

Praxis Project - Plan for Integration of Global Citizenship and Development Education (GCDE) to teaching and learning in UCC

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Aim: to identify opportunities within current modules in occupational therapy degree programme to introduce a human rights perspective and global citizenship approach by firstly focusing on OT1001 Person-Environment-Occupation. Following liaison with colleagues, consider further opportunities to develop and adjust the teaching agenda and course content and incorporate this approach into teaching and learning across curriculum.

Title of Teaching Module and Book of Modules Code: Person-Environment-Occupation module (OT1001) in the 1st year BSc. Occupational Therapy programme.

Module Description:

The Person Environment Occupation (PEO) modules form the foundation for students Occupational Therapy education in each of the four years. OT1001 is the first module on Person-Environment-Occupation (PEO), carrying 15 ECTS. The first year lays the foundational understanding about the nature and meaning of occupation to individuals and the relationship between occupation and health. In the PEO modules in subsequent years, students develop knowledge about the occupational needs of particular groups of people, across the lifespan.

The module objective is for students to achieve an understanding of occupation and the relationship of occupation to health in individuals, groups and societies.

Profile of learners: Students are undertaking an honours degree course in occupational therapy. Students are in Year 1 of a four-year degree and have yet to experience practice education clinical placement. There are approximately 30 students in the group and most are female, 18-20 years of age, most have directly entered the course post-secondary school, with approximately 4 mature students.

Learning Outcomes: On successful completion of this module, students should be able to:

1. Identify key events, figures and aspects in the historical development of the profession,
2. Distinguish between occupation and activity,
3. Analyse the subjective dimensions of occupation and the relationship with health/ill-health across the lifespan, for self and others,
4. Summarise a range of theoretical models of health and occupation,
5. Conduct interviews with individuals across the lifespan,
6. Design a poster and present a summary of findings in an oral report,
7. Analyse group dynamics, group norms and group member roles,
8. Display a commitment to professional standards of behaviour.

Currently, an online teaching approach is adopted for this module which involves a mixture of approaches over two weekly sessions. The first session each week

includes a brief asynchronous pre-recorded lecture, a required reading exercise and task-based learning activity which often requires students work in pairs and small groups or with members of the community. then a live synchronous discussion. The second session occurs later in week, when students have watched the pre-recorded lecture and read the assigned reading. It is weekly discussion group known as Learning through Discussion (LTD). Students are required to complete a proforma reflective review on the required reading (which they submit on Canvas ahead of LTD) in order to develop skills in synthesising the essence of a published document. The required reading form prompts students to define unfamiliar terms and concepts, identify the author's key message and major themes, which are then discussed within their group. The primary goal of the LTD session is extended discussion and deeper understanding of the material, thus helping students to develop critical thinking skills and interpersonal skills for group leadership and participation. The class is divided into smaller groups of approximately 15 students. In the LTD session, each week students must assume the role of chairperson and timekeeper. They are prompted to integrate personal knowledge and their growing theoretical knowledge to enhance their development as occupational therapists.

Assessment

1. Ongoing assessment - Learning Through Discussion 50/300 marks

Weekly participation in LTD during feedback sessions

2. Reflective Evaluation - 100/300 marks

Implement a 'Living Well' week, with a focus on restorative occupations

3. End of Module Paper - 150/300 marks

Detailed analysis of what occupation is and how it impacts on health and well-being, drawing on theoretical conceptualisations and personal reflections

Existing GCDE practice (e.g. themes, theory, skills, values, student actions, teaching methodologies, global/local links, root causes of injustice):

Occupational Therapy is based on the fundamental premise that engagement in occupation positively influences health and well-being. In weeks 1-7, students learn about occupation and its relationship to health and wellbeing. They focus in on occupations of self-care, productivity/work and leisure and students undergo occupational self-analysis. This is important for building self-awareness of themselves as occupational beings, however may not emphasise diversity of experience. Most of their understanding of health centres around medical and biopsychosocial models.

