

Mapping intervention practices in social occupational therapy in Brazil

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Title: Mapping intervention practices in Social Occupational Therapy in Brazil

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Abstract

Background. Social occupational therapy developed in Brazil in the late 1970s and early 1980s as an approach to questions and practices related to the social issues experienced by vulnerable populations.

The aim of the study was to analyze the theoretical-methodological framework which has supported the practices and interventions of social occupational therapy in Brazil

Method: In a scoping review following PRISMA- ScR, the following databases were searched for publications reporting the practices and interventions of social occupational therapy: Scopus, Web of Science, Latin American and Caribbean Literature on Health Sciences (LILACS) and The Cochrane Library..

Results: Twenty-six publications met the inclusion criteria. The interventions were aimed at socially vulnerable children and young people at risk of the violations of their rights. The studies employed active/participatory pedagogical methodologies which make the participant groups' protagonism central to their learning and intervention process. These approaches are supported by social and human science epistemologies.

Conclusions: Social occupational therapy has inaugurated a paradigm shift by prioritizing the monitoring of populations in situations of vulnerability arising from socioeconomic, cultural, political and identity issues. This perspective is anchored in theoretical approaches which are strongly linked to collective social actions which arose from Brazil's dictatorial period.

Significance.

Introduction

Social occupational therapy developed in Brazil in the late 1970s and early 1980s as an approach to questions and practices linked to the social issues experienced by vulnerable populations. The METUIA Project has led the construction and consolidation of social occupational therapy since 1990, although it did not begin to name itself as a specific field of professional activity until the end of the decade [1]. METUIA - an indigenous word of Bororo

origin, meaning friend, companion - was created in 1998 . Based at the Federal University of São Carlos (UFSCar), METUIA was developed by the Brazilian professors Denise Dias Barros, Roseli Esquerdo Lopes and Sandra Galheigo to promote research, teaching and “extension activities”, through community-based projects. Since the implementation of the first post-graduate programme in occupational therapy at UFSCar in 2010, the significance of the Metuia project has increased. Nowadays, there are centers in five different universities in Brazil (referencia artigo ingles ana)As a sub-area of knowledge within occupational therapy, social occupational therapy stands outside the biomedical field. The first theoretical-reflective essays on social occupational therapy focused on socioeconomic and cultural factors rather than health and disease [2-4]. Social occupational therapy originated from the social divisions and poverty perpetuated and exacerbated under military dictatorship. The dictatorship, which lasted 20 years from the mid 1960s into the 1980s, provided the context for the first questions of the emerging field: a) how can occupational therapy practice escape a coercive logic of social control when working with marginalized populations? and b) how to put forward proposals for social transformation? [2,3,5].

These questions of escaping coercion and social transformation fundamentally change the understanding of daily activities in marginalised groups. Daily activities are understood as activities that people perform in their daily lives and which are directly influenced through their agency (i.e. individual behaviours) and by the social relations and social structures into which they are inserted. Some occupational therapists took advantage of critical theoretical discussions in human and social sciences in order to seek a foundation for social occupational therapy practices [6-8]. This underpinning enabled a shift from an individual centred understanding of occupation and daily activity to a reading that incorporates structural, institutional and relational dimensions in the actions and daily activities. Sociological and anthropological approaches could therefore be appropriated to understand the impact of social

inequalities and vulnerabilities on the daily lives of those subjects who could be assisted by occupational therapy [9,10]. Through a biomedically dominated culture of practice, and more recently such underpinning approaches as the International Classification of functioning, Disability and Health (WHO, 2002; Davis, 2006) occupational therapy has tended to operate through a false individual-society dichotomy. Its dominant models, such as the Model of Human Occupation (MOHO) (Kielhofner, 2008), and the client centered Canadian Model of Occupational Performance () tend to focus on the individual rather than their context. In their earliest forms neither had really emerged in publication until social occupational therapy was already in nascence. A preliminary outline of MOHO, which was the first of these (Kielhofner and Burke, 1980), relates to social and cultural goals for individuals, but also refers to the individual having goals of mastery over their environment, which may itself prove difficult to reconcile with current concerns with sustainability, or indigenous understandings of wider health models in harmony with the environment. These issues have been critically addressed more recently by occupational authors in the north, for example (Kinsella & Whiteford 2009; Hammell, 2019), but social occupational therapists the complex picture which emerged was informed initially by Marxist theories. These contributions influenced the theoretical framework of social occupational therapy [3]. For example, Lopes [5] used Antonio Gramsci's historical materialism to understand how the technical professional (or occupational therapist) could become part of the consolidation of the hegemonic consensus around preserving the interests of the dominant social class, or else become an agent in the construction of an anti-hegemonic dissent that sought to transform the current order [1]. Gramsci's work [refs] uses the term 'subaltern' to describe people who are excluded from power. Occupational therapists as professionals whose technical abilities limit their power within health systems can be regarded as amongst a subaltern group of workers in health and social care services. In this sense, social occupational therapy is inspired on Gramsci's philosophy of praxis, understood as

