baby Boomers” -1943-1960
- “Generation X”-1961-1981
- “Generation Y” or “Millennials”-1982-2002
- “Generation Z” from 2003 onwards

Names and dates mainly created by social commentators

Surely all generations have criticised younger generations!

[2009](#))



No evidence to support different traits between generations

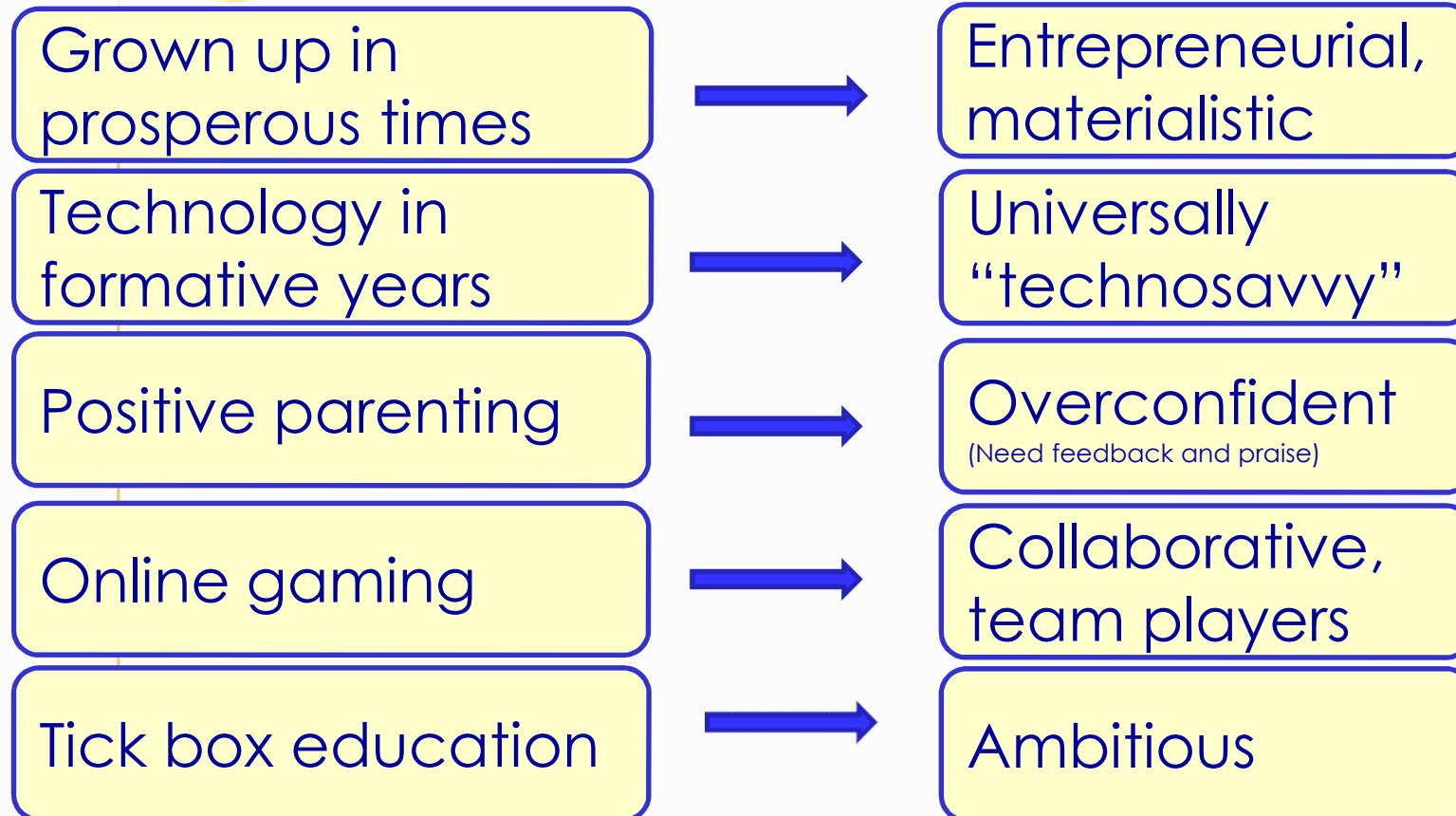


## Not new thinking

Defining differences in generational groups was first proposed by the German sociologist Karl Mannheim in the 1950s. Mannheim ([1952](#)) postulated that each generation has a similar worldview due to exposure to common historical and social events during their formative years. While members of a specific generation will not have experienced identical life events, it is suggested that their shared awareness creates a 'generational personality' ([Mannheim, 1952](#)).



