

# **The Contribution of Professional Education to the Disaster Recovery Process**

Penelope Engel-Hills  
South Africa



Cape Peninsula  
University of Technology

# What are the key issues?

**Why?**

Reasons Why the curriculum should or should not change

**What?**

What can/should/should not change in the curriculum

**How?**

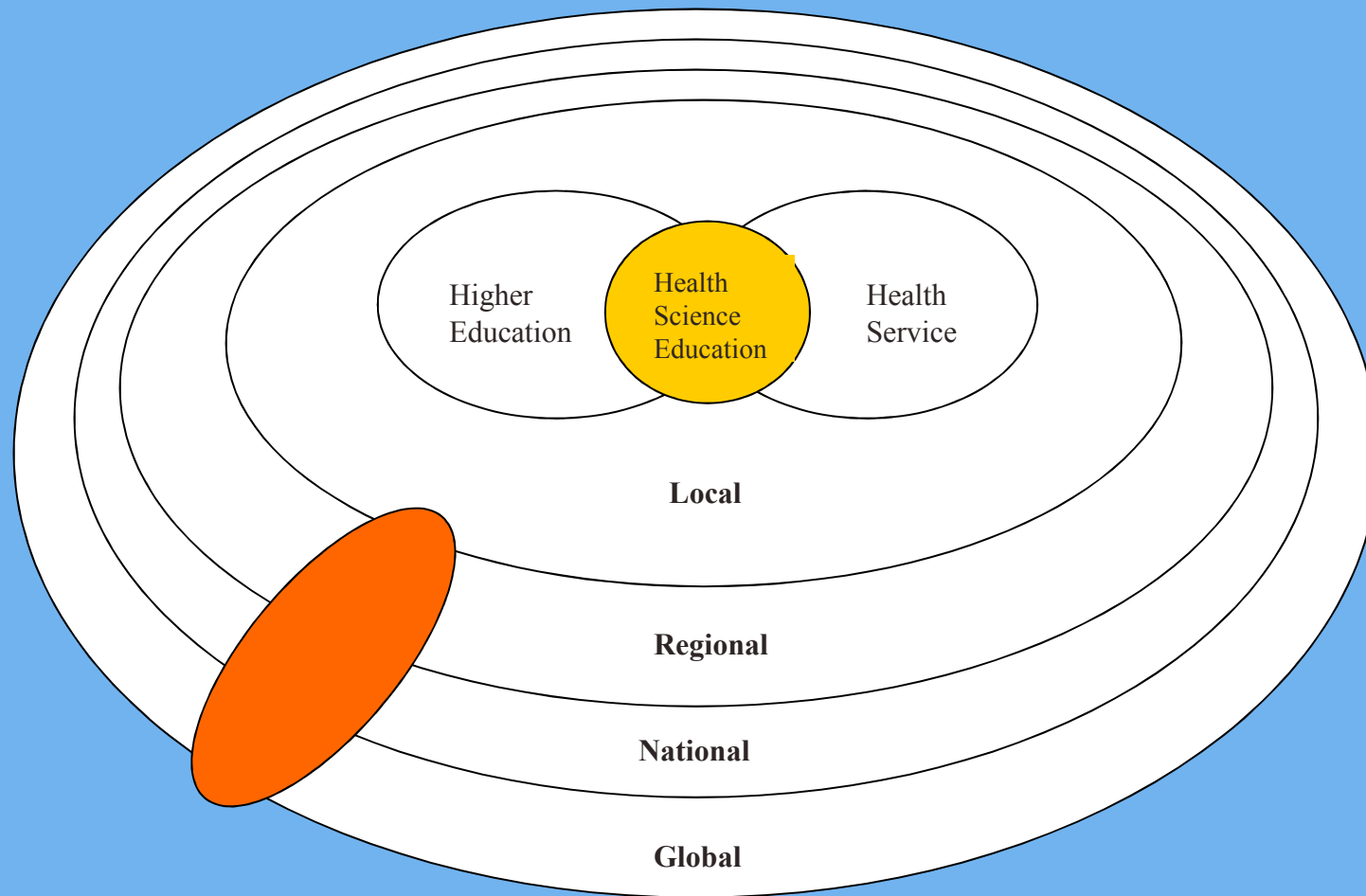
How can we can make changes to the curriculum

## Professional Education for a changing world

**“... in a context of rapid socio-cultural, political, economic and technological change, higher education institutions have a responsibility to endeavour to prepare graduates who are able to manage and respond effectively to change and its inherent demands, challenges and tensions”**

Sumsion and Goodfellow (2004:329)





