Topics for a core undergraduate South African vocational rehabilitation curriculum - results of a consensus process

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Make today matter

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Faculty of
Health Sciences
Fakulteit Gesondheidswetenskappe
Lefapha la Disaense tša Maphelo

"**Work is at the heart of the philosophy and practice of occupational therapy. In its broadest sense, work, as productive activity, is the concern in almost all therapy**"

Karen Jacobs, 1991[1] (pxi)

Overview

Development of an undergraduate vocational rehabilitation curriculum framework for South African occupational therapists

Core curriculum themes

Novel consensus process

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Research context - OT perspective

- **Eight institutions of higher education**
- **Macro level – national education laws**
- **Meso level – Professional board**
- **Micro level - institutional autonomy**
- **Limited collegial curriculum collaboration**
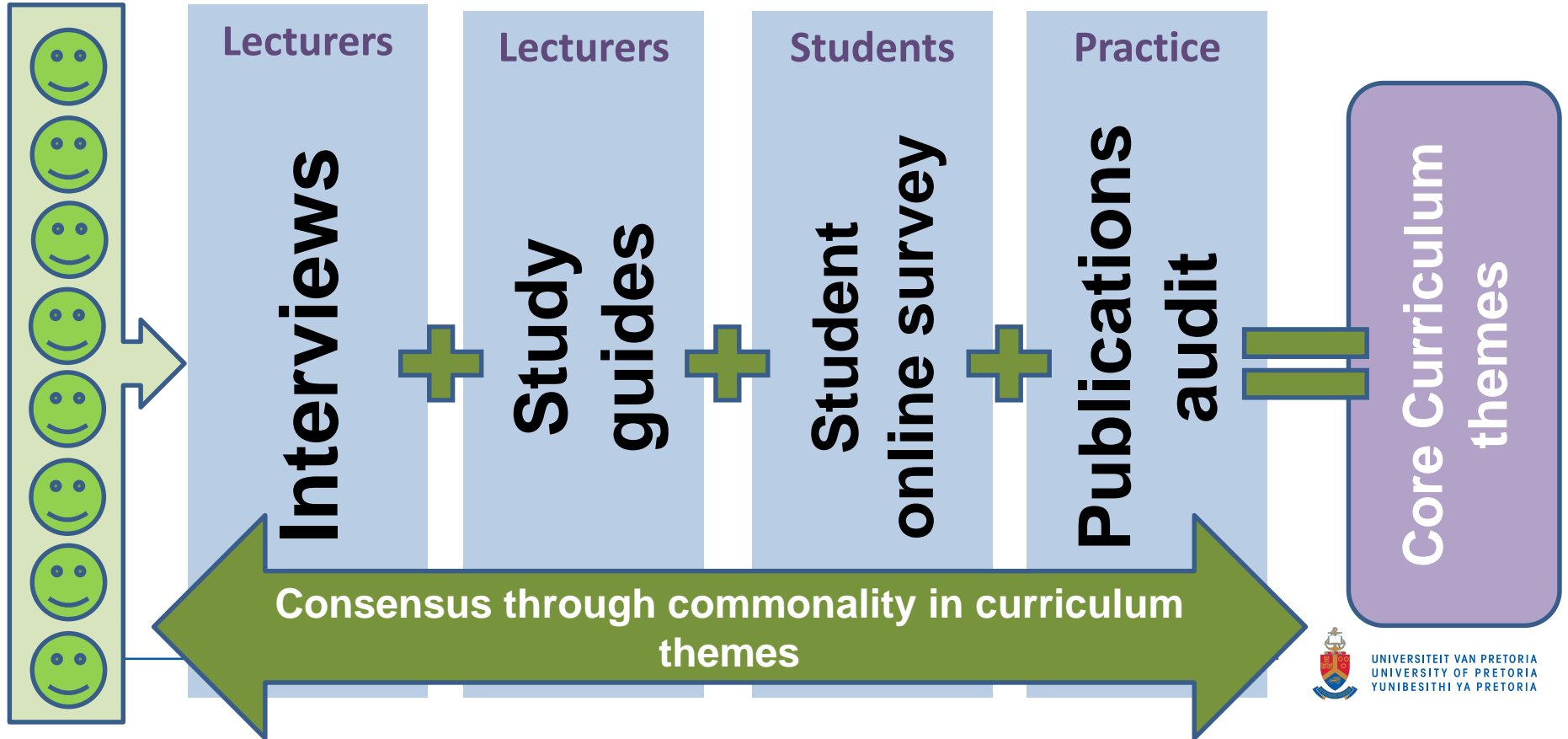- **No established collective voc rehab curriculum**

