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# **OCCUPATIONAL THERAPY MASTERS EDUCATION IN EUROPE: SHARED CURRICULUM AREAS AND EXAMPLE LEARNING OUTCOMES**

**ENOTHE  
project  
group  
Masters 2**

**ENOTHE**

European Network  
of Occupational Therapy  
in Higher Education



# OBJECTIVES FOR WORKSHOP

- Present work from the Masters project group related to identified shared curriculum areas and example learning outcomes/competencies.
- Discuss the differences between learning outcomes that focus on knowledge, skills and/or attitudes.
- Explore the potential applications of the proposed statement of common masters curricula in participants' countries.
- Following the workshop, a synthesis of discussion/feedback will be produced to inform the final project report.

# FORMAT FOR THIS WORKSHOP

- Presentation of the process and the product of the ENOTHE Masters working group
- Facilitated small group discussion
- Feedback and summary

# PARTNERS

- Austria: Ursula Costa & Pier Paolo Pasqualoni (Innsbruck)
- Belgium: Daphne Kos (Leuven & Ghent)
- Canada: Lise Poissant & Marc Rouleau (Quebec)
- Germany: Sandra Schiller & Ulrike Marotzki (Hildesheim)
- Netherlands, UK, Sweden, Switzerland, Denmark: Fenna van Nes & Debbie Kramer-Roy (European master)
- Switzerland: Isabel Margot (Lausanne)
- United Kingdom: Alison Laver-Fawcett (York)



# THANKS TO OTHER CONTRIBUTORS

- Denmark: Karen LaCour & Line Lindahl
- Netherlands: Ton Satink & Jantina Kroese
- Norway: Jon Sørsgaard & Klara Jakobsen
  
- ENOTHE board

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# AIMS OF THE MASTERS PROJECT

- Network and exchange between Masters programmes focusing on Occupational Therapy (OT) and/or Occupational Science (OS) within ENOTHE ~ benchmarking
- Discuss and describe Tuning competences on Masters level in 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 at 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**

**Collected  
competencies  
of example  
Master's  
programs**

**ENOTHE  
conference  
Nijmegen  
October 2014:  
workshop**

**Obtained feedback  
on draft curriculum  
areas. Explored  
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

Generic  
versus OT  
specific?

Revise curriculum  
areas – incorporate  
feedback of  
workshop Nijmegen

Project group  
meeting  
Innsbruck  
June 2015

Finalise curriculum  
areas + illustrative  
examples

Project  
group  
meeting  
Leuven  
March 2016

Finalise  
document  
curriculum  
areas &  
implementation  
possibilities  
End report  
December 2016

Collected  
examples  
(project  
group &  
email list)

ENOTHE  
conference  
Bulgaria (Oct.  
2015). 1-day  
meeting.  
Workshop  
conference

Feedback  
shared  
areas and  
learning  
outcomes

ENOTHE  
conference  
Galway (June  
2016). 1/2-day  
meeting.  
Workshops at  
conference

Dissemination  
via ENOTHE,  
COTEC, WFOT,  
publication in  
journal, ....

# RESULTS OF MEETING RUSE (BULGARIA 2015) & FEEDBACK EMAILING

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

# SHARED CURRICULUM AREAS

#	Shared curriculum area (in alphabetical order)
1	Advanced problem solving
2	Advocacy through collaborative partnership
3	Critical thinking and professional reasoning
4	Dissemination and Knowledge Translation
5	Ethics and ethical reasoning
6	Evidence-based approach to service delivery
7	Guidelines, standards and systems (e.g. quality, health & social care)
8	Innovative approaches, creativity and entrepreneurial skills
9	Leadership
10	Life-long learning and continuing professional development (CPD)
11	Management of services and resources
12	Measurement
13	Occupational Therapy and Occupational Science concepts and applications
14	Policy development
15	Promotion of an occupational perspective at micro-, meso- and macro-level
16	Research
17	Service & programme development and evaluation, and quality assurance

# ILLUSTRATIVE EXAMPLE OF LEARNING OUTCOMES

15	Promotion of an occupational perspective at micro-, meso- and macrolevel	Advocate Communicate Negotiate influence	<ul style="list-style-type: none"><li>- Demonstrate a critical awareness of current problems and/or new insights at the forefront of promotion of activity and participation</li><li>- Have knowledge of political reasoning in occupational therapy and value meaningful occupation and participation in regard to human dignity, participation and occupational justice</li><li>- Act on various occupational possibilities and occupational performance including defence of human needs or interests, health promotion and prevention</li></ul>
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# GALWAY: WORKSHOP INSTRUCTIONS

Do the shared areas cover the master programme in your country/institution?

Would you apply the shared areas in own programme or other purposes?  
If so, how would you apply them?

Meeting Innsbruck  
June 2015

Meeting Leuven  
March 2016



Discuss

ENOTHE  
conference  
Bulgaria  
• 1-day meeting  
• Workshop conference

ENOTHE  
conference Galway  
June 2016  
• 1-day meeting  
• Workshop conference

# SMALL GROUP FEEDBACK & DISCUSSION

- Please nominate someone from your group to feedback the key points of your discussion to the whole group.



# FURTHER DISCUSSION POINTS

- Considering the 17 shared curriculum areas and example learning outcomes, would it be useful to differentiate between learning outcomes that focus on knowledge, skills and/or attitudes?
- Why or why not?
- In your groups can you suggest any additional learning outcome examples for these 17 areas related to:
  - Knowledge
  - Skill
  - Attitudes





# SMALL GROUP FEEDBACK & DISCUSSION

- Please nominate someone from your group to feedback the key points of your discussion to the whole group.



# SOME IDEAS FOR IMPLEMENTATION

- Narrative in YouTube
- Workshop about benchmarking
- 'What does my programme cover' can be used by an employer, student or employee
- Academic Credits linked to different curriculum areas
- Describe opportunities for exchange in a user-friendly way
- Podcasts from students, graduates, OTs in the field
- Recommendations of shared areas for master programmes
- Facilitate mobility

# RESOURCES

- Link to the Masters project page and first report of the group on the ENOTHE website:
- [http://enothe.eu/?page\\_id=1443](http://enothe.eu/?page_id=1443) [accessed 27 May 2016]
- European Network of Occupational Therapists in Higher Education (ENOTHE) 2014. *Tuning and Quality: Tuning educational structures in Europe* [on-line] Available from: [http://tuningacademy.org/wp-content/uploads/2014/02/RefOccupationalTherapy\\_EU\\_EN.pdf](http://tuningacademy.org/wp-content/uploads/2014/02/RefOccupationalTherapy_EU_EN.pdf) [accessed 27 May 2015]
- European Commission (2010; 2013). *Descriptors defining levels in the European Qualifications Framework (EQF)*. Available from: <http://ec.europa.eu/ploteus/en/content/descriptors-page> [accessed 27 May 2017]