



Mahidol University  
*Wisdom of the Land*

# Expected Learning Outcomes (ELOs) Occupational Therapy-Mahidol University (OT-MU)

ผลลัพธ์การเรียนรู้ที่คาดหวัง สาขากิจกรรมบำบัด-มหาวิทยาลัยมหิดล

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สาขากิจกรรมบำบัด คณะกายภาพบำบัด มหาวิทยาลัยมหิดล<sup>1-4</sup>, สถาบันแห่งชาติเพื่อการพัฒนาเด็กและครอบครัว<sup>5</sup>



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MAHIDOL UNIVERSITY

## Philosophy of the university

"True success is not in the learning, but in its application to the benefit of mankind"

## Determination statement

"Wisdom of the Land"

## Vision of the university

"Mahidol University is determined to be a world class university."

## Mission of the university

"To excel in health, sciences, arts, and innovation with integrity for the betterment of Thai society and the benefit of mankind"



Prince Mahidol Adulyadej of Songkla  
Thailand's "Father of Modern Medicine"

# 30 AUN MEMBER UNIVERSITIES



## Myanmar

University of Mandalay ([www.mu.edu.mm](http://www.mu.edu.mm))  
University of Yangon ([www.ynu.edu.mm](http://www.ynu.edu.mm))  
Yangon University of Economics ([www.yueco.edu.mm](http://www.yueco.edu.mm))



## Thailand

Burapha University ([www.buu.ac.th](http://www.buu.ac.th))  
Chiang Mai University ([www.cmu.ac.th](http://www.cmu.ac.th))  
Chulalongkorn University ([www.chula.ac.th](http://www.chula.ac.th))  
Mahidol University ([www.mahidol.ac.th](http://www.mahidol.ac.th))  
Prince of Songkla University ([www.psu.ac.th](http://www.psu.ac.th))



## Malaysia

Universiti Kebangsaan Malaysia ([www.ukm.my](http://www.ukm.my))  
Universiti Malaya ([www.um.edu.my](http://www.um.edu.my))  
Universiti Putra Malaysia ([www.upm.edu.my](http://www.upm.edu.my))  
Universiti Sains Malaysia ([www.usm.my](http://www.usm.my))  
Universiti Utara Malaysia ([www.uum.edu.my](http://www.uum.edu.my))



## Indonesia

Institut Teknologi Bandung ([www.itb.ac.id](http://www.itb.ac.id))  
Universitas Airlangga ([www.unair.ac.id](http://www.unair.ac.id))  
Universitas Gadjah Mada ([www.ugm.ac.id](http://www.ugm.ac.id))  
Universitas Indonesia ([www.ui.ac.id](http://www.ui.ac.id))

## Lao PDR.



National University of Laos ([www.nuol.edu.la](http://www.nuol.edu.la))

## Vietnam



Can Tho University ([www.ctu.edu.vn](http://www.ctu.edu.vn))  
Vietnam National University, Hanoi ([www.vnu.edu.vn](http://www.vnu.edu.vn))  
Vietnam National University, Ho Chi Minh ([www.vnuhcm.edu.vn](http://www.vnuhcm.edu.vn))

## Philippines



Ateneo de Manila University ([www.ateneo.edu](http://www.ateneo.edu))  
De La Salle University ([www.dlsu.edu.ph](http://www.dlsu.edu.ph))  
University of the Philippines ([www.up.edu.ph](http://www.up.edu.ph))

## Cambodia



Royal University of Law and Economics ([www.rule.edu.kh](http://www.rule.edu.kh))  
Royal University of Phnom Penh ([www.rupp.edu.kh](http://www.rupp.edu.kh))

## Brunei



Universiti Brunei Darussalam ([www.ubd.edu.bn](http://www.ubd.edu.bn))

## Singapore



Nanyang Technological University ([www.ntu.edu.sg](http://www.ntu.edu.sg))  
National University of Singapore ([www.nus.edu.sg](http://www.nus.edu.sg))  
Singapore Management University ([www.smu.edu.sg](http://www.smu.edu.sg))



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- Mahidol University is a member of ASEAN University Network, in which primary responsibility for quality of education and for the implementation of the AUN-QA
- AUN-QA is the one powerful tool in ASEAN member states to improve the Educational Program.
- It provides the regulatory framework governing to produce quality graduates with a strong academic basis and a comprehensive skills in the 21<sup>st</sup> century.

