**SACRED HEART UNIVERSITY**

GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

**OT546**

**Human Occupation and Activity Analysis**

**COURSE SYLLABUS AND TOPICAL OUTLINE**

**FALL 2018**

**Credit Hours**: 3

**Course Instructors**: Morgan Villano, MPA, MSPS, OTR/L

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**Office Hours**: By appointment

**Class Times**: Section A: Monday 8.00 – 11.00 (Morgan)

Section B: Monday 11.30 – 2.30 (Morgan)

Section C: Monday 2.30 – 5.30 (Karen)

Section D: Tuesday 12.30 – 3.30 (Jamie)

**COURSE DESCRIPTION**

The development of the profession of occupational therapy has been unique and dynamic, and grounded in core principals of occupation. The purpose of this course is to introduce you to the language of *human occupation*, and introduce you to the skill of *activity analysis*.

Occupational therapy focuses on enabling clients to maximize their capacity to participate in life activities and occupations that are important and meaningful to them, to promote overall health and wellness. As future occupational therapists, you will be helping clients of all ages participate in the things they need and want to do, regardless of disability or dysfunction, through the therapeutic use of everyday activities and occupations. In this course, the terms *occupation* and *activity* are defined and examined broadly. You will “untangle” the concepts of activity and occupation, purposeful activity, tasks, occupational performance, and function. Activity analysis is broadly defined as the breaking down and identification of the component parts of an activity/task.

We will explore our understanding of occupation used in purposeful and meaningful ways, in facilitating the health and well-being of individuals. You will examine our professional heritage of occupation, and review the historical development of activity/task analysis as a valuable tool in the process of occupational therapy, for use with all clients, across all contexts. You will learn about activity synthesis, ways to evaluate the nature and demands of a range of activities, as well as how to evaluate activity preferences of individuals. In addition, you will have multiple opportunities to analyze, adapt, and learn how to teach activities.

**RELATIONSHIP TO VISION 2025**

*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.*

In order to meet society’s occupational needs, as a practitioner of occupational therapy, you must understand and be able to explain and use the concepts of occupation, activity, occupational performance, and occupational balance. Occupational balance is a core concept of occupational therapy and one which will allow you to express your uniqueness as a professional on the healthcare team. Similarly, activity analysis is one of the skills that distinguish occupational therapists from other health care professionals. It is one of the primary methods of our assessment of clients and a crucial strategy in determining appropriate clinical interventions for individuals and groups in an ongoing and fluid fashion. It is a skill that you will need to use constantly as you work as an occupational therapist. Activity teaching is another core skill of an OT. As you work with clients and their families, you will be continually coaching and teaching them, encouraging them to better health and better occupational performance. Finally, activity grading is key to having successful sessions, as you alter, modify, and adapt what you and the client are doing, in the moment, to create the “just right” challenge for a client. The skills you will learn in this class will be some of the most important skills you will need throughout your career- no matter your area of practice.

**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 you firmly in the foundational roots of the profession of occupational therapy. You will apply the knowledge you learn in this course to your labs, fieldwork, and problem based learning (PBL) cases for the next few semesters as you develop and implement activities for real and imagined clients. You will also apply this knowledge as you work together and teach each other in PBL.

**CONCEPTUAL MODELS FOR THIS COURSE**

One conceptual model we have chosen for this course is Bandura’s Social Learning Theory (1977). This model frames how learning occurs in the interaction between one’s cognition and one’s environmental context. In this model, people learn from one another, through observation, modeling, and imitation. We have structured this course to allow you many opportunities to observe each other and us as course instructors, and we believe that as a community of learners, we will learn from each other. The classroom environment we learn in is also important, and we will discuss in the beginning of the course the type of environment we want to create with each other. As you are learning how to teach tasks and activities to each other, you will be focusing on all aspects below, the individual you are teaching to, the environment you are teaching in, the ways in which you model what you want to be learned, and the way you create the motivation for your group to do so.



