Project-Based Learning and Community Development

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Community Development

Working with new competencies in the Netherlands

Paradigm shift in the Netherlands, change from medical model thinking to more social and citizenship model thinking

- ➤ Awareness of legislation concerning citizen participation
- ➤ Occupational therapy on the crossroad of social welfare and medical care
- ➤ Community based care versus community development

Empower to selfmanagement and participation

What does this mean for the students?

Another way of thinking:

➢ Student recognises occupational needs within vulnerable citizens and/or groups in community

➢ Awareness of bottom-up approach

➢ Students are facilitators and coaches to empower citizens to self-management

Consequences for teachers?

Parallel proces:

- ➢ Coaching role
- ➢ Empower students to selfmanagement
- ➢ Shift of thinking

Projects & PBL

Why community projects in Rotterdam?

➤ Life expectancy and experienced health conditions are lower than in the rest of the Netherlands

➤ Ageing population ---> growing demand for healthcare

➤ A shortage of healthcare workers asks for smart solutions to increase overall health level and create a social-economic strong city

Source: (www.GGDRijnmond.nl , Healthcare policy Rotterdam).

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Project-Based Learning (PBL)

➢ Innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century

➢ Students drive their own learning through inquiry, as well as work collaboratively to perform research and create projects that reflect their knowledge

➢ The project is guided by an inquiry question that drives the research and allows students to apply their acquired knowledge

➢ Student choice is a key element of this approach

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Project-Based Learning (PBL)

<u>Starts in second year</u>

Focus: more freedom for the student; ownership
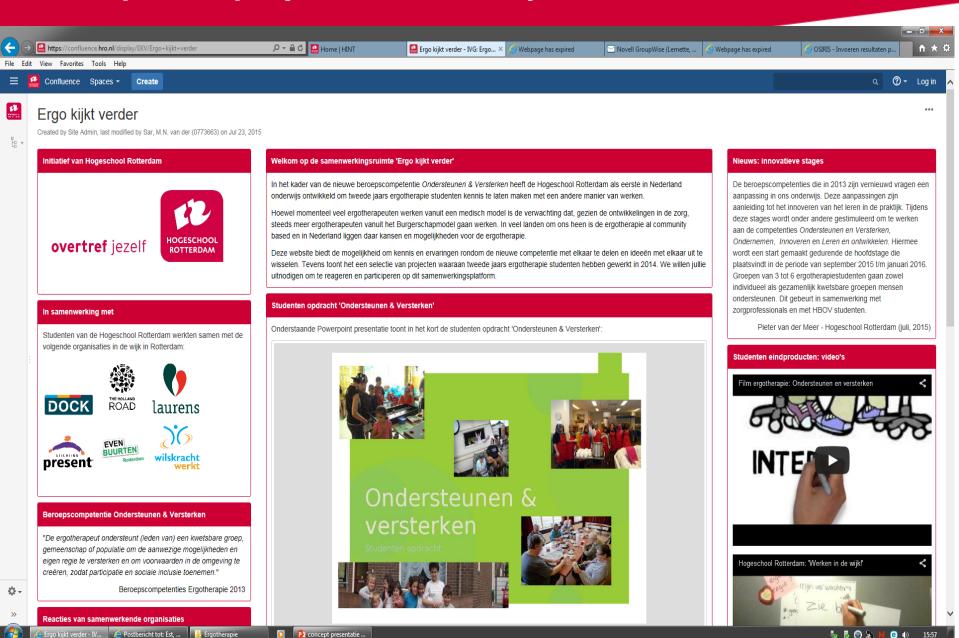- ➤ Means more uncertainty for both, students and teachers

How ?
- ➤ Volunteer work
- ➤ Professional product
- ➤ Frame of reference: citizenship model

Examples of projects in the 2nd year

Empowerment within *powerdistrict* of Rotterdam

Skill design in second year :

➢ In third semester each student will go to a primary schools for 4 hours a week

➢ On request of a teacher or internal supervisor the student will advise the teacher about a child with an occupational problem

Children's zone

Each District in Rotterdam Children's Zone of Rotterdam will be visited by a special **Districtteam,** who will also perform home visits to see the child.

The Rotterdam 'Children Zone' is based on Harlem Children Zone from New York.

