

Title

Promoting Resilience in Occupational Therapy Education, a scoping Literature Review

Abstract

Background

Psychological and emotional resilience are important Occupational Therapy (OT) graduate skills. Occupational Therapists often embark on varied careers in highly demanding and challenging work environments. Theoretically, teaching and learning resilience during training affords protective advantages including safeguarding effects, which promote wellness and a sense of "I can do this, I will survive". However, OT educators face significant challenges knowing how best to promote resilience through self-directed learning (SDL) approaches. In the UK, there is a strong focal shift towards producing resilient, autonomous life-long learners.

Objective

This review was undertaken to inform current education practices in the field.

Methods

Twenty studies published 2000-2019 were reviewed. Three reviewers appraised methodological features - sample size, OT representation, results, extent of generalization of findings and conclusion.

Results

Majority of studies employed qualitative designs. Sample size varied, most recruited medical or nursing students. Interpretation of results was complicated by considerable methodological differences. Features associated with SDL and resilience were student perceptions and characteristics, learning styles, problem-based learning, reflection, opportunities to practice resilience, self-efficacy, available support.

Conclusions

Findings warrant further consideration in OT education and research. Teaching resilience early on, through SDL methods can equip new graduates with crucial professional knowledge and survival skills.