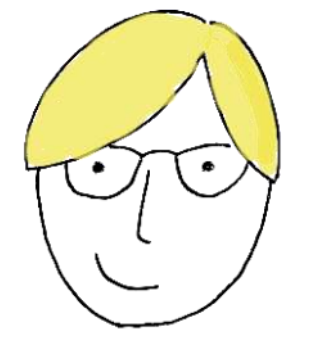


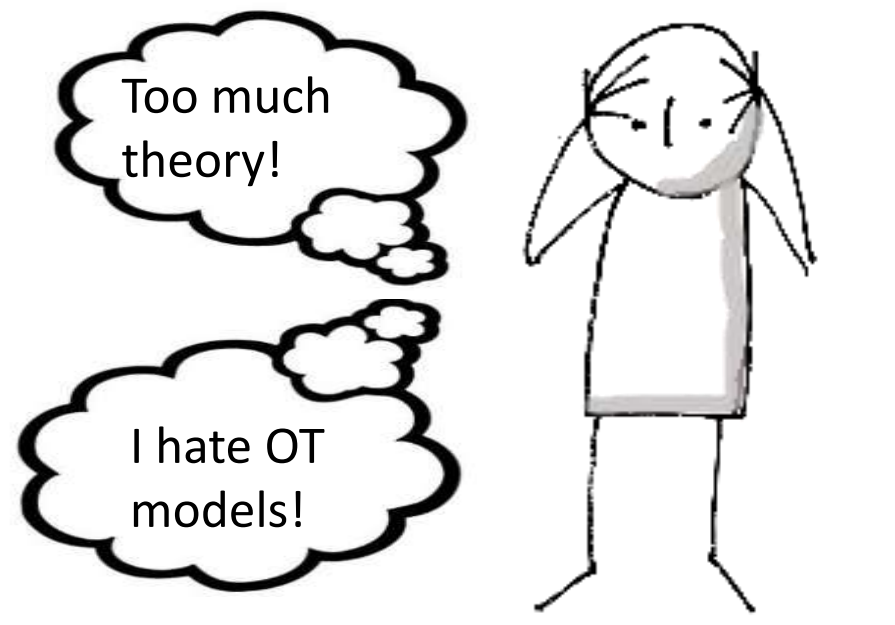
PEER NARRATIVES FOR THRESHOLD CONCEPTS

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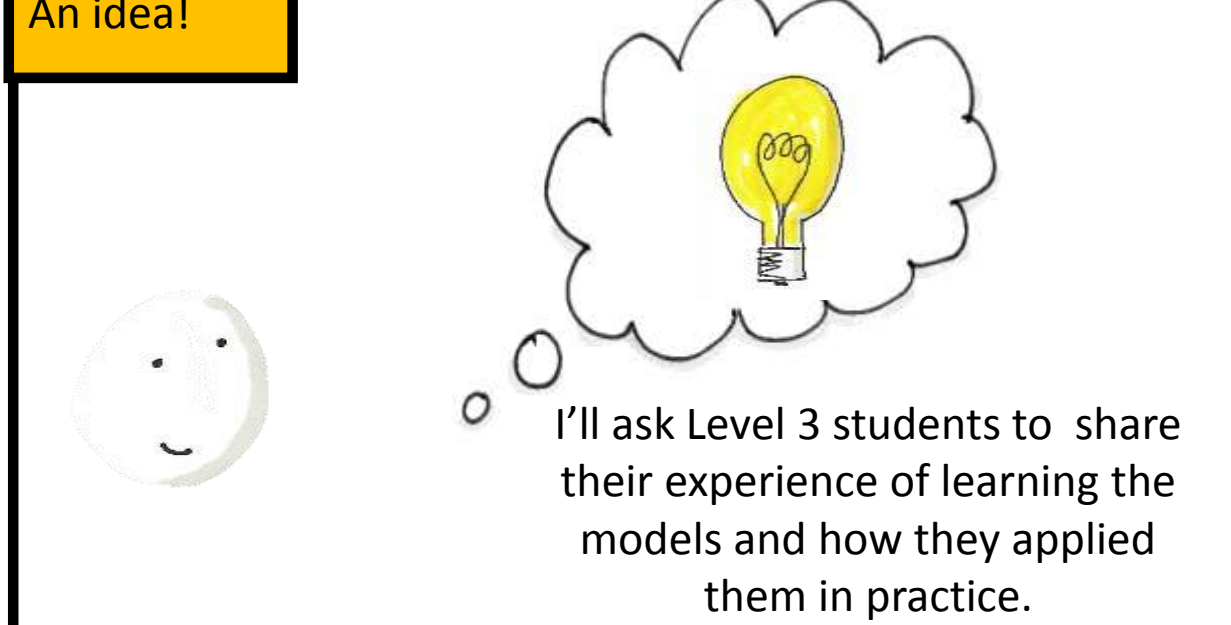