Occupational therapy focuses on complex dynamic relationships between people, occupations and environments. The use of Bandura’s model supports learning through observation and doing, student understanding of self, promotion of self -efficacy, self-satisfaction and competence in one’s occupational performance. As we learn about this model, it serves as a foundation and frames the sequence of course content.

Law et al (1996) developed the Person, Environment and Occupation Model in response to an identified need of occupational therapy literature that describes the theory and clinical application of the interaction between the person, the environment and the occupation. This model is a framework that guides clinical reasoning in analysis and understanding of the interdependent interaction and it fits with Bandura’s social learning theory. This model has been selected to help frame this course as it is foundational in its application to occupational therapy practice.



Reproduced for this syllabus and educational purposes only from: Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). The person-environment-occupation model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy, 63*,(1), 9-23.

**OUR THOUGHTS ABOUT LEARNING** Acquiring knowledge is a dynamic process that is layered and supported by a solid foundation of knowledge, development of psychomotor and procedural skills, process, thinking, and reasoning skills, and reflection and analysis of one’s biases and values, to make sound ethical and clinical judgments based on one’s own and AOTA’s core values, beliefs, and ethics. Building the skills to make sound, humane, and evidence based ethical and clinical decisions takes patience, persistence, active engagement, as well as a willingness to accept that proficiency takes time and hard work. We believe that students learn best in a safe but challenging environment, and a student’s ability to learn is dependent on perceived self-efficacy to succeed, and in an environment that is conducive to success. It is our commitment to each student to provide a positive safe learning environment, inclusive of multiple opportunities to reflect, grow, challenge, and practice, coupled with our personal belief that all students will accomplish the objectives of this course.

**FACULTY AND STUDENT EXPECTATIONS**

**What you can expect of us:**

We will model the same professional behaviors that are expected of all of you. We will treat you as a future colleague and adult students. We will speak with each other using first names and in a manner that is respectful. We are flexible, reasonable, and understand that things happen in life and to the best of your ability you are expected to be fully present and engaged in the coursework. Please speak with us if you are having any difficulties with the material, assignments, or course expectations.

* Class will start on time, unless there are extreme events beyond our control.
* We will answer your emails within 24 business hours.
* When we are meeting with you and when we are in class with you, we will give you our undivided attention. We will all practice *being fully present* in the moment, and in our communications with each other. It is an important behavior to learn for future work with clients.

**What we expect of you:**

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 on your first job as an occupational therapist. We expect you to be fully engaged, participate in discussion, ask questions and seek clarification when needed. Therefore:

* You will be in class and ready to start on time.
* There will be no use of cell phones, texting or use of personal social sites on lap-top during class.
* Regular attendance is required.
* While we expect you to attend all classes, you will be allowed one excused absence without penalty (loss of points towards final grade), provided that you have good cause for that absence and have communicated that with us.
* All material covered in class and posted on Blackboard is your responsibility, even if you are absent.
* You are fully responsible for acquiring all learning, materials and knowledge should you miss class time. Any absences (beyond one) will be made up in some way, an additional assignment for example, or, there may be a loss of points toward your final course grade.
* Assignments must be turned in on time unless you have spoken to us in advance of the due date and have come to an agreement with us about an alternate arrangement. (No alternate arrangements for homework’s)
* Late assignments with prior communication and agreement may be accepted but may result in a grade reduction. Each day the assignment is late will result in the reduction of the final assignment grade by one portion of a letter grade.
* Late assignments without prior communication and arrangement with us will not be accepted and will be given a grade of zero (0).
* Students are expected to have completed assigned readings prior to the class to which they are assigned. This course will not consist of lecturing to you on material you should have read.
* 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, active listening and attentiveness to your peers, and course instructor(s).
* 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.

