Occupational Therapy Curriculum: Promoting the development of socially transformative practice

Occupation Based Community Development Framework

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RESEARCH QUESTION

How does the pedagogical approach adopted in the UCT Community Development Practice (CDP) domain of the B.Sc Occupational Therapy curriculum influence occupational therapy practice for social transformation?

UCT Community Development Practice Curriculum

- Intention of teaching and learning practices: **develop critical practitioners who are able to contribute to social and occupational justice**

- Adopts a critical social epistemological approach

- Study needed into how this curriculum positions students and educators to better respond to health and social needs in South Africa

Purpose & Objectives of the study

Research to provide insights into our experiences of curriculum development and implementation that is responsive to the social and health care needs of South African society. **In relation to the UCT OT CDP curriculum, Objectives of the study are:**

1) **To describe the teaching and learning practices**

2) **To describe the pedagogy informing teaching and learning**

3) To describe educators' views on how teaching generates critical and socially transformative practice for students

4) To identify recent graduates' experiences of how the curriculum through their undergraduate studies generates critical and socially transformative practice
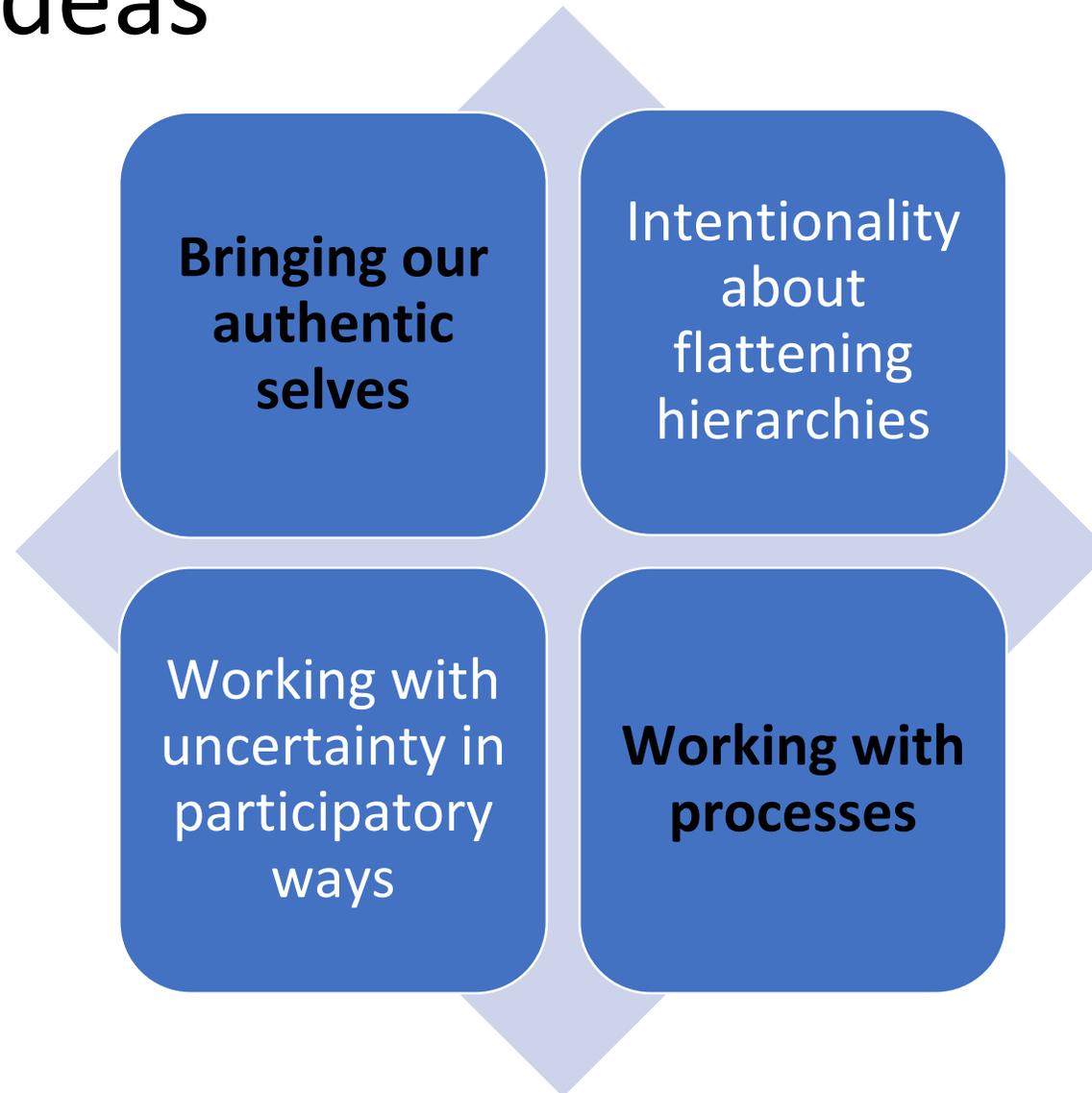
Research Design and Method

- Qualitative ,descriptive design

- Reflective journaling of insights into teaching, followed by a focus group with the three authors of this paper

- Authors are academic staff members with 20; 13 and 6 years experience in teaching CDP

- Positions as Clinical Educator, Lecturer and Full Professor

- Thematic data analysis

Emergent theme: Centering the development process in teaching and learning

"Modelling the way work is done in practice as we work with students in the classroom"

"Use of ourselves as own most important tool alongside theoretical concepts and ideas that speak to issues of social injustice"

4 evolving ideas

Bringing our authentic selves

Intentionality about flattening hierarchies

Working with uncertainty in participatory ways

Working with processes

Bringing our authentic selves

"So when we have supervision on site or or in any space whether its teaching or PL I find... I share with them in a way that they can see I'm making myself vulnerable so it gives them permission to also go there. So that they can also see I'm freaked out, I'm also scared, you can see my hands are shaking, you can see my voice is changing it should give you a clue that I'm spilling here, I'm actually giving you permission."

Working with processes

"...when I have realised that something is an issue for the class and then thinking about how I will bridge into that issue in another lecture."

" ...we work with what's coming up and with the disjuncture's or the difficulties or the discomfort is worked with and so there is a new space created for knowledge to be used.."

Conclusion

Discussions evolving as data being analysed.

Gain more insights from graduates

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