Occupational Therapy Curriculum:
Promoting the development of socially transformative practice

Leigh-Ann Richards

Prof Roshan Galvaan

Liesl Peters

RESEARCH QUESTION

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

Bsc. OT: Community Development Practice Curriculum

- Intention of teaching and learning practices: **develop critical practitioners who are able to contribute to social justice that affects the health of South Africans**

 - Adopts a critical social epistemological and ontological 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

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

- 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 in the community development practice domain

-Positions include Senior Clinical Educator, Senior Lecturer and Full Professor

-Thematic data analysis

PRELIMINARY FINDINGS: OBJECTIVE 1 & 2

1. Description of Learning and Teaching Practices

Course	Content
AHS1032F & AHS1032S	• The environment • Occupational risk factors • **The OT as transformative agent**
AHS 2043 W	• Context-related assessment
AHS 3113W	• **Diversity and intersectionality** • Occupational justice
AHS 4120W & AHS 4121W	• Intro to CDP • Human Development • **Critical OT and justice** • Occupation-based community development • **Building relationships and developing understanding** • The occupational science constructs: occ choice, occ possibilities, occ consciousness, occ identity • Deepening initiation and design in ObCD • Monitoring, reflection & Evaluation

2. Description of pedagogy

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"

Four 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."

Intentionality about flattening hierarchies

"We hold our relationships with students so that students are still able to be marked by us like I was thinking about H* when I went to her baby shower but I could still mark her assignment and she could still take the feedback from me and I could mark her video and she would be ok."

"…Its not quite being friends.."

"…Its that we don't use our power in a way that influences the relationship negatively. So the power we have in knowledge doesn't influence how we relate to each other as people…"

" It didn't become like indebted or a power thing and I wonder if that's what we doing with the kinds of relationships we have with our students because it means that students are then able to produce knowledge"

"…we use our power intentionally by saying [to students] that we don't have the answer, I'm thinking with you"

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

Growing up in the gangs' firing line

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