**TEACHING LEARNING METHODS**

This course will be taught using a variety of methods and strategies. The course format includes lecture, seminar, discussion, in-class experiential learning and activities, as well as out-of-class learning. All learning opportunities presented will all be used to integrate and apply information to occupational therapy practice. In keeping with our choice of the conceptual models for the course, our focus is on the ***process*** of learning, as well as our playful natures, and much of the course content will be taught through actual engagement in activity. We hope these activities will motivate you to experience and understand the basic concepts of occupations and activity, occupational balance, activity analysis, activity teaching, and activity grading and modification.

**COURSE POLICIES:**

* **STUDENT BUDGET FOR THIS COURSE:**

All materials for this course will be provided by your instructors. The Department has already selected and purchased a wide-range of materials for use during this course. If, for any reason, you choose to engage and teach an activity for which we do not have the specific materials, you will have to purchase those materials from your own funds. We do not have a ‘reimbursement’ budget for this course.

* **INDIVIDUAL AND GROUP WORK:**

This course demands both individual work and group work. All individual assignments and homeworks must be completed independently.

* **ACADEMIC INTEGRITY:**

Please refer to the Program Manual.

* **ATTENDANCE:**

Please refer to Program Manual.

* **PROFESSIONAL BEHAVIORS:**

Please refer to Program Manual.

**REQUIRED TEXTS\***

Thomas, H., (2013). Occupation-Based Activity Analysis. 2nd Edition. Slack, Thorofare, New Jersey

Occupational Therapy Practice Framework: Domain and Process. AOTA Press; 3rd Edition (April 4, 2014)

**Additional readings will be posted under tab ‘Course Readings’ on Blackboard**

**RECOMMENDED TEXTS**

Cole, M., B., Macdonald, K., C. (2015) Productive aging, An occupational perspective. Slack, Thorofare, New Jersey

Coffey, M., S., Lamport, N., L., Hersch, G., I. (2015) Creative engagement, Building professional skills. Slack, Thorofare, New Jersey

Miller Kuhaneck, H. Spitzer, S. & Miller, E. (2010). Activity analysis, creativity and playfulness in pediatric occupational therapy: Making play just right. Boston: Jones & Bartlett Press. <http://www.jbpub.com/catalog/9780763756062/>

Wilcock, A., A., Hocking, C. (2015) An occupational perspective on health. Slack, Thorofare, New Jersey

**PULLING IT ALL TOGETHER**

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 at <http://www.aota.org/nonmembers/area13/links/LINK13.asp>.

Our learning objectives are linked to the standards as well as our program objectives, our program mission and vision, and our overall curricular design. The SHU OT program has written program objectives to be met by the time you have graduated that were developed based upon our PRIDE vision.

So, to pull this all together for you, here are 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.

**LEARNING OBJECTIVES**

The student will meet the following objectives:

1. Demonstrate understanding, and explain key terms and concepts – human occupation and activity.
2. Compare and contrast the dynamics of occupation and activity.
3. Understand the difference between activity analysis and occupation analysis
4. Articulate an understanding of, and explain how our knowledge of occupation and activity evolved in the profession, and fits with the Occupational Therapy Practice Framework, Domain & Process, 3rd Edition.
5. Demonstrate knowledge of activity identification across the lifespan; use of activity/occupation analysis in assessment process; use of clinical reasoning in client-activity intervention planning; and implementation of selected activities in the therapeutic process (activity and occupation as therapy).
6. Administer activity preference checklists, analyze and articulate use of results.
7. Demonstrate understanding of the process, and demonstrate skills necessary in completing activity analysis.
8. Critique use of different activity analysis formats, reason, and justify use of a variety of formats.
9. Demonstrate skill in grading and adapting activities (modification of the activity, the environment, tools and materials)
10. Demonstrate and apply the principles of effective teaching-learning process when teaching an activity to others using a variety of teaching methods, applying knowledge of learning styles.
11. Self-reflection and analysis of process involved in learning a new skill.
12. Demonstrate the ability to integrate new learning in the design and creation of a professional presentation, articulating a synthesis of all new learning in the form of video or photo-story.

