

Module profile: KAB409 (2011)

1. Module detail	
1.1 Module code	KAB409
1.2 Module title	Clinical Occupational Therapy
1.3 Brief description of module content	Fourth year occupational therapy students are afforded the opportunity to act as mentors for students in their first to third year of study in the service learning component of this model. In addition to this, fourth year students perform clinical fieldwork in various community settings where the clinical fieldwork model is currently being redesigned to more closely resemble the service learning model. The purpose of clinical fieldwork in the fourth year is to afford the students the opportunity to apply in practice the theoretical knowledge they have acquired on all levels of health care, and over a period of four years afford the student the opportunity to improve knowledge, skills and attitudes with regard to practice management.
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	4th Year
1.13 NQF level of the module	8
1.14 Number of credits for the module	112
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	Education & Training Health Life Skills Research Schools Assistance Sport & Recreation

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	38
Drop out	
Pass	
Pass with distinction	
Fail	
Incomplete	
2.2 Student profile: Gender and race	
Male	
Female	
Race	
Black	
White	38
Asian	
Coloured	
2.3 Student profile: Language of instruction	
Afrikaans	34
English	4
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 • NEdo Day Care Centre • Ons Tuiste Old Age Home • Khula Xhariep Partnership Programme 	

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 their fourth study year, students act as mentors for first- to third year students in the service learning module. They do not perform specific service-related activities, but rather guide the students in their mentor group in the execution of their SL activities. Secondly, some fourth year students (8 during the course of the year) are afforded the opportunity to perform service learning activities in the Southern Free State (KXP) as one of their clinical fieldwork areas. However, as from this year, the area is functioning from a community model and will incorporate more service-learning activities. General module outcomes: At the end of the module the student will have knowledge of contracting with the client, the planning of treatment within the scope of OT with reference to health care, welfare, educational system and private practice, various management aspects within a practice, the ethical aspects and its application within OT. The student will have the skills to manage a practice under guidance, apply treatment under guidance on various levels of health care, welfare, educational systems and private practice and have the attitude to have respect for the patient's human dignity and rights at all times, and display ethically correct behaviour and be professional at all times.

4.1.2 Generic (critical cross-field) outcomes

See above.

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

Mentors: Mentoring junior students through continuous communication. Mentors are also responsible for organizing the annual departmental service learning day where all students present their service-learning experiences and reflections in a photo-journal format. Mentors also assist in the assessment process of junior students.

KXP: Students perform clinical fieldwork working from a community model in the KXP areas of Philippolis, Springfontein and Trompsburg. Interventions focus on prevention and promotion (i.e. primary level of healthcare) and services are delivered at various schools, crèches, clinics, home-based care institutions and an old age home. Examples of specific activities include training of home-based caregivers on the FS Department of Health Home-Based Caregiver training in Rehabilitation course, performing assessments and specific interventions primarily in group format at schools, crèches and the old age home depending on specific needs, assisting in the implementation of a skills development class at a high school for learners with special education needs, and acting as consultants at clinics where clients are referred for occupational therapy services. Students also organize eight health promotion events in collaboration with community representatives during the course of the year.

4.1.4 Description of student reflection

Mentors: All mentors hand in reflection reports at the end of each term. They also hand in a reflective paper at the end of the year where they reflect upon their experiences as mentors and the process of group dynamics.

KXP: Students keep a daily journal and write a weekly reflection on their experiences in the Southern Free State. They are also responsible for writing reports of groups and clients that they treat, and writing carry-over reports for students who follow them in the area.

4.2 Community outcomes

4.2.1 Service outcomes for the community

Mentors (n/a KXP): Service outcomes relate primarily to making occupational therapy services (primarily preventive and promotive programs) available to the community; assisting in the process of preventing disease and disability and in enabling the community to take better care of community members with illness or disability through education and training.

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

Mentors (n/a KXP): 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. However, due to the distance of this area, collaboration was not done to the extent that it allowed for the design of collaborative module outcomes - module outcomes were primarily designed by the University. However, action plans have been put in place to facilitate the collaboration process to more effectively address specific service needs of the community in the Southern Free State.

4.2.5 Community resources to be utilised

Mentors (n/a KXP): Students receive accommodation and meals in the community (funded by the University but provided by community and service sector partners). Community members assist in the supervision of students (on a non-academic level) and assist students to obtain necessary information (e.g. in planning health promotion events). Following further collaboration, we hope to put a system in place where community and service sector representatives will assist in the assessment of students.

4.3 Service sector outcomes

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

Mentors (n/a KXP): Service sector partners (including the clinics and schools in the communities) receive assistance in addressing specific challenges from an occupational therapy perspective. For example, one of the high schools had challenges with regard to the education of learners with special education needs that are not able to follow a mainstream curriculum. Occupational therapy students are in the process of assisting this high school to establish a skills-training classroom where these learners are trained in specific skills such as spinning and weaving in order to provide them with a skill they can utilise once they leave school.

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

Mentors (n/a KXP): Collaborative discussions with community representatives as well as representatives 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. Students themselves play an important role in this process, as they are primarily involved in the continuous collaborative discussions.

4.3.3 Service sector resources to be utilised

Mentors (n/a KXP): Service sector partners physical work space, supervision and guidance to students (as well as other ways as described in previous sections).