**SACRED HEART UNIVERSITY**

**GRADUATE PROGRAM IN OCCUPATIONAL THERAPY**

**OT501: INTRODUCTION TO OCCUPATIONAL THERAPY AS A PROFESSION**

**FALL 2018**

**SYLLABUS AND TOPICAL OUTLINE**

**CREDIT HOURS:** 3

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**OFFICE HOURS:** By appointment

**CLASS DAY AND TIME:** Online unless noted in announcements, syllabus, and/or week content.

**CLASS FORMAT:** Course content will be provided through online-class   
discussions, presentations and social medial/blackboard activities.

**COURSE DESCRIPTION**

This course will introduce occupational therapy students to the foundations of professional practice. Students will develop a historical and philosophical perspective of the profession, explore what it means to be a professional, and understand the theories, models, frames of reference and official documents that guide occupational therapy practice. Both the national and international view of practice will be promoted.  Students will also be start to become familiar with use of technology which is an emerging modality to deliver occupational therapy services across the life span for many practice areas.

**RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND CENTENNIAL VISION**

“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”. This course will be your introduction to the profession of occupational therapy and our national centennial vision. The content of the course will provide you with the overview of all of the concepts and processes that you will use as a practicing therapist. The knowledge base of the profession will be described as fluid and changing, and you will gain an appreciation for our history and also begin to contemplate your professional future as our profession approaches its centennial. You will be introduced to, and integrated into the community of OT ‘knowers’ that have built, are building, and will build our body of knowledge. This community of knowers must work together in order for our profession to achieve our centennial vision, and you will be a part of that community. Therefore, you will be an

integral part of achieving vision 2025 which builds upon the centennial vision.

**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.

As one of the early courses in our curriculum, this course is designed to plant our students firmly in the history, ethos, and theoretical thinking of the profession of occupational therapy both in the U.S. and abroad. As occupational therapy practice occurs within specific cultures and time periods, and is influenced by historical events and political climates, this course explores these contexts and the fluid nature of knowledge. The early development of strong roots in ethical and professional behaviors is an important first step in the emergence of a professional, who can navigate the complex challenges often provided in our current healthcare environment. As a whole, this course acculturates the student into the profession of occupational therapy.

**CONCEPTUAL MODEL FOR THIS COURSE**

This course will be using the 'Doing, Being, Becoming and Belonging’ conceptual framework of occupational therapy (Wilcock, 1999). We will relate these concepts to the profession as a whole and to your learning within the profession. You, as students, will go through all of these stages, as you learn to think like an OT and ***BE*** an OT.

As a profession, there are specific things we do, just as there are specific things you will need to do as an OT student. Occupational therapy is still growing, changing and becoming, as you will do in the next two years, while transforming into an entry level professional, and as you will continue to do while learning and growing across your entire career. Part of belonging to the profession is sharing its values and identity, and understanding the intersection of those values with the health care contexts in the US and across the world. As you become part of the profession, and belong to OT, you will also belong to these contexts.

**OUR THOUGHTS ABOUT KNOWLEDGE AND LEARNING (and how they will impact you in this course)**

While it may appear that knowledge is certain and there are facts we can count on, in reality knowledge changes over time. Occupational Therapy practice today is different from practice in the 1950’s. As knowledge evolves, so does practice. Therefore, it is important that you gain an appreciation for the fluidity of knowledge in general, and OT knowledge in particular. It is also crucial that you realize the importance of the entire OT community working together as learners and teachers to grow and shape the profession. We believe that from the day of your entry into this program you are part of that community, and at this level of education, are involved in not only acquiring knowledge, but evaluating and generating knowledge along with the faculty and clinicians associated with this program.

**WHAT YOU CAN EXPECT FROM US**

1. We will always be prepared for class.
2. Your materials will always be available to you before class.
3. We will start and end class on time, unless there are extreme events beyond our control.
4. We will answer your emails during the workweek within 48 hours.
5. We will grade your assignments and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
6. When we are in class with you, you will have our undivided attention. We will all practice ‘being present’ in the moment in our communication with each other.
7. We will explain why we are doing what we are doing. We don’t believe in ‘busy work’ and won’t give you any.
8. We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. We will speak to each other using first names.
9. We are flexible, reasonable, and understand that things happen in life. Please speak with us if you are having any difficulties with the material or assignments.
10. We will follow all policies and procedures outlined in your student manual.

**WHAT WE EXPECT OF YOU**

(In one word- TRY!!!!)

We expect you to participate, engage, converse during discussions, ask questions, and get help if you need it. You should be prepared for class before-hand, having read all of the reading assignments. We expect you to work in this class with integrity. You are spending a lot of money to be in school - we hope you take that seriously, make sure you are fully present in class and use class time wisely.

