Fieldwork As A Context For Transformative Learning

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Workshop Objectives

When we finish this workshop, we should be able to:

9:15-
10:30

- Describe transformative learning.
- Understand Assumptions well enough to use the concept to examine experiences.

10:45-
11:45

- Apply transformative learning principles to personal experiences.
- Apply transformative learning principles to fieldwork education experiences.

1:00-
2:45

- Use strategies to promote transformative learning during fieldwork experiences.

Describe Transformative Learning

- "A process by which previously uncritically assimilated **assumptions,** beliefs, values, and perspectives **are questioned** and thereby become more open, permeable, and better validated"

  (Cranton & Roy, 2003), p. 87)

- "A response to an experience....A response to some change in our world that 'forces us to relate it in a sharply different way'"

  (Daloz, 1999 as cited in Cranton & Roy, 2003)

Describe Transformative Learning

- The process of constructing and appropriating new interpretations of experiences.
  - New interpretations lead to new decisions and new actions that are more informed, reflective, and permeable (Mezirow 1996; Taylor 2008).

- The process of revising one's **assumptions** that in turn revises one's thinking and action (Taylor, 2008).

Describe Transformative Learning

- Habits of mind set us up to see and expect in particular ways...

- Something different happens...

- We are forced to ask "what happened?"..

- Engage **in critical self-reflection**.

- "Transformative learning takes place when this process leads us to open up our habits of mind, see alternatives, and act differently in the world"
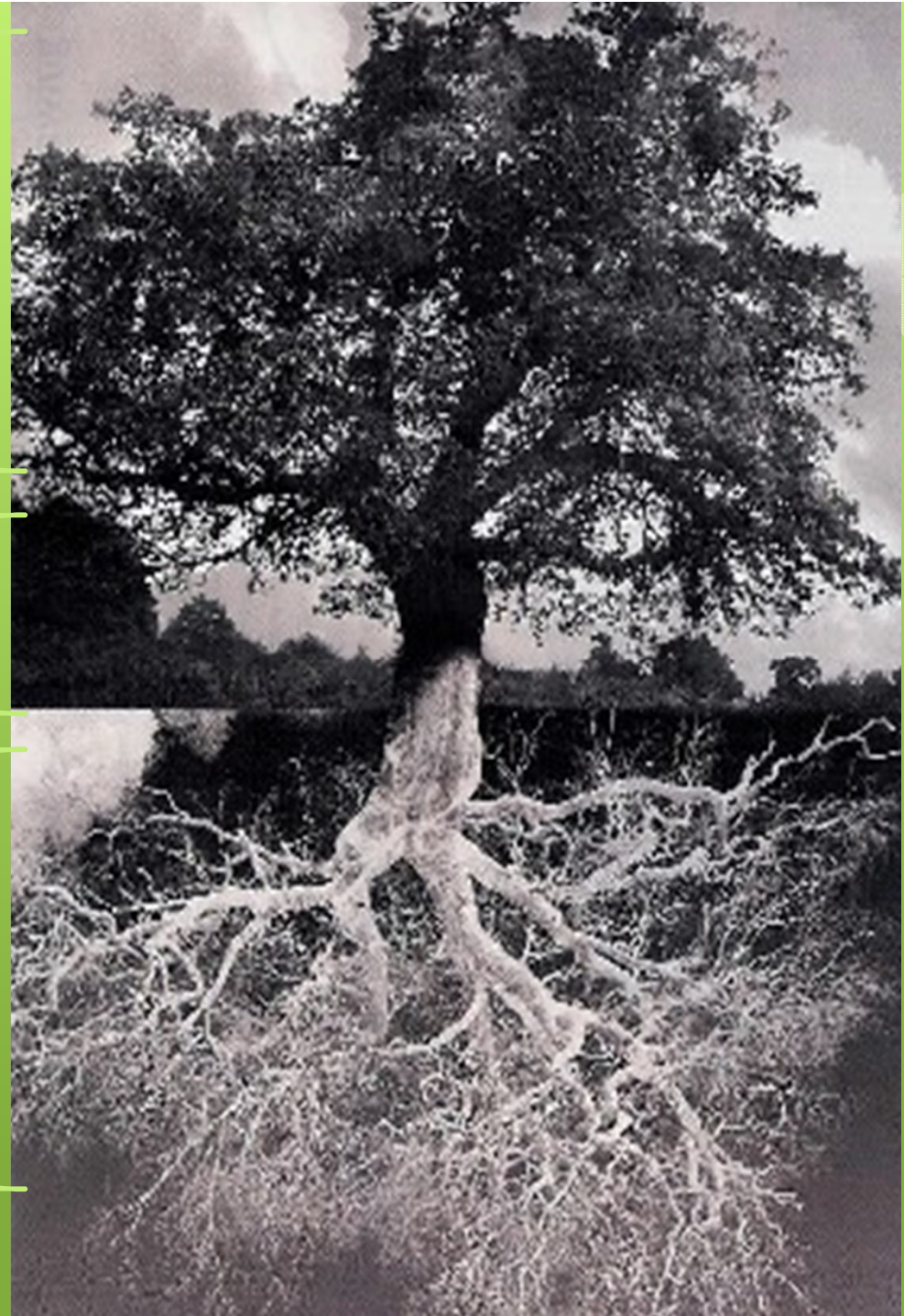
  (Mezirow, 2000, as cited in Cranton, 2003)

