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Abstract

Fieldwork (FW) plays a crucial role in occupational therapy (OT) education by fostering students to become competent entry-level practitioners. Reflective journaling promotes increased competence in OT FW students. The Kawa Model can be used as a journaling framework that uses metaphorical illustrations to self-reflect. It has been described as useful in multiple contexts. No study has yet investigated the use of the Kawa Model as a self-reflection tool with OT FW students. Video self-reflections of their Kawa Model drawings and audio recorded semi-structured interviews were used to explore Level II FW students' perceptions of the usefulness of the Kawa Model. Seven themes emerged from the qualitative analysis, all pivoting around the concept of the usefulness of the Kawa model for self-reflection and the model's ability to authentically represent the OT students' Level II FW experience. Overall, the results suggest that Level II FW students find the Kawa Model useful for self-reflection. The students reported that the structure and metaphorical illustrations used in the Kawa model were true to their professional growth during their FW experience. The Kawa Model may be a unique way to foster OT students' authentic view and appreciation of all relevant and meaningful aspects of their FW journey.

Keywords

Kawa Model, self-reflection, fieldwork, occupational therapy

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ABSTRACT

Fieldwork (FW) plays a crucial role in occupational therapy (OT) education by fostering students to become competent entry-level practitioners. Reflective journaling promotes increased competence in OT FW students. The Kawa Model can be used as a journaling framework that uses metaphorical illustrations to self-reflect. It has been described as useful in multiple contexts. No study has yet investigated the use of the Kawa Model as a self-reflection tool with OT FW students. Video self-reflections of their Kawa Model drawings and audio recorded semi-structured interviews were used to explore Level II FW students' perceptions of the usefulness of the Kawa Model. Seven themes emerged from the qualitative analysis, all pivoting around the concept of the usefulness of the Kawa model for self-reflection and the model's ability to authentically represent the OT students' Level II FW experience. Overall, the results suggest that Level II FW students find the Kawa Model useful for self-reflection. The students reported that the structure and metaphorical illustrations used in the Kawa model were true to their professional growth during their FW experience. The Kawa Model may be a unique way to foster OT students' authentic view and appreciation of all relevant and meaningful aspects of their FW journey.

Level II fieldwork (FW) occupational therapy (OT) students develop competence as entry-level practitioners through the application of academic knowledge and clinical reasoning skills in practice settings and reflection on the resulting learning experiences (American Occupational Therapy Association [AOTA], 2018; Cohn, 1989; Zimmerman et al., 2007). Reflection is critical because it enhances self-awareness and improves insight (Adam et al., 2013; Brown et al., 2016; Embo et al., 2015; Mann et al., 2009). Within the OT profession, self-reflection is known to strengthen learning outcomes and foster the achievement of competency (Maki, 2010).

Several methods to promote self-reflection of students in OT and other health professions have been identified specifically as journaling, narrative writing, verbal feedback, videotaping sessions, peer group discussions, and problem-based learning (Constantinou & Kuys, 2013; Lasater & Nielsen, 2009; Mason et al., 2014; Zimmerman et al., 2007). A variety of these methods (i.e., video-recording, journaling, group reflective discussions and verbal/written feedback) have been found to help OT students self-reflect in a manner that fosters personal and professional growth during clinical rotations (Iliff et al., 2019; Schwind et al., 2014). Literature also suggests that internal and interactive self-reflection helps allied health and medical students transition from student to practitioner (Sandars, 2009; Zimmerman et al., 2007), making it particularly relevant to OT students engaging in their Level II FW. Further, self-reflective journaling has been found to help students become more perceptive and aware of their strengths and needs during their learning experiences (Zimmerman et al., 2007).

Student reflection can be fostered by the use of metaphors to make the journey more real (Faulk & Morris, 2010; Lakoff & Johnson, 2008). One framework for self-reflection that employs a metaphor is the Kawa Model. In this model, a person draws a river, a kawa, to illustrate metaphorically one's life journey (Chiang & Carlson, 2003; Iwama, 2006; Teoh & Iwama, 2005). The elements within the Kawa Model framework are water (i.e., life energy or flow), rocks (i.e., problematic life circumstances or obstacles), driftwood (i.e., personal attributes [personality traits] or resources [valued material] of positive or negative impact), and riverbed and riverbanks (i.e., social, physical, cultural, and/or political environments; Dellow, 2017). Each element influences the other (Iwama et al., 2009). The distinct size, shape, and positioning of the rocks, driftwood, and riverbed and riverbanks can impact and be influenced by the volume, shape, and flow rate of one's river or life flow (Iwama et al., 2009). Seminal work by Iwama et al. (2009) found that the nature metaphor within the Kawa Model provides useful visual interpretations of the human-environment dynamic.

