

1415

Community development in an occupational therapy curriculum – Creating a logic model to conceptualize course design

Shu-Ping Chen, Michele Moon
University of Alberta, Edmonton, Alberta, Canada

Introduction: Occupational therapy (OT) has a unique lens of occupation through which we engage with community members in community development (CD) to improve their health and well-being.

Objectives: This presentation describes the development of a CD curriculum in a Canadian university's OT program. A logic model was used to conceptualize the course aimed at building student capacity to work with marginalized populations and communities, and highlighted the role of OT in CD.

Methods/Approaches: The curriculum design is based on a logic model that includes three components: (1) Inputs: academic-community partnerships, participatory pedagogy in developing a curriculum map to build student knowledge and skills in CD, and tools and processes used to support student learning; (2) Output/Activities: students developed and implemented a CD project with a community agency; (3) Outcomes: student learning outcomes were identified and evaluated based on Bloom's taxonomy; community outcomes were evaluated.

Results/Practice implication: We established academic-community partnerships with 21 community agencies. Students initiated 30 CD projects with marginalized populations. The projects utilized established CD strategies. Important CD components such as empowerment and sustainability were evidently applied in each project.

Conclusion: Using a Logic Model to plan, design, and evaluate a curriculum is an innovative approach to development of OT education. The logic model makes an explicit statement of the curriculum design and indicates precisely how each activity leads to desired student learning outcomes. This initiative demonstrates the application of CD approaches to enable social change at a macro level through increasing capacity in future OTs