

## External Program Review Report

### **Program: Master of Ergotherapy,**

Department of Physical Therapy and Ergotherapy,  
National University of Ukraine on Physical Education and Sport

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**Reviewer:** Kristiina Didrik MSc in OT  
Occupational therapy lecturer  
Tallinn Health Care College

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### **1. BACKGROUND AND AIM OF THE PROGRAM**

Preparations for the Master of Ergotherapy (a.k.a. occupational therapy) program were initiated in response to the need to improve the quality and availability of rehabilitation services delivered to people in Ukraine. The program aims to train highly skilled professionals which is also stated in the Purpose: *“Training of highly skilled professionals capable to perform relevant functions, solve certain problems and tasks of the activity, provided that they acquire the skills and competences defined by this program, as well as independent scientific research”*. The Standards for the Education of Occupational Therapists suggests addressing the societal purpose within the local context, for example: training ergotherapy specialists capable of assessing and enabling occupational participation in rehabilitation field (or other health care areas).

### **2. PROGRAM STRUCTURE**

The program is structured and progressing logically from core knowledge of ergotherapy (e.g. general theories and skills) towards specific (ergo)therapeutic knowledge (e.g. paediatrics, orthopaedics etc.), accompanied with fieldwork, and specialty subjects (e.g. professional English, scientific research, public health etc.).

### **3. CURRICULUM**

Considering the brief history of ergotherapy in Ukraine and limited resources available (small number of teachers and practice settings), the program manages to provide basic knowledge and skills for practicing ergotherapy locally in paediatrics, geriatrics, orthopaedics, traumatology and neurological rehabilitation. Elective blocks 1 and 2 add new practice fields

to local context, such as ergotherapy in school environment, mental health, palliative care and many more.

Teaching and learning are carried out in collaboration with academic staff, ergotherapy practitioners and students using a wide variety of methods (lectures, seminars, workshops, practical training), including active learning, such as projects, which all support the program objectives. Comprehensive assessment approaches are described in section 1 Teaching and evaluation; however, in section 2 only two forms of final assessment are brought out (test and exam). It is recommended to consider using other assessment methods (not tests) in subjects like Ergotherapy in mental health, in geriatrics etc., which allow to demonstrate theoretical and practical knowledge accompanied with attitudes better (e.g. case analyses, practical tasks, portfolios or other).

#### **4. QUALITY ASSURANCE PROCESSES**

The University has a set quality assurance system with annual evaluation of pedagogic and scientific staff, and periodic monitoring of educational programs. Additional actions are recommended for guaranteeing the continuous revision and improvement of the program, including the support to the teaching staff, e.g. external experts/advisors, teacher and student feedback, graduate and employer feedback, etc.

#### **5. EDUCATIONAL RESOURCES**

Educational resources are stated to meet the requirements stipulated by the Licencing, but not fully explained. It remains unknown if the existing resources include ergotherapy specific equipment for carrying out teaching/learning activities (e.g. assistive devices, ergotherapy assessment tools, therapeutic equipment etc.); the opportunity to use of information technology and multimedia by the teachers and students; the access of teachers and students to ergotherapy literature and scientific databases (incl. naming the databases in use); and the renewal strategy of the resources.

IN CONCLUSION, the program benefits from further development in order to be sustainable and fully correspond to internationally acknowledged criteria for occupational therapy education; however, considering the limited time and professional resources (only six newly trained ergotherapy teachers are responsible for the program development) and the local context (the urgent need for ergotherapists in health care), a remarkable amount of good work has been done in making the program suitable for opening to the students.

