

**JOIN IN DISCUSSING
PROPOSED MASTER
CURRICULUM AREAS AND
RELATED EXAMPLE LEARNING
OUTCOMES 😊!**

ENOTHE
project group
masters 2



PARTNERS

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THANKS TO CONTRIBUTORS

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- ENOTHE board



AIMS

- network and exchange between master programmes focusing on Occupational Therapy (OT) and/or Occupational Science (OS) within ENOTHE ~ benchmarking
- discuss and describe Tuning competences on Masters level under the light of current and future European developments in health care and society
- describe opportunities and facilitate structures for international collaboration between Master-, Bachelor-, and/or PhD-programmes within ENOTHE (exchange of staff and students ~ modules, lectures, research and examinations).

DELIVERABLES

- Recommendations regarding competence descriptions on Master degree level as relevant to OT- and OS-related Master programmes (benchmark for existing and developing curricula)
- Recommendations and operationalization for facilitating international cooperation between programmes on Bachelor, Master and PhD level
- Dissemination through ENOTHE, WFOT & COTEC

ACTIVITIES PHASE 1

**ENOTHE
conference
York October
2013: meeting
project group**

**Collect
competencies
of master's
programs**

**ENOTHE
conference
Nijmegen
October 2014:
workshop**

**Obtained feedback
on draft curriculum
areas
Explore how to
facilitate mobility**

**Start project
Focus
Methods**

**Project group
meeting
Amsterdam
April 2014**

**Mapping & grouping
competencies to master's
Tuning and EQF
→ draft curriculum areas**

**Report
January 2015**

**Request for
phase 2 to
ENOTHE board**

ACTIVITIES PHASE 2

Revise curriculum areas
– incorporate feedback
of workshop Nijmegen

Project group
meeting Innsbruck
June 2015

generic
versus OT
specific?

Project group
meeting Leuven
March 2016

Collect examples
(project group &
emaillist)

ENOTHE
conference
Bulgaria
• 1-day meeting
• Workshop conference

Feedback
shared areas
and learning
outcomes

ENOTHE
conference Galway
June 2016

• 1-day meeting
Workshop conference

SHARED CURRICULUM AREAS

Table 1 – Version 2: Descriptive labels for common learning outcomes from compared Masters curricula linked to active verbs as relevant to Master education. Adaptation: October 21st, 2015

	Shared curriculum areas within programmes related to EQF and Master reference points	What Masters' students should be able to do
1	Measurement	Critically appraise, select, improve, know how to develop
2	Evidence-based approach to service delivery	Apply, reflect, research, evaluate, synthesize [reflexive practice]
3	Guidelines, standards and systems (e.g. quality, health & social care)	Implement, contribute to development
4	Advanced problem solving	Demonstrate, synthesize, analyze , problem solve [ability]
5	Management of services and resources	Manage, organise, supervise, evaluate and report
6	Promotion of an occupational perspective at micro-, meso- and macrolevel	Advocate / communicate, being aware; negotiate
7	Critical thinking and professional reasoning	Apply, reason, reflect
8	Occupational Therapy and Occupational Science concepts and applications	in-depth knowledge and understanding, evaluate, apply [on all levels: societal, public health,...], advocate, collaborate
9	Life-long learning and continuing professional development (CPD)	Evaluate, plan, design, implement, reflect
10	Policy development	Advocate, develop, communicate, review
11	Leadership	Provide, communicate, lead, develop
12	Research	Research, develop, conduct, analyse
13	Dissemination and Knowledge Translation	Design, demonstrate knowledge, communicate, write
14	Innovative approaches, creativity and entrepreneurial skills	Can work in complex environments, build up and align networks
15	Service & programme development and evaluation, and quality assurance	Act independently, reflect, research, evaluate, develop, identify
16	Ethics and ethical reasoning	Demonstrate, independently consider
17	Advocacy through collaborative partnership	Promotes, facilitates, communicate, advocate, adapt, collaborate, enabling change [change agent]

Next table: 17 areas + Knowledge – skills – attitudes (LO) – examples (specific and generic)