## Generation Y traits





## **Summarised by Sternberg (2012)**

“A strange new breed of students has invaded our universities. Depending on who you believe, they either bring new – even unique – ways of learning and will change higher education forever or they are intent on intellectual Armageddon: refusing to attend class, determined to finish degrees without visiting the library, demanding instant attention (and getting parents to harass staff if they do not receive it), unable to communicate without a mobile phone or computer and writing assignments in foreign languages (‘omg an sa so old skool lol’). Lindsay Lohan clones already stalk our campuses and the cast of High School Musical are enrolling next semester. They are Generation Y” (p. 571)



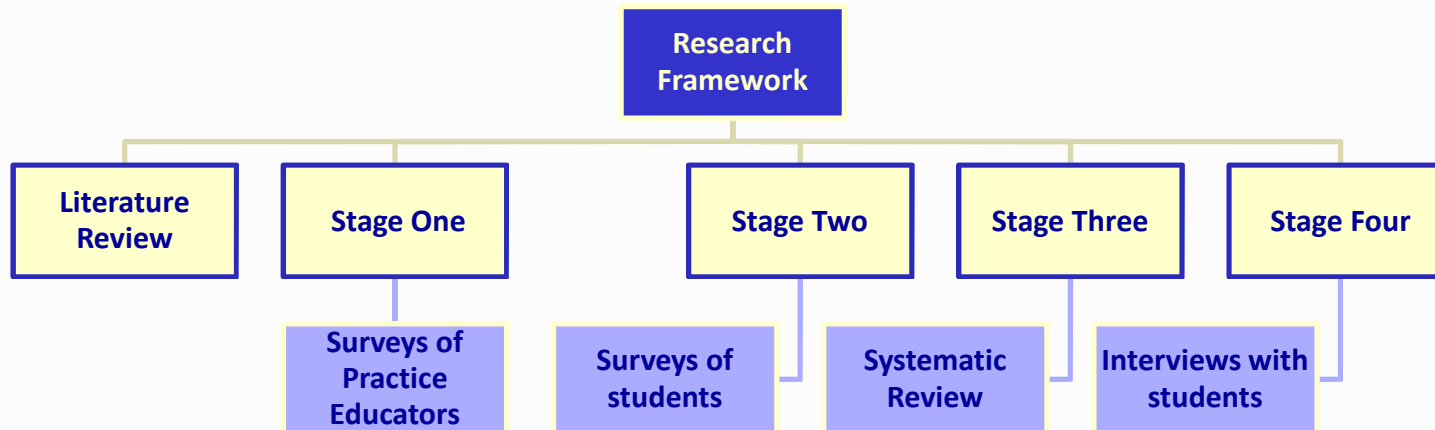
## **Aim**

The aim of this PhD study therefore was to investigate whether contemporary practice environments are conducive to the learning needs and preferences of Generation Y occupational therapy



## Methodology

A sequential explanatory mixed method, multiphase study informed by pragmatism was completed

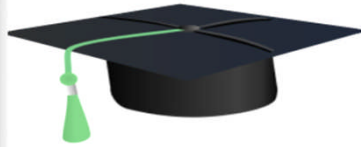


Findings (Seven publications)





## Stage 1: Practice educators(n. 62) and (n. 54)



### Majority: Yes, there is a Gen Y student

- Rush to get to the end point.
- Easily bored = 'doers rather than observers'
- Poor clinical reasoning/casual communicators
- Poor work ethic, self-entitled, selfish, poor professional behaviour



