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Reflection Article/Essay

"Practical and reflexive" challenges for occupational therapy's undergraduate courses in pandemic times

Desafios "práticos e reflexivos" para os cursos de graduação em terapia ocupacional em tempos de pandemia

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Abstract

The Covid-19 pandemic has led to the adoption of measures that bring about changes in the routine and organization of work in universities. The virtual environments have been considered vectors for undergraduate courses during the pandemic, and it is necessary to reflect on this new context. The *Rede Nacional de Ensino e Pesquisa em Terapia Ocupacional* – RENETO (National Network of Education and Research in Occupational Therapy), Brazil, attentive to the issues involved in the formation and production of knowledge in the field, has been searching with peers for ways to carry out a complex reading of reality and, from this, create and implement strategies to be able to deal with the demands imposed, respecting the regionalities and institutional nature in which the undergraduate courses are running on. Thus, based on a survey carried out with the coordinators of Occupational Therapy courses, which aimed to understand how the undergraduate courses have adhered or not to teaching through digital platforms, this paper reflects on decision making about pedagogical, ethical, and political dimensions in the scope of academic activities not only in the context of the pandemic, but also considering the projections of the new reality imposed by the pandemic.

Keywords: Occupational Therapy, Teaching, Research, Covid-19.

Resumo

A pandemia de Covid-19 tem provocado a adoção de medidas que ocasionam mudança na rotina e na organização do trabalho das universidades. Os ambientes virtuais vêm se apresentando como vetores para os cursos de graduação durante o enfrentamento da pandemia, sendo necessário produzir reflexões para este novo contexto. A Rede Nacional de Ensino e Pesquisa em Terapia Ocupacional – RENETO, Brasil, atenta às questões implicadas com a formação e produção de conhecimento da área, vem buscando, junto aos pares, maneiras de realizar uma leitura complexa da realidade e, com base nesta, criar e implementar estratégias que deem conta de atender as demandas impostas, respeitando as regionalidades e naturezas institucionais em que os cursos de graduação estão inseridos. Assim, com base em um levantamento realizado junto às coordenações de cursos de graduação em terapia ocupacional, a fim de compreender como os cursos de graduação têm aderido ou não à oferta de ensino por meio de plataformas digitais, o presente trabalho reflete acerca das tomadas de decisões pedagógicas, éticas e políticas no âmbito das diversas atividades acadêmicas, não apenas no contexto do enfrentamento da pandemia, como também nas projeções da nova realidade imposta por esta problemática.

Palavras-chave: Terapia Ocupacional, Ensino, Pesquisa, Covid-19.

1 Introduction

The World Health Organization (WHO) declared a state of pandemic worldwide on March 11, 2020, due to the increasing incidence of contagion by SARS-CoV-2. Thus, several governors in Brazil followed guidelines for social distancing as a measure to slow down contagion and, consequently, not to collapse the health care system. These guidelines were based on decisions by international organizations and scientific studies by the experiences of countries like China and Italy.

The economic and social impacts that Covid-19 has been causing to the world community are concrete so that economic measures and social policies ensure health care and other social rights necessary to face the current situation. In Brazil, some measures are being taken; however, the Brazilian federal government along with political allies and representatives of the private sectors maintain a path to favor economic interests, given that the global projection for the post-pandemic scenario is a contraction of markets and a slowdown in the world economy (Lichotti, 2020). Furthermore, government representatives and politicians have been using digital media to spread messages contrary to the recommendations of international organizations, as in the digital platform Instagram, removing a post from the President related to mortality in Brazil by COVID- 19, classified as fake news (Soares, 2020).

Initially, the suspension of classes and face-to-face activities, especially undergraduate teaching at public universities, moved in the academic contexts the indication of the use of virtual environments as an alternative for the continuity of teaching activities. This alternative was endorsed by the Ministry of Education (MEC), which issued Ordinance 343, of March 17, 2020, recommending the Higher Education for the replacement of

ongoing classroom subjects by their offer in the online modality, by digital means, while the new coronavirus pandemic lasts (Brasil, 2020a).

Even though the task of evaluating the possibility of implementing curriculum content through virtual environments and technological tools has been guided by Higher Education Institutions (HEIs), the challenges immediately presented to the courses were the unfamiliarity of the academic community with the resources available in the virtual environments, the reorganization of ongoing research and projects - which meet the new specificities of the context of the sanitary, economic and humanitarian crisis - and the different socio-economic conditions of students who sharply express the inequality of access to technology resources and quality internet, but also social goods, such as housing, income, health, social support, ensuring equal conditions for home studies.

