

1965 Eleanor Clarke Slagle Lecture

Learning as a Growth Process: *A Conceptual Framework for Professional Education*

Gail S. Fidler, OTR

An honor such as that which is mine today seldom represents the single achievement of one individual but rather a synthesis of the knowledge, ideas and experiences of many. I am deeply indebted to associates and others in related fields but particularly to those colleagues and students with whom I have been privileged to work and whose creative thinking and imaginative experimentation has contributed so much to my knowledge and to the development of occupational therapy. What I shall say regarding the nature and scope of professional education is neither new nor unique but is an attempt to relate these theories to the education of the occupational therapist in such a way as to hopefully increase our skill and knowledge as therapists and educators and enhance our growth into a profession.

The rapidly changing, complex world of today creates new and increasing demands upon and expectations for the professions. The development and maintenance of a vitality essential to the existence of a profession and to the fulfillment of its obligations to society is inextricably bound to its philosophy of education and those processes directed toward attaining professional competency.

In a changing society, roles need to be constantly assessed and a profession must continually ask itself how it may impart to the learner a given body of knowledge and nourish the development of skills in such a way as to motivate the developing professional to creatively elucidate and expand concepts; develop and test new hypotheses; continually enhance and refine skills and thus contribute to the growth and maturation of that profession.

It is axiomatic that the scope and function of a profession, its role and definition determine its educational objectives. Since educational objectives are delineated in relation to the scope and function of a profession, they can be defined and pursued only insofar as the nature and role of that profession is clearly conceptualized.

Professional roles are set forth by the needs of the society to be served, circumscribed by the profession's delineation of the extent to which it may be expected to fulfill such needs.

Originally published 1966 in *American Journal of Occupational Therapy*, 20, 1–8.
Please note that there was no Eleanor Clarke Slagle Lecture in 1964.

It therefore follows that the responsibilities assumed by a profession define the nature and quality of the particular knowledge and skills required of its members.

Assumption of professional responsibility involves both privileges and obligations, and it is these which constitute a professional identity and provide a basic frame of reference for those learning experiences which may be expected to prepare the student to fulfill such obligations. A profession is characterized by the nature and quality of its body of knowledge and skills, the capacity to discern when the application of such knowledge and skill is indicated and the ability to make reasonable predictions regarding the outcome of such application.

A second identifying characteristic of a profession is the existence of a definable set of principles, concepts and attitudes basic to its functions but which also transcend the confines of that profession to the extent that the professional is able to share with others a concern for and dedication to the welfare of all peoples and thus to share freely and work collaboratively with others in the service of human welfare.

An infinite commitment to the advancement of learning, to research as an attitude and to the maintenance of critical, evaluative and creative thinking, is still another criterion of professional identity. Furthermore, a service profession is characterized by its inherent belief in the integrity of man, in the capacity of the human being for growth and change and in those attitudes and feelings which make possible appropriate and satisfying interpersonal relationships. A fifth criterion may be stated as a deep and objective commitment to the growth of the profession as a human welfare service and to the maintenance of the unique identity of that profession.

Finally, a profession is identified by a practice wherein authority and privilege are derived from the requirements which the profession sets regarding knowledge and practitioner skills. Thus power and privilege stem from the profession itself and exist in relation to the standards of that profession rather than emanating from sources outside itself.

Such criteria suggest that more is at stake in educating for the professions than the accumulation of facts and data or the teaching of skills per se. Professional preparation requires that the educational process be concerned with teaching a body of principles and concepts rather than routine skills or "slide rule approaches." Ralph W. Tyler¹ warns against cluttering professional curriculum with activity courses that can be learned on the job. He emphasizes that a profession must base its technique of operation upon principles rather than rule of thumb procedures or routine skills. Charlotte Towle² in discussing the general objectives of professional education states that, "it is characteristic of professional education that it teach a body of principles and concepts for differential use. In short, it endeavors to set in operation a learning process that will endure and wax strong throughout the years of professional activity. Such a focus makes possible the achievement of self-dependent, professional thinking and functioning rather than the more limited technical 'how or what-to-do' approach."