the theoretical-political and social-historical action of “subaltern” groups with the transforming potential of society [11].

The philosophy of praxis is based on dialectics, dealing with theory from its practical reach and cultural diffusion. The philosophy of praxis enables common sense and its "inertial, passive and subaltern" character (LIGUORI, 2007, p. 123), to recognise and recover its critical and recognized capacity. Through this qualification the subaltern classes can build alternative projects to the dominant project of hegemonic society. When conceptually class, their way of thinking will be transformed into sociopolitical conditions to start a process of collectively acting and reforming in their society, also generating a whole new lexicon and cultural (CHABALGO; LACORTE, 2017). This Gramscian approach politically guides and inspires therapy practices in the sense of working with vulnerable populations.

Recent theoretical contributions to social occupational therapy have broadened its’ theoretical framework, incorporating ethnic-racial, gender, and sexuality social markers, and expanding the debate centered on social class inequalities to make it possible to deal with new professional practice demands [1]. By itself social class was not a unique influence on social relations, conflict, power, inequality and discrimination in social life [9]. Given occupational therapy’s concern with daily life, and the range of influences which impact on population life quality, a fundamental marker for professional intervention should be racism, as it stratifies, hierarchizes and subordinates lives [12]. Similarly significant markers can be identified in relation to gender and sexuality, especially respecting the negligence and violation of human, civil, political and social rights that permeate the experience of vulnerable populations [19]. Consequently gender and sexuality studies have also been incorporated at the undergraduate, research and university extension levels [1,13-18].

Bardi et al [20] highlight the need for a professional performance positioned in occupational therapy in an ethical, technical and political manner, confronting the consequences of a necropolitics or politics of death updated by the current global neo-liberal consensus and its repercussions in Brazil. Necropolitics perpetuate the mechanisms of capitalism and its crises, reinforcing the privileges of a group to the detriment of the extermination of others [21].

Regarding the legal framework of the subarea, infraconstitucional federal laws have create such as, in the late 2010s, the Federal Council of Physiotherapy and Occupational Therapy (COFFITO) [22,23], created and regulated the Occupational Therapy specialty in Social Contexts, formalizing occupational therapists' roles in social assistance, socio-environmental, socioeconomic and cultural development policies. In 2011, the National Council for Social Assistance (CNAS) recognized occupational therapists as amongst the professionals comprising the SUAS social assistance service teams [23].

The international dissemination of social occupational therapy, mostly through three volumes of Occupational Therapy Without Borders [24-26] revealed its similarity to practices developed in other Latin American countries and South Africa. They shared a common concern with economic, social, ethnic and gender inequalities, the rescue of their peoples' own knowledge, the search for community/territorial (territoriality is an important concept which relates to social context in the form of spaces in which to belong [27-28] and “spaces of living together” [29, p.53] intervention alternatives and the education of new professionals with a focus on political literacy[3]. Since the 2010s there has been a movement of international exchange around the theme of social occupational therapy, through Latin American, Ibero-American and South Africa-Brazil-India cooperation projects [3]. However, as a field of knowledge social occupational therapy continues to undergo construction and consolidation. Despite its

expansion and diversification in Brazil, Galheigo [3] highlights weaknesses in the bricolage of different conceptual bases and approaches used.

These significant developments call for in-depth and systematic study of a) how the field of social occupational therapy has materialized, and b) of the theoretical and methodological frameworks on which its professional practice and interventions have been developed.

Finally, the aim of the study was to analyze the theoretical-methodological framework that has supported the practices and interventions of social occupational therapy in Brazil

Material and methods

This scoping review is guided by the Joanna Briggs Institute Reviewer's Manual [30] and presented according to the PRISMA Extension for Scoping Reviews (PRISMA-ScR) [31]. Scoping reviews map the concepts that underpin clarify working definitions, and/or identify knowledge gaps in a research field [32]. An initial search was performed which did not identify protocols and reviews with similar themes.