JO MASON
LECTURER IN
OCCUPATIONAL
THERAPY

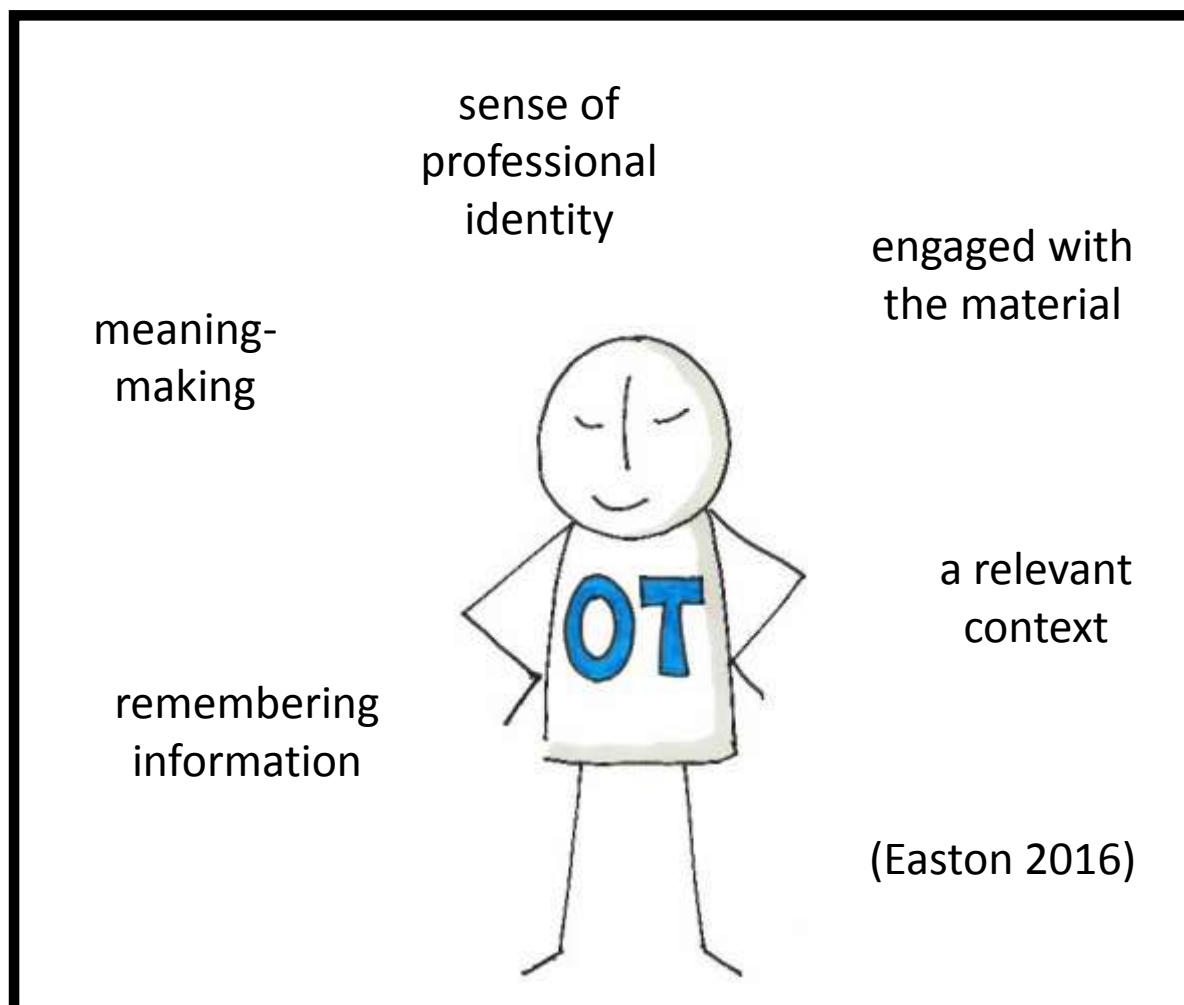
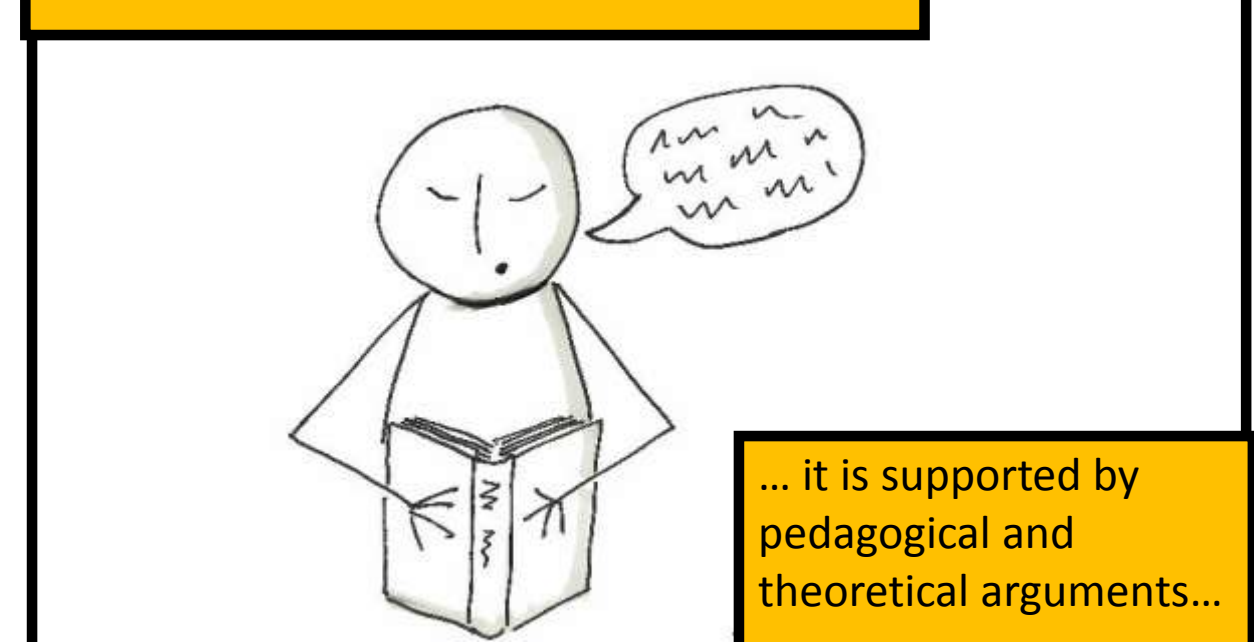
The problem: previous year's level 1 occupational therapy (OT) students had difficulty learning about a threshold concept: OT models of practice.