Elements & Principles

What we say
What we do
How we feel

What we see
What we expect
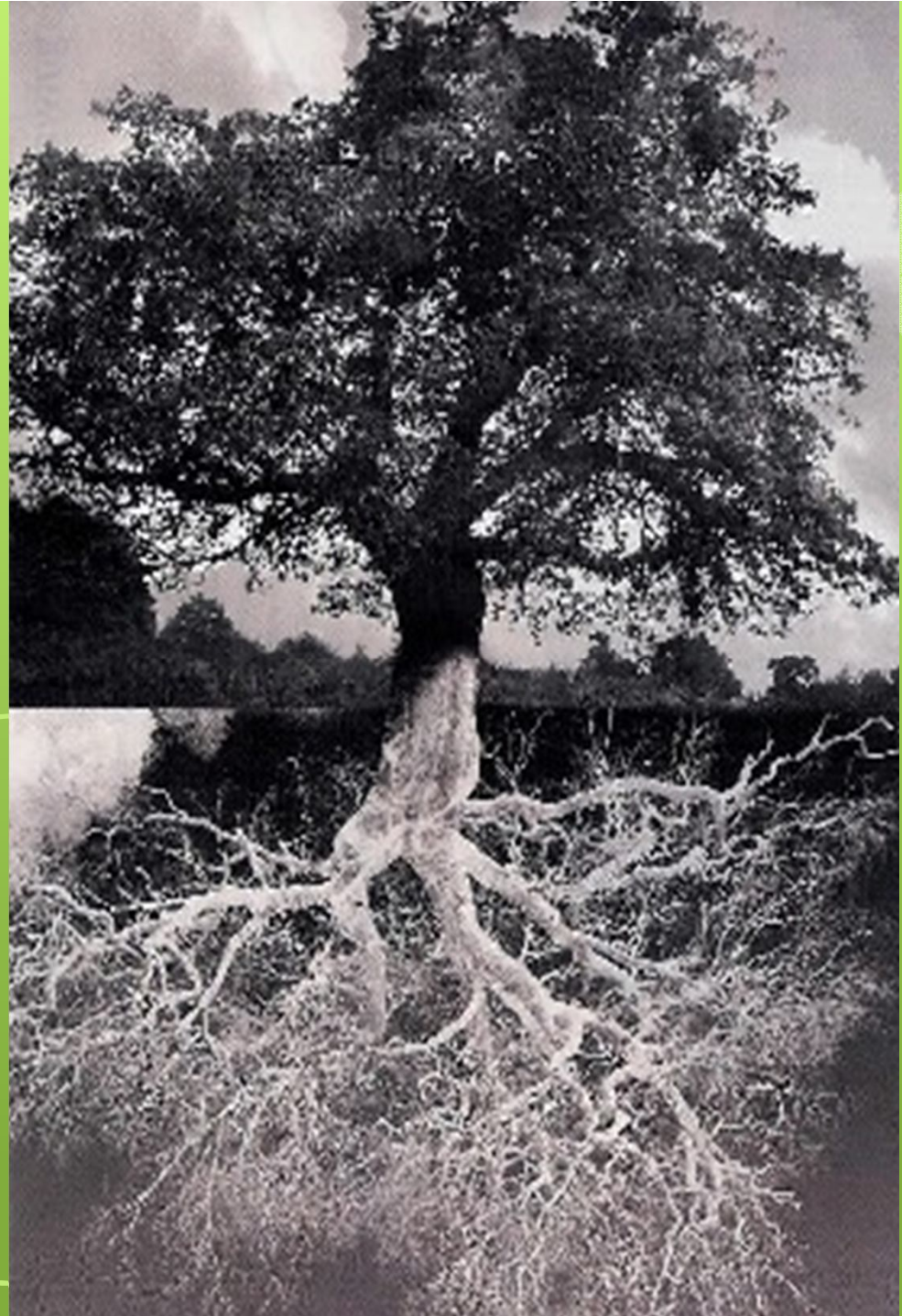How we interpret
What sense we make

Assumptions
Beliefs
Premises

Understanding Assumptions

A network of taken-for-granted premises that together make up our "frame of reference" on a given situation or life itself.

Our Starting Point for interpretations, feelings, expectations, actions.

