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Abstract

Research indicates that students and young practitioners do not feel competent in the area of cultural awareness (Murden et. al., Kale & Hong, Rasmussen). In light of the growing diversity across the globe, as well as the increased use of occupational therapy services in non-western areas, appropriate skills are required for effective patient-client evaluation and interaction. Based on ACOTE standards, it is the responsibility of the educational program to incorporate cultural awareness into all aspects of the occupational therapy curriculum in order to satisfy this need.

The Occupational Therapy Graduate Educational Model at Grand Valley State University is based on the three domains of Bloom's Taxonomy of learning, cognitive, affective, and psychomotor. The structure of the domains includes one element of the adult learning theory of Malcolm Knowles (1981), andragogy, representing the affective domain, with knowledge representing the cognitive domain, and performance representing the psychomotor domain. The focus of this poster presentation is how cultural awareness has been integrated into all three domains of the model.

The value of this new model will help develop skills in future therapists who will be able to respond, not only to the local needs of clients, as individuals and communities, but also the global needs for occupational and social justice.

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