

MODIFIED TRAINING PROGRAMME FOR TRAINERS AND TEACHERS OF OCCUPATIONAL THERAPY IN TAJIKISTAN



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INTRODUCTION TO THE PROGRAM

The Occupational Therapy (OT) program vocation is to improve social rehabilitation services in the Republic of Tajikistan and to provide occupational therapy services for the population with a special focus on vulnerable groups who are occupationally deprived or in danger to be so.

This curriculum is for a modified program in OT of 30 ECTS¹ for social workers, medical doctors, educators, NGO personal and other health or social professionals from different social institutions and community based services in Tajikistan. It is a basic program which can be developed for future education.

The course offers 5 places for future OT practical trainers (supervisors for clinical placement) and 5 places for future OT teachers. They will be able to provide level 1-2 OT education in the future. In order to create a good learning environment the background to the enrolled students should reflect the different areas relevant for OT practice: social service, medicine, pedagogy, psychology etc.

The curriculum is based on the structure of “WFOT² Minimum Standard Rules for Occupational Therapy Programs” and refers to the competences described in the European Tuning Structure for degree programmes in Occupational Therapy (ENOTHE)³.

Students with approved grades in every course of the program will be provided with certification of graduation designed: Occupational Therapy Assistance (level 2 - vocational).

Entry requirements for the modified program in occupational therapy:

1. To be accepted in the program, it is required a documentation of professional education (level 4) in the following areas - medicine, psychology, pedagogy, social work - as a minimum.
2. Good Russian qualifications (understanding, speaking and writing) – level of secondary Russian school.
3. Basic computer knowledge (Microsoft World, Internet, E-Mail).

¹ ECTS – European Credit Transfer System

² WFOT – World Federation of Occupational Therapists

³ ENOTHE – European Network Occupational Therapy High Education

THE AIMS OF THE PROGRAMME

The purpose of the programme, along with knowledge and skills, is to provide the student with an ability to make independent and critical assessments, ability to independently solve problems and ability to follow the knowledge development in occupational therapy.

A student who has passed the Modified Study Programme in Occupational Therapy should have **competence level 2 - vocational**, which means:

- acquired knowledge and skills required for independent work as an occupational therapist educator,
- acquired knowledge and skills of occupational therapy intervention methods, and knowledge of the relation between science and certified experience,
- acquired knowledge of different conceptual practice models in occupational therapy and ability to apply them in practice,
- developed knowledge of self and an empathic ability and thus, with an ethical attitude and a holistic appreciation of person, have developed the ability of maintaining good relations to patients and their relatives,
- acquired knowledge of social conditions influencing human health, and of how to initiate and participate in social service, health promotion and preventive activities.

PHILOSOPHY OF LEARNING

The philosophy of learning in the program is based on humanistic values and embraces the idea of learning and development as an on-going process. The philosophy encourages active participation from students in the learning process along with independent and critical thinking. Learning is defined as self-directed, emancipator and transformative. The learning methodologies employ interactive, integrated experiences which supports the professional development.

The nature of learning activities endorsed by this philosophy includes a wide variety of approaches that incorporates input from the student, require students to set their own educational goals, and encourage independent inquiries. The philosophy is considered as adult-oriented, in that the learning experiences are designed to be highly relevant for their practical reality and to build upon the previous knowledge and experience of the student. Also the belief that students benefit from collaborative learning experiences with other learners where mutual challenge and support is fundamental.

In line with this philosophy, concepts from Problem Based Learning (PBL) will be applied in this program. PBL includes various approaches in learning, such as group work, self studies, seminars and other student based presentations, lectures and skills trainings. The students will also have access to a web-based program in occupational therapy with learning resources for the different courses of the program. This approach requires bridging between previous experience of learning and the problem based approach (see appendix 2).

The students will have fieldwork in different social institutions, including their own work places where they will have different occupational therapy assignments to perform.

The student

Basic assumptions are that all students entering the program have diverse learning and professional experience. It is believed that students learn better when they reflect on their experiences and are encouraged to take responsibility of their own learning process by making self-assessment. Learning is believed to be more effective when it is in combination of practical doing, discussions and reflections.

