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ABSTRACT

In 1992, Okanagan University College, in British Columbia (Canada), undertook a project to develop and implement an integrated curriculum in four participating health and human services programs. The project stemmed from findings in province-level reports on curriculum integration and on needs for health and human services programs. Specific project goals included developing a model of integration; providing support for faculty to develop the curriculum; consulting with community stakeholders; and creating a curriculum that promoted student development, maximized interdisciplinary studies, maximized bridging and transferability, and improved accessibility to learning. Phase 1 of the project identified common values of the four participating programs, defined qualities of an exemplary health and human service provider, developed themes of content and process for core curriculum, identified common content clusters to be included in core curriculum, and reviewed coring models. Phase 2 involved the development of a curriculum plan and organizational model, seven courses and course outlines, an instructor's guide with learning activities, and an evaluation plan to be used once the curriculum was implemented. Finally, in September 1994, seven courses were implemented in phase 3. The implemented curriculum plan represented a shift from the traditional competency-based learning approach to a values-based approach, focusing on process as well as content, and provided improved opportunities for teacher development and student learning. A list of project participants is appended. Contains 23 references. (TGI)

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Handout for

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Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995)

INTEGRATING CURRICULUM:

ENHANCING TEACHER DEVELOPMENT AND STUDENT LEARNING

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**INTEGRATING CURRICULUM:
ENHANCING TEACHER DEVELOPMENT
AND STUDENT LEARNING**

PATRICIA E. CAMPBELL M.A. (ED.)

ABSTRACT

This presentation focuses on the development and implementation of integrated curriculum as an enhancing process for teacher development and student learning.

Curriculum change is a transformation; a metamorphic process that leads to discovering desired outcomes. Curriculum transformation in the health and human service area of the Ministry of Advanced Education and Training and Technology in British Columbia was initiated by recommendations set out in several reports (Campbell, 1991; Cammack, 1993; Boulanger, 1992). Faculty of four health and human service programs at Okanagan University College spent two years transforming their existing curriculum to an integrated curriculum plan informed by those recommendations.

The development process involved program faculty, graduates, and community stake holders. The resulting values based curriculum was designed to: maximize interdisciplinary studies; creating opportunities for bridging and transferability; improve access to learning; promote development of students as Exemplary Health and Human Service Providers. Content and Process Themes were developed and applied in the seven courses which formed the core of Home Support/Resident Care; Human Service, Rehabilitation, and Practical Nursing programs.

The Curriculum Plan represents a shift from competency based learning (content focussed) to value based learning (student centered) where process and content are balanced. Learning Activities were designed with the intention of facilitating: cooperation, respect, critical thinking, flexibility, creativity, self-awareness and transformation to a new understanding.

In September 1994 the seven core courses were implemented using strategies which supported: teachers as master learners and metastrategists; students as empowered thinkers who develop confidence and skill in self-direction and life-long learning. Development and implementation of this integrated curriculum was an enriching experience with implications for innovative teaching.

INTRODUCTION

This presentation addresses the development and learning experienced by faculty and students involved in the Health and Human Service Integrated Curriculum project at Okanagan University College in Kelowna, B.C. Canada.

I will discuss our experience in transforming curriculum for the four participating health and human service programs involved in the project. You will have an opportunity to see and hear students and faculty express their perceptions of this project/curriculum plan and the way it impacted on their development and learning.

There will be time at the beginning of this presentation to address the meaning of integrated curriculum and values based education.

Following the slide and audio tape presentation I will share my perceptions of the way the curriculum developed and delivery of the curriculum plan enhanced teacher development and student learning.

Finally, there will be an opportunity for participants of this session to ask questions and/or discuss this presentation.

Background

"A transformation in thinking should precede curriculum reorganization."

Anderson, 1988, p. 48.

Curriculum change can be described as transformation. Transformation suggests a metamorphosis, a process that leads to discovering desired outcomes. For this Health and Human Services Integrated Curriculum in British Columbia, curriculum transformation is a thoughtful choice made by the plan developers.

