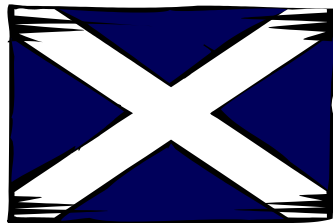


Students' views on the use of the KAWA Model for their professional development.

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Queen Margaret University.
Edinburgh, Scotland.

WFOT Congress Chile 2010.



Structure and Concepts of the KAWA Model.

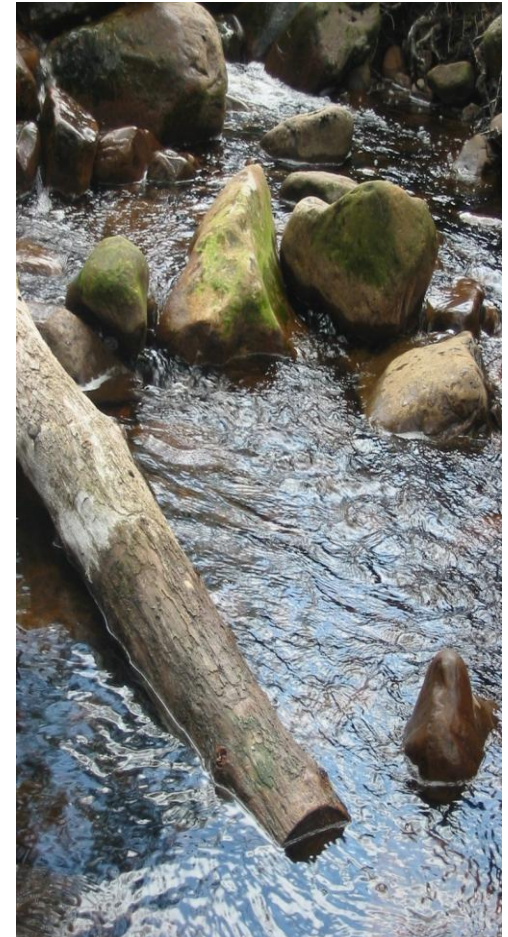
Water; life energy, well being.

Riversides
bottom; environments

Rocks ; life circumstances &
difficulties.

Driftwood; assets & liabilities.

Spaces; abilities, intervention





KAWA in Education at QMU

- BSc Hons 4 year programme.
- 1st year ; students introduced to KAWA model.
- 2nd year: conceptualise client; group work.
- 3rd year: case study; conceptualise client, consider interventions (Ax and evaluation), and critique.
- 4th year; choice for dissertation and essay topics
- Cohort; about 60 students.
- Subjective opinion; KAWA Model promotes much discussion, often a polarised debate.





KAWA: potential use for students' own personal development.

Involved:

- Two cohorts of 3rd year students (2009, 2010)
- After 1hr session on KAWA; given personal time.
- Asked to indicate how might use KAWA River Model for own self development in relation to learning.

Comment on :

- What you could draw?
- What settings could you use it in.
- What purpose could you use it for?
- Who would you discuss it with?
- Draw own river re. personal development.
- Comments.





Outcomes.

- 2009=25 students. 2010=31 students.
- Majority indicated KAWA **useful in** learning and personal development.
- Most suggested drawing **river section**,
- some preferred **longitudinal river** to show changes over time.

Settings/Context for using KAWA

university, placement, practice, personal and professional, life in general, any area need to identify issues, personal portfolios, relationships, work.





Purpose.

- general reflection,
- practice placement (before, after, during, final report, midway report), to show times of stress,
- To evaluate self, examine problems and positives in my life, look deeper at a situation, put things in perspective, see all the pieces of your puzzle, make order.
- To work out worries/problems, demonstrate learning/barriers/facilitators, show mood/feelings throughout study, academic tutor group meetings, identify personal goals re learning, reflect on critical incidents.
- Most: relevant for individual personal use,
- Few: Group work and Inter-professional Education.