### Technology skilled

- Good at evidence based practice
- Dependence on mobile phones
- Progressive with technology



### Overconfident

- Not intimidated by hierarchy
- Overly casual, in dress and approach to others
- High achievers/self assured 'go getters'



## Successful approaches

- Give them responsibility
- Give lots of positive feedback
- Give project so can show skills
- Set short term expectations of performance
- Participation rather than observing



## Stage 2: Students Technological ability (n.173) and lifestyle (n.62)



### Own a computer

- Only skilled in what they use regularly, not skilled in developing ideas for programs or in practice related technologies
- Not all (most) on Facebook
- Not skilled in gaming technologies (?Majority female)



### Read

- University text books and materials read infrequently
- Novels and newspapers/magazines read regularly



### Most live at home

- Own a car, work for social and leisure (not to pay uni fees)
- Mainly employed in food and leisure industry
- Limited contact with the very young and very old



## Discussion

- Not universally technosavvy
- Need practice related technologies in programs
- Consider propositional (from course) and non-propositional knowledge (from life experience)
- Texts in shorter segments?



## Stage 4: Student interviews (n.22)



### Feedback

- Do not want praise, want 'pointers to improve'
- Want to self evaluate
- More, more, more, immediate, informal and at formal supervision



### Learning preferences

- Communicate expectations
- Talk through clinical reasoning
- Talk with not at, allow them to be active self-directed learners
- Prefer to learn by doing, graded to autonomy
- Need Google and access to a computer



### Being part of a team

- Team feedback
- Belongingness
- Responsibility and roles
- Trust



## Metasynthesis: Need a model

A systematic review of practice education in occupational therapy concluded that there is a lack of pedagogical theory to guide and direct practice educators and there is a contemporary need for a conceptual model ([Roberts, Hooper, Wood, & King, 2015](#)).

Kilminster ([2009](#)) argued that there is a requirement to develop a clinical education pedagogy and theory contending that “we use theory to explain not to obfuscate or to oversimplify but to help to understand learning in clinical setting” (p.47).



## **It is time for a model**

Research into practice education is in early stages of development. They argued that it is time for an occupational therapy specific model that translates what is known about occupational therapy practice education and applies educational theory. This has the potential to inform future research and is a vital step in the professions scholarship of teaching and learning (Hooper & Roger, 2016)



### 3 underpinning concepts

1. Practice facilitator rather than educator supervisor ) students do not just want to be taught, they want a collaborative professional relationship ([Rodger et al., 2014](#))-  
constructivism
2. The importance of the team is referred to as community. This may include the multi-disciplinary team, the wider health and social care teams, as well as voluntary services or other groups that make up the service network (Situated learning).





## Model to support learning in practice

Authors on competence discuss novice to expert levels of competence ([Benner, 2004](#); [Dreyfus & Dreyfus, 1986](#)). However it has been noted that years of practice does not automatically relate to expertise ([Unsworth & Baker, 2016](#)). Billet (2001) argued that doing or participation in work activities does not lead to unquestioned learning and skill development.



## **Underpinning approaches**

3. Focusses on competency development behaviour and attitude, clinical reasoning, developing professional identity and practicing in the real world