AUN Member Universities (AUN 30)	+3 Member Universities
 <ul style="list-style-type: none"> <li>• Universiti Brunei Darussalam</li> </ul>	 <ul style="list-style-type: none"> <li>• Guangxi University</li> <li>• Guizhou University</li> <li>• Peking University</li> <li>• Xiamen University</li> <li>• Yunnan University</li> </ul>
 <ul style="list-style-type: none"> <li>• Royal University of Phnom Penh</li> <li>• Royal University of Law and Economics</li> </ul>	 <ul style="list-style-type: none"> <li>• Chiba University</li> <li>• Kanazawa University</li> <li>• Keio University</li> <li>• Kumamoto University</li> <li>• Kyoto University</li> <li>• Nagasaki University</li> <li>• Niigata University</li> <li>• Okayama University</li> <li>• Tokyo Institute of Technology</li> <li>• Waseda University</li> </ul>
 <ul style="list-style-type: none"> <li>• Institut Teknologi Bandung</li> <li>• Universitas Airlangga</li> <li>• Universitas Gadjah Mada</li> <li>• Universitas Indonesia</li> </ul>	 <ul style="list-style-type: none"> <li>• Chung-Ang University</li> <li>• Chonnam National University</li> <li>• Daejeon University</li> <li>• Dongguk University</li> <li>• Kyung Hee University</li> <li>• Seoul National University</li> </ul>
 <ul style="list-style-type: none"> <li>• National University of Laos</li> </ul>	
 <ul style="list-style-type: none"> <li>• Universiti Kebangsaan Malaysia</li> <li>• Universiti Malaya</li> <li>• Universiti Putra Malaysia</li> <li>• Universiti Sains Malaysia</li> <li>• Universiti Utara Malaysia</li> </ul>	
 <ul style="list-style-type: none"> <li>• University of Mandalay</li> <li>• University of Yangon</li> <li>• Yangon University of Economics</li> </ul>	
 <ul style="list-style-type: none"> <li>• Ateneo de Manila University</li> <li>• De La Salle University</li> <li>• University of the Philippines</li> </ul>	
 <ul style="list-style-type: none"> <li>• Nanyang Technological University</li> <li>• National University of Singapore</li> <li>• Singapore Management University</li> </ul>	
 <ul style="list-style-type: none"> <li>• Burapha University</li> <li>• Chiang Mai University</li> <li>• Chulalongkorn University</li> <li>• Mahidol University</li> <li>• Prince of Songkla University</li> </ul>	
 <ul style="list-style-type: none"> <li>• Can Tho University</li> <li>• Vietnam National University, Hanoi</li> <li>• Vietnam National University, Ho Chi Minh City</li> </ul>	

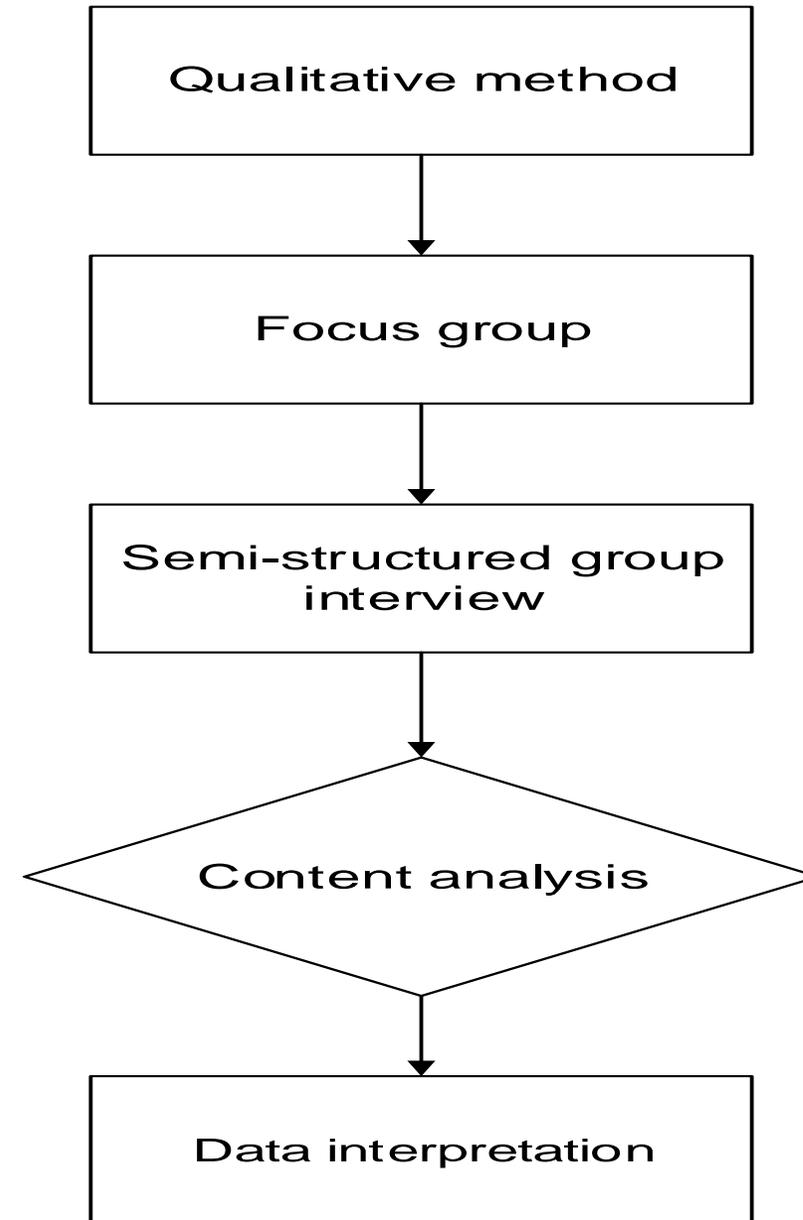
# Occupational Therapy

- Occupational therapy is a client-centred health profession concerned with promoting health and well being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. (World Federation of Occupational Therapists, 2012)
- Occupational therapy education of Mahidol University is founded on human occupations in dynamic process of the engagement in physical, socio-cultural, temporal, psychological, spiritual and virtual environments. The OT education is to promote active learning that engages the OT learners in a collaborative process based on prior knowledge and experience to blend with professional knowledge, experiential learning, clinical reasoning, and self-reflection through the use of occupation-based practice (OBP).