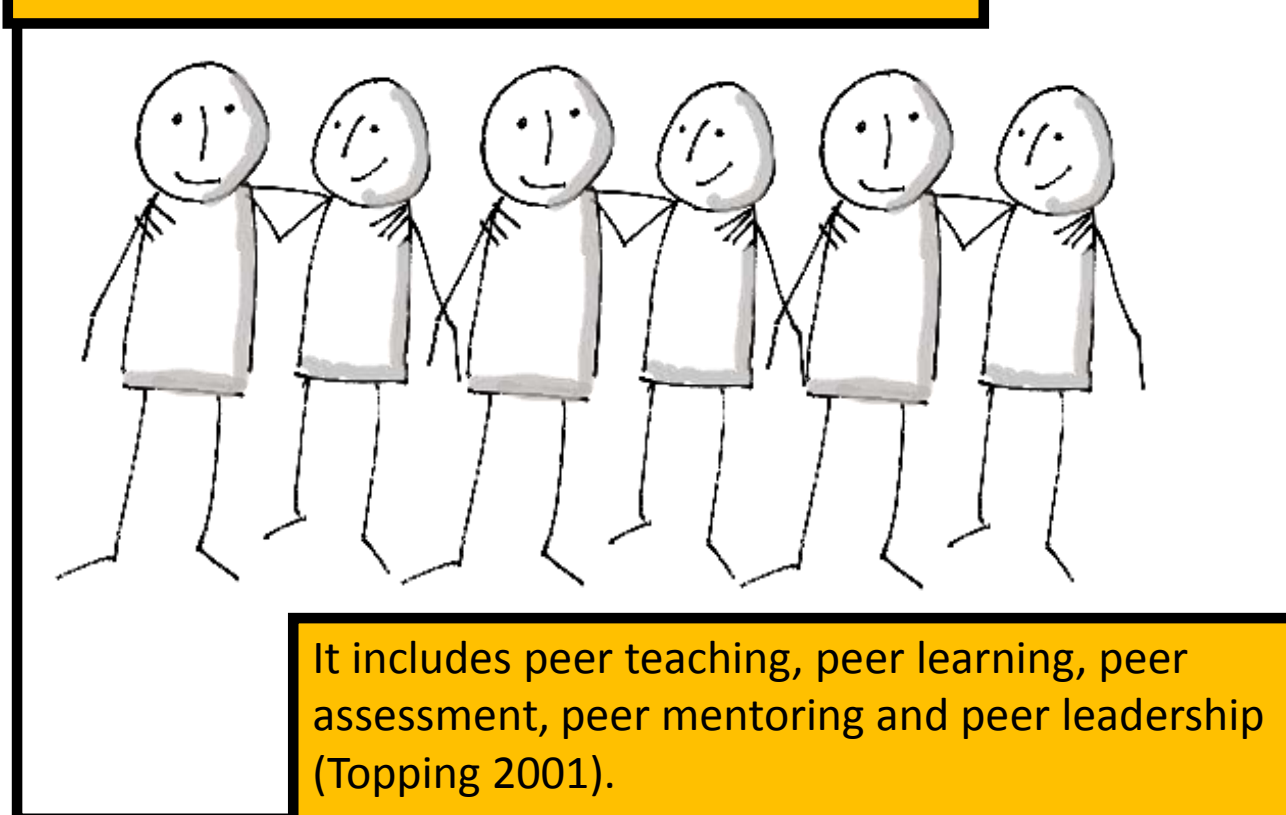
An idea!



