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“Will there be a workshop today?": Notes on didactic strategies for conducting/building an occupational therapy discipline

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ABSTRACT

Introduction: Elaborating formative processes involves thinking about how certain knowledge can be constructed in the face of previous apprehensions and the life contexts in which the subjects involved are inserted. **Objective:** This text aims, therefore, to describe the construction/conduction of a discipline of the occupational therapy degree. **Methodology:** It takes workshops of activities as its methodology, supported by the contributions of social occupational therapy. **Results:** It was noticed that this methodology enabled the expansion of didactic and pedagogical strategies. **Conclusion:** With the proposition of activity workshops, a higher level of student involvement and assimilation of concepts with social reality, and a higher level of interaction during classes, in addition to a more critical apprehension of the studied contents, were observed.

KEYWORDS

Didactic strategies. Workshops. Occupational therapy. Training. University Education.

“Vai ter oficina hoje?": Notas sobre estratégias didáticas para condução/construção de uma disciplina de terapia ocupacional

RESUMO

Introdução: Elaborar processos formativos envolve pensar como determinados conhecimentos podem ser construídos frente às apreensões prévias e aos contextos de vida nos quais os sujeitos envolvidos se inserem. **Objetivo:** Este texto tem como objetivo, portanto, descrever a construção/condução de uma disciplina do curso de terapia ocupacional. **Metodologia:** Toma como metodologia as oficinas de atividades, amparada nos aportes da terapia ocupacional social. **Resultados:** Notou-se que esta metodologia possibilitou a ampliação de estratégias didáticas e pedagógicas. **Conclusão:** Com a proposição das oficinas de atividades, percebeu-se um maior nível de envolvimento dos alunos e assimilação dos conceitos com a realidade social, um maior nível de interação durante as aulas, além de uma apreensão mais crítica dos conteúdos estudados.

PALAVRAS-CHAVE

Estratégias didáticas. Oficinas. Terapia Ocupacional. Formação. Ensino Superior.

“¿Habrà taller hoy?": Apuntes sobre estrategias didàcticas para conducir/construir una disciplina de terapia ocupacional

RESUMEN

Introducción: Elaborar procesos formativos implica pensar cómo se pueden construir determinados saberes frente a las aprehensiones previas y los contextos de vida en los que se insertan los sujetos involucrados. **Objetivo:** Este texto tiene como objetivo, por lo tanto, describir la construcción/conducción de una disciplina del curso de terapia ocupacional. **Metodología:** Toma como metodología los talleres de actividades, apoyados en los aportes de la terapia social ocupacional. **Resultados:** Se observó que esta metodología permitió la ampliación de estrategias didácticas y pedagógicas. **Conclusión:** Con la propuesta de talleres de actividades se notó un mayor nivel de involucramiento de los estudiantes y asimilación de conceptos con la realidad social, un mayor nivel de interacción durante las clases, además de una aprehensión más crítica de los contenidos estudiados.

PALABRAS CLAVE

Estrategias didácticas. Talleres de trabajo. Terapia ocupacional. Capacitación. Enseñanza Superior.

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Introduction

Banking education or anti-dialogical education, criticized by Paulo Freire, still underpins a large part of the didactic strategies used in undergraduate courses throughout the country. In his critique, the author makes an analogy of education with an “act of depositing” knowledge, in which the learner is a “depository” and the educator a “depositor”; the educator makes a “communication” that is mechanically received, memorized and repeated (Freire, 1987). Therefore, this method, which is not at all dialogical, materializes mainly through lectures with the aid of a projector, in which students are spectators and occupy a passive, uncritical, memorizing position, in which they “receive” the content, in addition to experiencing a possible gap between theory and practice in professional and academic training (Peretti; Yared; Bitencourt, 2021, p. 03).

In view of this, Freire, in criticizing this teaching approach, proposes a transformative education based on the dialogical theory of action, called "liberating education" as opposed to "banking education", with its main element being an education in "co-laboration" between subjects through dialogue/communication (Freire, 1987), starting from the meeting of interlocutor subjects (Freire, 1980, p. 69).

