# SACRED HEART UNIVERSITY

# GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

# OT 543 – NEEDS ASSESSMENTS AND PROGRAM DEVELOPMENT

# SPRING 2019

## CREDIT HOURS: 3

## COURSE INSTRUCTOR: Mary-Ellen Johnson, OTD, MAHSM, OTR/L

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## OFFICE HOURS: By appointment

## CLASS DAY AND TIMES: SECTION C, TUESDAY 9:30 AM to 12:30PM. SECTION A, TUESDAY 1:00 PM to 4:00 PM. SECTION D, WEDNESDAY 9:30 AM to 12:30PM. SECTION B, WEDNESDAY 1:00 PM to 4:00 PM

## CLASS FORMAT

### Course content will be provided through lectures, discussions, and in-class learning/lab, and service learning

## COURSE DESCRIPTION

Students complete a needs assessment and develop a community-based program for a real or virtual community site subject. This experience is designed to give students the proactive entrepreneurial skills needed to identify and work in community. The course will also examine the theoretical models of community-based practice and health promotion for various populations including consultation and prevention.

## RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND THE CENTENNIAL VISION

**This course content is related to practice and** [AOTA’s Centennial Vision](https://www.aota.org/AboutAOTA/Centennial-Vision.aspx): “a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs,” and, contributes to AOTA’s Centennial Vision through the promotion of occupational therapy as a provider of evidenced based needs assessment and innovative program development services in underserved and not for profit community based settings. This course contributes to [Vision 2025](http://ajot.aota.org/article.aspx?articleid=2618318&resultClick=3) - Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

* **Powerful.** As future OT practitioners, you will assume leadership roles in health care, education, or emerging practice settings. This course will provide you with foundational specific knowledge and processes involved in providing consultative and direct service in the context of community and diversity.
* **Widely recognized.** During this course you will be interacting with external stakeholders and you will be required to consider and articulate the role and value of Occupational Therapy.
* **Science-driven and evidence-based.** As a future entry level practitioner, you will be prepared to consider and understand ethics, values, and theories of Occupational Therapy; how to blend science-based knowledge with occupation-based practice; and use the best available research evidence to identify the needs and develop programs for community clients.
* **Meeting society’s occupational needs.** This course will place you in the community where you will identify occupational and other needs and develop a program (or product) to address one identified occupational need.
* **Maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living**. This course will place you in the community where you will develop programming that will facilitate participation at the community level.

## RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is portrayed in the symbol of the tree of life. This tree reflects our beliefs about the complexity and dynamic nature of human learning. In this tree, the roots consist of the foundational knowledge students need to become an exemplary practitioner; the trunk symbolizes the process that supports the scaffolding of knowledge and critical thinking; and the branching of the tree and leaves symbolizes the skills, abilities, and professional behaviors of the entry level clinician graduating from our program. This process is not a hierarchical but a heterarchical one whereby learning occurs not in linear isolation but in a dynamic environment, which constantly creates a stream of knowledge to nurture the unique development and emergence of the professional. The tree’s branches circle back to its roots, demonstrating the continual process of learning and the integration of new information with the foundational roots as an occupational therapist grows throughout a lifetime of practice. The entire tree is set within a nutrient rich environment, the faculty and the university, that supports its growth. This course follows this circular curriculum design in that it follows the Therapeutic Use of Self course and gives the students an opportunity to apply the skills associated with the use of self in interaction with community populations. The knowledge gained in this course gives the students an understanding of the environments and communities in which the clients encountered in PBL need to function.

## CONCEPTUAL MODEL FOR THIS COURSE

Wilcock’s (1999) reflection on doing, being, and becoming states that our being is the essence of who we are; becoming is a transformation process; and that doing is the process that simultaneously reflects who we are now and is the means for transformation. This course focuses on the application of content in the process of doing, specifically service to the community. "Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves" Eyler and Giles, (1999). This course will offer you the opportunity of ‘doing’, to gain a greater understanding the needs of different populations in the community and the role of consultant.

Eyler, J., & Giles, D. E. Jr. (1999). *Where’s the learning in service-learning?* San Francisco: Jossey-Bass.

Wilcock, A. A. (1999). Reflections on doing, being and becoming. Australian Occupational  
Therapy Journal, 46: 1-11.

## TEACHING/LEARNING METHODS

Students will participate in lectures, discussions, guided preparation of Needs Assessments, program/product development, community site visits, exams, and reflection designed to apply course material.

## REQUIRED TEXTS (You will be using the Fazio text in the Late Spring-Summer Trimester 2019)

Fazio, L. S. (2017). Developing occupation-centered programs with the community (3rd ed.). Thorofare, NJ: Slack Inc.

Soriano, F. I. (2013). *Conducting needs assessments: A multidisciplinary approach* (2nd ed.). Thousand Oaks, CA: Sage.

**ASSIGNMENTS, POINT VAUES, AND DESCRIPTIONS**

The Needs Assessment, Program/Project Assignment, and Powerpoint presentation are group projects and you may work together. Exams and the Reflction Assignment are individual and there should be no discussion with other students.

