

Implications of Shared Competencies for the Higher Education Sector

Curriculum re-design for nursing & allied health

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Drivers for curriculum change

Changing workforce needs

- Increasing need for effective interdisciplinary team work
- Greater functional overlap in roles
- Graduates need to be independent life long learners

Changing Higher Education environment

- Flexible course access
- Changing student needs
- Decreasing resources

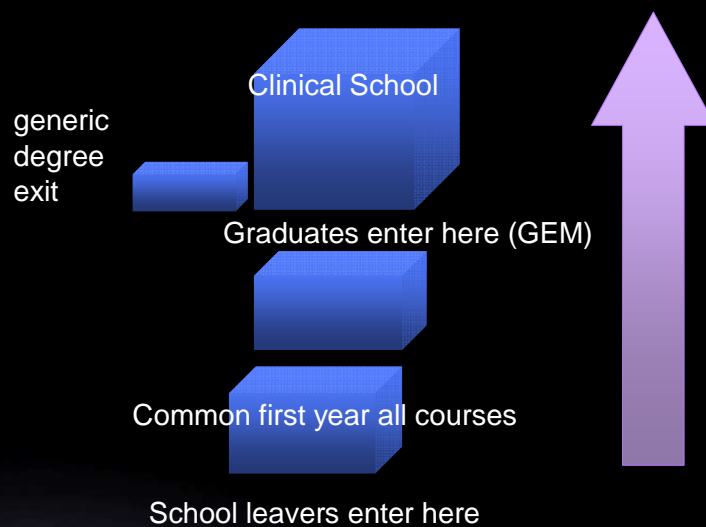
Facilitate Partnerships with Industry for Clinical Education

Drivers for curriculum change

Each discipline had largely developed curriculum independently using a mix of discipline specific competencies and University graduate attributes

- Different language and different emphasis placed on professional attributes
- Facilitated uni-disciplinary rather than multi-disciplinary teamwork
- Decreased flexibility for students
- Decreased efficiency in use of available resources

The new structure (allied health)



Course development philosophy

- Course curriculum developed from desired graduate outcomes backwards
- Shared Competency Framework explicitly & systematically used to develop curriculum and all learning tasks:
 - General professional competencies e.g. life long learning, leadership, ethics, effective communication
 - Health profession specific e.g. team work in health care, health advocate
 - Profession-based competencies e.g. specific discipline techniques and approaches

Course development philosophy

- Competency framework common across all La Trobe health professional entry level courses (Nursing and 8 Allied Health disciplines)
- Competencies embedded and developed incrementally over the entire course (continuum)
- Leadership training developed through an associated peer mentoring program
- Based on team structure and team processes including peer review
- Enquiry Based Learning approach facilitates multi- disciplinary educational development and the deep learning required of health professionals.

