**SACRED HEART UNIVERSITY**

**GRADUATE PROGRAM IN OCCUPATIONAL THERAPY**

**OT 504: THERAPEUTIC USE OF SELF**

**FALL 2018**

**SYLLABUS AND TOPICAL OUTLINE**

**CREDIT HOURS:** 2

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**OFFICE HOURS:** BY APPOINTMENT – ARRANGE THROUGH IVY SAILER

**CLASS DAY AND TIME:** SECTION A – TUESDAY 3:30-5:30 PM

SECTION D – WEDNESDAY 11 AM-1 PM

SECTION B – THURSDAY 1-3 PM

SECTION C – THURSDAY 3:30-5:30 PM

**CLASS FORMAT:** SEMINARS, DISCUSSIONS, READINGS, AND IN-CLASS LEARNING ACTIVITIES

**COURSE DESCRIPTION**

This first semester course is designed to promote reflection on the educational process and the individual student’s future occupational therapy practice. Students will complete reflective self-assessments and analyze them to determine their own values, ethical stance, professional behaviors, knowledge, and skills necessary for developing a professional identity. Course formats will include seminars, discussions, in-class and online course activities.

**RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA’s VISION 2025-** *“Occupational Therapy maximizes health, wellbeing, and quality of life of all people, populations, and communities through effective solutions that facilitate participation in everyday living,*”

<https://ajot.aota.org/article.aspx?articleid=2618318&resultClick=3&_ga=2.238281603.2085700628.1530556037-1464978303.1530556037>

The importance of the therapeutic use of self in determining occupational therapy outcome is supported by occupational therapists, and has been practiced, defined, and valued by the profession throughout its history (Taylor, 2008). The conceptual practice Model of the Intentional Relationship has been adopted for this course because of its emphasis on the therapeutic self in promoting occupational engagement, in a systematic and organized manner, that *maximizes health, wellbeing, and quality of life of all people, populations, and communities through effective solutions that facilitate participation in everyday living*.

The course content contributes to the Program’s PRIDE Vision:

* ***Principled.*** During this course, you will be required to integrate new knowledge, skills, attitudes, values, and professional behaviors gained throughout the course and demonstrate the ability to interact with stakeholders and advocate in a professional and ethical manner. You will learn to **P**ractice in a safe, legal, and ethical manner through development of skills related to professional interactions with clients and their families and agents, and other professionals
* ***Responsive.*** During this course you will **d**emonstrate self-reflection by engaging in reflective and classroom learning activities that facilitated self-knowledge. This process will assist in the development of the therapeutic self that can be present and responsive within professional relationships
* ***Interprofessional.*** During this course you will develop skills needed to interact collaboratively and communicate effectively with individuals, populations, and interprofessional teams.
* ***Dynamic.*** This course involves class activities that facilitate change through practice, feedback, and reflections
* ***Excellent:*** During this course you will **e**xhibit critical thinking, clinical reasoning, and competence in skills requisite for the intentional use of self in client interactions to further therapeutic aims

And, contributes the **OCCUPATIONAL THERAPY PRACTICE AND AOTA’s VISION 2025** *“Occupational Therapy maximizes health, wellbeing, and quality of life of all people, populations, and communities through effective solutions that facilitate participation in everyday living,*” by addressing the personal attributes and skills to facilitate the therapeutic relationship that underlies the process of working together with clients to maximize their meaningful engagement in life.

<https://ajot.aota.org/article.aspx?articleid=2618318&resultClick=3&_ga=2.238281603.2085700628.1530556037-1464978303.1530556037>

**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 first courses in the curriculum this course is designed to provide the roots of all future professional interactions, the therapeutic use of yourself. The skills you learn in this course will be used throughout your academic studies and further developed in your Level I and Level II fieldwork experiences.

**CONCEPTUAL MODEL FOR THIS COURSE**

The Model of the Intentional Relationship in occupational therapy, as developed by Renee Taylor, PhD., is used as the theoretical model for this course. See the diagram on p. 48 of the course text for a concept mapping of the main constructs of the Model.

**MY THOUGHTS ABOUT KNOWLEDGE AND LEARNING**

I believe that the true learning that applies in occupational therapy emerges from a grounding in knowledge that informs practice and is operationalized in skilled performance and in the context of relationship. What this means to you in this class is that you will develop knowledge related to the Intentional Relationship Model and professional interactions from readings and lectures. You will also engage in assignments and activities, such as role playing, that will give you an opportunity to apply those skills. Throughout, you will reflect on the affective dimension of what you are doing, in other words, how does that reflect your values and those of the profession, and further the effectiveness of your professional relationships.

**WHAT YOU CAN EXPECT FROM ME**

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.

Readiness for Teaching

* Readings and class learning activities that need to be completed before class will be posted on BB at least 2 days before class, with the exception of additional material that I may discover within that time frame that will enhance your learning of a particular topic.
* Classes will start on time.

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.
* If I have a concern about you or your work I will speak directly to you.

**WHAT I EXPECT OF YOU**

Attendance

* Regular attendance is required.
* You will be allowed one absence without penalty, provided that 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 there may be a loss of points toward your final course grade.

