

# CBE framework & Carpe Diem process

WP4

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THE STATE UNIVERSITY OF ZANZIBAR  
*Catalyst for Social Changes*

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**RADIC**



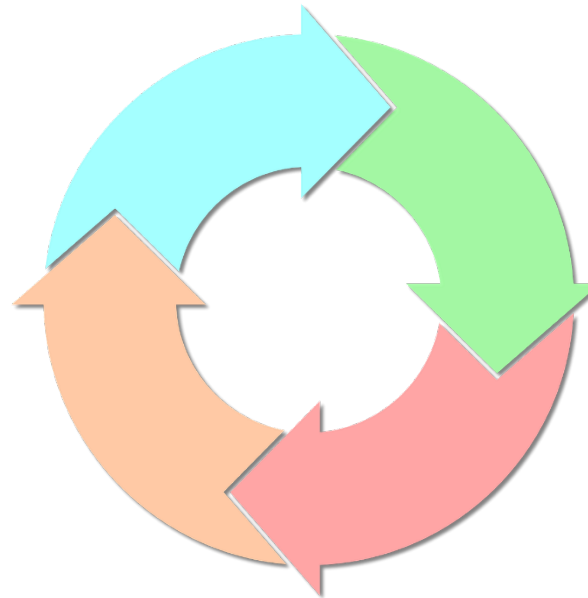
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# Competence-based framework in digital multidisciplinary rehabilitation education (CBE)

The framework for Digital Rehabilitation Competences in East Africa

➤ **The framework is based on an iterative process and different sources:**

- Needs assessment WP01 RADIC-project
- Landscape analysis WP02 RADIC-project
- Curricula Mapping and comparison WP04 RADIC-project
- Input from rehabilitation professionals, educators, and students



- Community-based Rehabilitation Indicator Manual (WHO 2015)
- Rehabilitation Competency Framework (WHO 2020)
- DigComp 2.2. - the Digital Competence Framework for Citizens (Vuorikari et al., 2022)

# The Framework for Digital Rehabilitation Competences in East Africa

- The essential aspects of Digital Rehabilitation in the region
- Aim is to improve access to rehabilitation and to enhance quality of care
- Covers competencies, digital activities, and behaviors for professionals
- Covers components throughout the entire rehabilitation process
- **Is intended to serve as a guide for teaching and practice**

# The framework is organized around four dimensions:

1. Health
2. Education
3. Livelihood & Social
4. Empowerment

- The dimensions are linked to:
- A. Key competencies and behaviors describing the competencies
  - B. Digital activities and tasks related to the activities