The Kawa Model was initially intended for OTs to use clinically, to help them understand and prioritize their clients' contexts and problems, thus, guiding their intervention (Iwama et al., 2009). The value of the Kawa Model as a clinical tool has been investigated in a few small studies. For example, Gregg et al. (2015) explored the use of the Kawa Model as an OT intervention for a military service member (n = 1) and found that it supported the needs of the service member for preparatory and occupation-based interventions. In another study, OT graduate students (n = 5) used the Kawa Model to guide their needs assessment at a youth shelter and found the Kawa Model helped the youth create a visual representation of their day which strengthened the rapport between the youth and the students (Mattila & Dolhi, 2016). Carmody et al. (2007) explored the use of the Kawa Model as a guide for OT intervention with individuals with multiple sclerosis (n = 2). They found that the Kawa model was effective in promoting the OT process and occupation-based practice (Carmody et al., 2007). Overall, clinically, these studies suggest that the Kawa Model promotes a client-centered approach in which culturally relevant interventions are used to meet the needs of diverse clientele and situations (Paxson et al., 2012).

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The Kawa Model has also been recognized as a tool that can be used in non-clinical contexts. For example, Lape and Scaife (2017) explored the use of the Kawa Model as a team building tool with the rehabilitation professionals (*n* = 26) from two skilled nursing facilities. They found the Kawa Model enabled nonthreatening discussions about workplace performance (Lape & Scaife, 2017). Participants in that study explained they felt the Kawa Model could be used in other contexts, such as in FW and other health-related clinical rotations and residencies (Lape & Scaife, 2017). A couple of studies have also explored the value of using this model to foster self-reflection among OTs and OT students (Parmenter & Thomas, 2015; Tripathi & Middleton, 2018). In one study, an OT (*n* = 1) used the Kawa Model as a reflective tool to help her gain insight on her strengths and establish goals to support her future professional growth (Tripathi & Middleton, 2018). In another study, first-year OT students (*n* = 16) used the Kawa Model to reflect on a two-week learning experience in community service activities (Parmenter & Thomas, 2015). These studies suggest that although the Kawa Model was developed as a clinical tool, it has application outside of the clinic, and specifically within OT.

Self-reflection is a critical aspect of learning for Level II FW students (Costa, 2003). Some have suggested that the Kawa Model could be useful in helping OT FW students reflect on their personal strengths and challenges (Lape & Scaife, 2017). The value of the Kawa Model as a self-reflective tool in that context has yet to be investigated. To begin to fill this gap in the literature, a phenomenological study was conducted to explore the value of the Kawa Model during Level II OT FW from the perspective of students. This study aimed to explore, from the students' perspective: (1) the usefulness of the Kawa Model as a self-reflection tool with Level II FW students and (2) whether Level II FW students perceived their use of the Kawa Model as an authentic representation of their FW experience. A phenomenological approach enables the researcher to gain a deeper understanding of the lived experiences of a specific group of individuals who have first-hand knowledge of an event, situation or experience (Rebar & Gersch, 2015).

Methods

Participants

This study was a subcomponent of a larger study related to clinical reasoning development in OT students during their Level II FW. The study and its subcomponent were reviewed and approved by the university's institutional review board. For the larger study, OT students enrolled in either a Master of Science in Occupational Therapy program or an entry-level Occupational Therapy Doctorate (OTD) program were recruited in person in a FW-related course prior to their first Level II FW placement. Of the 60 OT students eligible, 32 agreed to participate in the larger study and signed the informed consent form. Of these, eight students completed at least one portion of the qualitative data collection for this sub-study investigating the usefulness of the Kawa Model as a self-reflective tool during FW.

Data Collection

Participants' Characteristics

In a qualitative study, it is critical to describe the characteristics of the participants to ascertain the transferability of the findings (Korstjens & Moser, 2018). To accomplish this, participants completed a sociodemographic questionnaire, which was created for this study, the *Self-Reflection and Insight Scale* (SRIS), and the *Self-Assessment of Clinical Reflection and Reasoning* (SACRR) survey. The questionnaires were completed in person during the same block of time, but just after written informed consent occurred. Some participants provided incomplete data as noted in Table 1. The SRIS is a 20-item self-report tool that evaluates self-reflection and insight concepts with strong internal consistency (Cronbach's alpha: .87-.91; Grant et al., 2002). The SACRR is a 26-item rated self-report questionnaire that evaluates the clinical reasoning skills of occupational and physical therapy students and practitioners (Royeen et al., 2001). The SACRR has good internal consistency (i.e., pre-test =.87, post-test=.92; Scaffa & Wooster, 2004). Higher scores on the SRIS and SACRR are indicative of greater self-perceived self-reflection and clinical reasoning skills, respectively.

