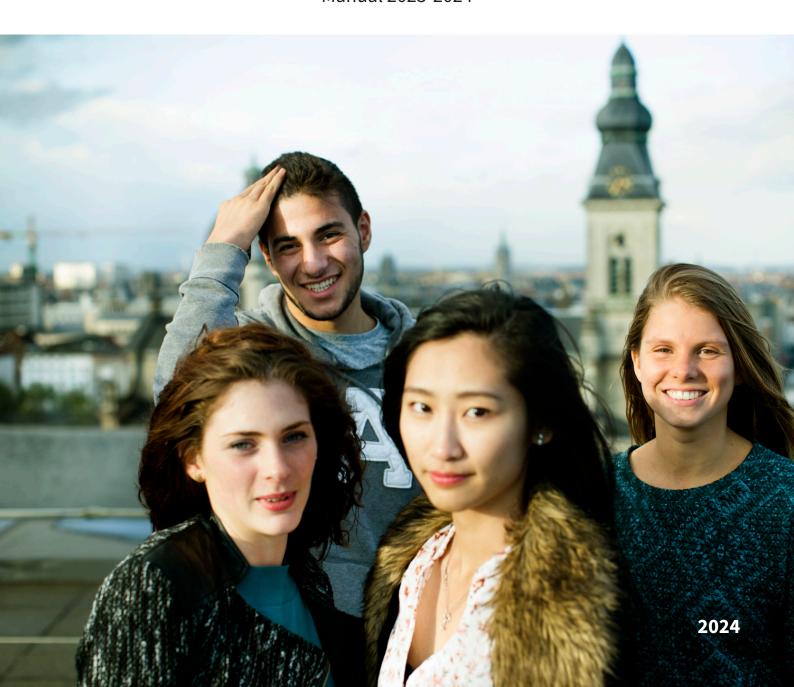# a:artevelde
university of applied sciences

Social Transformation and Occupational Therapy
Ghent - Belgium - Nov/Dec 2024

Blended Intensive Program
Manual 2023-2024

2024

GRAVENSTEEN
ZUIDPARK
TIERENTEYN
FLORALIEN
STROPKE
MYSTIC LAMB
VEGGIEDAY
TERMONT

OVERPOORT
TOURISM
LEIE
ODEGAND
SHOPPING & STROLLING
GHENT FESTIVITIES
VINTAGE
UNIVERSITY
WATERZOOI
SMAK
CONCERTS & SHOWS

GHENT
GRUUT
CUBERDON

JAZZ IN THE PARK
ARTEVELDE
KORENARKT
VOORUIT
BELFRY
CHARLES QUINT
GUILD HOUSES
MARC SLEEN
CATHEDRAL
PATERSHOL
BIJLOKE

This module is the result of an intensive cooperation between three universities:

Helsinki
Metropolia
University of Applied Sciences

FH CAMPUS WIEN

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1 - DESCRIPTION OF THE PROGRAMME AND THE AREAS OF STUDIES

Social transformation and occupational therapy
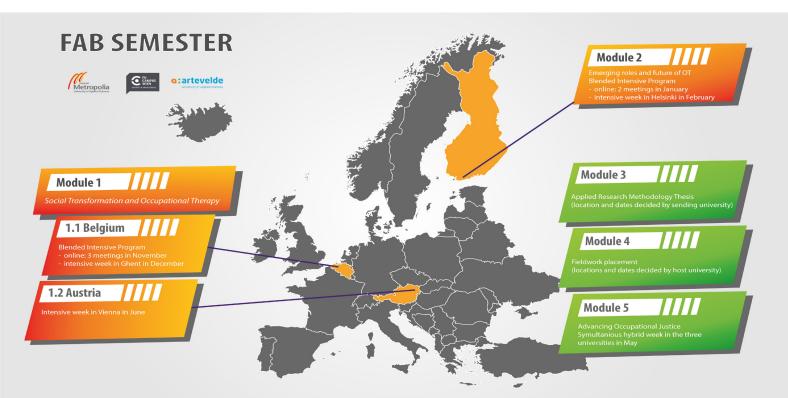
Welcome

On behalf of the teacher team, we would like to welcome you to the Blended Intensive Pro-gramme Module: Occupational Therapy and Urban Transformation in Ghent, Belgium.