**DESCRIPTION OF OBJECTIVES/STANDARDS AND LEARNING MEASURES**

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| --- | --- | --- | --- | --- |
| **Learning Objective** | **Program Objective** | **ACOTE standard** | **Learning Experiences** | **How will the Learning Objective be Measured?** |
| **1.****Demonstrate understanding, and explain key terms and concepts – human occupation, and activity** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.2.1**: Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy**B.2.2**: Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors.B.2.3 Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public 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. | Lecture, seminar, and small group discussionsReadingsIn-class learning experiences and activitiesHistorical perspective; our human story; roles and engagement in occupations and activitiesOTPF language related to human occupation, key terms and conceptsInterview activity of adult performance patterns, occupations and activities | In-class measures/ participationHomework reviewInterview of adult performance patterns, occupations and activitiesMid-term exam |
| **2.****Compare and contrast the dynamics of occupation and activity.** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.2.1**: Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.**B.2.2**: Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors.B.2.3 Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public 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. | Lecture, seminar, and small group discussionsReadingsIn-class learning experiences and activitiesOTPF language related to human occupation, key terms and conceptsActivities across the lifespan; occupational therapy and the use of activitiesClinical reasoning – incorporating consideration of activity and occupational demands in relation to client and context | In-class measures/ participationHomework ReviewMid-term exam |
| **3.****Understand the difference between activity analysis and occupational analysis** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.2.2**: Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. | Lecture, seminar, and small group discussionsReadingsIn-class learning experiences and activitiesOTPF language related to human occupation, key terms and concepts | In-class measures/ participationHomework ReviewMid-term exam |
| **4.****Articulate an understanding of, and explain how our knowledge of occupation and activity evolved in the profession, and fits with the Occupational Therapy Practice Framework, Domain & Process, 3rd Edition.** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.2.2**: Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors.B.2.3 Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public 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. | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesUse of OTPF, 3rd ed. (including both domain and process), clinical reasoning, and activity analysis | Activity Analysis Paper – group paperIn-class measures/ participationHomework ReviewMid-term examTeaching Assignment – plan and executionIndividual Learning Project – semester long |
| **5.****Demonstrate knowledge of activity identification across the lifespan; use of activity/task analysis in assessment process; use of clinical reasoning in client-activity intervention planning; and implementation of selected activities in the therapeutic process.** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.2.2**: Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors.**B.2.7**: Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesMultiple opportunities for skill development in activity analysis (and applied clinical reasoning) - varied client populations, varied contextsActivities across the lifespan; occupational therapy and the use of activities | Activity Analysis PapersIndividual Learning Project – semester longHomework – * Activity Life Line
* Do It Alone
* Interview an adult regarding performance patterns