Proper APA in-text citations and references required on all written work. Failure to properly cite could result in unintentional plagiarism. Please familiarize yourself with departmental and university academic integrity policies

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| --- | --- |
| **Assignment** | **Description** |
| Needs Assessment Assignment. 30 Points | Students work with a community site in the consultant role to identify needs within the organization or the population it serves as directed by the community contact person(s). Needs identified may include those related to occupational performance and but other needs not related to occupation should be identified and reported to the site. A completed needs assessment report is given to the site. |
| Program/Product Assignment. 12 points | Based on the results of the needs assessment, students, in consultation with the site, choose one occupationally related need to address through the provision of a program or product. |
| Needs Assessment – Program/Product Presentation. 5 points | Students prepare a PowerPoint presentation of their Needs Assessment and Program/Product for presentation to the class and to give to the site for their use. |
| Reflection Assignment. 3 points | Students reflect on how they applied previous and current learning to the needs assessment and program/product development experience and how that experience contributed to their personal growth. |
| Midterm exam. 25 points | Multiple choice |
| Final exam weeks. 25 points | Multiple choice (non-cumulative) |

## FACULTY AND STUDENT EXPECTATIONS

### Student Expectations of Faculty

Attendance

* I will be present for each in-person class. If circumstance arise that may prevent this I will make other arrangements for alternate instruction.

Assignments

* Assignments and rubrics will be posted under the Assignments button on BB
* I will grade your papers and have things back to you within two weeks of the assignment due date unless circumstances change, for instance, the due date is extended, or individual assignments are late and information regarding the completed assignment cannot be communicated to the class until all assignments are completed

Professional behavior

* I will answer emails within 2 business days. If something is urgent I expect that you will communicate that and I will answer as soon as possible.
* My preferred address is my first name.
* If I have a concern about you or your work I will speak directly to you.

### Faculty Expectations of Students

Attendance

* Regular attendance is required.
* You will be allowed one absence without penalty, provided you have good cause for that absence and have communicated that with me. Subsequent absences must be made up in some way, an additional assignment for example, or demonstration that you have acquired the learning from the missed class. Absent discussion and other arrangements a loss of ½ grade may occur for more than one absence.

Readiness for Learning

* You should be in class and ready to start on time.
* You are expected to have the current edition of the required textbook.
* You are expected to have completed assigned readings and learning activities prior to the class to which they pertain.
* It is impossible to attend to class and attend to your laptop/cellphone unless you are typing notes. This means that you will not be texting, instant messaging, or on social media sites or any other websites that do not pertain to class. It is understood that emergencies happen, and if you receive a text or call of that nature, then you should respond as necessary, but as an adult it is expected that you know what is or is not an emergency.

Assignments

* Assignments must be turned in on time unless you have spoken me in advance of the due date and have come to an agreement with me about an alternate arrangement. Late assignments without prior communication and arrangement with will have 5 % of the assignment grade deducted for every day the assignment is late.
* You are expected to write professionally at the graduate student level. This means that your spelling and grammar are correct, slang is not used, and citations are according to APA guidelines. Assignments that do not meet that criteria will be returned ungraded for revision.

Professional behavior

* Students are expected to demonstrate professional communication in all its forms, verbally, written, email, and other electronic communication. The use of email and electronic communication can lead to misunderstandings regarding *tone of voice* in joking or sarcasm. Please be aware of this and be clear in all your communication. All communication must demonstrate respect toward your peers and course instructor.
* Students are expected to wear casual professional attire during any site visits.
* Students are expected to follow the University and Program’s policies with regards to honesty and academic integrity as well as AOTA’s Code of Ethics. (see below)
* The best way to resolve concerns and or problems is to speak directly with the person involved, be that another student or an instructor. If you need assistance in knowing how best to make your concerns or needs known before speaking with the person involved, your advisor is a good resource to assist you in this.

## COURSE POLICIES

* As per school policy, an 85% attendance rate for all courses is required. Absences from classes or tardiness (coming in 10 or more minutes into the class) are allowed under extraordinary circumstances only (such as illnesses, emergencies, etc.). Please contact me and the Program Assistant (Ivy Sailor) in advance of an absence, unless there is an emergency. In case of emergency notify the department as soon as possible. Please provide documentation confirming the extraordinary circumstances that have resulted in an absence from class before the end of the semester.
* All courses follow the University’s Academic Integrity Policies as outlined in the Sacred Heart University Graduate Bulletin, as well as the program’s policies, which can be found in the Occupational Therapy Student Manual. Please refer to the *Occupational Therapy Program’s Student Manual* and *Sacred Heart University’s Graduate Bulletin* for policies and procedures regarding professional behaviors and academic integrity. Students are also expected to adhere to the American Occupational Therapy Association’s Code of Ethics. Additionally, all assignments unless otherwise specified, must adhere to the *Publication Manual of the American Psychological Association* (6th ed.)formatting and writing requirements*.* Please refer to the *APA Manual* for specific guidelines.

