DISCIPLINE-BASED
INITIATIVES SCHEME, 2007

Discipline-based Initiatives Investigation Funds
Expression of Interest – Application Form

An initiative of the Australian Government Department of
Education, Science and Training
Mapping the future of Occupational Therapy Education in the 21st Century: Review and analysis of existing Australian Competency Standards for entry-level Occupational Therapists and their impact on Occupational Therapy Curricula across Australia

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A Joint Initiative of the University of Queensland, James Cook University and OT Australia National.
**CARRICK INSTITUTE FOR LEARNING AND TEACHING IN HIGHER EDUCATION**

**CARRICK DISCIPLINE-BASED INITIATIVES SCHEME**

### DISCIPLINE-BASED INITIATIVES

**INVESTIGATION FUNDS**

**EXPRESSION OF INTEREST**

**APPLICATION FORM 2007**

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<th>Discipline</th>
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<td>Occupational Therapy</td>
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| Applicants (List) + Name & Institution, Role in Initiative | **Associate Professor Sylvia Rodger** University of Queensland – Project Director  
**Professor Michele Clark** James Cook University – Project Co Director  
**Mia O’Brien** University of Queensland – Educational Consultant in Curriculum Development and Disciplinary Based Pedagogies.  
**Dr Kay Martinez** James Cook University - Consultant in Curriculum Design, Teaching and Learning. |

<table>
<thead>
<tr>
<th>Proposal Director</th>
<th><strong>Associate Professor Sylvia Rodger</strong></th>
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| Position                   | Head Division of Occupational Therapy  
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| Commencement date          | 1 July 2007 |
| Interim Report             | 30 January 2008 |
| Final Report               | 30 June 2008 |
PROPOSAL BRIEF

Title: Mapping the future of Occupational Therapy Education in the 21st Century: Review and analysis of existing Australian Competency Standards for entry-level Occupational Therapists and their impact on Occupational Therapy Curricula across Australia.

Aims (Vision)
Our Vision is a revised set of competency standards for entry level Occupational Therapists (OT), which reflect contemporary and future Occupational Therapy practice in Australia and are consistent with contemporary philosophy, research, values and theories underpinning professional Occupational Therapy practice. The revision process involving consultation with all national stakeholders will consolidate/affirm the collaborative culture of OT, while recognising the dynamism of the profession in contemporary society. The reviewed competencies will provide national guidelines for responsive reform of OT curricula. Contemporary standards and reformed curricula will enrich learning experiences for OT undergraduate students and make explicit their alignment with professional practice.

The aims of this initial scoping initiative are to:
1. Investigate how the Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994) are currently being used by OT Australia (and its accreditation panel), Schools of Occupational Therapy within their undergraduate and graduate entry programs, and by others within the profession.
2. Identify how Schools of Occupational Therapy use both the Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994) and University level graduate attributes to inform curriculum at the course\(^1\) and program\(^2\) levels.
3. Investigate the use of graduate competency standards within the profession and among other allied health professions nationally and internationally.
4. Conduct a comprehensive review of the relevance, utility, and appropriateness of the Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994) for documenting beginning competencies for current and future Occupational Therapy practice.
5. Identify where changes might be required to the Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994), in terms of ‘units of competency, elements, and performance criteria’.
6. Ensure that the Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994) are consistent with the World Federation of Occupational Therapists (WFOT) (2002) Minimum Standards for Occupational Therapy Education
7. The outcome of this scoping investigation is to map the future for developing new competency standards and the ways in which they can shape curricula and assessment in order to embed graduate attributes and discipline specific competencies to benefit student learning.

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\(^1\) Course is used throughout the document as one unit of study or one subject. Many of these units of study lead to the overall qualification.

\(^2\) Program is used throughout the document as the overall course/program of study that leads to the qualification Bachelor of Occupational Therapy
This Discipline Based Initiative is proposed as a two stage activity with Stage 1 focusing on the scoping activity and Stage 2 (which will evolve from Stage 1) requiring further funds to: (1) develop a revised set of competency standards for entry level Occupational Therapists in Australia, and (2) to investigate good practice in curriculum and assessment design with respect to integration of graduate competencies within the curriculum. The proposal described here is to undertake the Stage 1 scoping activity.

2 Investigation Strategy

In this section you should ensure that you address the selection criteria, particularly those not covered by the following sections

Phase 1: Current State of Practice
1.1 Literature Review of contemporary use of competency based standards in Occupational Therapy and other cognate allied health disciplines (such as physiotherapy, speech pathology, audiology) nationally and internationally will be conducted. Competency documents utilised by these professions nationally will also be reviewed. This review will be Deliverable 1.
1.2 A Survey of the current use of Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994) will be developed for telephone interview with 11 heads of OT schools throughout Australia, relevant staff nominated by OT Australia National, Chair of Registration Boards or nominee/s, and other relevant personnel (identified by snowball sampling). A survey will be developed and then conducted by phone interview. The report on the results of this survey will be Deliverable 2, with 1.1 and 1.2 above feeding in to the interim report (Deliverable 3).

Phase 2: Investigation of the Relevance, Utility and Appropriateness of Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994). Data from Phase 1 national and international literature review and survey on current use of competency standards will drive Phase 2. The aim of Phase 2 will be to ascertain multiple stakeholders’ perspectives of the adequacy, relevance, utility, and appropriateness of the current standards and to identify what, if any, revisions or changes may be required. In this phase the relationship between competency standards and learning in higher education will also be explored.

Method:
This phase will rely on qualitative methodology (Patton, 2002) such that a thorough understanding of multiple stakeholders’ perspectives can be gained regarding the current competencies. Focus/forum group interviews will be used to provide us with an understanding of these perspectives and issues surrounding the use of the current competencies.

Participants:
Two focus/forum groups will be held in all cities in which there is one or more University with an Occupational Therapy program, namely Brisbane, Sydney, Albury, Melbourne, Adelaide, Perth, Newcastle and Townsville. Heads of OT Schools in each city will be asked to nominate two academic staff, two advanced year level students, six clinicians/employers who supervise students or employ graduates (from a wide range of clinical areas) to attend each group. The OT Association in each state will be asked to nominate two members. Focus/forum groups composition (2 academics, 2 students, 6 clinicians, 2 OT Australia Association nominees as well as OT Australia Accreditation panel assessor,
and 1 Registration board representative). The aim in selecting focus/forum group participants is to ensure the involvement of a diverse group of stakeholders such that many perspectives can be heard and understood.

