

nsc**c**

STRIVE

**TOOLS FOR SUPPORTING PROGRAM SUCCESS
CONCEPTUAL FRAMEWORK
OTAPTA CUMBERLAND CAMPUS**

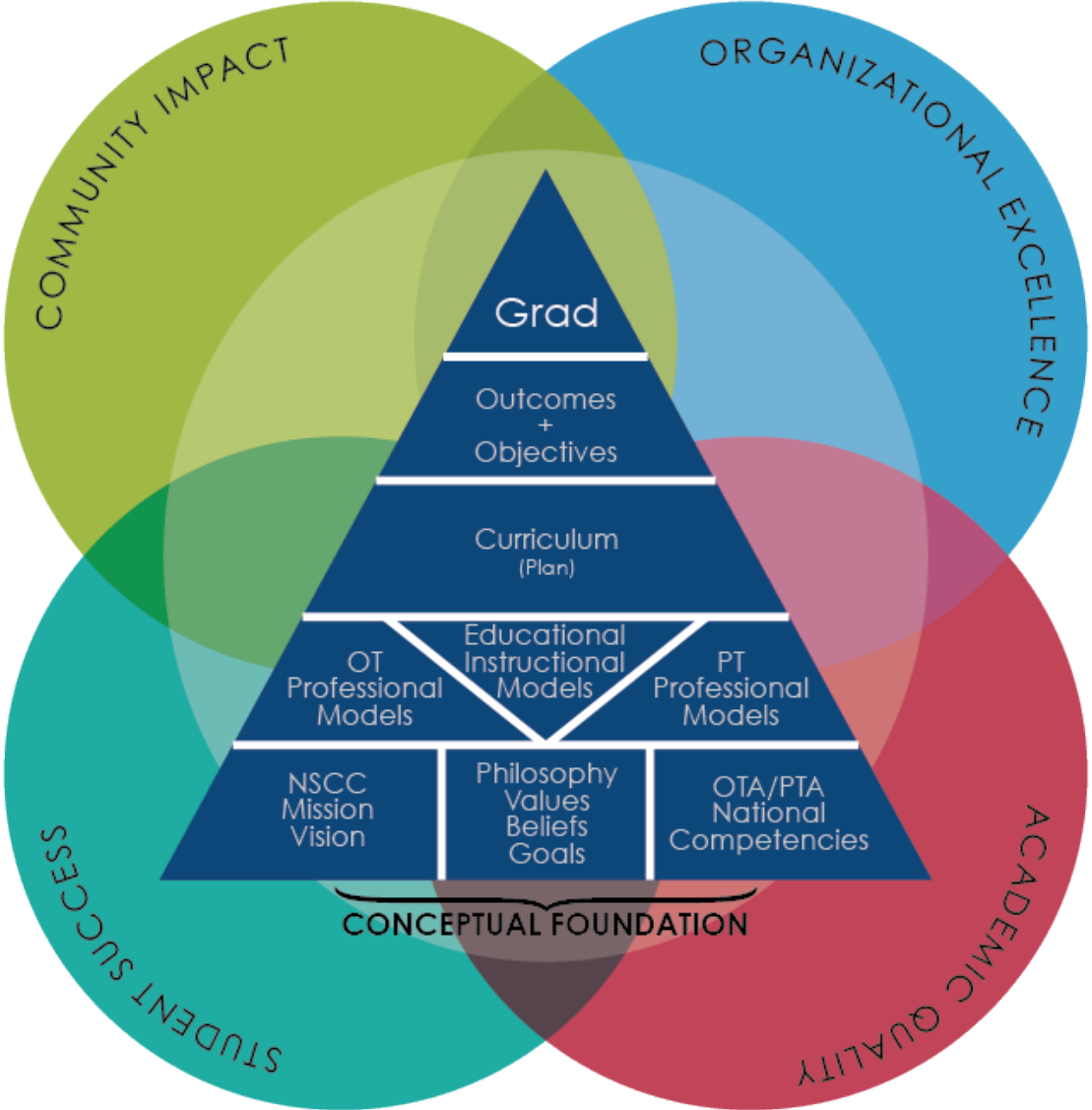


Tools for Supporting Program Success: Conceptual Framework

Session Objectives:

- Explain the development and structure of the Conceptual Framework for the NSCC OTAPTA program(s)
- Move through the model, providing context and background on how it serves as the foundation for program functions and change
- Provide context for how the conceptual framework is brought to life through the curriculum and through teaching and learning

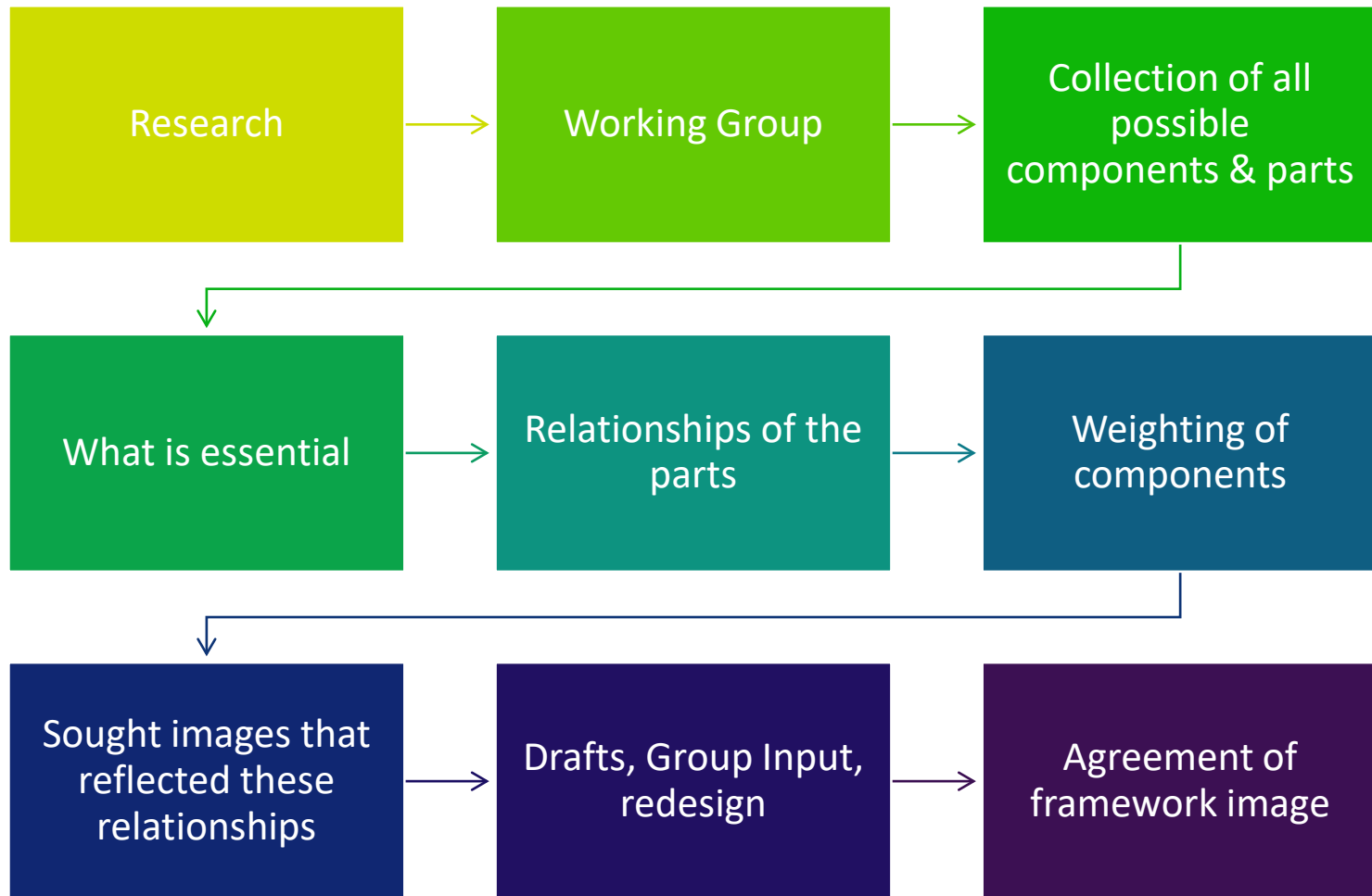