In-class measures/ participationHomework ReviewMid-term exam |
| **6.****Administer activity preference checklists, analyze and articulate use of results.** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.2.7**: Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesIn class administration of activity checklists, assessment tools and strategies | In-class measures/ participationHomework ReviewMid-term examHomework* Matsutsuyu Interest Checklist Update
* Do It Alone
 |
| **7.****Demonstrate understanding of the process, and demonstrate skills necessary in completing activity analysis.** | Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy practice and ongoing continued competency. | **B.2.7**: Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesUse of home suite and driving simulatorClinical Reasoning and Critical ThinkingMultiple opportunities for skill development in activity analysis - varied client populations, varied contexts | Activity Analysis PapersIndividual Learning Project – semester longIn-class measures/ participationHomework Review |
| **8.****Critique use of different activity analysis formats, reason, and justify use of a variety of formats**. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.2.7**: Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan. | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesMultiple opportunities for skill development in activity analysis - varied client populations, varied contexts | Activity Analysis PapersIndividual Learning Project – semester longIn-class measures/ participationHomework Review |
| **9.****Demonstrate skill in grading and adapting activities (modification of the activity, the environment, tools and materials)** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.5.23**: Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.**B.2.7**: Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to formulate an intervention plan.**B.5.24**: Select and teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of humans and nonhumans in the completion of tasks.B.2.10 Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesIn class activities- practice with grading and modifying – age, conditions, settingsUse of home suite and driving simulatorActivity - catalogs and online for adaptations | Activity analysis papersTeaching assignment – plan and executionIndividual Learning Project – semester longIn-class measures/ participationHomework ReviewHomework – * Difficult/Simple
 |
| **10.****Demonstrate and apply the principles of effective teaching-learning process when introducing an activity to others, using a variety of teaching methods, applying knowledge of learning styles.** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.5.19**: Apply the principles of the teaching–learning process using educational methods to design educational experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public.**B.5.24**: Select and teach compensatory strategies, such as use of technology, adaptations to the environment, and involvement of humans and nonhumans in the completion of tasks. | Lecture, seminar, and group discussionsIn-class learning experiences and activitiesIn class activities/lab participation, including VARK Peer feedback on learning style activitiesGroup discussion on teaching/learning process, when learning a new and unfamiliar skill | In-class measures/ participationHomework ReviewTeaching assignment – plan and executionIndividual Learning Project – semester longReflection on learning of new activity/skill; completion of activity analysis |
| **11.** **Self-reflection and analysis of learning a new skill, evaluate performance, and generate ideas for your improvement.** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | **B.5.19**: Apply the principles of the teaching–learning process using educational methods to design educational experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public.**B.2.4**: Articulate the importance of balancing areas of occupation with the achievement of health and wellness. | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesSelf-reflection, journaling throughout learning process | In-class measures/ participationHomework ReviewIndividual Learning Project – semester longReflection on learning of new activity/skill; completion of activity analysis |
| **12.****Demonstrate the ability to integrate new learning in the design and creation of a professional presentation, articulating a synthesis of all new learning in the form of video or photo-story.** | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice | B.2.3 Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public 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. | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesVariety of in class opportunities to speak to peers, present activities to peers, and give feedback to peers | In-class measures/ participationHomework ReviewExecution of teaching/teaching deliveryIndividual Learning Project – semester longFinal professional presentation |

**DESCRIPTION OF ASSIGNMENTS**

**There will be rubrics for all assignments on BB. Please note that all assignments must be submitted using format requested by instructor.**

|  |  |  |  |
| --- | --- | --- | --- |
| **DUE DATES****2018** | **ASSIGNMENT** | **DESCRIPTION** | **PERCENT OF GRADE** |
| **5 Dates****Sept 10/11 - 1)****Sept 17/18 - 2)****Sept 24/25 – 3)****Oct – 15/16 – 4)****Nov 26/27 – 5)** | **5 Homework assignments over the semester** | There will be five short homework assignments with deliverables. They are designed to align with the student-learning objectives, and provide you with varied ways to demonstrate mastery. Homework must be submitted on the due date. They will not be accepted late, and there is no opportunity to make-up homework.1. Activity Life Line
2. Matusutyu Interest Checklist Update
3. Difficult/Simple
4. Do It Alone
5. Interview Adult Performance Patterns
 | **15** |
| **October 1/2** | **Activity Analysis Group Paper** | In small groups (approximately 3 members) you will watch a short video of someone engaged in an activity. Collaboratively you will complete a written comprehensive activity analysis, using the form provided. | **15** |
| **October 29/30 and Nov 5/6** | **Teaching Plan (Group)** | In small groups (approximately 3 “teacher” members) you will select an activity that is unfamiliar to all learners (your classmates, approx. 12 learners), and teach your classmates this new activity. Each “teacher” group member will be involved in the writing of a teaching plan. The teaching plan will be graded based on the rubric posted on BB.You are required to follow a specific teaching plan format, and it includes considerations for modification and adaptation of the activity for someone with a certain condition or disability.  | **10** |
| **October 29/30, and Nov 5/6** | **Execution of teaching** | Each individual group member (or “teacher”) will be graded individually on the execution of the teaching plan. The rubric for teaching execution is also on BB. You will be graded on your performance in the classroom as you teach your activity to the larger group, as well as your abilities to modify for the person who is role-playing the condition or disability.  | **10** |
| **October 26/27** | **Mid-term exam** |  | **20** |
| **Dec 10/11 (TBD depending on room availability)** | **Individual Learning Project – semester long learning, presentation day** | Choose and learn a completely unfamiliar craft/activity/skill and fully engage in new learning over the semester. Your choice of activity/skill must be reviewed with course instructor no later than Week 2 of the course. At the end of this course, you are expected to have completed the following:* Participate in at least 10 weeks of individual progress towards competence of a new demonstrable skill learned outside of the classroom
* Complete an ongoing written reflection of the learning, for example journal style format with at least 6 entries.
* Complete a comprehensive activity analysis of your newly learned activity/skill
* Create and present a poster to your peers about your individual learning, at the end of the course.
 | **30** |