Determining core

- **Various methods[2]**
- **Consensus is frequently used**
- **Variations in consensus methodology application[3-4]**
- **Identifying the "experts"**
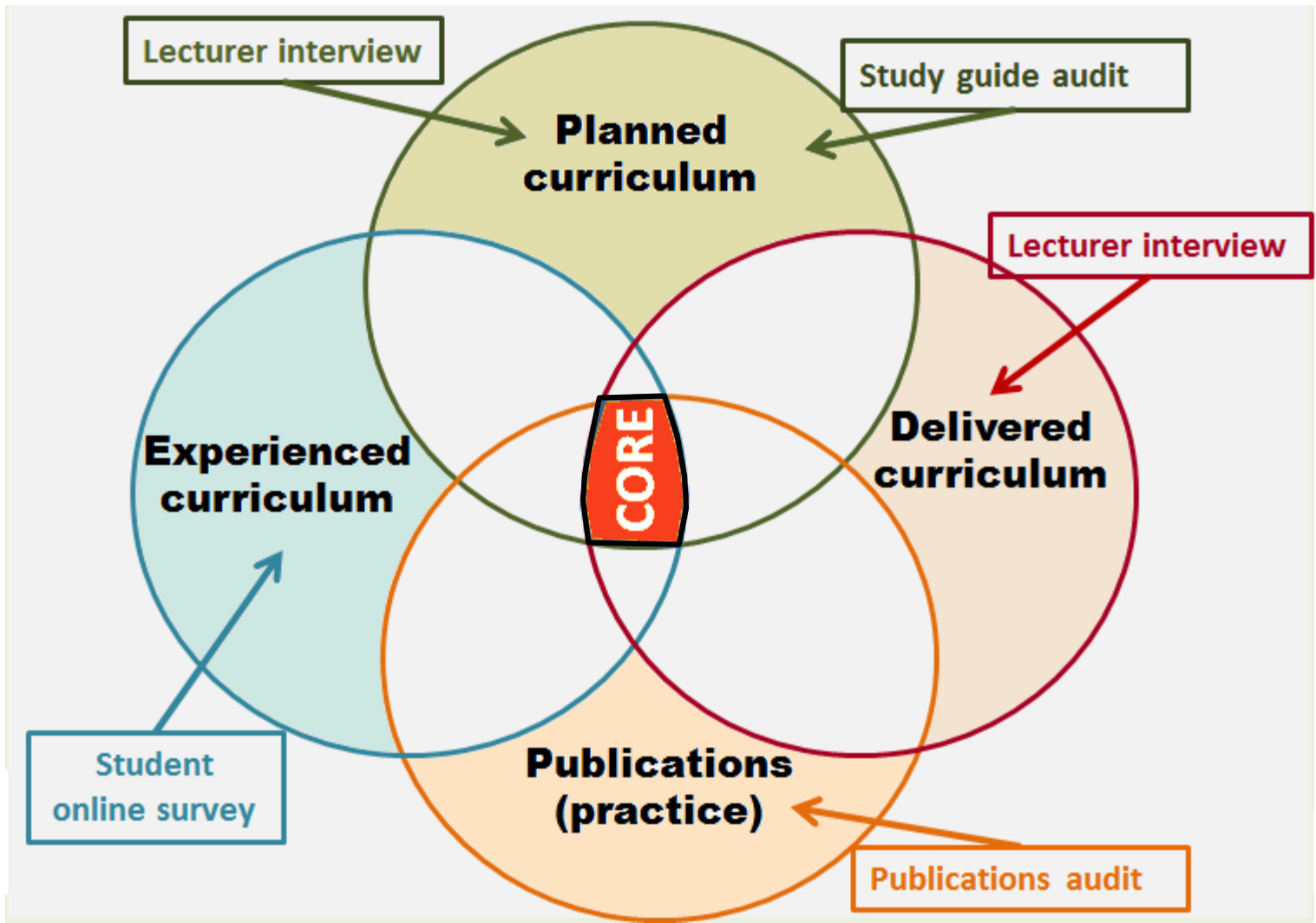- ***Our process used a variety of strategies***