We expect that you will all demonstrate the professional behaviors you will need as an occupational therapist. You should behave in this class just as you would behave for your first job as an OT. Therefore, you should be in class ready to start on time, like you would be on time for your job as an OT. You should treat us like a more experienced colleague, as if we were working together in a clinic or hospital situation. We have more knowledge and experience than you do right now, but are OTs just like you will be very soon. With that said, we do expect you to be respectful when we are in class together - to us and to each other - just like you would be in a workplace.

**TEACHING AND LEARNING METHODS**

This course will be taught using a variety of methods and strategies. On-line and when noted in-class lectures, discussions, debates, activities and student presentations will all be used to integrate and apply information to occupational therapy practice. We will use social medial platforms such as Facebook groups, black board discussion threads, blogs, wiki boards as needed throughout the course.

**COURSE POLICIES**

**INDIVIDUAL AND GROUP WORK: All work is individual unless specified**

**otherwise.**

**ACADEMIC INTEGRITY: refer to *Program Manual***

**ATTENDANCE: refer to *Program Manual***

**PROFESSIONAL BEHAVIORS: refer to *Program Manual***

**REQUIRED TEXTS**

American Occupational Therapy Association. (2014).*Occupational therapy practice framework: Domain and process* (3rd Ed.). Bethesda, MD: AOTA Press.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.)*.* Washington, DC.

Schell, B.B., Gillen, G. & Scaffa, M. E. (2014). *Willard and Spackman's Occupational Therapy* (12th Ed.). Lippincott Williams & Wilkins.

There will be additional readings posted on BB for certain class sessions.

**PLEASE NOTE: You will need all these books across other courses as well. Please do not sell them back at the end of the semester.**

It is required that students become AOTA members. For many of your courses over the next 2 years, you will be required to conduct research in the ‘members only’ section of the AOTA website. You can get the membership information off the AOTA Webpage: [www.aota.org](http://www.aota.org). Membership in AOTA is also considered to be an important professional behavior, and one to maintain across the life of your career.

The department will reimburse you for your membership fees for AOTA membership. Please see Ivy Sailer ([saileri@sacredheart.edu](mailto:saileri@sacredheart.edu)) about this before you join to ensure you have the proper paperwork for reimbursement.

**PULLING IT ALL 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 to the AOTA website at [www.aota.org](http://www.aota.org)/…/accreditation/standards/2011.

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 PRIDEE 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 of Remember, Understand, Apply, Analyze and Evaluate, and Create. This course will facilitate students to perform within the Domains of Remember, Understand, Apply, Analyze and Evaluate.

Refer to <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

**The student will actively participate to accomplish and meet the objectives to:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Learning Objective | Program Objective | ACOTE Standard | Learning Experiences | How will the Learning Objective be Measured? |
| Define occupational therapy. | **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.2.2  B.2.3  B.2.5 | Lecture  Online-class discussions  On-line class OT definition activity  OT to the Stars class assignment | Reading assignments  Final exam  3 min journal- OT definition  OT to the Stars assignment  Online discussions and journal activity |
| Define terms used in the occupational therapy practice framework. | **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.2.2  B.2.11  B.3.1  B.3.3 | Lecture | OTPF III Scavenger Hunt  Occupational Profile Assignment  Final exam  Online discussions and journal activity |
| Describe how historical events have affected the profession of occupational therapy. | **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.2.1  B.3.4  B.3.6  B.6.5  B.8.1 | Lecture  Video  On-line class discussions | Reading assignments  Final exam  Online discussions and journal activity |
| Explain what occupational therapists DO. | **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.  **E**ngage in professional activities and demonstrate professional behaviors. | B.2.2  B.2.3  B.2.5  B.2.9  B.9.2  B.9.7  B.9.11  B.9.13 | Lecture  Online class discussions  Online class OT definition activity  Online class activity using “scavenger hunt” and the OTPF | Reading assignments  Final exam  OT Practice Setting presentations  Capstone presentations attendance and reflection assignment.  Online discussions and journal activity |
| Identify and apply theories and models that underlie occupational therapy practice in this country and abroad. | **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.2.11  B.3.1  B.3.2  B.3.3  B.3.4  B.3.6  B.8.1 | Lecture  Online class discussions | OT to the Stars Assignment  Reading assignments  Final exam  Online discussions and journal activity |
| Identify contextual factors that influence the profession and practice of occupational therapy. | **P**ractice in a safe, legal, and ethical manner.  **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.1.4  B.3.4  B.6.1  B.6.2  B.7. 3  B.9.1  B.9.7 | Lecture  Discussion of the AOTA documents | Reading assignments  Final exam  OT Practice Settings presentations  OT to the Stars Assignment  Online discussions and journal activity |
| Utilize professional communication skills including basics of proper documentation | **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.2.3  B.2.5 | Online lass discussions and debates | OTPF III Scavenger Hunt  Occupational Profile  OT Practice Settings presentations  OT to the Stars Assignment  Online discussions and journal activity |
| Demonstrate ethical reasoning | **D**emonstrate readiness, habits, and skills for self-directed, life-long learning and self-reflection.  **P**ractice in a safe, legal, and ethical manner.  **E**xhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.9.1 | Online class ethical dilemma analysis | Reading assignments  Online class ethical dilemma analysis  Final exam  Online discussions and journal activity |
| Identify ways to collaborate with other healthcare providers. | **I**nteract collaboratively and communicate effectively with individuals, populations, and inter-professional teams. | B.5.25 | Team Roles and Responsibilities Presentation  OT Practice Settings presentations  Online class discussions | OT Practice Settings presentations  Final exam  Online discussions and journal activity |