Conceptual Framework



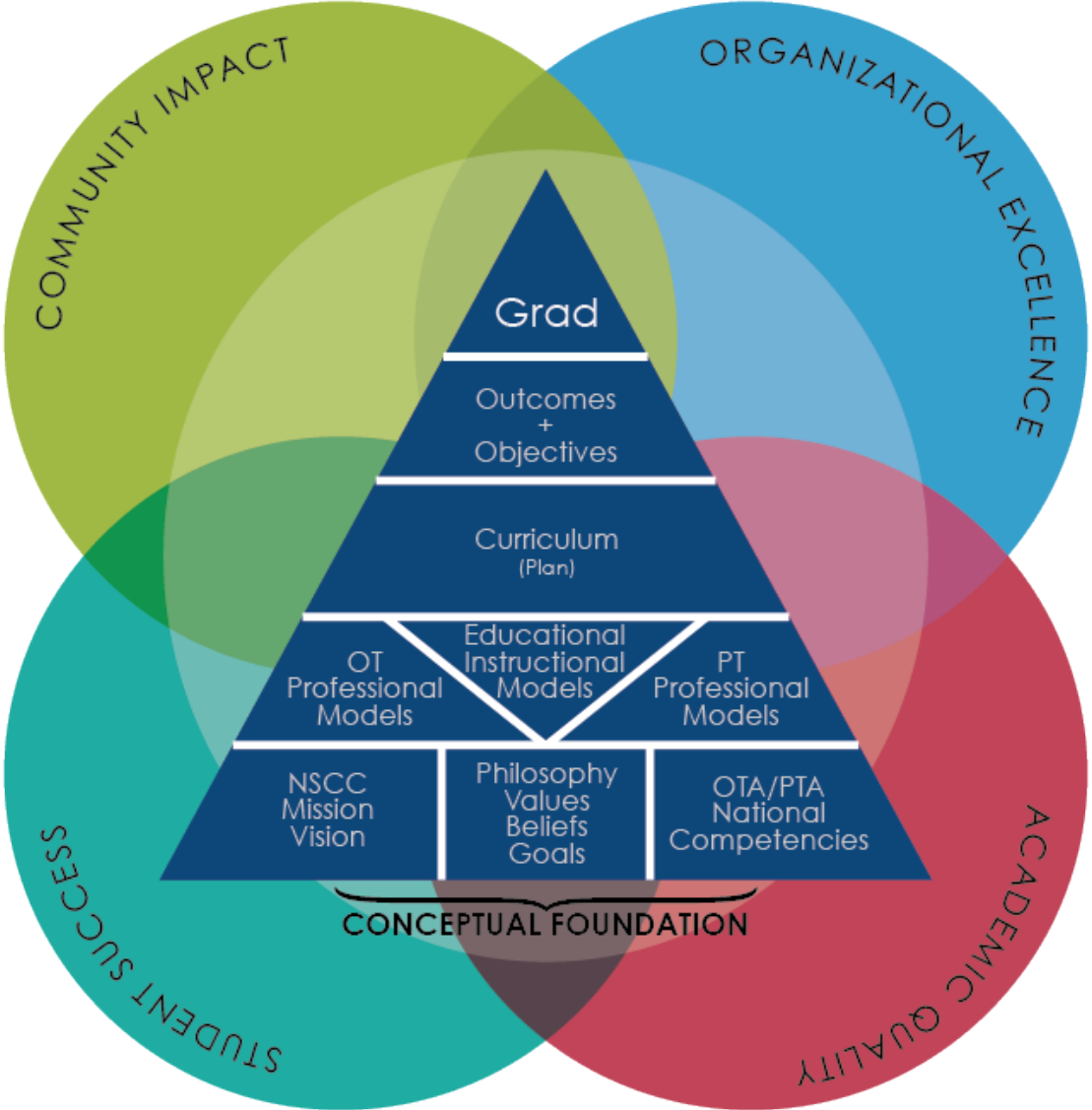
Goals in the Design

- Clearly show relationship between program and NSCC's philosophy
- Accurately depict the role of our students, in relationship to everything we do
- Symbol for our daily work, connection to its application
- Simple but inclusive of all the significant components
- Aesthetically inspiring