Curriculum transformation in the health and human service area of the Ministry of Advanced Education and Training and Technology in British Columbia was initiated by recommendations set out in several reports completed in the 1990's for the Centre for Curriculum and Professional Development.

The relevant reports included:

The Health/Social Service Review Project Report prepared for the Ministry of Advanced Education, Training and Technology by Jean Campbell, July 1991.

This report recommends:

- Coordinating health and social services continuing education and career/vocational programs in order to maximize transferability.
- Increasing transferability between human services program areas and between colleges.
- Enabling more frequent core course offerings and improving course utilization.
- Providing students with generic knowledge and skills that they can learn to apply to the variety of job situations likely to be encountered in their careers.
- Providing students from different program areas with opportunities for integration.
- Providing students with the opportunity for exit at the certificate and diploma levels, for lateral transfer between disciplines, and for laddering to degree programs.

Other reports and curriculum that provided significant direction for the integrated curriculum development at Okanagan University College, health and human service programs included:

1. **Integrating Our Curriculum - A Framework for Coring in Human Service Programs prepared for the Ministry of Advanced Education, Training and Technology by Vickie Cammack, November 1992.**

This report explores why curriculum change should be considered, identifies a set of values to guide that change, and provides an integrated perspective to shape that change.

Cammack requested that funds be made available through the Provincial Centre for Curriculum Development to:

- research the effectiveness of the integrated framework at two colleges
- develop transfer options based on prior learning and experience
- explore new approaches to teaching, learning and evaluation in a college setting

**2. New Provincial Curriculum in Practical Nursing, Boulanger (1992).
Home Support/Resident Care Attendant Curriculum, Ferguson (1991).**

- The curricula support a new paradigm approach to education and support caring for empowerment and basic values in program content and delivery.

3. Employability Skills Profile, 1993.

Prepared by the Corporate Council on Education for the Conference Board of Canada, the profile outlines future skills required of the Canadian workforce as a guideline for schools and individuals preparing for work.

The areas of skills needed include:

- Academic Skills: Communication, Thinking and Learning.
- Personal Management Skills: Positive Attitude and Behaviours,
Responsibility and Adaptability.
- Team Work Skills: Working With Others.

These reports/curriculum and several evaluations conducted within Okanagan University College provided evaluation and recommendations that supported our exploration and commitment to transforming curriculum in four health and human service programs.

The exploration started in 1992 and developed into a commitment to transform our curriculum in ways that would promote integration of common core, and transferability options in a values-based Curriculum Plan.

"Our moral responsibility is not to stop the future, but to shape it ... channel our destiny in human directions and to ease the trauma of transition".

**Alvin Tofler
American Futurist**

The project mission and goals were established by the Education Steering Committee comprised of Chairpersons from the four participating programs and Mr. Alan Davidson, Dean of Health and Human Service programs.

Project Mission

The mission of the Health and Human Service Curriculum Project is to facilitate the development of a new curriculum within the Health and Social Development Division that reflects our shared values and prepares students to meet client and community needs as exemplary health and human service providers.

Project Goals

Goals for the Project are to:

- Develop and implement a model of integration/coring.
- Explore and live our common values in the process of developing the model for coring and preparing the curriculum plan.
- Provide support and assistance to faculty in development of curriculum, and teaching and learning strategies that support the values of the new curriculum.
- Consult with community stake holders about the new curriculum implications for practise.
- Identify and lobby for change necessary to implement the new curriculum.
- Create a curriculum that:
 - is consistent with the framework of the integrated/coring model.
 - models our common values.
 - promotes the development of students as Exemplary Health and Human Service Providers.
 - maximizes interdisciplinary studies for students.
 - maximizes bridging and transferability.
 - improves access to learning.
 - prepares students for ever-changing work experiences.
 - improves accessability to learning.