The opportunity of studying together with students from different countries in English is unique. We are proud to offer you this chance to participate in such an innovative and exciting project. Combining our joint goals of increasing internationalisation abroad and at home, we hope you will experience an inspirational as well as educational journey. Welcome!

This module is the first module of the FAB joint degree programme (Finland-Austria-Belgium). Students from mentioned cooperating universities of the programme can apply for the whole semester programme, by that students can achieve a double degree.
In addition, individual students not subscribed to the full FAB semester can opt for attending one specific module as an internationalisation@home or even using an Erasmus+ Blended Intensive Programme (BIP) funding. More information about BIP can be found here: https://civis.eu/en/blended-intensive-programmes or at the international office of your local university.

Introduction on the FAB-concept

The FAB semester is an unique format, in which three universities of applied sciences coope-rate and offer a 30-ECTS semester programme for bachelor occupational therapy students. FAB is an acronym formed by the letters of the three hosting countries of the programme, being Finland Austria and Belgium. The programme contains 6 modules organised between December and June, for which the hosting university is different depending on the module and the students program as show below.

FAB SEMESTER

Module 2
Emerging roles and future of OT
Blended Intensive Program
- online: 2 meetings in January
- intensive week in Helsinki in February

Module 1
Social Transformation and Occupational Therapy

1.1 Belgium
Blended Intensive Program
- online: 3 meetings in November
- intensive week in Ghent in December

1.2 Austria
Intensive week in Vienna in June

Module 3
Applied Research Methodology Thesis
(location and dates decided by sending university)

Module 4
Fieldwork placement
(locations and dates decided by host university)

Module 5
Advancing Occupational Justice
Symultanious hybrid week in the three
universities in May

Introduction on Social Transformation and Occupational Therapy ^{BIP}

The focus of this programme lies on both the changes in the urban environment and on the consequences, it has on social transformation. Within the programme we analyse this complexity of all these societal changes from an occupational-based perspective. The programme of this week is organised in Ghent, Belgium and includes a hands-on experience in different parts of the city.
In preparation of this hands-on week in Ghent, four online meetings are being held. Because of unforeseen changes, the module manual might diverge from the actual course.

Format of the programme

Ghent is the second largest city in Flanders, Belgium and offers industrialised urban environment combined with UNESCO World Heritages Sites, medieval structures and modern architecture. There are over 150 different nationalities living in Ghent as well as about 75.000 students. This course includes a hands-on experience in different parts of the city, discovering the true identity and development of the city and its transformation through time, its effect on human occupation, ….

A month before the programme, you will receive an invitation to join our online teaching platform: Microsoft Teams: 'Social Transformation and Occupational Therapy'. You will have to familiarise yourself with how it works and get to know your teachers and fellow students, virtually at least.

The module consists of two parts.
Part 1: **Online part**: previous to the face-to-face programme in Ghent, there are different assignments through online meetings. The online part aims to create a 'community' with all participants in this project and set the scene for the week in Ghent. A core element in the preparatory assignments is to explore the key concepts needed to work in the community project in Ghent. A second important part is to start from our own living environment and socio-ecosystem.
Workload: 8h online + 16h individual work

Part 2: **Intensive Programme Local in Ghent**: The face-to-face part starts on Monday morning and closes Friday evening. The programme includes introduction workshops and hands-on explorative work in different areas of Ghent to explore the different socio-eco systems. The Intensive Programme closes with presentations in the actual environment.
Workload: 50h face-to-face project work

The method used: urban exploration

'URBAN EXPLORATION' is a three-day experience-based and explorative method around urban development in different parts of a city. With the aim of 'putting theory into practice ', topics such as diversity, intercultural dynamics, social cohesion, social capital, gentrification, urban development etc will be analysed.