Development



Conceptual Framework



Program Pyramid



E. Graduate

D. Program Outcomes/ Course Outcomes & Objectives

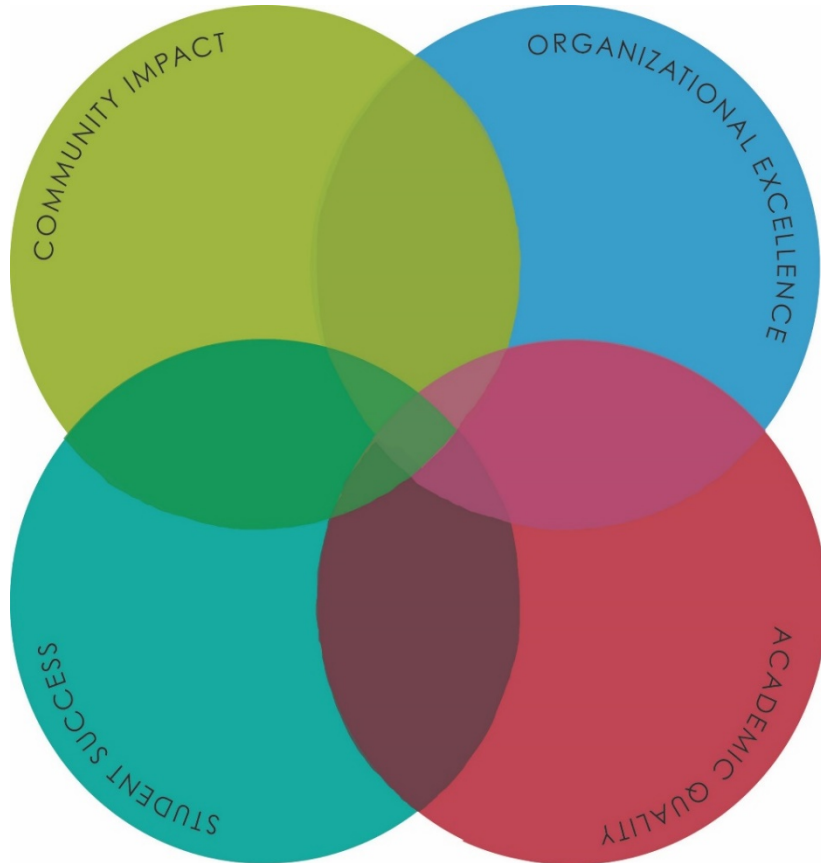
C. Curriculum

B. Educational Instructional Models/ OT and PT professional models

A. Conceptual Foundation

- Recognition of University of Manitoba's OT Program Conceptual Framework Model

NSCC Strategic Priorities



Academic Quality

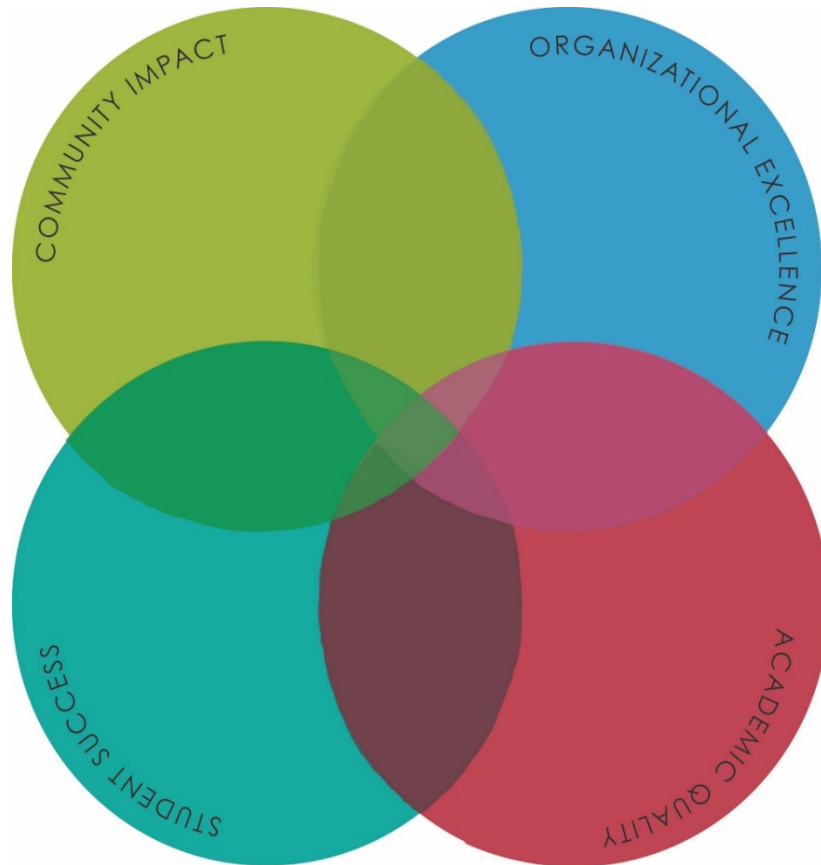
Academic Processes & Systems

- Equitable Access & Pathways
- Program Quality
- Teaching & Learning Excellence

Student Success

- Advising
- Financial Aid
- Student Processes & Systems
- Student Well-being & Growth

NSCC Strategic Priorities



Community Impact

- Applied Research
- Community Innovation
- Diverse Communities
- Indigenous Communities
- Strategic Sectors

Organizational Excellence

- Employee Well-Being & Growth
- Innovative & Flexible Technology
- Policy, Planning & Accountability
- Safety & Sustainability
- Workforce Planning & Performance

HERE & NOW