Project-Based Learning

Third year

Focus on international perspective, professional development and entrepreneurship

➤ Learning from international developments
➤ (Community) Projects within the framework of community development to support and facilitate participation
➤ Selfmanagement students; find their own project

How?

➤ Contact with OT's over the world
➤ Professional product
➤ Contact with contracters

Start

Je leven is goed

Je krijgt vrienden en een relatie

Je gaat op jezelf wonen

Je vindt een baan

Arbeidsbegeleiding

Opbouwen van rollen

Aanleren van vaardigheden

Samen zoeken naar dagbesteding

Doelen worden samen opgesteld

Je krijgt een intakegesprek

De Levensweg

Je krijgt foute vrienden

Je gaat gebruiken

Je raakt geliefden kwijt

Je raakt je baan kwijt

Je raakt in de schulden

Je belandt op straat

Je stroomt door naar begeleid wonen

Je klopt aan bij de opvang

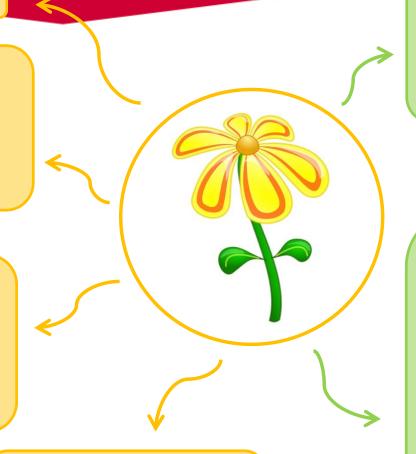Je krijgt begeleiding

STOP

De Ergotherapeut

Mijn visie

Interventies

- **Rehabilitatiebenadering (IRB)**
- **Critical Time Interventies (CTI)**
- **Community Based Rehabilitatie (CE**

Aanleren van vaardigheden

- **ADL**
- **(Financiële) administratie**
- **Planning**
- **Huishoudelijke taken**

ormatie en advies geven

- **Bij wonen, werk, vrije tijd**
- **Invulling dagbesteding**
- **Arbeidstrajectbegeleiding**
- **Aan vrijwilligers, medewerkers, omgeving**

Ervaringen uit het buitenland

- **Homeless Health Outreach Teams Nieuw Zeeland**
- **(F)ACT teams opgezet in Amerika (ook in Nederland)**
- **Coachen van vrijwilligers in een inloopcentrum voor dak- en thuislozen België**
- **ENOTHE en WOFT 2010, Occupational Therapy in the futur (rol voor ergotherapeut bij o.a. da en thuislozen)**

Herstellen van rollen

- **Contacten met ouders**
- **Contacten met kind(eren)**
- **Opbouwen sociaal netwerk**

Examples of projects third year

Set up cycle project for immigrants

Mobility scooter community project:

➢ development screening instrument and educational material

City council project:

➢ investigate existing organisational structures to improve participation for citizens

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Book of portraits; future dreams of young offenders who participated in a course for independent living

I just want a pink Subaru, that's all ..

I 've been through too many extreme incidents , just leave me alone. Let me be in antartica, there it will be peaceful…

Project-Based Learning

Fourth year:

Focus: graduation and professional development

➢ Minor

➢ Internship

➢ Thesis combined with the internship

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Skills needed

Mapping relevant resources and stakeholders (political and social)

➢ Students undertake initiatives to approach target groups in order to create and utilize opportunities

➢ Students have to negotiate with stakeholders and customers on an equivalent level

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Outcome

Learning responsibility, independence and discipline

➢ Motivation for the project is high
➢ Students are more focused and feel responsible for their project
➢ Students manage their own time and learning experiences
➢ Students learn to cope with complexity of society therefore they need the urge of collaboration , problem solving and communication skills

Pros	Cons
High motivation of students	Find a balance between the demands of Citizens within organisations/ community and educational frames
Authentic professional situations	Timemanegement; education is stretched out over a period of time where they have to learn and produce results.
Occupational Therapy ambassadors in community	Screening and monitoring the projects/ networks will cost time and good project management
Happy customers	Follow up community projects costs time and organisation for effective implementation
Students experience freedom and responsibility	
Students learn to create their professional network	

Challenges

➢ Support among the team

➢ Getting students out of their comfort zone

➢ Program need to connect with the studentprojects (on time)

➢ Review of education

Do you recognize this proces?

Which challenge do you face?

Questions???

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exceed expectations

Sources

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