

## Challenging Conversations and Addressing Difficulties on Placement



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## Evidence

- Neuroscience
  - We do/learn/function best when we feel safe, supported and connected to others
  - Our brains are designed to respond to and be influenced by others
  - Brain network specifically designed to “mind read” others → supports us to stay connected and think strategically
  - When the social bond is threatened our brain reacts much the same way as if we are experiencing physical pain
    - Lieberman (2013)



## Neurobiology of Thinking and Feeling

- Our brains constantly communicate with other people’s brains via subconscious highspeed pathways
- System 1 = automatic, little or no effort, no voluntary control, generates impressions and feelings
  - Processing of sensory, motor and emotional information in 10-50 milliseconds
- System 2 = slower, deliberate, in relation to specific situations and generates the subjective experiences of agency, choice and concentration
  - 500-600 milliseconds for brain activity to register in conscious awareness
- ½ second difference in processing speed



- Key for supervisors
- to be aware of our automatic reactions and learn how to manage them so that they do not compromise our interactions with our students



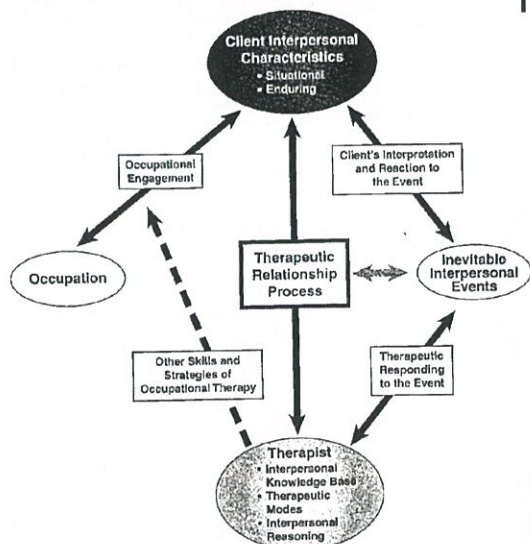
## Lessons from clinical practice

- What makes a difference to outcomes for clients?
  - The therapeutic alliance/relationship
  - The personal qualities of the therapist
  - How you do something is as important as what you do
- Moore (2017)
- The manner in which support is provided, offered, or procured influences whether the support has positive, neutral or negative consequences (Dunst & Trivette, 2009)



## Intentional Relationship Model

Taylor (2008)



4 elements:

- client
- interpersonal events that occur during therapy
- therapist
- occupation

- The interaction and relationship between the student and the supervisor is key to supporting a student to learn and grow
- Engagement is a necessary but not sufficient condition for supporting change or being an effective supervisor
- The “partnership relationship” is the medium through which practical help is provided and positive change supported ( Moore, 2016)

## Student brings

- **Enduring interpersonal characteristics:**

Typical way of relating, patterns of interpersonal communication that existed prior to becoming an OT student

Eg capacity to trust, need for control, usual ways of relating to change, frustration, challenge, feedback, criticism

- **Situational interpersonal characteristics:**

Have arisen in response to a particular stressful situation – acute emotional reaction

- to their experience as a student on this placement, receiving negative feedback, feeling incompetent
- reaction to frustration, stress, response to change



- All students will experience and reveal situational characteristics in the process of supervision
- These are not the student's personality or character
- Holding this in mind will help get through the tough times
- How the therapist responds to these emotions will influence the therapeutic relationship and the outcomes for that student



## Enablers

- Establishing an effective relationship
- Reflective practice
- Intentionality
- Know thine self
- Name it
- Acknowledge feelings
- Repair
- Look at feedback hadnout form Taylor



## 10 Features common to all effective relationships

1. Attunement/engagement
2. Responsiveness
3. Respect/authenticity
4. Clear communication
5. Managing communication breakdowns ( repair)
6. Emotional openness
7. Understanding one's own feelings
8. Empowerment and strength building
9. Assertiveness/limit setting
10. Building coherent narratives

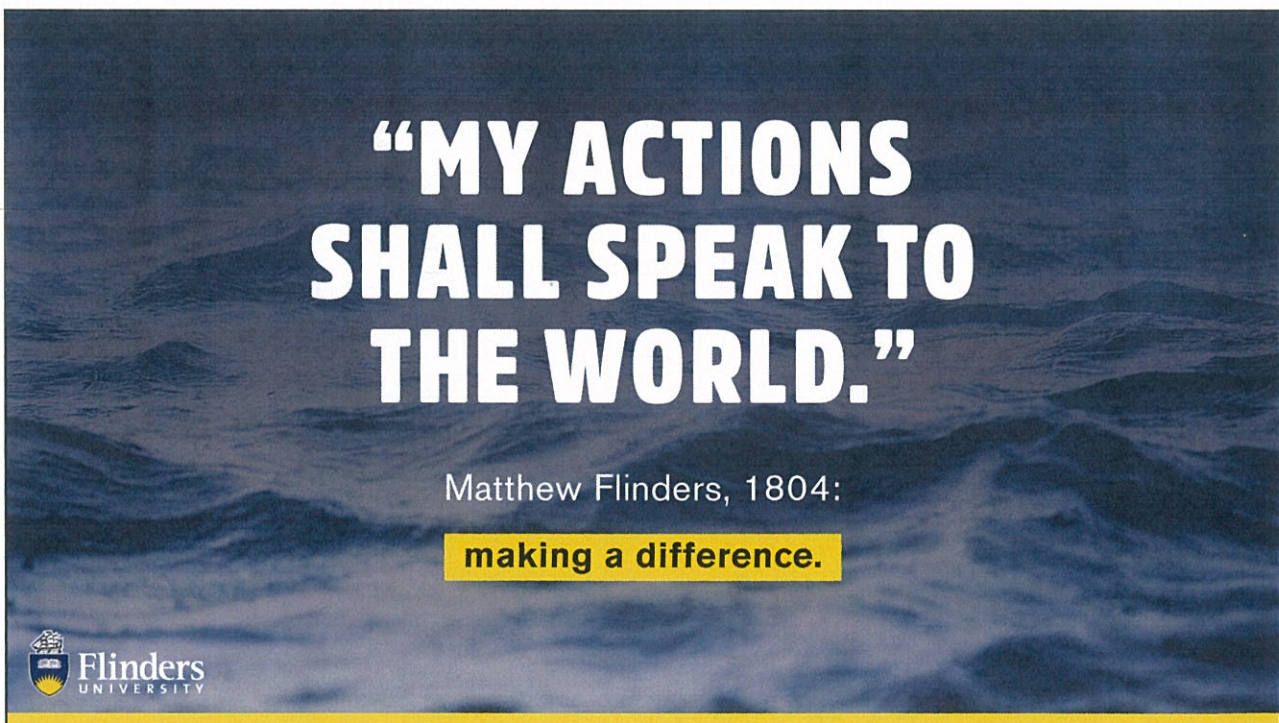


Moore (2006)





AN  
EXTRAORDINARY  
CAMPUS  
EXPERIENCE



**“MY ACTIONS  
SHALL SPEAK TO  
THE WORLD.”**

Matthew Flinders, 1804:  
**making a difference.**

