Topics for a core undergraduate South African vocational rehabilitation curriculum - results of a consensus process

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“Work is at the heart of the philosophy and practice of occupational therapy. In its broadest sense, work, as productive activity, is the concern in almost all therapy”

Karen Jacobs, 1991

(px1)
Overview

Development of an undergraduate vocational rehabilitation curriculum framework for South African occupational therapists

Core curriculum themes

Novel consensus process
Research context - OT perspective

- Eight institutions of higher education
- Macro level – national education laws
- Meso level – Professional board
- Micro level - institutional autonomy
- Limited collegial curriculum collaboration
- No established collective voc rehab curriculum
Determining core

• Various methods

• Consensus is frequently used

• Variations in consensus methodology application

• Identifying the “experts”

• Our process used a variety of strategies
Methodology consensus process

Consensus through commonality in curriculum themes

Lecturers
- Interviews

Lecturers
- Study guides

Students
- Student online survey

Practice
- Publications audit

Core Curriculum themes
Lecturers description of core curriculum

- Lecturer interviews – reflected diversity
- Thematic analysis
- Member checking
- Confirmability audit
- Literature integration\(^{5-10}\)

“common content” Commonality in curriculum themes
Methodology

- **Planned curriculum**
  - Study guide audit

- **Delivered curriculum**
  - Lecturer interview

- **Publications (practice)**
  - Publications audit

- **Experienced curriculum**
  - Student online survey

**CORE**
Curriculum themes (46) - > 75%

Common curriculum themes – lecturers & students

1. Labour/work/employment market
2. Job analysis
3. General work intervention strategies
4. MODAPTS introduction
5. National employment laws & policies
6. Voc rehab process
7. Work and unemployment
8. Reasonable accommodation
9. Skills development - clients with disabilities
10. Work evaluation process

Lecturers

- 75% and above: 11; 24%
- Below 75%: 35; 76%

Students

- 75% and above: 15; 33%
- Below 75%: 31; 67%
Common curriculum themes (46) (< 75%) lecturers & students

1. Career development theories
2. Work preparation for LSENS
3. Case management
4. Medico-legal work - introduction
5. Occupational justice
6. Injury prevention programs
7. Job coaching as intervention strategy
8. Work study - introduction
9. Employment opportunities for OTs in VR
10. MODAPTS skill
11. Skills development for unemployed people who are not disabled
12. Industrial therapy in long term psychiatry
13. International health laws & policies
14. International employment laws & policies

Lecturers

- 75% and above: 35 (76%)
- Below 75%: 11 (24%)

Students

- 75% and above: 31 (67%)
- Below 75%: 15 (33%)
Practice placements (13)

Lecturers

- 11; 85% 75% and above
- 2; 15% Below 75%

Students

- 8; 62% 75% and above
- 5; 38% Below 75%

75% and above
- Community based settings
- Learners with special education needs - school environment

Below 75%
- Private mental health settings
- Insurance settings
- Private physical rehab hosp
- Industrial settings
- Private practice settings

Community based settings

Learners with special education needs - school environment

Private mental health settings

Insurance settings

Private physical rehab hosp

Industrial settings

Private practice settings
Evaluation methods (11)

Lecturers

- 75% and above: 10; 91%
- Below 75%: 1; 9%

75% and above
- Valpar Work Component Work Samples

Below 75%
- Joule FCE system
- Baltimore Therapeutic Equipment (BTE)
- Matheson Work Bench

Students

- 75% and above: 3; 27%
- Below 75%: 8; 73%
Curriculum themes – publication audit

- 31; 67% Common
- 15; 33% Not-common
Additional publication themes

- Unemployed youth – with and without disabilities
- Malingering
- Identity construction and adaptive strategies
- Informal economic occupations – street trading
- Barriers and facilitators in RTW
- Unique South African models
Core curriculum themes

Labour market

Voc rehab process

Skills development
Reasonable accommodations
General work intervention strategies
Work as concept
Work evaluation
Job analysis

Employment laws & policies
In conclusion

• Novel consensus process
• Multiple data sources
  • Three curriculum layers
  • Publication audit
• Co-constructed description of “core curriculum”
• Commonality informed core themes
• Limitations
Take home message

• Core is part of the curriculum framework
• Emphasize collaborative curriculum development - institutional level
• Consensus and “outliers” – connected in diversity?
• Nothing is constant, prefect or forever
• Collegial networking
• Curriculum publications
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References


Thank You

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