It is in this movement of co-laboration proposed by Paulo Freire and based on these concerns that the sub-area arose. Therefore, at the end of the 1970s, there was a scenario of intense political turmoil that opened up space for the population to participate in the fight for citizenship rights and intense debate on alternatives to the current economic order (Lopes, 2016). On the one hand, there was criticism of the approaches to social inequalities that were based on theoretical apparatuses whose centrality pointed to the health-disease dichotomy, medicalizing and individualizing social problems, and therefore collective ones; and on the other hand, the problematization about the place of the technician, inspired by Antonio Gramsci's debates on the place of the organic intellectual in maintaining the status quo (Barros *et al*, 2002; Malfitano, 2005; Galheigo, 2016). Thus, in the 1990s, the subfield began to take on a theoretical and methodological body, predominantly in Higher Education Institutions (HEIs) located in the Southeast of the country, a region where the most significant efforts to build the subfield came about, above all, from the creation of an extension project - now a large network - which for almost three decades has been dedicated to developing and consolidating a theoretical and methodological apparatus to support technical action. Therefore, it was only in 2011 that occupational therapy was politically inserted, officially becoming part of the teams of the Unified Social Assistance System (SUAS), strengthening actions aimed at the participation and social insertion of groups marked by social inequalities.

As a result, new subjects and new contexts for action began to require new methodologies for interventions. Social Occupational Therapy has called these developments social technologies, which are methodological possibilities for action in the field and consider the approach to individual and collective subjects.

Activity workshops, dynamics and projects, a social technology used by social occupational therapy, are understood as spaces for socializing and bringing subjects closer together, where different activities (physical, playful, plastic, among others) can be used as mediating resources in their operationalization, seeking to bring subjects' demands closer together, based on the notions of citizenship, rights/duties and democratic participation (Lopes *et al.* 2014; Silva; Malfitano, 2021) and can be used as a methodology to work on proposing interventions that move between the individual and collective levels (Pan; Lopes; Borba, 2022).

In the search for a liberating education based on Paulo Freire's dialogical theory, the subject of Occupational Therapy in the Social Field, to some extent, starting from the concrete reality of the students and their previous conceptions, experiences, ways of seeing the world, methodologically, activity workshops were proposed for the development of meetings/classes and conceptual constructions.

Based on these assumptions, and in search of a liberating education based on Paulo Freire's dialogical theory, the subject of Occupational Therapy in the Social Field, offered by the Department of Occupational Therapy of the Federal University of Santa Maria (UFSM), to some extent, starts from the concrete reality of the students, and their previous conceptions, experiences and ways of seeing the world, in order to propose, in its methodology, activity workshops for the development of meetings/classes. In addition, dynamic activity workshops and projects are understood as methodologies that students must learn to handle and use in social occupational therapy interventions, which explains the choice of this methodology.

Since its creation in 2009, the Occupational Therapy course at the UFSM has had subjects mainly focused on the production of care and health, so that the references that support it are transversal to the entire course. The subjects of Social Occupational Therapy and Supervised Internship in Occupational Therapy in the Social Field became part of the compulsory curriculum of the course in 2018, following the curricular reform. It's worth noting that the knowledge required for discussions on social occupational therapy is still scarce in the compulsory curriculum, which requires methodologies that make didactic constructions feasible. Thus, the central aim of this experience report is to describe the paths taken so far in the subject of occupational therapy in the social field, through the methodology of approaching training processes in social occupational therapy, using activity workshops from a social technology perspective as the main tool. For this purpose, notes on the development of the activities that took place between September 15, 2022, and February 4, 2023, were recorded in field diaries, due to the non-adjustment of the school calendar in view of the COVID-19 pandemic.

Discipline and workshops: weaving collective constructions

The subject of occupational therapy in the social field is theoretical and practical. It is offered every semester with a workload of 75 hours. In the second semester of 2022, it had the participation of trainees from the supervised internship in social occupational therapy, as well

as the support of a monitor. Its objectives revolve around building, together with the student, a theoretical and practical apparatus, considering the ethical, technical and political dimensions, for the development of interventions with individual and collective subjects who suffer from the processes of social exclusion and marginalization, with a view to their social insertion and participation.

In this sense, the course was structured in three blocks: 1) Concepts; 2) History, Foundations, Resources and Interfaces; 3) Practices. This sequence was created due to the need for a more systematic investment in order to maximize the use of the subject's content, given the predominance of subjects focused on the health sciences and rehabilitation, and also considering the lack of occupational therapists working from the theoretical-methodological references and concerns of social occupational therapy in the city of Santa Maria - RS.

It is understood that presenting and consolidating theoretical references and issues that, up until that point in their training, were not aligned with the concerns of occupational therapy by the students, given the path they had followed up until that point in the course, and also considering that a large number of them call themselves students of a health course, are challenges of various kinds, especially didactic ones.