Students in this program are expected to be able to work with considerable autonomy, think creatively, solve complex problems and be ready to work to develop new services that will best serve the occupational needs of clients.

The teacher

The occupational therapy educators should facilitate learning by organizing contexts and the critical concrete experiences and reflections. Educators should encourage critical reflections and assist students in abstract conceptualizations and experimentation with alternatives that lead to new learning. The educators should also facilitate for the students to develop skills, habits, routines, and attitudes needed to become competent evidence-based critical thinking scholars, practitioners, and leaders in both contemporary and emerging practice. The occupational therapy educators and supervisors also have an important role of being a role model.

The epistemological approach implies giving the students liberty to search after and take in knowledge, and also taking responsibility for their own competency and personal development.

The basic idea of this epistemological approach is the following:

- the individual knowledge is personal; it is based upon the individual's own experiences, competency and conception of the world; however, knowledge also changes the individual's conception of the world
- knowledge increases the personal liberty and the ability of coping with new situations
- the individual takes in knowledge in relation to his/her own needs
- knowledge is changing and is relative; it has to undergo trial and be reviewed, be extended and deepened
- search after knowledge is based upon interest and commitment, and it requires active engagement and a sense of responsibility

The pedagogy may be presented from the teacher's and from the student's point of view:

The task of the teacher is to present the aims of the education to the student. The student's task is to make him/herself acquainted with the aims of the study programme and to formulate personal aims for his/her own search after knowledge. This is fundamental for the didactics and a prerequisite for the generation of new knowledge.

The task of the teacher is to instruct and to guide the student during the process of attaining the goals. This implies that the teacher tutors, motivates and engages the student in search after knowledge and tests the acquired results. The student's task is to choose the direction, with the assistance of his/her teacher, and to be active and gradually in course of the education develop greater independence in his/her search after knowledge.

The task of the teacher is also to conduct examination. The student's task is to demonstrate that the aims of the study programme have been attained. Examinations take place at different levels of attainment and at different stages during the study programme, i.e. as diagnostic means and as partial and comprehensive examinations. It is the responsibility of the student to assess and evaluate the educational performance.

SPECIFIC AND GENERIC COMPETENCE

SPECIFIC COMPETENCES

By completion of the program the student should be able to:

1. Knowledge of Occupational Therapy

- Explain the theoretical concepts underpinning occupational therapy, specifically the occupational nature of human beings and their performance of occupations and the relationship between occupational performance, health and well-being
- Synthesize and apply (previous) knowledge from biological, medical, human, psychological, social, technological sciences together with theories of occupation and participation

2. Occupational Therapy process and professional reasoning

- Utilize the therapeutic potential of occupation through the use of activity and occupational analysis and synthesis
- Select, modify and apply appropriate theories, models of practice and methods to meet the occupational and health needs of individuals/populations
- Work to facilitate accessible and adaptable environments and to promote occupational justice

3. Professional Relationship and Partnership

- Work according to principles of client centered practice
- Establish and maintain collaborative partnerships, consult and advise clients, caregivers, team members and other stake holders on enabling occupations and participation
- Collaborate with clients to advocate for the right to have their occupational needs met
- Appreciate and respect diversity, individual differences, cultural beliefs, customs and their influence on occupation and participation

4. Professional Autonomy and Accountability.

- Prepare, maintain and review documentation of the occupational therapy process in the future

5. Research and development in Occupational Therapy.

- Search independently, critically examine and synthesize scientific literature and other information and evidence relevant to occupational therapy to ensure that occupational therapy practice is up-to-date and relevant to the need of service users.
- Identify the need for development of practice and research on issues related to occupation, occupational therapy and /or occupational science in Tajikistan.
- Develop new knowledge of occupational therapy and occupational therapy practice, particularly in relation to local and/or emerging health and social challenges.
- Understand, select and defend designs and methods appropriate to research in occupation and occupational therapy, considering ethical aspects.
- Disseminate research findings in occupational therapy to relevant stakeholders

6. Management and promotion of Occupational Therapy

- Engage in a continuous process of evaluation and improvement of the quality of occupational therapy services, involve clients where appropriate and communicate the results to relevant stakeholders.
- Take a pro-active role in development, improvement and promotion of occupational therapy and engage in rational and reasoned debate in relation to occupation and occupational therapy OT process and professional reasoning.
- Consider developments and influence policies in health and social care, society and legislation at international, national and local levels that affect occupational therapy services.