**Procedure:**
The project officer and Head/s of School in each city will co-facilitate the focus/forum groups which will be held at the OT Schools. It is anticipated that these focus/forum groups will be of at least 2 hours duration. A series of focus/forum group interview questions and discussion starters will be developed by the Project Team and Steering Committee, based on results of Phase 1. Nominal group technique (Jones & Hunter, 1999) will be used to prioritise issues that arise as required. Both focus/forum groups and nominal group technique are well known research methodologies within the discipline of Occupational Therapy. These approaches will enable stakeholders to be heard, perspectives to be clarified and understood and consensual decision making to be engaged in. These approaches also enable ownership of the process by participants and ensure that the findings are grounded in the perspectives of members of the Occupational Therapy profession.

**Phase 3: Analysis and Reporting.** This phase of the project will involve;
- transcription of the focus/forum group recordings,
- analysis of these by project officer in conjunction with Project Team to ensure appropriate levels of peer checking (Patton, 2002),
- member checking with participants of all the focus/forum groups by sending a summary of emergent themes (Patton, 2002), and
- presentation of these to the Steering Committee and Reference Group for feedback and comment.

From the literature review, knowledge of current use of competency standards and outcomes of focus/forum groups, a list of recommendations will be developed. These will encompass the future use of the competencies, strengths of current standards, areas of concern, need for revision, integration or use of competencies with graduate attributes, curriculum design and use of discipline relevant assessment. The outcomes of this phase will be Deliverables 4 and 5.

**3 Goals (deliverables)**

The following five deliverables will be forthcoming from this project (See proposed project time line Table 2 at end of document):

1. **Summary of current use** of the *Australian Competency Standards for Entry Level Occupational Therapists* © (OT Australia, 1994) based on survey of ANZCOTE members ie Heads of OT programs, OT Australia National and members of the profession (end of 4th month of project) as well as links between *Australian Competency Standards for Entry Level Occupational Therapists* © and institution specific graduate attributes. (Phase 1 - D1)

2. **Literature review** summarising international perspectives on the use of competency based standards in Occupational Therapy and other allied health professions (end of 4th month of project) (Phase 1 - D2).

4.
3. **Mid term report** to Carrick Institute (End of Phase 1- D3).

4. **Report** summarising the relevance, appropriateness, utility and satisfaction with the *Australian Competency Standards for Entry Level Occupational Therapists* © from multiple stakeholders’ perspectives (12th month end of project) (Phase 2 - D4). Further dissemination could occur via the OT Australia National Conference, National Allied Health Conference and HERDSA in 2008.

5. **List of recommendations** regarding revision of the competency standards in terms of units of ‘competency, elements, and performance criteria’ in the *Australian Competency Standards for Entry Level Occupational Therapists* © (OT Australia, 1994). (12th month end of project) (Phase 2 - D5).

4  **Building on Past Success**

Has there been any prior discipline-based initiatives (either in your discipline or another) upon which this investigation and scoping is based? If so identify them and describe how they are being used and built upon.

Within the field of Occupational Therapy in Australia there have been consistent, coherent and synthesised efforts toward the development of national competency standards for entry level Occupational Therapists. The discipline of Occupational Therapy has been characterised by a strong culture of consultation and collaboration within the profession and strong relationships with allied health professionals and outside agencies such as the National Office of Overseas Skills Recognition (NOOSR).

**Collaborative Development of Standards**

For example, beginning in 1990, the Australian Association of Occupational Therapists (AAOT) now known as Occupational Therapy Australia (OT Australia) undertook to develop national competency standards for entry level Occupational Therapists. This was jointly undertaken by AAOT and the NOOSR who provided financial assistance.

Extensive profession-wide consultation was undertaken across three stages. In the first two stages competency standards were developed and validated through consultation workshops, field observations of practice and interviews. Stage 3 involved further refinement and validation as well as identification and trialing of assessment strategies.

The standards were developed to represent the skills, knowledge and attributes believed by the profession to be required for adequate practice at entry level to the profession. Entry level was defined as the first two years of practice as an Occupational Therapist (OT Australia, 1994).

The standards were developed for use in screening overseas trained Occupational Therapists, work re-entry programmes, undergraduate and graduate entry curriculum development and clinical education, development of higher level and field specific competencies, performance appraisal, registration and job description (OT Australia, 1994). The document was viewed as “… a working document which will be periodically reviewed and revised” (p. 3).

Competence was described as what was expected of an employee in the workplace, such that “… a competent professional is one having the relevant knowledge, skills and...
attributes necessary for job performance to the appropriate or expected standard. … It is a complex interaction and integration of knowledge, judgement, higher-order reasoning, personal qualities, skill, values and beliefs” (OT Australia, 1994, p. 2).

The format utilised in the development of the standards was consistent with the National Training Board and NOOSR at that time. This involved a unit of competency that comprised elements of competency, performance criteria, a statement about a range of variables, evidence guides or cues. It is recognised that at any one point in time a number of elements of competence may be performed simultaneously (OT Australia, 1994). There are seven units of competency:

Unit 1 Professional attitudes and behaviour
Unit 2 Assessment and interpretation of occupations, roles, performance and functional level of individuals and groups
Unit 3 Implementation of individual and group interventions
Unit 4 Evaluation of Occupational Therapy programs
Unit 5 Documentation and dissemination of professional information
Unit 6 Professional education
Unit 7 Management of Occupational Therapy practice.

**National Approach to Accreditation of Occupational Therapy Programs**

Additionally, these collaboratively developed *Australian Competency Standards for Entry Level Occupational Therapists ©* (OT Australia, 1994) form one cornerstone of the OT Australia Accreditation of Occupational Therapy Programs (2002). OT Australia is responsible for accrediting new Occupational Therapy programs and reaccrediting existing programs every five years. The accreditation process and requirements are based on the *Australian Competency Standards for Entry Level Occupational Therapists ©* (OT Australia, 1994) and the World Federation of Occupational Therapists’ Minimum Standards for the Education of Occupational Therapists (WFOT, 2002). Without WFOT and OT Australia recognised accreditation status, graduates are not able to practice in Australia, nor are they able to practice in many overseas countries. Hence, the conferral of accreditation status on OT programs is critical for graduate employment.

