Citizenship and professional development: Alternative perspectives to client-centred practice

ENOTHE Citizenship Project Group

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> ENOTHE Annual Meeting Ruse, Bulgaria 2015

Outline of workshop

 Brief presentation: Introduction to the group and its activities, to the article and to the focus of today's session

- Group activities: Exploring paradigms
- Discussion: Possibilities for education and practice

Aims

 To explore the paradigms underpinning education and practice

 To offer a space for reflection and debate around alternative views and their potential



2015
Presentation Tunisia
ENOTHE workshop
Book chapter
Scoping review

2014 ENOTHE Workshop Article

2014 WFOT Japan Workshop

2013/2015 ENOTHE Project group

2013 ENOTHE York Keynote and workshop

2012/13 ENOTHE
Exploring Citizenship
Statement and
questionnaires

Today

Article: Fransen, H., Pollard, N., Kantartzis, S. and Viana-Moldes, I. (2015). Participatory citizenship: critical perspectives on client-centred occupational therapy. Scandinavian Journal of Occupational Therapy. 2015; 22: 260–266

Issues raised:

- a critique of the paradigm underpinning clientcentred practice and an alternative view offered by the paradigm supporting citizenship
- the possibilities offered by a citizenship perspective to practice focused on development
- issues and questions such as the relationship of therapist and client in a shared world

Paradigms

Thomas Kuhn:

"the practices that define a scientific discipline at certain point in time."

Paradigms are discrete and culturally based.

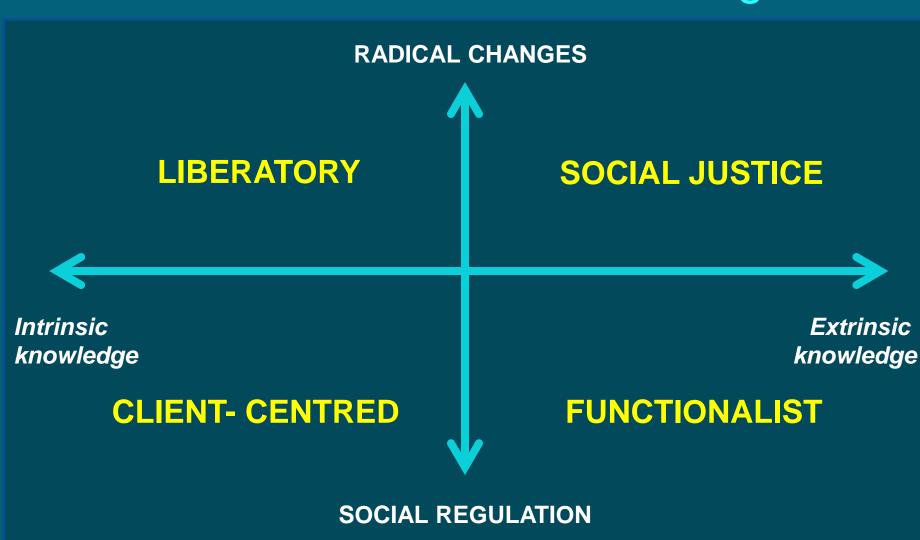
A paradigm dictates:

- What is studied and researched.
- The type of questions that are asked.
- The exact structure and nature of the questions
- How the results of any research are interpreted.

However

- Shifting paradigms and multiple paradigms
- Attention to paradigms are working within and potential for change
- Consider today where is your practice (as educator or therapist) located at present. How would looking with another paradigm alter that?

Dimensions of educational ideologies



From: Askew, S & Carnell, E. 1998. Transforming learning: Individual and Global Change. London: Continuum

Group work

Large paper with continuums and quadrants

Small cards with key elements of each model.
 Task of group to place cards in appropriate quadrant

Cards

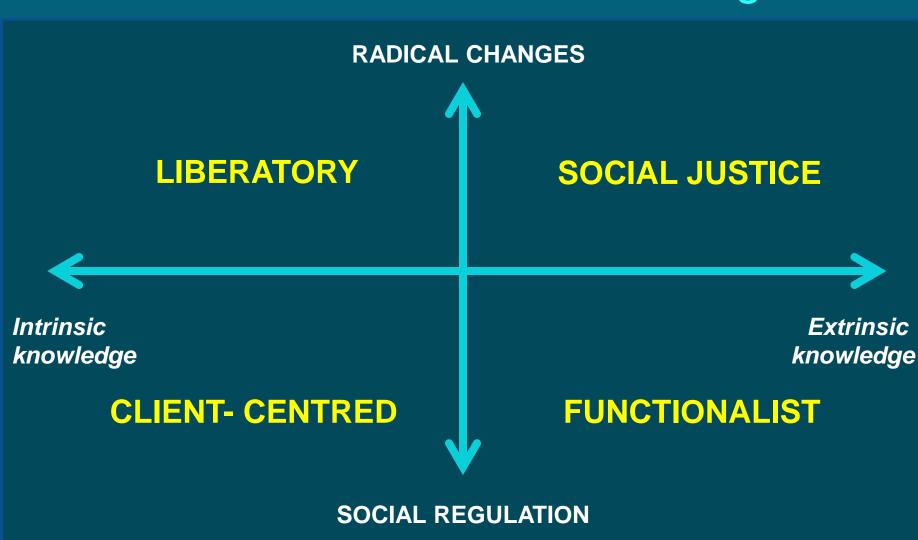
LEARNER VIEW TEACHER ROLE LEARNER ROLE

CURRICULUM

METHODS

LEARNING TO CHANGE

Dimensions of educational ideologies



From: Askew, S & Carnell, E. 1998. Transforming learning: Individual and Global Change. London: Continuum

Radical change

Liberatory

- bringing about individual change as a prerequisite for change in society
- facilitating interpersonal relationships
- curriculum based on developing skills of self-reflection and analysis of experiences, particularly relating to inequality

Intrinsic knowledge

Client-centred

- developing individual potential
- developing commitment to social and cultural norms through shared understanding of social values
- curriculum based on perceived needs and ability level of the individual

Social justice

- encouraging responsibility for changing society
- teaching based on radical analysis of social injustice in society
- curriculum based on developing skills of critical analysis and social awareness

Extrinsic knowledge

Functionalist

- imparting objective knowledge and skills which are useful and practically applicable in society
- reinforcing social and cultural norms through training and instruction
- curriculum based either on perceived needs of economy and society or on perceptions of worthwhile' knowledge

Social regulation

Consider in small groups

 One area of your practice as an educator or a therapist

 How would changing your ideology or underpinning paradigm shape development in your practice?

Bring two key elements to the large group

Final remarks



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