A second aim of professional education is to develop in the student the capacity and drive to learn; the ability to think critically, creatively and analytically; to teach the process of logic and thus to enable the learner to develop and refine problem-solving and decision-making skills. An attitude of scientific inquiry, the ability to analyze, synthesize and generalize require an open mindedness, a freedom to explore and accept new ideas and different ways

of thinking. The educator and thus the educational process must then be committed to change as the outcome of learning providing the incentive and opportunity for such change. Furthermore, such perspectives place high value on the ability and right of the individual logically to arrive at his own conclusions. Thus sound professional education needs to provide the opportunity to develop capacities for independent thought and action. Walter Lifton³ speaking to this point warns against teaching a repertoire of typical responses and suggests that, "it is only when we are not sure that our answer is best that we fear having a person seek his own best solution."

A third objective in the advancement of learning is to nurture a set of attitudes and feelings which will enhance the student's capacity to think and function appropriately. Such an objective points up the importance of understanding self and others and emphasizes the need for learning experiences which provide opportunity for the student to become aware of his attitudes and feelings, how these influence his own behavior and the response of others and finally to work toward necessary attitudinal changes.

Students bring to the learning experience a variety of attitudes, values and previously learned responses. Some of these will need to undergo change, others be enhanced and broadened if the learner is to achieve the personal growth and the critical human perception essential for meeting the requirements of a profession. The capacity to effectively alter or change attitudes is dependent upon being able to look at one's set of values and beliefs critically and objectively, to come to have some understanding of self, developing an identity and integrity sufficient to enable learning and growth to occur. Thus learning needs to occur within a setting and in such a manner as to support and foster these perspectives and concomitant growth. Self awareness for the sake of self awareness is never an aim of professional education but is the means whereby a student may develop those capacities and that breadth of knowledge essential for professional fulfillment.

Another goal in training for the professions is the development of a capacity to engage in appropriate, mutually satisfying interpersonal relationships. The ability to work collaboratively with others, to establish and sustain relationships is in proportion to one's understanding of and respect for self and others. Achievement of such understanding and respect emanates from a receptivity to self awareness and understanding and thus the educational process aims to increase such receptivity and to provide interpersonal learning experiences which will enable the student to use this appropriately and productively.

In addition, a sense of security and integrity generated by an increasing capacity to think logically and independently and comprehension of the basic set of principles indigenous to the profession contributes immeasurably to collaborative and interpersonal skills. In essence, the capacity to establish and maintain interpersonal relationships represents the ability to think and feel appropriately and evaluatively with minimal biases regarding self and others. Charlotte Towle⁴ succinctly describes what is involved in such relationships when she states: "Decisive also in establishing and maintaining purposeful working relationships will be the readiness to assume and sustain responsibility, the capacity to meet the dependency of others without taking the management of affairs out of their hands, the willingness to play a minor or subordinate role as well as a major one and the ability to separate

one's self from another so that one's own feelings, attitudes and needs are not blindly projected onto others."

Finally, professional education must teach a perspective regarding the place of the profession in society and its service to the individual in relation to that society. This perspective should make possible firm commitment to the maintenance of the professional identity but also generate an ongoing constructively critical evaluative attitude regarding that profession. While a profession is recognized by a given body of knowledge which makes possible a distinguishable service, objective appreciation of its unique contributions, as well as its limitations, can be achieved only through an understanding of the significance of other professions and the needs which they serve.

Attainment of these educational goals can become a reality only insofar as the learning experience is conceptualized as a growth process directed toward the development of a professional person. Within this context, the educative process stresses integrated learning in preference to cognitive as the means whereby new functions are integrated and growth and change consolidated. This frame of reference brings the teaching-learning experience into focus as a dynamic human relationship and underlines the need to evolve an effective teaching-learning theory.

Development of a dynamic teaching-learning theory requires understanding the nature of the integrative learning process, perceptual organization and the way in which a function becomes an integral part of the self.

Pearce and Newton⁵ define growth as the integration of a new function or the expansion of a function. They emphasize that in order for new learning to become an integral part of the self system such learning, including a synthesis of prior and current experiences, must come clearly into awareness at the time of integration and be consensually validated with a person or persons of significance. This concept of growth points up the importance of bringing all aspects of new learning experiences into clear awareness and building a student-teacher relationship which will maximize the necessary synthesis and consensual validation. The implications of these theories for the teaching-learning relationship have been outlined in an earlier paper which explores concepts relating to professional learning and defines a frame of reference for such learning and growth.⁶

Identifying growth and change as the ultimate aim of education, Leland P. Bradford⁷ points out that a deeper and broader goal than cognitive learning must exist if growth and change is to occur. He comments that learning which remains merely cognitive and does not become part of one's internal systems and external behavior, becomes compartmentalized and of little value. He stresses the importance of consensual validation in the learning process, emphasizing that one learns under conditions in which relevant, accurate and acceptable feedback is provided.