# Objectives

- To explore learning outcomes in occupational therapy (OT) in the views of stakeholders
- To find out the central core of occupational therapy practice and education for OT students
- To use for the development of new OT curriculum revision (2016 re-vision)

# Research design

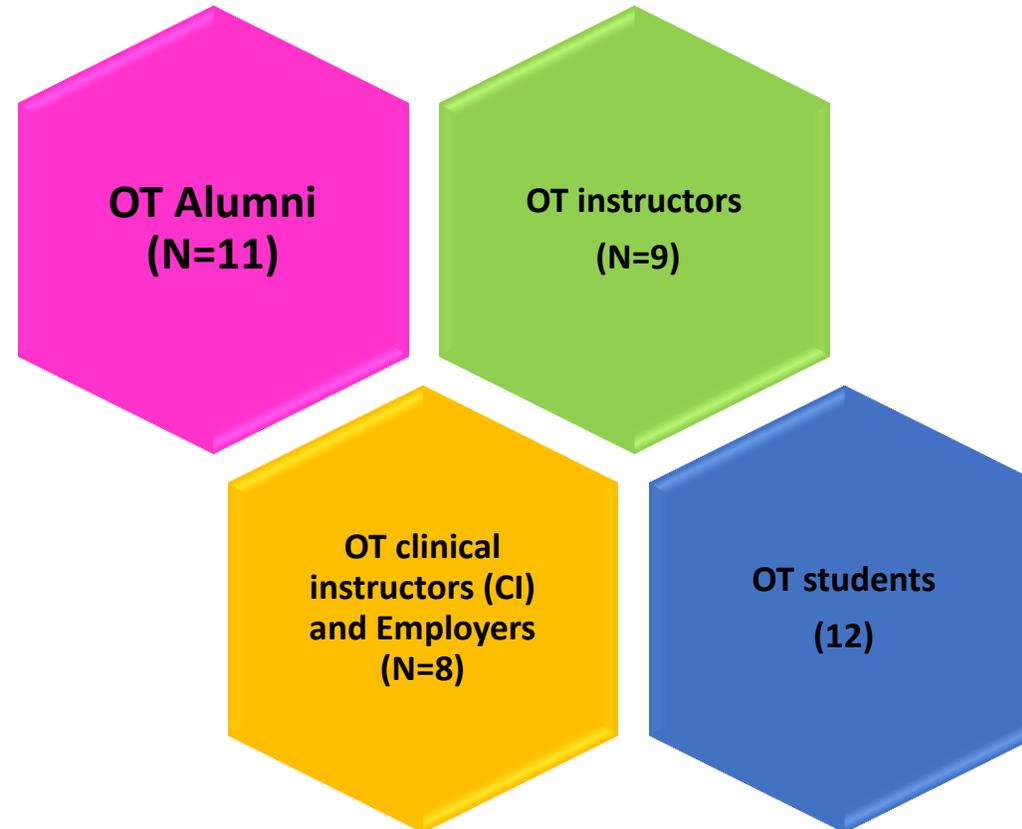


# Research site

- Room 504 Faculty of Physical Therapy Building (Salaya campus)

# Participants

- Stakeholder (N=40)



COA No. 2015/082.3006

Mahidol University Central Institutional Review Board (MU-CIRB)  
Certificate of Approval

Protocol No.: MU-CIRB 2015/076.2205

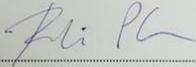
Title of Project: Systems Thinking Framework: Occupational-based Practice for Thai Occupational Therapy Students

Approval includes:

- 1) Principal Investigator: Mr. Anuchart Kaunnil  
Affiliation: Faculty of Physical Therapy, Mahidol University  
Research Site: Faculty of Physical Therapy, Mahidol University
- 2) MU-CIRB Submission form version date 28 Jun 2015
- 3) Protocol version date 28 Jun 2015
- 4) Participant Information Sheet
  - 4.1) For People aged 18 years old and older version date 28 Jun 2015
  - 4.2) For Self-Administered Questionnaire version date 28 Jun 2015
- 5) Informed Consent form for People aged 18 years old and older version date 28 Jun 2015
- 6) Questionnaire version date 28 Jun 2015

MU-CIRB is in full compliance with International Guidelines for Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval: 9 Jul 2015  
Date of Expiration: 8 Jul 2016