Graduate Attributes Matrix					
GRADUATE ATTRIBUTE	COMMON DISCIPLINE COMPETENCIES <i>Graduates are expected to have acquired a conceptual, theoretical and practical knowledge of their discipline or field of knowledge with the ability to apply knowledge and skills to a standard appropriate to the requirements of the relevant profession in a changing environment.</i>	COMMUNICATION <i>Graduates are expected to be able to communicate effectively with a range of people in a variety of settings using a variety of modes and media.</i>	PROFESSIONAL PRACTICE <i>Graduates are expected to be able to practice safely and effectively in a multidisciplinary work environment, as a member or leader of a team; or as a sole practitioner.(2,4)</i>	LIFE-LONG LEARNING <i>Graduates are expected to have acquired the capacity to assess evidence about innovations in their profession and learn effectively, both independently and collaboratively, and display a commitment to continuous learning and intellectual curiosity throughout their lives.</i>	ETHICAL & SOCIAL RESPONSIBILITY <i>Graduates are expected to be able to make ethical and socially responsible decisions.</i>
<i>Increase of the attribute, and fine-tune skills required</i> (e.g. more advanced, document, research, evidence, synthesis, give examples)	<ol style="list-style-type: none"> Identify the factors that inform specific health and well-being practices. Describe the social construction of health and social problems. Identify examples where integration of theory and practice are vital to effective practice. Identify how their field of knowledge relates to similar fields of study in local and international environments.(1,9) Describe the laws of technology, including information technology, within health and human services disciplines. Demonstrate a suitable standard of information literacy. 	<ol style="list-style-type: none"> Identify the purpose of communication in contexts of social diversity. Determine the modes of communication required in specific situations. Identify their own strengths and weaknesses in communication, including ability in listening, speaking, reading, writing, and using information technology and other media to communicate quantitative and qualitative data. 	<ol style="list-style-type: none"> Identify the purpose of independent work, of work in teams, and of the leader role, and the skills required for each. Identify their own interaction behaviours, and strengths and weaknesses as an effective team member and in leadership and independent work situations. Discuss the roles of professionals in their own and related fields. Demonstrate awareness of the statutory and legislative content of professional practice and identify those that are relevant to their discipline. 	<ol style="list-style-type: none"> Identify and describe independent learning behaviour. Clearly define a problem or task, and identify the key aspects of knowledge and application needed in new situations. Make objective observations and document these accurately, in different study areas. Describe a variety of creative strategies that can be used to provide effective outcomes in new situations. 	<ol style="list-style-type: none"> Identify social and environmental issues of current concern in Australia and internationally. Discuss their discipline's code of ethical conduct and identify the principles informing it. Describe a variety of creative strategies and actions in professional and social settings. Assess their own knowledge and skills in thinking about and acting on local issues.
<i>Apply them to solve, directed tasks</i> (e.g. research, data analysis, report, problem solving, case study)	<ol style="list-style-type: none"> Articulate essential discipline specific knowledge and skills, and apply these to closed problems within their discipline. Make accurate observations and use an appropriate approach to develop reasonable inferences. Display competency in the use of technologies that are relevant to their field of knowledge (1,6). Describe and contrast different approaches to drawing inferences from observations and providing adequate justifications. 	<ol style="list-style-type: none"> Communicate effectively in diverse contexts using appropriate oral, written, numeracy and information technology skills. (2,2) Use a range of current communication technologies and media that are relevant in their discipline.(2,2) Transform received or researched information into appropriate modes to inform others with a variety of needs in a variety of settings. 	<ol style="list-style-type: none"> Describe the principles of relevant statutes, legislation and codes of conduct that guide safe practice, such as Occupational Health and Safety, Health Professions Act, Health Act and Food Act, and their application within the health and human services. Demonstrate effective independent work skills, appropriate to their discipline. Demonstrate effective team member skills, including the ability to evaluate behaviour of self and others in a team setting, communicate effectively and manage conflict, brainstorm, and encourage others. Demonstrate effective leadership and organisational skills, including an ability to manage collaborators, negotiate differences and influence the thinking and behaviour of others. 	<ol style="list-style-type: none"> Recognise their own learning needs and take responsibility for developing effective learning strategies. (3,6) Assimilate new knowledge, by relating new knowledge to appropriate aspects of knowledge already acquired and to knowledge they know how to access. Select and apply creative thinking and problem-solving strategies to new situations. 	<ol style="list-style-type: none"> Demonstrate awareness of ethical, social and environmental implications of professional and personal activities. (4,1) Use concepts from their own and other disciplines to identify and describe ethical and social issues and develop strategies for responding to these in an informed way. Demonstrate awareness and valuing of the perspective of others. (4,5)