An effective teaching-learning process requires understanding of the role of the learner and of the teacher, what each brings to the transaction and how each influences that transaction. The needs, attitudes, biases and expectations of both student and teacher regarding learning, knowledge and growth play a significant role in defining the nature and quality of the learning experience. What are the learner's concepts regarding himself, how does he

conceptualize his potential for learning, for growth? What does learning mean to him and on the basis of his past experiences what expectations does he bring to the transaction?

The teacher needs to be aware of his own particular needs and attitudes. Arthur Jersild⁸ suggests that the teacher needs to deal with his anxieties relative to his role of authority and/or benefactor. Bradford⁹ articulately defines the importance of the teacher's awareness and understanding of his own needs and motivations when he asks, "to what extent does the teacher's need to control people, to maintain dependency upon himself or to seek love and affection distort and disturb his function and thus the learning transaction? To what extent does his fear of hostility develop repression in the learner so that healthy conflict as a basis of learning is lacking? To what extent does his fear of relationships with people keep the learner at arm's length and thus reduce the possibility of an effective teaching-learning transaction?"

Recognition of the significance of human needs, respect for the integrity of man, belief in his capacity for growth, change and self-dependent functioning are essential ingredients for an effective teaching-learning relationship. Productive learning will in good measure be determined by the extent to which these attitudes are an integral part of the teacher's self system and become evident in his transactions with students.

Theories concerning the nature of the learning process need also to relate to resistance to learning. The importance of anxiety both as a change inducing agent and as a response to the threat of change must be recognized. The new and unknown, the expectation that old safe patterns and attitudes will need to undergo change and alteration is understandably anxiety provoking. Anxiety associated with change, however, is at the same time in conflict with man's innate drive toward growth. The teacher needs to understand the nature of this dilemma and through such understanding provide the appropriate measure of support to diminish blocks to learning, nurture receptivity to changes and guard against intellectualization or cognitive rote learning as a defense.

Finally, an effective teaching-learning theory recognizes the dynamics of the group and the dyadic relationship as forces for learning, as interactional, growth-inducing processes.

Generative engagement in the teaching-learning transaction requires more than knowing about human behavior and learning theories. It demands a sensitivity to ongoing relationships and skill in using this perception in creating a culture conducive to integrated learning and more concretely in directly facilitating the integration of a function. The teaching-learning relationship must provide sufficient freedom and help to enable the student to learn to reason and function independently and collaboratively; to increase his capacity for creative original thinking; to translate such thinking into productive action; to assume responsibility for making decisions as well as the results of such decisions and finally to make mistakes and find support in learning from these.

Teaching then is conceptualized as the process of making opportunities available for the development of a body of knowledge, skills and attitudes in such a way as to enhance the learner's capacity to function creatively, with skill, understanding and discernment; the nature of such a process constituting an interpersonal transaction conducive to growth and concomitant change.

Such a definition of teaching also rightfully describes the nature and goal of the therapist-patient interaction, for if we are to teach students to become skillfully engaged with patients or clients in a helping-growth process, the students' learning experience must itself then be a helping growth process.

Appreciation of learning as a growth process inevitably points up the need to re-examine and carefully scrutinize our methods of education, both in the didactic and clinical spheres. First, however, we must define our expectations regarding educational experiences. What are we to teach in occupational therapy? What growth do we hope for; what knowledge, skills and attitudes do we expect the learner to integrate? Are we willing and able at this time to commit ourselves to the development of occupational therapy into a profession? Or, is such a commitment incongruous to our definition of its role and function? Professional responsibilities cannot be compromised. As Charlotte Towle so aptly states,² "there cannot be an admixture of limited goals and high goals. Professional education cannot be designed to train a few to lead, many to follow and others to permanently serve under the guidance of more competent members. It is to be remembered that a profession's leaders cannot advance it beyond the level of its common practice."