OUR STRATEGIC PRIORITIES



OUR VISION

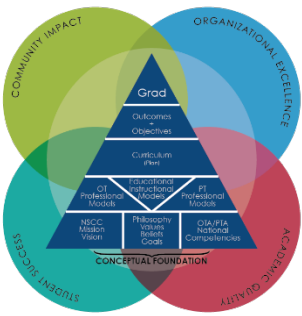
Transforming Nova Scotia one learner at a time.

OUR MISSION

Building Nova Scotia's economy and quality of life through education and innovation.

OUR PROMISE

To empower those who strive to know more, do more, be more.



Level I: Conceptual Foundation

- **Blend of 3 things:** NSCC Mission and Vision, our philosophy/ beliefs/values and goals, and the OTA and PTA national competencies.
- The **WHY** of the framework

NSCC
Mission
Vision

Philosophy
Values
Beliefs
Goals

OTA/PTA
National
Competencies

Conceptual Foundation



Vision:

Graduates will work collaboratively with Physiotherapists and Occupational Therapists as well as other health care professionals to improve the health and quality of life for Nova Scotians.

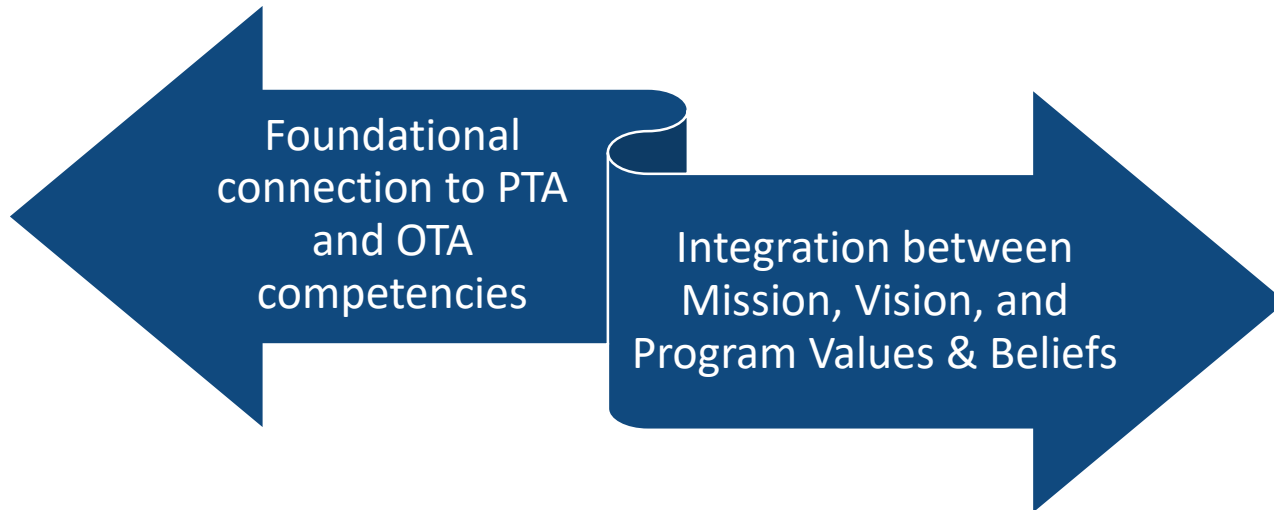
Mission:

Through quality education NSCC provides learners with the knowledge and skills necessary to provide safe, competent, ethical care within the OTAPTA scope of practice.