Thus, considering the objectives of this work, the structure of the Concepts block is presented and addresses the following topics: Theme; Reading for this class, classroom activity (Figure 1).

Frame 1. Didactic sequence and structure of block 1 - Concepts

	THEME(S)	THEME(S) READINGS FOR THIS LESSON	CLASSROOM ACTIVITY
1	- Presentation round - Class: Social Occupational Therapy - Introducing the field - Presentation of the plan, timetable and agreements for the course	No indications	- Workshop: <i>"What mobilizes me in occupational therapy?"</i>
2	- Class: The Social Question, Social Support Networks and Poverty	Preview: - CASTEL, R. Da indigência à exclusão, a desfiliação. Precariedade do trabalho e vulnerabilidade relacional. In: LANCETTI, A. (Org.). <i>Saúde loucura</i> . São Paulo: 1994. p. 21-48. Complementary: - CAS.FEL, R. As transformações da questão social. In: BELFIORE-WANDERLEY, M.; BOGUS, L.; YAZBEK, M. C. <i>Desigualdade e a Questão Social</i> . São Paulo: EDUC. 2000. o.17-50	- - Workshop: <i>Everyday scenes I</i>
3	- - Class: Social Markers of Difference, - Intersectionality and Social Justice -	Previews: - MELO, K. M. Ivi; NLU.FITANO, A. P. S.; LOPES, R. E. Os marcadores sociais da diferença: contribuições para a terapia ocupacional social. <i>Cadernos Brasileiros de Terapia Ocupacional</i> , São Carlos, v. 28, n. 3 p. 1061-1071, 2020. https://doi.org/10.4322/2526-8910.ctoARF1877 - FRASER, N. Da redistribuição ao reconhecimento? Dilemas da justiça numa era "pós-socialista". <i>Cadernos de campo</i> , São Paulo, n. 14/15, p. 231-239, 2006. https://www.revistas.usp.br/cadernosdecampo/article/view/50109/54229	- Workshop: <i>Everyday scenes II</i>
4	- Class: Citizenship, Social Rights and Public Policies	Preview: - LOPES, R. E. Cidadania, Direitos e Terapia Ocupacional Social. In: LOPES, R. E.; MALFITANO, A. P. S. (Org.). <i>Terapia Ocupacional Social: Desenhos Teóricos e Contornos Práticos</i> . São Carlos - SP: EdUFSCar, 2016, p. 29-48.	- Workshop: <i>Reflecting on disadvantages and human needs</i>
5	- - Summarizing the concepts of the block	No reading	- Workshop: <i>Citizenship game</i>

Source: Prepared by the authors

Considering that the lectures lasted four hours, the activities were structured as follows: the first two hours consisted of discussion circles and exposition of the central theme, and the last two hours were dedicated to activities that would enable the students to expand on the

reflections started during the discussion circles, using the concepts presented as an analytical thread within problems and situations that are relevant to occupational therapy concerns.

The aim of the first block was to present and discuss the fundamental concepts for the construction of technical action in social occupational therapy, given the need to use part of the workload for the construction of debates, which were considered essential and had not taken place prior to the course.

The focus on activity workshops as a methodological strategy for building basic knowledge for social occupational therapy stems, above all, from the fact that this is also a methodological strategy for action within the subfield (Lopes *et al*, 2011; 2014) and as an educational approach that aims, in Freirean terms, at creativity, lovingness and dialectics, providing students with a space to welcome, reflect on and appropriate concepts in critical reading aimed at social life (Aguiar; Silva, 2021). Thus, the construction of the second part of the lessons, using this format, was also an experience triggered by the practical block, which would be announced in the eighth lesson, in the second block, and resumed in the eleventh lesson, in the last block.

In this way, the themes worked on in class, the objective, and their articulation with the other contents of the subject, will be briefly described and discussed in the following topic, with the aim of contextualizing the use of workshops as a methodology for facilitating knowledge-building processes.

First meeting: Social occupational therapy... What is it?

As far as content is concerned, the first lesson consisted of a presentation of the subfield, its central concerns and their articulation with the objects of study and action of occupational therapy. This discussion took place within a historical narrative, marking the context in which the paradigm on which it is founded is constituted.