The general aims of this assignment are:
- to link and analyse theory and practice on urban development and intercultural diversity
- to enhance the participation of each student in this process and to optimise active participation and student creativity
- create opportunities for face-to-face contacts with inhabitants and representatives of local initiatives
- to offer opportunities to discover less "touristy" parts of the city

The method has different components

Introduction to the city and the different areas (neighbourhoods) by means of a lecture and a guided tour. Students receive more detailed information on one specific neighbourhood. This information contains a 'survival kit', e.g. a map of the neighbourhood, contact information for places of interest, articles and figures about the area and contact information of a 'tutor'. Tutors will guide the process and assess the product of the city exploration. After the introduction, students are expected to **explore** the neighbourhood over a period of two days.

The process and the product of this exploration are of equal importance. With respect to the **process**, students need on a daily basis to share and discuss the information gained with each other and their tutor. Tutors give feedback and offer suggestions for the remaining parts of the exploration. Students are expected to challenge each other by sharing perspectives, observations and expectations. The **product** of their research is a presentation of the neighbourhood for other students and to present their findings on the dynamics related to urban development. The experience of different parts of the city confronts them with the disparities between the different areas and as such the diversity that may exist within one city.

After the visit, a **peer evaluation session** is organised based on the experience of the neighbourhood walks. The students are encouraged to give feedback on their neighbourhood walk, leading to a shared responsibility of students and tutors for their project.

 The final part of the field visits consists of a **plenary debate** on interculturality and diversity within an urban context. The topic of debate par excellence is a comparative study of differences between the local neighbourhoods and the student's homeland or hometown. While this is enlightening, it inevitably raises a new series of questions.

A deep exploration may provide a treasure of information about a neighbourhood; however, this may only be one step in the direction of an increased understanding of intercultural dynamic and diversity. In such a way, it is essential to stimulate a permanent critical attitude towards intercultural diversity.

Learning outcomes

The students will experience a section of society and participate in different cultural settings. During this first module students will

- be able to compare cultural settings between participating countries
- know evidence-based key concepts on social transformation from an occupation-based perspective
- experience hyper diversity
- identify challenges concerning (re-)inclusion and exclusion in society
- recognise the concept of participation in a community
- recognise the concept of social transformation through occupation

Students will also

- get to know each other and the participating staff
- be introduced into different digital tools and digital platform
- Learn about different international perspectives on the profession of Occupational Therapy
- Getting acquainted with cultural differences in teamwork and community approach

Description or content themes: key concepts

The course is based on the knowledge central key concepts. During the online part of the course, general key concepts will be introduced. During the Intensive Programme in Ghent, the mentioned key concepts will be explored in depth and used as a framework to further explore the urban environment. More key concepts will be introduced and linked to during the week, and may include:
- Socio-ecosystem
- Urban and social transformation
- Social change
- Sustainable Development Goals (SDGs)Multi-faith
- Social Capital
- Community development
- Gentrification
- Inclusive Design
- Occupational justice
- Social transformation through occupation
- Occupational consciousness and social transformation
- …

Assessment

This module contains implementing (new) theories into practice, cooperate with others from different cultures and countries. The student will be assessed using feedback sessions. All students are expected to exchange feedback actively with their fellow students and tutors. Assessments will therefore contain peer-feedback, project group feedback and tutor-feedback.

All grades given will be in the ECTS grading scale, as seen below.

	ECTS grade	Definition	% Students
ASSESSMENT – TABLE OF COMMON GRADING			
A	Excellent	Outstanding performance with only minor errors	10%
B	Very good	Above the average standard with some errors	25%
C	Good	Generally sound work with a number of notable errors	30%
D	Satisfactory	Fair but with significant shortcomings	25%
E	Sufficient	Performance meets minimum criteria	10%
F	Fail	Some more work required before credit can be awarded	<
FX	Fail	Considerable further work is required	<

International teacher team

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Mike Jarrey
Hanne Pinsart
Filip Dejonckheere

Guest lecturers from partner universities

2 - OUTLINE OF THE PROGRAMME

Module Social Transformation and Occupational Therapy contains four online events and one week hosted in Ghent, Belgium. All components are linked to the central theme of how social transformation influences human occupation.
Starting in November, the mentioned four online events will be held each taking up to two hours. Every one of these meetings contain a preparatory assignment for all participating students, as well as online cooperation in small international teams, lectures, etcetera.

Outline November – online

November 12, 18:00-20:00 CET - Kick-off

Preparatory assignment
For this meeting every individual student will have to introduce themself in a creative way.

