Curriculum Mapping

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Brief Review of Curriculum Conceptual Frameworks

- Explain the ***theoretical*** concepts underpinning a curriculum
- Provide a ***foundation and organization*** for the educational plan
- Answer the ***why*** and ***how*** questions related to your curriculum
- ***Organize*** the curriculum into elements that can be explained, justified, and tested
- ***Guide*** curriculum decisions and renewal for both classroom and practice contexts
- ***Evolve*** as curricula change, based on internal and external forces

Further information: http://otapta.ca/english/resources/education-sessions-01.php

Criterion 1.8

1.8 There is a formal plan for the curriculum

- **1.8.1 The curriculum is grounded in a conceptual framework.**
- **1.8.2 The curriculum conceptual framework is consistent with current educational pedagogy.**
- **1.8.3 The methods of teaching are consistent with stated learning goals and objectives.**
- **1.8.4 The curriculum integrates academic and clinical/ fieldwork education.**
- **1.8.5 The curriculum clearly delineates practice roles between OT/OTA and PT/PTA.**

The curriculum is grounded in a conceptual framework

Evidence – Show us the curriculum conceptual framework

- We want to see elements related to:
  - What you will teach and why
  - How you will teach and why
- Explain how you developed it, what it is based on
- Explain how it is congruent with your Vision, Mission, and Program Objectives/Goals
- Explain how you integrate classroom and fieldwork education

Example from St. Clair College

The curriculum framework for the OTA/PTA program at St Clair College reflects the unique needs of a college level, knowledge based, practical/hands on profession. The framework reflects three distinct elements: Curriculum, teaching and learning and professional practice standards. The curriculum itself represents the MTCU vocational learning outcomes which are in turn reflected in course content, knowledge and the skillsets required by graduates to practice within the OTA/PTA profession. Teaching and learning reflects the theoretical foundations of the pedagological methods selected to best reflect the learner and the profession and to best prepare the students for practice. Finally, the element of professional practice standards reflects the practice standards of the College of Occupational Therapists and The College of Physiotherapy of Ontario and are taught both independently and blended into coursework throughout the program.

Page 5, Introduction, paragraph 1

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The curriculum conceptual framework is consistent with current educational pedagogy

Evidence - Show us the curriculum conceptual framework

- We want to see recent educational literature cited
- Explain the rationale for your selected educational approaches
- Explain how this is congruent with your Vision, Mission, and Program Objectives

Example from St. Clair College

In developing the program the curriculum has been structured in such a way as to utilise primarily cognitive teaching and learning skills in the early stages and moving toward a constructivist, active learning model later. The later courses take on significant elements from the competency–based learning and assessment model. That said, the experiential and competency based elements of learning are also incorporated in the more cognitive delivery models where ever possible. This is seen even in the more factual based initial courses such as anatomy, physiology and pathology etc.

Page 7, Theoretical Teaching & Learning Foundations, paragraph 1

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The methods of teaching are consistent with stated learning goals & objectives

Evidence - Show us the curriculum conceptual framework

- Explain what specific teaching (and assessment) methods you use
- Explain how they fit with your selected educational approaches
- We will also look for this in the course outlines

Example from St. Clair College

OTA and PTA classes run concurrently for 8 weeks and are taught by a Registered Occupational Therapist and Physiotherapist respectively. These courses are both in-class and laboratory based. This utilises both multifaceted cognitive learning skills and constructivist elements such as hands on practice, experimentation and experiential learning, the later building on the former to cement a strong theory and practical skill set. The development of hands on skills is essentially competency-based with the more basic skills being developed, practiced and assessed first before the more advanced skills and competencies are addressed drawing on Bloom's Taxonomy. A key element of the OTA and PTA skills courses is safe and accurate application of skills. This requires a strong theoretical foundation on which to build. This skillset is developed through experience and practice initially in the laboratory and after progression through the required competencies and practical examination, in the placement arena. Due to the importance of development of a safe and accurate clinical skillset students are required to pass both the theoretical and practical elements of the OTA and PTA skills classes independently before they are allowed to advance in the program and attend placements.

