

Curriculum review: a path to enhance social responsiveness in Occupational Therapy education

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Introduction: Curriculum appraisal is a constant, active process that collaborates with education quality. Recently, the Occupational Therapy Program, at the Federal University of Paraná developed a new curriculum approach based on contextual reality, Brazilian policies and World Federation of Occupational Therapists position papers. The review focused on a process of curriculum change that values a reflective, critical and political professional reasoning. Objective: This paper describes the process used to delineate this curriculum and gives an overview of the new curriculum guidelines and structure. Method: Curriculum studies, regular academic meetings, group work and student meetings were conducted. Results: Three main themes were defined for the curriculum in response to both international and national patterns: ethics, justice and human rights; territoriality, development and sustainability, ethnic, racial and cultural diversity. Based on the National Curriculum Guidelines for occupational therapists, the curriculum structure was oriented on the required knowledge to develop skills, attitudes and values throughout the course program. The curriculum follows three core principles that guide the student path: theoretical basis and Occupational Therapy foundations, professional practice (methods, strategies and approaches) and knowledge production. Learning goals were also proposed for each semester to promote an overview of the evolving learning process and to facilitate a horizontal integration of curriculum content. This process entails contextualization, observation, reflection, comprehension, critical reasoning and practical application. Conclusion: It is expected to prepare graduates with technical, ethical and political reasoning towards different population and practice contexts, and to underline the commitment to fundamental rights, occupational and social justice.