Phase I - Spring 1992 to Spring 1993

In the Beginner's mind there are many possibilities; in the experts mind there are few".

Sunrya Suzuki
Zen Philosopher

In Phase I of the Health and Human Service Integrated Curriculum Project, the Educators' Steering Committee:

- Identified common Core Values of the four participating programs.
- Defined qualities of an exemplary health and human service provider.
- Developed core themes of content and process for core curriculum.
- Identified common content clusters to be included in core curriculum and reviewed coring models.

Shared Values

We developed a list of shared values, common to the four programs. These values guided the process and content of our project and delivery of the curriculum plan. Our values are:

- Development and practice of effective communication
- The sharing of common knowledge and concepts while recognizing differences in context of practise and degree of expertise.
- Honoring the dignity of all people.
- Diversity.
- Personal wellness and a healthy sense of self.
- Promoting empowerment of self and others.
- Advocacy.
- Promoting life long learning.
- Honoring different ways of knowing and learning.
- The team-playing skills of cooperation, flexibility, creativity and critical thinking.

Qualities of the Exemplary Health and Human Service Provider.

In the fall of 1992, chairpersons from the four participating programs, with input from community stake holders identified common traits of the ideal graduate. (Qualities of an exemplary health & human service provider).

The exemplary health & human service provider:

1. Is an effective communicator.
2. Is skillful in interpersonal relationships.
3. Is caring.
4. Promotes dignity and respect.
5. Respects diversity.
6. Is values driven.
7. Has a positive attitude.
8. Is pro-active.
9. Is passionate.
10. Is intuitive, reflective and self-aware.
11. Is empowered and empowering.
12. Promotes health in self and others.
13. Understands professional responsibility and acts on it.
14. Is an advocate.
15. Is an effective problem solver.
16. Is creative and flexible.
17. Is a lifelong learner.

THEMES

Themes: A theme is an organizing concept that is woven into all courses of the curriculum. Themes are focussed either on content or on process.

Educators from the four participating programs identified the following themes:

1. Content Themes

Content themes are foundational concepts for competent practise. Content themes for this curriculum plan include:

- a. Professional Accountability and Professional Development
- b. Self and Others: Wellness

- c. Empowerment and Advocacy
- d. Caring
- e. Lifelong Learning and Planned Change

2. Process Themes

Process themes are representative of how we teach and learn. They are essential dimensions of teaching and learning. Process themes for the curriculum plan include:

- a. Ways of Knowing
- b. Personal Meaning
- c. Context
- d. Reflection and Action (praxis)
- e. Lifelong Learning

Coring Model

Following a review of a number of models, including a review by Fogarty, 1991, the *integrated model* was chosen. (Appendix A)

Phase II - Fall 1993 - Spring 1994

In Phase II of this project, the following were developed:

- A curriculum plan and organization model.
- Seven core courses and course outlines.
- An instructor's guide with learning activities.
- An evaluation plan for the implementation phase of the curriculum.

Faculty spent a great deal of time in Phase II; developing core concepts and seven core course descriptions; student and instructor guides; details of time tabling; and orientation of instructors and students for the implementation phase of the project.

The implications for delivering this type of program required both a "transformation in thinking" and paradigm shift to learner-centred delivery approaches on the part of teachers involved in the project development and implementation plans.

The learner-centred approaches considered were collaborative ones which encompassed approaches that promoted student self-responsibility, critical thinking, active participation and self-directed learning. The emphasis on process as a valuable consideration in teaching and learning as opposed to content only provides a significant paradigm shift for teachers prepared in traditional ways and teaching in the competency-based programs developed between the 1960's and the 1980's.