Answers to these questions will define the nature and quality of the learning experiences we structure for our students. If we can consensually define our goal as the growth of occupational therapy into a profession and if we are willing to accept the responsibilities inherent in such a decision, we must then clearly define our professional role and scope and reassess those procedures and experiences which we provide as the developmental process for the occupational therapist.

Expectancies for undergraduate and graduate learning will need to be redefined within the context of the level at which one can train for professional competency. It is perhaps understandable that as a young, developing discipline, education in occupational therapy has had to be primarily concerned with the needs for a multiplicity of subjects at the sacrifice of depth of content and dynamic teaching-learning theories. It has, however, been evident for some time that adequate preparation of the occupational therapist for today's practice requires graduate level education. One must seriously question the concept that education to fulfill professional expectations can be achieved at an undergraduate level, regardless of the nature of that profession. As disciplines or quasi-professions have moved toward professional roles each has found this to be evident. The depth and breadth of specialized knowledge and skill required of today's professional cannot be achieved at the undergraduate level and development of occupational therapy into a profession is contingent upon recognition of this fact. Undergraduate experiences may be structured to provide a broad base upon which professional education may build but they can no longer be perceived as professional preparation.

Learning occurs at several different levels and should progress from the perceptual to the most complex one of conceptual integration. Education for professional responsibility requires that learning proceed through each stage and be integrated at each organizational level. It is this process which differentiates cognitive from integrated learning and makes self-dependent, continued learning possible. By and large, the average educational experience does not train for perceptiveness and there are few disciplined opportunities

for developing sensitivity awareness. The ability to conceptualize and to make theoretical constructs operant has its foundation in learning at the primary level of perceptual organization. Thus we might perceive our undergraduate education as learning experiences preparatory to professional education, with a focus on teaching the young student to become more acutely aware of sensations and building skill in perceptual organization processes. Professional education could then rightfully place greater emphasis on learning at higher levels of integration.

These frames of reference relating to professional identity and education suggest that the classroom needs to be viewed as a potential for dynamic human interaction and thus for learning in an experiential way the perceptiveness, the human interactional skills and the principles and concepts generic to theories of occupational therapy. The practicum is conceptualized as a continuing growth process, as a laboratory for integrating, consensually validating and consolidating those functions inherent in professional competency. Within this context, it would seem useful to briefly explore learning experiences both in the classroom and practicum which may complement such definitions.

Traditional lecture methods have generally been the procedure of choice when didactic material needs to be mastered, while group discussion has been reserved for dealing with content relating to feelings and attitudes. It would seem that such is the case since too frequently the seminar or group discussion is perceived as a permissive, unstructured experience concerned primarily with opinion sharing and attitudinal change. Such criticism should in no way be perceived as generally applicable to the small group experience wherein group process is used to facilitate personal growth and attitudinal change. Such groups have been used and studied extensively and there is little doubt that with skillful leadership they are effective, growth-inducing experiences. However, mastery of didactic material presents a somewhat different problem.

Learning complex didactic material is not maximized by permissive unstructured approaches. However, when skillfully planned, the classroom discussion group can become an effective, dynamic way of learning even the most difficult material. It is essential to recognize that in using the classroom discussion group approach the teacher is involved with group process skills as well as subject matter teaching. Thus the teacher needs to acquire facility in group work skills if the classroom is to provide experiential learning concomitant with mastery of didactic material.

William Faucett Hill has developed a creative and functional method for structuring the classroom discussion group to achieve this goal. His monograph, "Learning thru Discussion"¹⁰ including his cognitive group map presents well organized and lucid guidelines for dynamic learning experiences within the classroom. The cognitive group map provides a procedural outline for didactic content analysis and group interactional processes. This method enables mastery of subject matter using group process as the milieu, wherein integrated learning of didactic material becomes possible and group development is used simultaneously as a learning and growth experience. Presenting the rationale for such an approach, Dr. Hill emphasizes a well known fact of learning theories that isolated, unassociated facts are the first to be forgotten and that knowledge must not only be accumulative and integrated but also

have personal value and significance to the student. He states, "Subject matter mastery should enhance feelings of ego mastery. Acquired knowledge that is not internalized and remains ego-alien is either readily forgotten or if it is retained results in the creation of arid scholasticism or mere pedantry." The lecture method approach frequently encourages little more than cognitive learning.