In week 8, students explore barriers to participation in occupation. They do so by looking at activity limitation and participation restriction due to personal and environmental (physical, socio-cultural, economic and political) barriers. They examine the critical question of '*How is health affected when we are unable to do what we need, want and have to do in our daily lives?*' with reference to

current occupational therapy and occupational science theory and research, using the occupational experiences of people who are refugees as a focus of enquiry. The learning task this week's requires students watch "*Human Flow*" by artist, activist and director Ai Weiwei (2017) which captures the global refugee crisis and issues of human displacement as millions of refugees flee war, hunger and persecution.

In small groups, students are assigned reading on issues of occupational justice such as experiences of occupational deprivation in asylum centres and refugee camps, the occupational upheaval, transitions and experiences related to resettlement and forced migration. Similar to social justice, occupational justice is concerned with rights, equity, and fairness, but in the context of individual's engagement in occupation and their rights to have equal opportunities and life chances to reach their potentials for engagement in diverse and meaningful occupation. Refugees experience a variety of contextual barriers, both systemic and socio-cultural, that impact their ability to engage in meaningful occupation leading to a lack of belonging. Students must create a Powerpoint presentation based on their assigned reading and these presentations provide the content for LTD. The presentation is not marked and could potentially be considered as a point of assessment for GCDE.

Through this week's content, students are prompted to recognise human displacement as a social problem that has occupational implications and to consider the impact of displacement on work and productive occupations, social and cultural occupations and the potential role of occupation in adjustment, integration and adaptation.

In order to advance this session, students could be encouraged to reflect on how OTs are part of systems that perpetuate injustice, to consider our alignment to medical models and the impact this has on people with limited resources and supports. Students could be challenged to consider the notion that ability is of little value without opportunity, thus making conditions, such as poverty, that constrain the opportunities and violate the occupational rights of so many people a fundamental concern to occupational therapists (Hammell & Iwama, 2012). Given this is their first year, this ideas may be complex however introducing a more critical perspective early on may allow deeper engagement with these ideas in later years of the programme.

Rationale for engagement in PRAXIS Project:

Responding to GCDE is clearly more than the inclusion of occupational justice as a topic or readings that explore refugees' experiences of displacement. Occupational therapy and science are facing calls for social transformation based on the growing awareness and concern about widening occupational inequities and injustices apparent at local and global scales and thus within education and scholarship there is a need for deeper engagement with critical and transformative paradigms; challenging dualistic thinking; critically situating and politicising occupation and questioning the status quo within and outside the discipline (Dirette, 2018; Pollard et al, 2010; Rudman, 2018).

A prominent critique of OT and occupational science scholarship has been that theories are underpinned by individualistic assumptions, a predominant Western worldview, emphasising individual experience of occupation, overlooking the macro-level environmental processes which shape occupation in ways that contribute to inequities and injustices (Galvaan, 2015; Gerlach et al., 2017; Rudman, 2018). It has also been argued that OT theorists developed ideas from their well-educated, urban, middle-class, middle-aged, able-bodied, white, and anglophone with Judeo-Christian cultural perspectives (Hammell, 2012). These characteristics do not match with the world's majority population. The focus of OT education on core concepts such as independence, productivity, and client-centred care reflects this ethnocentric bias.

In introducing OT theories and models to first years students, adopting an apolitical, ahistorical approach risks that their understanding of occupations will be limited to their experiences and expectations, to the here-and-now, separate from socio-political conditions which shape occupational possibilities and social power relations which produce inequities. Concerns have been raised that OT knowledge creation/dissemination and the subsequent practices it sustains may inadvertently reproduce structural situations that create such social problems and contribute to oppression and inequities, if structural constraints are not addressed. There is a risk that theoretical imperialism and injustices based on the promotion of particular ways of understanding issues as universally applicable, and a failure to respect and learn from culturally diverse ways of producing knowledge will lead to further marginalisation of oppressed groups (Hammell, 2011; Rudman, 2018). Teaching fundamental OT concepts in a way that relies on the dominant western and northern cultures, without critique or reflexivity, risks perpetuating social and occupational injustices given that such approaches do not question how social problems have come to be framed, nor draw attention to the ways power relations simultaneously create situations of privilege and marginalization. Introducing a critically reflexive approach in first year may lead to less entrenched views later in the programme and more culturally competent OT practitioners.