GENERIC COMPETENCIES

The programme based on the principle that students already have almost all competence listed below (according level 4 competence as an entrance damage).

- Uses client centred principles and advocate the client's needs of health and social services.
- Has knowledge of local laws and regulations regarding health and social services.
- Uses computing skills in communication, search and presentation of information.

Annex 8 – Modified training programme for trainers and teachers of OT in Tajikistan

- Demonstrate a capability (ability) to present and discuss oral and written information, problems and solutions in dialogue with service users and other professionals, in therapy, group work and in interdisciplinary teamwork.
- Understands and appreciates diversity and multi-culturally regarding age, gender, religion, ethnicity and 'social class.
- Adapts to new situations, is creative in finding the best solutions and makes decisions in collaboration with service users/clients and team.
- Practice in an ethical manner, respecting clients and taking account of professional codes of conduct.
- Comply with local, regional, national, international policies and procedures, professional standards and employer's regulations.
- Is competent in management and leadership of own professional practice.
- Demonstrates initiative and entrepreneurship in order to promote clients interests and professional issues.
- Demonstrate continuing lifelong learning.
- Has basic research skills including abilities to critique and apply research findings for evidence based practice.

ORGANISATION OF TEACHING /LEARNING ACTIVITIES

Study part (24 ECTS):

1 Week = 1,5 ECTS = 40 hrs study where 20 hrs are face-to-face activities between teacher and student.

Teacher oriented activities:

Skills training/lectures/seminars/workshops/supervised fieldwork/supervision individually or in groups, supervision and/or evaluation of assessments.

Student oriented activities

Self-studies

Group work

Skills training

Fieldwork

Assignments

Fieldwork (6 ECTS)

Supervised fieldwork 3 ECTS

Skills training 3 ECTS in class or working with assessments at own workplace

Total – 30 ECTS

Learning resources

Computers

Since this is partly a distance learning program, the students have access to computers and internet from time to time. They also need access to computers for their self studies.

Portfolio

The students will have their individual learning portfolio as documentation on their learning process. They keep their learning contracts (appendix3) – a ‘personal study plan’ together with practical placement journals, papers on own learning process and other assessments and evaluations in this portfolio.

Literature and films

The students will have access to library services (when it will be organized) and to relevant databases. The library will provide basic occupational therapy literature, films, assessments, test programs and-or material.

OCCUPATIONAL THERAPY: ATTAINMENT LEVELS AND COURSES

Occupational therapy may be defined as the science of human activity. It includes knowledge and studies of human occupation, human engagement, will and ability to master the personal life in the society and surrounding where one lives.

Occupational therapy develops knowledge of:

- The impact of activity on the human existence and development.
- The impact of activity on the human health
- The therapeutic properties of activity

The subject includes the theoretical foundations of the practice in form of theoretical frames of reference and models of explanation, which in turn support theoretical argumentation and constitute guidelines for occupational therapy interventions. Great importance is attached to theories of human activity and various forms of clinical reasoning. Practical studies offer possibilities of integrating theoretical knowledge and clinical practice.

The courses are built as a “mosaic” structure (see appendix). To gain the depth required in theory and in practical application the course have to be studied in the sequence stated as follows. All courses are compulsory courses.