The accreditation process provides a mechanism for quality assurance and continuous improvement such that OT Schools undertake a serious and lengthy process of internal reflection and external consultation with stakeholders in order to complete the comprehensive self study modules required by OT Australia. In Occupational Therapy, these self study modules provide a set of guidelines and questions against which OT programs are reviewed (through a reflective process based on a breadth of evidence). The self study modules and extensive accompanying materials including the entire set of curriculum documents are sent to a panel of trained Accreditors nominated by OT Australia for review prior to a site visit and interviews at the OT School. One particular self study module requires documentation of how the constituent courses (e.g., learning activities and assessment pieces) address each of the seven units of competency in the *Australian Competency Standards for Entry Level Occupational Therapists ©* (OT Australia, 1994). Hence, the overall program or curriculum taught by each Occupational Therapy School is driven to a significant extent by these competency standards.
Timely Consultative Review Based on Collaborative Foundations
The proposed review of Occupational Therapy competency standards takes as its starting point the 1994 Australian Competency Standards for Entry Level Occupational Therapists. The collaborative efforts undertaken in the early 1990s between OT Australia, NOOSR and multiple stakeholders/participants helped develop the initial set of competencies. The Australian and New Zealand College of Occupational Therapy Educators (ANZCOTE) and Australian and New Zealand Occupational Therapy Fieldwork Academics (ANZOTFA) have met regularly since the mid 1990s to discuss educational matters of national significance. The need to review the Australian Competency Standards for Entry Level Occupational Therapists © (OT Australia, 1994) has been raised at recent annual meetings particularly in light of the changes described above. As noted above from the 1994 documentation, it was always envisaged that those 1994 competency standards would be periodically reviewed and revised, and the current proposed investigation builds on that strong base to fill that timely requirement.

5 Impact
What is the value of the proposal to the development of the Discipline and student learning outcomes and experience?

Since the development of the Australian OT Competency Standards in the early 1990s and their publication in 1994, there has been a raft of changes within Occupational Therapy. These changes include:

- implementation of client centred practice and evidence based practice
- new models of occupational performance
- the advent of occupational science – a significant field of research and philosophy
- changes within the international health care arena (such as International Classification of Functioning, Disability and Health ICF developed by World Health Organisation, 2001)
- changes within the Australian health and welfare systems in which many therapists are employed (such as Medicare plus, extended care, community based rehabilitation, clinical pathways, reduced length of hospital stay)
- increased employment of therapists in industry and private practice
- a greater emphasis on being able to work as part of a multidisciplinary team as well as on one’s own
- growing attention to workforce demand in rural and remote areas and
- being able to work with diverse client groups including Indigenous populations.

Another change at the international level which post-dates 1994 standards is a progressive move towards graduate entry programs. As indicated above, the Occupational Therapy Competency Standards are used in high-stake accreditation ways, as well as guides to curriculum development. Hence, it is critical to the discipline of Occupational Therapy that these competency standards should reflect contemporary conditions of practice in the profession.

Additionally, since the development of the 1994 standards, the Higher Education sector has undergone many changes, and these too must be reflected in the discipline standards. Of central significance to the issue of discipline competency standards, are initiatives directed at the development of graduate attributes which have been implemented throughout most Australian universities over the last decade. At the
institutional level these statements have sought to articulate a generic combination of knowledge, skills, processes, and abilities that capture the qualities of university graduates as well as the particular values and philosophies of the university from which they graduate (Barrie, 2006).

At the University of Queensland, the Graduate Attributes are intended to “describe a set of dispositions that are applicable beyond the specific discipline in which students develop them...[and] reflect and build upon the culture of inquiry and innovation that is part of a research university...” (UQ HUPP 3.20.5). It is an expectation that undergraduate degree programs will develop the core list of UQ graduate attributes in addition to any professional competencies and discipline-specific attributes that are deemed significant, as extensions of the generic graduate attributes of in-depth knowledge of the field, effective communication, independence and creativity, critical judgement, ethical and social understanding. At James Cook University, generic skills include literacy and numeracy, information literacy, critical thinking and problem solving, self reliance and interpersonal understanding, tool and technology use, and learning achievement. Qualities include personal and professional moral and ethical standards, commitment to life long learning, understanding of Indigenous Australian issues and regional issues, professional, community and environmental responsibilities, and a willingness to contribute to the intellectual, cultural and social life of the regional, national and international communities. These generic graduate attributes are usually intended by the institution to have direct impact on program design and implementation. For example, both Universities require program and course coordinators to state explicitly the graduate attributes that are to be taught and fostered, and how they will be assessed.

However, recent commentators have cautioned that these initiatives may have been interpreted as an emphasis on efficiencies and outcomes within higher education initiatives (Barrie, 2006; Woodhouse, 1999), and in many instances localised responses remain limited to activities that meet quality assurance requirements at an institutional level (Barrie, 2006; Clanchy & Ballard, 1990). With proper attention, graduate attribute statements provide a significant mechanism for the articulation and communication of disciplinary-appropriate educative purposes and pathways (Bath et al., 2004; Barrie, 2004; 2006; Barnett, 1997). The potential for graduate attributes to articulate with specific competencies (skills, knowledge and attributes) for Occupational Therapy is neither well understood nor adequately developed nationally within the field at present. Moreover there is potential for new forms of curriculum and assessment practice to arise from processes in which disciplinary-appropriate graduate attributes are devised and aligned with specific competencies. Also, an analysis of how teaching staff may mesh university graduate attributes and discipline specific competencies as a disciplinary-based pedagogical practice has great potential to inform educational scholarship within the field of Occupational Therapy. However to date, these potential areas of scholarship and practice have not been fully exploited within OT education.

Further changes in the Higher Education context since the 1994 OT standards are also imperatives to the current proposed review. Amongst these changes are:
- changing student profile in all disciplines, including OT, with widening participation across the sector
- increased national focus on university accountability and the quality of teaching and learning, including alignment of curricula with community requirements

8.
developments in the area of research into effective teaching and learning in higher education, for example with constructive alignment of curriculum, and authentic assessment

- impact of potential of information technology on all aspects of learning and teaching, such as assisting learning, curriculum delivery, assessment, communications, and student engagement.

**The Role of this Project – A Capstone Initiative**

As a result of changes in society, Occupational Therapy and Higher Education, it is timely to review and revise the *Australian Competency Standards for Entry Level Occupational Therapists* © (OT Australia, 1994). This scoping investigation involving all stakeholders will have profound impact on the future of the Occupational Therapy discipline. The culminating set of recommendations will not only underpin a new set of competency standards for the discipline, but in addition, will constitute the end points from which future curriculum should be developed. As such, Stage 1 of this project creates the map to chart student learning experiences for the future of Occupational Therapy. This project will be a national capstone initiative – providing the basis for future directions, practice and scholarship within OT university education.