PRAXIS Project - Plan for Integration of Global Citizenship and Development Education (GCDE) to teaching and learning for OT1001:

The aim is to clearer references to the issue of human rights and include more topics related to GCDE.

Those could be further developed in the next module OT1002 which aims for students to develop an understanding of how differing elements of social, cultural, economic, political and physical environments affect occupational performance. It also aims to initiate the development of their skills in analysing and modifying environments, to promote participation in occupation.

In Years 3 and 4, PEO modules explicitly address cultural competency, cultural humility and cultural safety. Students may have deeper engagement with this content in later years if they are exposed to ideas earlier in their education.

Plan for integration of GCDE approach to your teaching:

Appraisal of current teaching and capacity to introduce GCDE learning outcomes with aim of critically reorienting academic processes and structures.

This will include:

- Reviewing the literature related to GCDE
- Critical appraisal of own teaching
- Consultation with OT colleagues on curriculum content to identify strengths and gaps, alignment and concerns in pedagogies, faculty development initiatives, and reflections on informal and hidden curricula to identify recommendations that could lay a foundation for a culturally safe programme
- Identification of relevant communities, mapping of local resources and exploration of approaches to build partnerships

This will require consideration of the processes and outcomes for moving beyond inclusion to connect with marginalised communities and co-create what engaging in occupation could mean. If not done in a critically conscious manner, it risks deepening occupational injustice.

1. Global Citizenship and Development Education Learning Objectives

Students

- Incoming first year students will be introduced to basic GCDE themes, theories, skills and values, as they relate to occupational therapy
- Students will explore what we mean by 'understanding root causes of social injustice', the difference between human rights and charity approaches, and what taking local action for global change means.
- Students will begin to explore the potential of occupational therapy in responding to and raising awareness global justice issues.
- Students will develop some key communication skills for both occupational therapy and GCDE including listening, discussion, silence, critical reflection, empathy, solidarity and ability to perceive and understand the interests, beliefs and viewpoints of others, including people from different social and cultural backgrounds to their own.
- Students will reflect on ideas relating to their values/attitude e.g. solidarity not charity, empathy not sympathy, a sense that they can make a difference.
- Post graduate students are encouraged to integrate GCDE approaches into their research work.

Staff and Department

- Map examples across the curriculum to identify how we are already engaged with this work and recognise where we can consciously improve or progress this work.
- Identify opportunities to introduce to basic GCDE themes, theories, skills and values, as they relate to occupational therapy and occupational science
- Issues of occupational and global justice will be explicitly articulated and integrated in the pedagogy, projects, practice and research of the department.
- A continued cross-module approach to occupational justice and GCDE issues, and exploration for potential cross-curricular work
- Opportunity to undertake the digital badge in GCDE
- Enhance lecturers' critical consciousness in teaching and research as this project may involve the critique of occupational therapy philosophies, the reworking of pedagogies or even personal value systems. The vulnerability of questioning one's worldview may lead to defensiveness or resistance thus it will require time, supports, and leadership.

2. How will you assess what students have learned?

The Learning through Discussion (LTD) method can be used to extend discussion and deeper understanding of weekly prescribed material, thus helping students to develop critical thinking skills and interpersonal skills. The presentation on occupational justice can potentially be assigned marks as part of LTD.

