

Module profile: KAB205 (2011)

| 1. Module detail | |
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| 1.1 Module code | KAB205 |
| 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 second 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 second year projects is “instruction in activity” – that is being involved in activities on an instruction level (i.e. not only “engagement” level as in the first year). In the greater occupational therapy curriculum, students are equipped in their second year to assess occupational performance components and occupational performance areas of the clients they work with. In order to do so, students need to become proficient in “instruction in activity” – a skill that is developed among other through their service learning experience in the second year.</p> <p>As in the first year, 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 | 2nd Year |
| 1.13 NQF level of the module | 7 |
| 1.14 Number of credits for the module | 20 |
| 1.15 Module offered during | 1st 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 Health Sport & Recreation |

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| 2. Student Information | |
| 2.1 Student enrolments and performance | |
| Enrolments | 36 |
| Drop out | |
| Pass. | |
| Pass with distinction | |
| Fail | |
| Incomplete | |
| 2.2 Student profile: Gender and race | |
| Male | |
| Female | |
| Race | |
| Black | 1 |
| White | 27 |
| Asian | 0 |
| Coloured | 0 |
| 2.3 Student profile: Language of instruction | |
| Afrikaans | 31 |
| English | 5 |
| 2.4 Student profile: Home language | |
| Afrikaans | |
| English | |
| Ndebele | |
| Xhosa | |
| Zulu | |
| Sotho | |
| Tswana | |
| Swati | |
| Venda | |
| Other | |
| Unknown | |
| 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

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) Outcomes related to academic, course-related learning:

Upon completion of the service-learning component of this module, the student will ...
develop knowledge to...

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

have emerging skills to...

- apply correct handling methods in interactions with clients from different cultures, age groups and other diversity factors;
- present and under supervision adapt activities to address the specific needs of individuals and the community;
- apply interpersonal and managerial skills 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.

2) Outcomes related to personal growth:

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

develop knowledge to...

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

have emerging 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.

3) Outcomes related to social responsibility:

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

develop knowledge to...

- identify and describe steps taken to contribute to community development as described in the SL Module Guide;
- analyse the efficacy of the contribution to community development (i.e. empowerment through enabling solidarity and reciprocity) through SL activities.

have emerging 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)

In their second year of study, the aim of service learning activities is "Instruction in Activity". Here students not only engage in activities with community members as in the first year, but learn to become proficient presenters or instructors in activity in preparation for the skills they need to utilize activity to assess and treat clients as the core function of their profession. The focus of the activities is the occupational performance area of "recreation" – students present a variety of recreational activities to clients in the community according to the goals and needs of the specific community. In presenting these activities, students are required to make adaptations and to tailor recreation activities to a "just right fit" for the communities that they work in - optimising community members' ability to participate in these activities.

The end goal is to organize and present a games day where members of all the different community areas (as well as other areas that are invited) gather at Ons Tuiste Old Age Home in Bloemfontein for a day of fun, interaction and social integration. This day is presented as the final activity of the service learning module; and all of the activities that were adapted throughout the year are presented as part of the games day.

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) exposure to and participation in a variety of recreation activities (designed according to the community's goals) and
- 2) participation in an annual games day presented at Ons Tuiste Old Age Home.

4.2.2 Tangible community benefits of the SL module

Through the presentation of recreation activities, community members are enabled to participate in a variety of recreation activities – facilitating a healthier, more balanced lifestyle. Through participation in the games day, communities are introduced to each other – often communities they were mutually unaware of. Social interaction and community integration is facilitated and from experience it is evident that these days help to foster a greater sense of tolerance and respect among different communities.

4.2.3 Community development priority to be addressed through the service

See above.

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.). Ons Tuiste Old Age Home provides the venue for the annual games day, as well as other necessities such as furniture, a sound system and residents that are involved in the general organization of the day. 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.