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# Plotting a curriculum within a competency framework

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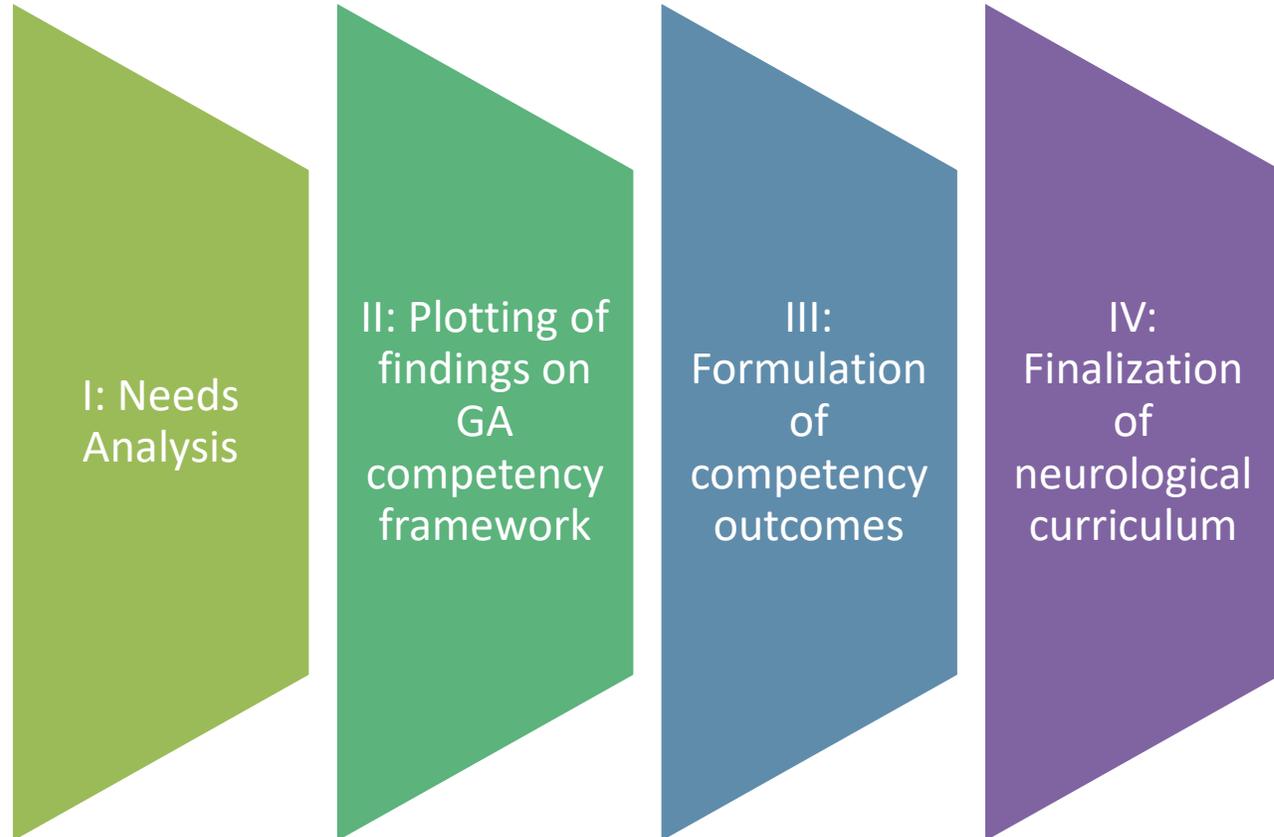