3. Methodologies: What methodologies will you use in the classroom?
Existing approach will continue, with pre-recorded lectures, LTD and task-based discussion. Through LTD, students work through reading review proforma headings – they share ideas, challenge each other, ask questions of others, answer peers’ questions – practice listening, responding and articulation of ideas to develop understanding of concept. Lecturer will answer specific questions, clarify issues, ask probe questions, elaborate on students points.
For occupational justice session (week 8), students could complete a minute paper and work together to produce shared output, (ie to identify 3 key points from reading and clarify muddiest concept), negotiate ideas until agreed, challenge each other, give/receive peer feedback, integrate and develop concept understanding. Students could produce a slide for presentation to rest of class for feedback – integrate and develop concepts and practice.
To be able to address health inequities in marginalised populations, student occupational therapists require a core knowledge of current structures that maintain inequities, therefore in learning about the historical development of the profession (week 11 content), students could incorporate a critical socio-historical analysis of occupational models and issues and how they may perpetuate colonialism. Cultural safety requires questioning one’s own power and positionalities within current structures that maintain inequities (Gerlach, 2012). Exploring opportunities for cross-curricular learning objectives and evaluation approaches for critical reflexivity, cultural safety, and political reasoning that draws on multiple frameworks may cultivate cultural safety.

Promote pedagogies, such as use of storytelling, which prioritise knowledge creation and sharing based on personal experience, and align with alternative ways of knowing, going beyond the cognitive-rational mind to foster holistic relationship-centred, transformative learning. In addition to situating and politicizing occupation, intercultural dialogue is essential to create new approaches to knowing and doing that promote cultural sensitivity, political awareness and self-awareness. This requires building collaborative partnerships with collectives experiencing marginalization, other disciplines, and diverse stakeholders, aimed at enacting a shared vision of supporting human flourishing through occupation (Rudman, 2018). PRAXIS project partners, local community groups and collectives within UCC (e.g. Sanctuary project) may offer potential collaborative opportunities for students to engage with more diverse viewpoints and perspectives.

4. Curriculum/ Framing/Positioning: what GCDE themes or knowledge will you cover in your module?
Efforts to integrate GCDE in weekly sessions will include challenging students to consider individuals and groups experiencing social and economic discrimination and marginalisation, such as LGBT+, asylum seekers/refugees, and those marginalised by long-term economic forces and, in line with sustainable development goals. In line with issues of occupational and social justice, core GCDE values such as equity (including participatory partnership and diversity); dialogue (open, engaging and inclusive); transformative (change, advocacy, activism).
5. Local/Global: how can you make local and global connections, from a global justice perspective, with these themes?
As students undertake occupational self-analysis, prompt consideration of how their experience may differ from various marginalised groups and communities.

6. Values / Ethics: What values or ethical approaches to their studies/life, do you want your students to reflect upon or develop?

Critical reflexivity on core OT concepts such as independence, categorisation of occupations and client-centred practice so that as they are introduced to OT students so from the very outset, students are questioning the status quo of the professional values and beliefs.

- Independence: Western society and the OT profession present independence as a concept that is admirable, aspirational, and universally valued, reflected in goal-orientated practice such as assessments that give higher scores to people who do not get help from others for their activities of daily living. Students will be encouraged to reflect on ideas of independence, dependence and interdependence and how independent-focused thinking can devalue people who are dependent or who choose to accept assistance. This viewpoint overlooks other values such as family harmony, filial piety and related concepts from collectivist and interdependent societies.
- Conceptualisation of occupations as activities of daily living, work, and play; or as self-care, productivity, and leisure which may not apply to non-Western cultures and may be devoid of context. For example, leisure is culturally specific rather than universal concept. Self-care as it is presented in Western OT models obscures the influence of deep poverty, and displacement. For many people, their days consist of resource-seeking activities, a concept not apparent in this conceptualisation.
- Client-centered practice is in and of itself a Western concept based on the idea of choice, and for many marginalised groups who are oppressed by poverty, racism, and gender bias, the concept of choice does not exist (Ramugondo, 2018). Life's possibilities are framed by their environments with choice being available only to the privileged (Hammell, 2018). In addition, client-centered practice is based in the concept of independence and individualism and these concepts are not integral to many cultures who value interdependence and cooperation.
- Hammell (2018) asserts that occupational therapists promote colonialism when they focus on enhancement of self-care skills regardless of the value of self-care to the clients, when they prioritize occupations that we can label "productivity," and when we embrace "client-centered" language to infer choice when often none exists. OT can ameliorate some of these issues by embracing decolonialism.

