

Module profile: KAB309 (2011)

1. Module detail	
1.1 Module code	KAB309
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 third year of study for occupational therapy students. In their third year, projects are aimed at “design and implementation of activity” – a core element in the daily work of the occupational therapist. In order to achieve this, third year students undertake a mini applied research project in group format that is usually aimed at specific community development goals within the scope of occupational therapy practice. Where possible, students are also afforded the opportunity to implement some of their research findings and recommendations.</p> <p>As in the first and second 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	3rd Year
1.13 NQF level of the module	7
1.14 Number of credits for the module	36
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; Education & Training; Health; Life Skills; Sport & Recreation

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	33
Drop out	0
Pass	0
Pass with distinction	0
Fail	0
Incomplete	
2.2 Student profile: Gender and race	
Male	
Female	
Race	
Black	0
White	29
Asian	0
Coloured	0
2.3 Student profile: Language of instruction	
Afrikaans	26
English	7
2.4 Student profile: Home language	
Afrikaans	
English	
Ndebele	
Xhosa	
Zulu	
Sesotho	
Setswana	
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...

Have knowledge to...

- identify and describe contextual and individual factors that influence occupational performance of clients in the community, as it relates to the specific research project;
- 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);
- conduct a mini-research project in a group in the short case format as prescribed by the University of the Free State.

Have emerging skills to...

- conduct a mini-research project in a group in the short case format as prescribed by the Department of Occupational Therapy at the University of the Free State;
- write a research report in the short case format as prescribed by the Occupational Therapy Department at the University of the Free State;
- apply interpersonal and managerial skills to facilitate achievement of mutual goals within the community and within a group;
- 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;
- to have a sensitivity for the ethical considerations involved in performing research, specifically in a community setting.

2. Outcomes related to personal growth: Upon completion of the service-learning component of this module, the student will...

Have knowledge to...

- identify and describe personal characteristics (traits, strengths, weaknesses, fears) in the context of the profession (especially as it relates to doing research);
- value own learning through critical self-reflection in order to address voids in own learning of theory and practical skills.

Have 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 and research.

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 research-related 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

Included in the specific module outcomes.

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

As part of clinical fieldwork in their fourth year, students undertake individual mini-research projects (primarily applied research). In preparation for this, third year students undertake such mini-research projects in groups as part of the service learning module in order to expose them to the research process and the specific assignment format. Research activities (projects) are compiled by the coordinating occupational therapist (i.e. clinical therapist or responsible session lecturer) in collaboration with the community and service sector partners to investigate a specific "issue" related to occupation in the community and to come up with answers to address these issues. Where possible, students are afforded the opportunity to implement the findings and recommendations of their research projects; however, most of these projects are designed in such a way as to be implementable by the next year's first year service learning students.

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

The service outcomes, tangible benefits and community development priorities differ depending on the goals and needs of the specific community. Depending on their goals, research projects are designed in such a way so as to answer important questions and address important issues for the community. Please refer to KAB123 for some examples of overarching outcomes.

4.2.2 Tangible community benefits of the SL module

See above.

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.). Community representatives (human resources) in some of the community areas assist in the compilation of projects and 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.