Eight Level II FW students participated in this study with seven of eight participants being female and between 20-29 years old. All [eight] of the participants described themselves racially as white (see Table 1). Six of eight of the participants' parents either had some college experience (25%), achieved their Master's (25%) or Doctoral (25%) degrees (see Table 1). The participants' mean scores on the SACRR and SRIS suggest that the participants perceived themselves as having good clinical reasoning skills and self-reflection at the start of their FW journey (see Table 1).

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Table 1

Participants' Sociodemographic Information

Level II FW Students	SB/GI	Age Range	Race	Participants' Highest Level of Education	Parents' Highest Level of Education	SACRR Raw Score	SRIS Raw Score
Participant 1	Male	25-29	White	Bachelor's	Some College	3.88	4.7
Participant 2	Female	20-24	White	Bachelor's	Doctorate	3.77	4.1
Participant 3	Female	20-24	White	Bachelor's	Master's	3.92	4.4
Participant 4	Female	40-44	White	Bachelor's	Some College	3.96	4.45
Participant 5	Female	N/A	White	Bachelor's	N/A	N/A	N/A
Participant 6	Female	N/A	White	Bachelor's	N/A	N/A	N/A
Participant 7	Female	25-29	White	Bachelor's	Doctorate	4.1	5.6
Participant 8	Female	20-24	White	Bachelor's	Master's	4.08	4.75

Note. N/A = Not Available; SB = Sex Assigned at Birth; GI = Gender Identity; SACCR = Self- Assessment of Clinical Reflection and Reasoning scale; SRIS = Self-Reflection and Insight Scale

Qualitative Data

The qualitative data for this study was collected from: (1) participants' video- recorded self-reflection with their Kawa Model drawings, and (2) semi-structured interviews with participants. The Kawa Model drawings were completed three times, at weeks 1 and 6 and at the end of the participants 1st Level II FW. These served as the participants' self-reflection. At the same three times (i.e., week 1, week 6 and end of FW), just after completing their drawings, the participants recorded a 5- to 10-minute video self-reflection using Flipgrid (Flipgrid, n.d.), a video blog platform, which captured their thoughts asynchronously about their Kawa Model. To facilitate the drawing of the Kawa Model and the video self-reflection, written prompts were emailed to participants for each time.

At the end of the participants' FW experience, synchronous online interviews were conducted using the Zoom video conferencing platform (zoom.us) at the participants' preferred day and time. Research suggests that the use of synchronous online modalities such as Zoom are an effective approach to acquire data when in-person meetings are not possible (Rosenthal, 2016). An interview guide was created prior to the interviews with open-ended questions and probes geared toward the participants' impression of the Kawa Model as a self-reflection tool and its unique feature in comparison to other self-reflection tools. The video-recorded interviews were conducted individually and lasted no more than 15 minutes. The primary researcher was the facilitator for each interview.

Six Level II FW students completed their self-reflection prompts at the beginning, two at the midterm, and four at the end of their FW experience. Four of the eight Level II FW students participated in the qualitative interview at the end of their FW placement. The interview guide used during the interview is provided in the appendix.

Data Analysis

The audio components of the video self-reflection recorded in Flipgrid and the video-recorded interviews were transcribed verbatim by the researcher and two graduate students using a written transcription protocol (i.e., written instructions describing the transcription procedures). The transcripts were checked for accuracy by a second member of the research team. The de-identified transcripts were uploaded into NVivo software version 12 for coding (QSR international, n.d.). The NVivo software enabled the coding, examination, organization, and themes identification of qualitative data (e.g., notes, documents, transcripts; Rebar & Gersch, 2015).

Coding

Qualitative data analysis of the transcripts involved the process of breaking data down into meaningful and distinct categories of the text to which codes or labels were attributed (Rebar & Gersch, 2015). The primary researcher read the transcripts multiple times to develop a list of codes. These codes were then organized into categories which formed the coding matrix. This coding matrix was tested for comprehensiveness and accuracy through consultation with a senior author, followed by repeated coding by the primary researcher and a graduate assistant. Once the coding matrix was finalized, all the transcripts were re-coded by the primary researcher. Two graduate assistants served as second coders for inter-coder reliability.

Thematic Analysis

After the transcript coding was completed, the primary researcher identified recurring and differing themes within and between participants. Abstraction of the codes enabled the extraction of relevant subthemes (Rosenthal, 2016). The primary researcher employed classical content analysis inductively to extract the primary themes (Banister et al., 1994; Leech & Onwuegbuzie, 2007) whereas constant comparison analysis (Leech & Onwuegbuzie, 2007) was utilized deductively to extract themes with similar ideas.