Dimension	Definitions Competencies	Key Competencies	Digital activities
<b>Health (digital service)</b>	<u>Practice:</u> Competencies and activities related to (digital) interaction between rehabilitation professionals, the client and family. Competencies and (digital) activities include those necessary for establishing appropriate digital driven working relationships, assessment, planning, delivering and monitoring digital driven interventions. They use adequate decision-making and problem-solving for the entire Digital Rehabilitation process.	<ul style="list-style-type: none"> <li>• Places the client and their family at the center of practice</li> <li>• Communicates effectively with the client, their family, and their health-care team</li> <li>• Adopts a rigorous approach to problem-solving and decision-making</li> <li>• Integrate evidence in practice</li> <li>• Works within scope of practice and competence</li> </ul>	<ul style="list-style-type: none"> <li>• Obtaining an environment for (digital) rehabilitation</li> <li>• Conducting (digital) rehabilitation assessments</li> <li>• Developing and adapting (digital) rehabilitation plans</li> <li>• Implementing (digital) rehabilitation interventions</li> <li>• Using evidence</li> <li>• Evaluating progress towards desired outcomes</li> <li>• Discharging and ensuring appropriate continuity of care</li> </ul>
<b>Education</b>	<u>Learning:</u> Competencies and (digital) activities related to a digital driven development of the rehabilitation professional themselves and others. Competencies and activities within this domain involve continuous professional development, teaching and learning.	<ul style="list-style-type: none"> <li>• Continues to learn and develop</li> <li>• Supports the learning and development of others</li> <li>• Works to strengthen rehabilitation education and training</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising and teaching others</li> <li>• Creatively using digital technologies</li> <li>• Integrating and re-elaborating digital content</li> </ul>
<b>Livelihood &amp; Social</b>	<u>Professionalism:</u> Competencies and (digital) activities related to professional integrity, collaboration, (digital) safety and privacy as well as quality of care, that enable a digital driven performance of the professional role.	<ul style="list-style-type: none"> <li>• Demonstrates ethical conduct</li> <li>• Maintains professionalism</li> <li>• Works collaboratively</li> <li>• Manages professional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Managing risks and hazards</li> <li>• Interacting through digital technologies</li> <li>• Undertaking quality improvement initiatives</li> <li>• Participating in team forums</li> <li>• Advising on (digital) rehabilitation</li> </ul>
<b>Empowerment</b>	<u>Management &amp; Leadership:</u> Competencies and (digital) activities related to teamwork, strategic thinking, management, service development and evaluation, resource management and data protection.	<ul style="list-style-type: none"> <li>• Works to enhance the performance of the rehabilitation team</li> <li>• Works to enhance the performance of rehabilitation service delivery</li> <li>• Acts as a rehabilitation advocate</li> </ul>	<ul style="list-style-type: none"> <li>• Managing digital approaches in a rehabilitation team</li> <li>• Managing rehabilitation (digital) service delivery</li> <li>• Identifying (digital) needs</li> <li>• Monitoring and evaluating (digital) rehabilitation service delivery</li> <li>• Protecting personal data and privacy</li> <li>• Protecting health and well-being</li> </ul>

Table 1. Dimensions, Definitions of Competencies, Key Competencies and digital activities in Digital Rehabilitation in East Africa.

## 3.1 Competency Framework | Jamk

Health (digital service)																			
<b>Outcomes</b>	<p>Clients of rehabilitation</p> <ul style="list-style-type: none"> <li>- have equal access to health services and participation in digital activities necessary to achieve the highest possible standard of health</li> <li>- know how to achieve good levels of health and participate in digital activities contributing to their health</li> <li>- participate in digital activities that prevent illness and disease</li> <li>- engage in planning and carry out digital rehabilitation activities with the required services</li> <li>- have access to suitable digital tools, can use them and know how to use them in everyday life</li> </ul>																		
<b>Competences</b>	<b>Competences and activities for Digital Rehabilitation</b>																		
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## Health (digital service)

### Digital activities:

### Tasks

#### 1. Obtaining an environment for (digital) rehabilitation

Providing basic explanations of what may be involved in the client's (digital) rehabilitation, including potential benefits and harms, in the context of routinely delivered interventions

Clarifying the understanding of, and expectations for, (digital) rehabilitation of the client and their family

Articulating information needs, searching for data, information and content in digital environments, accessing them and navigating between them, inclusive information retrieval

Managing strategies to access digital resource

Confirming consent according to legal and/or organizational policy

#### 2. Conducting (digital) rehabilitation assessments

Obtaining a basic health, environmental and personal history, clearly relevant to the needs of the client and their family

Conducting routine and basic assessments of body structures and functions

Identifying typical barriers and facilitators in the client's environment

Conducting basic assessments of the client's performance in relevant activities and their participation in meaningful events and life roles

Assessing (digital) resources and make choices what resources to include in the rehabilitation process

#### 3. Developing and adapting (digital) rehabilitation plans

Identifying rehabilitation goals with the client and their family based on their priorities and expectations and the service context

Identifying (digital) rehabilitation interventions required to address the goals of the client and their family