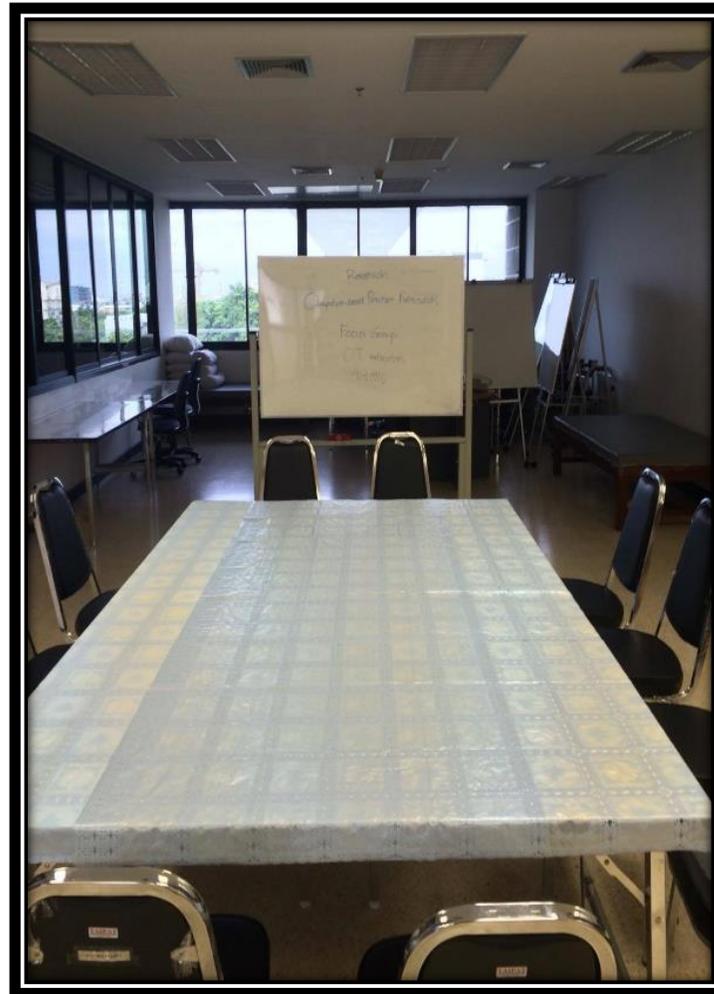
Signature of Chairperson:   
(Professor Dr. Rutja Phuphaibul)  
MU-CIRB Chair

Signature of Institute Representative:   
(Professor Dr. Sansanee Chaiyaroj)  
Vice President for Research

\* See list of Co-Investigators at the back page

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Ethics (MU-CIRB)



Room for focus group

1

**Guideline focus group**

**Occupational based Practice for Thai Occupational Therapy Students**

คำถามงานวิจัย

1. อะไรคือ Occupational based Practice for Thai Occupational Therapy Students
2. ทำไมจึงมีความสำคัญในการพัฒนา Occupational based Practice for Thai Occupational Therapy Students
3. พัฒนา Occupational based Practice for Thai Occupational Therapy Students อย่างไร

**แนวทางในการหาคำตอบ**

วิจัยเชิงคุณภาพ

**วิธีการวิจัย: Focus group interviews**

- Participants: นักกิจกรรมบำบัด (users) / อาจารย์กิจกรรมบำบัด/ นักศึกษา/ ผู้ใช้บัณฑิต

**แนวคำถาม**

- Occupational based Practice/ Occupation-based Intervention คืออะไร
- ความสำคัญของ Occupational based Practice/ Occupation-based Intervention ต่อ ผู้รับบริการ/ ทำไมให้ผู้ให้บริการ (ผู้บำบัด) ต้องทำการให้บริการภายใต้กรอบแนวคิดนี้
- นักศึกษากิจกรรมบำบัดทำไม่ต้องการความรู้และทักษะที่จะนำไปสู่การบำบัดภายใต้กรอบแนวคิดนี้
- กระบวนการที่จะนำนักศึกษาไปสู่การเรียนรู้ในแบบ occupation-based practice ทำได้อย่างไร
- การเรียนการสอนนำไปสู่การเรียนรู้ในแบบ occupation-based practice ได้อย่างไร
- วิธีการของการเรียนการสอนตามหลักสูตรช่วยให้นักศึกษาเกิดการเรียนรู้ในแบบ occupation-based practice ได้อย่างไร

Outcomes: นำเอาผลการวิจัยมาวิเคราะห์ประเด็น - ความต้องการจำเป็น/ คำจำกัดความหรือขอบเขต/ปัญหา & อุปสรรค/ ข้อเสนอแนะของการนำไปสู่การเรียนรู้ในแบบ occupation-based practice

Semi-structure interview for focus group



Example: Occupational therapy educators  
(CMU & MU)