**DESCRIPTION OF ASSIGNMENTS AND GRADING**

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| --- | --- | --- | --- |
| **DUE DATE** | **ASSIGNMENT** | **DESCRIPTION** | **PERCENT OF GRADE** |
| **Weekly Discussions each week** | Weekly Discussion as posted. | You will need to post by Wednesday of each week an initially post. You will need by Friday to comment on 2 peers posts with insightful feedback. | **5%** |
| **Aug 31** | 3 Minute Journal | You will write a brief definition of occupational therapy as you currently understand it at the beginning of your occupational therapy program. | **5%** |
| **Sep 7**  **Sep 14**  **Sep 21**  **Oct 26**  **Nov 2**  **Nov 9**  **Nov 16**  **Nov 23**  **Nov 30**  **Dec 7** | Reading assignments | You will have 10 readings quizzes throughout the semester. They will be 10 questions each and primarily multiple choice. These will be completed on BB online. You will have 15 mins to complete each quiz and will have to complete this in 1 sitting. Once time expires anything not answered will be automatically entered in as not answered. | **10%** |
| **September 14** | Online class Ethical Dilemma Analysis | You will work in small teams and will analyze an ethical dilemma presented to you online, while utilizing a template you will be provided with. Each team will then share its reasoning and conclusions with the rest of the class via a recorded presentation. You will be graded as a group for this assignment. | **5%** |
| **Sep 21** | OTPF III Scavenger Hunt | You will complete this assignment in individually. You will be provided with an OTPF-based Scavenger Hunt challenge and will be allowed to use the OTPF as you complete it. You will then have to post 1-2 photos displaying the best you can the a term from the framework to the Facebook group page. You will be graded individually for this assignment. | **5%** |
| **Oct 5** | Occupational Profile | You will partner with a peer and complete an interview out of class. Then, you will individually write up your peer’s occupational profile in a 3 page paper. You will be graded individually for this assignment. | **15%** |
| **Oct 19** | Practice Setting Presentation | This will be a group presentation PowerPoint, paper, or handout for your peers to review and comment upon. Each group will be given one practice area or setting to research. Each member of the group will interview a practicing OT working in that practice area or setting. The group will present their findings about practice in that area or setting to the class in an online format and answer any questions posed by your peers. | **10%** |
| **Oct 26** | OT to the Stars Assignment | As an individual assignment, students will be given a specific OT model and a celebrity who has occupational performance concerns or functional limitations. Students will complete the activity by applying the model to the celebrity and the issues that celebrity is having. Each student will do a PowerPoint presentation about their analysis and what they think the OT intervention could look like based upon their modle. | **5%** |
| **Dec 13** | Capstone attendance on Dec 11 from 9am – 10am and brief reflection on Discussion Board | This is an individual assignment. After attending PY2s Capstone presentations you will be required to submit a brief (no more than a page) reflection to the Discussion Board on BB, describing the presentation you enjoyed the most and explaining why. | **5%** |
| **Week of Dec 10**  **Location/Time TBD.** | Final exam | In-class final exam on Blackboard with 35 multiple choice questions. A study guide will be provided. | **35%** |