## The changing context

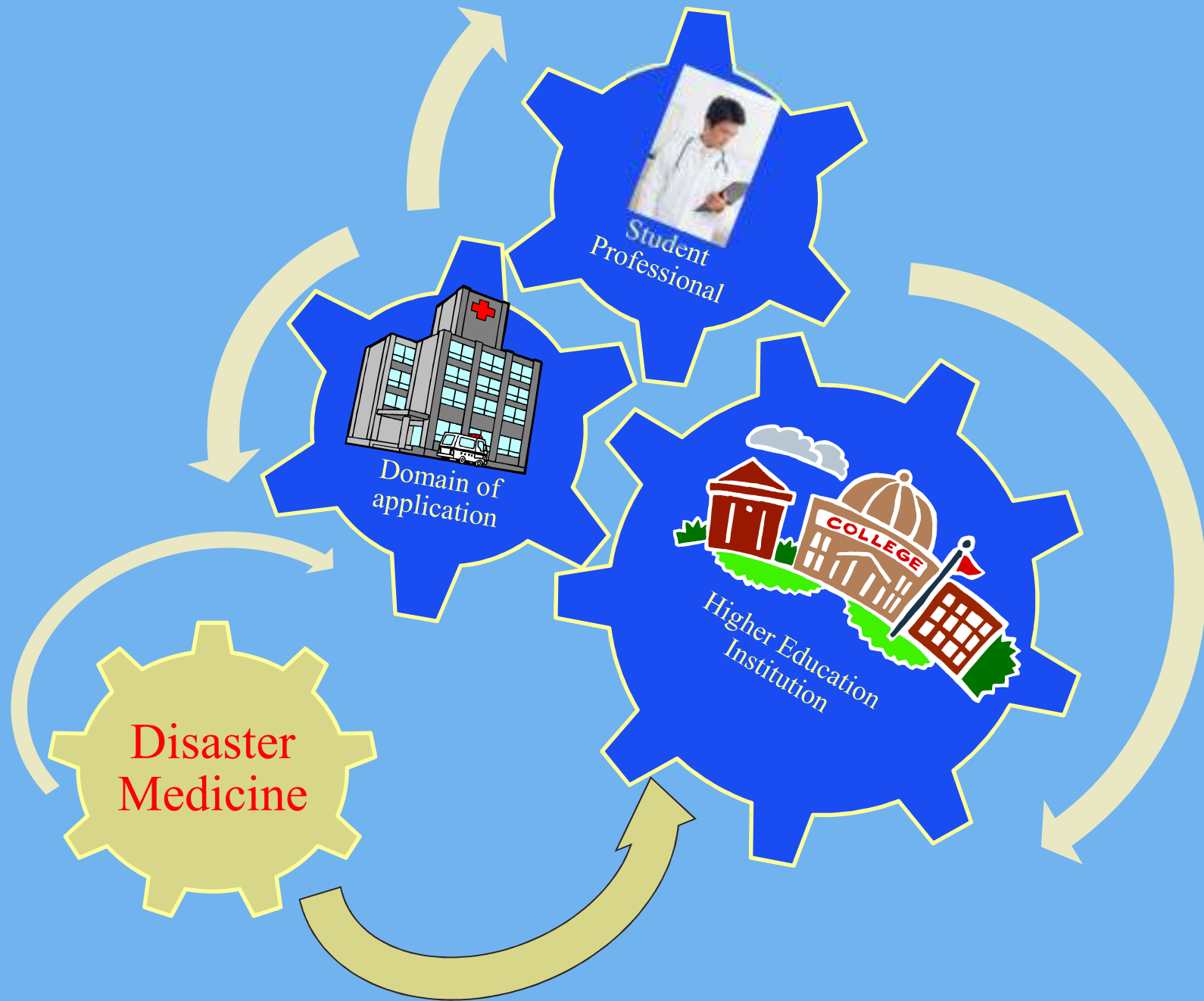




**WE MUST BE THE CHANGE**

... we wish to see in the world. ~Ghandi





# Competence for Practice

Source: Allen & Van der Velden (2007:14)