Faculty were involved in a series of workshops they identified as necessary to prepare them to develop and teach this new integrated curriculum: These workshops were facilitated by some members of our core faculty, other faculty within our institutions, post secondary educators from other colleges, and educational consultants working in several of our project disciplines. The workshop topics included:

- Critical Thinking
- Concept Building
- Process and Content focus in the classroom
- Evaluation in the new paradigm
- Cooperative learning

Several faculty took professional development time to enhance their knowledge and skill in content and process areas. They include empowerment advanced training in collaborative/cooperative learning, teaching effectiveness, critical thinking.

Phase III - Fall 1994

"The student knowledge is constructed by students and faculty. The student is an active constructor, discoverer, transformer of their own knowledge."

Johnson, Johnson and Holubec (1992) p. 16

"The curriculum plan is a plan for learning. It is intended to facilitate the real curriculum: student-teacher interactions."

Boulanger, J. (1994) p. 8

"The critical shift which needs to be made in setting this climate is the creation of an alliance between the student and teacher in the learning process. The teacher must become allied with the student instead of the content. Student-Teacher Content-Learning."

Bevis (1989)

The implementation phase of the Integrated Curriculum Plan commenced in September 1994 with three of the participating programs. There was an interdisciplinary mix of students in the core courses. Instructors in the three participating programs team taught in many courses or acted as guest speakers or resource persons in other courses.

Resource persons from the community and the University College took an active part as guest speakers and panel members in many of the core courses.

Evaluation, both formative and summative, was conducted with students and instructors throughout the coring semester.

Faculty Development

Implementation of the Curriculum Plan is influenced by the teacher's beliefs about how learning occurs and the selection of learning activities that facilitate that interpretation. This Curriculum Plan represents a shift from competency-based learning that is content focused and task oriented, to a values-based learning that gives equal recognition to process as well as content and is delivered in a way that promotes student-centered, collaborative learning. Therefore, teachers need to be encouraged to review their roles and design learning activities that provide learning opportunities that promote students self-responsibility, critical thinking, flexibility, creativity, collaboration and involvement in learning as a lifelong process. In this view the teacher is a master learner and metastrategist. Carl Rogers and Malcolm Knowles (1969), Freire, P. (1970), Stephen Brookfield (1986, 1990), Ed Stupka and Bonnie Eddy (1994), D. Johnson and R. Johnson (1992), T. Loree and E. Stupka (1993, and J. Vella (1994) have all recognized factors that increase effectiveness in teaching through ways that promote student growth and success. The following is a synthesis of their vision of effective adult education and supports the values held by the developers of our health and human service integrated curriculum.

Effective Adult Educators

- Promote a trusting relationship and learning exchange between themselves and the learners.
- Develop a learning partnership between learners and teachers.
- Encourage collaboration and cooperation among learners
- Utilize and create a learning environment for the teachable moment that promotes learning based on lived experiences.
- Create opportunities for learners to be active participants in the learning activities.
- Develop learner's confidence and ability to be self-directed learners.

- Recognize the many types of resistance to learning and how to effectively reduce them while maintaining respect for the difficulties inherent in change.
 - Recognize and respect individual differences including learning styles and talent of the learners while encouraging them to challenge and develop their growing edge.
 - Provide adequate time for adult learners to understand and apply their knowledge.
 - Communicate positively the criteria expectations and support of the learner's success.
 - Provide prompt feedback delivered with respect and sensitivity to the learner's experience and self-worth.
 - Model the ability to be flexible, joyful and enthusiastic when acquiring new learning.
- (Campbell 1994)

Integrated Curriculum Enhanced Teacher Development in Many Ways

"Team learning is a process of aligning and developing the capacity of a team to create results its members truly desire."

**Peter Senge in the Fifth Discipline.
(This is sometimes referred to as a learning community).**

The integrated curriculum development and delivery experience provided us with opportunities to look at our own values and teaching practice, learn and grow through expanding our knowledge in content and process areas. This process tested our ability to respect various teaching and learning styles, develop skill in flexibility, conflict resolution and honoring diversity. The development and initial delivery of this integrated curriculum did not greatly reduce work loads but it did motivate us to expand our repertoire of teaching approaches and reduce the number of class preparations. Sharing resources and responsibilities utilized various faculty strengths and interests. This made it all worthwhile. We became master learners and mentors for each other. Students reaped the benefits of our accelerated learning and development.