**RESOURCES AVAILABLE TO YOU**

In addition to the faculty, you have your textbooks that will help you to answer many of the questions you will need to answer in this course. If you find a concept difficult to understand in your textbook, there are a multitude of additional textbooks available to you in the Cambridge Library, the Ryan Matura Library, and in our faculty library as well. We will also post a variety of materials on BB to help

**TOPICAL OUTLINE (subject to small changes; posted on BB)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Session and Date****(Sections A, B, and C dates will always be Mondays; Section D dates will be Tuesdays)** | **Content/Topic**  | **Readings****(in preparation for the next week’s content)** | **In Class Activities** **and****Homework****Assignments** |
| **Week 1****August 27th****and****August 28th****Note: Weds August 29th, IPE Event** | General syllabus and assignment reviewIntro to occupational therapy and key concepts in activity analysis; OTPF language; and what is “activity analysis” all about?Why is AA important? What’s the big deal?Introduction to the topics - ‘activity’ and ‘occupation’; activity analysis and occupation analysisPersonal meaning and engagement in activityInto to OTPF language – ‘activity demands’ In-class discovery activities to gain understanding of terms and concepts | SyllabusReadings for Class 2: Chapter 1, What is Activity Analysis, Heather Thomas Occupation-based Activity Analysis, 2nd Ed. (2012)– on BBChapter 3, pgs 45-49, Activity Analysis: A key Method of Assessment, Kuhanek, Spitzer & MillerMatsutsuyu, J reading – on BB**Homework 1 – Due September 10/11** | Lecture, seminar, and group discussionsIn-class learning experiences and activitiesIce-breakersHands/Roles activityHouse activityIn 2’sHuman activity and occupations, and the adoption of habits, roles, and routinesHow roles drive engagement in activity? Role assortmentWhat do we mean by ‘occupation as therapy’?Intro to “domain” on page S4 OTPFClass activity: Quilt Square Mosaic. Follow-up analysis |
| **Labor Day****Sept 3****and****Sept 4** | **No Class** | Readings for Class 2: Chapter 1, What is Activity Analysis, Heather Thomas Occupation-based Activity Analysis, 2nd Ed. (2012)– on BBChapter 3, pgs 45-49, Activity Analysis: A key Method of Assessment, Kuhanek, Spitzer & MillerMatsutsuyu, J reading – on BB | **Complete Homework 1 – Due September 10th/11th** |
| **Week 2****Sept 10****and****Sept 11****Homework 1 Due** | Review of HomeworkHistorical perspective - our human story; occupations and activityProfession of Occupational Therapy – distinct value, and the use of activities, use of crafts, across practice settingsActivities across the life span – occupational identities; occupational rolesActivity Awareness and identificationAssessing interests and activity preferences using interest checklists | Readings for Class 3: Chapter 2, Determine What is being Analyzed, Heather Thomas Occupation-based Activity Analysis, 2nd Ed. (2012)Chapter 35, The Therapist with the Three-Track Mind, Maureen Hayes FlemmingPgs 341-349– on BBOTPF 3rd Ed. pp S10 to S14(OT Process)Table 6 – Types of Occupational Therapy interventionsTable 7 – Activity and Occupational Demands**Homework 2 - Update Matsutsuyu List. Due September 17/18** | * Discuss Individual Learning project activity choice – sign-up
* Discuss Group Activity Analysis – sign up for groups of three
* Discuss Teaching/Learning assignment – sign-up for groups of three