## Health (digital service)

<b>4. Implementing (digital) rehabilitation interventions</b>	Providing the client and their family with customized education and training to promote self-efficacy and self-management
	Providing and guiding the client and their family in the use of (digital) assistive products, constructing and/or modifying them according to needs
	Identifying and facilitating innovative modifications to the client and their family's environment to improve (digital) safety, (data) privacy, access and functioning
	Using preventative, restorative and compensatory exercises, techniques and physical modalities
	Development of digital content and integration into rehabilitation
<b>5. Using evidence</b>	Using approaches to evidence implementation in practice
<b>6. Evaluating progress towards desired outcomes</b>	Using evaluation measures, also including data evaluation to assess progress towards desired outcomes
	Analyzing, interpreting and critically evaluating the data, information and digital content
<b>7. Discharging and ensuring appropriate continuity of care</b>	Following-up with the client and their family after discharge, initiating further routine services if necessary
	Organizing, storing and retrieving data, information, and content in digital environments
	Establishing a discharge plan with the client and their family

	<b>Education (in a Digital Rehabilitation setting)</b>		
<b>Outcomes</b>	Clients of rehabilitation - participate in a variety of learning opportunities based on their needs and desires - make use of learning opportunities to improve their health skills and health conditions - experience equal opportunities to participate in learning opportunities that meet their needs and respect their rights		
<b>Competences</b>	<b>Competences and activities for Digital Rehabilitation</b>		
<b>2 Learning &amp; Development</b>	Competences and (digital) activities related to a digital driven development of the rehabilitation professional themselves and others. Competences and activities within this domain involve continuous professional development, teaching and learning.		
	<b>Key competences:</b>	<b>Behaviors</b>	
	<b>1. Continues to learn and develop</b>	Reflects on practice, seeking support to identify alternative approaches and their implications	
		Applies learning to practice with support as needed	
		Seeks and reflects on feedback, amending performance accordingly, with support as needed	
	<b>2. Supports the learning and development of others</b>	Identifies opportunities for learning according to the needs and preferences of the learner(s)	
		Shares information and practices in terms appropriate to the needs of the learner	
<b>3. Works to strengthen rehabilitation education and training</b>	Encourages and motivates others in the pursuit of ongoing learning and development		
	Advocates for expanded opportunities for rehabilitation education and training		



<b>Education (in a Digital Rehabilitation setting)</b>	
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<b>Digital activities:</b>	<b>Tasks</b>
<b>1. Supervising and teaching others</b>	Appraising the learning needs of others in the context of (digital) rehabilitation
	Initiating and leading education and training (digital) activities
	Providing constructive feedback
<b>2. Creatively using digital technologies</b>	Using digital tools and technologies to create knowledge and to innovate processes and products
	Planning and developing a sequence of understandable digital instructions to perform a specific task
	Being aware of behavioral norms and know-how while using digital technologies and interacting in digital environments
	Adapting communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments
<b>3. Integrating and re-elaborating digital content</b>	Modifying, refining and integrating new information and content into an existing body of knowledge

Livelihood + Social (in a Digital Rehabilitation context)																	
<b>Outcomes</b>	<p>Clients of rehabilitation</p> <ul style="list-style-type: none"> <li>- acquire skills on an equal basis with others through a range of inclusive training opportunities</li> <li>- have access to digital service on an equal basis with others</li> <li>- access formal and informal social protection measures they need</li> <li>- access and control the way needed personal assistance is provided</li> </ul>																
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## Livelihood + Social (in a Digital Rehabilitation context)

### Outcomes

Clients of rehabilitation

- acquire skills on an equal basis with others through a range of inclusive training opportunities
- have access to digital service on an equal basis with others
- access formal and informal social protection measures they need
- access and control the way needed personal assistance is provided

### Digital activities:

### Tasks

#### 1. Managing risks and hazards

Conducting basic assessments of routine hazards and risks

Reporting hazards, incidents and errors and solving technical problems

#### 2. Interacting through digital technologies

Interacting through a variety of digital technologies and understanding appropriate digital communication means for a given context