In addition to the use of Hill's cognitive group map procedure, other methods have been found to be effective in maximizing the potential of the classroom group as a setting for learning and growth. Role playing and use of the critical incident provides opportunities for students to test the efficacy of newly acquired knowledge and concepts, practice problem-solving and diagnostic skills and synthesize that which is being learned. When other students function as observers or alter egos to the role playing or critical incident analysis, additional experience is provided for synthesizing as well as developing insight into the influence of feelings on perception, thinking and behavior. These techniques have been especially useful in helping the student develop a perceptive understanding of the dynamisms of interpersonal and group transactions, evaluative and observational procedures and many other facets of the occupational therapy experience. However, carefully structured, well organized planning is essential if mastery of subject matter is to be achieved. Too frequently role playing, like the group discussion or seminar, is too loosely structured and permissive to teach complex material or depth of content.

The spontaneous panel offers additional opportunity for integrating complex theoretical material, dealing with content analysis in a personally significant way and developing vital skills in verbal communication. These experiences are most effective when panels are formed spontaneously and the students expected to discuss and think through a given problem or issue without pre-planning their presentations. Such methods facilitate conceptualization of occupational therapy theories and provide essential experience in the use of logic and analysis.

If we are to teach a set of principles from which critical discernment and professional skill may emerge then our methods of teaching must be analogous to content so as to firmly consolidate an appreciation of the reciprocal relationships among theories and functions. There are inherent correlations between interpersonal theories and skill, group process, self awareness, psychiatric theory and the meaning and use of objects. Our teaching needs to conclusively demonstrate the dynamic interrelatedness among these and others and thus guard against simply learning isolated facts or skills per se.

Adaptations of a technique used by Blake and Mouton¹² have been effective in combining the learning of didactic subject matter and group process skills. This method requires that each student prepare a solution to a given problem or critical incident, presenting this to his small discussion group. The group is then expected to arrive at one solution after which each student's answer is given a numerical scoring by the group. Ratings are based on content mastery and process of logic. Finally each group is asked to critique how it functioned as a group in arriving at a consensus regarding both a solution and individual scoring. Total classroom discussion then centers around the accuracy of solutions and group interactional processes.

Use of the task-oriented group pattern is still another procedure for maximizing the potential of the classroom as a dynamic setting for experiential learning of didactic material as well as interpersonal and group process skills. This procedure calls for the formation of small working groups whose membership remains constant throughout the course. Each group is responsible for completing several content related assignments and presenting these to the class group for critique. Each group is also expected to present at the end of term a process analysis of their group. It has been found that in addition to actively engaging the student in learning content, these leaderless groups provide an excellent experience in group development and constructively increase awareness of the impact of one's feelings and behavior on others.

An awareness of oneself as an interacting, dynamic force in all human transactions and the capacity to develop and use this potential are fundamental to professional competency. Thus throughout our educational program, appropriately related opportunities need to be provided in order to enhance self-awareness and give impetus to growth and change.

Personal diaries or logs in which feelings and responses to learning experiences are recorded provide a means for self-evaluation and an opportunity to increase one's understanding of self and others, perceive changing attitudes as well as blocks to learning and growth. Personal diaries have been used by many persons, in a number of settings to enhance self-awareness and sharpen perceptiveness of cause and effect relationships. Two well formulated discussions of this method may be found in the works of Lifton¹¹ and Wechler and Reisel.¹² The use of such diaries in conjunction with the occupational therapy classroom seminar and the task-oriented group experience has demonstrated their value in helping the student to consolidate new insights, attitudes and concepts.

The use of students as process observers during classroom sessions creates opportunity for learning techniques of observation, for increasing awareness of interaction and enhancing the student's ability to identify pertinent and related occurrences. Consensual validation and practice of communication skills is possible when the student-observer reports his observations to the class for discussion.