This reflection in the context of undergraduate courses in occupational therapy gains other peculiarities. The expansion of the offer of undergraduate courses, from the implementation of the *Programa de Apoio a Planos de Reestruturação e Expansão das Universidades Federais* (Support Program for Federal University Restructuring and Expansion Plans) - REUNI[1], significantly changed the profile of graduates, considering the access of the poorer classes to the university space. The research coordinated by the *Associação Nacional dos Dirigentes das Instituições Federais de Ensino Superior* (National Association of Directors of Federal Institutions of Higher Education) (Andifes) traced the socioeconomic and cultural profile of the graduates of Federal Institutions of Higher Education (IFES) at the national level. The study reveals a gradual shift in the profile of the middle and upper class to the insertion of the poorer and peripheral classes.

The implementation of REUNI and the changes from the student profile express historical issues about the rights and conditions of the Brazilian population excluded from access to Higher Education (Associação Nacional dos Dirigentes das Instituições de Ensino Superior, 2018). This fact can be understood by the social stratification in Brazil, which historically is based on social markers of difference (Zamboni, 2014), such as race, education, gender, location, among others, showing inequity in access and use of goods and services, expanding the focus of social inequality in Brazil. This scenario appears, for example, in crisis contexts such as the Covid-19 pandemic, as a structural barrier for students to carry out distance learning academic activities (Associação Nacional de Pós-graduação e Pesquisa em Educação, 2020).

Also, since its institutionalization, in the middle of the 20th century, occupational therapy in Brazil has been a profession for women. Therefore, most professors and students are of this gender group. In a historical context structured by patriarchy and machismo, women are still the main responsible for the care of the home and family members (children, parents, grandparents, brothers, etc.), who expose them in double duties of activities.

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[1]It emerged aimed at creating conditions for the expansion of access and permanence in Higher Education, at the undergraduate level, to increase the quality of courses and for the better use of the physical structure and human resources existing in federal universities, respecting the particular characteristics of each institution and stimulating the diversity of the Higher Education system (Brasil, 2007).

Faced with this new context, through a Public Note on its social networks published on March 24, 2020, and followed with an article inspired by the model of a "Declaration of Positioning", in the *Revista Interinstitucional Brasileira de Terapia Ocupacional* - REVISBRATO, published on May 31, 2020 (Rede Nacional de Ensino e Pesquisa em Terapia Ocupacional, 2020), the *Rede Nacional de Ensino e Pesquisa em Terapia Ocupacional* (National Network for Teaching and Research in Occupational Therapy) (RENETO) has been positioning in an attempt to mobilize the class for broad and deep debate about the reality of teaching and research in the area.

Also, there is a movement initiated by members of the expanded board (Gestão 2018-2020), supported by the nuclear board, problematizing the different ways of organizing and conducting academic activities. Aiming at gathering elements and share them nationwide, a survey was carried out, initially, with the coordinators of the undergraduate course to understand the local realities and identify the strategies explored, especially the digital ones. Then, we systematize and analyze the answers that we will present here.

2 A brief overview of the situation of undergraduate courses in occupational therapy in Brazil

In April 2020, RENETO organized a survey, using a Google® Form, sent by email to the coordinators of the 37 undergraduate courses in occupational therapy in Brazil[2]. The "Questionnaire on the situation of occupational therapy courses for activities and subjects by digital means" was designed to organize initial and indicative information on the situation of courses in the current pandemic and enable the construction of collective strategies in the context of vocational training in this context.

The questionnaire had 13 questions sorted into two sections. The first section was addressed to all courses and the second to only courses offering remote and digital subjects. In the first section, 12 questions were available, 10 were open and two were closed, addressing sequentially: (1) the name of the coordinator, identification and data of the course; (2) the positioning of the HEI and the occupational therapy course in the Ordinance 343 of MEC; (3) the institutions offering virtual subjects and activities; (4) considerations about the socio-family-economic conditions of the occupational therapy students of the corresponding HEI; and (5) students' access (or not) to digital technologies for content development.