Teachers reported that they had contact with a variety of community members and students from other disciplines. This provided a richer learning experience than they could achieve while teaching in just one program.

The process of development and delivery of this curriculum, provided opportunities for cooperation and collaboration at a deeper level than faculty and students would have experienced if they had been in the old discipline specific programs.

There were times we struggled with living our values of respecting diversity, caring, empowerment and being a team player. Working through these struggles created valued learning and a deeper bond with faculty of these interdisciplinary programs.

Opportunities to develop courses with colleagues from other disciplines and/or team teach some of the core courses contributed to our learning and awareness of the broader environmental context that health & human service programs serve.

Teacher development in the Health & Human Service integrated curriculum is highlighted in the following quotes and summaries selected from survey responses, focus groups and interviews with teachers involved in the development and delivery of the project.

"My first reaction was why change it? We have been teaching the same way for 20 years. Over the process of meetings in developing the curriculum I realized that there was more than one way of teaching. The cooperation I learned in that two years helped me in teaching that cooperative way with my students."

Instructor, Practical Nursing

"The question that came up for me was: Is there enough time to cover what we need to cover? Let go of some of our content. I learned to trust that what's necessary has taken root. I learned to support learners in taking responsibility for their learning. They didn't have to know it all but they did need to know how to access it."

Instructor, Home Support/Resident Care Attendant Program

"I learned to appreciate different teaching styles and will incorporate some of what I learned from my colleagues and in workshops in my teaching practise."

Instructor who team taught
in a Core Course

"I learned a lot from watching how other instructors drew the speaker out. Working with different people; encouraging questions. Getting the class to interact with the speaker".

Instructor, Rehabilitation Assistant Program

"Prior to this fall, I taught alone as a new teacher, in a course on a campus where there was only one health program. I came to the coring project two weeks before the first implementation. There was a tremendous strength in being a part of something much bigger than myself. There was a lot of support within the group and I felt that from the start. Sharing classrooms and learning from other teachers and their styles. I also got to know a lot more about other disciplines and interdisciplinary teams. This is going to help me in my job and to help me help my students build a better, stronger health care team."

New Instructor
Home Support/Resident Care Attendant
Taught Core Courses, Wellness &
Personal Care Skills.

"We learned - that we overwhelmed students and faculty with the number of assignments in the first semester. For the next offering we will reduce this and still assess student learning and maintain our values of balancing content and process."

Chairperson, Practical Nursing

"What was important to me was having the opportunity to model some of the skill we hope to instill in students in core courses. We use a cooperative learning format with students. In the process of developing these courses and learning activities we were able to interact in a way that was significant. Another thing that was important was watching the balance of task and maintenance in the group. We had a monumental task ahead of us but equal time was spent on maintaining the process of what was happening. It was a valuable experience for me to be a part of."

Chairperson,
Home Support/Resident Care Attendant

"Values were the beginning point. As a very diverse group of people from different disciplines we had to clarify our shared values. Values are what we believe in. Sharing our values has helped us in team building. Our behaviour doesn't necessarily honor our written values and so we need to look at what we are doing in the classroom and see if it is consistent with what we agreed on in these programs. Knowing what our values are consciously really guided and shaped our teaching and growth."

Chairperson,
Human Service Worker Program

"I really came to have a deeper appreciation for the communities perception of what we needed to teach and to prepare students for the workforce. The project advising group made up of community resource people from a variety of disciplines and clients gave us input on our curriculum plan. They provided insight and suggestions for changes that contributed toward teacher and student learning."

Chairperson
Rehabilitation Assistant Program

"It was a challenge to find case studies relevant to students in the three disciplines. This searching extended my horizons beyond my discipline focus. My background in rehabilitation has helped me share with other members of the project the value of promoting independence and sound body mechanics."