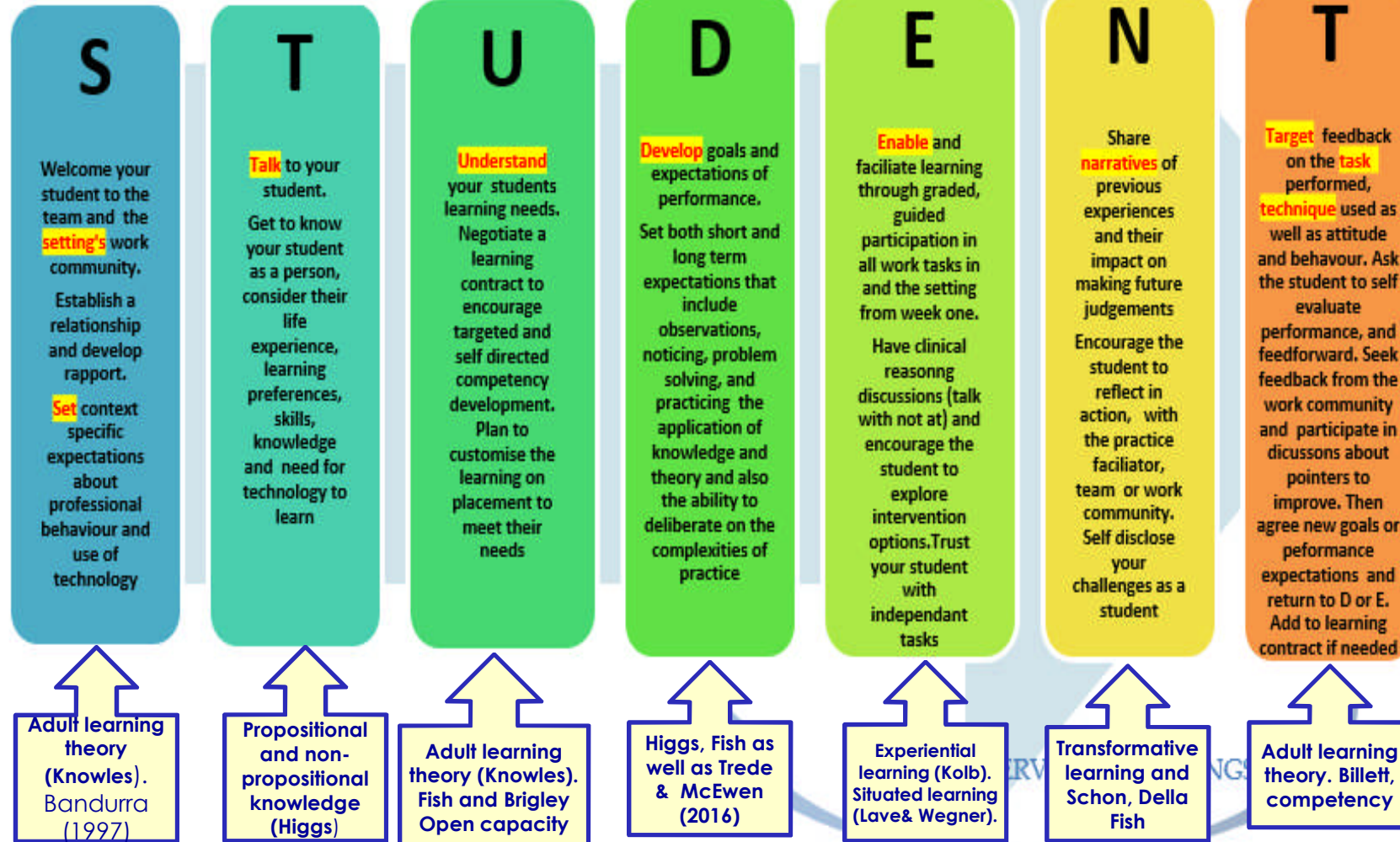
A human need to be valued and appreciated by a group

Rogoff (1985) a process of becoming, rather than acquisition" (p. 142)

# BELONGINGNESS

GUIDED PARTICIPATION

COMPETENCE AND AUTONOMY





## In conclusion

The model is relevant as “practice sets the tasks and serves as the supreme judge of theory as its truth criterion. It dictates how to construct the concepts” ([Vygotzky, 1927/1987, p. 1](#)).