General Comments

Positive:

- Offers longitudinal view, aids reflection.
- “Gets away from” Reflective Cycles not liked.
- Offers personal & group perspective.
- Expression through drawing.

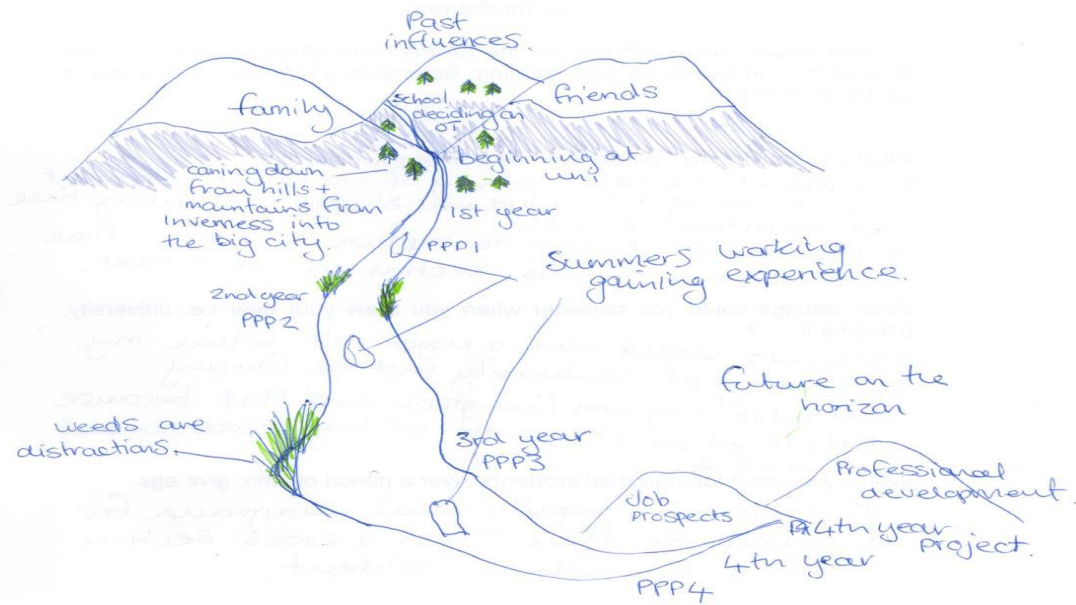
Negative:

- Prefer mind maps and lists.
- Not a visual person
- Prefer a reflective model.
- Don't like symbolism.
- See as very negative.
- **“Cry Me a River”** (Fitzgerald, Streisand, Timberlake, Aerosmith,)





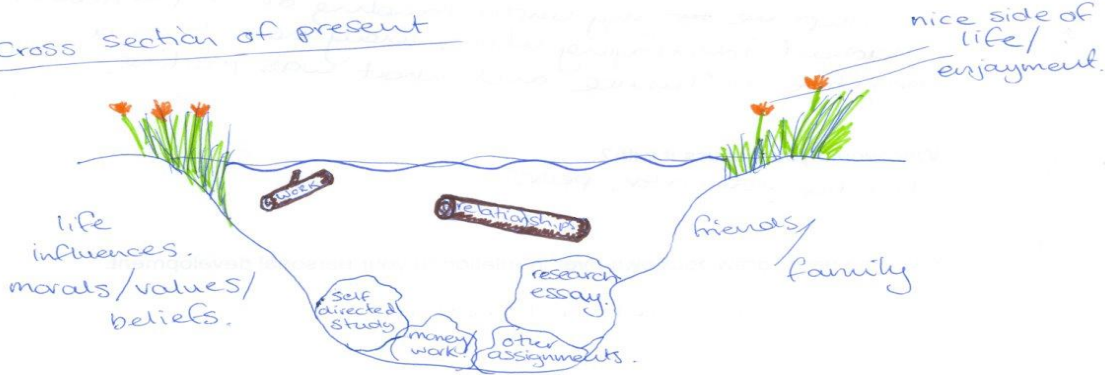
longitudinal model of university so far



Longitudinal river.

