

Formando Terapeutas Ocupacionales. Metodología de acompañamiento reflexivo a las prácticas profesionales.

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This work systematizes, reflexive practice as a key element in developing the reasoning clinics and professional identity in the last stage of training of undergraduate students at Escola Universitaria TO de la Creu Roja, Barcelona and its imminent entry into employment.

This systematization is carried out during the practices of third grade students within the group tutoring sessions for the follow-up. There were three stages: 2005 / 6: ethnographic record; 2006 / 7: systematization and application of each session and subsequent review and 2007 / 8: Implementation of guidance by the teacher researcher and external teacher.

The objective was to design a system for monitoring and evaluation of practices for teachers and tutors of practice. As a guide for students. However, in this process, it was possible to make visible a number of key elements for the attainment of the professional role, which hitherto had not been obvious and bring new horizons for the teaching of studies of TO.

The performance of two treatment plans supported with one's own reasoning TO, are the appropriate means, through group sessions, tutoring, encourage reflection and learning, as part of their own experience. In turn, the relationship with other students allows them to build a knowledge based on real scenarios.

This type of learning is important to respond to the complex practice of cough in Catalonia: given the high volume of users, small and poorly defined areas for intervention, associated with little recognition of the discipline by health teams.

This methodology allows to accompany students on responses from occupation to the particular needs of the people who conduct their practices. In turn, stress the importance of reflective practice (Nolla, 2006; Schon, 1983) with the students and men in training in his last year at the center of the learning process, in order to confront the dilemmas of practice professional.