### 6 Value to the Sector

**How does this proposal address any national priorities or workforce and/or skill development agendas?**

The proposed project will facilitate networking between Occupational Therapy Schools and their respective programs nationally to enhance quality teaching and learning for Occupational Therapy students. As described above, a sector-wide issue of concern and national interest is the adequacy and relevance of the *Australian Competency Standard for Entry Level Occupational Therapists* © (OT Australia, 1994) developed over a decade and a half ago for contemporary and future Occupational Therapy practice. This issue has been raised at Australian and New Zealand College of Occupational Therapy Educators (ANZCOTE) meetings over the past few years and prioritised as an issue that needs to be addressed.

Additionally, the proposed investigation, while specifically focussed on Occupational Therapy, has much to offer other professional preparation programs, particularly those in allied health. For example, all are involved with:

- issues of life-long learning,
- consultation with professional associations,
- accreditation,
- curriculum development from graduate standards,
- intersection of professional standards and generic graduate qualities

The methodologies of scoping current practices through telephone survey, and consultation with multiple professional stakeholders through focus/forum group interviews constitute helpful models for other disciplines across the sector. It is envisaged that the future is likely to bring increased blurring of discipline boundaries, reflecting the changes already occurring in some areas of professional practice. For example, recent developments in the UK have seen the collaborative development of a combined student employability guide for allied health professions, including dietetics, podiatry, orthotics, physiotherapy, Occupational Therapy, speech and language therapy, and
radiography (http://www.heacademy.ac.uk/3558.htm"Health Sciences and Practice: Allied Health Professions Student Employability Profile *accessed 19 March 2007).

The principal investigators of this proposal also represent important and distinctive features of the Australian university sector, especially as it relates to the provision of professional preparation in diverse locations. This too is of importance to national workforce development, offering insider information on the challenges of educating health professionals for the rural and remote sectors as well as for metropolitan settings.
7 Engage with the Values and Principles of the Carrick Institute

How will the proposal address the values, outcomes and principles of the Discipline-based Initiatives?

Table 1 identifies how these will be addressed.

Table 1: Carrick Values and Objectives and How These Will be Addressed in the Proposed Project.

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<tr>
<th>Carrick Institute</th>
<th>How the proposed project addresses Carrick values and objectives.</th>
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<tr>
<td><strong>Inclusiveness</strong></td>
<td>This project involves representation across the Occupational Therapy discipline – academic, clinical, professional association and registration boards, and students and engages inclusive participation of members through a number of project mechanisms. The Steering Committee which will shape the project and make strategic decisions comprises the Project Team and OT Australia representatives. The involvement of consultants in higher education on the Project Team brings teaching, learning and curriculum expertise to ensure alignment of Occupational Therapy curriculum to generic attributes and OT specific competencies with appropriate pedagogical input. The Reference Group constitutes key national stakeholder groups with an interest in discipline specific Occupational Therapy competencies and education.</td>
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<td><strong>Diversity</strong></td>
<td>Occupational Therapy is a field characterised by diversity of professional context, practice and breadth of client needs. Over time, particular universities have developed strengths in research, scholarly practice and teaching surrounding local or regional issues, or within key areas of specialisation. Regional universities such as James Cook and Charles Sturt demonstrate a depth of focus on regional issues in their health programs, including indigenous health, tropical health and rularity. While the major metropolitan universities (such as UQ) have a depth of focus in the areas of research and graduate entry programs. This project provides a unique opportunity to bring together the specific experiences of particular universities and specialised areas of practice in a mutually informing and coherent process, towards the development of a comprehensive national approach to Occupational Therapy curriculum. Phases 2 and 3 of this project are highly consultative, and aim to draw together a set of recommendations/guidelines for effective curriculum design, and a clear understanding of curriculum and professional drivers from both the university and discipline contexts. This non-prescriptive, facilitative approach will take advantage of the diversity within the project team (breadth of university type, geography, mission,</td>
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professional context and program modes), as well as draw widely from the range of programs, university contexts, and professional practice nationally.

### Long term change

This scoping initiative represents Stage 1 of a two-stage project (as outlined in the Aims Section). The deliverables from this stage (literature review, survey findings, report and recommendations) will be made available to national members, the reference/stakeholder group, and OT Australia. These outcomes provide the potential basis from which long term change within OT curriculum and assessment practice may be fostered. Such developments may be taken up by individual universities, or nationally, via the planned Stage 2 of this project (in which current competencies may be revised and guidelines for mapping of curriculum, graduate attributes and discipline specific competencies developed). The approach of the project values inclusiveness and the recognition of diversity (see above), this together with the staged implementation allows for ownership to develop amongst stakeholders and participating universities, and the progression towards a nationally-shared understanding of better practice within Occupational Therapy education. The endorsement and support for this project, its aims and approach from the national body OT Australia further facilitates the potential of this project to enable long term change to educational practice in OT.

### Collaboration

Collaboration is the hallmark of this project – central to the project’s aim, deliverables and project design. It involves a Steering Committee, multiple stakeholders through a Reference Group both of whom will meet regularly during the life of the project (See project timeline), extensive involvement and representation of multiple groups through Phase 1 surveys and Phase 2 focus/forum groups. The use of nominal group techniques (Jones & Hunter, 1999) for consensual decision making at critical stages during the focus/forum groups and member checking (Patton, 2002) with the participants will ensure that participants are widely consulted and have multiple opportunities to provide feedback. The dissemination plan provides details about how findings will be made available throughout the project.

### Excellence

This project provides the basis for a national approach to curriculum development and pedagogical practice for the Occupational Therapy discipline. The opportunity to bring together representatives from this discipline engaged in analysis of current and future professional and educational practice at the national level has not been undertaken for over a decade and a half. This project will do so via a process of wide-ranging analysis and discussion, collaboration and cross-institutional
partnerships, and mutual investment. It will result in direct outcomes for the development of strategies for capacity building and excellence of educational practice within the field.