Lecturers description of core curriculum

- **Lecturer interviews – reflected diversity**
- **Thematic analysis**
- **Member checking**
- **Confirmability audit**
- **Literature integration[5-10]**
- **Finalisation**

"*common content*"
Commonality in curriculum themes

Curriculum themes (46) - $> 75\%$

Lecturers

11; 24%

35; 76%

■ **75% and above**
■ Below 75%
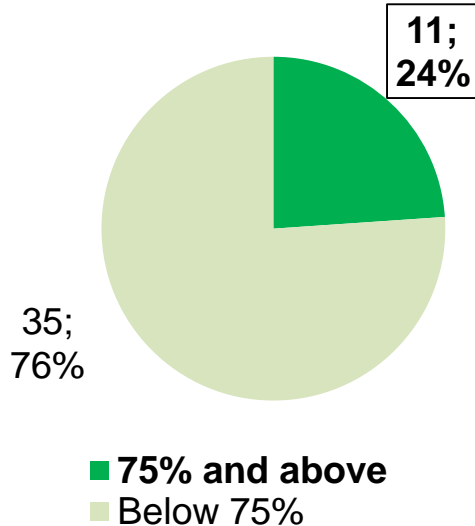
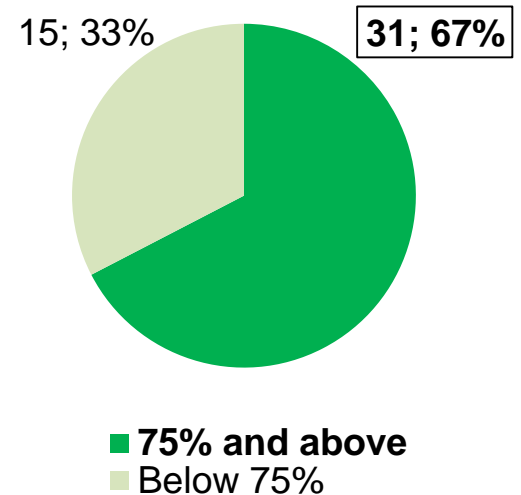### Common curriculum themes – lecturers & students

1. Labour/work/employment market
2. Job analysis
3. General work intervention strategies
4. MODAPTS introduction
5. National employment laws & policies
6. Voc rehab process
7. Work and unemployment
8. Reasonable accommodation
9. Skills development - clients with disabilities
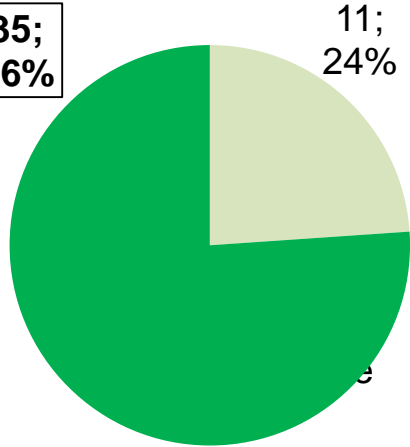10. Work evaluation process