Lecture, seminar, and small group discussions. Review Homework 1, Activity LifelineIn-class learning experiences and activitiesAdministering variety of interest checklists to each other.Activity Awareness and Action IdentificationPaint Chip activityClass activity: Ball games/juggling. Follow-up analysis  |
| **Week 3****Week of Sept 17** **And 18****Homework 2 Due** | Review of Homework #2Clinical Reasoning, critical thinking in occupational therapyActivity Analysis/Occupation AnalysisIntro to the skill of analysisHow do we analyze?Terms, Forms, StepsAssumptions and how these might influence AAOccupational Therapy, and the selection of activitiesOccupational Therapy Practice Framework III LanguageOT Frames of Reference – emphasis on PEOTable 3-1 “Pragmatic PEO Hints” (Evetts & Peloquin, 2017) | Readings for Class 4: pgs 110-115, Activity Analysis: Application to Occupation, Kuhanek, Spitzer & MillerChapter 9, AA for Evaluation, Intervention Planning and Outcomes, pgs. 183-196 (section on grading and modifying), Heather Thomas Occupation-based Activity Analysis, 2nd Ed. (2012)S30 OTPFTable 6 – Types of Occupational Therapy interventionsS32 OTPFTable 7 – Activity and Occupational Demands | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesClinical Reasoning - in class exploration of activities Quick AA/Clinical Reasoning on the SpotSteps/Sequence of all elements in activityTherapeutic use of Occupation/Activity in assessment and interventionExploration/comparisons of AA formsIncluding Appendix A (Evetts & Peloquin, 2017)Class Activity: Popsicle basket. Follow-up analysis**Homework 3 – Difficult/Simple. Due September 24/25** |
| **Week 4****Sept 24****and****Sept 25****Homework 3 Due** | Review of Homework #3Activity Analysis – skill development cont’dActivity DemandsActivity SynthesisClient-Activity correlation - selecting ‘appropriate’ activities matched to clientIntro to grading and modifyingGrading ActivitiesScaffoldingFadingAdapting/Modifying | Article: What happened to the Time? (Pemberton & Cox, 2011)Chapter 3, The Teaching-Learning Process, Anne Cronin Mosey, pgs 28-43– on BB | Lecture, seminar, and group discussionsIn-class learning experiences and activitiesUse of different AA formats. Including Appendix B (Evetts & Peloquin, 2017)Practice grading and modifying in class with multiple activities as whole group- then in smaller groupsOnline catalogs – adaptive equipmentClass activities:Activity FeudSet the TableSculpture**Reminder: AA Group paper due next class** |
| **Week 5****Oct 2****Activity Analysis Group Paper Due** | Teaching and Learning ProcessHow do we learn? How do we teach?Learning StylesBandura’s ModelHow do OT’s teach others?Teaching individual’s vs groups | Cht 4, Therapeutic Activities: Yesterday and Today, Estelle Biernes– on BBAppendix B (Evetts & Peloquin, 2017) | LectureIn Class Learning and Lab Participation in ActivitiesVARK – in classTeaching gamesClass activity: TBD. Follow-up analysis.**Homework 4 – Do It Alone** |
| **Columbus Day** | **No Class** |  | **Complete Homework 4 – Do It Alone. Due Oct 15/16** |
| **Week 6****Week of****Oct 15****and****Oct 16****Homework 4 Due** | Activity selection matched to client’s needsCompensatory strategiesHome activitiesActivity Analysis – Home tasks; demands, performance patterns, routines, IADL’s/occupationsActivity Analysis – In/out of car; use of driving simulator (date to be confirmed) | Prep for Mid-term Exam | Lecture, seminar, and small group discussionsIn-class learning experiences and activitiesClass Activity: Use of the Home Suite; group activities in the home suite; activity analysis –demonstration and practice**Reminder – All group teaching plans must be submitted prior to teaching days** |