RESULTS OF MEETING 21/10/'15 & FEEDBACK EMAILING

■ Add shared area Measurement

	Shared curriculum areas within programmes related to EQF and Master reference points	Learning outcomes – examples from Montreal	What Masters' students should be able to do
1	<u>Measurement</u>	<ul style="list-style-type: none"> - <u>Critical appraise, select, improve & application of measurement</u> - <u>Development of measurement</u> 	<u>Critically appraise, select, improve, know how to develop</u>
2	Evidence-based approach to service delivery	<ul style="list-style-type: none"> - Engage in pursuing excellence in clinical practice and mastery of discipline - Integrate evidence into one's own practice - Apply evidence to the development of programs/services] - Discerning application of evidence in planning positive change in a health and 	Apply, reflect, research, evaluate, synthesize [reflexive practice]

- Incorporate “Health economy & economic evaluation” in learning outcomes of areas:
 - Management of services and resources
 - Research
 - Service & programme development and evaluation, and quality assurance

WORKSHOP

Select best examples

Table xy (2 in the new report?): Shared curriculum areas from compared Masters curricula with their respective learning outcomes.

	Shared curriculum areas within programmes related to EQF and Master reference points	Learning outcomes – examples from Montreal	What Masters' students should be able to do
1	Measurement	<ul style="list-style-type: none"> - Critical appraisal, select, improve & application of measurement - Development of measurement 	Critically appraise, select, improve, know how to develop
2	Evidence-based approach to service delivery	<ul style="list-style-type: none"> - Engage in pursuing excellence in clinical practice and mastery of discipline - Integrate evidence into one's own practice - Apply evidence to the development of programs/services - Discerning application of evidence in planning positive change in a health and social care setting. - Understand and evaluate meta-studies and Cochrane reviews - Establish analysis of potentials to transfer evidence from other countries to one's own cultural and national context 	Apply, reflect, research, evaluate, synthesize [reflexive practice]
3	Guidelines, standards and systems (e.g. quality, health & social care)	<ul style="list-style-type: none"> - Elaborate a plan for services quality assessment - Understand and evaluate guidelines - Understand and implement health circles and quality circles in one's own service delivery. 	Implement, contribute to development
4	Advanced problem solving	<ul style="list-style-type: none"> - Justify decision-making based on evidence - Self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks. 	Demonstrate, synthesize, analyze, problem solve [ability]

Add examples

SHARED CURRICULUM AREAS (1)

	Shared curriculum areas within programmes related to EQF and Master reference points	What Masters' students should be able to do
1	Measurement	Critically appraise, select, improve, know how to develop
2	Evidence-based approach to service delivery	Apply, reflect, research, evaluate, synthesize [reflexive practice]
3	Guidelines, standards and systems (e.g. quality, health & social care)	Implement, contribute to development
4	Advanced problem solving	Demonstrate, synthesize, <u>analyze</u> , problem solve [ability]
5	Management of services and resources	Manage, organise, supervise, evaluate and report
6	Promotion of an occupational perspective at micro-, <u>meso-</u> and <u>macrolevel</u>	Advocate / communicate, being aware; negotiate
7	Critical thinking and professional reasoning	Apply, reason, reflect
8	Occupational Therapy and Occupational Science concepts and applications	in-depth knowledge and understanding, evaluate, apply [on all levels: societal, public health,...], advocate, collaborate
9	Life-long learning and continuing professional development (CPD)	Evaluate, plan, design, implement, reflect
10	Policy development	Advocate, develop, communicate, review

SHARED CURRICULUM AREAS (2)

11	Leadership	Provide, communicate, lead, develop
12	Research	Research, develop, conduct, analyse
13	Dissemination and Knowledge Translation	Design, demonstrate knowledge, communicate, write
14	Innovative approaches, creativity and entrepreneurial skills	Can work in complex environments, build up and align networks
15	Service & programme development and evaluation, and quality assurance	Act independently, reflect, research, evaluate, develop, identify
16	Ethics and ethical reasoning	Demonstrate, independently consider
17	Advocacy through collaborative partnership	Promotes, facilitates, communicate, advocate, adapt, collaborate, enabling change [change agent]

LET'S WORK! INSTRUCTIONS

- Work in pairs
- Quality of learning outcomes – suggestions for adaptations
- Provide additional ideas
- Reflection on adding shared area “Measurement”

- Participants write on distributed papers
- Please mention: Student/staff, country, email address

PROVIDE ADDITIONAL FEEDBACK

- Email to Sandra Schiller: sandra.schiller@hawk-hhg.de
- Sandra will send feedback form
- You complete form by December 15th 2015

FUTURE

- Podcasts from students, graduates, OT's in the field, ...?
- Recommendations of shared areas for master programs
- Facilitate mobility?