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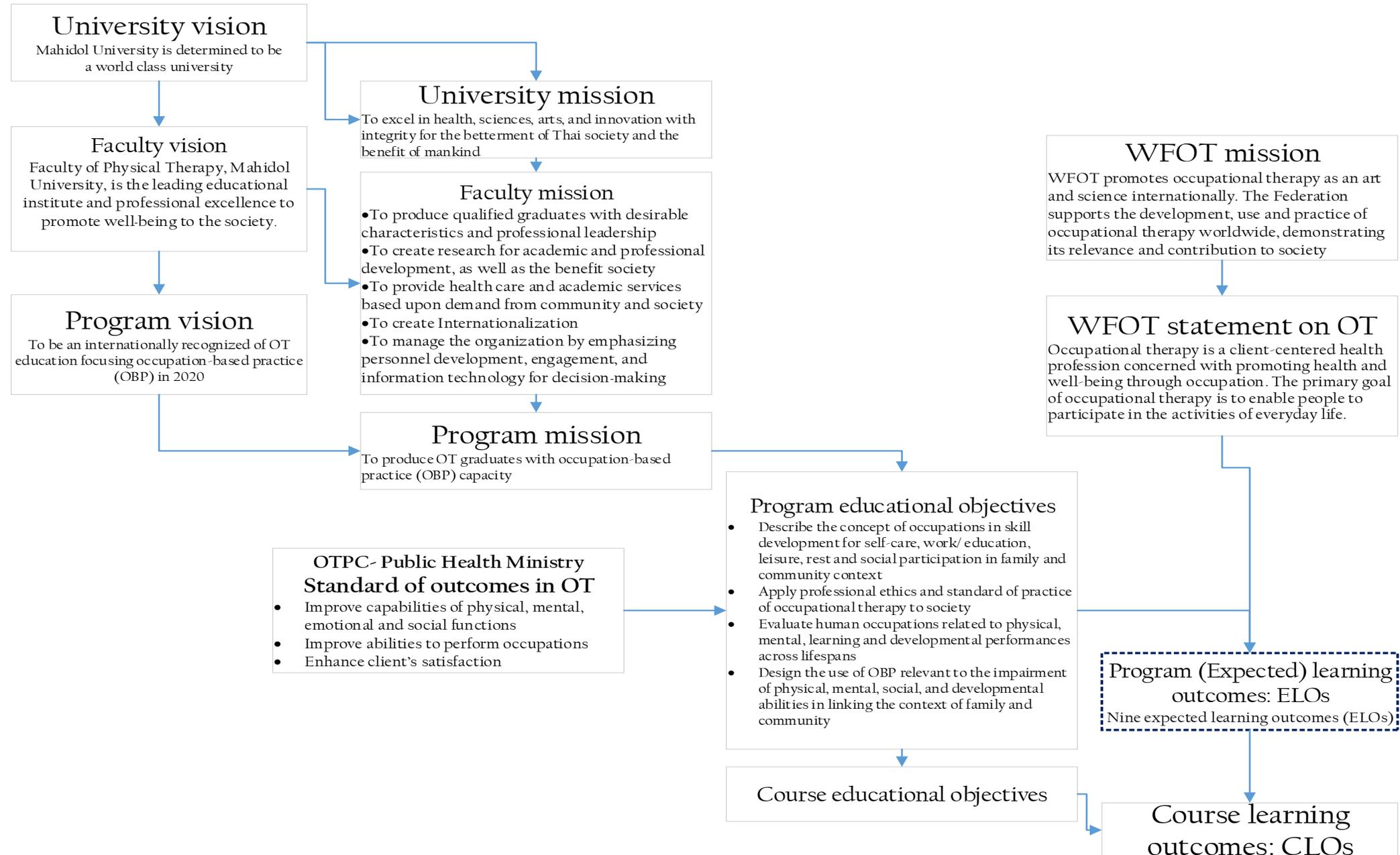


# Result

## Stakeholders' view related to ELOs

Stakeholders	Requirements	ELOs
Clinical Instructors (Cis)	<ul style="list-style-type: none"> <li>- Shown the identity and uniqueness of Thai OT</li> <li>- Must describe the benefit/ value of "occupation" in OT process</li> <li>- Utilized OBP in the Thai contexts</li> <li>- Activity analysis and synthesis are the fundamental basis</li> <li>- Emphasize the teaching &amp; the learning process in the Thai contexts</li> <li>- Focus on using occupations and holistic approaches rather than strictly on body functions and impairments</li> <li>- Applied and implemented for all clients</li> <li>- Made the understanding of the OT in communicating with health care team</li> <li>- Possesses common pathological conditions and application with OT work</li> </ul>	ELO1, ELO2 ELO4, ELO5, ELO7, ELO8
Employers	<ul style="list-style-type: none"> <li>- General and specialized skills for working with clients</li> <li>- Possesses self-esteem, self-confidence, and self-efficacy in occupational therapy</li> <li>- Motivation, ability, and clear role</li> <li>- Communicative skill and English language skills</li> <li>- Critical and creative skills</li> <li>- Empathy and social skill</li> <li>- Possesses morals, ethics and genuinely perform work with the understanding</li> <li>- Teamwork skills</li> <li>- Uphold patient rights, regulation of organization and law</li> <li>- Possesses technological and computerized skills</li> <li>- Responsibility to patients and organization</li> </ul>	ELO3, ELO6, ELO8
Alumni	<ul style="list-style-type: none"> <li>- Create the capacity and potential to implement the OBP</li> <li>- Implement OBP in the fieldwork</li> <li>- Describe the benefit/ value of "occupation" in OT process</li> <li>- Provides the OT education in relation to trend related to new conditions</li> <li>- Promote the Thai identity and culture in therapeutic media</li> </ul>	ELO1, ELO2, ELO6, ELO7
OT educators	<ul style="list-style-type: none"> <li>- Use "occupation" as a central core of OT for the fieldwork (as the means and ends)</li> <li>- Activity analysis and synthesis are the fundamental basis for the use of OBP</li> <li>- Integrate medical sciences and occupation for clients with clinical reasoning</li> <li>- Searching data and evidence-based before applying and implementing to the clients</li> <li>- Concern the needs of clients and individualization in purposeful and meaningful occupation</li> <li>- Emphasize the teaching &amp; the learning process on a conceptual framework of OBP in the Thai contexts</li> <li>- Promote an occupation-centered perspective/ occupation-based practice (OBP) as an occupational lens</li> <li>- Applied and implemented OBP for all clients</li> <li>- Generate research and implement into OT education and clinical practice</li> <li>- Pursue the outcome-based education (OBE) as the result of OBP</li> </ul>	ELO1, ELO2, ELO4, ELO5, ELO6, ELO7, ELO8, ELO9

Key contributions: vision, mission, educational objectives/aims and learning outcomes at the university, faculty program and course levels.



