

# SUPPORTING SELF-DIRECTED LEARNING

Using a PebblePad Workbook to Support Student-Led Individually-Created Courses (SLICCs) Framework in a Practicum Course

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# Assessments

## ➤ Proposal

- Context of chosen learning experience
- Aims of experience → Contributing to own development
- Demonstrating achievement of four learning outcomes – connected to competencies for practice

## ➤ Reflective posts – completion of 10 templates

## ➤ Final Reflective Report

- Overview of learning journey
- How learning outcomes were met

# An example of a reflection before using the SLICC framework

This was the first week of my practicum and I am working in a hospital setting. My first day started with a walk around the unit checking on patients, introducing ourselves, and setting goals for the day. After this, my field supervisor gave me information about a new assessment tool and asked me to go through the tool so we could talk about it the next day. I reviewed the instructions for administering and scoring the assessment and made note of any questions that I had for my supervisor. After this, I went to patient rounds and learned more about the individuals I would be working with. Later in the day, I had the opportunity to accompany my supervisor for a discharge planning meeting with a patient and their family. We discussed the importance of continuing to work on goals and attending appointments. A schedule was created with the patient to assist them with structuring their day and following through with tasks and activities. We spend the rest of the day researching various community resources for the patient and then concluded with charting about the session.

# Two Different Reflection Templates – SLICC Workbook

Driscoll's Model  
for Reflection

What? →	Describe what it is you have thought, done or experienced over the time period noted above.
So what? →	What have you learned from this and why is it important?
Now what? →	Now how can you draw upon this learning in the future?

## What?

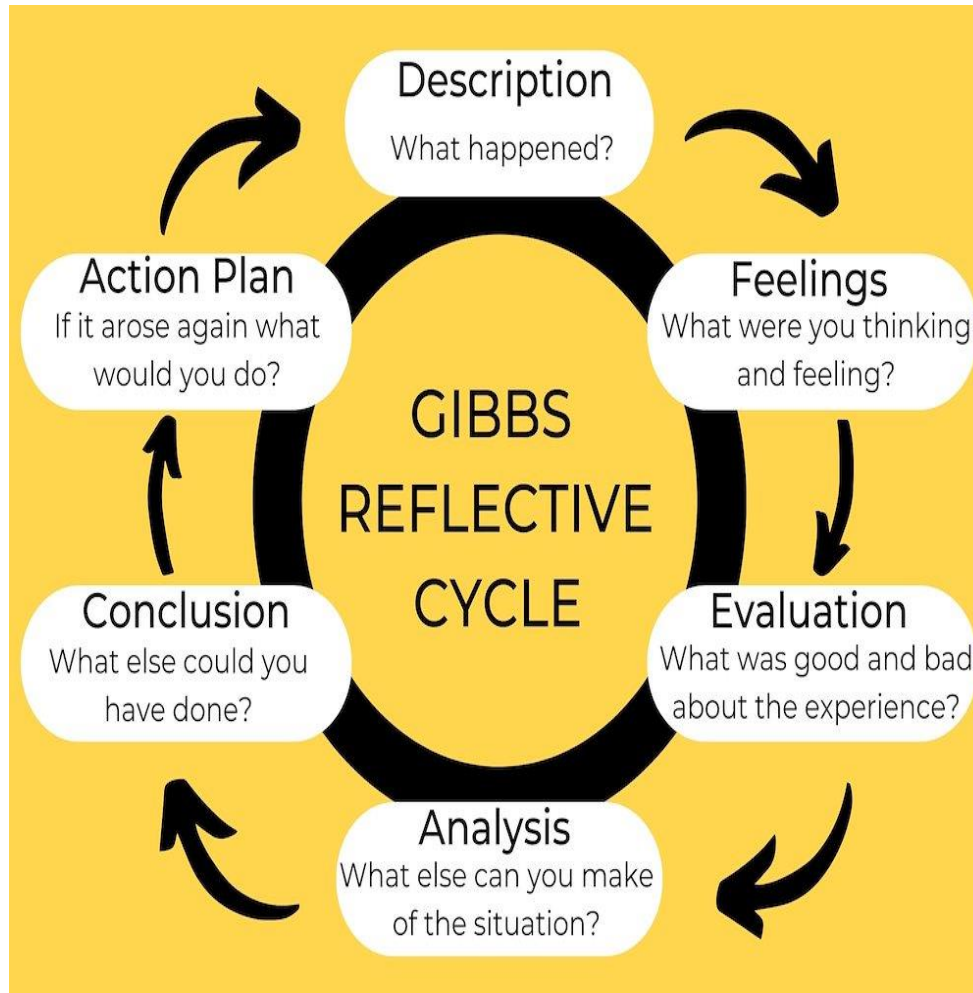
- When I arrived at my practicum, I started my day out as I usually do. I greeted the residents and checked the schedule for the day. In the morning, my supervisor is normally with me, and we discuss the priorities and tasks for the day; however, an hour had passed, and my supervisor had yet to arrive. During that hour, I took the initiative and decided to prepare for the groups and meetings we had scheduled for the day.

## So What?

- Overall, I felt this situation was a great opportunity to demonstrate the level of competency and professionalism that I apply everyday that I am at my practicum. I wanted my supervisor to recognize that I can take initiative, problem solve, and be resilient. I learned that I could step up when I needed to and follow through with the plans for the day while ensuring safe and professional care for the residents. This situation helped me to recognize the skills I possess that will aid me in becoming a confident and competent practitioner.

## Now What?

- As a result of this experience, my supervisor has recognized that I am capable of assuming greater levels of responsibility and can function more autonomously. I demonstrated my ability to communicate effectively with the interdisciplinary team, provide resident-centred care, and be flexible throughout the day.



Adapted from Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. Further Education Unit.

**Description** - my supervisor asked me to set up a sensory room for some of the participants in the day program to facilitate an inclusive experience because some of the individuals were demonstrating difficulties tolerating high levels of sensory input.

**Feelings** – throughout the group facilitation process, I recognized how calm I was while the participants were engaging in the sensory room and the associated benefits of this type of opportunity when used correctly.

**Evaluation** – a challenging aspect about the group facilitation experience is that only one person can be in the sensory room at a time, which means other participants must patiently wait their turn before they can experience the benefits of the sensory environment. A larger group program would have a greater impact for all the participants.

**Analysis** – I believe the sensory room worked well because the participants knew they had the freedom to choose the amount of time they spent in the room and the types of items they engaged with, while recognizing that the room was a calming space.

**Conclusion** – it could have been a more positive situation for everyone involved if we had more time for the participants to fully engage with the sensory items and if more people could participate at the same time. Some skills I feel I need to develop to handle this situation better would be confidence and initiative.

**Action Plan** – to develop confidence and initiative skills, I can work on my assertiveness and ask for what I need instead of trying to figure out what to do on my own. I also have to trust my abilities and not doubt myself or question my decisions about appropriate interventions for participants.