Adapted from: The Canadian Physiotherapy Code of Ethics.

Adapted from: Enabling Occupation II, CAOT 2007, p 3-4 adapted from Enabling Occupation, CAOT, 1997, 2002, p.31

Adapted from: Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care. Davis, C. Slack Inc. 2011, 5th Edition,. P.31-32



Focus on Foundation



Foundational blocks of who you are as a program and institution



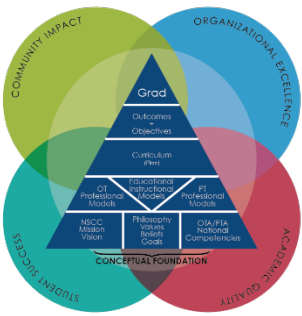
Strategic view of program's role



Setting standards and ideals

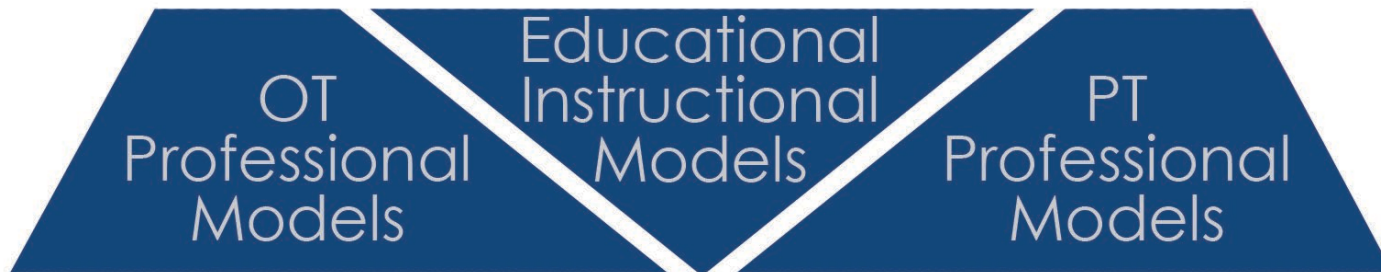


Establishing basis for program creation through priorities, curriculum, into delivery of teaching & learning



Level II: Theoretical Models

- Two Professional fields of OT & PT provide equal theoretical emphasis informing program and curriculum.
- Principles of Adult Education, Portfolio Learning, Applied & Service Learning
- **The Theoretical HOW of the Framework**



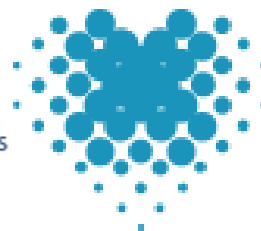
Professional Models

- **Code of Ethics**



CAOT · ACE

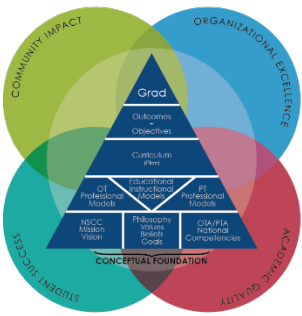
Canadian Association of Occupational Therapists
Association canadienne des ergothérapeutes



Canadian
Physiotherapy
Association

- **ICF- International Classification of Functioning, Disability & Health**
- **Client- Centered Approach**
- **Evidence Informed Practice**
- **Goal Directed Rehabilitation and Therapy**





Level III: Program Curriculum

- Official curriculum is the result of full integration of the framework and lies at the center of the pyramid. It is where the direct and indirect components establish the program curricula.
- Outcomes can be directly mapped to professional competencies
- **The WHAT of the Framework**

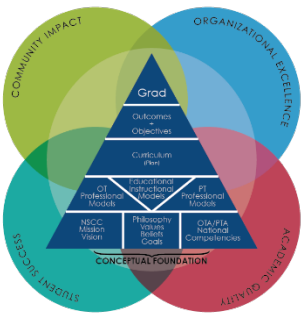
Curriculum
(Plan)

Curriculum

- 2 year Program
- 1978 Hours total
- 755 Practical Clinical hours

- Framework used to support decisions for changes in curriculum
- Faculty Working Group
- Curriculum Management System