Fifteen coordination of the 37 courses consulted until the end of May 2020 answered the questionnaire, that is, 40.5% of the corresponding undergraduate courses in occupational therapy, as shown in Table 1. Among these, ten courses are from public institutions of Higher Education (66.7%), eight from federal institutions of Higher Education and two from state public institutions of Higher Education; and five courses from private educational institutions (33.3%).

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[2]The coordinators of undergraduate courses in occupational therapy agreed with the publication of data via scientific journals, as well as in other information channels.

Table 1. Occupational therapy courses that answered to the RENETO survey in April 2020.

	Higher Education Institution	Administrative Category	State	Distribution by Brazilian Region
01	Universidade Federal do Paraná (UFPR)	Federal Public	PR	South region
02	Universidade Franciscana (UFN)	Private	RS	South region
03	Instituto Federal do Rio de Janeiro (IFRJ)	Federal Public	RJ	Southeast region
04	Universidade Federal do Espírito Santo (UFES)	Federal Public	ES	Southeast region
05	Universidade Federal do Triangulo Mineiro (UFTM)	Federal Public	MG	Southeast region
06	Universidade Federal de São Paulo (Unifesp)	Federal Public	SP	Southeast region
07	Universidade de Sorocaba (Uniso)	Private	SP	Southeast region
08	Universidade Estadual Paulista (UNESP)	State Public	SP	Southeast region
09	Centro Universitário Saúde ABC	Private	SP	Southeast region
10	Universidade de São Paulo (USP/RP)	State Public	SP	Southeast region
11	Universidade Federal do Rio de Janeiro (UFRJ)	Federal Public	RJ	Southeast region
12	Centro Universitário Aparício Carvalho (FIMCA)	Private	RO	North region
13	Universidade Federal do Pará (UFPA)	Federal Public	PA	North region
14	Centro Universitário UniFacid	Private	PI	Northeast Region
15	Universidade Federal da Paraíba (UFPB)	Federal Public	PB	Northeast Region

Source: RENETO Questionnaire (Rede Nacional de Ensino e Pesquisa em Terapia Ocupacional, 2020).

Most respondent HEIs were from the state of São Paulo (SP). According to the answers, eight public institutions of Higher Education (IFRJ, UFES, UFPR, UFTM, UNIFESP, UFPA, UFRJ, and UNESP) were against the guidelines of remote and virtual classes, three of which (UNIFESP, UNESP, and UFPA) reported that the current academic calendar was suspended. However, six institutions (UFN, FIMCA, UNISO, Centro Universitário ABC, UniFacid, and USP/RP) started classes through digital platforms, considering the exceptional situation faced. Also, the UFPB coordinator informed that until the moment, there was no positioning of the course and that they were in the process of discussion.

The occupational therapy undergraduate courses are reflected in what happened in the national scene in the adoption or not of remote classes since most of the public institutions, when the ordinance was published, were against remote class guidelines. Private higher education institutions, which answered to the questionnaire, fully adhered to the format proposed by MEC. The courses that reported that they are developing classes through digital platforms were characterized as pedagogical activities related to theoretical subjects, mainly through Moodle®, Google® tools, and through the Zoom® software. Regarding the HEIs that suspended the academic semester, the

coordinators reported that this is not a cancellation of the semester, but rather a suspension with the subsequent creation of a replacement schedule for the return of the face-to-face activities.

Based on some discursive answers, professors have been witnessing discussions about activities and remote classes, emphasizing the importance of their participation in the formulation of strategies, such as monitoring the academic community (professors, students, and servers), discussions about university extension actions, mapping of students for access to digital technologies and family socioeconomic conditions, providing greater reflections on the possibilities of the profession in the context of the pandemic. There was also an indication, by the professors from private institutions of greater concern with the transfer of curricular content since some institutions already operationalized technologies and virtual platforms for teaching. According to these institutions, training for professors and adaptations to virtual teaching is being offered by their leaders, providing computer labs for students without access to computers, preparation of manuals, and support from computer centers.

Thus, unlike public institutions, the private ones need to answer directly to the maintenance of vacancies in the courses, which is linked to the financial market for the existence and maintenance of these institutions[3]. It is naive and simplistic to dichotomize the public-private dimensions, and to separate private HEIs from the broader debate, reinforcing the view of higher education market models. In this reading, there is a weakness that professors from private institutions experience since they may be under different logics of employability and educational models.