Instructor
Rehabilitation Assistant Program
& Core Course on Personal Care Skills

"Valuing the differences in each other. Even cultural and religious differences, and differences in learning styles. That caused us to move out of our traditional ways of teaching to experiment with a variety of styles to be sure we are valuing that people are learning differently. This places a value on honoring our relationships with students and participatory learning.

Instructor, Professionalism
& Values Course

Faculty, Perception of Student Learning

Faculties perception of how the integrated curriculum enhanced students learning based on comparing with other classes, feedback from students, student evaluations, practicum site supervisory and employers. While some courses will not be finished until June, Home Support/Resident Care Attendant will be graduating their second class in June. The early evaluations are promising.

"Students appreciated the different styles in which faculty processed the classroom environment. It provided diversity of models. It provided a modelling of our value of diversity and touching the different learning styles of students."

Instructor
Human Service Worker Program

"I see students and graduates in practicum sites. We graduated one class in February and another will be graduating next month. I think there is a difference in students/graduates skill level in dealing with conflict management, interpersonal skills, their professionalism in the workplace, and their caring. We have a 45 hour course in caring. It makes a positive difference in our students."

Chairperson
Home Support/Resident Care Attendant

"Students said they valued the values based part of this coring project. We wanted students to be able to walk away with that integrated into their daily lives including their professional lives. I have seen this happen. Students and their families report that it has. Students report that it has been an important part of their learning."

Instructor
Human Service Worker Program

In marking assignments such as: Personal Wellness portfolios; Community Wellness Challenge Assignment; Caring Stories; and the Experiences with Diversity Assignment in the Professionalism and Values course; I noticed that the learning that students have demonstrated is broader and deeper than in courses I have taught in the past at this level."

Instructor with 23 years experience
in teaching in Health programs.

Integrated Curriculum Delivery Enhanced Student Learning

"Teaching is never telling--real understanding is a case of active restructuring on the part of the learner. Restructuring occurs through engagement in problem posing as well as problem solving, inference making and investigation, resolving of contradictions and reflecting. Learners need to be empowered to think and to learn for themselves. Thus learning needs to be conceived of as something a learner does, not something that is done to a learner."

Fosnot, C. (1989) p.4

Students identified a number of ways integrated curriculum content and interdisciplinary delivery enhanced their learning. The following comments represent a cross section of students perceptions of their learning at different stages of the first and second semester.

Students said they learned:

- "to work with others from different backgrounds and disciplines in groups."
- "through sharing and listening to others perceptions I gained more insight"
- "how core courses fit together and how to effectively care for myself and others."
- "the importance of values and advocacy in the community. How we as new graduates can make a difference."
- "about other disciplines and the common ground in our field of practise. To interact more effectively with others, building team skills, conflict resolution skills, how to be positive and assertive."
- "through a variety of teaching styles to be flexible"
- "to be flexible and respect diversity"
- "to be flexible and deal with the challenges of a new curriculum and 80 students."
- "through contact with a variety of instructors in different disciplines. I learned how to be an exemplary caregiver because faculty were excellent role models."

- "caring. empathy"
- "about other disciplines in a way that will benefit the clients I work with through a broader understanding"
- "the benefits of journal writing and reflections. I continue to write even after the wellness and interpersonal effectiveness courses were finished."
- "the caring course made me more aware of interactions in personal relationships. This will help me when working with colleagues."
Student, Human Service Program
- "I learned how to be an authentic caregiver."
Student in Caring Course
Home Support/Resident Care Attendant
- "I learned what blocks me in caring and the difference between care giving and care taking. Having instructors from two different disciplines and with different teaching styles provided a good mix.
Student, Caring Course
Home Support/Resident Care Attendant
- "Being aware of my own personal values opened my eyes to others more. The assignment on diversity that I did with a student from another program really taught me respect for other peoples' opinions and values."
Rehabilitation Student in
Professionalism & Values
- "At first I believed it would have been better in my own discipline, but now I'm glad it was part of the core because its more diverse."
Human Service Student in
Professionalism & Values
- "I learned about legal and ethical issues defining my values and appreciating the similarity and differences of people in different programs."
Rehabilitation Student in
Professionalism & Values.
- "Our group did experience conflict. I learned a lot from my own and my group's mistakes that I feel will help me in the future."
Student in Change & Lifespan Course
- "It taught me a lot about myself and how I can help other people look inside themselves."
Student in Wellness Class