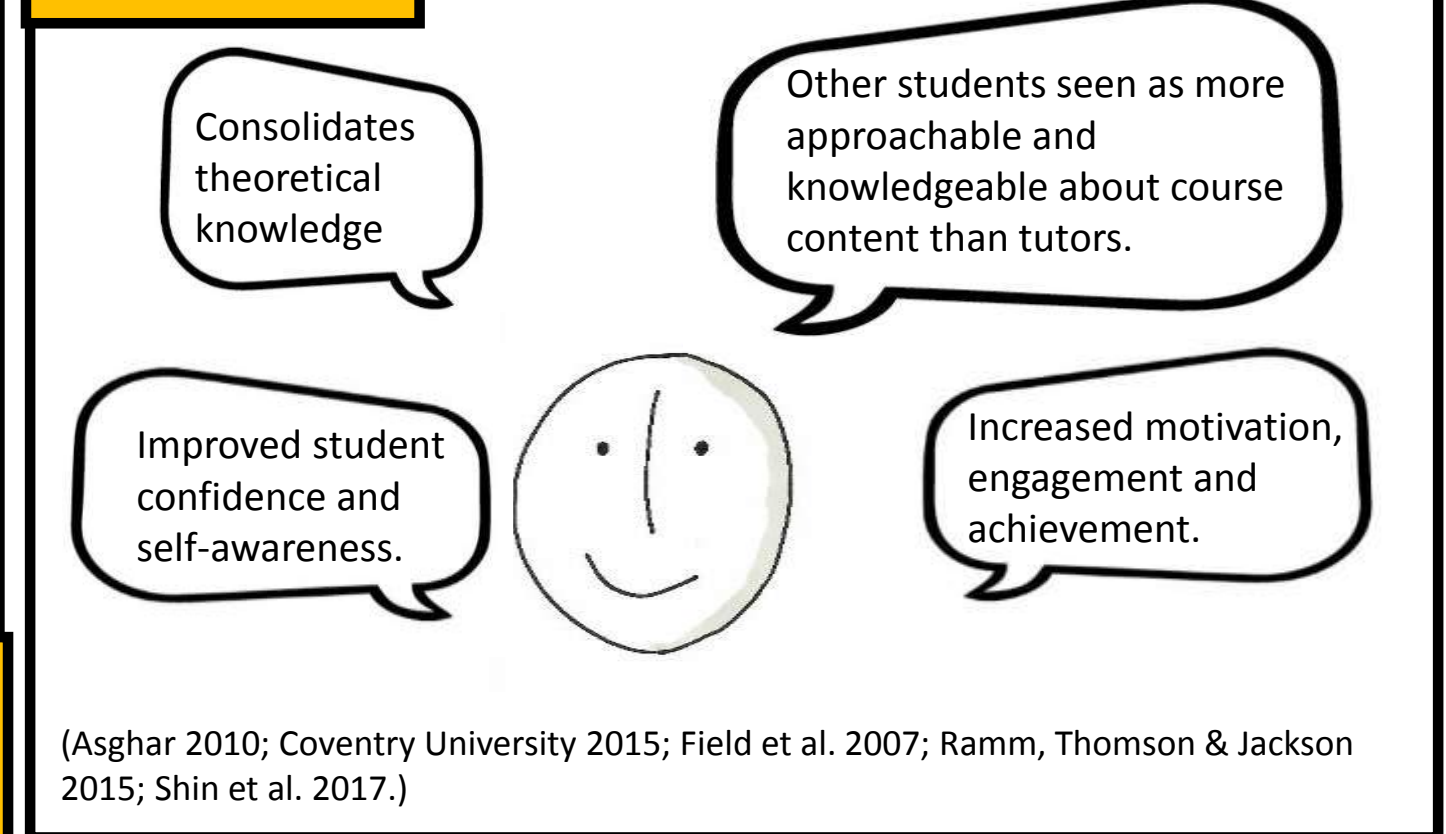
Narrative learning is widely used in nursing and medical education (Easton 2016)...