### Objectives of Carrick

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<tr>
<td>Promote and support strategic change</td>
<td>Project aims 1-7 document the key aims of this project, which target the promotion and the provision of directions for strategic change within OT curricula and pedagogical practice. The inclusion of key stakeholders, cross-institutional partnerships, and the national professional body (OT Australia) will further strengthen the potential of this project to affect strategic change in both the medium and long term.</td>
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<td>Raise profile and encourage recognition of teaching in higher education</td>
<td>This initiative will bring the Occupational Therapy professional body, clinical and academic community and legislative arm together in a way that has not occurred for over 15 years to consider curricula in Occupational Therapy and key competencies required of contemporary and future graduates. It will provide an opportunity to reflect and provide guidelines/recommendations for educational practice.</td>
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<td>Foster and acknowledge excellent teaching</td>
<td>The inclusion of the Occupational Therapy professional body, clinical and academic community and legislative arm within this project provides a unique opportunity to emphasise the significance of excellent teaching and excellence of curriculum practice to the Occupational Therapy discipline. This unique combination of stakeholders and purpose has not been undertaken for over 15 years. The projects’ activities and focus (on the development of, and synthetic nature of, key competencies, graduate attributes and curriculum/assessment development) enables a legitimate valuing and recognition of the importance of such activities for the field. The project endorses the importance of excellence and leadership in teaching and learning, as well as the role of disciplinary leaders and input from the profession.</td>
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<td>Develop effective mechanisms for good individual and institutional learning and teaching</td>
<td>This initiative will provide support for the importance of team curriculum design as a dynamic process rather than just focusing on outcomes. It provides important support for the process of collaboration, reflection and discussion across the discipline regarding drivers of curriculum. The project will provide a mechanism for such discussions/collaborations. The outcomes from Phase 1 will enable further work by different curriculum teams at different universities based on the preliminary findings. Additionally, outcomes of Phase 2 will relate to some recommendations about enhancing institutional curriculum practice around a specific discipline.</td>
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<td><strong>Develop support national and international arrangements for benchmarking</strong></td>
<td>The Occupational Therapy discipline is beginning to consider and utilise academic benchmarking activities to share good practice and enhance teaching and learning. The opportunity to reflect on and make recommendations regarding the revision of what are discipline specific competencies and develop some guidelines for curriculum and assessment will enable a bringing together of partners in what has historically been undertaken within the discipline by individual academic institutions in a closed way. As noted within the ‘evidence of collaboration’ section, and in the evaluation and dissemination section outcomes from this project will be used to stimulate fresh discussions about the need for national and international approaches to benchmarking. In Phase 2 there will be opportunity to invite sharing and collaboration between participating Reference Group members and Project Team members around critical curriculum issues. This will enable existing barriers to be overcome the development of strategies towards supportive peer oriented benchmarking and collaboration. Following this project it is anticipated that as a national group, academics will be able to engage in supportive peer-inclusive sharing of curriculum experiences, outcomes and approaches. Stage 2 of the project (not undertaken in this project) may lead to guidelines or approaches to curriculum development and design based on reflections and analysis of competencies and graduate attributes. This may lead to guidelines for collaborative benchmarking.</td>
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<td><strong>Identify learning and teaching issues impacting higher education</strong></td>
<td>This initiative will scope how graduate attributes and discipline specific competencies can drive curriculum and assessment methodologies. This type of reflection and analysis of has not been previously undertaken in this field in Australia. Wide dissemination of the outcomes nationally will enable a collaborative approach among members of the Occupational Therapy profession highlighting the key issues for the education of future Occupational Therapists through OT Australia National and HERDSA conferences. The development of this project sits within the context of an identified need for universities to convey tangible learning pathways that are relevant to students and disciplines. The focus in this project on the need to build direct synergies between discipline-specific competencies and curriculum and assessment design methodologies is in direct response to this issue (see section 3 Goals). Wide dissemination of the outcomes nationally will enable a collaborative approach amongst members of the Occupational Therapy community in a way that highlights the significance of these learning and teaching issues for the discipline, and to higher education.</td>
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Outcomes of Discipline Based Initiatives

First, it is anticipated that there will be both a higher level and more distributed spread, of discipline based engagement resulting from the DBI. This level and spread of engagement will lead to positive, future oriented, systemic change in learning and teaching. More specifically, the involvement of all Australian Universities (heads of school) in the Reference Group, the peak body (OT Australia National) and Registration Boards (COTRB) will lead to wide discipline based engagement. The Phase 2 focus/forum groups will also canvass perspectives of a wide group of Occupational Therapy students, academics, clinicians, educators and professional representatives. It is anticipated that this wide consultation and collaborative processes will assist in leading positive, forward looking change as a result of reflection and analysis of past and current practice and contemplating future practice needs. There have been few opportunities for these groups to work together on a national initiative of this nature to date.

Second, increased engagement of all related stakeholders in the discipline in the development of teaching and learning practice will be ensured by participation of key stakeholders who will have input into the project. As described in the Table above the convening of a Steering Committee and Reference Group will address the involvement of key groups within the discipline. Additionally, participants in Phase 2 focus/forum groups across most Australian states will tap into a wider group of Occupational Therapists whose views are critical to the project. Opportunity for written comments will be provided to the membership of OT Australia so as to provide a voice to territories without Occupational Therapy schools/programs.

The outcome will be promotion and development of improved discipline based learning and teaching through review, benchmarking, innovation, research and scholarship. As described in the preceding Table, this initiative will bring together a discipline based community that has not had the opportunity in more than a decade to come together to focus on a project with implications for the teaching and learning of its future workforce (graduates). In-depth examination of the issues and discussion of teaching and learning especially in terms of curriculum design will ensue. Analysis of data and international literature review will form the basis of future research and scholarship within the discipline around teaching and learning. Through this project, the Project Team will model this scholarship by publishing within the discipline, as well as in the higher education arena, to inform the Occupational Therapy discipline and cognate disciplines.

Finally, the development of discipline based communities for articulating and monitoring academic standards will be advanced through the collaboration, ownership of the process and involvement of multiple stakeholders within the discipline. This will allow issues around discipline specific competencies and their utilisation to be addressed within Occupational Therapy communities of practice through the conduct of multiple focus/forum groups across the country.
8 Interdisciplinary Possibilities
What opportunities will there be for transdisciplinary collaboration?

All health professionals are increasingly required to work as members of interdisciplinary and transdisciplinary teams in the workplace. It is likely that the current Occupational Therapy investigation will recommend that the ability to work as part of interdisciplinary and transdisciplinary team be incorporated into any revised Occupational Therapy Competency Standards. In order for students to achieve such competence, allied health disciplines will be required to collaborate across current disciplinary borders.

9 Cross Disciplinary Learning
What potential learning dissemination or application is there for other disciplines?

The model of using an environmental scan of current standards and their usage to map future curriculum development is one which could be applied to all disciplines involved in professional preparation. The model of consultation between the academy (universities) and the profession is relevant to all disciplines requiring accreditation (e.g. engineering, social work, accountancy, sport and exercise science etc). Many other disciplines are also required to demonstrate ways in which their programs develop professional competencies e.g. Veterinary Science programs need to work towards the profession’s ‘day one’ competencies; teacher education programs are required to develop professional literacy standards. Because of this potential application to other disciplines, reports from this project can be presented at general higher education conferences such as HERDSA, as well as allied health conferences such as the National Allied Health Conference.