Central topics of this meeting
Creating a community, general information about the program and topics.

November 19, 18:00-20:00 CET

Preparatory assignment
For this meeting students from each country present "What is Occupational Therapy in my country" by using the Pecha Kucha 20x20 format. Students will have to organise themselves to cooperate and prepare this.

The PechaKucha 20x20 presentation format is a slide show of 20 images, each auto-advancing after 20 seconds. It's non-stop and you've got 400 seconds to tell your story, with visuals guiding the way. PechaKucha was created in Japan in 2003 by renowned architects, Astrid Klein and Mark Dytham. The word "PechaKucha" is Japanese for "chit chat."

More information about how to create a PechaKucha can be found here:
https://www.pechakucha.com

Central topics of this meeting
Occupational therapy in different countries, social transformation, social ecosystems and the impact on human occupation

November 26, 18:00-20:00 CET

Preparatory assignment
Each individual student researches on their own (social) ecosystem, using the theories given in the previous online meeting. This research will contain both desk research as well as fieldwork. Each individual student has to be able to tell, show, explain, share, … their own (social) ecosystem to others during this meeting.

Central topics of this meeting
Social transformation and various (social) ecosystems in small international alliances
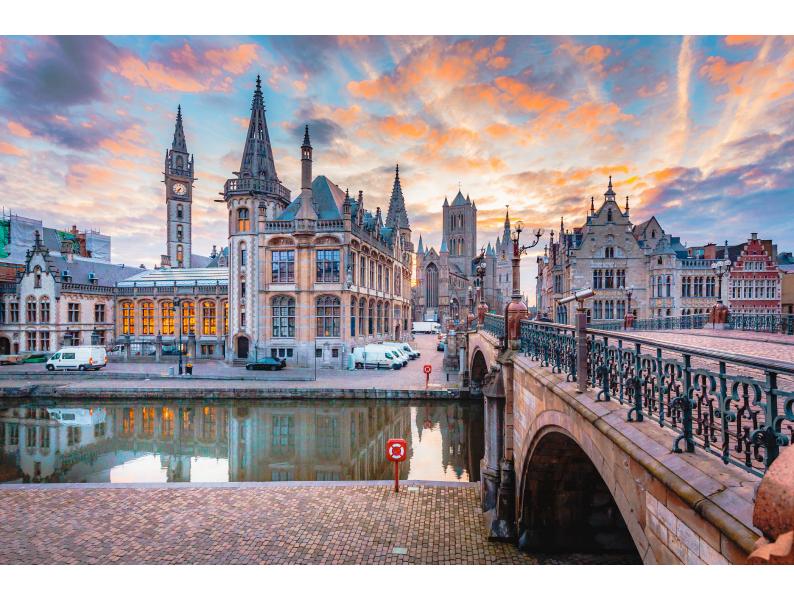
December 3, 18:00-20:00 CET - Wrap up

Preparatory assignment
Every international student-group presents their "common ecosystem" in a maximum of 15 minutes.

Central topics of this meeting
International alliances, occupational therapy and "common ecosystems" presentations.

Outline December
Local in the city of Ghent, Belgium

Monday 9th of December 2024

Artevelde Campus Kantienberg
(Check the digital platform for the specific classroom and timetable)

Welcome to Ghent & opening of the course
Acquaintance of participants
Cultural framework

Lunch together at campus Kantienberg

Site visit

Visit: The story of Ghent: Digi-expo
STAM - Stadsmuseum Gent
Bijlokesite
Godshuizenlaan 2 - 9000 Gent

Tour in Ghent
Local students take all students on an explorative tour in Ghent

Tuesday, 10th of December 2024

Artevelde Campus Kantienberg
(Check the digital platform for the specific classroom and timetable)

Framework – key concepts for urban exploration
Your "common ecosystem" and the key concepts
Bring your own device!

Introduction of the methodology: participatory fieldwork

Districts in Ghent

Urban exploration: participatory fieldwork + coaching
You will meet with your tutors who introduce you and your group to a specific area in Ghent for urban exploration. This area has been chosen for you and will be the area of your urban exploration work.