This debate deserves deep attention on the public-private relationship of the State and the creation and implementation of undergraduate courses in occupational therapy linked to the notion and guarantee of social rights, as well as strategies for maintaining and expanding the area of occupational therapy. Thus, in this moment of crisis, more critical and broader views on these issues will be installed, and strategies to support and implement mechanisms that ensure the survival of undergraduate courses in occupational therapy in Brazil.

However, both public universities and private educational institutions have a consensus and concern around activities related to practical subjects. In both contexts, there is a prediction that they will be in the return of face-to-face activities; however, in some HEIs, there is already a debate about the consideration of remote activities amid practical activities due to the advance of the pandemic, especially as a result of the *Resolução do Conselho Federal de Fisioterapia e Terapia Ocupacional* (Federal Council Resolution of Physiotherapy and Occupational Therapy) - COFFITO, for the temporary release of the "Teleconsultation"(Brasil, 2020b)[4].

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[3]The limitation in the use of the private term to refer to some HEIs that operate undergraduate courses in Occupational Therapy is recognized since the term does not measure the plurality of the administrative and financial models of these institutions and necessarily are not primarily linked to a mercantilist logic, such as philanthropic institutions, social or private organizations with government subsidies.

[4]Currently, RENETO has been organizing the Course Coordinators Forum, which until the evaluation and review of this article has already carried out three editions. It aims to be a permanent forum, initially installed in May 2020, due to the pandemic crisis and the suspension of academic activities, but it will continue to incorporate other structuring guidelines of RENETO, and it will create mechanisms to support the development of occupational therapy undergraduate course. Since then, this forum has managed to advance the discussions on teaching professional practice in times of pandemic, which was not evident in the data reported in the questionnaire presented here, because, at that time, federal regulations did not allow practical activities. Thus, based on several actions since May at the forum meetings, we already have data to present a new panorama of these courses

The coordinators of the courses that chose not to teach classes by remote and digital means, including HEIs that suspended the academic calendar, consensually show the need to maintain the link and connectivity with students, mainly through welcoming activities, support and guidance. This situation enabled courses to propose non-mandatory and elective activities (such as optional curricular units or complementary undergraduate courses) with themes for example aimed at impacting daily life in the context of the humanitarian crisis and mental health of health professionals.

The agenda for maintaining the link, connectivity and welcoming students during the pandemic also appears in private HEI courses, with emphasis on UNISO, which considered the space of virtual theoretical classes as a possibility of collective confrontation of the situation, once that social detachment could bring difficulties for students from different spheres. The coordinator emphasized that at the beginning of the pandemic, it was difficult to find methodological and affective strategies that could cope with the students' demand. However, from the space of virtual classes, it was possible to create moments to mobilize care capacities, both with the colleague who was not present in the class and with other more vulnerable groups.

They also discussed the possibilities of that moment for the creation of learning strategies in the face of emergencies, including the offer of technological resources to support the university workers and other groups in the community.

A major concern consensual among the coordinators of the HEIs was the socio-family-economic profile of undergraduate students and the favoring/hindering of this situation for participation in remote activities. Four coordinators (UNESP, UFPA, Centro Universitário Saúde ABC, and USP-RP) answered that they do not have this data systematized by the course and/or university and that they recognize the vulnerability situations of the students through their more personalized contacts and informal references. The coordination of UniFacid did not answer this question and the other courses reported access to this information many times through surveys carried out by the Deans of Student Affairs or similar within the institutions.

Four courses (FIMCA, UNISO, UNIFESP, and UFPB) presented in greater detail the socio-economic profile of students, with two private higher education institutions and two public ones. FIMCA presented 90% of scholarship students and UNISO indicated that 50% of students are also workers and the others participate in external and university scholarship programs. Unifesp's coordination reported that among the various information on the family living conditions of university students identified based on an institutional survey (housing conditions, access to basic sanitation, access to drinking water, sleep, and studies), they considered the situation of family income in the context of the pandemic to be quite significant. Among the respondent students, 48% reported a loss of family income of up to 50%; 11% stated that there was a drop in the family income of more than 50%, and 2% reported that the family was left without any income with the pandemic. For example, the UFPB coordinator presented more information on the socioeconomic data of students and pointed out that 47% have family income from zero to two minimum wages.

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and that will remain for another publication opportunity. General information will always be announced in the official communication channels of RENETO to position the category, both in the understanding of the events and in the referrals.

