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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 Sørgaard & Klara Jakobsen

- ENOTHE board

ENOTHE

European Network
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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">- Demonstrate a critical awareness of current problems and/or new insights at the forefront of promotion of activity and participation- Have knowledge of political reasoning in occupational therapy and value meaningful occupation and participation in regard to human dignity, participation and occupational justice- Act on various occupational possibilities and occupational performance including defence of human needs or interests, health promotion and prevention
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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



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 [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 [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]