Wednesday, 11th of December 2024

Districts
in Ghent

Urban exploration
Meeting with 'Key persons' in the district, site visits related to the community
All teams work in their specific district.
Tutor moment: Invite your tutor for lunch in the district.

Thursday, 12th of December 2024

Districts
in Ghent

Urban exploration
All teams work in their specific district
Tutor moment: Invite your tutor for a drink in the district
All teams prepare their presentation project

Friday, 13th of December 2024

(Schedule and locations to be announced on the digital platform)

Group presentations
Lunch in a community restaurant.

(location and time to be announced on the digital platform)

Group presentations
Plenary debate
End-of-the-week-event

3 - KEYCONCEPTS

FAB Keyconcepts

Sustainable Development Goals (SDGs)

From 2016 to 2030, the global community will focus its attention on achieving the 17 Sustainable Development Goals (SDGs) agreed by 193 United Nations (UN) Member States (1). Goal 3 – the "health goal" – of the SDGs includes 13 targets on ensuring healthy lives and promoting well-being for all at all ages. This goal vastly extends the ambitions of the Millennium Development Goals (MDGs) by including targets on maternal and child health, infectious diseases, noncommunicable diseases (NCDs), universal health coverage(UHC) and environmental health. Goal 11 – the "city goal" – consists of 10 targets that aim to make cities inclusive, safe, resilient and sustainable. These 10 targets include a variety of critical issues such as housing, transport, economy and environment that strengthen the physical and social fabric of a city.

WHO – Global Report on Urban Health : http://www.who.int/kobe_centre/measuring/urban-global-report/2016/en/

Social Capital

Social capital is about the value of social networks, bonding similar people and bridging between diverse people, with norms of reciprocity (Dekker and Uslaner 2001 ; Uslaner 2001).

The World Bank: 'Social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions… Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together' (The World Bank 1999).

Whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. In that sense social capital is closely related to what some have called "civic virtue." The difference is that "social capital" calls attention to the fact that civic virtue is most powerful when embedded in a sense network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital. (Putnam 2000: 19)

Michael Woolcock, a social scientist with the World Bank (and Harvard) has helpfully argued that many of the key contributions prior to Bowling Alone failed to make a proper distinction between different types of social capital. He distinguished between: Bonding social capital which denotes ties between people in similar situations, such as immediate family, close friends and neighbours. Bridging social capital, which encompasses more distant ties of like persons, such as loose friendships and workmates. Linking social capital, which reaches out to unlike people in dissimilar situations, such as those who are entirely outside of the community, thus enabling members to leverage a far wider range of resources than are available in the community. (Woolcock 2001: 13-4)

http://infed.org/mobi/social-capital/

Dekker, Paul, and Eric M. Uslaner. 2001. 'Introduction.' Pp. 1 – 8 in Social Capital and Participation in Everyday Life, edited by Eric M. Uslaner. London: Routledge.

Uslaner, Eric M. 2001. "Volunteering and social capital: how trust and religion shape civic participation in the United States." Pp. 104 – 117 in Social Capital and Participation in Everyday Life, edited by Eric M. Uslaner. London: Routledge.
 https://www.socialcapitalresearch.com/literature/definition.html

Community development

Community development is a process where community members are supported by agencies to identify and take collective action on issues which are important to them. Community development empowers community members and creates stronger and more connected communities.

Community development is a holistic approach grounded in principles of empowerment, human rights, inclusion, social justice, self-determination and collective action (Kenny, 2007). Community development considers community members to be experts in their lives and communities, and values community knowledge and wisdom. Community development programs are led by community members at every stage - from deciding on issues to selecting and implementing actions, and evaluation. Community development has an explicit focus on the redistribution of power to address the causes of inequality and disadvantage.