These data corroborate the previous discussion about the socio-family-economic profile of the students of the HEIs, showing that, in the private institutions that answered the questionnaire, access to Higher Education is also mostly provided by the lower social classes, which are inserted through affirmative private higher education policies, such as Prouni[5] and Fies[6], demonstrating and confirming the processes of social stratification which impose challenges for Higher Education as a whole, heightened in times of pandemic.

When asked if the course coordinator checked whether all students had access to digital technologies, especially cell phones, computers, and the internet, only the UFPB coordinator replied that she did not provide concrete data at the time, as the course was conducting research. The other coordinators reported that an analysis of the situation was carried out and it was found that not all students have access to these technologies and real possibilities to develop virtual activities.

Private institutions showed a higher rate of students with access to the internet with above 90%. These institutions also highlighted the availability of appointments in computer labs for students who do not have quality internet access, and recordings of virtual classes; training, both for professors and students for the use of digital tools in learning; and support from computer centers.

From public institutions, the coordinators pointed out that most of the students stated that they have access to digital technologies; however, not in their entirety. They pointed out that many students did not respond to the course coordination, showing a greater possibility of non-access. These also indicate an important number of students with difficulty accessing the equipment and/or living in regions without access to the internet, mainly in the northern region of the country.

Regarding the answers to internet access, we can say and debate the importance of considering other issues involving remote activities. Access may be the starting point, but "only" does not guarantee effective learning. It is essential to consider the various social insecurities and vulnerabilities that overlap with technological issues. For example, in addition to the internet's capacity and speed, we should consider the type of technologies (computer, cell phone, tablet), their usage time, the understanding and handling of their components and interfaces, the components and skills needed to the performance in the use of technologies and activities in a virtual environment, especially the attention to students with disabilities, and the environment, which is expected to be adequate, with certain isolation and silence that allows concentration. We also need to consider the family situation, income for the most basic needs, working hours, and/or care for the home, among others.

3 Consider-Actions in favor of quality graduate education in occupational therapy amid the pandemic

Even though it is not yet possible to accurately measure the scope and proportion of this crisis in the economic sphere, the epidemiological data and mathematical models

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[5]This is the Program "University for All" of the Ministry of Education, which offers full and partial (50%) scholarships in private institutions of Higher Education. More information is available at PROUNI (Brasil, 2020c).
[6]It is a funding program for students from private universities. More information: Brasil (2020d).

that study the behavior of the Covid-19 pandemic point to the need to adapt to a new social reality, which will remain by 2022, according to their projections, or until the global population has acquired immunity through mass vaccination (Mellan et al., 2020; Walker et al., 2020).

Faced with such uncertain projections about the pandemic of Covid-19 and, at the same time, the intensification of disputes over a commodified education and not as a right (Pereira, 2009), there is a need to expand debates about how Brazilian public universities, in their plurality of contexts, possibilities, and limits, will build paths that make access and permanence to/in public and free quality Higher Education for all.

Occupational therapy training schools also face the challenge of discussing the impacts of the current context on curricula, pedagogical strategies, practice scenarios, and other dimensions of training and teaching.

By the brief situation presented by the HEIs that shared their situations and concerns with RENETO, we can reflect on the current context and the impacts on the professional training of occupational therapists, as well as the possibilities of mobilization that the teaching category as a whole can get involved.

The question that we still do not have an evident answer, is: "how to respond to the demands of teaching, research, extension, and university management based on our real conditions of existence in the context of pandemic and socio-sanitary crisis?". Furthermore, "how are we going to deal with the gradual or immediate incorporation of technologies for virtual access and remote work, without this reproducing the worsening socioeconomic inequalities in access and participation?"

There is no answer or a priori answer. However, we can come up with some clues about a set of issues that need to be considered and reflected in the use of technologies as a teaching work tool. Among these issues, we highlight four dimensions:

1. The possible conditions of access to technological resources and the mastery of this language to favor the teaching and learning processes of the students. Also, the more unique conditions that should be on the spectrum of professors' concerns, even because as occupational therapists, there are the conditions of students from issues involving social vulnerability, disabilities, or territorial issues that hinder access, for example, those who live in rural areas.

2. The possible conditions for the use and management of technological resources for teaching practices by the faculty. In other words, even with access to equipment and the internet, they do not guarantee that they can handle the digital tools effectively and completely.

