



Students' experiences using images to support reflection and learning related to threshold concepts on occupational therapy role-emerging placements

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World Federation of Occupational Therapists
12th February 2026

Conference attendance supported by grants from the University of Cumbria & Elizabeth Casson Trust

Presentation Outline

- Rationale
- Role-emerging placements
- Inquiry Graphics & Threshold Concepts Learning Design
- Findings
- Implications for OT Education





Why Role-emerging practice placements?

- Role-emerging placements are described as emerging practice areas with no occupational therapy provision (Thew et al, 2008)
- Can be challenging if onsite staff do not understand occupational therapy theory or its application (Thew et al, 2008; Hunter & Volkert, 2016)
- Increased confidence and deeper professional learning can occur (Overton, Clarke & Thomas, 2009; Dancza et al, 2013)



Why use Images & Threshold Concepts?

- Threshold concepts enable transformative, irreversible shifts in professional understanding and identity
- Images support professional meaning-making and integration of theory to practice
- Visual inquiry can promote reflection, dialogue and critical examination of practice contexts

(Kaelin & Dancza, 2019; Lackovic, 2020; Meyer & Land, 2003:2005)



Research design

- Inquiry Graphics & Threshold Concepts Learning Design framework
- Hermeneutic phenomenology
- Case study design
- Data = individual Inquiry Graphics (images & narratives); semi-structured interviews
- Interpretative process of analysis

(Dibley et al, 2020;Lackovic, 2020)



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Research Question

What are occupational therapy students' experiences of using an Inquiry Graphics learning design to reflect on learning and threshold concepts during a role-emerging placement?






Inquiry Graphics in Practice: Learners Experiences

🗨️ ***“At first I thought, how on earth am I going to find a picture? I didn’t really get it”***

🗨️ ***“It was really motivating — I’m a visual learner”***

🗨️ ***“The inquiry graphic really focused my learning and attention. I liked the mix of visual and written thinking”***

Inquiry Graphics in Practice: Learners' Experiences

-  ***“It’s surprising how much learning you can link to one picture — it covers so many different perspectives”***
-  ***“I could look back over the eight weeks of images and remember exactly how I was feeling at each point. They became a really strong visual prompt”***
-  ***“The images told a story of my learning — and they helped my onsite educator better understand the thinking behind what we were doing”***



Inquiry Graphics in Practice: Learners Experiences

“the visuals have really helped me in terms of my recall.....I mean [of] a theory or concept....I’m confident that if in,four months you showed me, one of my eight photos [graphics on weekly IG] I would know immediately what [it referred to]

“ I think as an OT we use our creativity.....and this is definitely a creative way of learning..... [for example] thinking about clinical reasoning [a threshold concept] in week five when I did the intervention.....afterwards it really made me think about the intervention and the clinical reasoning I used”



Implications for Occupational Therapy Education

- Inquiry graphics make learning, reasoning and professional identity visible to the learner
- Images support threshold crossings by integrating affect, reflection and practice
- Inquiry Graphics offers a transferable learning pedagogy and approach for role-emerging placements

(Kaelin & Dancza, 2019; Lackovic, 2020; Land, Rattray & Vivian, 2014)



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Thank you & Acknowledgements

This PhD presentation was carried out with support from



ELIZABETH CASSON TRUST



With special thanks to

- The Participants
- Dr Natasa Lackovic
- Dr Karen Morris
- Colleagues at University of Cumbria

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