- Starts with past influences, Family, friends and school, Beginning Uni.
- Moving from rural to urban setting.
- Three years of study.
- Practice Placements(PPP)
- Summer employment.
- Distractions depicted as “weeds”.
- River tapers to end after 4th year, professional development at end.

Cross section of present



River Section.

- Riversides:** Life, morals, values beliefs, friends, family.
- Driftwood:** Work, relationships.
- Rocks:** Self directed study, money, work, assignments, research essay.





Rivers sections.

Placement 3rd Year:

Rocks: Personal, educator, anxiety, unfamiliar with setting, staying away from home.

Driftwood: enjoyment of PPP, weekends at home, structure, friends.

Riversides: supportive team.

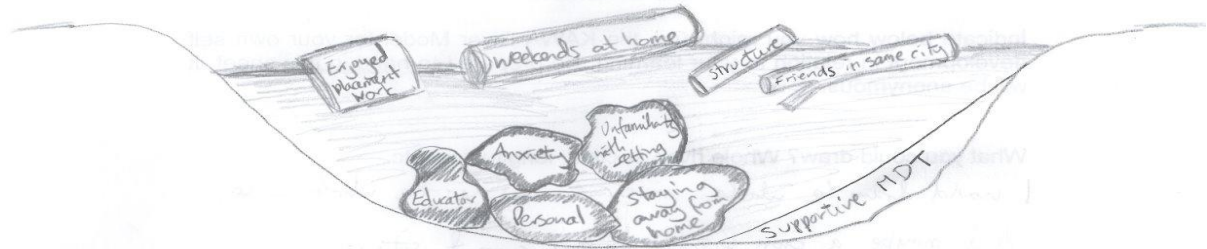
3rd Year at Uni.

Rocks: loss of purpose, stress re. assignments, time management.

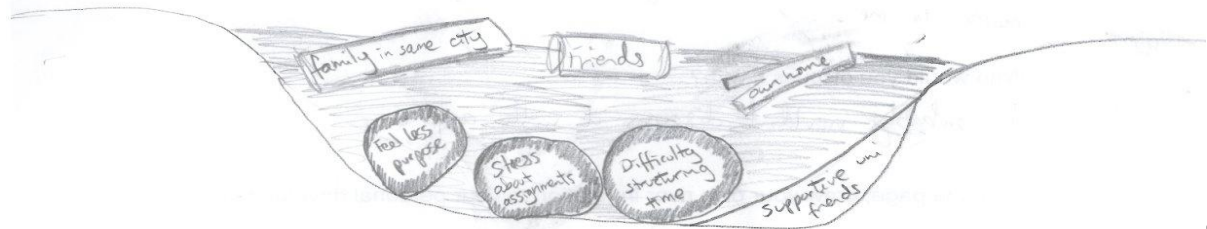
Driftwood: family, friends, own home.

Riversides: friends support.

