

Abstract

Occupational therapists frequently use teaching-learning as a central approach to intervention when their clients seek to acquire skills to support occupational performance. Effective facilitation of learning depends on mastery of a range of skills. While occupational therapists are experts in occupational, activity and task analysis (which are key skills in facilitating skill acquisition), few have any formal training in the principles of pedagogy. As a result, engaging in evidence-based practice when facilitating learning challenges therapists to synthesise considerable amounts of literature about the teaching-learning process.

This project aimed to develop a clinically useful model - the Four-Quadrant Model of Facilitated Learning (4QM) - that represented the strategies involved in teaching-learning in a form that could guide therapists through the selection and implementation of learning strategies in an occupation-centred way. The project, therefore, entailed two aspects: development of a model of facilitated learning, and investigations into the clinical utility of the model.

Through a comprehensive literature review, the central postulates and content of the 4QM were established and validated. This element of the project resulted in the following publications in the *Australian Occupational Therapy Journal*:

Greber, C., Ziviani, J. & Rodger, S. (2006). The four quadrant model of facilitated learning: A clinically-based action learning project. *Australian Occupational Therapy Journal*, doi:10.1111/j.1440-1630.2006.00558.x.

Greber, C., Ziviani, J. & Rodger, S. (2007). The four-quadrant model of facilitated learning (part 1): Using teaching-learning approaches in occupational therapy. *Australian Journal of Occupational Therapy*, doi: 10.1111/j.1440-1630.2007.00662.x

Greber, C., Ziviani, J. & Rodger, S. (2007). The four-quadrant model of facilitated learning (part 2): Strategies and applications. *Australian Occupational Therapy Journal*, doi: 10.1111/j.1440-1630.2007.00663.x

The outcome of the research was also presented at the 2006 World Federation of Occupational Therapists Congress in Sydney and 2006 NZAOT Conference in Wellington.

While the development and validation of the 4QM has been completed, funding limits did not allow completion of investigations into the clinical utility of the model. An initial pilot focus group has provided feedback that will guide further exploration in this area, and this will be pursued in subsequent stages of the project that have proven beyond the scope of current funding.

Three further opportunities for research leading from the current project appear fruitful:

1. Focus group discussions regarding the clinical utility of the 4QM across various work areas in occupational therapy.
2. Investigation into therapists' selection of learning strategies when using teaching-learning approaches to intervention.
3. Investigation into the reliability of the strategies included in the 4QM.

These directions will be explored through further research.