# Mahidol University Education Philosophy

Student-Centered Learning

Outcome-based Education

Constructivism



Kan phai Mahidol (*Afgekia mahidoliae*)  
Symbolic plant/ flower of Mahidol University

## Philosophy of Occupational Therapy

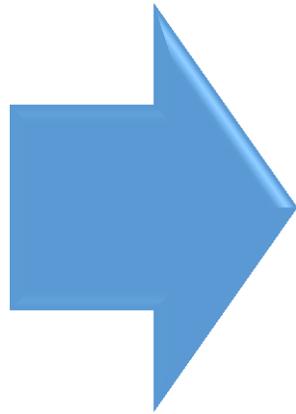
- It is founded on human occupations in a dynamic process of the engagement in physical, socio-cultural, temporal, psychological, spiritual and virtual environments.
- The OT education is to promote active learning that engages the OT learners in a collaborative process based on prior knowledge and experience to blend with professional knowledge, experiential learning, clinical reasoning, and self-reflection through the use of occupation-based practice (OBP).

- “The philosophy of OT includes the premise that meaningful activity is essential to OT intervention because occupation is the power of intervention” (Smallfiedl & Karges, 2009; p. 411).
- Occupations in OT is a powerful meaning related to the participation in everyday life activities and shows a direct link to health and wellbeing (Law, 2002).
- Occupation embraces: Activities of daily living, Instrumental (ADLs) activities of daily living (IADLs), Rest and sleep, Education, Work, Play, and Social participation (AOTA, 2014).

One key word is our spirit.. “occupation” (Fisher, 2013)

Occupation as the form of intervention will be provided (Molineux, 2010)

Occupation



- [✓] **Active**
- [✓] **Purposeful**
- [✓] **Meaningful**
- [✓] **Contextualized**
- [✓] **Impacts on Health**

## What is Occupation-Based Practice (OBP)?

- Occupational therapists use the OBP to enhance a client's capability and performance in their engagement.
- Meaningful and purposeful activity is essential to occupational therapy intervention because occupation is the power of intervention.
- OBP refers to using occupation as **the means** and **ends** in utilizing meaningful and purposeful activities based on the client's needs, health, and the engagement in everyday life (Gray, 1998; Trombly, 1995).
- OBP emphasizes the use of an individual's or family's occupation as the form of intervention to promote positive **changes in direction of the occupational outcome goal** (Gray, 1998; Pierce, 2003 cited in Price & Miner, 2007).

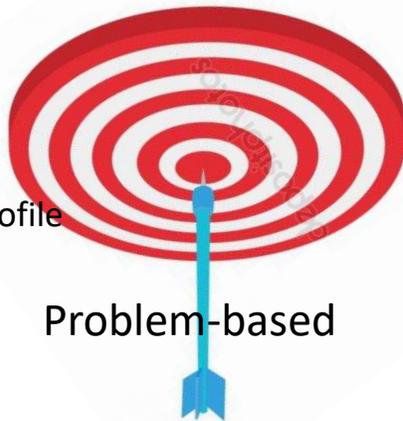
# Traditional and modern occupational therapy

Traditional Occupational Therapy

Impairment- based practice  
(IBP)



Problems

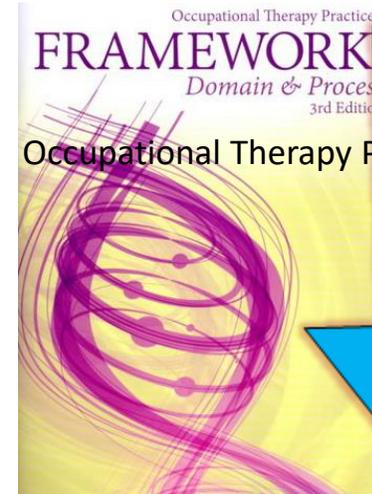


Change Mindset

Bottom up approach

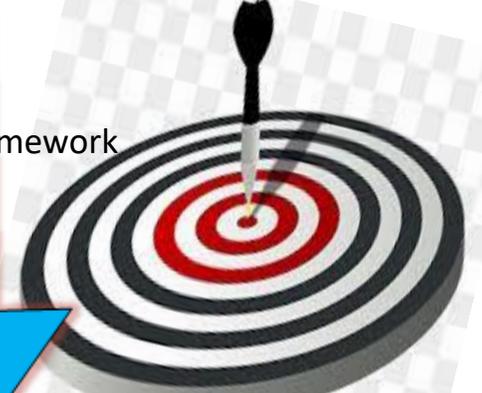
Modern Occupational Therapy

Top down approach



OTPF

Outcome-based



Occupation- based practice  
(OBP)

# Occupation as the means and ends

- Occupation as means

Occupation as-means is the use of occupation as a treatment to improve clients impaired capacities and abilities to enable eventual occupational functioning' (Trombly Latham 2008)

- Occupation as ends

Occupation as-ends refers to **clients functional goal** in which is to be carried out within a given environment and within their own comprised role. This is done using whatever abilities and capacities he or she possesses using any required adaptations. (Trombly Latham 2008)