It took place on September 15, 2022, and the meeting began with everyone sitting in a circle, with a table in the middle, and an open board on top of it, with various resources such as ribbons, post-its and colored pens. On the board was written: "*What do I want to produce in people's lives through occupational therapy?*". I invited everyone to sit down and explained the activity, which consisted of using the resources available, of each person's choice, to build a poster using the question on the blackboard as a guide. As we built the poster, we also talked about our contributions.

Next, we had a round of presentations and talked about the poster, what we needed to think about in order to build it, what motivations and marks in our history run through the aspects that mobilize us in occupational therapy, as well as our interests and affinities, and how we could collectively think of a word that would answer the triggering question. In the midst of the debate, we chose the word Social participation.

Social participation is one of the main objectives, directly or indirectly, in individual or collective interventions, in the production of care in a context of social inequities (Barros, 2005; Galheiro; Simó, 2012; Farias; Lopes, 2021). In this sense, the choice of the word that would translate what we sought to produce when building and proposing interventions in occupational therapy, dialogued strongly with the subfield and with what the knowledge that aimed to be built in that block. The word, therefore, resulted from the complex network of meanings present in the relationship between the students and occupational therapy, which is constituted in everyday training experiences.

After choosing the word, we talked about and reflected on the concerns of the subfield, the knowledge and concepts we need to use to think about the demands of the field. We also talked about the progress and tasks of the discipline, as well as its structure.

Second meeting: Beginning the conceptual journey

The first concept studied was the Social Question (Castel, 1994; Barros *et al*, 2005), the central theme of the second meeting of the block. Through this, other important concepts for social occupational therapy were addressed, such as social vulnerability, social disaffiliation, poverty, integration and social support networks (Castel, 1994; 1997). These concepts and conceptions cut across all the content covered in the following two blocks. The aim was for the student to grasp the complex webs formed by the capital-labor relationship, in terms of the relational and productive dimension, and how it impacts on daily life and forms of social participation, and centrally, in terms of access to opportunities, goods and services and, above all, rights, through an analytical lens that provided the basis for the first practices in social occupational therapy in Brazil, and to this day, is one of the most important theoretical references.

In the first part of the meeting, we held a round table discussion with triggering questions, such as: "Have you ever heard of the Social Question?" or "What do you think of when you hear that expression?", which led to discussions about how the dynamics of capitalist society allocate certain subjects into zones understood as integration, social vulnerability, social disaffiliation and assistance. We talked about the propositions of sociologist Robert Castel and how he is an important reference in what constitutes the lenses with which occupational therapy analyzes the scenes of practice and produces technical action.

In the second part of the class, we held the Everyday Scenes I workshop. The class was divided into four groups and each group was given a story. These four stories, hypothetically, narrated a situation that an occupational therapist had encountered in a particular territory or service, and at the end, they mentioned questions that revisited the discussions proposed by the theorist that helped us understand those scenes. The final discussion, which took place after the discussions in the subgroups, was based on the insertion of the subjects of the case in zones of integration, vulnerability and social disaffiliation. Aspects were also discussed that would inform the final classes of this block, and also the other blocks of the course, such as the

repercussions of this social place on the subjects' social participation, the composition of their daily lives, access to opportunities that will support future projects and ways of living, among others.

The choice of conducting a workshop that mobilizes scenes from everyday life in the light of analyses based on Castel's propositions guided two axes of discussion during the workshop: 1) the discussion centered on the analytical apprehensions needed by the occupational therapist to understand those cases, and; the sharing of individual experiences as a way of operationalizing the reading of reality based on the concept, but also of recognizing the experience, and above all, the impact of those crossings, by the Social Question. This process of identification also ends up mobilizing the political dimension of the construction of technical action, which starts with a critical analysis of the intervention scenarios, considering the different actors, structures and social dynamics, and often seeing themselves as part of this machinery, in different positions, depending on the moment. The second block addressed this political dimension, especially in the Fundamentals and History of Occupational Therapy class, given that one of the concerns and worries experienced by occupational therapists, which mobilized the creation and institutionalization of the subfield years later, was inspired by Gramsci's reflections on the place of the intellectual in class relations, which led to a discussion about the political role of technicians (Monzeli, 2022).