To construct the research question, the mnemonic elements Population, Concept and Context (PCC) were used for the scoping review. The following were defined:

P- Empirical studies reporting practices and interventions in social occupational therapy;

C- theoretical methodological bases that underlie the practices of social occupational therapy;

C. Brazilian Studies.

Based on these definitions, the guiding question was established: How have the practices and interventions of social occupational therapy in Brazil been theoretically-methodologically based?

The review was guided by the nine steps proposed by Peters et al [33-35] contained in the JBI protocol [30, p.412], namely:

- 1) Define and align the objective(s) and the question(s);
- 2) Develop and align the inclusion criteria with the objective(s) and question(s);
- 3) Describe the planned approach to evidence research, selection, data extraction and presentation of evidence.
- 4) Search for evidence;
- 5) Select the evidence;
- 6) Extract the evidence;
- 7) Analysis of evidence;
- 8) Presentation of results;
- 9) Summarize the evidence regarding the purpose of the review, drawing conclusions and noting any implications of the findings.

Data collection was carried out between February and April 2021, using the keywords Occupational Therapy AND Social NOT Health, in English and Portuguese, in the databases Scopus, Web of Science, Scopus; in Latin American and Caribbean Literature on Health Sciences (LILACS), and in The Cochrane Library. Initially, the words contained in the titles, abstracts and descriptors were analyzed. Gray literature was searched through Google Scholar, which includes an important volume of literature in the area. It is noteworthy that the exclusion of the term health is anchored in the theoretical foundation of social occupational therapy. It's concern is social vulnerabilities, which are structured outside the area of health (2;4).

Articles reporting practices and interventions of social occupational therapy in Brazil, with no pre-defined publication date, published in full in Portuguese, Spanish or English were included.

Articles linked to the biomedical areas of occupational therapy (such as mental health, gerontology, child development, rehabilitation, people with disabilities) and articles that reported occupational therapy practices outside Brazil, texts resulting from final papers of courses, dissertations, theses, editorials, theoretical essays and integrative reviews were all excluded.

Article selection was performed in pairs, based on the evaluation of the title and abstract of all identified studies, using the established inclusion and exclusion criteria. ENDNOTE™ reference manager was used to share articles among the team and blindly select data. The researchers checked the results to define the final sample.

The selected publications were retrieved in full, and duplicates removed. Data was extracted into a Microsoft Excel spreadsheet containing these variables: type of study (experience report, research); year of publication; type of search; target Audience; place of intervention; intervention goals; intervention methods/techniques; theoretical foundation; results achieved; whether or not practices are linked to social policies, and where the intervention originated, from university extension activities or through public services. The analysis was independently performed by five researchers.

It is noteworthy that although theory was not an inclusion criterion, a quantity of reflective theoretical articles on Social Occupational Therapy was also observed. From the analyzed bases, 39 articles were found in Web of Science, 9 articles in Scopus, 20 articles in LILACS and 30 articles in Academic Google, totalling 98 theoretical articles specific to the area.

The flow of the search selection process through the scope review analysis is described in detail in Figure 1.

(Insert Figure 1)

Data were analyzed using simple descriptive statistics and content analysis supported by social occupational therapy literature. A qualitative analysis of all the contents was carried out, which allowed the creation of four axes.

These were: institutional linkage of social occupational therapy practices; populations served and objectives of interventions; methods and techniques of social occupational therapy intervention, and theoretical and conceptual nuances that guide social occupational therapy interventions. In this last axis of analysis, seven subunits identify underlying concepts, terms and theoretical approaches from the articles.

Results

To describe the 26 articles selected, we highlighted five variables, namely: authorship, year and journal of publication, region of study (by Brazilian state) and study design, as shown in table 1.

(Insert table 1)

All the articles were published after 2003, with approximately 81% (21) published after 2010, and the peak of publication (five articles) in 2014, inferring a period of emergence of reports on social occupational therapy interventions. Approximately 77% (20) were published in Brazilian occupational therapy journals, with only one external to the country in the Revista Argentina de Terapia Ocupacional. Most indexed studies appeared in the Brazilian Journal of Occupational Therapy, with eight articles, and five in the Cadernos de Terapia Ocupacional da UFSCar. The Cadernos Brasileiros de Terapia Ocupacional/Brazilian Journal of Occupational Therapy is a continuation of Cadernos de Terapia Ocupacional da UFSCar, which was renamed from volume 25, number 2, of 2017. A further five articles were published in the Revista de Terapia Ocupacional da Universidade de São Paulo. The combined publications in these journals corresponds to 50% (13) of the final sample.