10 Stakeholder Engagement
Who are the stakeholders in your discipline and how will they be involved?

Steering Committee
A Steering Committee will be convened with representatives from OT Australia who will work with the Project Team. It is anticipated that four face- to-face meetings will be held in Brisbane during the project to advance each stage of the project. These are planned for months 1, 3, 6 and 10 of the project. This is seen as critical given the details will evolve based on information gathered in each stage.

- Occupational Therapy Australia (OT Australia) representatives (including advisor who worked on the previous competency document).
- Project Team Members

Reference Group
Multiple Institutions
All twelve tertiary institutions with a School of Occupational Therapy will be represented and heads of Occupational Therapy schools in these institutions will be involved as Reference Group members. Heads of all training programs have endorsed the need for a review of the graduate competencies and represent the middle management level which is the target of the Discipline Based Initiatives Scheme enabling embedding of the initiatives in appropriate structures and sustainability of the initiative.
Queensland
University of Queensland
James Cook University

New South Wales
Newcastle University
Sydney University
University of Western Sydney
Charles Sturt University

Victoria
Monash University
Deakin University
La Trobe University

South Australia
University of South Australia

Western Australia
Curtin University of Technology
Edith Cowan University

New Zealand
Otago Polytechnic
Auckland University of Technology

Key Stakeholder Groups included on the Reference Group:

- Council of Occupational Therapy Registration Boards (COTRB)
- Australian and New Zealand College of Occupational Therapy Educators (ANZCOTE) this group represents heads of each program in the 12 institutions in Australia as well as two in New Zealand.
- Australian and New Zealand Occupational Therapy Fieldwork Academics (ANZOTFA)

The Reference Group will meet by teleconference on three occasions, first in month 1 for a briefing about the project, then in month 6 to share results of Phase 1 and to obtain feedback on these results prior to producing the mid term report. The final meeting will be in month 10 and involve a member checking activity once the focus/forum group analyses have been undertaken. The annual ANZCOTE and ANZOTFA meetings usually in May/June of each year will also be used to discuss the project in a face-to-face forum. Hence, existing structures and forums that will be utilised include: networks provided by ANZCOTE, ANZOTFA which meet annually for two days each and maintain regular email contact, OT Australia at national level which already has a structure for engaging with ANZCOTE and ANZOTFA and heads of Occupational Therapy programs through email and teleconferences, COTRB which has a representative from heads of Occupational Therapy schools. ANZCOTE heads will be asked to facilitate and host the focus/forum groups to be held in each city by providing a venue at the University and equipment required, nominating academic staff, students and clinicians who might be involved and heads will be asked to co-facilitate the group interviews. The remaining stakeholders will be participants in focus/forum groups held in each city, namely:

- Occupational Therapy academics
- Occupational Therapy clinicians/employers from state OT associations and/or who supervise students.
- Occupational Therapy students
**BUDGET**

*Please indicate clearly how the funds sought will be allocated (example – salaries, travel costs, consultants.) The total budget must not exceed $100,000 (inclusive of GST).*

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DETAILS</th>
<th>FUNDING SOUGHT</th>
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</table>
| **Personnel Salaries** | Project Officer: HEW 6 full-time Project Officer for 12 months plus 14% on costs $65,544.92  
Research Assistant HEW 4 (transcribe focus/forum group interviews) 8 hours transcribing for 14 - 2 hour groups = 112 hours @ $3315.20 plus 14% on costs $3779.33 | $69,324.25 |
| **Airfares**       | Supersaver return fares for Project Officer to run focus/forum groups in each city (Brisbane to Townsville, Sydney, Melbourne, Adelaide, Newcastle, Perth) $4,200.  
Taxis = $1200 and hire car (for travel Melbourne-Albury return) $600  
Supersaver return fares for 2 project team members (Clark and Martinez) for 4 meetings per year (to be held in Brisbane) $3,600 | $9,600. |
| **Accommodation**  | Accommodation and per diem UQ allowance for Project Officer (Townsville x 1 night, Sydney x 1 night, Melbourne x 1 night, Albury x 1 night, Adelaide x 2 nights, Newcastle x 1 night, Perth x 2 nights) = $1,810.65  
Accommodation and per diem UQ allowance for 2 project team members (Clark and Martinez) for 4 meetings per year (to be held in Brisbane) $1,446.80 | $3,257.45 |
| **Equipment**      | Laptop  
For project officer use during project and whilst travelling $2,000  
Digital Voice Recorder and Transcription Unit (earphones, footplate, software) $1,200 | $3,200 |
| **Consumables**    | Telephone, fax, photocopying, postage, purchase of competencies documents, teleconferences with Reference Group (4 meetings per year) x 12 sites ($300 per teleconference) $2,200  
Catering for 14 focus/forum groups $120 per group $1,680  
Catering ANZCOTE two day meeting in Brisbane May/June 2008 $1600 | $5,480 |
| **TOTAL (exc GST)**| Total = $90,861.70 |
Budget Justification (Explain the contribution and importance of each budgetary item to the success of the investigation).

Personnel Salaries
Project Officer: HEW 6 full-time Project Officer for 12 months plus 14% on costs
$ 65,544.92
Research Assistant HEW 4 (transcribe focus/forum group interviews) 8 hours transcribing for 14 - 2 hour groups = 112 hours @ $3,315.20 plus14% on costs $3,779.33
Subtotal = $69,324.25

The personnel component is the largest and most important part of the budget as the Project Officer will be required to undertake the project with the Project Team – conduct the literature review, phone interview surveys, focus/forum groups and assist with analysis and reporting throughout. This person will also coordinate and schedule Steering Committee and Reference Group meetings. The lower paid RA is required to assist with the lengthy and time consuming job of interview group transcription, allowing the Project Officer to focus on other high level jobs. We have pitched the level of employment at the mid-point of the HEW scales as we are likely to attract experienced research staff.

Airfares
Supersaver return fares for Project Officer to run focus/forum groups in each city (Brisbane to Townsville, Sydney, Melbourne, Adelaide, Newcastle, Perth) $4,200.
Taxis = $1200 and hire car (for travel Melbourne- Albury return) $600
Supersaver return fares for 2 project team members (Clark and Martinez) for 4 meetings per year (to be held in Brisbane) $3,600
Subtotal airfares: $9,600.