7. Action: what action/s do you want your students to take as a result of their GCDE learning?

Students will have great awareness of for diverse worldviews in order to avoid enacting colonial agendas and will contribute to occupational therapy becoming an agent of social change.

8. Skills: What skills do students need to achieve the GCDE learning outcomes?
Communication, collaboration, critical thinking

9. Practical considerations: e.g. what resources do you need? How many classes can include a GCDE theme or approach? In those classes can you outline the different sections of the class using a class planning template?

Module content

Week	What's your story?	Start exploring the concept of occupation and
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1		<p>the occupational nature of humans. Examination of student's own daily occupations and the meaning attached to them. Sharing some of their life story with classmates.</p> <p>Perform an occupational self-assessment by documenting their own history through constructing a cultural timeline of their life Interview classmate using form Occupational Profile Interview <i>Consider impact of culture on life experiences and expectations, build awareness of alternative perspectives</i></p>
Week 2	Sleep	<p>Look in more depth at student's occupational profile with particular interest in the occupation of sleep Maintain diary <i>Share insights in small groups. Continue to develop basic observational and interviewing skills</i></p>
Week 3	Self-care	<p>Look in more depth at student's occupational profile with particular interest in self-care occupations Maintain diary, keep a record of what student does each day and what influences their experience - personal and environmental factors <i>Share insights in small groups. Continue to develop basic observational and interviewing skills</i> <i>Prompt to consider cultural context/assumptions implicit in categorising occupation in these terms</i></p>
Week 4	Play and Leisure	<p>Examine pleasure in occupational experiences across the lifespan, again starting with an examination of student's own leisure occupations. Discuss definitions of leisure, the meaning of leisure, activity interests, leisure participation and satisfaction. The relationship between engagement in pleasurable occupations and well-being is explored <i>Prompt to consider cultural context/assumptions implicit in categorising occupation in these terms</i></p>
Week 5	Productivity and work	<p>Continue to develop occupational lens and occupational profile with particular interest in productive occupations. Through use of narratives, look at the expression and experience of productivity in an individual's life. Consider related issues including boredom, anxiety, flow, work stress, work identity and life transitions.</p>

		<i>Prompt to consider cultural context/assumptions implicit in categorising occupation in these terms</i>
Week 6	Model of Human Occupation (MOHO)	Introduction to dominant theoretical models in Occupational Therapy, MOHO. Examine the major elements of this model, in particular motivation for participation in occupations <i>Prompt to consider Western cultural lens/individualistic assumptions re. independence implicit in in this model</i>
Week 7	Occupation and Health	Examine the relationship between occupation, health and well-being with reference to current theory and research. Discuss the World Health Organisation's International Classification of Functioning, Disability and Health (ICF). <i>Prompt to consider cultural lens/ assumptions re. independence implicit in in this model of health</i>
Week 8	Barriers to Participation	Explore activity limitation and participation restriction due to personal and environmental (physical, socio-cultural, economic and political) barriers. <i>Prompt to consider occupational justice issues within local as well as global context Consider guest lecturer/link to local services/link with Sanctuary students</i>
Week 9	Perspectives on Disability	Guest lecturer tells her story of living with a disability. Discuss society's attitude to people with disability and the factors that enable or constrain participation in occupation. <i>Consider colonial and ableist lens in which able-bodiedness is taken as normative and disability is viewed as inherently deficient</i>
Week 10	Activity Analysis	Conduct a detailed activity analysis and occupation-analysis Describe the human capacity for performance and the skills necessary to achieve performance <i>Consider environmental influence on marginalised groups - hinders and supports occupational performance, prompt consideration of access to resources, equipment etc</i>
Week 11	History of Occupational Therapy	Learn about the development of the Occupational Therapy profession, identify key events, figures and aspects in the historical development of the profession. <i>Incorporate a critical socio-historical analysis of occupational models and issues and how they may perpetuate colonialism as students trace development of the profession</i>