About 54% (14) of the articles are from the state of São Paulo, followed by three studies in Minas Gerais, two in Espírito Santo and one from Rio de Janeiro, which shows a prevalence of studies (about 77%) from the southeast region of Brazil. Finally, from a total of 26 articles, 23 (88%) are experience reports, one is an original article, one a qualitative case study and one a piece of intervention-based research.

Institutional linkage of social occupational therapy practices

Most accounts of social occupational therapy practice were associated with higher education institutions in partnerships with public sector and civil society organisations, except Neves and Macedo [36], who described the role of occupational therapy in a social service equipment network. Consequently most reported social occupational therapy interventions are linked to extension projects and research activities. These extension projects had objectives based on the promotion of dialogue and exchange of knowledge towards transforming interaction between universities and other sectors of society [37]. They have mostly been associated with the METUIA Project, highlighting the UFSCar cores. Others linked to the same project have been from the Universidade De São Paulo (USP). Interventions were also developed with students in the final stages of their courses [38;39; 40-42]. In summary, the practice of social occupational therapy have been developed in parallel with academic activities, such as extension projects, optional subjects and scientific research projects, through teaching, research and extension laboratories [43,44].

Many social occupational therapy interventions are developments in relation to local public policies, through partnerships with government agencies, such as: youth centres; Reference Centre for Social Assistance (CRAS), Public schools; Municipal Department of Education and

Culture and CREAS POP1. These links also occur with non-governmental organisation (NGOs), such as the Civil Society Organization (CSO), which aim to work with philanthropic institutions and community leaders on social objectives. These third sector NGOs occupy organizational spaces between the public and private spheres. Currently, several NGOs work in partnership with the state or the private sector, to act as supporters in the provision of public services, but they also often work in the implementation of the adjustment neoliberal [45].

Population served by occupational social therapy: objectives and places of intervention

Most of the studies were concerned with children, adolescents and young people and took place in spaces and public facilities such as socio-educational centres, shelters, public schools, philanthropic institutions, social services and social assistance facilities in addition to public spaces in marginalized communities. The distribution among the main categories of the population can be seen in Graph 1.

(Insert Graph 1)

Interventions with children and young people showed the most developed objectives through the creation of spaces and workshops for coexistence, exchange of knowledge to minimize the impact of social vulnerabilities and violations of rights, strengthening bonds and expanding potential for engagement in daily activities, recognition of interpersonal and social boundaries and appreciation of cultural identities [39-41,43,46-57)

Two studies reported on social occupational therapy intervention with elderly people linked to the social assistance network through the facilities of CRAS and the Specialized Home Assistance Service (SEAD). These interventions were guided by strengthening social relations,

and reducing the impact of violence experienced by these citizens through the conflict mediation approach [36,58].

Three studies focused on people living on the streets. Interventions addressed providing homeless people with strategies for social participation in urban spaces and relations with the local population, but also aiming at the training of undergraduates and professionals to work in this field, in community spaces and social institutions [42,59,60]

One experience report described an intervention to minimize the impact of institutionalization on participants in prison. It involved working with prison inmates to recover the ideas of citizenship, rights and duties in their everyday interactions, based in the understanding that these subjects are deprived of rights and their daily lives are conditioned by the lack of access to address basic needs [38].

Three social occupational therapy intervention studies were based in exploring the social articulation of beliefs and the promotion of knowledge exchange with specific groups of professionals such as elementary school teachers, Unified Social Assistance System (SUAS) workers and independent artists. These interventions aimed to promote changes in workers' professional practice and provide socio-occupational support, from an experiential and cultural perspective of their work [43,58,61].

Social Occupational Therapy methods and intervention techniques

Most studies employed active/participatory pedagogical methodologies which make the subject/group's protagonism in familiar, everyday and immediate experiences central to their learning and intervention process. These methodologies aim to engage and motivate through their relevance to the confrontation and discussion of the social, personal and professional life

challenges of individual subjects or groups [62]. Active methodology is an educational concept which encourages “learners” to participate in and commit to their learning , through critical-reflective teaching-learning processes. Social occupational therapy practices that use a critical approach apply this methodology in reflecting on the experiences and availability of resources to research problems and solutions identified with the subject or group about their situation [63].