Students

15; 33%

31; 67%

■ **75% and above**
■ Below 75%

Lecturers

35; 76%

11; 24%

- 75% and above
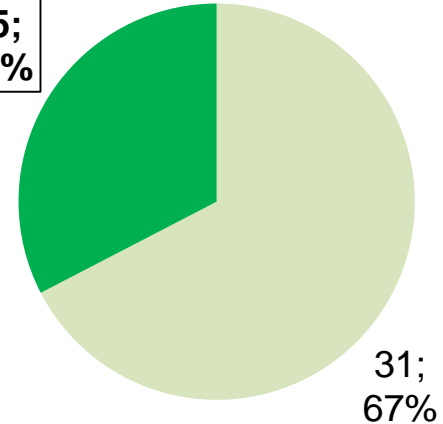- **Below 75%**

Common curriculum themes (46) (< 75%) lecturers & students

1. Career development theories
2. Work preparation for LSENS
3. Case management
4. Medico-legal work - introduction
5. Occupational justice
6. Injury prevention programs
7. Job coaching as intervention strategy
8. Work study - introduction
9. Employment opportunities for OTs in VR
10. MODAPTS skill
11. Skills development for unemployed people who are not disabled
12. Industrial therapy in long term psychiatry
13. International health laws & policies
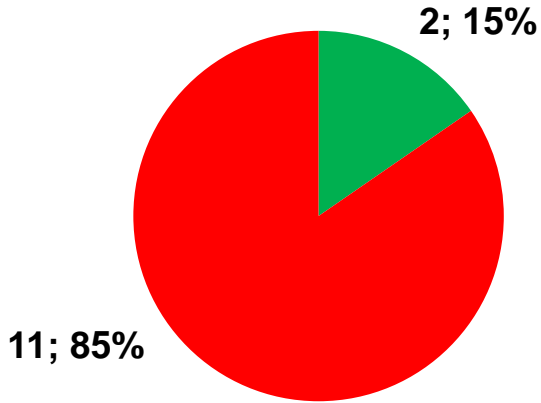14. International employment laws & policies

Students

15; 33%

31; 67%

- 75% and above
- **Below 75%**

Practice placements (13)

Lecturers

2; 15%

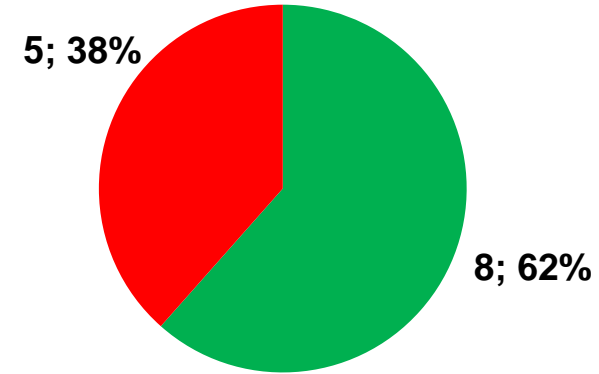11; 85%

- 🟩 75% and above
- 🟥 Below 75%

75% and above

- Community based settings
- Learners with special education needs - school environment

Below 75%

- Private mental health settings
- Insurance settings
- Private physical rehab hosp
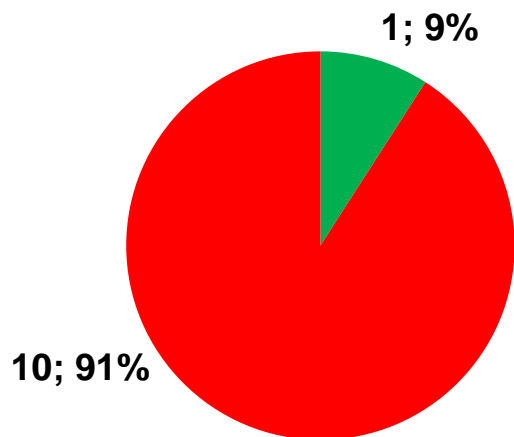- Industrial settings
- Private practice settings

Students

5; 38%

8; 62%

- 🟩 75% and above
- 🟥 Below 75%

Evaluation methods (11)