<i>In a cohesive manner to solve problems within own discipline.</i> (e.g. evaluate needs, discuss, compare, analyse, explain, justify, defend, justify, defend, justify, defend)	<ol style="list-style-type: none"> Demonstrate a broad overview knowledge of their field of study at a level required of an entry level practitioner. (1,1) Appropriately apply knowledge and skills, including relevant technology and information literacy skills, to new problems and tasks within their discipline. Critique inferences and related justifications for given sets of observations. Be conversant with developments and research in the discipline and related fields. (1,5) Be able to integrate theory and practice. (1,2) 	<ol style="list-style-type: none"> Demonstrate a capacity to engage others in communication and use contextually sensitive written and oral presentation skills in a variety of settings. Communicate effectively using a variety of modes, technologies and media in an integrative manner within their discipline. Develop and present a rigorous argument that is relevant and appropriately targeted for their audience. 	<ol style="list-style-type: none"> Apply principles from relevant statutes and legislation, such as Occupational Health and Safety laws, the Health Professions Act, Health Act and Food Act, in a variety of situations within their discipline. Apply independent work and team skills in an integrative manner in a variety of situations and teams within their discipline. Compare and justify the roles of professionals in their own and related fields and describe the complementarities of these roles. Apply independent work and leadership skills to given sole practitioner situations. 	<ol style="list-style-type: none"> Find, investigate and describe relationships between observations and new, researched information specific to one disciplinary context. Independently, and as part of a team, examine, select, use and evaluate various approaches to develop solutions to new closed problems. Demonstrate ability to plan their own work.(1,10) 	<ol style="list-style-type: none"> Demonstrate knowledge of relevant public policy and the systems in which they work(4,2) Evaluate personal and organisational characteristics and strategies to determine social and ethical principles and standards of practice. Make context-sensitive decisions to determine and apply strategies that will provide appropriate attitudes and behaviours in different professional and social settings within their discipline.
<i>Integrate, analyse and apply to solve complex problems</i> (e.g. analyse, integrate, apply, defend, justify, defend)	<ol style="list-style-type: none"> In a variety of professional and social contexts, be able to analyse new problems, source appropriate knowledge and skills, and design and implement strategies to deal with these problems effectively. Demonstrate discipline specific competencies that ensure the provision of safe practice. (1,4) Be able to critically reflect on current theory and practice. (4,3) 	<ol style="list-style-type: none"> Communicate competently and sensitively with colleagues, clients and the public, in a variety of professional and social contexts. (2,1) Adopt current and relevant technologies to identify, analyse, interpret and present information(2,5) Be able to present rigorous and rational arguments in a manner appropriate to the given situation and context. (2,3) 	<ol style="list-style-type: none"> Demonstrate the ability to work effectively, independently or as part of a team, in a variety of multidisciplinary professional and social contexts. Embrace principles from statutes and legislation relevant to their field of knowledge, to engage in safe practice in relation to themselves, their clients and the community. (1,8) Demonstrate the ability to lead practice in a multidisciplinary environment with appreciation of the roles of professionals in related fields. 	<ol style="list-style-type: none"> Demonstrate well developed analytical, problem solving, planning and evaluation skills. (3,1) Display intellectual curiosity, creativity and critical thinking skills. (3-4) Demonstrate the confidence and ability to investigate and appraise new ideas, developments and opportunities. (3,2) Solve unfamiliar problems in a variety of professional settings and advanced disciplinary applications using creative strategies.(4,5) 	<ol style="list-style-type: none"> Demonstrate awareness of social and environmental issues (within Australia and internationally) and their impact on health, health care, and the community. (4,2) Deal with ethical dilemmas appropriately, maintaining high ethical standards.(4,1) Be able to practice in accordance with professional values and ethics in a socially diverse community. (4,4 & 1,7)

Clinical School Network Model

Benefits

Using shared competencies to under-pin curriculum enables us to:

- Maximise flexibility for students to transfer between courses following first year
- Introduce & encourage consistent language across disciplines
- Facilitate and build-in greater interprofessional team work
- Enable us to more explicitly map curriculum against desired graduate outcomes
- Ensure assessment activities adequately and systematically facilitates development of competencies

Benefits

- Map similarities across disciplines
- Identify and analyse gaps in discipline courses
- Identify specialised discipline competencies
- Produce graduates that have a strong understanding of their role and that of other health professionals
- Maximized use of available resources
 - reduction in Units offered in first year alone from around 70 Units to 7 Units