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Throughout the study, the primary researcher kept an electronic reflective journal to document thoughts and impressions. This type of journaling enables researchers to gain awareness of their own beliefs or thoughts that can influence a qualitative study development and analysis (Finlay, 2003). In addition, an audit trail was kept electronically of all steps and decisions made during the study. Audit trails document the process in which researchers analyze and collect data, enabling the auditing of the decision process within a study (Rebar & Gersch, 2015). During the thematic analysis, the primary researcher reviewed her reflective journal to ensure the crucial themes that may have emerged early on were not missed. The audit trail was used if any decision made during the coding process was questioned during the thematic analysis.

Results

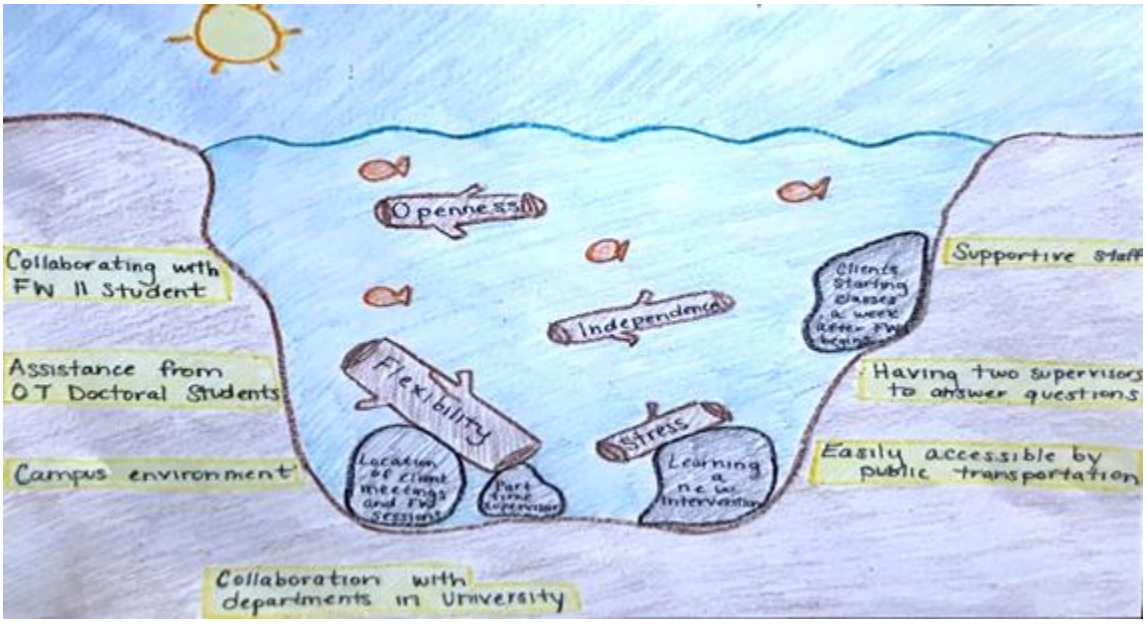
This study investigated whether the Kawa model held value, from the perspective of students, in terms of (1) its usefulness as a self-reflection tool with Level II FW students and (2) its ability to authentically capture their self-reflection on their FW journey. Guided by these two research questions, seven themes emerged from the analysis. These themes were grouped and categorized under the two main concepts of usefulness and authentic self-reflection.

Kawa Model Usefulness for Self-Reflection During FW

Four participants noted the unique usefulness of the Kawa Model as a self-reflection tool during Level II FW. They described how completing their Kawa Model drawings helped them formally reflect on their FW experience. Figure 1 is an example of Kawa Model drawing completed by participant 3. The three main sub-themes that emerged related to the usefulness of the Kawa Model were that it: (1) provides structure to self-reflection processes, (2) facilitates self-reflection using the river metaphor, and (3) captures metaphorical visual changes experienced during the participants' FW journey.

Figure 1

Study Participant 3 drawing of a Kawa Model



Structure to Self-Reflection

Three of four participants who partook in the interview expressed that they found the Kawa Model to be helpful in structuring their self-reflection, as illustrated by participant 2 who stated:

> I think if I was asked to just reflect on my performance, I may not [have] known where to start. The way the Kawa Model is structured to address different resources, … supports, challenges or traits is helpful. The Kawa Model 'helped shape' my reflection with prompting.