What is community development?
CFCA Resource Sheet— January 2017 https://aifs.gov.au/cfca/publications/what-community-development

Community development was seen as emphasizing self-help, mutual support, the building up of neighborhood integration, the development of neighborhood capacities for problem-solving and self-representation, and the promotion of collective action to bring a community's preferences to the attention of political decision-makers.

http://infed.org/mobi/what-is-community-development/

Gentrification

Gentrification is a process of renovation of deteriorated urban neighborhoods by means of the influx of more affluent residents.[1][2]This is a common and controversial topic in politics and urban planning. Conversations surrounding gentrification have evolved, as many in the social-scientific community have questioned the negative connotations associated with the word gentrification.
One example is that gentrification can lead to more displacement for lower-income families in gentrifying neighbourhoods; however, every neighbourhood faces unique challenges and reasons for displacement vary. Generally, gentrification is considered to improve the neighbourhood for the people moving into the area.[3][4][5][6][7][8]
"Gentrification". Dictionary.com.

1. Jump up to: a b c d Lees, Loretta, Tom Slater, and Elvin K. Wyly. Gentrification. New York: Routledge/Taylor & Francis Group, 2008. Print. Defines gentrification as "the transformation of a working-class or vacant area of the central city to a middle class residential and/or commercial use".
2. Jump up ^ Freeman, L. (2005). Displacement or Succession? Residential Mobility in Gentrifying Neighborhoods. Urban Affairs Review, 40(4), 463-491.
3. Jump up to: a b Jacob L. Vigdor; Douglas S. Massey; Alice M. Rivlin (2002). "Does Gentrification Harm the Poor? [with Comments]". Brookings-Wharton Papers on Urban Affairs. Brookings Institution Press. pp. 133–182.
4. Jump up ^ Lance Freeman & Frank Braconi (2004) Gentrification and Displacement New York City in the 1990s, Journal of the American Planning Association
5. Jump up to: a b c Buntin, John (14 January 2015). "The gentrification myth: It's rare and not as bad for the poor as people think". Slate.com. Retrieved 2017-04-02.
6. Jump up to: a b Richard Florida (8 September 2015). "The Complex Relationship Between Gentrification and Displacement". CityLab.com. Retrieved 2017-04-02.
7. Jump up to: a b Janelle Vandergrift. "Gentrification and Displacement" (PDF). Calvin.edu. Retrieved 2017-04-02.

Inclusive Design

Defined in 2000 by the UK Government as "products, services and environments that include the needs of the widest number of consumers". It has a history stretching back to the social ideals in Europe that materialised after World War II. These include healthcare and housing for everyone. Inclusive Design is used within Europe and goes beyond older and disabled people to focus on other excluded groups to deliver mainstream solutions.

This term originated in the USA and is now adopted by Japan and the Pacific Rim. It started with a strong focus on disability and the built environment. Driven by the large number of disabled Vietnam War veterans, it was modelled on the Civil Rights Movement that promised "full and equal enjoyment … of goods and services". It has been a driving force in establishing American legislation regarding older and disabled people.

Occupational justice

The concept of occupational justice is grounded in the belief that humans are occupational beings. Humans participate as interdependent, active agents in culturally defined occupations that determine their health and quality of life. From this perspective, humans' occupations are more than what the marketplace defines as work. The concept of occupational justice juxtaposes moral, ethical and political ideas of justice on occupation. A focus on occupational justice means that we look at diverse occupational needs, strengths and potential of individuals and groups, while at the same time considering issues of rights, fairness, empowerment and enablement of occupational opportunities.
Occupational justice offers a new lens for looking at and acting on local and world struggles from an occupational perspective. That is, considering these struggles from the standpoint of what meaningful and purposeful occupations (tasks and activities) people want to do, need to do and can do considering their personal and situational circumstances.

Christiansen, C.H. & Townsend, E.A.(Eds). Introduction to Occupation-The Art and Science of Living.
Upper Saddle River, NJ: Pearson 2010.(pg. 330-331)

Transformation through occupation

Transformation is a process of change. For instance, democracy transforms hierarchical power into horizontal power in which there is collaboration and partnership. Visions of hope and possibility, of what ought to be, or what might be, can propel us to think and act in ways that transform everyday experience. Emancipation is a process of transforming what we do every day so that there are opportunities for living for everyone, regardless of ability or other differences.

Although calls to celebrate difference are often associated with post-modernism, democracy and fair opportunity grow out of a common ethical commitment to equity; the drive to satisfy individual difference and individual rights is tempered by universalizing ideas about the importance of creating fair communities which recognize that all people are unique, worthy, active agents. The transformative potential in occupation lies in recognizing that occupation is an active process through which people both experience and organize power. The problem is that social organization determines the actual possibility of transformation towards visionary ideas such as democracy and fair opportunity.