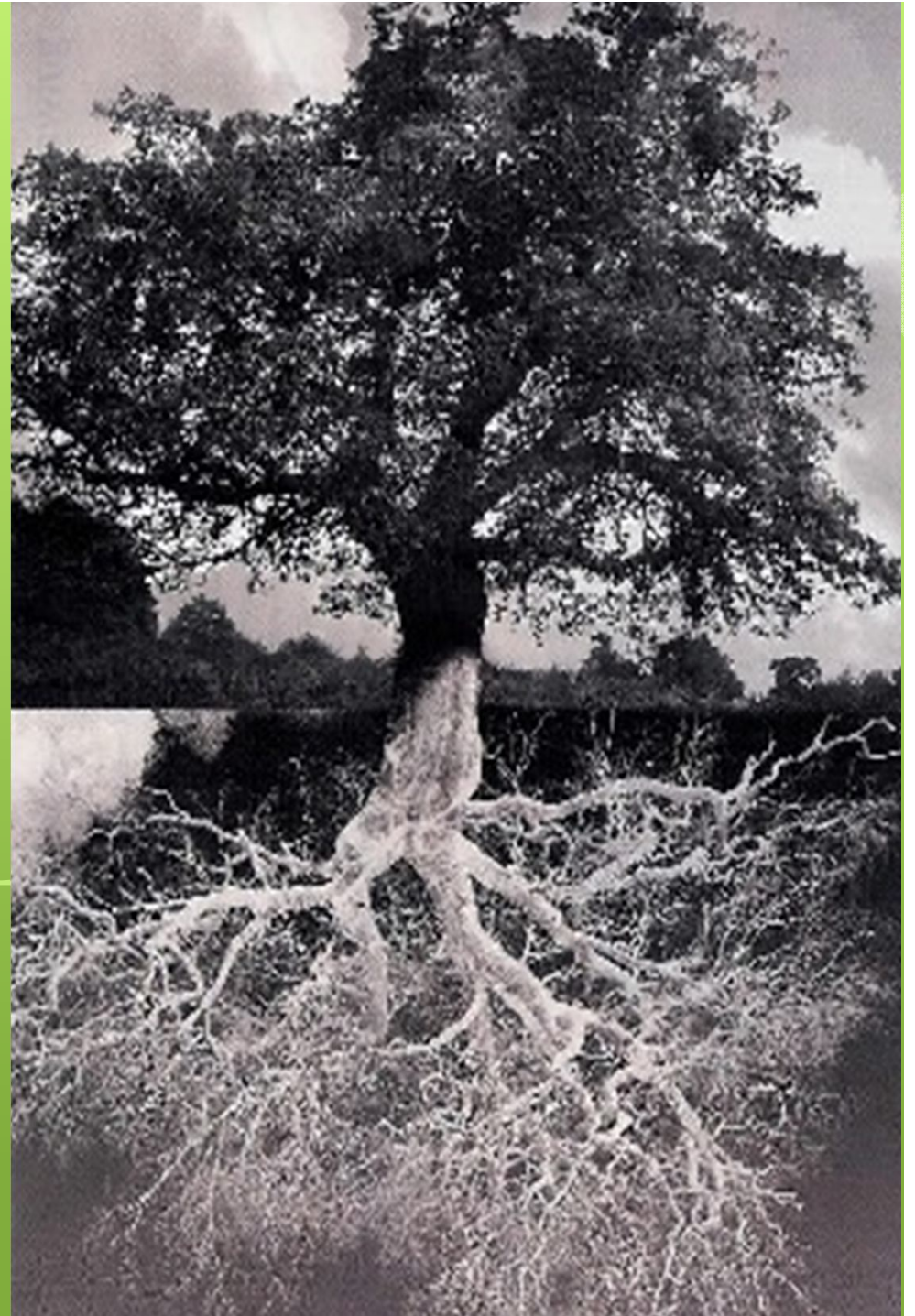Often out-of-view without intentional reflection.