The activity laboratory is an experience which helps to develop an appreciation for and understanding of the meaning of objects and activities and the impact of these on feelings and behavior by engaging the participant in a sequence of activities and object creations. As the activity is pursued, students are encouraged to identify feelings which occur, explore the specific characteristics of both the action and objects which seem to elicit such feelings and discern how feelings are manifested in behavior and in the content of productions. Involvement such as this teaches in a personally significant way the very basic concepts of occupational therapy, initiates a receptivity to self awareness, sharpens sensitivity and understanding and thus creates the basis for an ultimately more accurate and sensitive appreciation of patient response.

Teaching methods need always be related and appropriate to the material being taught. They also reflect basic attitudes regarding ourselves, our students and growth. If we are to approach the aims of professional education, our teaching theories must indeed mirror such objectives and our methods facilitate rather than obstruct or dull the innate drive of the student to learn and grow.

One student commented in her diary, "I wonder sometimes if this course is not to teach us so much as it is to make us able to learn—it would seem that what I am learning is how to learn and teach myself—this conviction grows stronger each week."

A second student wrote, "I'm beginning to get the impression that Mrs.———doesn't really care half as much about what we think as that we think." Another commented, "It's infuriating! Think and reason, think and reason—I'm sick of these words! Seven weeks and no hard cold facts! The assumption that students can answer their own questions is ridiculous. Why do we come to college in the first place?" Near the end of the semester this same student wrote, "It's taken a long time but I finally seem to be getting the message—things are beginning to fall into place and what's so exciting is that *I* have put them there—not some teacher who *'told me!'*"

The practicum or clinical experience is an additional opportunity for growth, for learning to apply knowledge, develop and test clinical skills, consensually validate and thus consolidate those functions which comprise professional competency. Within this frame of reference self-dependent thinking becomes a primary objective. A sense of professional responsibility needs to be created and decision-making skills developed by allowing the student to assume realistic responsibilities with sufficient freedom to make decisions rather than limiting these on the basis of unrealistic expectations. Collaboration with others is best taught by expecting and supporting collaborative roles rather than passive-dependent ones. Latitude to think and function in this manner, however, will be consistent with theories and goals of the professional educative process only if supervision is an integral part of the learning-growth process. Time and a multiplicity of experiences are not the primary agents for growth but rather skillful teaching which nurtures the development of the professional person.

Generally the concept of supervision seems to be in the literal sense of Webster's definition, "to oversee, to direct or inspect with authority." However, as a growth process in professional education, supervision is conceptualized as a dynamic teaching-helping relationship committed to the learning and growth of the student or supervisee. This learning experience has as its focus the exploration, analysis and synthesis of the ongoing functions of the learner to the extent that theoretical knowledge may emerge as professional skill. It exists on the basis that learning must be a conscious process in order for integration to be maximized and that self-awareness and understanding is the substructure of professional maturation and competency. Supervision in this sense then becomes the primary *modus operandi* in fulfilling the educational aims of the clinical experience and such is the contract which binds supervisor and learner together.

Frequently individual supervisory sessions are perceived as occurring only when specific problems or questions arise. However, this helping-teaching process needs to be an ongoing occurrence, regularly scheduled and proceeding in a logical sequence related to the learner's individual capacities and what is to be learned. Although what the student brings to the learning experience has an influence on the transaction, fulfillment of the supervisory contract will depend in great measure upon the attitudes and skill of the supervisor. The teaching-helping relationship, in the context of preparation for meeting professional expectations, has as one of its major goals increased self awareness and understanding—perception and

understanding of self not as a goal in itself but for the purpose of developing a coherent, definable set of constructs concerning the dynamics of interpersonal relationships and the assimilation of these into basic attitudes and modes of functioning. The supervisor therefore must be sufficiently secure and free from biases to be able to approach situations realistically. He must possess an openness and receptivity to looking at feelings and their impact on behavior and have enough self awareness and understanding to provide the assurance and objectivity so necessary to exploring and understanding ongoing function and catalyzing appropriate change.

In conceptualizing supervision as a learning-growth process, it is important to understand the difference between this experience and therapy. Therapy is that process which has as its primary focus the alteration or diminution of psychopathology and thus is frequently concerned with the unconscious and genetic forces motivating pathological thinking and behavior. Supervision is directed toward learning and explores feelings and behavioral responses only in relation to the facilitation of learning and the development of professional skills. Extensive or depth exploration of personal feelings and their causative factors has no place in supervision. Personal problems which seriously interfere with learning and growth may well need to be worked through in therapy before the goals of supervision can be realized but the supervisory session is not therapy and the resolution of these problems belongs in another setting. For example, a student who has difficulty in helping a patient deal with his angry, hostile impulses needs to explore with the supervisor the nature and quality of the problem and come to have some understanding of how his own attitudes regarding such feelings have an impact on what transpires between himself and the patient. However, the personal, historical basis for such attitudes on the part of the student and working these through in depth does not belong in the supervisory session.

