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**Curricular Stage: focus on problematization in the teaching of occupational therapy in psychogeriatrics**

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**Introduction:**

The use of active methodologies that motivate students to learn and engage in their integral development as well as enable their participation as subjects in the learning process is a topic that has gained prominence in the literature. The "problematization" methodology in the curricular stage of psychogeriatrics was introduced based on an observed need for change in the teaching of occupational therapy.

**Objective:**

Describe and discuss the experience of occupational therapy students based on the problematization focus developed in Occupational Therapy I, from the second semester of 2006 to the first semester of 2008.

**Methods:**

Groups of six interns developed activities in two long-stay institutions for the elderly for periods of four months. The supervision process consisted of discussions of the situation-problems students face regarding their clinical work. Seminars given by the students were included with the discussions.

**Results:**

The situation-problems presented over the two years formed three groups: 1) strategies for addressing different health conditions among the elderly; 2) motivation for elderly individuals to participate in the interventions; and 3) teamwork. The discussion on the first set of problems enabled students a greater theoretical/practical linking, the active search for information on interventions and health conditions, and the implementation of innovative solutions to the situation of institutionalized elderly individuals. Work with the second set of problems allowed learning that the individuals serviced have their own knowledge, encouraged students to resolve problems creatively and obtain a broader understanding of the possibilities and limits of the profession. The last set of problems enabled improving communication skills, learning about professional relationships, opening oneself up for critique and knowledge sharing. The three sets of situation-problems allowed seeking specific, individualized study topics, stressing the systematized problems in the internship field. The seminars (with topics proposed by the students) addressed intervention modalities and established a forum for the problematization of daily practice.

**Conclusion / Contribution to the practice/evidence base of occupational therapy:**

Emphasis on problematization allowed the active and critical participation of the students in the course as well as a broadening of initiative, willingness to learn and openness to change.