

Module profile: KAB123 (2011)

1. Module detail	
1.1 Module code	KAB123
1.2 Module title	Clinical Occupational Therapy
1.3 Brief description of module content	<p>Service learning forms part of the module in Clinical Occupational Therapy in the first year of study for occupational therapy students. Students undertake a community project in group format in a specific allocated community area.</p> <p>The overall aim of first year projects is “engagement in activity” – that is being involved in activities, scientifically designed by qualified occupational therapists, with community members. “Activity” or “occupation” is the field of expertise in which occupational therapists specialize and through engaging in activity with clients (i.e. community members) already in their first year, it will allow students to develop a better understanding of the profession through an experiential learning experience.</p> <p>The ultimate aims of the module are:</p> <ol style="list-style-type: none"> 1) for students to grow professionally through learning more about the profession through practical experience, to grow personally and to develop their social responsiveness and 2) to contribute to the achievement of community development goals as set by the communities themselves, and specifically contributing to the occupational well-being of the communities served.
1.4 Module Convenor	Elize Janse van Rensburg
1.4.1 Years involved with SL or other forms of CBE	3
1.4.2 Completed HOS717	Yes
1.5 Other UFS staff members involved	Azette Swanepoel Sanetta Du Toit Juanita Swanepoel
1.6 UFS peer support person	
1.7 Faculty	08
1.8 School	062
1.9 Academic host programme	
1.10 Main department involved	Occupational Therapy
1.11 Additional departments involved	
1.12 Study year of students	1st Year
1.13 NQF level of the module	7
1.14 Number of credits for the module	12
1.15 Module offered during	2nd Semester
1.16 The module was offered for the first time in	0
1.17 The module was adapted to include a SL component in	2008
1.18 Module type	Core
1.19 Key words	Persons with Disabilities Education & Training Health Sport & Recreation

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	37
Drop out	0
Pass.	37
Pass with distinction	2
Fail	0
Incomplete	0
2.2 Student profile: Gender and race	
Male	0
Female	37
Race	
Black	0
White	37
Asian	0
Coloured	0
2.3 Student profile: Language of instruction	
Afrikaans	25
English	12
2.4 Student profile: Home language	
Afrikaans	29
English	8
Ndebele	0
Xhosa	0
Zulu	0
Sotho	0
Tswana	0
Swati	0
Venda	0
Other	0
Unknown	0
3. Partners and Sites	
3.1 Partner(s) in the community	
<ul style="list-style-type: none"> Babbelbekkies Creche (Heidedal) Eden Ministries Free State Psychiatric Complex Kosmos Wards Lerato Creche (Bainsvlei) Mooihawe Old Age Home NEo Day Care Centre Ons Tuiste Old Age Home 	

3.2 Partner(s) in the service sector			
3.3 SL site(s)			
3.3.1 Key engagement sites			Number of students
3.3.2 Other sites			Number of students
3.4 Site visits			
3.4.1 Venue(s)		(See venues under Partners in the Community)	
3.4.2 Number of active SL hours spent in the community per student	3.4.3 Number of students	Total number of hours	Total number of student visits
33	N.a	N.a	12

4. Module Outcomes

4.1 Student learning outcomes

4.1.1 Specific module outcomes

In addition to the outcomes specified in the respective KAB module guides, the following outcomes are set for CSL:

1.1 Outcomes related to academic, course-related learning

Upon completion of the service-learning component of this module, the student will have... Become aware of...

- contextual and individual factors that influence occupational performance of clients in the community
- the functions, infrastructure and resources in the community as it relates to occupational therapy services
- the underlying assumptions of occupational science and occupational therapy in the light of service learning experiences
- the occurrence of occupational injustice, imbalance and deprivation in the community concerned (where applicable).

Emerging basic skills to...

- interact meaningfully with clients from different cultures, age groups and other diversity factors
- participate in activities with community members and under supervision adapt activities making by making use of the principles of activity analysis to address the specific needs of individuals and the community
- apply interpersonal and managerial skills under supervision to facilitate achievement of mutual goals within the community
- optimally utilise resources in the community.

Develop the attitude...

- to consistently provide a high quality OT service despite unfavourable circumstances
- to be sensitive to human rights of community members and act within the ethical guidelines of the profession at all times.

1.2.Outcomes related to personal growth

Upon completion of the service-learning component of this module, the student will have... Become aware of...

- personal characteristics (traits, strengths, weaknesses, fears) in the context of the profession
- own learning through critical self-reflection in order to address voids in own learning of theory and practical skills.

Emerging basic skills to...

- effectively manage self and time in performing service activities
- constructively manage group dynamics while functioning as a member of a group
- use effective verbal and written communication in reporting on service learning experiences.

Develop the attitude...

- to value self as a member of the occupational therapy profession and to believe in the value of the profession.

1.3.Outcomes related to social responsibility

Upon completion of the service-learning component of this module, the student will have... Become aware of...

- steps taken to contribute to community development as described in the SL Module Guide

- the efficacy of the contribution to community development (i.e. empowerment through enabling solidarity and reciprocity) through SL activities.

Emerging basic skills to...