Charlotte Towle¹³ presents some excellent formulations on the nature and scope of the supervisory relationship and Margaret Williamson¹⁴ in her description of supervision makes useful comparisons between such processes, psychotherapy and counselling.

The terms administration and supervision are frequently used interchangeably. However, the concept of supervision as presented here emphasizes that the two, although related, are essentially different processes. Supervision is a dyadic relationship committed to the learning and growth of the individual. Administration is perceived as those procedures which are directed toward creating a milieu or culture, an organizational pattern, which may be expected to maximize attainment of the goals of a given institution or organization. Supervision is concerned with the professional development of the individual, administration with maximizing goal achievement of organization. Such a differentiation points up the relatedness of these two processes and at the same time brings into focus an appreciation for the different modes of operation within each. While the needs of the learner are served by each it is important to understand their particular differences in order to keep in focus the set of values and frames of reference unique for each setting in which learning occurs.

Development of the learner as a professional person requires that the teaching-learning process be perceived and understood as a dynamic human interactional growth process. In order for a profession to fulfill its obligations to the society it serves, learning must be a

continuing, ongoing process. Education for the profession does not stop at the time of graduation. We must teach in such a way that learning will result in a research attitude; a way of thinking so that questioning, investigation and constructively critical evaluation become a way of life and thus learning and growth a continuing process. In addition, professional education should assure the maintenance of change, the learning transactions being of such a nature as to provide the developing professional with a sense of ego mastery so that his new set of values and concepts are not dangerously compromised once the teaching-helping relationship has been terminated.

Perhaps at no other time have there existed for us the opportunities we face today. Modern medicine with its developing sociologic focus creates new and exciting expectations for all professions. The concept of the whole man as a social interacting being brings more sharply into focus the significance of those concepts and practices indigenous to occupational therapy. Man's innate drive to fulfill his needs for self identity and self realization through productive transactions with his object and interpersonal world is and has been the corner stone of occupational therapy.

It is the privilege and responsibility of a profession to define the kinds of learning which will develop its students' potential for the fulfillment of its educational aims. May we have the courage, the knowledge and the sensitive discernment to measure up to the greatness of this challenge and to prepare professional leaders for tomorrow's practice.

References

1. Tyler, Ralph W. "Educational Problems in Other Professions," in Bernard R. Berelson (ed.), *Education for Librarianship*. Am. Library Assn., 1949.
2. Towle, Charlotte. *The Learner in Education for the Professions*. Univ. of Chicago Press, 1954, pp. 5, 10.
3. Lifton, Walter. *Working with Groups*. John Wiley and Sons, 1961, p. 5.
4. Towle, Charlotte, op. cit. p. 10.
5. Pearce, Jane, and Newton, Saul. *Conditions of Human Growth*. The Citadel Press, 1963.
6. Fidler, Gail S. "A Guide to Planning and Measuring Growth Experiences in the Clinical Affiliation." *AJOT*, XVIII:6, 1964.
7. Bradford, Leland P. "The Teaching-Learning Transaction," in *Forces in Learning*, Selected Reading Series Three, Nat'l Training Laboratories. Nat'l Ed. Assn., Wash., D.C., 1961, p. 8.
8. Jersild, Arthur. *When Teachers Face Themselves*. N.Y. Bureau of Publications, Teachers College, Col. Univ., 1955.
9. Bradford, Leland, Op. cit.
10. Hill, William Faucett. *Learning thru Discussion*. Youth Studies Center, Univ. of Southern California, 1962.
11. Lifton, Walter, Op. cit.
12. Wechsler, Irving R., and Reisel, Jerome. *Inside a Sensitivity Training Group*. Institute of Industrial Relations, Univ. of California, 1960.
13. Towle, Charlotte, op. cit.
14. Williamson, Margaret. *Supervision—New Patterns and Processes*. Association Press, 1961.