That theoretical lens seemed to offer the students important tools in two directions: In the first direction, it focused on how important and necessary it is to read social reality, especially when it comes to identifying the concrete demands of individuals and developing strategies (the latter of which was only addressed in the next block); in the second direction, the narratives that were brought up were very close to some of the experiences that many of the students had already had and which also found analytical tools in the debates that were presented. In this sense, according to Barros *et al* (2002), technical action in social occupational therapy aims, among other things, to provoke a collective awareness in order to then mediate the production of social participation strategies, with a view to social transformation, which seems to be similar to the directions that the debates, through the workshop, provided in the classroom. In this sense, one of the social technologies most commonly adopted in social occupational therapy interventions was also the methodology adopted to conduct the meetings of the training process, providing an opportunity to experience a work resource that will be explored later.

Third meeting: More ideas to add up...

The aim of the third class was to work with the concepts of social markers of difference (Melo; Malfitano; Lopes, 2020), intersectionality (Crenshaw, 2000; Brah, 2002) and social justice (Fraser, 2006). These have triggered debates on recognition, redistribution, difference, gender, race, sexuality and generation. These have been the most discussed topics today, above all as a result of the demands that have been placed on the subfield and on society as a whole. In the last decade, for example, the number of research studies and publications describing and

discussing practices, as well as articles reflecting on the different forms of oppression and the expression of inequality due to difference, from the perspective of social occupational therapy, has grown significantly (Costa, 2012; Monzeli; Ferreira; Lopes, 2015; Leite Junior; Melo, 2016; Lopes, 2017; Braga *et al*, 2020; Farias; Leite Junior; Amorim, 2020; Pastore, 2020).

Monzeli (2022) argues that reading about the social markers of difference in social occupational therapy is essential to fostering a more accurate understanding of the different demands of the subjects. He states: it is not possible to think and produce actions that do not consider the social markers of race, social class, generation, regionality, religiosity, among others that are so important to social reality (p. 10). In addition, this reading enables students to understand the social gears that transform difference into inequality, through normative codes (Butler, 2004), power devices (Foucault, 2004) and classification systems. In this direction, as in the previous class, there were many crossings and understandings based on the collective discussion of some individual experiences. Most of the time, the meanings of social participation, denial of rights, access to opportunities, normativity, stigma and prejudice gain analytical substance in the sharing of experiences and memories among the group.

In the second part of the meeting, the *Everyday Scenes II* workshop took place in the same format as the first: with the class divided into four groups, and each group given a case to discuss and then socialize the debate with the class. These cases preceded some questions that triggered the reflections needed for the analysis and also required debates that moved in a more problematizing and deconstructive direction in relation to the social norms that transform inequality into difference.

With these reflections and theoretical approaches, I'm betting on conceptual instrumentation as a starting point for designing interventions that, on the one hand, are concerned with the demands of those who suffer from social inequalities, and on the other, oppose all forms of oppression, exclusion and marginalization, in view of the understanding that they limit access to citizenship, contribute to maintaining social inequalities, and prevent access to opportunities, as well as autonomy in the production of future projects. In addition, they prevent the production of recognition and respect for non-hegemonic ways of living, and also curtail freedoms, in the sense of awareness of the situation experienced, as an essential step towards transformation (Freire, 2011).

Farias and Lopes (2022), in their contribution to the debate on social therapeutic-occupational thinking/doing for anti-oppression and aimed at freedom, point out that:

It seems necessary to develop a social therapeutic-occupational praxis for anti-oppression aimed at freedom, which targets everyday life as a dimension that can be used to fight and break with the status quo, in other words, revolutionary movements (p. 03).

And these movements to combat the *status quo* are based, among other things, on apprehending and unveiling the structures that mediate the maintenance of inequalities of the

most diverse kinds: gender, race, sexuality, social class, ethnicity, generation, regionality, territory, among others.

At this meeting, once again, the problems and experiences lived by the students took center stage in the workshop, especially in terms of what was similar to elements of the daily scenes discussed in the subgroups, offering rich and powerful elements for discussion.

Fourth meeting: What to do with it all?

The fourth meeting involved *discussions on the concepts of citizenship*, social rights and public policies. The content discussed in the previous two classes was taken up again and we moved towards problematizing the place of the state and society in the face of the demands posed by the dynamics of social inequalities.

The meeting began in the same format as the previous ones, in a circle. Questions were asked, such as "*Who has ever heard of citizenship?*", "*Can anyone have rights?*", "*Why do we need public policies?*", "*How can we ensure that public policies work?*". There were many contributions, and the discussion continued to be fertile. Conceptions such as *civil law, social law, public policy, social policy, social movement* were presented and discussed. Some of the students had been introduced to these debates through other spaces, such as the student movement, which brought very powerful ideas to the discussions that were taking place with the class.