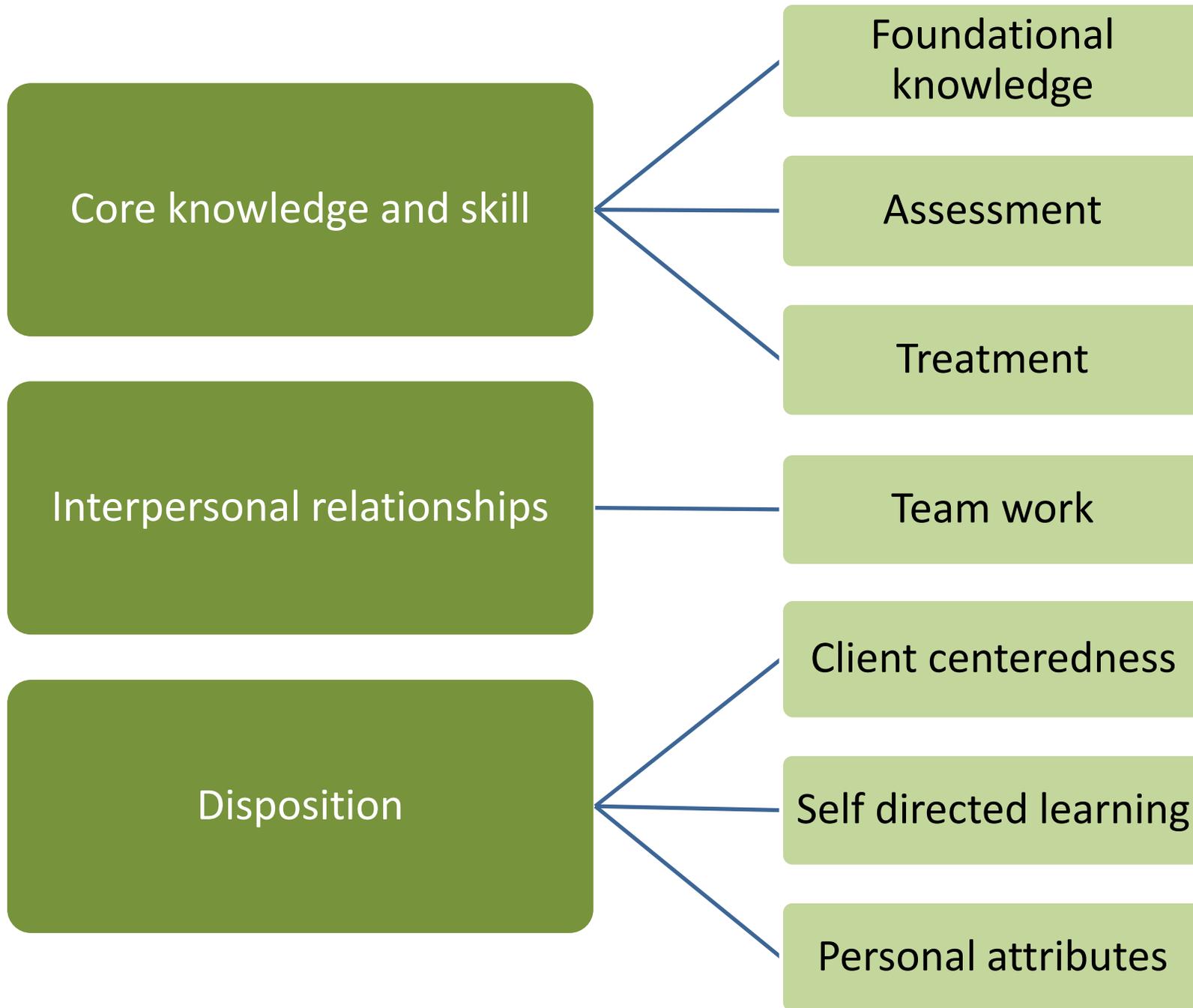
# Background

- 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

