**Curricular Analysis Strategies: Assessing Readiness for Change**

**Review syllabi through audits and content analyses** to determine the extent of PC/PD content in required generalist courses and where such content could be infused/increased (leverage points).

* + - Areas to review:
      * Course learning objectives and competencies: Which course competencies are congruent with a PC/PD approach?
      * Course description, including conceptual framework congruent with PC/PD approach
      * Readings
      * Assignments
      * Media
      * Experiential learning activities
      * Use of language
      * Intersectionality of course content with PC/PD approach
    - Assess whether faculty member’s teaching style is congruent with a PC/PD approach (lecture, discussion, student-led activities, use of language)
    - Remember that a course syllabus may not always be an accurate reflection of what is taught. A thorough curricular analysis requires talking with key stakeholders – faculty, academic administrators, students, community partners

**Obtain faculty input on curricular gaps** and their receptivity to make changes in their course to address those gaps (focus groups, short surveys, one-on-one interviews, small group meetings with lead instructors).

* + - Start with faculty opinion leaders
    - Identify the types of teaching resources they need to implement PC/PD competencies and content
    - Listen carefully to their input in order to increase the likelihood of their ownership of the curriculum change process
    - See *Sample Questions: Faculty* below

**Obtain input on curricular needs by Dean/Director** and appropriate governance structures (curriculum committees, specialization faculty).

**Gather student input on curricular needs** and their experience of what is taught in the classroom (focus groups, surveys, pre-/post-tests, diary tracking format where students record how PC/PD content is mentioned in a class).

* + - See *Sample Questions: Students* below
    - Examples of curricular assessment tools developed by other social work faculty are available here: <http://www.cswe.org/CentersInitiatives/GeroEdCenter/TeachingTools/ProgramInfusion/32711.aspx>

**Secure practicum coordinators and field instructor feedback** on practice needs and implications for the curriculum (focus groups, interviews, surveys, advisory boards).

* + - See *Sample Questions: Practitioners* below

**Attain input and engagement from older adults and persons with disabilities.**

**Translate curriculum analysis data**, including barriers and enablers of change, into curricular change goals and objectives that meet the identified curricular needs.

**Sample Questions**

**Faculty**

**One-on-One Interview**

* + - I am interested in learning what content areas are most important to you when you teach X required generalist course.
    - What social work competencies do you hope your students have acquired by the end of the course?
    - To what extent are person-centered competencies and content congruent with your existing course competencies?
    - To what extent are participant-directed competencies and content congruent with your existing course competencies?
    - What kinds of resources would you need to infuse person-centered and participant-directed competencies and content into your course?

**Focus Groups**

* + - Where could person-centered and participant-directed competencies and content be embedded in the courses that you teach to enhance the current course material?
    - To what extent is such content congruent with your course goals, objectives, and competencies?
    - What ideas might you have for linking issues of person-centered and participant-directed care with other content areas in your courses?
    - What are potential barriers to infusing person-centered and participant-directed content into your courses? Into the required generalist curriculum generally?

**Written Survey**

* + - To what extent are person-centered and/or participant-directed competencies/content already part of your course?
    - If person-centered and participant-directed issues are not part of the course, please list the difficulties or problems you would face in trying to do so.

**Lead Instructors/Curriculum Committee**

* + - How do you define person-centered and participant-directed competencies?
    - What is our program already doing to prepare our graduates with person-centered and/or participant-directed competencies?
    - What major strengths do you perceive our program has that support the infusion of person-centered and participant-directed competencies and content into our required generalist curriculum?

**Students**

**Focus Groups**

* + - Reflecting on the courses you have taken thus far, do you recall any courses that include person-centered and/or participant-directed competencies and content?
    - If you do recall courses that include person-centered and/or participant-directed content, can you provide some examples of this content and the course(s) in which it was presented?

**Written Survey**

* + - Based on your knowledge of required generalist courses, including practicum, what suggestions for changes would you make to increase your competency in implementing person-centered and participant-directed care with older adults and people with disabilities in your chosen practice area?
    - When you think about your future career regardless of the practice arena in which you want to work, how important do you think that person-centered and/or participant-directed competencies will be to your practice?

**Content Diary**

* + - During the class today, to what extent were the following topics discussed: person-centered competencies, participant-directed competencies, aging and disabilities network, long-term services and supports, aging and disability?

**Practitioners**

**Interviews**

* + - Thinking back to your own learning experiences in a social work program, including field placements, what was helpful/not helpful in preparing you for work with older adults and persons with disabilities?
    - What values are required for students who want to work with older adults and persons with disabilities, during the rapidly changing arena of health care and long-term services and supports?
    - What specific knowledge and skills will students need to competently/effectively work with older adults and persons with disabilities?
    - Does your agency attempt to implement person-centered and/or participant-directed care? If so, briefly describe how these approaches are implemented?

**Written Survey**

* + - What types of competencies do you think students must have in order to competently/effectively work with older adults and persons with disabilities?
    - Thinking back over the students you have supervised in the last three years, what have been their major challenges in working with older adults and persons with disabilities?
    - Have you or someone in your agency developed any training materials related to person-centered and/or participant-directed care with older adults or persons with disabilities?