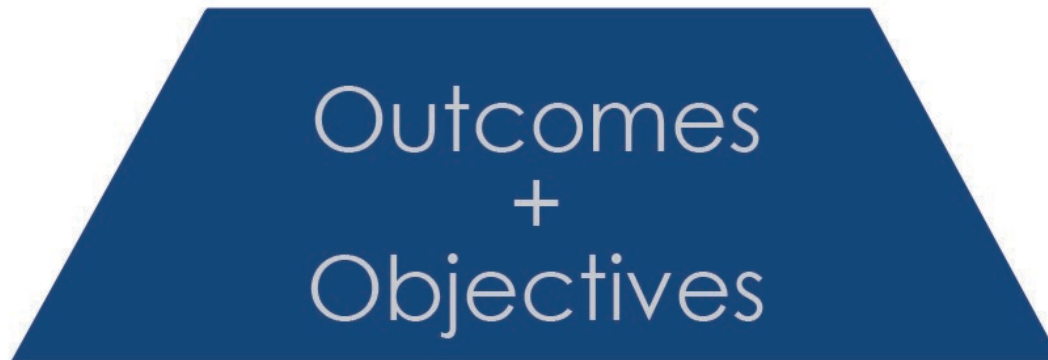




Level IV: Teaching & Learning

- Delivery of Outcomes and Objectives through quality teaching & learning experiences.

The Applied HOW of the Framework



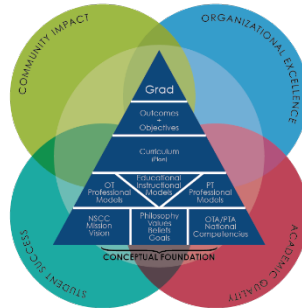
Outcomes & Objectives

- Portfolio Learning
- Service Learning Projects
- Applied Learning in Classrooms & Labs
- IPE Interprofessional Learning Partnerships
- OT and PT clinical placements throughout Nova Scotia
- Partnering agency collaborations to address community needs & OTAPTA professional practice



Level V: Our Graduate

- Summative outcome -graduate in OTAPTA capable of safe, competent, ethical care within the OTAPTA scope of practice.



- **The WHO of the framework.**



Application of Framework

- Reference for how we make decisions about curriculum changes
- Became the basis for Goal Setting for the program, drawing from strategic priorities.
- Establishes groundwork and foundation to build logic model for program overall tracking, measuring and evaluating processes
- Student and program activities should all be able to track back to the conceptual framework cycles and stages.
- Continuous improvement, refinement with each academic rotation.

Practical Application

- Presence of Conceptual Framework in Curriculum Document, Student Clinical Manuals, Handbooks, Evaluation tools
- Reference to professional competencies through program map linking outcomes to competencies
- Physical presence of Framework Graphic in labs & classrooms.
- Emphasis on theoretical models throughout coursework

Benefits

Intentional understanding of our foundational principles, our priorities and our identity as a program

Established strong opportunities for collaboration with key advisory partners through working group

Clarity of decision making regarding curriculum, outcomes, approaches in assessment, evaluation, standards

A map for ensuring that student/graduate is the focus of what we do, with everything else supporting that positive outcome

Framework for additional systems of program development like Logic Model, and Evaluation Model to be built

References

- Retrieved from http://umanitoba.ca/rehabsciences/ot/ot_framework.html June 13, 2016
- Adapted from: The Canadian Physiotherapy Code of Ethics
- Adapted from: Enabling Occupation II, CAOT 2007, p3-4 adapted from Enabling Occupation, CAOT, 1997, 2002, p.31
- Adapted from: Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care. Davis, C. Slack Incorporated. 2011. Fifth Edition. P. 31-32.
- <http://www.physiotherapy.ca/About-Physiotherapy/Code-of-Ethics?lang=en-ca>
- <http://www.caot.ca/pdfs/codeofethics.pdf>
- <http://www.who.int/classifications/icf/en/>
- Reference: L. Dee Fink, 2003 Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses, San Francisco: Jossey-Bass
- https://ournscc.nsc.ca/Schools/201617%20Curriculum%20Documents/Occupational%20Therapy%20-%20Physiotherapy%20Assistant_16_H_OTAPTA_PCD.pdf

QUESTIONS?

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