## References

- Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Reading, MA: Addison-Wesley.
- Billett, S. (2001). Learning through work: Workplace affordances and individual engagement. *Journal of Workplace Learning* 13(5), 209-214. 10.1108/EUM0000000005548
- Brown, T., Williams, B., McKenna, L., Palermo, C., McCall, L., Roller, L., . . . Aldabah, L. (2011). Practice education learning environments: The mismatch between perceived and preferred expectations of undergraduate health science students. *Nurse Education Today [Online]*, 31(8), e22-28. 10.1016/j.nedt.2010.11.013
- Dewey, J. (1938). *Experience and Education*. Indianapolis, IN, USA: Kappa Delta Pi.
- Dreyfus, H. L., & Dreyfus, S. E. (1986). *Mind over machine: The power of human intuition and expertise in the age of the computer*. Oxford, UK: Blackwell.
- Dreyfus, S. (2004). The five stage model of adult skill acquisition. *Bulletin of Science, Technology & Society*, 24, 177. 10.1177/0270467604264992
- Dyrdal Solbrekke, T., Englund, T., Karseth, B., & Beck, E. E. (2016). Educating for professional responsibility: From critical thinking to deliberative communication, or why critical thinking is not enough In F. Trede & C. McEwen (Eds.), *Educating the Deliberate Professional Preparing for future practices* (pp. 14-29). Cham, Switzerland: Springer.
- Fish, D., & Brigley, S. (2010). Exploring the practice of education: Towards enhanced teaching in the clinical setting. In J. Higgs, D. Fish, I. Goulter, S. Loftus, J. Reid & F. Trede (Eds.), *Education for future practice* (pp. 113-122). Rotterdam, The Netherlands: Sense.
- Higgs, J., Fish, D., & Rothwell, R. (2004). Practice knowledge - critical appreciation. In J. Higgs, B. Richardson & M. A. Dahlgren (Eds.), *Developing practice knowledge for health professionals* (pp. 89-106). London, UK: Elsevier.
- Hooper, B., & Rodger, S. (2016). She Said, She Said: A Conversation about Growing Education Research in Occupational Therapy. *Open Journal of Occupational Therapy (OJOT)*, 4(3), 1-6. 10.15453/2168-6408.1307
- Kemmis, K., & Trede, F. (2009). Practice and developing future practice. In J. Higgs, D. Fish, I. Goulter, S. Loftus, J. Reid & F. Trede (Eds.), *Education for Future Practice*. Rotterdam, The Netherlands: Sense.
- Kilminster, S. (2009). Recognising and bridging gaps; theory, research and practice in clinical education. In C. Delaney & E. Molloy (Eds.), *Clinical education in the health professions* (pp. 38-49). Sydney, Australia: Elsevier.



## References continued

Knowles, M. (1984). *Andragogy in action*. San Francisco, CA: Jossey-Bass.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. New Jersey, NJ: Pearson FT Press.

Mannheim, K. (1952). *Essays on the sociology of knowledge*. London, England: Routledge & Kegan Paul.

Penman, M., Donnelly, C. M., & Drynan, D. (2010). Using information and communication technology in fieldwork education. In L. McAllister, M. Paterson, J. Higgs & C. Bithell (Eds.), *Innovations in Allied Health Fieldwork Education*. Rotterdam, Netherlands: Sense.

Prendergast, D. (2009). Generational theory and home economics: future proofing the profession. *Family and Consumer Sciences Research Journal*, 37(4), 504-552.

Roberts, M. E., Hooper, B. R., Wood, W. H., & King, R. M. (2015). An international systematic mapping review of fieldwork education in occupational therapy. *Canadian Journal of Occupational Therapy*, 82 (2), 106-118. 10.1177/0008417414552187

Rodger, S., Y., T., Greber, C., Broadbridge, J., Edwards, A., Newton, J., & Lyons, M. (2014). Attributes of excellence in practice educators: The perspectives of Australian occupational therapy students *Australian Occupational Therapy Journal*, 61., 159-167. 0.1111/1440-1630.12096

Rogoff, B. (1995). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In J. V. Wertsch, P. D. Rio & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 139-164). New York: Cambridge University Press.

Schon, D. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.

Sternberg, J. (2012). It's the end of the university as we know it (and I feel fine)': The Generation Y student in higher education discourse. *Higher Education Research & Development*, 31 (4), 571-583. 10/1080/07294360.2011.559193

Unsworth, C. A., & Baker, A. (2016). A systematic review of professional reasoning literature in occupational therapy. *British Journal of Occupational Therapy*, 79(1), 5-6. 10.1177/0308022615599994