Examples of group intervention methods included emancipatory workshops, based in the Theater of the Oppressed [64] and the production of fanzines [44], [40] [38]. Emancipatory workshops are a form of “socio-educational technology” that develops critical awareness of social practices through the revelation of social contradictions [44]. Augusto Boal’s Theater of the Oppressed [64], on the other hand, is a pedagogical, social, cultural and therapeutic intervention technique, underpinned by Marxist philosophy and Paulo Freire's pedagogy of the oppressed [37]. This aims to critically debate and analyze the social reality of oppressed groups and people [40]. Fanzines are kind of home made publication, originally produced by fanatic followers of popular magazines, i.e. fans. This format has been adapted for use in community interventions [38]. Other interventions were based on conversation circles, professional training workshops [43] and individual needs-based assistance [36,47,53].

Some studies shared the four types of social technologies for social occupational therapy interventions [65], namely: a) individual territorial follow-ups; b) workshops/activities/dynamics c) the articulation of resources in the social field and d) the dynamization of the support network. All studies which address this typology are linked to the METUIA Project, which demonstrates its significance for the construction of technical and

methodological reference concepts for social occupational therapy interventions, each of which will now be described.

The Activities Workshop is based on the theoretical-methodological assumptions of social occupational therapy, developed by Barros, Ghirardi and Lopes[6,7][52], and on the reflections of educator Paulo Freire [52,37,66]. These workshops are spaces constituted by a social grouping, in which activities that promote learning through doing can be established. “Social technologies” Lopes et al, [67,p.169] refers to actions and interventions which are created together with the community and connect with communities’ resources [65]. Interventions should to develop opportunities that address the needs and rights of individuals, their social relationships and access to goods and services reaching from the individual level to those of policy and management.

In addition, the authors describe the importance of ‘dynamization’ for support networks. This describes mapping, disseminating and consolidating all programs, projects and actions aimed at the target audience of social occupational therapy in order to ensure integration and greater effectiveness between them.

Individual territorial follow-ups are intervention strategies for engagement in the subject's experience of daily life in order to gain a better understanding of their histories, social networks, paths and contexts. These follow-ups take place through attentive listening to the needs and demands of people, groups and/or collectives and joint exploration of the surrounding territory and its influences on their daily lives [39,40,42,48,50,52-54,56,57,59,65].

Finally, five articles offer more specific discussion on the object of occupational therapy intervention. An expanded reading of the term activity incorporates social and human areas from the body of social occupational therapy knowledge [38,40,46,48,49]. Barros, Lopes and Galheigo [8] emphasize that activities should constitute instruments of emancipation in relation to oppression, fed by the sociopolitical, cultural and affective dimensions of people, groups and communities [48,59]. Activities only acquire a character of purposeful activity through their social and historical meaning. Activities can be understood as mediating resources for approaching, monitoring and understanding needs, aiming at strengthening individual and collective subjects [52], in addition to promoting cultural appreciation, identity statements, citizenship exercises and social emancipation [84].

Theoretical and conceptual nuances that guide social occupational therapy interventions

On analysis the sampled publications have different theoretical nuances which are mainly supported by the social and human sciences. These are consistent with converging ideas about the political performance of social occupational therapy in defence of a fairer society through the guarantee of human rights and citizenship [57]. Social occupational therapy has inaugurated a paradigm shift by prioritizing the monitoring of populations in situations of vulnerability arising from socioeconomic, cultural, political and identity issues [92]. This focus of intervention requires an understanding of the experience of people and collectives in their daily practices which are configured between social structures, institutions, relationships and agencies. Consequently Most of the articles use concepts and terms from sociology, anthropology, political science relating to the field of public policy and, less frequently, philosophy.

It is noteworthy that the theoretical approaches inevitably has some overlaps with the techniques and methods section since some approaches used in social occupational therapy, such as Freire [37, 88], are directly engaged with the practical dimension of social transformations.

NeoMarxism approach

Three articles [44,59,68] refer to NeoMarxism as a means of sympathetically relating to current events. Some arguments are supported by Gramsci's perspectives, notably the technical-political role of the occupational therapy professional, supported by the philosophy of praxis [69]. The very concept of macrostructure is tacitly associated in texts with the reading of historical materialism. French neo-Marxist approaches to conceptualising “daily life as the real center of the práxis” [70] are addressed in article by Bardi et al [48]. These ideas were much debated by Galheigo [9], drawing on authors such as Lefevbre [70] and Heller [71] and were a key concept in theoretical reflections on social occupational therapy.

