**SACRED HEART UNIVERSITY**

GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

OT 575 Problem Based Learning: Adults and Geriatrics

2019 COURSE SYLLABUS

# CREDIT HOURS: 3FACULTY: Jaimee M. B. Hegge, OTD, OTR/L OFFICE PHONE: (203) 371-7734OFFICE E-MAIL: bettsj1008@sacredheart.eduOFFICE HOURS: By appointment.CLASS DAY/TIME: Tuesday – 12-3 PM or 4-7 PMPBL FACILITATORS: Qarib Ahmed, MS, OTR/L, COMT-UE, LSVT Big

# Tahjma Burroughs, DHSc, OTR/L

# Kimberly Downs, MS, OTR/L

# Karen Crane Macdonald, PhD, OTR/L

# Sheila Marmion, MS, MPH, OTR/L

# Lenore, Salomon, PhD, OTR/L, CHT

# Nicole Smith, MS, OTR/L

# Michael Urban, OTD, OTR/L

# CLASS FORMAT: Course content will be provided through small group tutorial discussions and independent work with the tutorial groups.

# COURSE DESCRIPTION

This course will utilize Problem-Based Learning (PBL) to develop self-directed learning, research, and critical analysis and synthesis for evidenced based practice in adult and geriatric occupational therapy. Students will practice clinical decision-making skills in applying their knowledge of occupational therapy theories and principles to the evaluation and intervention process with clients from early adulthood to end of life. This course will focus on the affective and cognitive domains of learning within Blooms taxonomy. Students will develop the ability to think like an occupational therapist considering the client’s context while also beginning to internalize the values of occupational therapy such as client centered care. Cases and assignments will encourage student to adopt a holistic view of their clients and their families. Additionally, students will learn the team skills required of an occupational therapist on the healthcare team, sharing information appropriately while listening to others views respectfully and with thoughtful consideration. The format for this course will be small PBL tutorials and independent small group work.

# RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND 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 for our profession to make this vision a reality, we need professionals who create evidence through research but we also need a well-educated core of professionals who are comfortable using the evidence that we have to justify their clinical decision-making. This course will help you begin to make clinical decisions and explain your rationale, using all of the information you have available to you, including but not limited to research evidence.

# RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is symbolized by the tree of life, an interconnected and entwined sphere, where faculty design experiences to provide foundational information (the roots), and through collaborative processes between faculty and students, knowledge emerges and is applied to an expanding repertoire of professional behaviors. This course, in the second academic semester, is one that will allow the student to apply knowledge gained in semester one and begin to evaluate and combine knowledge from a variety of sources. Your learning will be assessed using Bloom’s levels of comprehension and application.

# CONCEPTUAL MODEL FOR THIS COURSE

We will be using the occupational therapy model PEO as the Conceptual Model for this course. PEO stands for Person, Environment, and Occupation. You have learned this model in your Introduction to Occupational Therapy Course but we will be applying this model as we consider evaluation and intervention planning for adult and geriatric clients. 

# TEACHING/ LEARNING METHODS

Course content will be provided through small group tutorial discussions and independent work with the tutorial groups. This course is one part of the adult-geriatric series which includes PBL, Lab, and Topics. You will have a case each week that you will discuss in PBL as a group with your facilitator. You will determine appropriate evaluation and intervention methods for that case, consider psychosocial issues, and use clinical reasoning to consider the facts in the case. Students are expected to discuss the current literature and evidence to assist with clinical decision making. You are expected to demonstrate the assessments, interventions, role play client interactions, and utilize creative methods to present the case information in your PBL group. You will also formulate measurable short-term and long-term goals for each case and list the priorities as a group. Self-directed time is designated in your semester schedule is **mandatory**. Students are expected to have completed related assigned readings for all courses found on the Topical Outline before the PBL meeting. Readings and resources to complete the case should include but are not limited to journal articles, textbook readings, and any material from the previous two trimesters. It may also include notes, personal communications related to the topics for that week’s PBL case, and current readings from other current classes, and media sources.