The study programme contains

No	Name of Course	ECTS
1	Theoretical base and concepts in the profession and basic pedagogical knowledge.	3
2	Activities of daily Living and participation	2,0
3	Basic of medical and social rehabilitation in Tajikistan	1,0
4	Knowledge about handicap	3
5	Enabling children’s occupation and participation	3
6	Enabling adolescent’s occupation and participation	1,5
7	Ergonomy and life skills	1,5
8	Enabling adult’s occupation and participation	3
9	Enabling elderly’s occupation and participation	3
10	Work and vocational health	1,5
11	Clinical Placement	6
12	“Thesis” (written report) and final exam	1,5
	Total	30

One academic year corresponds to 60 **ECTS-credits** that are equivalent to 1500–1800 hours of study
 1 ECTS= 40 hours

SHORT DESCRIPTION OF COURSES

1. The teoretical base and concepts in the profession and basic pedagogical knowledge 3 ECTS

The purpose of the course is to provide knowledge and understanding of how problems in daily activities emerge and influence health and dysfunction. Further the student should understand and be able to explain how the occupational therapist uses occupations as therapeutic instruments. The course starts from the student’s own experience of occupation and relate to the development and focal concepts in occupational therapy. This is done from a theoretical scientific perspective as well as from a clinical perspective. The student also shall be able to apply this knowledge in clinical practise. How to use occupation to prevent dysfunction will be in focus in this course.

Other purpose – provide basic knowledge and skills in pedagogical area. The students will be able to use portfolio as a main instrument for their study reflection, they will be provided with PBL approach.

2. Activities of daily Living and participation 2,0 ECTS

This course is focusing on everyday life activities and the understanding of meaningful and purposeful activities for people. The course teaches different models of practice. Important terms are client centeredness, empowerment and occupational justice. Through performing different assignments the students will work with, occupational therapy process, clinical reasoning activity analysis. Therapeutic relationship and therapeutic use of self is central.

3. Basic of medical and social rehabilitation in Tajikistan 1,0 ECTS

This course is focusing on base knowledge about social and medical systems in Tajikistan. Important terms are structure and policy of social protection of population, social institutions and community based service, low regulation and rehabilitation resources. This course will be provided joint for Physiotherapy and Social Workers students.

4. Knowledge of handicap 3 ECTS

This course is about how to provide an understanding of the implications and consequences of handicap for the individual. The student also should understand the meaning of habilitation and medical rehabilitation through this course. The importance of the environment for the experience of being handicapped will be especially educated and also how the occupational therapist can adapt the environment to make it possible for the individual to participate in different activities. The student should through this course develop capacity to apply this knowledge in practice.

5-6. Enabling children's and adolescent's occupation and participation 4,5 ECTS

This course is about how to provide knowledge and skills to analyse and apply conceptual practice models on problems in daily activities, related to children and adolescents. The student should be able to apply his/her knowledge in relation to children and adolescents who have physical, psychiatric or social dysfunctions or are mentally retarded. The student will also be able to apply the surrounding environment so that activities can be performed from the conditions of the children or the adolescents.

7. Ergonomy and life skills 1,5 ECTS

This course provides knowledge about understanding and using of ergonomic methods and life skills in everyday practice. The students should be able to protect their self in working place and give recommendation how to change physical environment if needed. This course will be provided joint for Physiotherapy and Social Workers students.

8. Enabling adult's occupation and participation 3 ECTS

This course is about how to provide knowledge and skills to analyse and apply theories and conceptual practice models on problems in daily activities that are to be found among adults. The student should be able to prevent and treat problems in daily activities caused by physical as well as psychical or/and social disease. Diseases related to work will be especially elucidated. The student also should be able to make interventions in the surrounding environment for preventive purposes.

9. Enabling elderly's occupation and participation 3 ECTS

This course is about how to make synthesis and relate different conceptual practice models to each other. The problems in daily activities that might emerge in normal ageing will be elucidated as well as the physical, psychical and social problems in daily activities that might emerge among elderly with a disease. The student should be able to independently analyse problems in daily activities, and assess needs of occupational therapy, and make plans for and conduct preventive as well as treatment interventions.

10. Work and vocational health 1,5 ECTS

This course is about the nature and demands of work, employer's perspective, legislation governing work and theories and models of occupational therapy in vocational rehabilitation. The course will focus on social equity, the impact of social barriers on social inclusion from a client/user perspective. The students will visit workplaces and meet clients in need of vocational rehabilitation and carry out a study in vocational health.