#### 3. Undertaking quality improvement initiatives

Contributing to quality improvement activities as directed

#### 4. Participating in team forums

Contributing to team meetings and interprofessional case conferences

Participating in society through the use of public and private digital services

Seeking opportunities for participatory citizenship through appropriate digital technologies

#### 5. Advising on rehabilitation

Addressing questions and concerns about rehabilitation



<b>Empowerment (in a digital rehabilitation context)</b>		
<b>Outcomes</b>	Clients for rehabilitation <ul style="list-style-type: none"> <li>- make informed choices and decisions</li> <li>- use communication skills and resources (including supportive decision-making) to facilitate interactions effectively</li> <li>- play a catalyzing role in mobilizing key community stakeholders to create an enabling environment</li> <li>- engage in and benefit from self-help groups in local communities</li> </ul>	
<b>Competences</b>	<b>Competences and activities for Digital Rehabilitation</b>	
<b>4 Management &amp; leadership</b>	Competences and (digital) activities related to teamwork, strategic thinking, management, service development and evaluation, resource management and data protection.	
	<b>Key competences:</b>	
	<b>Behaviors</b>	
	<b>1. Works to enhance the performance of the rehabilitation team</b>	Recognizes and values the roles and contributions of team members
		Engages in and supports teamwork
		Encourages others to provide quality practice according to rehabilitation core values and beliefs
	<b>2. Works to enhance the performance of rehabilitation service delivery</b>	Recognizes and promotes the needs and preferences of the population in service delivery
		Contributes to the development of and promotes a shared vision for service delivery
		Recognizes the environmental context of service delivery
		Recognizes the impact of system and structural inequalities on service delivery
	Engages in efforts to strengthen and integrate rehabilitation in the health system	
	Being aware of the environmental impact of digital technologies and their use	
	<b>3. Acts as a rehabilitation advocate</b>	Participating in initiatives to promote rehabilitation provision for all who need it
		Promoting the role and value of rehabilitation within the immediate environment
		Encouraging and supporting people to advocate for their rehabilitation needs

## Empowerment (in a digital rehabilitation context)

### Outcomes

Clients for rehabilitation

- make informed choices and decisions
- use communication skills and resources (including supportive decision-making) to facilitate interactions effectively
- play a catalyzing role in mobilizing key community stakeholders to create an enabling environment
- engage in and benefit from self-help groups in local communities

### Digital activities:

### Tasks

#### 1. Managing digital approaches in a rehabilitation team

Allocating digital tasks and responsibilities, with support as needed

Assisting in the establishment of lines of accountability and support digital structures for team members

Utilizing and providing input on mechanisms to support team communication

Using digital tools and technologies for collaborative processes

#### 2. Managing rehabilitation (digital) service delivery

Contributing to the identification of service goals and objectives

Sharing data, information and digital content with others through appropriate digital technologies

Complying with and providing input on policies and procedures for safe and inclusive service delivery

#### 3. Identifying (digital) needs

Assessing needs and possible technological responses

Supporting others with their digital competence development

#### 4. Monitoring and evaluating (digital) rehabilitation service delivery

Identifying, evaluating, select and using digital tools

#### 5. Protecting personal data and privacy

Protecting personal data and privacy in digital environments



# The Framework for Digital Rehabilitation Competences in East Africa (The FDRC-East Africa)

- With these competencies, activities, and tasks are described how in the rehabilitation process to successfully apply digital rehabilitation
- Applies to all rehabilitation disciplines and settings in East Africa
- For multidisciplinary rehabilitation clients of all ages
- More information: [RADIC project | Jamk](#) > Framework for Digital Rehabilitation

# Carpe Diem- process

Renewing courses based on the Carpe Diem co-creation method and process

➤ Aim to have 12 online courses renewed

- Carpe Diem - A team-based approach to learning design:
  - Developed by Gilly Salmon
  - Fast, effective, forward-looking learning design
  - Team-based learning design process
  - Method enhances student-centered and active learning by increasing engagement, communication, and motivation
  - Enabling co-working between educators, technicians and students
  - Creating together and can be placed into practice immediately
    - Testing with students, teachers, and working life partners

