

1317

Educating Occupational Therapists TO BE global citizens AND occupationally-just practitioners: An evidence informed conversation.

Shinead Borkovic, Tracy Fortune, Anoo Bhojti
La Trobe University, Melbourne, Australia

Introduction: Higher education plays a critical role in producing society's leaders, including graduates motivated to address social inequality and injustice. Occupational therapy programs are increasingly required to educate for capabilities such as global citizenship (GC). However the aim of global citizenship education is highly contested. Is it to produce globally employable occupational therapists or graduates with knowledge, disposition and skills to address social injustice issues globally, and/or locally? While there seems to be a goodness-of-fit with the idea of GC and occupationally-just practice, how should educators proceed in helping prepare occupational therapists to become ethical and responsible global citizens?

Objectives:

- Present and discuss concepts derived from a systematic review of GC education, in light of an occupational perspective of health and justice.
- Provide a forum for members of the profession to share views on how we might prepare and support occupational therapy graduates to develop, adopt and enact a social justice mindset.

Approach: A long oral presentation, drawing from systematic review findings, with a significant conversational component.

Practical Implications: Addressing issues of local and global occupational injustice may be enhanced through education that prioritises dispositions and capabilities for becoming a global citizen. A conversation on how such capabilities are developed and achieved in occupational therapy education is an important first step.

Conclusion: Occupationally-just practice and GC are mutually compatible foci for occupational therapy education and practice development, with potential to contribute to the public good and impact in a future where diversity and global connectivity is the way forward.