Lecturers
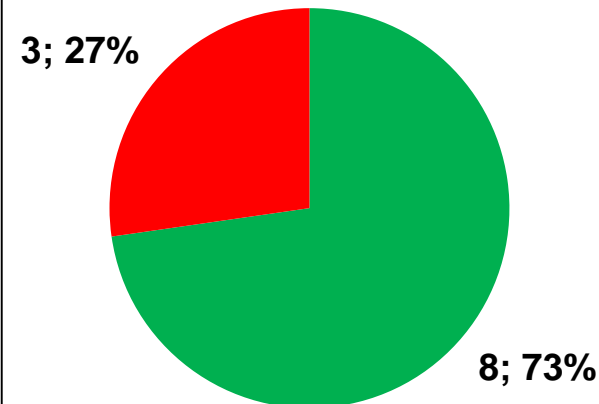
1; 9%

10; 91%

- 🟩 75% and above
- 🟥 Below 75%

75% and above
- Valpar Work Component Work Samples

Below 75%
- Joule FCE system
- Baltimore Therapeutic Equipment (BTE)
- Matheson Work Bench

Students

3; 27%

8; 73%

- 🟩 75% and above
- 🟥 Below 75%

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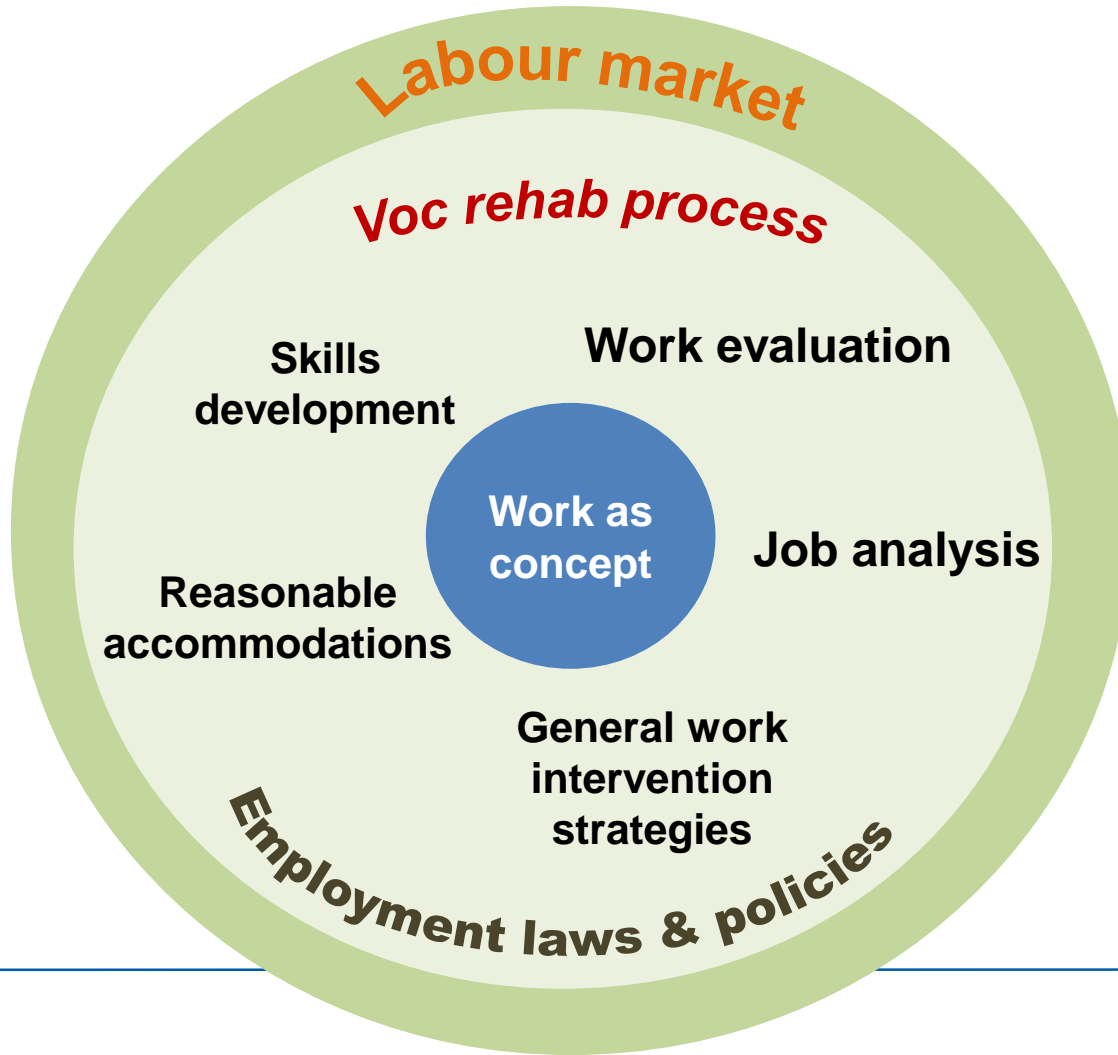
Curriculum themes – publication audit
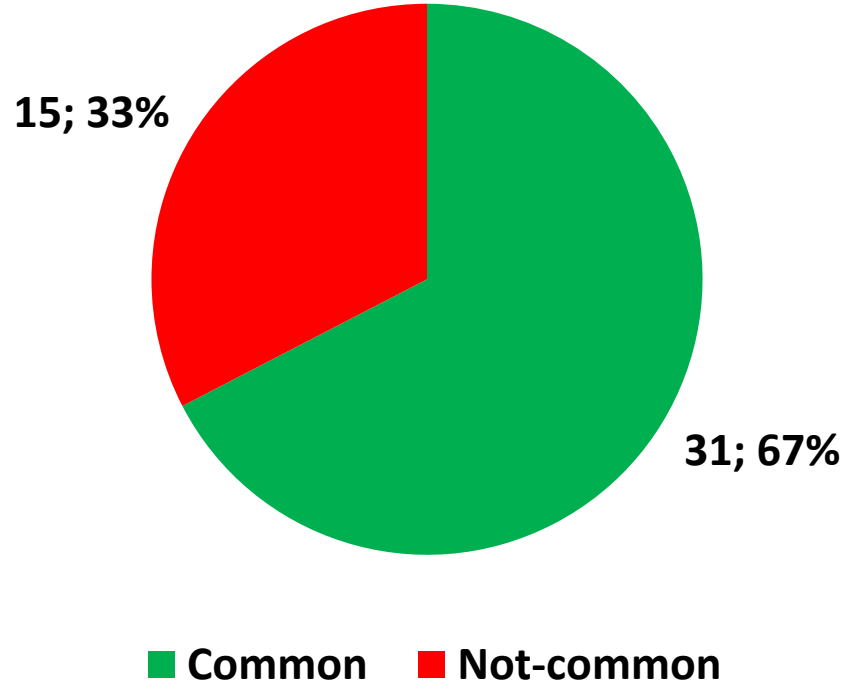
Additional publication themes

- **Unemployed youth – with and without disabilities**
- **Malingering**
- **Identity construction and adaptive strategies**
- **Informal economic occupations – street trading**
- **Barriers and facilitators in RTW**
- **Unique South African models**

In conclusion

- **Novel consensus process**
- **Multiple data sources**
  - **Three curriculum layers**
  - **Publication audit**
- **Co-constructed description of "core curriculum"**
- **Commonality informed core themes**
- **Limitations**

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Take home message

- **Core is part of the curriculum framework**
- **Emphasize collaborative curriculum development - institutional level**
- **Consensus and "*outliers*" – connected in diversity?**
- ***Nothing is constant, prefect or forever***
- **Collegial networking**
- **Curriculum publications**

Research funding

- **University of Pretoria Vice Chancellor Grant**
- **University of the Witwatersrand Faculty Research Grant**
- **The Crouch Trust**

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Thank You

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