Culture Perspective

Bardi et al [48] and Barros et al [59] employ a culturalist approach using the concept of piece, path and circuit developed by Magnani [72] and the concept of culture, according to Geertz [73], in which culture is a web of significance that human groups establish through their relationships with each other and with nature, about ways of life, customs, beliefs and identities [48] Both these papers refer to the enjoyment of everyday practices from an anthropological reading on sociabilities and ways of life, and transformations in the relationships that emerge from the microsocial spaces occurring in families and other social institutions such as schools, and proximal surroundings like those amongst childhood friends.

Youth

Young people in vulnerable situations are one of the priorities for social occupational therapy intervention. This group is represented in sixteen studies from the final sample [39-41,46-53,55-58,65]. Youth has been understood from the sociological perspective as a social, plural phenomenon. Throughout history, due to its transitional position in social relations, youth tends to be concerned with the transformation of social processes and its potential activism for resistance (Dayrell [74], Groppo[75], Abramo[76], Spósito[77], Pais[78]).

Disaffiliation

Social occupational therapy uses Castel's concept of disaffiliation [79-81] to understand both production and societal relations as the foundations of the process of belonging and cohesion in contemporary societies. Castel [79-81] sets out the process of the weakening and breaking of social bonds in the form of inclusion and exclusion, primarily from the production relations of capital-labour and social cohesion dimensions. Castel [79] understands this as a dynamic and multifaceted process where dialectic disaffiliation is the capacity of a society to exist along two axes of integration and interdependency: one axis concerns the economic and social or interactional, and the other relates to socio-familial ties. Five articles [41,43,49,52,55] employ Castel's work in defining the process of integration and disaffiliation, since the public served by social occupational therapy is made vulnerable through various constricting conditions and denial of citizenship.

Public policy field (institutional approach)

Ten articles [40,43,48,50-52,58-61] refer to the field of public policies and both the legal field and wider conception of human rights based on the concepts of citizenship, social policies, the

welfare state, social movements, as well as to the norms that regulate sectoral policies, such as Statute of the Child and Adolescent (ECA), National Social Assistance Policy (PNAS), Single Social Assistance System (SUAS), especially in relation to social assistance, culture, and youth.

Paulo Freire

The significant influence of Freirean methodology on social occupational therapy practice is evident in nine of the articles [40,43,48,50-52,59]. The Freirean approach implies a political position of defending citizenship rights and transforming the oppressive relations in the socioeconomic conditions experienced in the daily life of vulnerable population groups [37]. Social occupational therapy carries an ethical and political commitment to address social inequities and for the naturalization (in an anthropological sense, i.e defiance) of oppressive conditions that directly affect the occupational experiences of much of the Brazilian population [40,59,61].

Decolonialism and necropolitics

Given the background in vulnerability and inequality claimed for social occupational therapy, the concepts of decolonialism based on the confluence of various oppressions derived from micropowers, defined by gender, ethnic or racial boundaries [93] and necropolitics (the politics of determining who is to live and who to die), [82]) were mentioned in only one article [44], albeit in a generic way, which reflects a relatively low take up of the concept. . Necropolitical processes result from the racial-colonial-sexual domination inherent to biopower and the discourses of domination operated by hegemonic positions associated with the issues of gender, race and social class [83].

Discussion

This scoping review shows that the publication of articles on social occupational therapy interventions began in the 2000s, especially in the second decade. They are concentrated in Brazilian journals. . The majority of studies are experience reports linked to teaching and extension projects at public universities. While this demonstrates academic support for this subarea of knowledge, it also suggests low institutional professional involvement.

Social occupational therapy studies have particularly been directed at poor and peripheral Brazilian childhood and youth. Such targeting of these age groups follows the conceptual framework of social markers of difference which guides social occupational therapy practices. The differences that mark the subjects' bodies and life histories are seen as structural categories where oppression, restriction and denial of rights to these population groups are operationalized [1]. These interventions contest the substance of guarantees of the Rights of Brazilian and Brazilian Children and Adolescents, which are stressed in the defense of the Statute of the Child and Adolescent (ECA) [85]. Social occupational therapy is dedicated to promoting citizenship not only of children and adolescents, but of all age groups and those socially just marked with other differences to enable guarantees of access to rights that formalize the daily lives of these people [1,86].