Accommodation
Accommodation and per diem UQ allowance for Project Officer (Townsville x 1 night, Sydney x 1 night, Melbourne x 1 night, Albury x 1 night, Adelaide x 2 nights, Newcastle x 1 night, Perth x 2 nights) = $1,810.65
Accommodation and per diem UQ allowance for 2 project team members (Clark and Martinez) for 4 meetings per year (to be held in Brisbane) $1,446.80
Subtotal = $3,257.45

Airfares and accommodation are critical to ensure that the project officer can conduct the focus/forum groups in each city to enable collaboration with key stakeholders nationally and ensure data collection is representative and enable input from members of the profession nationally. This also allows the steering committee to meet face-to-face regularly throughout the project. A modest amount for taxis transfers to/from airports and research sites and hire car to Albury and in/around Melbourne has been included for the data collection phase of the study.

Equipment
Laptop for Project Officer use during project and whilst travelling $2,000
Digital Voice Recorder and Transcription Unit (earphones, footplate, software) $1,200
Subtotal = $3,200
Consumables
Telephone, fax, photocopying, postage, purchase of competencies documents, teleconferences with Reference Group (4 meetings per year) x 12 sites ($300 per teleconference) $2,200
Catering for 14 focus/forum groups $120 per group $1,680
Catering ANZCOTE two day meeting in Brisbane May/June 2008 $1600 (for dissemination of findings and member checking)
Subtotal = $5,480

Equipment and consumables will enable smooth running of the project through use of dedicated voice recording/transcribing and computer equipment, catering for focus/forum groups and general consumables. Funds for teleconferences linking up 12 sites are critical to enable stakeholder involvement and comment on the project through Reference Group meetings.

Total = $90,861.70
Plus GST (10%) = $99,947.87
## PROPOSED PROJECT TIME LINE – Table 2 PROJECT PHASES AND CRITICAL MEETINGS (STEERING COMMITTEE AND REFERENCE GROUP).

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<thead>
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<th>Tasks and Deliverables</th>
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<td>Survey of current use of OT competencies (D2)</td>
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<td>Collate data and develop Focus/forum groups questions/format and activities</td>
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<td>Meeting of Reference Group – presentation of Phase 1 findings.</td>
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<td>Focus/forum groups in all Cities with Universities with OT programs</td>
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<td>Meeting of Reference Group – presentation of emergent themes</td>
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<td>Final report and recommendations (D4) (D5)</td>
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D = Deliverable
### EVALUATION AND DISSEMINATION PLAN

#### Table 3

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<thead>
<tr>
<th>Deliverable</th>
<th>Time Frame</th>
<th>Dissemination Strategy and Targets</th>
<th>Evaluation Strategy and Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literature Review</td>
<td>End Month 4</td>
<td>Posting to EdNA * for Project Team and Reference Group Members; Circulation of review to OT Australia</td>
<td>Evaluation survey to ascertain value of review to audience: 1.on EdNA site (for completion by Reference Group 2. circulated to OT Australia</td>
</tr>
<tr>
<td>2. Survey of Current Use of OT Competencies – Summary and Report of Findings (Phase 1)</td>
<td>End Month 4</td>
<td>As above</td>
<td>Evaluation survey to ascertain value of summary and findings to audience: as above</td>
</tr>
<tr>
<td>3. Mid Term Project Evaluation</td>
<td>End Month 6</td>
<td>Project Team Steering Committee</td>
<td>Project team to: Review evaluation findings from 1&amp;2 above; Conduct mid-term evaluation of project activities, processes and progress; Report, discussion and feedback sought with Steering committee. Modifications in response to evidence and discussions. Evaluation of outcomes and processes and collegial benchmarking sought with similar DBI project/s</td>
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<tr>
<td>4. Mid Term Report Phase 1</td>
<td>End Month 6</td>
<td>Reference Group (via EdNA) Carrick Institute OT Australia</td>
<td>Incorporation of evaluation activities from above – into report</td>
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<tr>
<td>5. Focus/forum group findings and development of emergent themes from Focus/forum group data</td>
<td>End Month 10</td>
<td>Project Team (via EdNA) Reference Group OT Australia</td>
<td>Preliminary report to steering Committee and Reference Group for preliminary feedback.</td>
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<tr>
<td>6. Summative evaluation of project outcomes</td>
<td>End Project Month 12</td>
<td>Project Team Reference Group</td>
<td>Focussed discussion and consultation on project outcomes</td>
</tr>
<tr>
<td>7. Final Report Phases 1 and 2</td>
<td>End Project Month 12</td>
<td>Carrick Institute OT Australia National Reference Group Other parties by request The EdNA website will be used to provide discussion for all Universities with OT programs. The report will be disseminated at a National Forum to be associated with the 2008 ANZCOTE meeting with invited persons from OT Australia, COTRB, Carrick, UQ, JCU and the profession.</td>
<td>Evaluation surveys to recipients of report. Evaluation from participants at National Forum.</td>
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<tr>
<td>8. Recommendations Phases 1 and 2</td>
<td>End Project Month 12</td>
<td>As above</td>
<td>Feedback sought from Steering Committee and Reference Group</td>
</tr>
<tr>
<td>9. Final evaluation of project processes and outcomes</td>
<td>End Project Month 12</td>
<td>Project Team Steering Committee</td>
<td>Evaluation of outcomes and processes and collegial benchmarking sought with similar DBI project/s</td>
</tr>
<tr>
<td>Conference Presentations</td>
<td>End of Project</td>
<td>HERDSA OT Australia National Conf National Allied</td>
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23.
EXPERTISE OF PROJECT TEAM

**Associate Professor Rodger**
Associate Professor Rodger is an Occupational Therapist with 25 years experience in paediatric Occupational Therapy as a clinician, academic, and researcher. She has worked with children with developmental, motor, learning difficulties and children on the autistic spectrum. She teaches paediatric Occupational Therapy and supervises postgraduate students in paediatric and inter-professional education research projects. She has attracted over $750,000 in competitive grant funding. She has successfully completed ARC Discovery, Commonwealth Family and Community Services, Centre for National Research and Disability, and internally funded UQ grants. She is currently finalizing a $218,000 grant on early intervention for children with autism and their families. She has over 80 national and international refereed journal publications, two books, 9 book chapters, and has given over 90 conference presentations, as well as numerous invited presentations. She has completed the supervision of over 25 honours projects, 8 masters and 6 PhD projects and currently supervises 18 projects from honours through to PhD level. She is head of Division of Occupational Therapy, School of Health and Rehabilitation Sciences. In this capacity she has led the Division through major reaccreditations of both the undergraduate and graduate entry programs. She is interested in authentic assessment, clinical education/fieldwork, inter-professional education (evaluation of IPE initiatives) and led a project on assessment in clinical education which won an Australian Association of University Teaching (AAUT) Award in 2005. She is involved in a University of Queensland wide Carrick Project on Curriculum Leadership which commenced in 2006 and is co-lead by Mia O’Brien.

