

Online SI Module 3 Clinical Reasoning and Practice in Sensory Integration: Intervention

I am a Clinical Specialist Occupational Therapist working with children and young people, increasingly with sensory difficulties. Between October 2019 and March 2020, I completed the online Ayres Sensory Integration Module 3: Clinical Reasoning and Practice in Sensory Integration – Intervention. The training comprised of narrated videos and slides, augmented with transcripts and handouts available on the learning platform. Alongside this, there was a cohort online forum supported by a designated mentor. The course also included a practical component, needing to evidence approximately 20 hours of clinical hours, signed off by a workplace mentor.

The course built upon my knowledge acquired through modules 1 and 2 which I also completed online in previous years (so I was used to the online learning format). Recent advances in neuroscience support the application of the theory of Sensory Integration (SI) as a treatment approach for children, adolescents, adults and with older adults. The module builds on the theory of SI, the principles of sensory integration assessments and the use of clinical reasoning to apply theory to practice in the context of specific client groups.

Module 3 has developed my learning from assessment to be able to design, implement, record, and evaluate sensory integration interventions which are individualized for each client. The course is designed to train clinicians in the practical skills and activities of therapy as well as the principles behind therapy. I have learnt to apply the concepts around fidelity to treatment in formal ASI therapy, as well as understanding and creating appropriate intervention, which is drawn from SI principles, but where fidelity to ASI is not practical or possible.

The module included three assignments to complete which included: a literature review of an area of practice related to SI; a snapshot of an ASI intervention approach; a description of how I feel I have met to core competencies. My marks for the course were published in early May 2020 and I pleased to report that I gained an overall module total of 72.2%. This means I can use the title of accredited sensory integration practitioner. I have been using the knowledge developed through the course daily in my work role and it has galvanized my confidence in this approach and has confirmed to me how much underlying sensory issues negatively impact children and young people's mental health and emotional wellbeing.

The course was a difficult but enriching experience both in terms of the skills learnt and the opportunity to apply them in practice during the course. I am very grateful to the FPSA for funding this course and giving me the opportunity to expand my knowledge base and clinical skill sin this way. Thank you.