More information: [Gilly Salmon - Gilly Salmon Website](#)

# Carpe Diem- process

## 1. Blueprint

- Creates a mission statement
  - what you want to achieve and write it down: purpose and objectives

## 2. Storyboard:

- Draws out the process of your learning, teaching, and assessment in a visual way
- Includes the schedule and scaffolding plan

## 3. Prototype:

- Creates the design in the online environment
- Tests some real practical e-tivities

## 4. Piloting

- 10/2024 – 6/2025
- Check reality

## 5. Review and adjust

## 6. Planning your next steps



# Blueprint



Course: \_\_\_\_\_

THE MISSION IS...

THE 'LOOK AND FEEL' OF THE COURSE

THE 'SPIRIT' OF THE COURSE...

WHAT ARE THE LEARNING OUTCOMES?  
BY THE END OF THE COURSE...

- 1.
- 2.
- 3.
- 4.
- 5.

HOW TO ASSESS THESE OUTCOMES

Based on Gilly Salmon's 'Carpe Diem' process

# 1. Blueprint

➤ Create a mission statement

- What do you want to achieve!
- Write it down:
  - purpose and objectives
  - Learning outcomes
  - Assessment ideas

# Storyboard



Course: \_\_\_\_\_

TIME PERIOD/ WEEK								
CONTENT/ TOPIC								
5 STAGE MODEL / SCAFFOLDING								
E-TIVITIES								
FORMAT OF ASSESSMENT/ FEEDBACK								

Based on Gilly Salmon's Carpe Diem process

## 2. Storyboard

- Draw out the process of learning, teaching, and assessment in a visual way
  - Includes the schedule and scaffolding plan





# 5 Stage Model

For online learning to be successful, students need to be supported through a process.

The model:

- provides a framework or scaffold for a structured and paced program of e-tivities
- offers support and development to students at each stage as they build up expertise in learning online



Numbering and  
pacing & sequencing

Title

Purpose

Brief summary of  
overall task

Spark

Individual  
contribution

Interaction begins

E-Moderator  
Interventions

Schedule & time

Next

# 3. Prototype - E-tivities

- Try out your design in the online environment
- Create some real practical testable e-tivities

## Action Words

add to	empathise	provide
apply	enumerate	question
argue	explain	recast/restructure/re-order
assert	explore	reflect
categorise	hold back	reinforce
clarify	hypothesize	relate to principle
classify	identify	resolve
comprehend	induce/deduce	seek
confirm/endorse	integrate	show
consider	intuit	stroke/praise/ compliment/support
contribute	label	structure
debate	link to	suggest
demonstrate	maintain	summarise
describe	memorise	sympathise
discuss	mull over	think
draw analogy	observe	understand
elaborate	paraphrase	draw metaphor

[carpe diem planning process workbook webversion1jun2020.pdf \(gillysalmon.com\)](#)



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# Prototypes – online or hybrid courses

- From e-tivities to the whole course
- Online study circles and checkpoints
- Renewal of 12 online courses
  - Mainly for the physical and occupational therapy
  - Some multidisciplinary courses
  - Building to the online environments in the process (Moodle and Canvas)
  - For example, Movement Science, Psychosocial rehabilitation, Community-based rehabilitation, Digital health, and Community-based inclusive development

# Piloting – soon to be started

- **10/2024 – 6/2025**
- 6 online courses
- 1/ university
- Teacher and working life partner together
- Piloting with students
  
- **Review and adjust**
  - Based on the feedback > modifications
- **Planning next steps**



# Conclusion

How have we used and how to use the framework?

- Check the curricula for the key competencies
- Check the syllabi for the related behaviors
- Add the digital activities and tasks to the (online) courses



# Thank you!

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