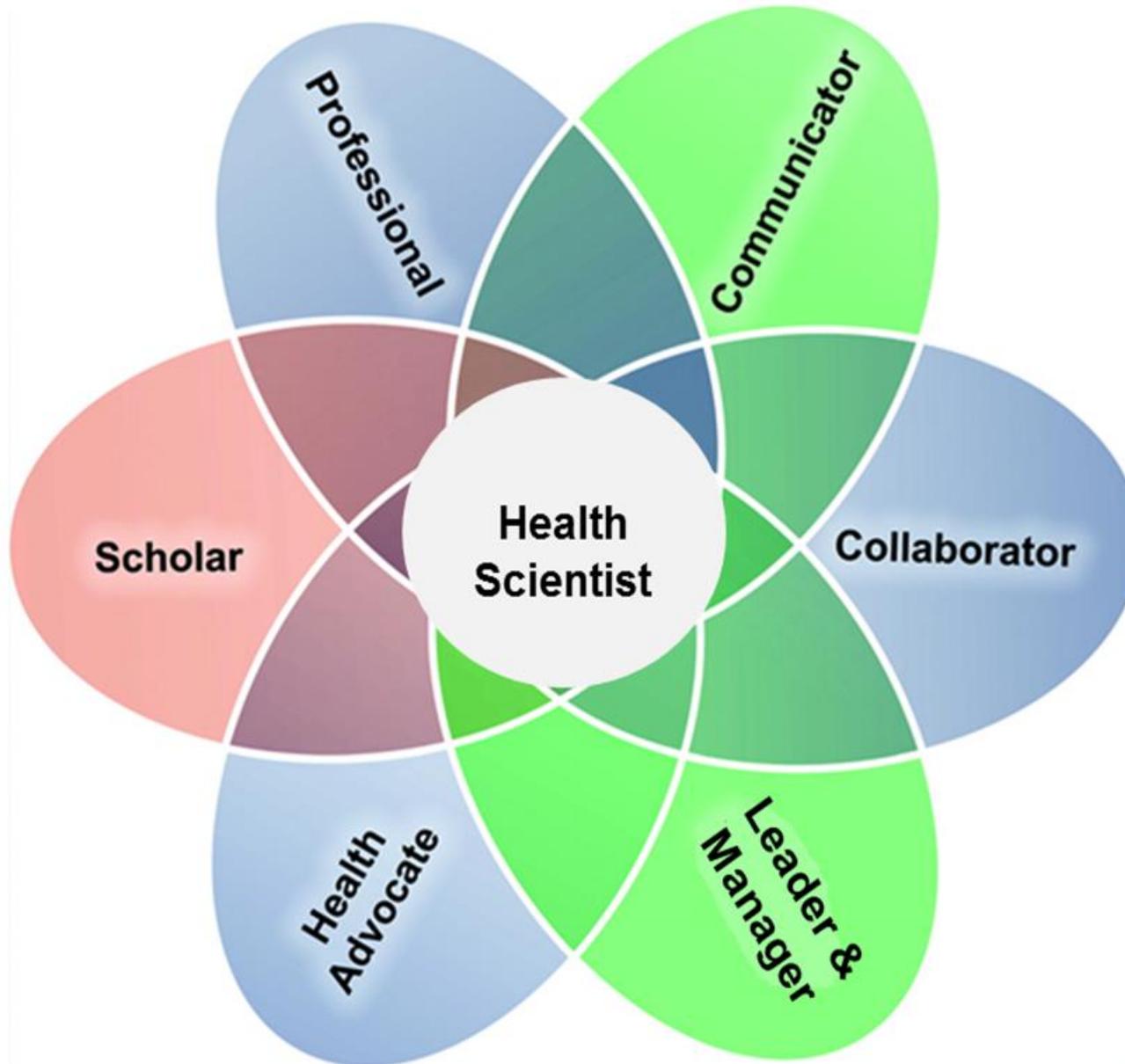
# Collaborative Approach

- Encompasses 4 phases:





# GA Competency Framework



# Five Step Process of embedding GA into the curriculum

Arranging findings of themes according to the different roles



Arrange the findings grouped under each role according to the key competencies



Determine for each of the key competencies the enabling competencies



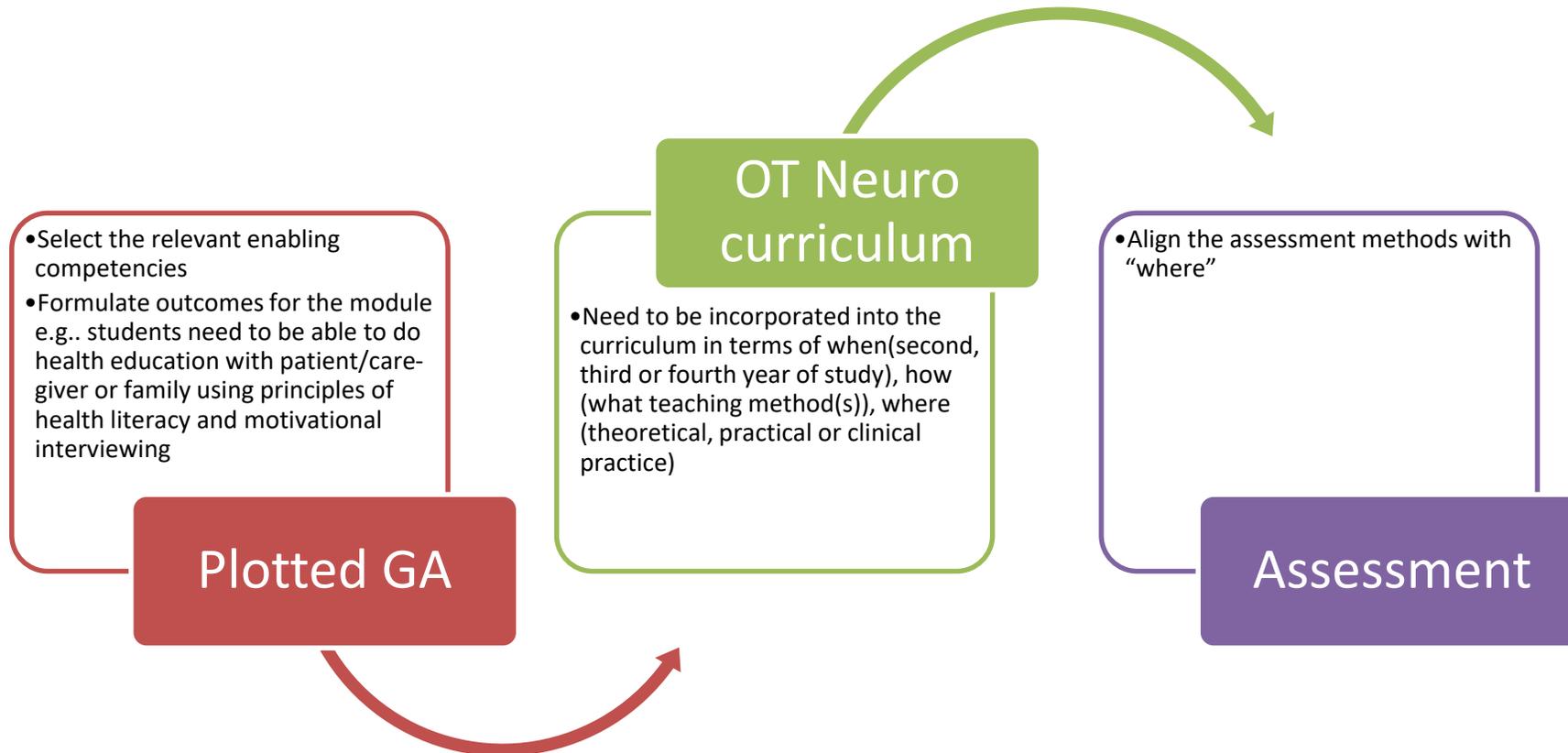
Formulate outcomes for the module according to these key and enabling competencies



Using the competency framework to plan for scaffolding of teaching content; teaching instructional methods; learning opportunities and assessment methods

## Role: Communicator

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



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

# Acknowledgements

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