These contents gained meaning and density for the class as they related to discussions from previous lessons. At the same time, they offered clues about the axes that guided interventions in social occupational therapy, as well as resources, strategies and possibilities.

In the second part of the meeting, I proposed a dynamic that I called the Disadvantage Dynamic. It was inspired by the *Race of Privileges*, created and spread virally by the *Bshynaz Legacy Movement* on their YouTube channel¹. This dynamic begins with a group of people standing side by side. A series of questions are asked about the access and opportunities the participants have had throughout their lives. None of these opportunities were the result of their achievements. Those who answer positively take a step forward, and those who answer negatively take a step back. At the end of the dynamics, everyone is asked to look at the layout of the scene and the starting point of each person, as a result of the access they have had, the experiences they have had, and the protection and social minimums they have been guaranteed.

Adapting this dynamic, we used balloons, given the impossibilities due to the limited physical space of the classroom. Each student started the dynamic with three balloons. For each positive answer, the student had to take the balloon from someone else (in an analogy to the fact that for a candidate to enter public higher education spaces, another candidate has to be left

¹ To view the channel: https://www.youtube.com/channel/UC8315Oid66tUsY68eMdmg_A

out, for example), and for each negative answer, the student had to pop the balloon. At the end, the remaining balloons were observed and, consequently, who is 'equipped with possibilities' for a prosperous, diverse and protected life". Continuing the dynamic, after reflecting together on the place of macro-politics, social structure, systems of inequality through difference, in the (in)possibilities of social participation, six more questions were read out, the answers to which, if positive, authorized the author of the answer to take someone else's balloon, but if negative, a balloon was popped.

The questions at the end of the dynamic concerned public policies, and more specifically, social policies, as a resource that mediates access, and therefore, through them, it was possible to "have another balloon". Thus, the final discussion linked the concepts worked on not only in this meeting, but in previous ones.

Citizenship is the guiding principle of actions in social occupational therapy (Galheigo, 1999), and public policies are an important resource. In this sense, it is understood that the content worked on up to the fourth meeting was widely debated, through the workshop spaces, in a collective construction, with elements of everyday life, and with a critical-reflective character, with great inspiration in what is done as a workshop of activities in social occupational therapy.

Fifth meeting: Synthesizing concepts

The aim of the last meeting was to revisit the concepts and conceptions worked on throughout the block and discuss their use in reading social reality. To this end, the class was divided into four groups, and each of these groups had to choose a representative, who had to stand with their body facing the center of the room. In the center of the room, signs were distributed with various words, concepts and conceptions studied and debated during the three previous meetings

Questions were then projected one by one in slide format and, on the signal, the person representing the group had to pick up the board that corresponded to the answer to what had been projected. There was time for group discussion, and the other members could also look and point, but not pick, a task performed only by the person chosen from the group.

The questions appeared in multiple choice or complete sentence format. There were also questions that narrated situations, after which they asked about some concept that crossed the question presented.

A total of seventeen questions were asked, and for each answer the group had one minute to discuss, choose the card and hand it in. At each delivery of answers/plates, doubts and questions were discussed, and the discussions that had taken place on the occasion of the topic were also recalled. Some questions took longer to discuss, usually those involving a hypothetical situation.

After the last workshop, the next block was presented and they were informed about the task to finish the block, which involved writing a dissertation deepening their knowledge by reviewing the literature on one of the concepts worked on during the block.

Final considerations

The didactic processes proposed very much foreshadow the relationship that the student will weave with the object of study. Thus, learning strategies that encourage students to think about their own reality and, consequently, the reality they will encounter in the field of professional intervention, seem to favor the development of the necessary skills for action, which is based on criticism, the political position adopted, the technical parameters chosen and the indispensable ethical stance that is woven into the encounter with others and their reality.

Through the course's implementation in the semester described above, we understand that the syllabus needs to be aligned in such a way that the presentation of the content relates to the concrete reality, drawn up by the macro-structural processes that impact on the lives of the subjects with whom this future professional will meet in the field of technical action.

In this sense, this experience report contains contributions aimed at supporting and enhancing other pedagogical experiences in the field of training occupational therapists. For this reason, we reaffirm that the training of occupational therapists is a space for the constitution of technical knowledge that must be based on a critique of the macro-social processes that produce social inequalities and impact on the production of more autonomous daily lives, demanding inventive strategies from the professional that dialog with their concrete realities.

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