Associate Professor Rodger is a founding member of Queensland Occupational Therapy Fieldwork Collaborative (QOTFC) and has a history of leading large collaborative projects such as those undertaken with multiple stakeholders. In Queensland, collaborations between OT Australia Queensland, the OT Registration Board of Queensland, James Cook University and University of Queensland and government sector representatives formed the QOTFC in 2004 ([http://www.otqld.org.au/docs/FieldworkPositionPaper.pdf](http://www.otqld.org.au/docs/FieldworkPositionPaper.pdf)) (accessed 1 March 2007). This group has demonstrated exceptional collaboration to advance clinical education of Occupational Therapist students across the state. The proposed Carrick DBI project would be such an undertaking at a national rather than state level.

**Professor Michele Clark**
Professor Michele Clark is the inaugural professor of Rehabilitation Sciences at James Cook University. She is program head of the Occupational Therapy program and is responsible for the implementation and roll-out of the new Speech Pathology and Physiotherapy programs. As such, she is in a position to drive curriculum development, including interdisciplinary learning. Michele is an Occupational Therapist with over 20
years experience in aged care as a clinician, academic and researcher. She is the former holder of an NHMRC Public Health Fellowship in aged care and was also awarded a four year NHMRC post-doctoral fellowship.

Prof Clark has attracted over $2M in research grants and consultancies, largely in the aged care and health services utilisation areas. She is currently a co-investigator on a large JCU funded project ($300,000) in the chronic disease management area and is the principal investigator on a grant examining models of fieldwork education, funded by the Occupational Therapists Registration Board of Queensland.

Michele is a former State President of OT Australia (Qld). As Head of Unit, Michele is also a member of ANZCOTE (Australian and New Zealand Council of Occupational Therapy Education) and thus has strong connections with the professional association, other senior educators and clinicians. Michele has led the Occupational Therapy Unit through a course review and a reaccreditation process.

Mia O’Brien
Mia O’Brien is a Lecturer in Higher Education and Curriculum Consultant with the Teaching and Educational Development Institute (TEDI) at UQ. Much of her work involves the facilitation of programmatic approaches to curriculum development and assessment design, which she has undertaken for many years within the university and school contexts. Mia’s experience in facilitating curriculum development extends across disciplines and into many interdisciplinary and emergent curriculum contexts at the graduate and postgraduate levels. Mia’s research informs this work extensively, and in two ways. Firstly, Mia’s experiences of guiding curriculum development at the program level across several disciplines informed the development of a model of participatory engagement for curriculum leadership and development, which has been presented at international conferences (O’Brien, 2003) and within a recently co-authored book chapter (Chalmers & O’Brien, 2005). This model was extended to illustrate the particular demands of developing curriculum within research-led and practice-oriented contexts (O’Brien, 2005). Secondly, Mia’s PhD research examines the nature of disciplinary knowledge and pedagogies, the implications for university teaching expertise and development, and the crucial role of threshold concepts within disciplinary-oriented curricular activities. This research has recently been reported at an international conference (O’Brien, 2006) and will be the basis of her final dissertation.

Kay Martinez
Dr Kay Martinez is a Senior Lecturer working as an Academic Developer in Teaching and Learning Development at James Cook University. Currently, her primary responsibility is for coordination and evaluation of the teaching induction program for new academic staff across all disciplines in the university. Additionally, she has planned and facilitated whole-of-school curriculum reform for a number of disciplines, with particular focus on backward mapping from graduate outcomes and standards. She has a particular interest in the potential of authentic assessment design to drive improvement in curriculum and pedagogic practices, and hence student learning experiences in higher education.

Her doctoral studies were in Education, looking at the transition of newly appointed graduates into the first two years of professional practice. Within the School of Education, she was Director of Professional Experience for 9 years, with responsibility for placement.
of over 1500 students each year in around 300 school sites, as well as the professional development of practitioners supervising those field placements. This role also involved close consultation with professional teacher registration boards and accreditation authorities. During that time, she also chaired the Professional Experience Advisory Committee, the peak consultative forum for the profession, employers, union, students and academic staff. In 2006 she was appointed inaugural Fellow of the Australian Teacher Education Association in recognition of her work in building professional partnerships.

She is currently participating as the JCU representative in a Carrick Competitive Grant Program involving 8 universities investigating the training, support and management of sessional teaching staff in higher education.

**Team Collaborations**

Prof Clark and A/Prof Rodger have worked together for over two decades on several national and state industry groups including the Research Standing Committee of OT Australia, ANZCOTE and the Fieldwork Collaborative. This sustained level of commitment and industry credibility will assure the level of cooperation required for the proposed Carrick project. It can also be noted that Clark and Rodger have worked on a number of research projects and thus have a long history of working together collaboratively to produce research outcomes. Prof Clark also has strong applied links with Dr Kay Martinez and the Teaching and Learning section of JCU. Assoc Professor Rodger and Ms O'Brien have worked together on a number of curriculum projects including the current Carrick funded curriculum leadership project at UQ. The established working relationship between team members bodes well for the successful completion of the proposed project.
References


Endorsement of VC/ DVC of Lead Institution
✔ See attached endorsement with signature

Endorsement of Stakeholders
✔ See attached endorsement/s from stakeholders

List of Stakeholders’ Letters

University of Queensland
- Head of School Health and Rehabilitation Sciences ✔
- PVC Academic ✔

James Cook University
- Head of School Public Health, Tropical Medicine and Rehabilitation Sciences ✔
- PVC Faculty of Medicine, Health and Molecular Sciences ✔
- PVC Student Services and Quality Assurance ✔

OT Australia National
- Chief Executive Officer ✔
Submit this completed form by email and mail a copy to:
Julie Adams
Program Administrator
The Carrick Institute for Learning and Teaching in Higher Education,
PO Box 2375 Strawberry Hills NSW 2012

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CLOSING DATES FOR 2007:
13 APRIL 2007 (4.00 PM EST)
6 AUGUST 2007 (4.00 PM EST)