Interrelated areas of competence	Items linked to each area
Professional expertise	<ul style="list-style-type: none"><li>• Mastery of own field or discipline</li><li>• <b>Analytical thinking</b></li><li>• <b>Ability to assert authority</b></li></ul>
Functional flexibility	<ul style="list-style-type: none"><li>• Knowledge of other fields or disciplines</li><li>• <b>Ability to rapidly acquire new knowledge</b></li><li>• <b>Ability to negotiate effectively</b></li></ul>
Innovation and knowledge management	<ul style="list-style-type: none"><li>• Ability to use computers and the internet</li><li>• <b>Ability to come up with new ideas and solutions</b></li><li>• <b>Willingness to question your own and others' ideas</b></li><li>• Alert to new opportunities</li></ul>
Mobilisation of human resources	<ul style="list-style-type: none"><li>• <b>Ability to perform well under pressure</b></li><li>• Ability to use time efficiently</li><li>• Ability to work productively with others</li><li>• <b>Ability to mobilise the capacities of others</b></li><li>• <b>Ability to make your meaning clear to others</b></li><li>• <b>Ability to coordinate activities</b></li></ul>



# Vision 2020 statement CPUT Graduate Attributes (2011)

Our student should be:

- **Technologically adept** both in the ability to use technology and in their capacity to apply knowledge in real life issues;
- **Eminently employable** because they have a solid disciplinary knowledge base and the capabilities to apply this knowledge;

- **Socially responsive** in the sense that they should be aware of the important social issues in South Africa and be able to apply their knowledge and skills to address social needs;
- In line with one of our cross-cutting themes, our students should be **innovative in their thinking** and actions;
- All our graduates should be **environmentally conscious**.

Are these GA statements in the Vision 2020 explicit enough to embed in the curriculum?

# University of Edinburgh

- **Enquiry and Lifelong Learning**

Graduates develop a core knowledge base in their academic field enhanced by exposure to cutting edge research and the processes of discovery and knowledge generation. This will stimulate a lifelong thirst for knowledge and learning and encourage a pioneering, innovative and independent attitude.

- **Aspiration and Personal Development**

Graduates will be able to maximise their potential by utilising their abilities, academic excellence and justifiable confidence, underpinned by honest self awareness, to take personal responsibility and grasp opportunities for self development.

# Drivers of Graduate Attributes



# Engaged curriculum

(Barnett & Coate, 2005)

**Knowing**  
(knowledge)

- What kinds of knowledge are required in the curriculum in response to disaster recovery?

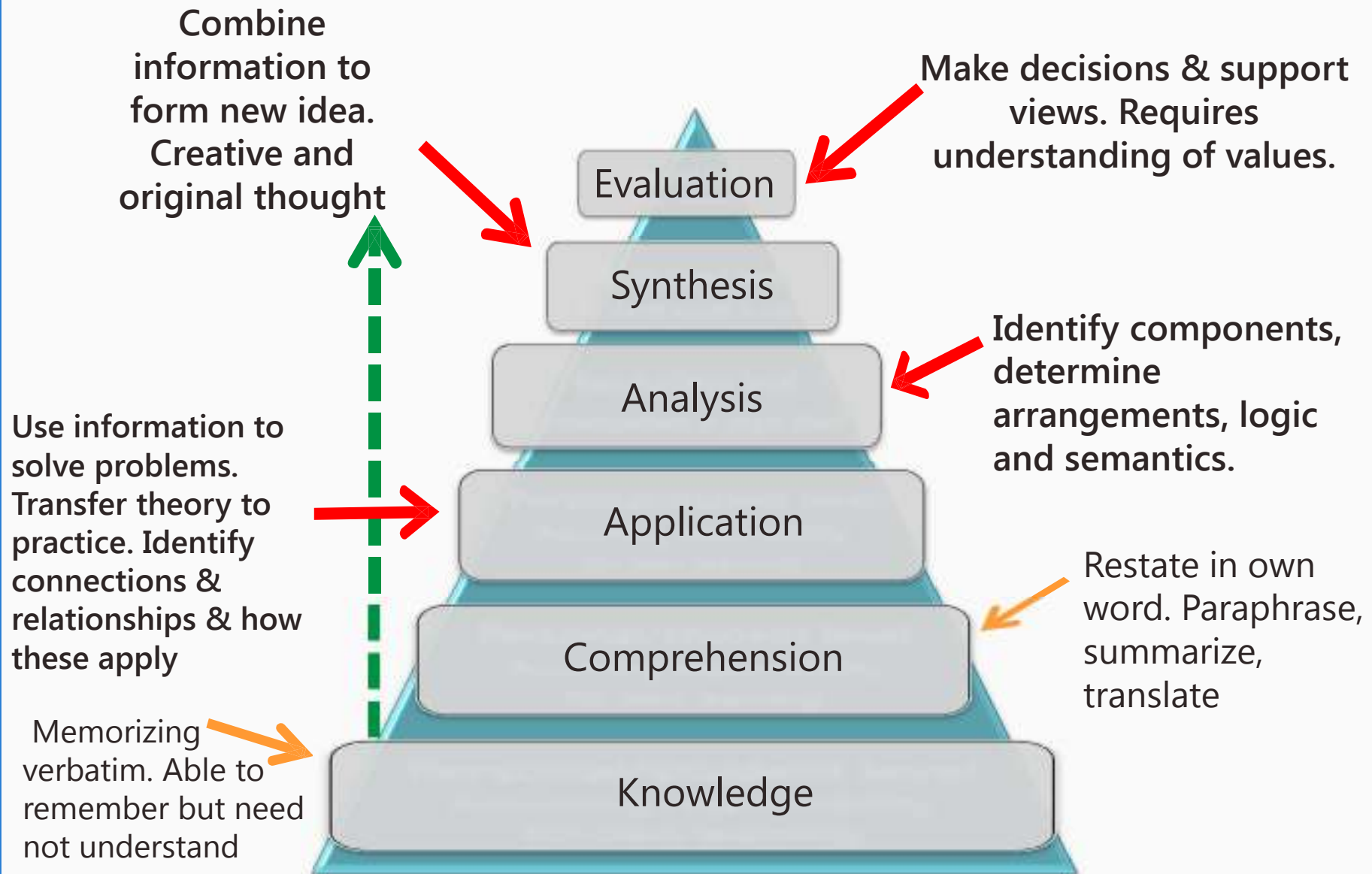
**Doing**  
(skills & competencies)

