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A South African Occupational Therapy Curriculum for 2010

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With the restructuring in Higher Education and Health Care in South Africa, the scope and complexities of the roles and responsibilities of occupational therapists are expanding. This paper proposes a curriculum for undergraduate occupational therapy education. A model was designed to illustrate the key informing concepts of the curriculum namely: occupational science, a primary health care approach and student- centered learning. The model was derived from a critical analysis of the revised occupational therapy curriculum at the University of the Western Cape. A conceptual analysis of the curriculum was conducted to investigate areas of teaching and learning, curriculum structure, assessment, fieldwork, professional development of staff and research. The study was framed in interpretative qualitative research using a case study design. Conceptual analysis was done using a range of research methods including document analysis, thematic analysis and focus groups. This study contributes towards transforming occupational therapy education to address the challenges within a developing world context.