

*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 client-centred 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.

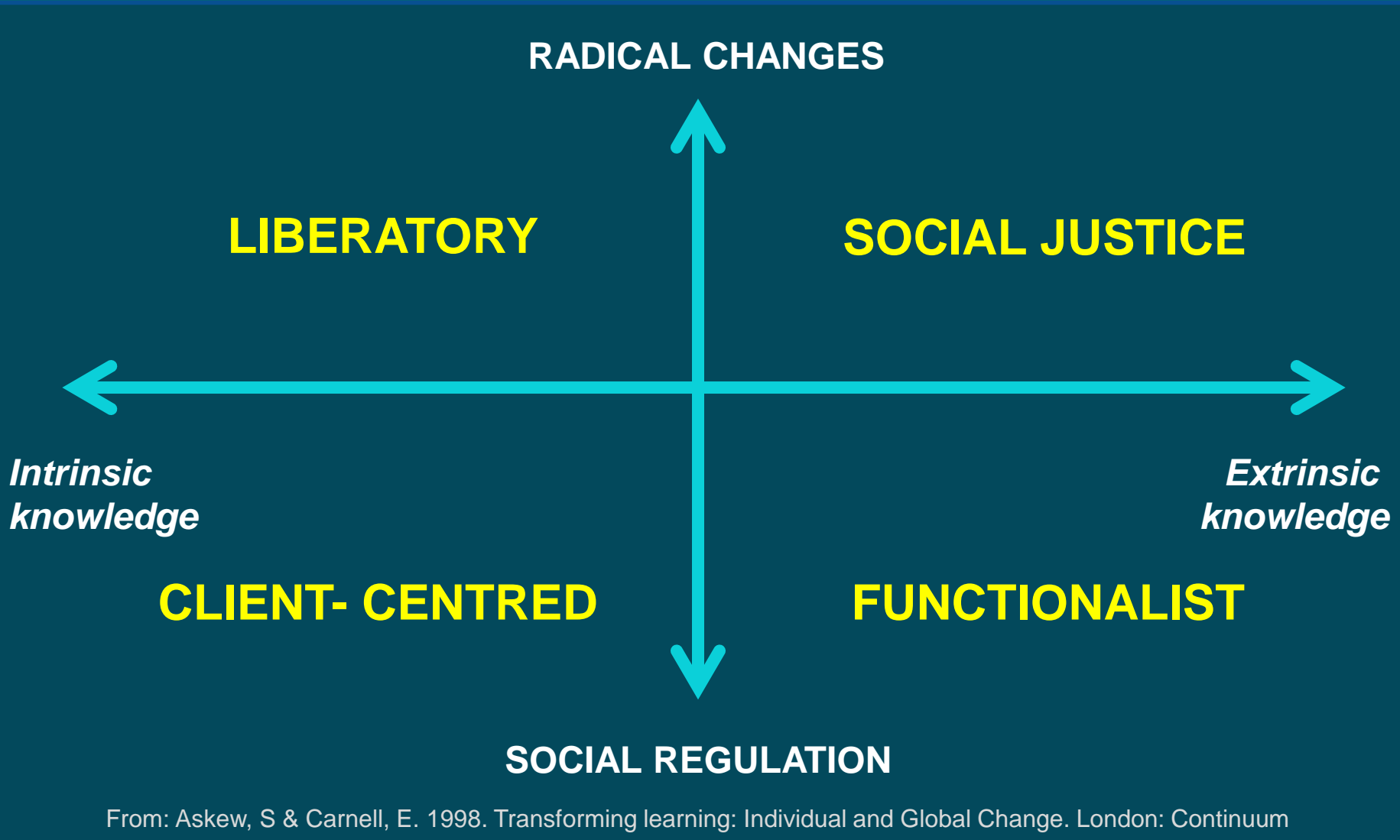
A paradigm dictates:

- 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



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**

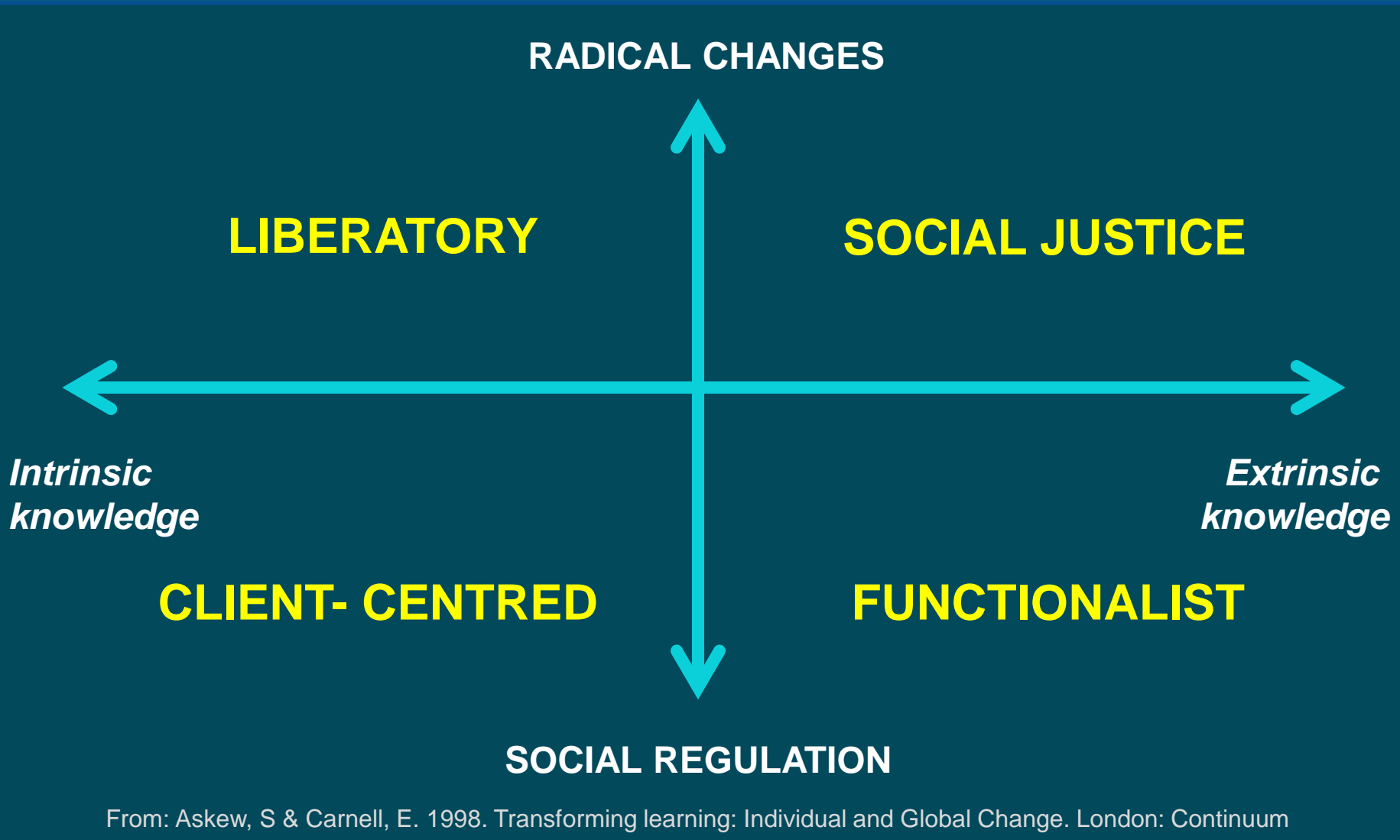
**LEARNER
ROLE**

CURRICULUM

METHODS

**LEARNING
TO CHANGE**

Dimensions of educational ideologies



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

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

Intrinsic knowledge

Extrinsic 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

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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THANKS

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