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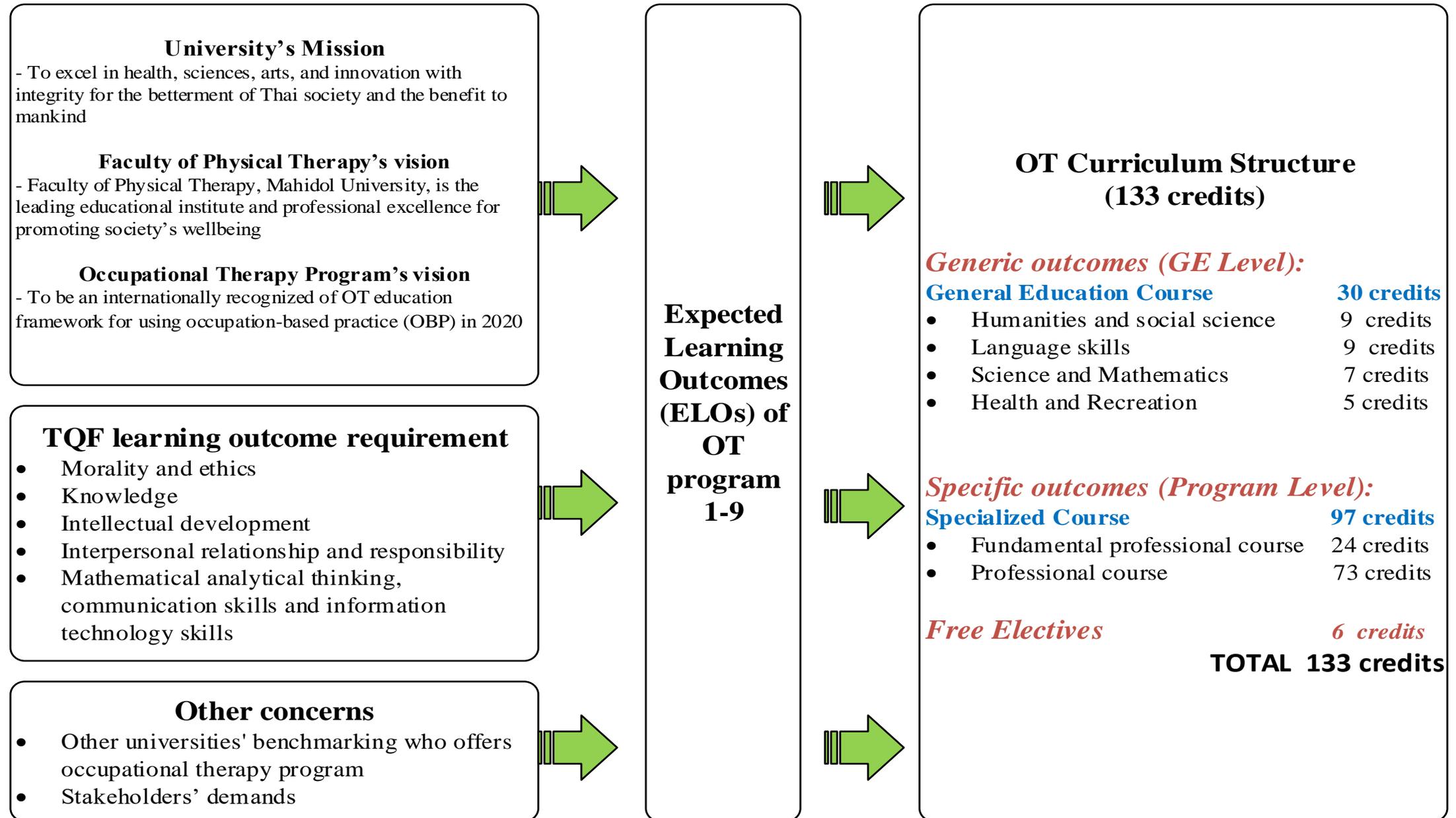
# Conclusion

The occupational therapy educational development is which the dimension of OT process is embraced human interaction with person or people as client (individual, family, and community contexts). OT students should complete (WFOT Revised 2016, pp. 49) OT process;