Participant 7 affirmed this by stating "the Kawa Model gives you 'structure' because it gives you areas to focus on. You have to look at the driftwood, rocks, and the flow of the river." She also stated "I really enjoyed taking the time … to use the Kawa Model. It was nice to … really think about where I was at and what had changed since … the beginning … of my [FW] experience." Participant 8 felt that it was important to make sure that OT FW students were familiar with the Kawa Model before asking students to use it as a self-reflection tool during FW.

Value of the River Metaphor for Self-Reflection

The Kawa Model uses the river metaphor as a symbol of one's life's journey (Teoh & Iwama, 2015). Three out of four interviewees described the use of the river metaphor as a unique way to reflect through the use of drawings. They also acknowledged the river metaphor's utility in recognizing their personal challenges and successes. For example, participant 8 stated "I think the river metaphor is interesting and unique" and that "being

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able to … put the different life challenges and supports into objects was an interesting way of looking at it. That is something that even if I had used other formal reflection [methods], I doubt it would have been included". Participant 2 further asserted:

> Being able to put those challenges into objects was interesting. Creating that visual representation really helped me to reflect on what were the challenges and separate them out into different components. I also liked that it forced me to think about the sizing of different supports and challenges and how that influenced my overall experience.

In fact, for participant 3, the benefit of the Kawa Model was in part that it allowed for self-reflection without a "negative connotation." For her, doing the Kawa Model self-reflection was "kind of uplifting." Participant 7 had a different take on the Kawa Model. She found the Kawa Model to be valuable in narrating one's experience, however, not as a stand-alone tool. She explained that "the Kawa Model alone could be a little limiting but using the Kawa Model and a freeform reflection together would be a good way to reflect about your experience."

Metaphorical Illustrations Captures Change in Participants' FW Journey

The Kawa Model river metaphor should allow one to visualize changes in water flow, river elements and shape of the river (i.e., riverbed and riverbanks) over multiple drawings (Iwama et al., 2009). This study intended to confirm that this theoretical capability of the Kawa Model would be found to be true when the model is used over time. However, given the few participants who completed all three self-reflections, the conclusions related to this theme presented here are preliminary.

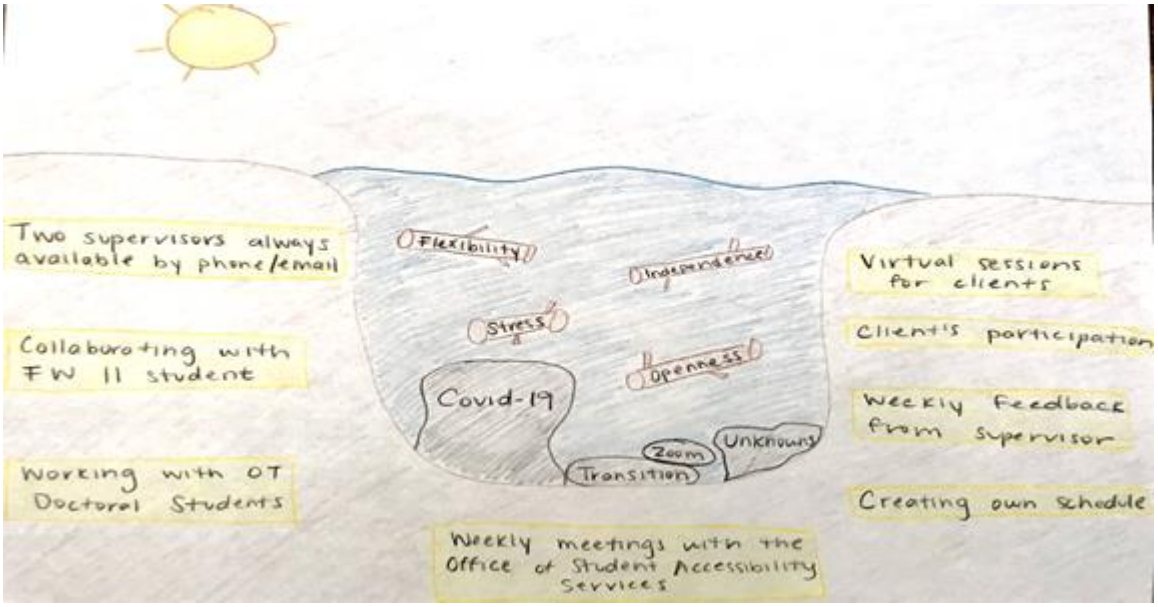
Most participants found the Kawa Model to be helpful in recognizing their progress and guiding them to make changes along their journey. Participant 2 exemplified this when stating "I just completed my final Kawa. Looking back [I see that] what I perceived as a challenge in the very beginning is no longer a challenge. So, it's an interesting indicator of my progress." Specifically, she noted in her interview that she found the metaphorical illustrations drawn with the Kawa Model to be beneficial in noting changes. She reflected:

> I think [drawing] what we perceived as challenges was really helpful. When I was doing my midterm Kawa model, I looked back at my initial [drawing], and I could actually tell [that] they were … less issues than I thought they would be by the end of week 6.

