

El proceso de ser Terapeuta Ocupacional: metodologías educativas innovadoras desde un análisis ontológico-histórico. The process of being Occupational Therapist: innovative educational methodologies from ontological-historical analysis.

DMF Olivares¹, JS Carrasco¹, DN Vidal², RA Morrison³

¹Universidad Austral de Chile, Region de Los Rios, Chile, ²Complejo Penitenciario Valdivia, Region de Los Rios, Chile, ³Comunidad Terapeutica Alianza del Sur, Region de Los Rios, Chile

As of the process of Occupational Therapist education started in 2004 at Universidad Austral de Chile has emerged a reflexion on the implications of becoming a professional in this discipline. Thus we wonder on being, doing, thinking, knowing and feeling of an Occupational Therapist. This process raises the question of ontological assumptions that have been present throughout history of our discipline and its relationships with different educational methodologies used.

The aim is to establish the relationship between different educational methodologies used in the training of Occupational Therapist and ontological assumptions of the discipline through history.

In this essay we have worked two faculties and two graduated of this program. On the revision of the educational process during the construction of the curriculum, we propose the initial conceptions about how it should be an Occupational Therapist. Then we describe the main bases on which are founded innovative educational methodologies and their relationship to contemporary practice of the profession.

Subsequently there is a historical account of the ontological assumptions of the discipline, its epistemological implications and their relationship with different strategies of teaching-learning to undergraduates programs.

As a result we establish that there is a relationship between the ontological assumptions of the contemporary practice of Occupational Therapy, innovative educational methodologies and our own conceptions of what should be an Occupational Therapist.

In conclusion, we propose the need to use educational methodologies which containing ontological and epistemological assumptions consistent with our assumptions of what should be an Occupational Therapist into the professional contemporary practice context. Along with this we propose to initiate discussion on the importance of validating "el emocionar" ("to emotion") and the construction of the body into the formation of self as therapeutic tool.

With this we hope to contribute with a critical view to the training of Occupational Therapist in order to achieve a practical relevance to sociocultural and historical context of our clients.