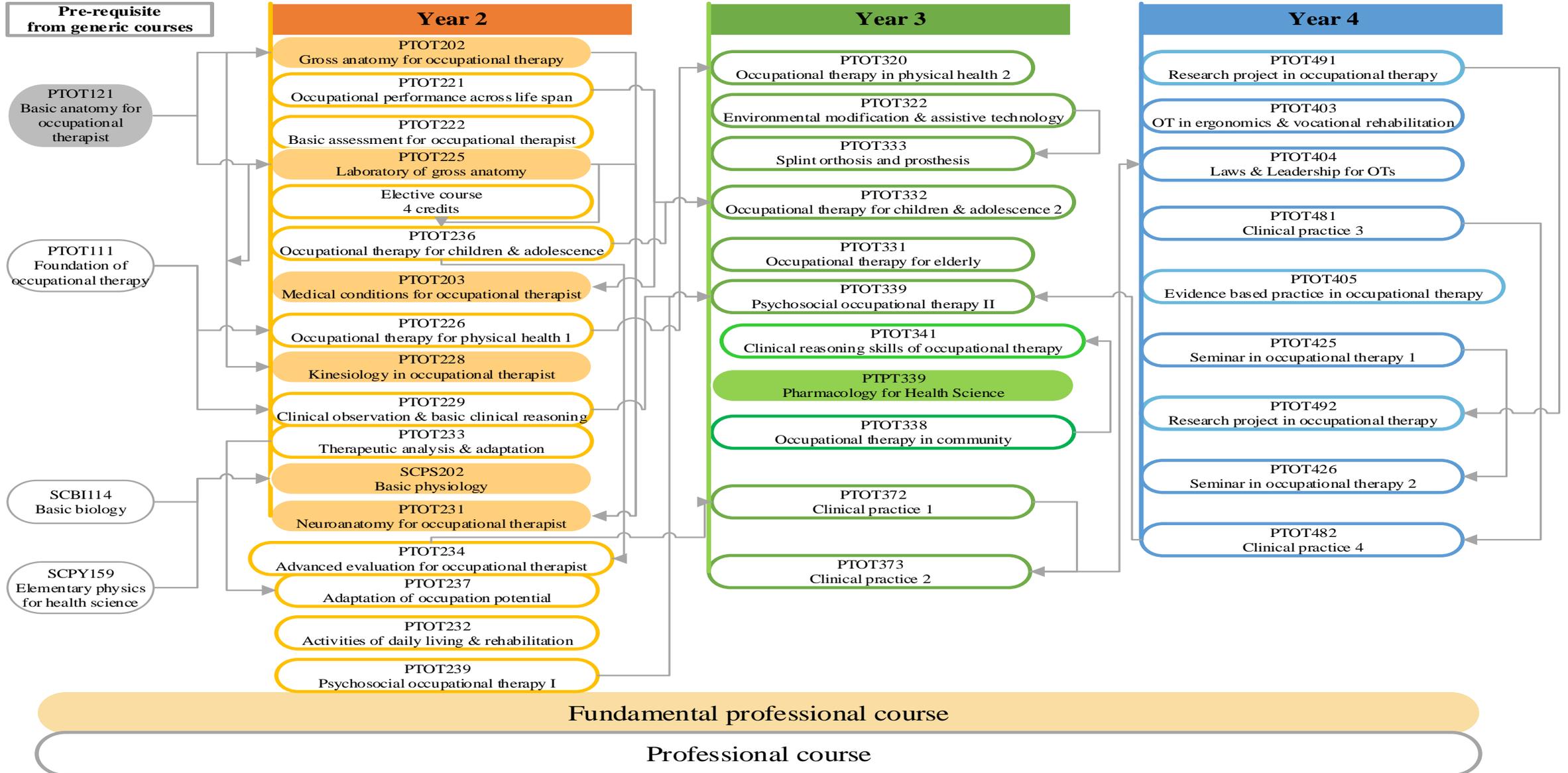
- A. Assessing and interpreting the person-occupation-environment relationship and how that relationship influences the person's health and well-being
- B. Establishing and evaluating therapeutic and professional relationships
- C. Planning and preparing for an occupational therapy assessment and intervention
- D. Implementing an occupational therapy process
- E. Demonstrating clinical and professional reasoning and behaviors in a practice context
- F. Generating knowledge of the contexts of professional practice through the use of evidence-based reasoning and critical thinking

ELOs	Expected Learning Outcomes	Level of Bloom's Taxonomy
1	Classify occupation within client, family and community contexts	Understanding
2	Apply occupational therapy models, frames of reference and theories into the OBP for interventional purposes to achieve expected outcomes	Applying
3	Uphold personal leadership, professional ethics, regulation and the standard of practice for clients	Applying
4	Analyze evidence-based practices and clinical reasoning in OT for utilization with clients	Analysing
5	Evaluate human performance including physical, mental, learning, and developmental abilities across individuals' lifespans	Evaluating
6	Create proficient skills in the analysis of occupation and activities which enhance OT practice	Creating
7	Design the OBP for people with physical, mental, learning, and developmental impairments and wellness within both the family and community contexts	Creating
8	Reflect the outcomes of the OBP for clients, their families and society	Creating
9	Generate new ideas from lesson learn and research in occupational therapy	Creating

# Input of learning outcomes into Occupational Therapy curriculum structure



The fundamental professional courses & professional courses of OT program in which OT students must take in their 2-4 years of study.



The revision of the 2012 and 2017 Occupational Therapy curriculum were based on different inputs as shown in the table below.

Input information utilized for the OT curriculum revision (2012)	Input information utilized for the curriculum revision (2016)
<ol style="list-style-type: none"> <li>1. Vision and mission of Faculty of Physical Therapy and Mahidol University</li> <li>2. The direction of Professional Standards for the Art of Healing, under Thai Occupational Therapy Professional Committee, Ministry of Public Health</li> <li>3. Thailand Qualifications Framework for Higher Education (TQF: HEd): 2012</li> <li>4. Operation of benchmarking information with the Bachelor of Science (Occupational Therapy Program), Faculty of Associated Medical Sciences, Chiang Mai University</li> </ol>	<ol style="list-style-type: none"> <li>1. Vision, Philosophy of OT, vision and mission of Faculty of Physical Therapy and Mahidol University</li> <li>2. The direction of Professional Standards for the Art of Healing, under Thai Occupational Therapy Professional Committee, Ministry of Public Health</li> <li>3. World Federation of Occupational Therapy (WFOT) Mission and statement including entry level educational program WFOT approved</li> <li>4. Operation of benchmarking information with the Bachelor of Science (Occupational Therapy Program), Faculty of Associated Medical Sciences, Chiang Mai University</li> <li>5. Stakeholders' demand from focus groups and survey results of 2016</li> <li>6. Thailand Qualifications Framework for Higher Education (TQF: HEd): 2012</li> <li>7. AUN QA criteria (version 3.0)</li> </ol>

# Mahidol University Graduation Day



# 1, 2012



# 2, 2013



# 3, 2014

# Mahidol University Graduation Day



# 4, 2015



# 5, 2016



# 6, 2017



# 7, 2018

**Thank you for your attention**



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