Participant 3 also noticed changes in her drawings. She "noticed that in my previous Kawa Model drawings I focused on the logistics such as transportation ... By Week 10, I focused on things helping me be a better therapist and what was happening at that moment." Participant 3 also mentioned how unforeseen events, a worldwide pandemic, impacted the final week of her FW experience. "While my supports and driftwoods remained the same the whole 10 weeks, my [final] Kawa Model [drawing] showed the new challenges I had to overcome [the pandemic]." This is illustrated in Figure 2.

Figure 2

Study Participant 3 Final drawing of a Kawa Model



Kawa Model Drawings Authentic to FW Journey

The study intended to explore whether Level II FW students perceived the Kawa Model as a framework that yielded self-reflection that authentically represented their FW journey. During the interview process, the participants described the use of the Kawa Model as a unique way to reflect and narrate their FW experience. Four themes emerged related to their perception of authenticity of their Kawa Model drawings: (1) support systems impact FW structure and life flow, (2) FW journeys come with ebb and flows, (3) strategies help FW students navigate through challenges, and (4) personal attributes can strengthen FW experiences.

Support Systems Impact FW Structure and Life Flow

Iwama et al. (2009) described the river metaphor as a life journey that flows through time and space. The riverbanks in the Kawa Model represent the participants' physical, social, and temporal environment. During their self-reflection, participants identified these three types of support within FW: physical (e.g., FW site, office space), social (e.g., friends/family, site partner, OT doctorate students, and supervisors) and temporal (e.g., time to reflect). As an example of physical support that arose through self-reflection, participant 5 stated: "we have our own little OT student nook with access to computers and printers, a whole wall of manuals and party supplies and an OT survival guide." Participant 2 described the social contexts of her FW during her Kawa Model self-reflection as: "[with] my site partner, we do pretty much everything together. We work closely with the OTD capstone students who really support us. Offsite, we have support from our supervisor and preceptor." Participant 5 described the temporal context as a time to reflect, research and problem solve during FW stating, "it really gives me a lot of time to reflect on what I did and if it was effective or not."

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FW Journeys Come with Ebb and Flows

The river metaphor represents the flow and energy level of the participants' FW journey. Due to the interdependence of the river and its elements, its shape, depth, and volume is impacted by the flow of the river, whether of positive or negative circumstance (Iwama et al., 2009). The way participants describe the flow of their river in their self-reflection captured the pace of their FW experience. Participants utilized descriptive words and short phrases such as *fast paced, smooth, wide and very deep, and wide and very full* to describe their river flow at the beginning of FW, suggesting the uniqueness in their individual journeys. The intensity of the beginning of the first Level II FW experience is illustrated by participant 1 who said:

> At the moment, the flow is quite fast paced but it is smooth, meaning that it's much quicker than what I am used to. [I am] treating 10 to 20 students a day and having to write documentation for all of those students.

By midterm, participant 5 described her river flow as "time dependent". She expressed that:

> As I predicted in week one, my temporal context has been the biggest indicator of my flow. It [The Kawa Model self-reflection] has really provided me with the time I need to look up all the evidence for my interventions.

Most participants in their final self-reflection described their experience as one that varied in pace and flow depending on the circumstance and challenge. For example, participant 8 stated "in terms of the river itself, it was a pretty fast flow. We were kept busy at the site, always racing to check the boxes our supervisor had left for us to do each day."

Participant 7 reported the experience as one that varied in pace and challenge due to age-population changes at assigned FW setting, stating "at about week eight, we only got through a few of the assignments that we wanted to do. It did not feel as smooth sailing ... By the end [of FW], it felt like … a smooth river flow."

Strategies Help FW Students Navigate Through Challenges

Rocks in the Kawa Model represent challenges that can negatively impact the energy or life flow of the participants' FW journey. Rocks have varying qualities that, depending on their size and quantity, can block the river flow and river wall integrity (Iwama et al., 2009). During FW, it is imperative that strategies are utilized to enhance life flow within the circumstance or environment. The participants identified their rocks throughout their FW experience as emotion, new interventions, time management, on-site supervision, personal responsibilities, and caseload. On-site supervision was the only obstacle identified at the beginning, middle, and end of FW, however, strategies were used to help support the participants. For example, participant 3 stated at the beginning of FW: "Our supervisor is only on site on Tuesday. I have it as just a little rock because we do have so much support from a supportive staff, another onsite supervisor, the other FW students and the OT doctoral students." Similarly, at midterm, participant 5 reported: "I

really don't have a very close relationship with my FW educator, but that's mostly because the learning model here is a transitional learning model where it really depends on peer support." Participant 8 reflected on wanting "a little more feedback and guidance" from her supervisor. She also acknowledged the helpful support she received from her peer partner and multi-disciplinary staff.