Peer assisted learning (PAL) involves using the support peers of equal status to developing knowledge and skills (Topping 2005: 631).



Benefits include:

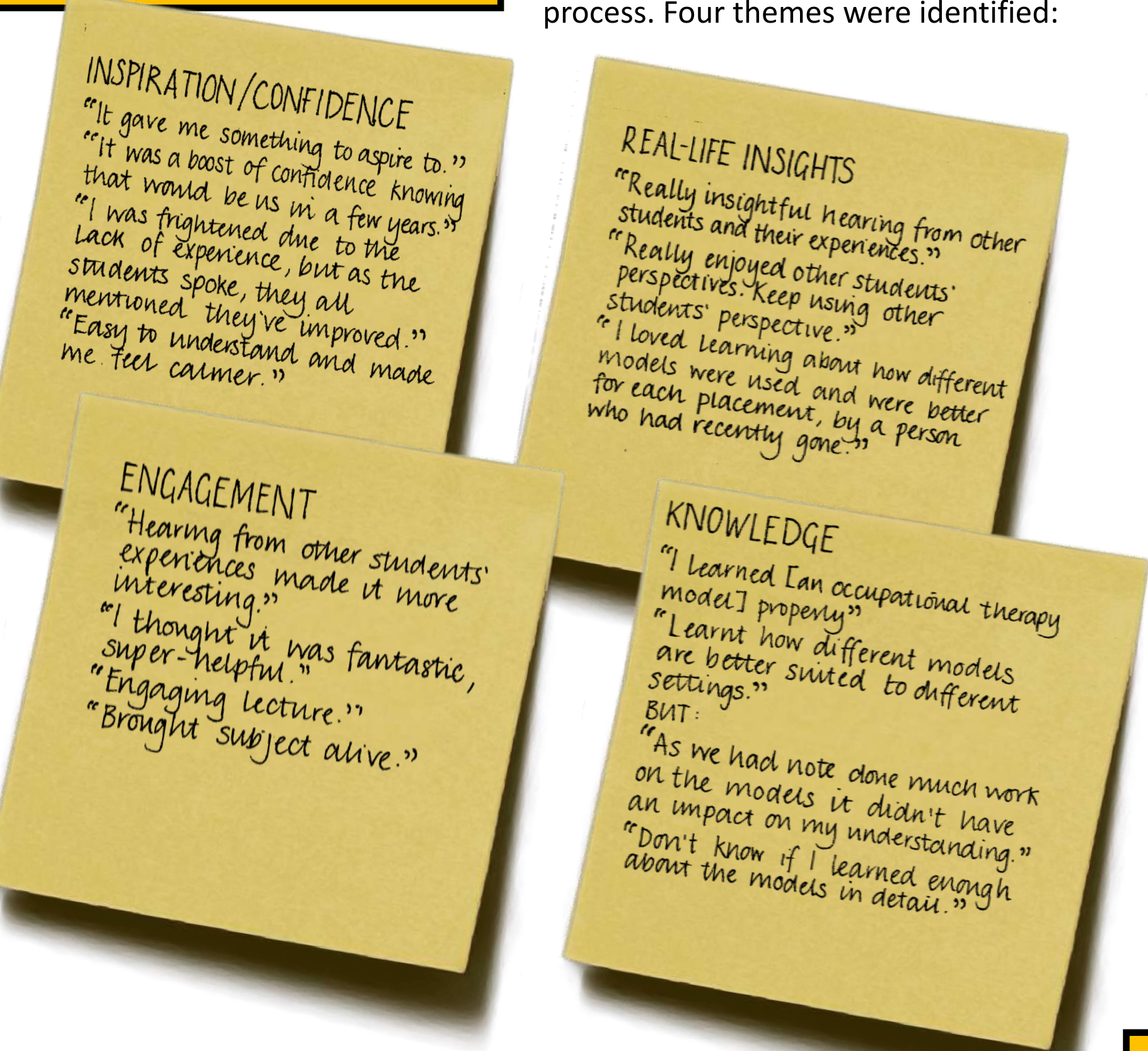


(Asghar 2010; Coventry University 2015; Field et al. 2007; Ramm, Thomson & Jackson 2015; Shin et al. 2017.)