- act in a socially responsible manner through utilising the principles of reciprocity and mutuality in interactions with the community.

Develop the attitude...

- to appreciate the value of local knowledge of communities and respect it in all interactions
- to assess and argue the social responsiveness of all learning and research activities in future.

4.1.2 Generic (critical cross-field) outcomes

(Incorporated in specific module outcomes stated above).

4.1.3 Service-learning activities of students (in the community)

The aim of service learning activities for first year students is "Engagement in Activity" – i.e. being involved in specific, scientifically designed activities with community members in order to become familiar with both the client population (i.e. community members themselves), various practice settings (i.e. different settings in the community) and the characteristics of the activities they engage in.

Service-learning activities for first year students are divided in two main categories:

- 1) Engagement in (presenting) scientifically designed therapeutic activity programmes with community members. These activity programs are designed by qualified occupational therapists and/or final year occupational therapy students as part of their clinical fieldwork in community-based practice settings. They are designed to address specific community goals. For example, students working at one of the crèches are presenting an activity program designed to enhance the fine motor development of toddlers attending the crèche, as this was identified by community and service sector representatives as an area of development that is generally lacking in children attending the crèche.
- 2) Assisting in environmental adaptations according to community goals. Students are expected to also make a tangible contribution to the community area they visited; addressing specific community goals. For example, students working in one of the old age homes (residential care facilities) will be involved in the creation of a multi-sensory room in the dementia care unit as designed by final year students in collaboration with the consulting therapist.

4.1.4 Description of student reflection

Students participate in a variety of reflection activities, all administrated through the Blackboard E-learning system. Activities include online reflective journal discussions, photo-journal presentations, reflective discussions with community- and service sector representatives, a final analytic reflection paper and a reflective letter to the community upon the completion of the service-learning component of the module.

4.2 Community outcomes

4.2.1 Service outcomes for the community

As described in the service-learning activities of students, service outcomes for the community will relate to

- 1) receiving a specific therapeutic input through engagement in activity with the students, and
- 2) enhancement or adaptation of the environment; all according to goals set in direct collaboration with community and service sector representatives.

4.2.2 Tangible community benefits of the SL module

Refer to description above.

4.2.3 Community development priority to be addressed through the service

Community development priorities addressed differ from community to community. Some examples include:

- For old age homes (residential care facilities) and long term care facilities (e.g. FSPC): Enhancing the quality of life of residents through enabling participation in meaningful occupation (activities).
- For schools and crèches: Facilitating children's development in all spheres, including gross and fine motor abilities, cognitive functions and life skills.

4.2.4 The service needs of the community were identified in the following way

Collaborative discussions with community representatives as well as representatives (primarily occupational therapists) in from the service sector were held before, and are continuously held throughout the module to ensure that service needs are correctly identified and successfully met.

4.2.5 Community resources to be utilised

All of the community areas provide the physical space where activities are presented; and some areas provide some of the equipment needed (e.g. furniture, electronic equipment etc.). Depending on the agreement between the specific community area and the University, the area contributes financially, or in other ways, to the environmental adaptations undertaken by students. Community representatives (human resources) in some of the community areas assist in the supervision of students, and all community representatives will assist in the assessment of students upon completion of the SL activities.

4.3 Service sector outcomes

4.3.1 The service sector will benefit from the module in the following way

Various occupational therapy departments falling under the administration of the Free State Department of Health form part of the service sector partners. They experience difficulty with shortages in staff and unavailability of resources due to budget constraints. Service delivery by these occupational therapy departments is hampered in the process. Through service learning activities, the aim is to assist these service sector partners in making services available and accessible to clients, thus enhancing service delivery to the community.

4.3.2 These outcomes for the service sector were identified in the following way

Collaborative discussions with community representatives as well as representatives (primarily occupational therapists) from the service sector were held before, and are continuously held throughout the module to ensure that service needs are correctly identified and successfully met.

4.3.3 Service sector resources to be utilised

In some areas, service sector partners (i.e. occupational therapists) provide supervision and guidance to students, and are in some areas also involved in program and environmental design to be implemented by students as part of their service learning experience.

6. Financial Implications

6.1 Cost implications

Accommodation (1561)	R 150.00
Books and stationery (1521)	R 2000.00
Equipment (rental) (1823)	R 200.00
Groceries consumed (1694)	R 7000.00
Photocopying (2041)	R 300.00
Printing (2031)	R 1300.00
Receptions, refreshments & meals (1571)	R 8000.00
Research money (1734)	R 207.99
Salaries (0544)	R 112000.00
Travelling expenses: car rental (1553)	R 6000.00
Travelling expenses: car rental (1553)	R 20000.00
Travelling expenses: petrol (1721)	R 600.00
Total expenditure	R 157757.99

6.2 Sources of funding	
Sources	Amount
6.2.1 UFS (institutional)	R 161000.00
6.2.2 UFS (faculty)	R 0.00
6.2.3 UFS (department)	R 0.00
6.2.4 National government	R 0.00
6.2.5 Provincial government	R 0.00
6.2.6 Local government	R 0.00
6.2.7 Private sector	R 0.00
6.2.8 Other	R 0.00
Total funding	R 161000.00