**TOPICAL OUTINE**

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| --- | --- | --- | --- | --- |
| **DATE** | **TOPIC OR MODULE** | **READINGS** | **CLASS ACTIVITIES** | **ASSGNMENTS AND DUE DATES** |
| Wk of Aug 27  Week 1 | Course Introduction - go over syllabus and assignments  Doing, Being, Becoming as a Conceptual Model for the Course  Introduction to what OTs DO, what is a profession and what is a professional  OT as a profession  What is the Centennial  Vision and why do we need it? | Wilcock (1999) posted on BB- Doing, Being, Becoming  Additional readings posted to BB - some articles and some brief word docs  (Readings can be found under the Week One, Class Sessions buttons- listed as ‘readings’) | Lecture  Class discussion about the Centennial Vision and Vision 2025 and our role in achieving it  “Define OT” class activity | Brief overview of all assignments  3 minute journal (definition of OT) due |
| Wk of Sept 3  Week 2 | OT as a community of “knowers”  - how have we changed and grown - and why  (OT- Past, Present, Future)  Occupational Justice as an emerging concept | Willard and Spackman - Chapters 2 (History of OT) and 41 (Occupational Justice) | Lecture  Watch a video about OT history | Reading assignment 1  Discussion of the  OT Practice Settings Presentations assignment |
| Wk of Sept 10  Week 3 | AOTA  AOTA Code of Ethics  The Values of an OT  AOTA documents  OT publications- hierarchy  AOTA awards and Slagle lectures  Service Learning  Values of our Dept.- PRIDE  Student attendance at AOTA, ConnOTA, conclave | Willard and Spackman, Chapters 32 (Ethical Practice) and 68 (OT Professional Organizations); pages 559-560 (Service Learning)  Additional readings posted on BB for use in class | Lecture  Discuss the importance of ethics in a profession  Describe the process of ethical analysis  Analyze an ethical dilemma in class  Examine and summarize AOTA documents in class: what do these documents say about the values and beliefs of our profession? | Reading assignment 2  Ethical Dilemma Analysis online class assignment |
| Wk of Sept 17 Week 4 | Dynamic Systems Theory  The OT Practice Framework (OTPF) | OTPF III  Nelson article on BB  Butts & Nelson article on BB  Gutman article on BB | Lecture  Case study analysis and discussion | **Bring the OTPF with you to class!**  Reading Assignment 3: OTPF III  Scavenger Hunt |
| Wk of Sept 24  Week 5 | Occupational Profile  Developing goals from assessment | OTPF III | In depth discussion of the Occupational Profile assignment  Interview of a peer | classmate peer interviews |
| Wk of Oct 1  Week 6 | OT as part of a team  Team roles and responsibilities | Willard and Spackman, Chapter 35 (Teamwork) | Guest speaker online presentations from other health professions | Occupational Profile assignment due  (submit to BB) |
| Wk of Oct 8  Week 7 No class- Enjoy your Columbus Day weekend | | | | |
| Wk of Oct 15  Week 8 | OT Models and Theories: Theory development  Occupational Behavior; Model of Human Occupation; Occupational Adaptation; Ecology of Human Performance; Person-Environment-Occupation Model; Canadian Model of Occupational Performance;  Kawa Model | Willard and Spackman, Chapters 37-40 | Lecture and discussion  Watch a video about Kawa model  OT to the Stars individual assignment | Reading assignment 4  OT to the Stars individual assignment  OT practice settings presentations to be handed in 10/19. |
| Wk of Oct 22  Week 9 | OT practice settings presentations |  | Student group PowerPoint presentations review on-line. |  |
| Wk of Oct 29  Week 10 | OT Frames of Reference: Lifespan Development and Psychodynamic | Readings posted on BB | Lecture and discussion  Case studies analysis and discussion | Reading assignment 5 |
| Wk of Nov 5  Week 11 | OT Frames of Reference: Toglia’s Dynamic Interactional Approach and Allen’s Cognitive Levels | Willard and Spackman, Chapter 55  Additional readings posted on BB | Lecture  class discussion  Watch videos about ACL assessment  Demonstration of a cognitive strategy | Reading assignment 6 |
| Nov 14  **(In-class)**  Week 12  **Guest speaker:**  **Dr. Heather Kuhaneck** | OT Frames of Reference: Ayres Sensory Integration Theory and sensory processing theories | Willard and Spackman, Chapter 56  Readings on BB | Lecture and discussion  Watch a video about Sensory Challenge Protocol  Fill out a Sensory Checklist | Reading assignment 7 |
| Wk of Nov 19  Week 13 | OT Frames of Reference: Applied Behavioral and Cognitive Behavioral | Willard and Spackman, Chapter 45  Readings posted on BB | Lecture and discussion  Watch a video about Socratic Questioning | Reading assignment 8 |
| Wk of Nov 26  Week 14 | OT Frames of Reference: Biomechanical/ Rehabilitative, Motor Control and Motor Learning, and NDT | Willard and Spackman, Chapter 54  Readings posted on BB: Kramer & Hinojosa Chapter 7 and 15 (NDT and biomechanical) | Lecture and discussion | Reading assignment 9 |
| Wk of Dec 3  Week 15 | OT Frames of Reference: Developmental | Readings posted on BB | Lecture and discussion | Reading assignment 10 |
| Dec 11  **(On-Sight)**  9am-10am  Week 16 | **Required attendance at Capstone presentations** | | | |
| Week of  Dec 10  Week 16 | **Final Exam in Class**  **Location/Time TBD.** | | | |

Syllabus dates, assignments topics subject to change per the instructor and will be noted in the announcements section of blackboard. Students are required to monitor and update their records for any changes to assure work in completed timely. x