If we are to discover the transformative potential in occupation, we might (ought) to begin by becoming conscious of the active processes of learning, organizing time and space, discovering meaning, and making choices through occupation. Personal and social transformation lie in consciously using occupation both for the practical processes of personal growth and interpersonal interaction, and for the emancipatory processes of equity and justice.

Townsend E, (1997) Occupation: Potential for Personal and Social Transformation Journal of Occupational Science: Australia 4 1 18-26.

Occupational consciousness and social transformation

Occupational consciousness refers to ongoing awareness of the dynamics of hegemony and recognition that dominant practices are sustained through what people do every day, with implications for personal and collective health.

Occupational consciousness provides a language through which people can describe how their individual and collective everyday doing can resist and challenge hegemonic practices that sustain all forms of unequal power relations

Related concepts

Health

What is the WHO definition of health? Health is a state of **complete physical, mental and social well-being** and not merely the absence of disease or infirmity.

The bibliographic citation for this definition is: Preamble to the Constitution of WHO as adopted by the International Health Conference, New York, 19 June - 22 July 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of WHO, no. 2, p. 100) and entered into force on 7 April 1948. The definition has not been amended since 1948.

Diversity

Presence or coexistence of a number of specific socio-economic, socio-demographic, ethnic and cultural groups within a certain spatial entity, such as a city or a neighbourhood.
About DIVERCITIES – Creating social cohesion, social mobility and economic performance in today's hyper-diversified cities. Utrecht University - Faculty of Geosciences

Utrecht University - Faculty of Geosciences https://www.urbandivercities.eu/about-divercities/

Culture

Culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.

UNESCO, 2001 Universal Declaration on Cultural Diversity

Cultural diversity

In 2001, UNESCO adopted the Universal Declaration on Cultural Diversity and in December 2002, the UN General Assembly declared May 21 to be the World Day for Cultural Diversity for Dialogue and Development.

The day provides us with an opportunity to deepen our understanding of the values of cultural diversity and to advance the four goals of the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions adopted on 20 October 2005:

1. Support sustainable systems of governance for culture
2. Achieve a balanced flow of cultural goods and services and increase mobility of artists and cultural professionals
3. Integrate culture in sustainable development frameworks
4. Promote human rights and fundamental freedoms

For more information, videos, and resources, go to http://www.un.org/en/events/culturaldiversityday/
WFOT: http://www.wfot.org/NewsEvents/tabid/120/newsid480/1636/Default.aspx

Hyper-diversity

Hyper-diversity refers to an intense diversification of the population, not only in socio-economic, social and ethnic terms, but also with respect to lifestyles, attitudes and activities.

About DIVERCITIES – Creating social cohesion, social mobility and economic performance in today's hyper-diversified cities. Utrecht University - Faculty of Geosciences https://www.urbandivercities.eu/about-divercities/

Social mobility

The possibility for individuals or groups to move upwards or downwards in society, for example with respect to jobs and income (and status and power).

About DIVERCITIES – Creating social cohesion, social mobility and economic performance in today's hyper-diversified cities. Utrecht University - Faculty of Geosciences https://www.urbandivercities.eu/about-divercities/

Design For All

Closely related to Inclusive Design, Design for All started by looking at barrier-free accessibility for people with disabilities but has become a strategy for mainstream, inclusive solutions. As highlighted by the European Commission, it is about ensuring that environments, products, services and interfaces work for people of all ages and abilities in different situations and under various circumstances. This term is used in continental Europe and Scandinavia. There are other terms that are sometimes used with varying relevance to Inclusive Design. A few include Co-design, People-centred Design, User-focused Design and Transgenerational Design.

Please see the Glossary for further information.
http://www.inclusivedesign.no/practical-tools/definitions-article56-127.html

the FAB-semester is a joint program for occupational therapy students
by three cooperating universities of applied sciences

"social transformation and occupational therapy" is hosted by
Artevelde University of Applied Sciences, Ghent, Belgium