3. The limits of the "replacement" of face-to-face activities by remote activities in terms of the teaching and learning process since it is fundamentally based on interaction, in the face-to-face dialog between professors and students and between them (Freire, 2005, 2011). We need to understand that face-to-face teaching is not only to guarantee teaching and learning but to favor other competences regarding interpersonal relationships, sociability, coexistence, etc.

4. The financial interests in dispute for the adherence or not of the HEIs to distance learning, by groups and foundations that commercialize education nationally and internationally, which are gradually strengthening a reorientation according to the principles and logic of the market, mischaracterizing education as a public good under social law (Cara, 2020).

Thus, to build some argumentations that can focus on new models that bring the academic community closer to technological resources and their digital media, there is also a mobilization that integrates different work areas, involving the entire academic community and that invite professors of occupational therapists to collaborate.

In this sense, we need to request from different agencies, inside and outside the universities, the need for financial investment for the acquisition of technological equipment, in a foreground, for students. In addition to the acquisitions, universities would need to establish partnerships with telecommunication companies for the distribution of the internet to minimize these inequalities due to the lack of access to the internet by the students at home.

However, we have to pay attention to the risks involved in actions like these and the inherent contradictions, as this also includes some financialization of the educational demands of universities. Then, niche markets, specialized companies, advisors, etc. are created. In this process, the State also distances from the commitment and starts to act only as a "facilitator" of the insertion of the private in the public area.

Another problem found is in the handling and appropriation of platforms and digital tools, and we need to dialogue and formulate with collegiate bodies, departments, and universities the offer of specific training that instrumentalizes the faculty for more effective and forceful use of virtual environments in the teaching-learning processes. As the public note of the *Associação Nacional de Pós-Graduação e Pesquisa em Educação* (National Association of Graduate Studies and Research in Education) (ANPED) points out, the Distance Learning (EAD) also requires curricula, didactics, and conditions that are not the domain or are not available to all. According to the note, it is very impoverishing to reduce this modality of education to the adaptation of activities in the online format and disqualification of the modality and of teaching (Associação Nacional de Pós-graduação e Pesquisa em Educação, 2020).

The Covid-19 pandemic assigns to the academic community the responsibility for innovation and designing solutions that help to cope with this reality in health and different social spheres. In recent years, investments in science and technology have suffered major cuts by national public agencies to promote research and technological innovation, reducing scholarships and productivity, ending research calls for tenders, among other losses that signal the need for a deeper debate about the economic and social impact of this costing, using at the present moment, the understanding of investment necessary for practical solutions to combat this pandemic.

Also, with the reorganization of conservative political and social forces in recent years, the dismantling of public policies has intensified, and this situation reverberates directly in students (and their families) who are in Higher Educational institutions both

public and private. For this reason, in addition to the difficulties of accessing virtual technologies or not, understanding the social dimension of the pandemic and how the situation opens up the country's extreme inequality and the vulnerability of the poorest population is more than necessary. Thus, we need to discuss, within and by the academic community, the elaboration and intensification of student assistance strategies, and to bring the dialogue closer to social assistance policies.

Most of the undergraduate courses in occupational therapy in Brazil have actions within the scope of university extension in several territories in addition to universities, with different populations and problems that are often neglected by the Public Power. These actions must be equally valued, as they make direct contact with local populations through social, educational, cultural actions, among others, seeking to equalize conditions of access to the assistance network, equipment, and services that are important for the social development of the population.

Although we currently experience an unprecedented situation with the pandemic, many of these problems have been known and faced for several years in universities. They are a challenge to search for valid strategies and dialogue in different sectors, such as development agencies, institutions, parliamentarians, etc.

The reflections proposed throughout this debate guide some possible paths, mainly in the appropriation and familiarization with the virtual environments and their available resources. Therefore, we need a permanent debate and evaluation of how Brazilian universities are positioned concerning the different projects for Education (Basic and Higher) in dispute on the neoliberal agenda.

Therefore, occupational therapy professors and researchers are responsible for the tasks of institutional and political articulations for the mobilization and demand of better working and learning conditions for students; necessary and adequate investment for research and innovation in the area; and valuing the actions that are under development and help to fight the pandemic.

Finally, but without ending the discussion, RENETO defends and favors the teaching and research in occupational therapy, safeguarding the maintenance of public policies that help to cope with the health, social and educational issues that we will face in these current circumstances.

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All authors contributed to the idealization, writing, and final revision of the text, approving its final version.

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