All articles mention the use of active methods/methodologies. According to Diesel, Bardez and Martins [87], active method presents itself as a means of shifting from the teaching (teacher/therapist) to learning perspectives. This idea is corroborated by Freire [88] when referring to education as a process that takes place in the interaction between historical subjects through their words, actions and reflections. Farias and Lopes [89] point out the relationship between Freirean concepts and the construction of workshops on activities, dynamics and projects as spaces that can enable emancipatory practices in the face of various systems of

oppressions. The processes of doing in the workshops can be seen as an emancipatory praxis through providing a critical, political, democratic space for exchanges and dialogues to form interventions and (re)create the daily lives of subjects whose opportunities are limited through social marginalisation [89].

The 12 studies tied to the METUIA Project are guided by social technologies, following some or all the four typologies given by Lopes et al [65]. The METUIA Project has significantly contributed to the methodologies and specific knowledge of social occupational therapy, and the studies covered in this research. Lopes [5,p.45], identifies the importance of these experiences in developing intervention proposals which are consistent with the situation of the target populations. The studies show how the Metuia network has acted as the embryo of an epistemic community in the consolidation and dissemination of social occupational therapy in Brazil.

From the concepts and approaches mentioned in the articles, it was possible to identify a relatively common body of knowledge. Over half of the studies mention the Freirean framework, especially for the guidance of intervention methods. According to Farias and Lopes [90], Freire's work remains a reference for the period which was marked by the struggle against authoritarianism at the end of the military dictatorship during Brazil's redemocratization. There was a focus on the expansion of civil, political and social rights, demarcating new demands for occupational therapists, which implied processes of transformation of occupational therapy itself at the time [5]. Following the perspective of Freire's [37] popular education, therapeutic-occupational actions become spaces of mediation for a critical and emancipatory reading of the world.

Many of the studies mention concepts and terms related to public policies and question the state of social protection, citizenship, social policies and social participation. The area has been connected with both sectorial policies in defense of the expansion of rights, and the reduction of social inequality of the population served. It can be said that social therapists acted as street bureaucrats [91] in social policies, as mediators of the relationship between the subjects served and the state, and in defense of protagonism and the right to the common good. These roles are recognised in the neo-Marxist frameworks which some studies used to understand the social inequalities and poverty conditions of their target populations such as Gramsci's concepts of intellectual hegemony (Gramsci) to discuss the political role of occupational therapy. French Neo-Marxism is also mentioned where the concept of everyday life provides the basis for critical understanding (in a reading that approximates the reality experienced by the subjects) from the work of Lefebvre and Agnes Heller [9].

The theoretical contribution of French sociologist Robert Castel's discussion of social networks of support and integration through work enabled the discussion of actions in social occupational therapy [92]. Specific concepts such as disaffiliation and sociology of youth were relevant to the challenge of creating strategies for social occupational therapy practice.

Only one study mentioned the decolonial approach as a possibility of understanding social inequalities

The studies applied a consensual approach to the term activity which is, understood as being immersed in social relations and as a guide for occupational therapy practice. This finding corroborates with review studies carried out in the Brazilian literature on occupational therapy:

Lima et al [94] identified the term activity in 91% of the articles in their sample and Figueiredo et al [95] found the term activity was used in 128 articles of the 155 analyzed (82.6%).

With the centrality of social phenomena and activism in the practical field these social occupational therapy studies, demonstrate correspondence between blocks of neo-Marxist, culturalist or identity, institutionalist, autonomist/libertarian theories that have influenced, informed and guided Brazilian production of social movements and collective actions from the 1970s to the second decade of the 2000s [96, 97]:

- The first cycle, identified in the 1970s, was characterized by the phase of struggle against the military regime and by the search for democratic solutions, with the predominance of the theoretical approach resulting from renewed readings of Marxist theories, especially coming from Gramscian approaches and Neo-marxist theories, with emphasis on culture dimension of making it possible to capture the day-to-day, the popular everyday life.
- The second cycle occurred during periods of redemocratization. This was concerned with the fight for basic rights and the strengthening of civil society in favor of building citizenship. The guiding paradigm of social practices in the so-called “base work”, was structured according to the foundations of Freirean Popular Education and by the culturalist identity approach, with the growth of new social movements of gender, Afro-descendants, rural movements [98].
- The third cycle took place after the approval of the new Constitution, in 1988, when the focus of many investigations shifted from the movement of actors in civil society to the performance of multiple actors in public policies, and the construction of new channels of institutionalized participation. These institutionalist approaches were concerned with

state, government and public policies, especially in the relationship between the state and civil society [98-99].