- What kinds of skills, actions and competencies are relevant to professional practice in this environment?

**Being**  
(dispositions, attitudes, traits)

- What dispositions and attitudes should medical students have to make a meaningful contribution to disaster recovery?

# Bloom's Taxonomy



# Applying Bloom's Taxonomy in the Health Care Learning Environment

Create / Transfer  
(Evaluation)

Analyse  
(Analysis)

Evaluate  
(Synthesis)

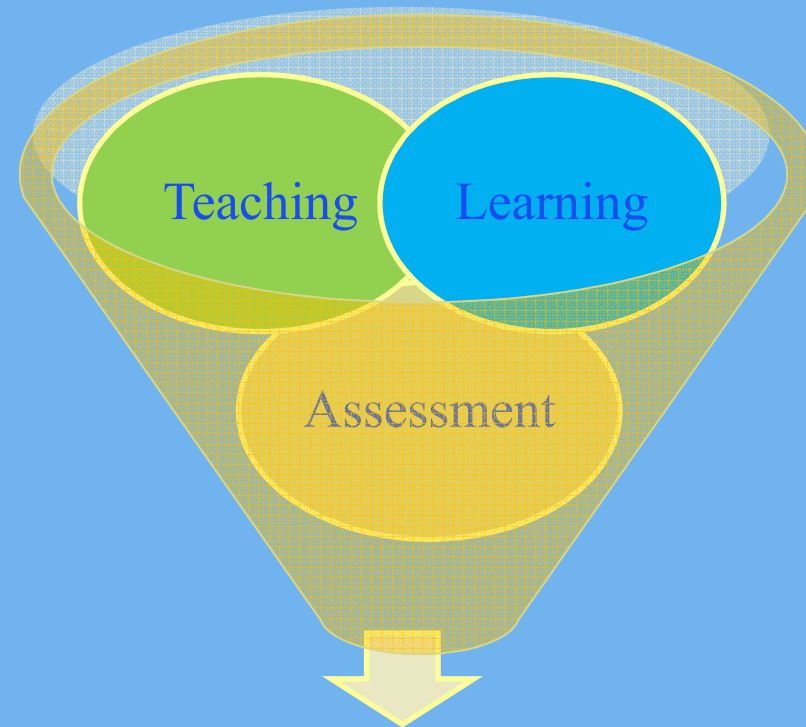
Remember  
(Knowledge)

Understand  
(Comprehend)

Apply  
(Application)



# Curriculum Response



Integrated Curriculum



# Rationale and Characteristics of an 'Integrated Learning Curriculum'

## Meta-learning

- Learn to learn
- Able to adapt to rapid change

## Transparent learning objectives

- Expectations known
- Work towards clear goals

## Integrated organisation

- Themes
- Problems/Scenarios
- Real world problems (disaster recovery)