Examples of Assumptions

Reactions, Feelings, Decisions and Actions

What should happen in a learning situation.
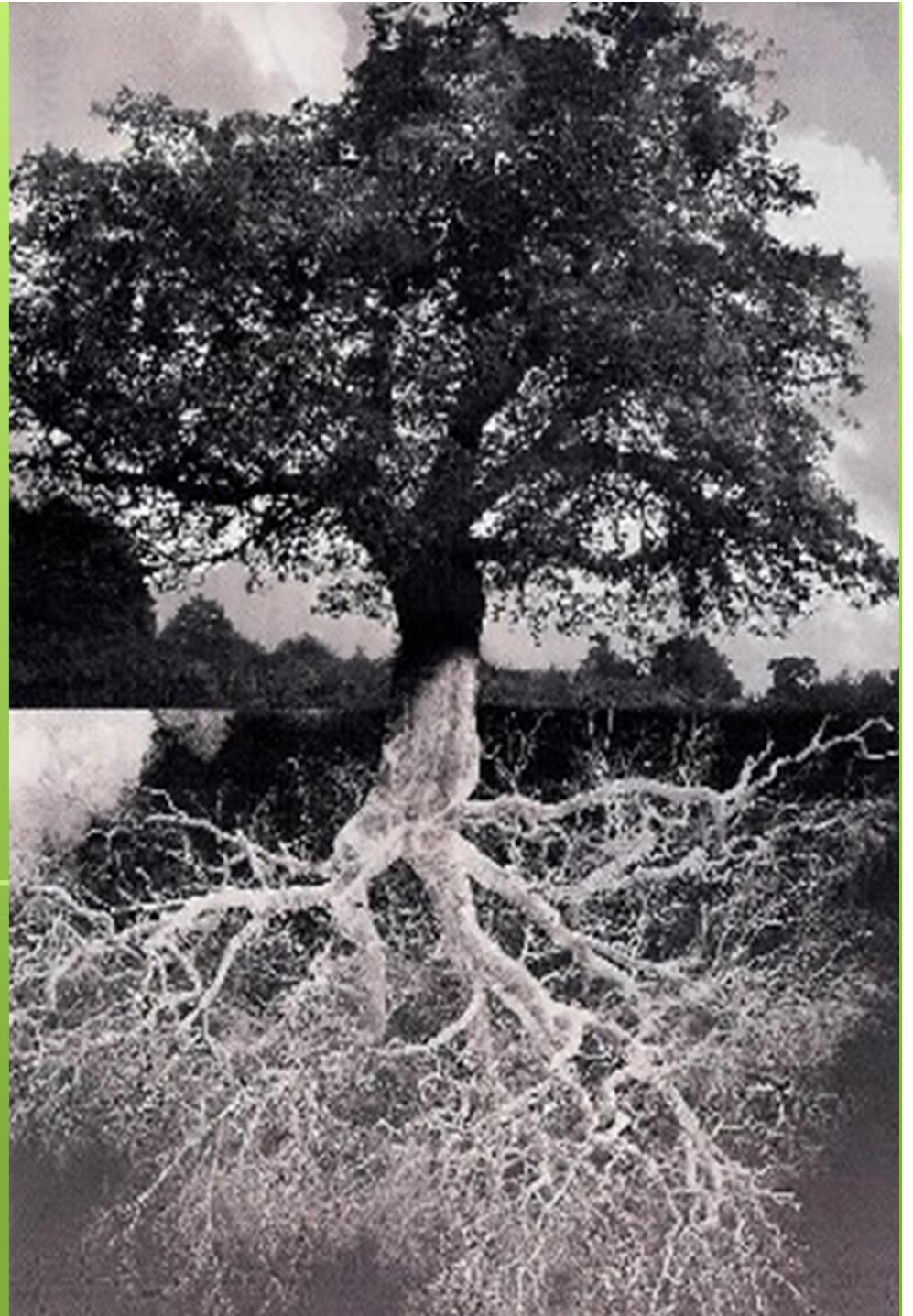
What is the nature of Knowledge?

Examples of Assumptions

Reactions, Feelings, Decisions and Actions

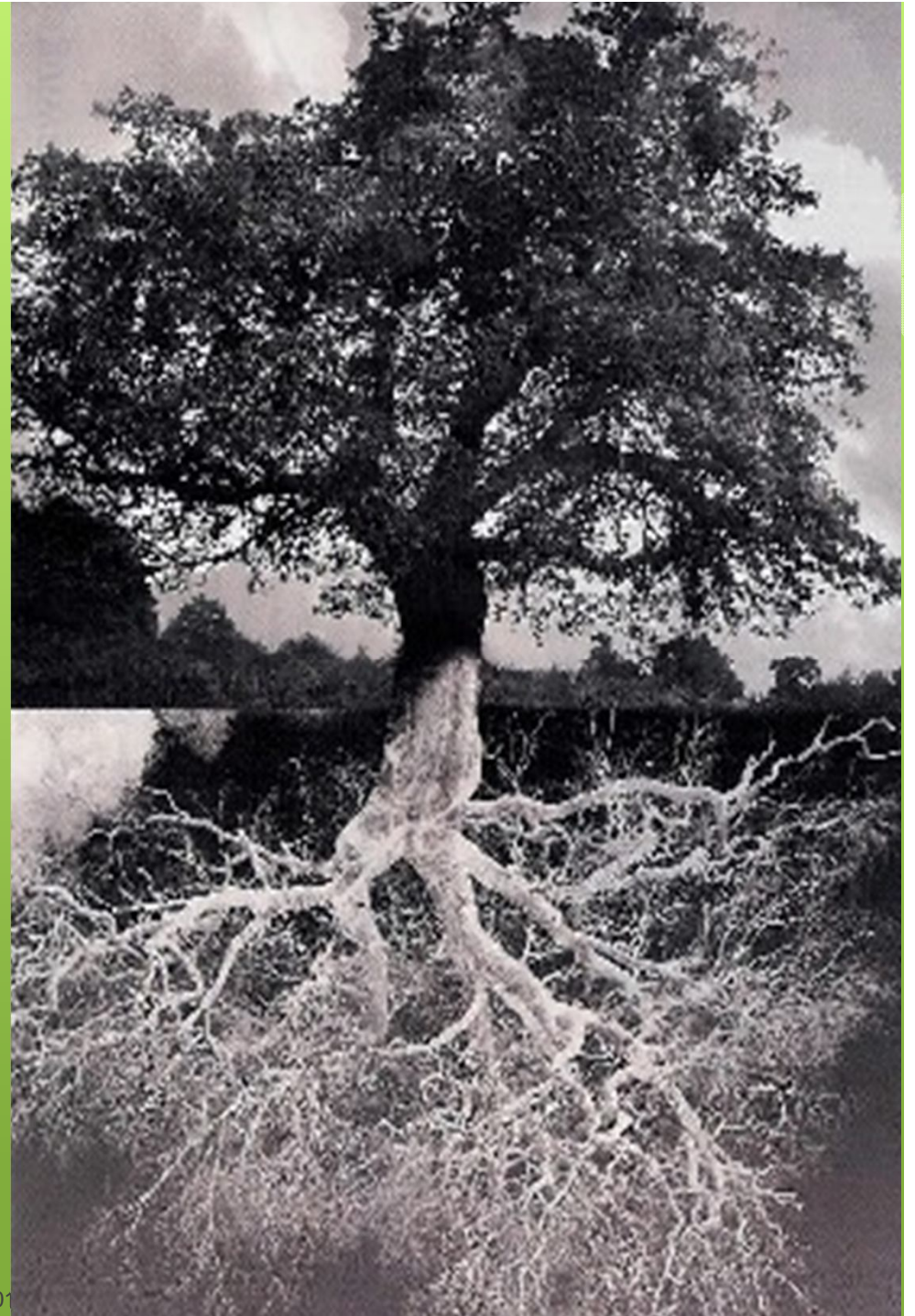What is most critical to know.