| **Week 7****Week of Oct 25 and 26****Mid-Term Exam****And****Group Teaching plans** | **Mid-term Exam**Home Suite Activities Cont’dDriving AnalysisTeaching and learning considerations/suggestions in preparation for next week | Chapters 4 and 5, Occupation based activity analysis text book, Heather Thomas (2012) | **Exam**Home Suite Activities cont’dPrep discussion for teaching next week` |
| **Week 8****October 29 and****October 30****Teaching Day** | **Teaching Day – two/three groups**Wrap up and discussion | Chapter 6Occupation based activity analysis text book, Heather Thomas (2012)Chapter 4, Kuhaneck, Spitzer & Miller (2010)  | In Class Learning throughexecution of teaching Feedback  |
| **Week 9****Nov 5****and****Nov 6****Teaching Day** | **Teaching Day – two/three groups**Wrap up and discussion | **Chapter 7** Occupation based activity analysis text book, Heather Thomas (2012)Wilcock, Chapter 12 | In Class Learning throughexecution of teaching Feedback Process Homework # 4 |
| **Week 10****Nov 12 and** **Nov 13** | Activity Analysis and Global Perspectives of Occupation/Cultural and OccupationOTPF III Table 9 – how we look at outcomes of the occupational therapy process?Emerging areas of practice – looking at what people do differently; what does occupational therapy do differently? | Chapter 8Occupation based activity analysis text book, Heather Thomas (2012) | LectureIn Class Learning and Lab Participation in Home Suite ActivitiesActivity analysis –demonstration and practiceClass Activity: Beaded Jewelry |
| **Week 11****Nov 19 and** **Nov 20** | Activity Analysis in pediatrics/adolescentsConditionsPlayPractice ArenasTool BagAdaptations | Chapter 3, Relevance and Importance to the Client, Heather Thomas– on BBOTPF, 3rd EdS27-S28 | Class Activities: Plasticine activitiesPlayVideo Analysis**Homework 5: Interview an adult regarding activity patterns** |
| **Week 12****Week of Nov 26 and 27****Homework 5 Due** | Review homeworkActivity Analysis – AdultsGrading/Modifying for adultsConditionsDaily ActivitiesPractice ArenasTools and equipmentTechnology and Adaptations | Cht 13Productive aging, An occupational perspective, Cole & Crane MacDonald  – on BBOTPF, 3rd Ed.S32 OTPFTable 7 - Activity and Occupational Demands (grading and modifying – application of Week 4 content) | LectureIn Class Learning and Lab Participation in ActivitiesClass Activity: Cupboards; Adult condition; Matching activity to condition |
| **Week 13****Week of Dec 3 and Dec 4** | Activity Analysis – seniors/geriatrics Grading and modifying Activities ConditionsGrading for cognitive/sensory impairments/motorDaily ActivitiesPractice Arenas, including community/expanded settingsSafety concerns | Table 7 - Activity and Occupational Demands (grading and modifying – application of Week 4 content)OTPF 3rd Ed. Table 9 | LectureIn Class Learning and Lab Participation in ActivitiesIn class activities- practice with grading and modifying, Class activity: Dreamcatchers |
| **Week 14****Week****Exact Date and Times TBD** | **Assignment – Individual Learning Project Due**Presentation Day |  | Students will demonstrate/present about their learning of a new skill/activity.  |