Page 8, last paragraph

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The curriculum integrates academic and clinical/fieldwork education

Evidence - Show us the curriculum conceptual framework and a curriculum map

- Explain how you integrate classroom and fieldwork education
- Explain why this is congruent with the educational approaches you selected

Example from St. Clair College

Clinical placement is undertaken for a total of 518 hours in two placement blocks during semesters three and four. The placement component of this program has recently changed based on stakeholder and student input. Placements occur for two seven week blocks and attendance is 5 days per week. The purpose of the placement is for students to have hands on contact with patients under the supervision of a qualified OT, PT, OTA or PTA during which their skills can be practiced and developed in vivo. It is the intention of this program to provide each student with both OT and PT based input. It is expected that the student will receive theoretical input and coaching from their supervisor as well as take opportunities for research into specific clinical issues that may arise. Students are required to provide descriptive and reflective journals during the placement to enhance the process. In semesters three and four each placement block is provided immediately after the 8 week course element of the program to allow enrichment of skills and to allow utility of students in each placement agency. The utility issue from both the placement supervisor and student perspective has precipitated this change from a concurrent course work and placement, 2 day placement: 3 day class and 3 day placement: 2 day class weekly timetable, to the current 8 week class : 7 week placement schedule.

Page 9, first paragraph

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The curriculum clearly delineates practice roles between OT/OTA & PT/PTA

Evidence - Show us the curriculum conceptual framework and a curriculum map

- Explain how you will handle discipline specific content
- Explain how you will handle cross disciplinary content
- Explain how you will address therapist vs assistant roles
- We will also look for this in course outlines

Example from St. Clair College

9. Perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.

10. Enable the client's occupational performance by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.

11. Enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Page 4, Learning Outcomes 9-11

Criterion 1.8

Evidence

- Show us a Curriculum Map
- It should clearly indicate:
  - What is covered
  - In which courses
  - May show in what depth covered
  - May show topics are revisited in greater depth

What is a Curriculum Map?

- Goal – ***Quick*** overview of essential elements of the curriculum
- Graphic representation of curriculum and its content
- Indicates content, sequence, and often depth of coverage
- Often a chart or matrix
- Does not have to be in a specific format

Sample Curriculum Map

(Handout 10)

6 Program Learning Outcomes

PLO	HLST 101	HLSC 104	HLSC 105	THAS 103	ENGL 111	THAS 115	THAS 116	THAS 117	THAS 220	THAS 221	THAS 222	THAS 223	THAS 210	THAS 211	THAS 212
1		I	I	ID		D	DE	DE	DE	DE	DE	DE	M	M	M
2	I			ID		ID	ID	DE	DE	DE	DE	DE	M	M	M
3	I	D	D	D		D	D	D	DE	DE	DE	DE	M	M	M
4				ID	D			ID	DE	DE	DE	D	M	M	M
5	ID						DE	DE	DE	DE	DE	DE	M	M	M
6	I			D		D	D	D	DE	DE	DE	DE	M	M	M

I = Introduced **D = Developed** **E = Evaluated** **M = Mastered**

Exercise

- Take the sample course outline provided (Handout 11) and map it to the matrix provided (Handout 12)
- Not difficult
- Excellent quality assurance exercise for program to ensure all essential competencies covered and there is no unintentional duplication of content
- NB - Copy of blank matrix is available at http://www.otapta.ca/english/accreditation/self-study-report.php (competency Matrix Template download from the list on the right)

Acknowledgements

- Thanks to **St. Clair College** for permission to share their Curriculum Framework
- Thanks to **Medicine Hat College** for the course outline for the exercise
- Thanks to **MacEwan University** for an sample of a completed curriculum map
- Thanks to Lesley Bainbridge, Chair of JAC, for her educational session on Conceptual Frameworks last year

Questions?