What is the essence of OT?

Understanding Critical Self-Reflection

Content Reflection

Process Reflection

Premise Reflection

A Transformative Learning Process

➢ "Bump up against" a situation—A Disorienting Dilemma.

➢ Wonder about "what's going on?"

➢ Realize actions and interpretations derive from internal beliefs & assumptions.

➢ Become aware of the assumptions upon which one's actions are based.

➢ Critically reflect on the assumptions.

➢ Explore alternative assumptions. Revise if appropriate.

➢ Revise one's actions or understandings.

A Transformative Learning Process

➢ In a situation, we have an internal response (deep emotion, dialogue, image, etc.)

➢ Wonder about "what's going on?"

➢ Engage the internal response through imagination.

➢ Realize that responses stem from larger "scripts."

➢ Give voice to and build a relationship with these inner dynamics.

➢ Transformation = assimilation into consciousness.

BEFORE	EXPERIENCE	AFTER

What you said
What you did
How you felt

How You
Interpreted a
Situation
The Story You
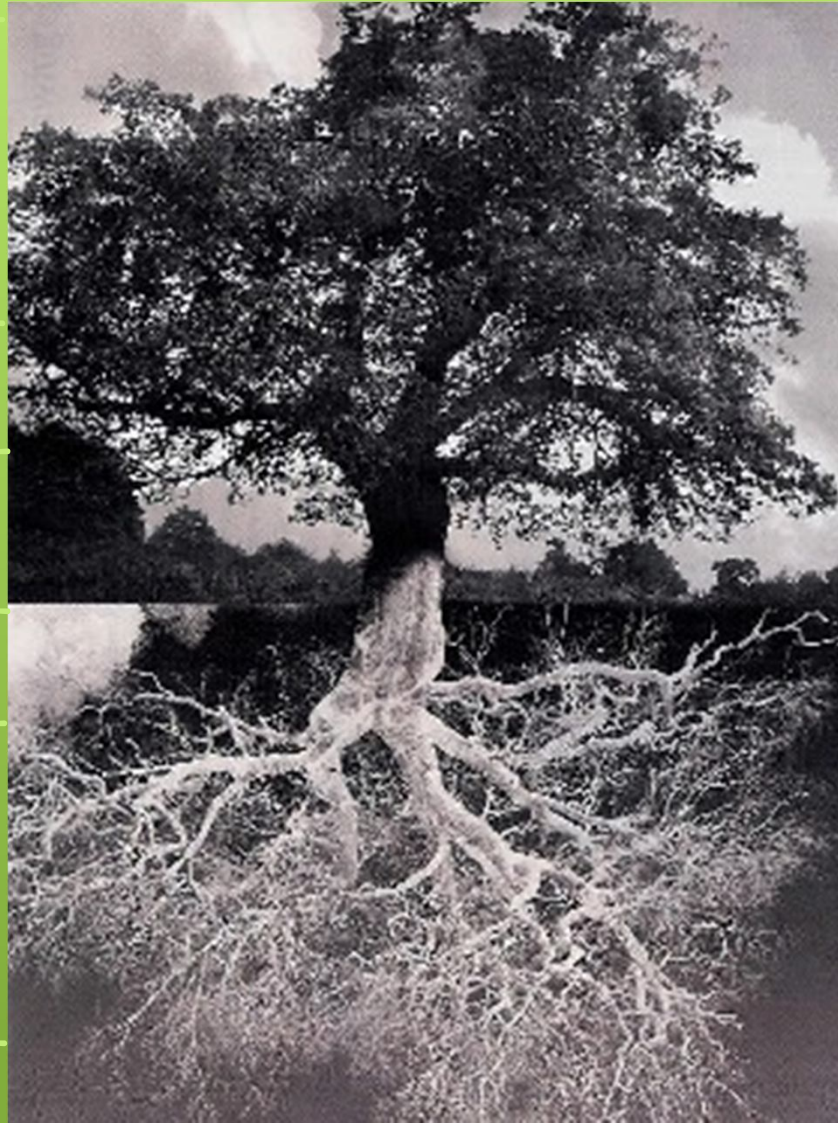Created about
a Situation