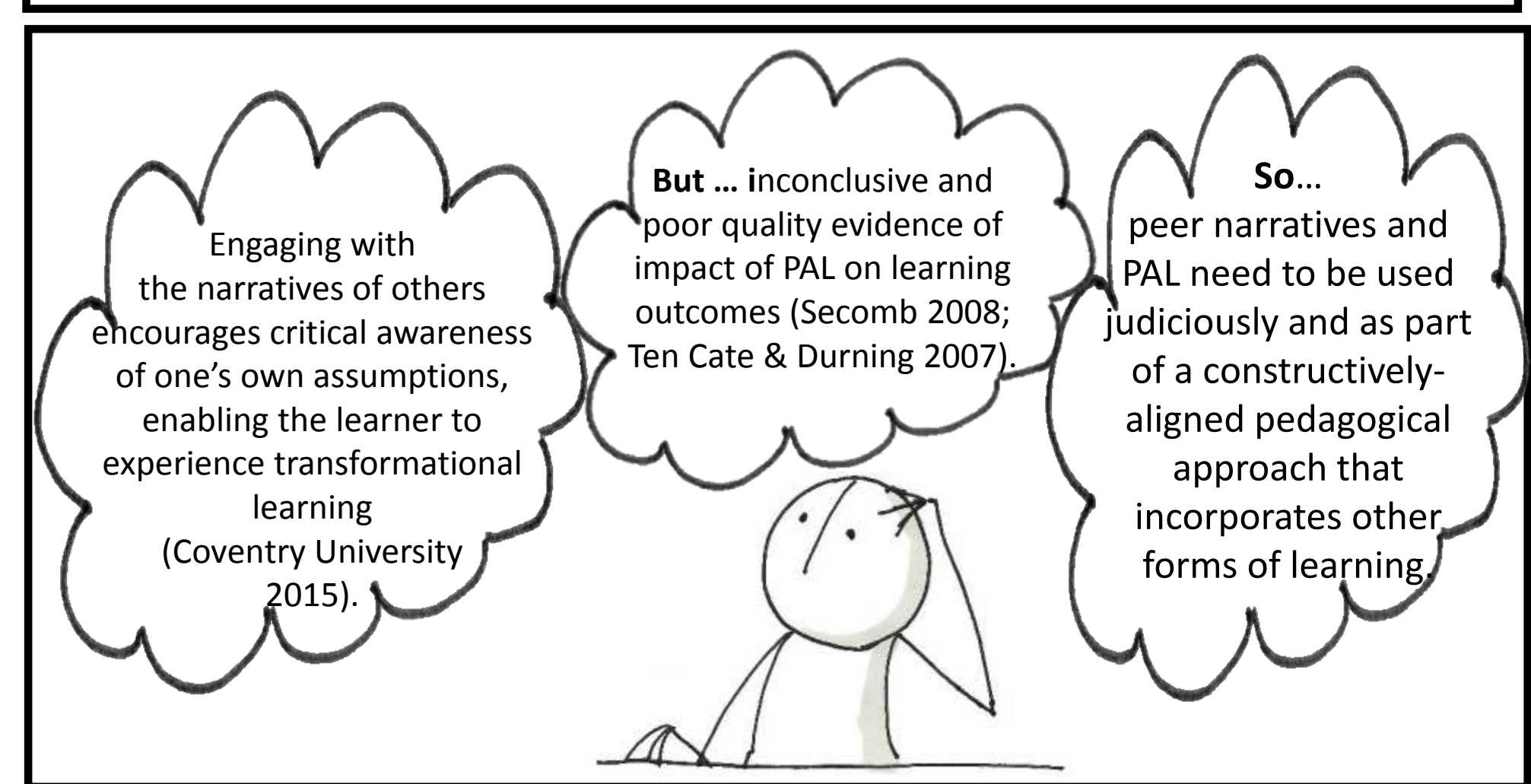
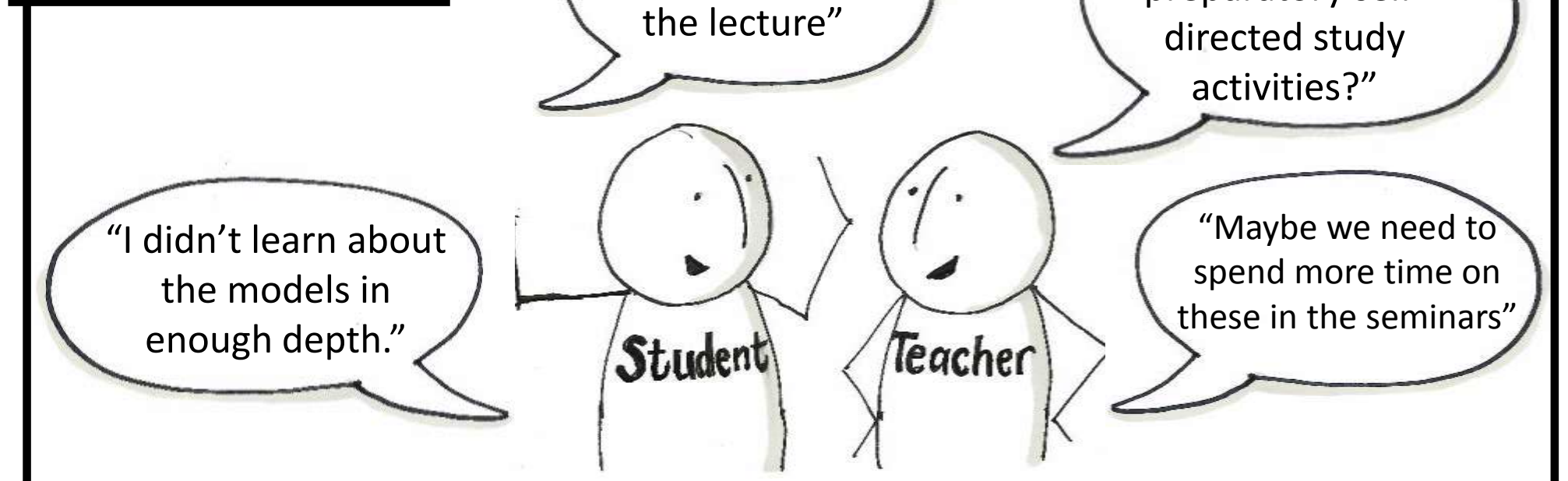
- 1 Identified level 3 students with good knowledge of one of the three models.
- 2 Worked with students to develop lecture, explaining pedagogy.
- 3 Developed preparatory materials to introduce models and seminar materials to practice applying models, using constructivist theory.
- 4 **The lecture!**

evaluation

Qualitative responses (123 = 78%) were collected on Post-It notes as part of the Stop-Start-Continue mid-module evaluation process. Four themes were identified:



discussion



action plan

- Trial and evaluate more intensive peer-assisted learning techniques for appropriate practical and clinical skills, such as functional assessments and equipment provision.
- If successful, embed these techniques in curriculum through course review process.
- Use narratives, including peers' and service users', to illustrate theory in lectures and seminars.
- Use multi-media and digital techniques, such as vodcasts from students, to support self-directed learning through narratives and peer-assisted learning.

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