Placement Level 3



Uni Level 3



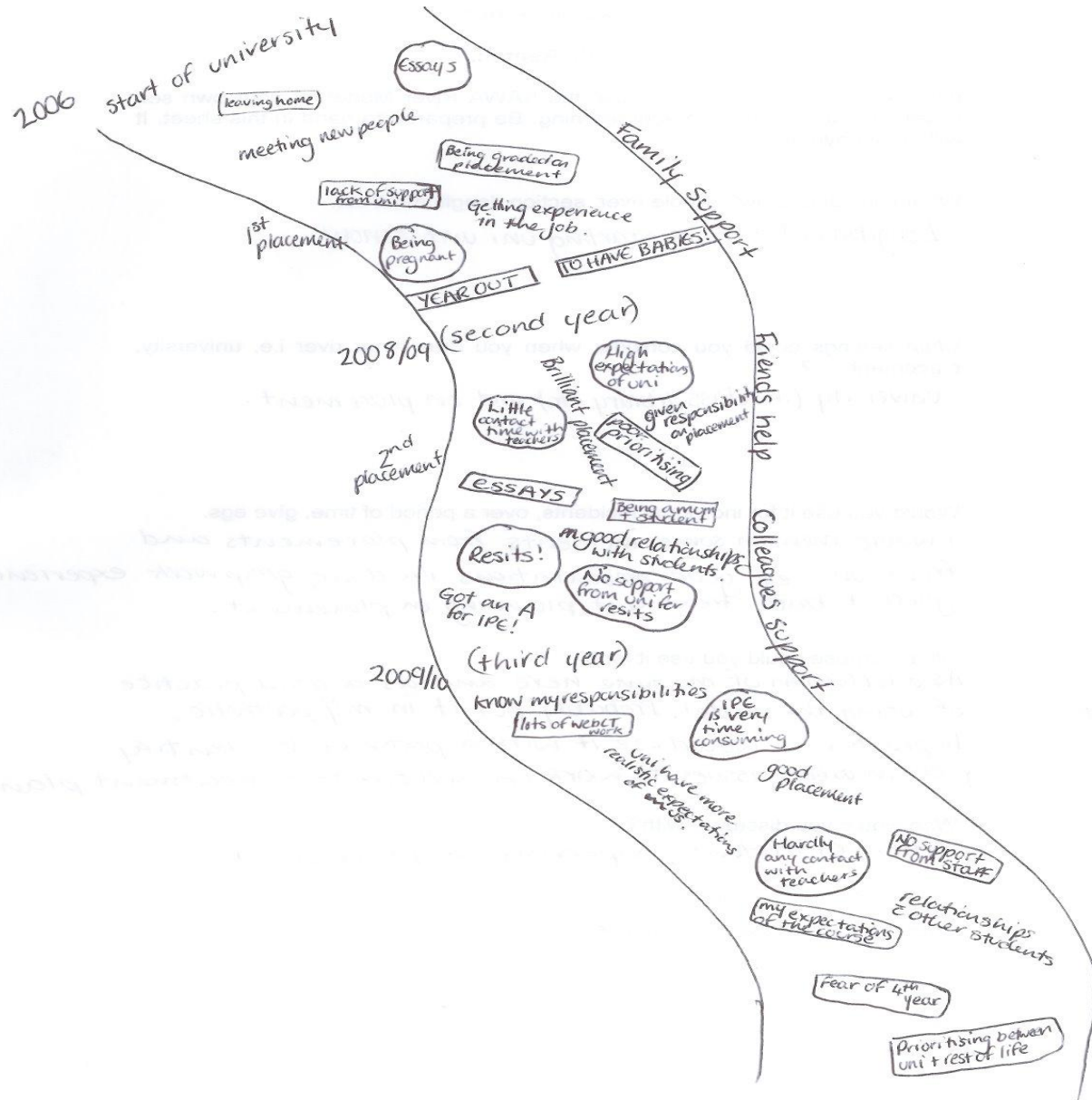
My River

Longitudinal river showing student's time at university.

Rocks: essays, beginning placement, high expectations, less contact with staff, Web CT (E-learning).

Driftwood: leaving home, lack of support, being assessed on PPP, year out to have baby, poor prioritising, essays, being mum and student, expectations, fear of 4th year, prioritising life with study.

Spaces: meeting new people, experience on the job, placement, responsibility, relationships with students, good marks, responsibilities, realistic expectations from staff.



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The River Dee; Scotland; land of rivers. River metaphor relevant in Scotland.



*Flow gently, sweet Afton! amang thy green braes,
Flow gently, I'll sing thee a song in thy praise;
(Robert Burns. 1791. Sweet Afton)*

*Land of my high endeavour, land of the shining river,
Land of my heart forever, Scotland the Brave.
(Cliff Hanley. 1951. Scotland the Brave.)*