11. Clinical placemen 6 ECTS

The student should be able to independently analyse problems in daily activities and assess the needs of occupational therapy treatment. Further the student should be able to independently make plans for and conduct occupational therapy treatment. The student also should be able to independently make plans for and conduct preventive occupational therapy interventions as well as treat persons with occupational dysfunction.

Within the practice course the student will work with children and youth as well as adults and elderly. Practice can take place in open as well as in institutional care. Clinical practice will take place in somatic as well as in psychiatric care.

12. "Thesis" (written report) and final exam 1,5 ECTS

By the end of this Study Programme the student will have acquired knowledge required for independent work as an occupational therapy educator. The student is individually graduated. Every student must be examined with:

- Portfolio group presentation
- Written report – case study description
- Test with checklist
- Interview (for some students if necessary)

ANNEX

<p>Course 1 Theoretical base and concepts in the profession</p> <p>3 ECTS:</p> <p>1- ST (comp 1) 1- I (comp1) 1 - A (comp 1)</p>	<p>Course 2 Activities of Daily Living and participation</p> <p>2,0 ECTS:</p> <p>0,3 - ST (comp 1) 0,2 - I (com 2,3,4) 1,0 - A (comp 1,2) 0,3 - E (comp 2,3) 0,2 - F (comp 1)</p>	<p>Course 3 Basic of medical and social rehabilitation in Tajikistan</p> <p>1,0 ECTS:</p> <p>0,2 – I (comp 3,4,5) 0,3 – P (comp 5,6) 0,5 – PR (comp 5,6)</p>	<p>Course 4 Knowledge about handicap</p> <p>3,0 ESTS:</p> <p>1,0 – A (comp 2,3) 1,0 – ST (comp 1,2) 1,0 – F (comp 1,2,3)</p>
<p>Course 5 Enabling Children’s Occupation and participation</p> <p>3 ECTS:</p> <p>1- ST (comp 1,2) 1- A (comp 1,2) 0,5 - E (comp 3,4) 0,5 - P (comp 6)</p>	<p>Course 6 Enabling adolescent’s occupations and participation</p> <p>1,5 ECTS:</p> <p>0,8 ST (comp 1,2) 0,3 A (comp 1,2) 0,3 E (comp 3,4) 0,1 SM (comp 5)</p>	<p>Course 7 Ergonomy and life skills</p> <p>1,5 ECTS:</p> <p>1 ST (comp 1,2) 0,4 A (comp 2) 0,1 F(comp 2,3)</p>	<p>Course 8 Enabling adults’ occupations and participation</p> <p>3 ECTS:</p> <p>0,5 - ST (comp 2) 0,5 - A (comp 1) 0,5 - E (comp 2,3,4) 0,5 - P (comp 6) 0,5 - PR (comp 3,4) 0,5 - SM (comp 5)</p>
<p>Course 9 Enabling elderly’s occupations and participation</p> <p>3ECTS:</p> <p>1 - ST (comp 2) 1- A (comp 1) 1 - E (comp 2,3,4)</p>	<p>Course 10 Work and Vocational health</p> <p>1,5 ECTS:</p> <p>0,1 ST (comp 3) 0,4 E (comp 2) 0,1 P (comp 6) 0,1 SM (comp 5) 0,8 PR (comp 3,4)</p>	<p>Course 11 Practical placement</p> <p>6,0 ECTS:</p> <p>2 F (com 2,3) 4 FO (com 1,2,3)</p>	<p>Course 12 Thesis (written report), current and future issues in Occupational Therapy, final exam</p> <p>1,5 ECTS:</p> <p>1,5 – SM(comp 5,6)</p>

SM = Scientific Methods
A= Activities of Daily Living
ST= Skills Training
F = Fieldwork
FO= Fieldwork supervised by OT
I = Introduction to OT

P = Management and Promotion
PR = Professional Relationship
E = Enabling OT