Assumptions,
Beliefs,
Premises You
Held

What you said
What you did
How you felt

How You
Interpreted a
Situation
The Story You
Created about
a Situation

Assumptions,
Beliefs,
Premises You
Held

Apply Transformative Learning Principles to Your Story

Apply Transformative Learning Principles to Fieldwork

STUDENT

EXPERIENCE

FW EDUCATOR

-Limited Inquiry
-Focus on splint
-Document splint

-Inquire
-Establish occupational goals
-Document life impacts

-Client is most interested in "real" stuff
-Interactions disrupt

Splinting can be a time for exploring occupational needs/gains

-Hands-on procedures= Real OT
-Self is tangential
-Feel competent w/ procedure

-Relationship is central & affects outcomes.
-Self= Intervention

Apply Transformative Learning Principles to Fieldwork

Apply Transformative Learning Process to Fieldwork

➢ "Bump up against" a situation
  ➢ *not so strong midterm eval*

➢ Wonder about "what's going on here?"
  ➢ *S: What is limiting my engagement?*
  ➢ *FWE: What is fueling my expectation for engagement?*

➢ Realize one's actions and interpretations derive from internal beliefs & assumptions

  ➢ *S: I actually believe that the patient probably wants to get on with the "real therapy" and not take up good therapy time with me blabbing. So I must believe the interactions are not that valuable.*

  ➢ *FWE: I see the relationship as the critical instrument for intervention. And I think there is actually research that supports my belief.*

Apply Transformative Learning Process to Fieldwork

➤ Become aware of the assumptions upon which one's actions are based.

  ➤ *S: I've been assuming all along that getting the splint right is the <u>primary</u> thing and our interactions are "fluff." It's as if I believe my self as the therapist is irrelevant to the therapy.*

  ➤ *FWE: I'm assuming that if the student got therapeutic use of self in courses, he should be able to translate to this situation.*

➤ Critically reflect on the fit of the assumptions.

  ➤ *S: My actions and this assumption about "fluff" is out of line with professional knowledge about how central the relationship is to therapy outcomes.*

  ➤ *FWE: My expectations are out of sync with what we know about knowledge transfer.*

Apply Transformative Learning Process to Fieldwork

➢ Revise one's assumptions.

    ➢ *S: I learned that interactions can facilitate return to occupation. The way I insert myself in the process is as much an intervention as the splint.*

    ➢ *FWE: I learned that when faced with new contexts, old learning "fades" rather quickly.*

➢ Revise one's actions and understandings.

    ➢ *S: What if I try using my time with clients to explore how occupations are going at home and thus use our interaction as another means to achieve OT goals?*

    ➢ *FWE: What if I ask the student to review what he learned on use of self, find one research article on how it relates to outcomes, and talk with me about how it applies to this client.*

"Great Student"

Interpersonal Skills:
Intrapersonal Skills:
Therapy Skills:
Learning Skills:
Other:

Expectations of self:
Expectations of clients:
Expectations of you:
Other:

What is knowledge?
Essence of OT?
Self as Learner?
Self-efficacy as therapist?
Other
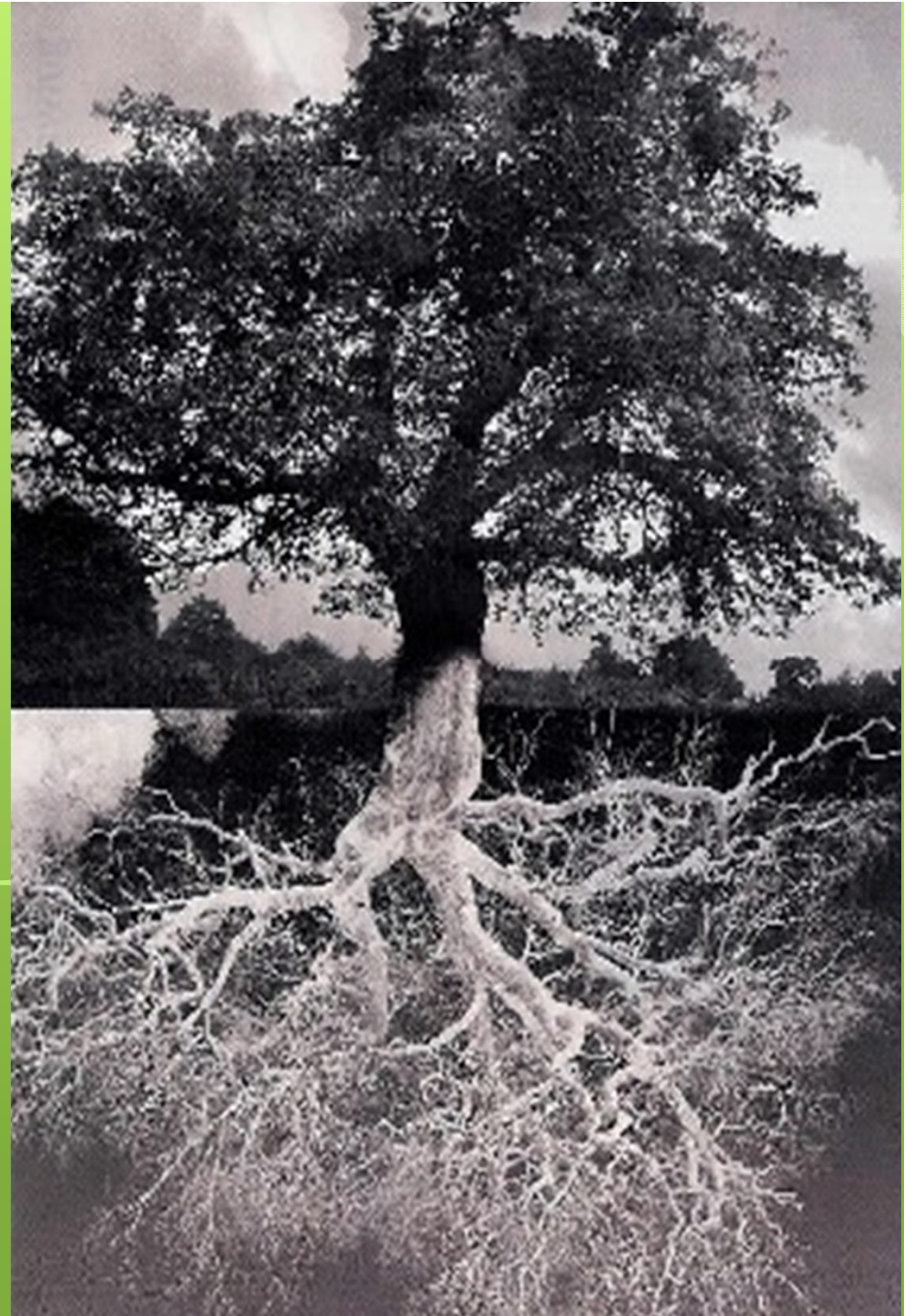
"Great Educator"

Teaching Situations:
Instructional
Strategies:
Student Responses:
Learning Outcomes:

Expectations of self:
Expectations of
student:
Other:

What is knowledge?
How do we learn?
Essence of OT?
Self as Educator?
Self-efficacy as
educator?
Other:

Use Strategies to Promote Transformative Learning

Interactive Environment:
Discourse & Roles

Transformation

Critical
Reflection

Practice
Experiences

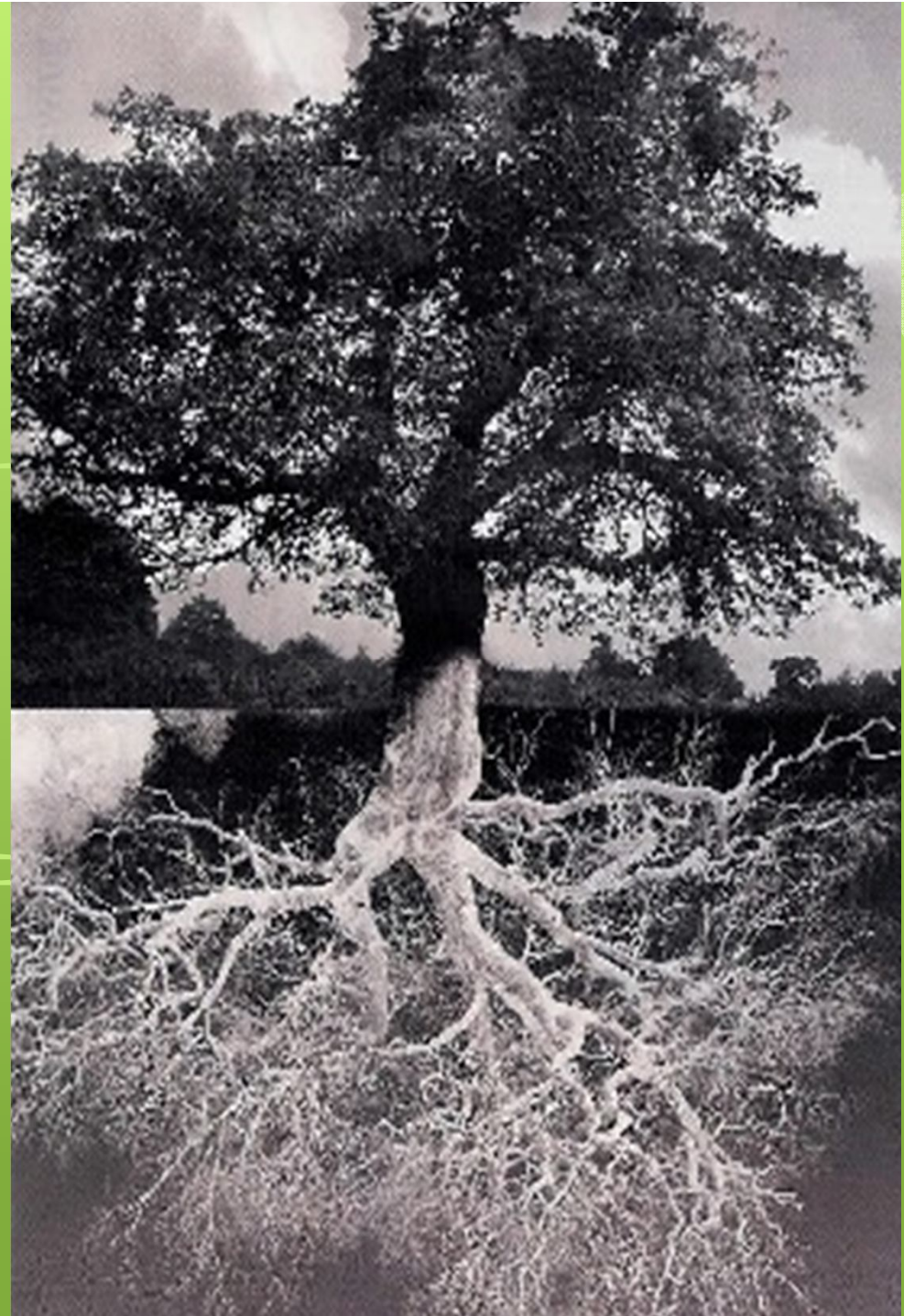# FW As a Context For Transformative Learning

What I See, Expect ⇕ **Story I Make**

What I See, Expect ⇕ **Story I Make**

What I See, Expect ⇕ **Story I Make**

Personal Professional Lens ⟷ Lens

-Life Purpose/Values
-Beliefs & Assumptions
-Knowledge
-Experiences
-Embodied Sense/Skills
-Clients
-OT
-FW
-Self as Learner

Personal Professional Lens ⟷ Lens

-Life Purpose/Values
-Beliefs & Assumptions
-Knowledge
-Experiences
-Embodied Sense/Skills
-Clients
-OT
-FW
-Self Educator

Personal Professional Lens ⟷ Lens

-Life Purpose/Values
-Beliefs & Assumptions
-Knowledge
-Experience
-Embodied Sense/Skills
-Therapists
-Students
-OT
-Self as Client

What I Do, Feel

What I Do, Feel

What I Do, Feel

Student

FWE

Clients

Learning Situation / Dilemma

Practice & Profession Context

Barnes & Hooper, 2011; Adapted from Schell, 2008

Strategy: Create An Interactive Environment

- Manage the Discourse
  - Model making assumptions explicit
  - Share decision-making
  - Share reflections
  - Share feedback
  - Model critical reflection

- Manage FW Educator Roles
  - Facilitator
  - Co-learner
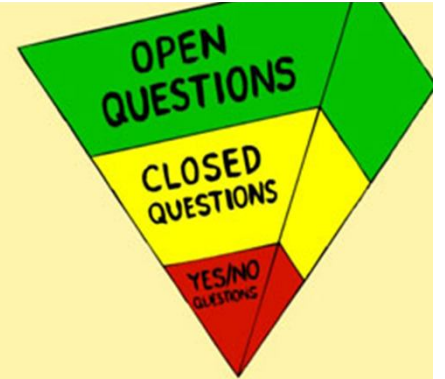 - Supervisor
  - Provocateur

Strategy: Use Practice Experiences as "Texts"

At the end of each session, have student ask:

- What do I know that was relevant to that situation?
- What do I need to know?
- What questions arose for me in that situation?
- Where will I go to learn what I need to know/answer the questions that were raised?

Strategy: Prompt CRITICAL Reflection

- <u>Content Reflection:</u> What happened? What was the situation? Reflect on what I did and felt.

- <u>Process Reflection:</u> What expectations did I hold? How did I interpret what was happening? What story did I create about what should be done/not done.

- <u>Premise Reflection:</u> What assumptions were behind my interpretation of the situation? What invisible premises seemed to guide my interpretations and actions.

Content
Reflection

Process
Reflection

Premise
Reflection