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.

Responsibility for course material

* All material covered in class and posted on Blackboard is your responsibility even if you are absent.

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. Even with prior communication 5% will begin to be deducted daily after 7 days without submission of an assignment.
* 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, and the policy regarding late assignments will be applied if indicated.

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 follow the University and Program’s policies with regards to honesty and academic integrity as well as AOTA’s Code of Ethics.
* 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.

**TEACHING AND LEARNING METHODS**

The course has seminars, in class discussions, readings, role-play, in class learning activities, demonstrations, and online material in Blackboard. Written and video assignments in and outside of class will provide an opportunity to practice the iterative nature of self-reflection needed to advance through levels of critical thinking and clinical reasoning throughout a lifetime of occupational therapy practice.

**COURSE POLICIES**

**STUDENT BUDGET FOR COURSE SUPPLIES:** None required for this course

**INDIVIDUAL AND GROUP WORK:** This course demands both individual work and group work. All individual assignments and homework’s must be completed independently

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

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

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

**REQUIRED TEXTS**

Taylor, R. R. (2008). *The intentional relationship: Occupational therapy and use of self.* Philadelphia: F.A. Davis.

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**RECOMMENDED RESOURCES**

**Intentional Relationship Model Website:** [**http://ahs.uic.edu/cl/irm/**](http://ahs.uic.edu/cl/irm/)

**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](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 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, Evaluate, and Create and the knowledge dimensions of Factual, Conceptual, Procedural, and Metacognitive.

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? |
| Students will demonstrate an understanding of the development of and concepts, knowledge, and skills related to the Model of the Intentional Relationship. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.3.1.  B.3.3.  B.3.4  B.3.6. | Seminar discussion, readings, text exercises | Exam, video assignment. |
| Students will demonstrate identification of and understanding of the personal characteristics and interpersonal traits they have and those they wish to develop. | Demonstrate self-reflection. | B.4.1  B. 5.1  B.5.7. | Seminar discussion, readings, online tests and text exercise, written reflection, goal setting | Assignment: Survey of Traits and Written Reflection, Exam, video assignment. |
| Students will demonstrate identification of and understanding of their preferred Modes of Therapeutic relating. | Demonstrate self-reflection. | B.4.1  B. 5.1  B.5.7 | Seminar discussion, readings, role play, text exercise, written reflection, goal setting. | Exam, Assignment: Survey of Therapeutic Modes and written reflection. |
| Students will demonstrate the ability to apply the Model of the Intentional Relationship in interactions with clients, clients’ families and significant others, colleagues, other health providers, and the public. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Interact collaboratively and communicate effectively with individuals, populations, and interprofessional teams. | B.5.20  B.5.21  B.5.19  B.9.2  B.9.10  B.9.12 | Seminar discussion of video assignment by student, readings, role play, | Exam, Video Assignment |
| Students will tailor interactions to the personal and situational contexts of each individual | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.2.9.  B.4.7. | Seminar discussion, readings, role play, case analysis | Exam, Video Assignment |
| Students will utilize appropriate interview methods and occupational therapy assessments to develop an occupational profile of the client | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.3.1.  B.3.3.  B.4.4. | Seminar discussion, readings, small group examination and administration of assessments and interview methods | Exam, Video Assignment |
| Students will demonstrate integration of the core values and ethics of the profession of occupational therapy in the application of the Model of the Intentional relationship | Practice in a safe, legal, and ethical manner  Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.2.8  B.9.1. | Readings, online discussion | Exam |

**DESCRIPTION OF ASSIGNMENTS AND GRADING**

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| --- | --- | --- | --- |
| **DUE DATE** | **ASSIGNMENT** | **DESCRIPTION** | **PERCENT OF GRADE** |
| **Sept. 17** | Assignment One: Interpersonal Traits Survey | Students will complete a survey to determine their own particular traits and to identify those they would like to develop that will contribute to their successful use of self in practice. They will develop goals for developing underdeveloped or absent traits. | **0 – practice for Assignment 2** |
| **Oct. 7** | Assignment Two: Therapeutic Modes | Students will complete a survey to determine their own preferred modes and to identify those they would like to develop that will contribute to their successful use of self in practice. They will develop goals for developing lesser preferred modes. | **5** |
| **Week of 11/5 in class Section A; Week of 10/29 Sections B, C, D.** | Exam 1 | Multiple Choice- noncumulative weeks 1-9 | **35** |
| **Nov. 27** | Videotape Assignment | Students will be given a case and develop a script that integrates knowledge and skills related to the Model of the Intentional Relationship and demonstrates the same in a video presentation. They will show their video and explain to the other students what knowledge and skills are demonstrated, and they will be prepared to answer questions. | **30** |
| **Dec. 7** | Listening Assignment | Students will interview a person who has experienced a health-related event or has a chronic health condition | **10** |
| **Final Exam Week**  **Date/Time TBD** | Exam 2 | Multiple Choice- noncumulative weeks 10-14 | **20** |

**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.**