## Integrated contextual learning

- Simulates real world
- Transfer between domains
- Innovative curriculum

## Team learning

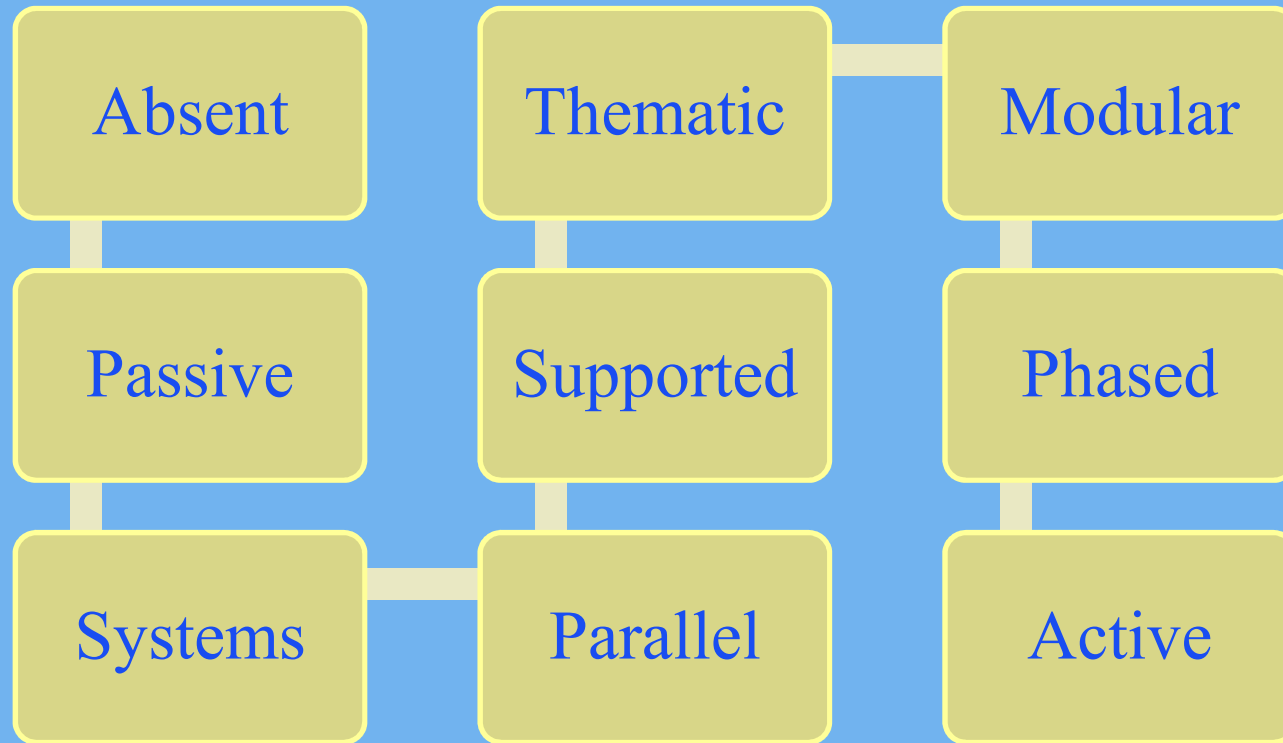
- Inter & intra professional collaboration
- Develops competent caring professionals

## Sustainable assessment

- Aligned to integrated teaching and learning
- Promotes changing clinical practice



# TYPOLGY





# Student Participation

*Passive*      *Conservative*      *Moderate*      *Considerable*      *Active*



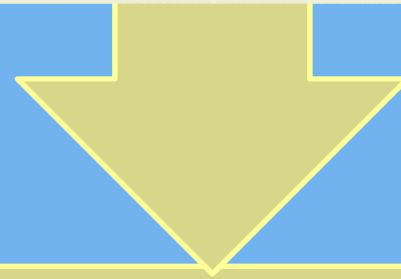
*STUDENT PARTICIPATION*

## Formative Assessment

Check understanding & plan learning  
Consider additional learning activities  
Respond to student needs to promote success

## Summative Assessment

Information about achievement  
Grading Marks Promotion  
End of a unit Compared against a benchmark



## Examples of Assessment

Assign projects and observe performance  
Written assignments  
Tests  
Questions

Mid term examination  
Final clinical assessment  
Paper Presentation  
Final integrated project

# Three overarching orientations

**Health Care  
Professional**



Find new ways of being and doing

Foundational, core, professional, critical, innovative thinking, problem solving

Confident, capable, independent, adaptable, ethical disposition



# Acknowledgements

▲ *Cape Peninsula University of Technology*

▲ *IAEA*

▲ *FMU*



**I have been impressed with the urgency of DOING.  
Knowing is not enough: we must APPLY  
Being willing is not enough: we must DO**

Leonardo da Vinci

**Thank-you**