- The fourth and the fifth cycle emerged in the periods of economic crisis and crisis of democratic institutions which has unfolded since 2013 in Brazil. New libertarian and autonomist theories developed alongside new versions of conservatism and nationalist theories reappeared [96]. Libertarian socialism reappeared, along with the new feminist movements highlighting gender studies; holistic humanism emerged in certain studies on Latin American indigenous peoples, such as the theory of 'bien vivir'. The approach to decolonization, previously restricted to Spanish-speaking Latin American countries, gained prominence in Brazil in the first decade of the 21st century. It will decisively influence the South-South debate in the new century [96,98].

This epistemic trajectory of social occupational therapy helps us to understand how different historical and socio-political moments influence the production of knowledge. As it is concerned with the daily lives of vulnerable people and groups the production of social occupational therapy analyses and interventions coincide with some narratives of Brazilian collective actions, strongly influenced by the country's social, political and economic situation.

Implications for interventions in Social Occupational Therapy

The different theoretical and conceptual base of social occupational therapy is immediately apparent to readers in the global north, as well as to therapists who may be grounded in clinically defined areas of practice [Malfitano & Whiteford 2021, Rudman, 2020]. Social occupational therapy authors employ a vocabulary and terms which derive from a range of knowledge bases to accommodate the political and sociocultural dimensions which arise from working with vulnerability and public health as a focus [1-5, 7-9]. Social occupational therapy interventions arise from confronting dialectical arguments which deconstruct established forms

of knowledge and the hierarchical and hegemonic structures on which the professional power of the occupational therapist and other professional actors might rest [39-43]. These issues have been of growing concern in anglophone occupational therapy and occupational science, with numerous books and articles addressing concerns about health inequalities, poverty, cultural perspectives and intersectionalities particularly from the start of this century [Rudman, 2020; Malfitano, A. P. S., Gomes da Mota de Souza, R., & Esquerdo Lopes, R. (2016)].

Although various forms of service learning, and role emerging placement have long been part of occupational therapy training and education in the global north [Lorenzo et al, 2006; Thew et al 2011] has tended to reflect the idea of the occupational therapist as a clinician within public and private health systems [Molitor and Nissen 2018] rather than as an enactor of social policy. Yet the clinical-technical role of the profession produces conflicts as to purpose and the values associated with professional identity, as might be indicated by the origins of occupational justice and related concepts and their insertion into concepts of practice and education Malfitano, A. P. S., Gomes da Mota de Souza, R., & Esquerdo Lopes, R. (2016). A scoping review of these concepts suggested there is a need for stronger development of critically relevant knowledge for occupational therapists who work in the fields associated with social policies and outside the health sector Malfitano, A. P. S., Gomes da Mota de Souza, R., & Esquerdo Lopes, R. (2016)..

Conclusions

The analysis of the articles allowed us to identify some assumptions that have guided the interventions of social occupational therapy. The main one is that the area has defended a bold technical-political position in favor of social transformations, proposing a social and political engagement in social interventions.

Most of the articles in the sample were linked to the METUIA Project at UFSCAR. This demonstrates a delimited network of actors who have built the technical-methodological references for interventions in social occupational therapy through activities that integrate teaching, research and university extension actions. Brazilian public universities have a central role in proposing interventions in the area, whether through teaching, research and extension projects, together with sectorial policies and civil society.

This perspective is anchored in theoretical approaches which are strongly linked to collective social actions which arose from Brazil's dictatorial period. These actions drew on neo-Marxist currents and Freire in the struggle for equality and citizenship rights that historically marked social occupational therapy's emergence with populations in social disadvantages. The institutional currents are justified by the contribution of the area in the field of public policies. This is specially so with regard to social policies, which are essential in the struggle for citizenship and democratic rights amidst the poverty and inequality that has marked the history of Brazil. Currently, social occupational therapy is facing new demands and is being provoked to broaden its conceptual bases in order to incorporate historically oppressive dimensions that go beyond the struggle for class inequality and social segregation of the poor population. The dialogues of social occupational therapy with other southern perspectives may reiterate common findings relating to persistent social problems in Latin American countries.

Finally, social occupational therapy has incorporated new social demands with interventions for critical and transforming actions with diverse populations.

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