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**Facilitating academic socialisation and literacy through an intervention programme: Reflections of an occupational therapy educator.**

Hanske Flieringa

*University of Cape Town, Cape Town, Western Cape, South Africa*

**Introduction:** First year students in the Department of Health and Rehabilitation Sciences in the Faculty of Health Sciences at the University of Cape Town have been afforded the opportunity to be placed in the Intervention Programme since 2009. This programme assists them in acquiring the foundational academic literacies necessary for successful participation in professional education. This extended curriculum programme is designed to address the gaps in the transition of first generation and underprepared students from high school to tertiary education. It exposes students to critical literacy skills through the mentoring and mediation process of teaching and learning whereafter they re-enter the standard curriculum.

**Method and Approach:** This qualitative reflective training draws on constructionist theory of learning to explain academic writing development within the programme. Academic literacy is a composite of the generic, transferable skills that are required of and developed by academic study. It entails knowledge of how academic discourse is structured, presented and reproduced. Annually, between five and ten occupational therapy students are admitted into the programme.

**Findings:** A number of students have successfully improved their academic literacy in terms of their writing skills. Weekly writing activities introduces students to effective academic writing techniques, strategies and styles required for academic success.

**Conclusion:** Participation in the programme provides students with skills in communication, critical thinking, independent learning and respect for the work effort of self and others. The strategies utilized within the programme facilitate academic literacy and increase students' potential.