**I will be observing your PBL sessions periodically to ensure consistency between PBL facilitators and PBL group process across groups. I am there to observe the facilitation, not your performance.**

# COURSE POLICIES

**INDIVIDUAL AND GROUP WORK:** All written work is individual unless specifically described as a group activity. Individual work that is submitted after the due date will be given a grade of zero. Please refer to *Program Manual* for full policy information.

**ACADEMIC INTEGRITY:** If at any time, we identify intentional or unintentional plagiarism in your paper, you will receive a zero for the assignment and be required to attend the writing center for additional education on writing skills. You will also be referred to the PPC. Please refer to *Program Manual*for full policy information.

**ATTENDENCE:** refer to *Program Manual*

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

#

# REQUIRED TEXTS

You will be using all of your books for Lab, Seminar, and PBL.

Coppard, B. & Lohman, H. (2014). Introduction to Orthotics: A Clinical Reasoning and Problem-Solving Approach (4th ed.). Mosby.

Cooper, C. (2014) *Fundamentals of Hand Therapy. Clinical Reasoning and Treatment Guidelines for Common Diagnoses of the Upper Extremity*. (2nd ed.). St. Louis, MO: Elsevier. ISBN 978-0-323-09104-6

Gillen, G. (2016). *Stroke rehabilitation: A functional-based approach* (4th ed.).St. Louis, Missouri: Elsevier. ISBN

Meriano,C., & Latella, D. (2016). Occupational therapy interventions. (2nd ed.). Thorofare, NJ: Slack Incorporated. ISBN 978-1-61711-055-9

These are required books that you should own from previous courses:

Pendleton, H. M. & Schultz-Krohn, W. (2018). *Pedretti’s Occupational therapy practice skills for physical dysfunction* (8th ed.). St. Louis, MO: Elsevier.

Sames, K. (2015). *Documenting occupational therapy practice* (3rd ed.).Upper Saddle River, NJ: Pearson.

Smith-Gabai, H. & Holm, S. E. (2017). *Occupational therapy in acute care* (2nd ed.). Bethesda, MD: AOTA Press.

# RECOMMENDED TEXTS (these readings will be posted to blackboard)

Zoltan, B. (2007). *Vision, perception and cognition* (4th ed.). Thorofare, NJ: Slack.

# 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 the AOTA website at [www.aota.org/…/accreditation/standards/2011](http://www.aota.org/%E2%80%A6/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 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---Remember, Understand, Apply, Analyze, Evaluate, and Create. This course will facilitate students to perform within the Domains of Understanding, Applying, Evaluating, and Creating.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Learning Objective | Program Objective | ACOTE standard | Learning Experiences | How will the Learning Objective be Measured? |
| Initiate and propose appropriate ideas to help the work of the team  | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Interact collaboratively and communicate effectively with individuals, populations, and interprofessional teamsPractice in a safe, legal and ethical manner. | B.5.20B.5.21B.4.5B.5.27B.5.25B.5.14 | PBL case work | Weekly and Final PBL evaluation |
| Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Interact collaboratively and communicate effectively with individuals, populations, and interprofessional teamsPractice in a safe, legal and ethical manner. | B.5.9B.5.20B.5.21 | PBL case work | Weekly and Final PBL evaluation |
| Work effectively with peers / team members to gather information and make clinical decisions. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Interact collaboratively and communicate effectively with individuals, populations, and interprofessional teamsPractice in a safe, legal and ethical manner. | B.5.20B.5.21B.9.8B.5.14 | PBL case work | Weekly and Final PBL evaluation |
| Discuss client issues with empathy and with thought to their privacy and confidentiality. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner. | B.5.20 | PBL case work | Weekly and Final PBL evaluation |
| Present complex information clearly so that peers (team members) can understand it. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Interact collaboratively and communicate effectively with individuals, populations, and interprofessional teamsPractice in a safe, legal and ethical manner. | B.5.9B.5.19B.5.20B.5.21 | PBL case work | Weekly and Final PBL evaluationCase summaries |
| Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner. | B.2.10B.4.2B.5.13B.5.14B.5.20B.5.21B.5.24B.7.1B.4.5B.8.3 | PBL case work | Case summariesWeekly and Final PBL evaluation |
| Illustrate concepts in PBL for peers/ team members using visuals such as demonstration, images, videos, catalogs, or actual tools and equipment from the labs. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner. | B.5.9B.5.19B.5.20B.5.21B.5.24B.9.3 | PBL case work | Weekly and Final PBL evaluation |
| Explain and summarize information within the time-frame allotted. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner. | B.5.9B.5.20 | PBL case work | Weekly and Final PBL evaluation |
| Apply OT theories and frames of reference to occupational therapy client cases. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.2.11B.3.2B.3.3B.5.21B.7.1 | PBL case work | Case summariesWeekly and Final PBL evaluationGoal rubrics |
| Formulate measurable goals and appropriate intervention strategies. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.5.20B.5.21B.7.1 | PBL case workGoal writing | Weekly and Final PBL evaluationGoal rubricsCase summaries |
| Modify behavior in response to team needs. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner. | B.5.20 | PBL case work | Weekly and Final PBL evaluation |
| Value client centered care and family centered practice in adult and geriatrics. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner. | B.7.1 | PBL case work | Weekly and Final PBL evaluation |
| Demonstrate ethical and professional behaviors as a beginning occupational therapist. | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner.Interact collaboratively and communicate effectively with individuals, populations, and interprofessional teams | B.5.20B.5.21 | PBL case work | Weekly and Final PBL evaluation |
| Demonstrate respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.Practice in a safe, legal and ethical manner.Interact collaboratively and communicate effectively with individuals, populations, and interprofessional teams | B.5.20B.5.21B.7.1 | PBL case workGoal writing | Weekly and Final PBL evaluationCase summaries |