Personal Attributes Can Strengthen FW Experience

Personal attributes (i.e., characteristics or abilities) can strengthen FW experiences. Within the Kawa Model, driftwood represents personal qualities, skills, needs and values that can have a positive and/or negative impact on one's life flow (Turpin & Iwama, 2011). While time management, support systems and values have been identified as driftwood by the participants, they identified their personality attributes as beneficial attributes throughout their FW experience. At the beginning of FW, most participants within their self-reflection described their personality attributes as *independent, creative, strong, a quick learner, open* and *flexible*. For example, participant 2 explained the impact of her FW on her own flexibility when "Flexibility is majorly [important] at this site. … I think my flexibility has already grown just from the past week and a half at my site."

At midterm, participants accepted both the positive and negative qualities of their personality attributes and its impact on their experience. Participant 5 stated "I'm really trying to push myself. [I have] this high expectation for myself. At midterm, [I want to be] at an entry level practitioner skill set. … Having that expectation for myself is emotional…it's daunting."

At the end of FW, participants reflected on their response to challenges, and how a perceived negative attribute could be beneficial to their learning experience. Participant 3 felt that "stress" worked in her favor stating, "I know if I get stressed, it means that I care about something and other times just because of those unknowns."

Discussion

This study explored the usefulness of the Kawa Model as a tool to facilitate Level II FW students reflecting meaningfully on their strengths and challenges during their FW experience on an ongoing basis. Self-reflection is essential to the development of competence which is the primary purpose of Level II OT FW (AOTA, 2018). Ongoing reflection on learning experience is key as it enables one to set goals, reflect on progress, and plan changes for the next experience (Eyler, 2002). Overall, our results suggest that OT students found the Kawa Model to be a useful self-reflection tool during Level II FW and that, indeed, their Kawa Model drawings were an authentic depiction of their FW journey.

The perceptions of participants in this study that the Kawa Model is useful as a self-reflection tool during FW is concordant with the suggestion by Iwama et al. (2009) that the Kawa Model would foster its users to adopt a holistic approach in which life circumstances are acknowledged in a manner that is relevant and meaningful. Most of the participants found that, unlike other formal reflection methods, the Kawa Model

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enabled them to use a metaphor to identify their support systems, challenges, and successes and reflect on how each impacted their FW experience. Further participants noted that the use of this metaphor allowed them to reflect on issues or circumstances without fear of judgement. One of the participants found the Kawa Model to be uplifting and free of negative overtones. The unique and flexible nature of the Kawa Model helped OT FW students reflect and appreciate all aspects of their FW journey. One participant suggested that combining the use of the Kawa Model with a freeform self-reflection might be more beneficial to some FW students.

This study's participants shared that the overall structure of Kawa Model helped them reflect authentically on their FW experience while completing their drawings. Osgerby et al. (2018) asserted that a visual approach to self-reflection helps students authentically interpret their knowledge, thoughts, and feelings through imagery as opposed to written form alone. The Kawa Model provides such a visual approach to support its users in expressing their thoughts (Parmenter & Thomas, 2015). The type of authentic reflection experienced by the study participants in this study fosters what Perry and Martin (2016) described as cognitive growth and develops a personal narrative. This growth is obvious in the self-reflection performed by OT FW students in this study.

Although this was beyond the scope of this study, the results suggest the use of the Kawa Model as a self-reflective tool during FW could help shape the OT students' learning experience. Clinically, the elements within the Kawa Model can help a clinician and their client identify obstructions or rocks which are areas for which intervention might be useful (Iwama et al., 2009). The same can be true when the Kawa Model is used as a self-reflection tool during Level II FW. Identifying rocks, in this context, may help the FW students and the FW educator identify the need for supportive strategies or intervention to support the student's journey toward competence as an entry level practitioner. This is theoretical of course as within the study, obstructions were only once mentioned by a participant who described having an OT educator only eight hours a week as a "little rock". The flow of their river, however, was described by most FW students in the study (e.g., fast paced, smooth). According to Iwama et al. (2009), the volume and rate of the river flow in the Kawa Model is impacted by the relationships among the river's elements. Descriptors used by Level II FW students about their river's flow can inform the students themselves, and their FW educator about how they are experiencing their FW. This, in turn, can help the student and their FW educator make adjustments. Finally, driftwood in the Kawa Model describes the personal attributes and values of an individual that can influence their river's flow positively or negatively. Knowing what a FW student brings to the table, can inform the FW educators in developing experiences that maximizes the students' learning. Thus, we contend that the information shared by the Level II FW students during their Kawa Model self-reflection could be useful for their FW educators in shaping the students' educational experience.

