Plotting a curriculum within a competency framework

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Background

• High prevalence of neurological conditions

• Students require a skill set which encompasses the Graduate Attributes (GA)

• The development of a relevant and responsive occupational therapy undergraduate neurological curriculum within a South African context using a collaborative approach
Collaborative Approach

- Encompasses 4 phases:
  
  I: Needs Analysis
  II: Plotting findings on GA competency framework
  III: Formulation of competency outcomes
  IV: Finalization of neurological curriculum
Core knowledge and skill

Interpersonal relationships

Disposition

- Foundational knowledge
- Assessment
- Treatment
- Team work
- Client centeredness
- Self directed learning
- Personal attributes
GA Competency Framework

Health Scientist

- Professional
- Communicator
- Scholar
- Collaborator
- Health Advocate
- Leader & Manager
Five Step Process of embedding GA into the curriculum

1. Using the competency framework to plan for scaffolding of teaching content; teaching instructional methods; learning opportunities and assessment methods
2. Formulate outcomes for the module according to these key and enabling competencies
3. Determine for each of the key competencies the enabling competencies
4. Arrange the findings grouped under each role according to the key competencies
5. Arranging findings of themes according to the different roles
Role: Communicator

Key competency: engage patients and their families in developing plans that reflect the patients’ health-care needs and goals

OT Neuro curriculum

• Select the relevant enabling competencies
• Formulate outcomes for the module e.g., students need to be able to do health education with patient/caregiver or family using principles of health literacy and motivational interviewing
• Need to be incorporated into the curriculum in terms of when (second, third or fourth year of study), how (what teaching method(s)), where (theoretical, practical or clinical practice)

Assessment

• Align the assessment methods with “where”

Plotted GA

• Need to be incorporated into the curriculum in terms of when (second, third or fourth year of study), how (what teaching method(s)), where (theoretical, practical or clinical practice)
Graduate attributes should not be considered an “add on” but be embedded in the instructional and assessment methods of all modules to provide a more integrated curriculum.
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