# DESCRIPTION OF ASSIGNMENTS AND GRADING

You will be graded using the weekly, Midterm, and Final Evaluation of PBL performance (see the rubric and form on BB). Your in-class performance with your peers, your teamwork skills, and the materials/handouts/ demonstrations you bring to PBL will all impact your grade. You will be expected to role play an intervention at least twice during the semester. You will also be writing goals multiple times in the semester and these will be graded with a rubric to promote consistency between PBL groups and lab.

There are three additional assignments attached to the PBL portion of this adult semester. These are described below. All assignments have instruction pages and rubrics on BB, and the PBL rubric is on BB as well.

|  |  |  |  |
| --- | --- | --- | --- |
| **DUE DATE** | **ASSIGNMENT** | **DESCRIPTION** | **PERCENT OF GRADE** |
| Weekly | Weekly presentations and handouts | Each week, as a team, your group will break down a PBL case and will assign students to find out necessary information and bring that information back to the group in order to make clinical decisions. Your presentation will be informal, and no ppt. is required in all weeks. You will provide your peers with a 2-page handout that summarizes your content, provides resources and citations, and provides links to abstracts of research evidence you used in creating your summary. You should be prepared to speak about your topic **WITHOUT** reading directly from your handout. Demonstrations and activities for your peers are encouraged. Your presentation should be approximately 8 minutes. You will be graded on each with a rubric form that will be posted on BB. You will be required to demonstrate *at least two interventions* per semester.If at any time, intentional or unintentional plagiarism is identified in your paper, you will receive a zero for the assignment and be required to attend the writing center for additional education on writing skills.  | 70% (5% each week) |
| Week six and week thirteen | Peer and facilitator evaluation | At least twice in the semester you will all be asked to rate your peer’s performance. Your peers will also be rating your performance. This information will be shared by all to enable us to grow and learn from feedback of our team members. It will play into your facilitators’ evaluation of you at Midterm and Final and may impact their grade negatively or positively. You will also complete a form to provide feedback to your facilitator on his or her performance. | Not graded-just check or no check. |
| Week six and week twelve | Case Summaries x2 | You will have two case summary assignments that will be turned in on BB and will be graded by your PBL facilitators. These are multiple choice questions and/or short answer assignments that will demonstrate your understanding of the OTPF, prioritizing problem areas, identify appropriate goal areas, and identifying forms of clinical reasoning. | 20%(10% each) |
| Weeks 2, 4, 7, 10, 13 | Goal writing | You will be required to submit goals for your PBL case 5 times during the semester. These goals should be submitted separately from your weekly assignment. You will be expected to use the SMART format. The grading rubric is located on blackboard. | 10% (2% each) |