## ACADEMIC INTEGRITY: Refer to Program Manual

## ATTENDANCE: Refer to Program Manual

## PROFESSIONAL BEHAVIORS: Refer to Program Manual

## JANDRISEVITS LEARNING CENTER (JLC)

The Jandrisevits Learning Center (JLC) is Sacred Heart University’s central academic support service and is open to all SHU students. The JLC is located at the new Student Success Center and offers a range of learning resources across a variety of subject and skills. The following resources are designed to help students connect to course material including:

* **Tutors:** Both professor and student tutors work with students on specific course material
* Classroom Learning Assistants (CLA’s): Students who have done well in a specific class lead study groups each week. This is a great way to learn and discuss information before handing in homework, or taking quizzes and exams.
* **Workshops:** The JLC offers workshops on much-needed skill development for college students. Watch your email for announcements!
* **Writing:** Students can review writing assignments in person with professional tutors who are professors of writing. In addition, students may submit papers electronically for review via the Online Writing Lab (OWL).
* **Academic Coaching:** Students can meet 1-on-1 with an academic coach to discuss academic needs, plans, struggles, and goals. Academic Coaches in the JLC are available to help motivate and strategize the best way to be successful both inside and outside the classroom.

### OFFICE OF SPECIAL LEARNING SERVICES

Sacred Heart University is committed to providing an equal educational opportunity for all students regardless of disability status. The Office of Special Learning Services (OSLS) provides reasonable accommodations for students with disabilities. In order to receive these services, students who request accommodations must have a documented disability, submit appropriate documentation, and register with the Office of Special Learning Services at the Jandrisevits Learning Center. For further information about requesting accommodations, please contact Beth Skudzienski, Assistant Director Special Learning Services [skudzienskie@sacredheart.edu](mailto:skudzienskie@sacredheart.edu). Students are responsible for utilizing academic support resources and for requesting accommodations in advance in order to implement them in their courses. Accommodations are not retroactive and must be renewed each and every semester.  Students are also expected to discuss accommodations with their instructors. All information shared with instructors will be kept confidential.

## PULLING IT TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education **(**ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed below. To review each standard, please refer the AOTA website [Current ACOTE Accreditation Standards](https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx).

The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. The program’s objectives were developed based upon our PRIDE vision. The chart below shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course. By the time you graduate from the program and in preparation for entry-level practice, you should meet the course objectives, program objectives, and ACOTE standards.

All course expectations are designed according to Bloom’s Taxonomy of Learning Domains. This course will facilitate students to perform within the cognitive processes dimensions of Remember, Understand, Apply, Analyze, and Evaluate, and the knowledge dimensions of Factual, Conceptual, and Procedural. Refer to [Revised Bloom’s Taxonomy](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/)

### Table of Learning Objectives, Program Objectives, ACOTE Standards, Learning Expereinces, and How Objectives are Measured

| **Learning Objective** | **Program Objective** | **ACOTE Standard** | **Learning Experiences** | **How will the Learning Objective be measured?** |
| --- | --- | --- | --- | --- |
| Articulate to community populations/stakeholders both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health, and well-being. | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | B.2.3 | Lecture, discussion,  Needs assessment, program/product development | Needs assessment, program/product assignment and presentation |
| Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice  Engage in professional activities. | B.2.9 | Lecture, discussion,  Needs assessment, program/product development | Needs assessment, program/product assignment and presentation  Exam |
| Develop and promote the use of appropriate community programming to support performance in the client’s natural environment and participation in contexts relevant to the client. | Respond to unmet needs in underserved communities through leadership, advocacy, or service  Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice | B.5.17 | Lecture, discussion,  Needs assessment, program/product development | Needs assessment, program/product assignment  Exam |
| Effectively interact through written, oral, and nonverbal communication with community populations/stakeholders in a professionally acceptable manner. | Exhibit skills requisite for entry-level occupational therapy practice and ongoing continued competency.  Respond to unmet needs in underserved communities through leadership, advocacy, or service.  Identify areas for creativity and innovation in practice and scholarship | B.5.18 | Lecture, discussion,  Needs assessment, program/product development | Needs assessment, program/product assignment and presentation |
| Understand when and how to use the consultative process with groups, programs, organizations, or communities.throughout the mental health semester.  Interpret client behaviors to adjust interventions accordingly.  Skillfully report project results to peers and instructor. | Practice in a safe, legal and ethical manner.  Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice  Engage in professional activities. | B.5.26 | Lecture, discussion,  Needs assessment, program/product development | Needs assessment, reflection  Exam |
| Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the community settings and scope of practice. | Practice in a safe, legal, and ethical manner.  Engage in professional activities. | B.2.8 | Lecture, discussion,  Needs assessment, program/product development | Needs assessment, program/product assignment  Evidence of completion of Virtus Training  Exam |
| Apply theories and compare and contrast models of practice and frames of reference that underlie the needs assessment process, and Program/intervention development and implementation in community settings to effect meaningful occupation outcomes | Respond to unmet needs in underserved communities through leadership, advocacy, or service.  Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Engage in professional activities. | B.3.1  B.3.2  B.3.3  B.3.5 | Lecture, discussion,  Needs assessment, program/product development | Needs assessment, program/product assignment  Exam |