- "I really appreciated being able to risk in such a loving, nurturing environment."
Student in Family & Community Course.
- "The instructors that co-taught this course were excellent. Controversial issues were handled with caring. They modeled core values. I learned a lot."
Student in Family & Community Course
- "It was helpful to learn from each other in class, group work and class presentations. It was helpful to have instructor with different preparation and points of view. Occupational Therapists and Nurses co-taught the personal care skills course".
Comments of Student in the Personal Care Skills Course from Rehabilitation Program.
- "I learned through doing the community wellness challenge assignment that a few people can make a difference. Our Slam on Scams pamphlet was well received in the community."
Students in Wellness Course, who worked on this group assignment. The group were featured on T.V., radio and newspaper. The Royal Canadian Mounted Police endorsed their pamphlet and plan to use it.

CONCLUSIONS

Clearly many of the goals for student learning were achieved. The final evaluation is not complete. When more graduates enter the work force in the summer the final assessment will begin.

The process of transforming curriculum from four existing Health and Human Service program into an integrated curriculum provided faculty with challenges/opportunities for learning and growth. Implementation of seven core courses delivered in an interdisciplinary way was an enriching experience for faculty and students with implication for innovative teaching in adult education.

One of our course values and themes supports life long learning. There is still work to be done in the refinement of learning activities and delivery issues, faculty may change and we will be faced with a new and unique group of 105 students in September 1995. There will continue to be learning opportunities for teachers and students. It is reasonable to expect that there will continue to be changes in curriculum content and delivery. I believe that curriculum development like teacher and student development is an ongoing process that needs to be proactive and synchronised with the communities and professions we serve.

I wish to acknowledge the dedication and cooperation of my colleagues and Dean involved with the development and delivery of the integrated curriculum. (See Appendix B for Names). Together we were able to learn from each other and from students. The experience enhanced our learning, personal and professional development in ways that were unlikely if we had continued to teach in one program with limited input from other instructors and students from a variety of disciplines.

APPENDIX

MEMBERSHIP OF EDUCATORS' STEERING COMMITTEE AND COURSE DEVELOPERS

Alan Davidson: Dean of Health & Human Service Programs

Program:	Members:
Home Support/Resident Care	Kate Sladen, Diana Nordin, and Patricia Campbell Myrna Olearczyk
Human Service Worker	Michael Douglas and Neil Madu
Practical Nursing	Lynn Van Montfoort and Carol McDougall
Rehabilitation Assistant	Heather Brown and Lyn Watson

Specific core courses were developed with input from all programs and were critiqued by the Educators' Steering Committee. Core courses were written by:

Author:	Course:
Neil Madu	HSS 101, Interpersonal Effectiveness; and HSS 106, Caring
Patricia Campbell:	HSS 102, Wellness HSS 106, Caring
Michael Douglas:	HSS 103, Professionalism and Values; and HSS 105, Family and Community
Heather Brown:	HSS 104, Change and Lifespan Development
Diana Nordin, Lyn Watson and Lynn Van Montfoort	HSS 107, Personal Care Skills

Following the first offering of these core courses in the fall of 1994, core courses were revised or refined based on student and teacher feedback in preparation for 1995. In 1995 practical nursing students and faculty became involved in the implementation phase of the program.

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