Implications for Occupational Therapy Education and Practice

Self-reflection, in health profession education, is known to promote student learning and development as professionals (Sandars, 2009; Zimmerman et al., 2007). Self-reflection can be performed in a variety of ways, including journaling, review of videotaped sessions, and peer group discussions (Constantinou & Kuys, 2013; Lasater & Nielsen, 2009; Mason et al., 2014; Zimmerman et al., 2007). The Kawa Model is a unique method of self-reflection that provides structure and metaphor (i.e., elements of the river) to foster authentic self-reflection. This study found that the Kawa Model is useful in fostering Level II FW students' understanding of supports and barriers they encountered during their FW experience. This study suggests that the Kawa Model has value in capturing the journey of FW students in an authentic manner. Specifically, the structure of the Kawa Model self-reflection, and specifically the objects to be included in the drawing provide a foundation upon which authentic self-reflection about the FW experiences can occur. FW educators who are using the powerful tool of self-reflection with their FW students are encouraged to explore the use of the Kawa Model to help students identify supports and barriers to their FW journey and develop strategies to enhance their growth as future OT practitioners.

Limitations and Future Directions

Although the overall sample size of the study (n = 8) is adequate for a qualitative study, the credibility of this study's results is limited by the small number of participants who completed all components of the data collection. Consequently, it is not certain that a point of saturation was reached within this study. The small number of participants (n = 2) who completed all three self-reflections hindered the researcher's ability to fully explore whether the Kawa Model could capture the authenticity of the FW experience over time as was initially intended. This study's results, like qualitative studies in general, are subject to the risk of researcher bias. This risk was lessened by maintaining an audit trail, completing reflexive journals, and using multiple coders and peer debriefing with a senior author.

This study was the first to explore the value of the Kawa Model as a self-reflective tool during FW. Future studies could build on the current study in a few ways. First, the credibility of findings could be increased by the recruitment of a larger number of participants drawn from multiple OT programs. Second, it would be beneficial to ascertain the value of the Kawa Model as an integral part of FW (i.e., mandatory self-reflection during FW) in comparison to voluntary completion of the self-reflection outside of FW. Simultaneously, a study could explore the perception of FW educators in relation to the use of the Kawa Model during FW. Such study could also investigate the difference between FW students completing their Kawa Model's self-reflection alone in comparison with completing these during a conversation with their FW educator. Further, studies could be conducted comparing the use of the Kawa Model during FW to other models of self-reflection. Finally, the use of the Kawa Model as a self-reflective tool during capstone experiential and residencies would be of value.

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Conclusion

Fieldwork is a mandatory component of OT education. It is a time for OT students to apply what they have learned in the didactic component of their program, and in the process, to develop competence as entry-level practitioners. Self-reflection is fundamental to OT education and the development of competency. Self-reflection, either formal or informal, is commonly used during FW. While a variety of formal self-reflective methods exist, the Kawa Model is unique as it uses a metaphor (i.e., a river) to foster self-reflection through drawings. This qualitative study is the first to explore the value of using the Kawa Model as a self-reflection tool during Level II FW. Most participants in this study found the structure of the Kawa Model (i.e., the elements to be considered when one draws their river) to be useful in fostering deeper self-reflection. The participants felt that metaphorical illustrations allowed them to produce authentic representations of their FW journey. Participants reported that the Kawa Model facilitated their growth through their FW journey. This study's results suggest the Kawa Model holds value as a self-reflective tool during FW.

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Appendix

Semi-structured Interview Questions

1. Describe your degree of familiarity with the Kawa Model prior to participating in this study?

2. Think for a moment about other reflection tools that you have used or learned about in the past. Can you name a few? Now, describe for me what you found to be unique or different about the Kawa Model?

3. I am wondering whether your fieldwork educator had you engage in self-reflection as part of your FW, and if so, can you describe how that was done?

4. Describe your impressions of the using the Kawa Model to self-reflect during your Level 2 FW.

5. What are your thoughts about the value of using the Kawa Model, or other self-reflection tool, during level 2 FW?

6. Tell me about what aspects of the Kawa Model was more or less beneficial to you as a level 2 student?

Closing: We have come to the end for our session. Is there anything else anyone would like to share or anything you felt was missed?