

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**Foundations of Occupational Therapy**  
**OTH 5002 (3 credits)**  
Summer 2017  
On-Campus / blended / site visits  
Class in HPNP G-312 / E-Learning on CANVAS

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Office hours: Wednesday 11:45-12:45

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Wednesdays: 1:00 - 3:45; Room G-312  
Thursdays: 1:00 - 3:45; Room G-312  
Mondays: Site visits as assigned on 6/5, 6/12, 6/26, 7/10

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## **PURPOSE AND OUTCOME**

### **Course Overview:**

This course provides students with the foundations of the occupational therapy profession including the development of the profession, the clinical occupational therapy process, and professional ethics, values and responsibilities. Content addresses both historical and contemporary professional perspectives. The wide range of occupational therapy practice areas are presented by clinicians who serve as guest speakers and give the students first-hand description of their clinical experience. Students also go to two different OT sites to observe therapy and practice writing documentation and activity analysis of actual therapy sessions.

### **Relation to Program Outcomes:**

This course gives students foundational knowledge of occupational therapy and prepares them for future courses on assessment and intervention in psychosocial, adult and pediatric OT. This course is taught during the first semester of OT school.

## Course Objectives

Based on Section B of the ACOTE (Accreditation Council for Occupational Therapy Education) Standards and Interpretative Guidelines (August 2013). The student will:

B.1.4.	Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and <u>diversity factors and lifestyle choices in contemporary society</u> . Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.
B.2.1	Articulate an understanding of the importance of the <u>history and philosophical base</u> of the profession of occupational therapy.
B.2.2.	Explain the meaning and dynamics of <u>occupation and activity</u> , including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, 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 <u>nature of occupation</u> as viewed by the profession of occupational therapy and the <u>value of occupation</u> to support performance, participation, health, and well-being.
B.2.4.	Articulate the importance of <u>balancing areas of occupation</u> with the achievement of health and wellness for the clients.
B.2.5.	Explain the role of occupation in the <u>promotion of health and the prevention</u> of disease and disability for the individual, family, and society.
B.2.7.	Demonstrate <u>task analysis</u> in the areas of occupation, performance skills, performance patterns, activity demands, context(s), and environments, and client factors to formulate an intervention plan.
B.2.8.	Use sound judgment in regard to <u>safety of self and others</u> , and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
B.2.9.	Express support for the <u>quality of life, wellbeing, and occupation</u> of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
B.5.32.	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. <u>Documentation</u> must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
B.6.6.	Use national and international resources in making assessment or intervention choices, and appreciate the influence of <u>international occupational therapy</u> contributions to education, research, and practice.
B.9.1.	Demonstrate a knowledge and understanding of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics, Core Values and Attitudes of Occupational Therapy Practice</i> , and AOTA <i>Standards of Practice</i> and use them as a guide for <u>ethical decision making</u> in professional interactions, client interventions, and employment settings.
B.9.7.	Discuss and justify the varied <u>roles of the occupational therapist</u> as a practitioner, educator, researcher, consultant, and entrepreneur.

## Instructional Methods

The students will participate in lectures, discussions, lab experience, guest presentations and site visits. The learning experiences include group projects, group presentations, role playing, and online discussions. Some material will be delivered using blended learning.

## Blended Learning

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of me?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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## DESCRIPTION OF COURSE CONTENT

**Topical Outline/Course Schedule:** see the detailed schedule information at the end of this document!

Week	Date(s)	Topic(s)
1	5/10 – 5/11	Introduction and Occupations of Daily Living
2	5/17 – 5/18	OT Profession, Ethics in OT, OT Practice Framework, OT Process
3	5/24 – 5/25	Clinical Reasoning, Therapeutic Relationships, Client-Centered
4	5/31 – 6/1	Documentation
5	6/7 – 6/8	History of OT
6	6/14 – 6/15	Activity Analysis and <b>Midterm Exam</b>
<b>Break</b>	<b>6/19 – 6/23</b>	<b>Summer Break</b>
7	6/28 – 6/29	Wellness, Occupational Justice, and Activity Analysis
8	7/5 – 7/6	OT Organizations and OT Certification & Licensure
9	7/12 – 7/13	Cultural Competence and Respecting Diversity
10	7/19 – 7/20	Safety
11	7/26 – 7/27	International OT
12	8/2 – 8/3	Course Wrap up, <b>Final Exam</b>

## Course Materials and Technology

### A. Required Texts:

1. Crepeau, E., Cohn, E., & Schell, B. *Willard & Spackman's occupational therapy* (12<sup>th</sup> edition). Philadelphia: Lippincott, Williams & Wilkins.
2. Sames, K.M. *Documenting Occupational Therapy Practice* (3<sup>rd</sup> Edition). Pearson Education, Inc.
3. Class notes (E-learning).
4. Readings as assigned from various papers (E-learning).

TopHat classroom response system will be used in class. You must have access to it.

URL: <https://app.tophat.com/e/912570> The 6-digit Join Code: 912570

**B. Recommended :**

1. Thomas, H. (2012). *Occupation-Based Activity Analysis*. Thorofare, NJ: Slack, Inc.

For issues with technical difficulties for Canvas please contact the UF Help Desk at:

Learning-support@ufl.edu  
 (352) 392-HELP - select option 2  
<https://lss.at.ufl.edu/help.shtml>

**ACADEMIC REQUIREMENTS AND GRADING**

**\*\*\* All online assignments are due at 9 PM on the due date \*\*\***

Assignment	Assign Date	Due Date	Format	Pts	%Grade	Grader
1. Therapist Visits Online Discussion	5/10	Post 1: Mon Post 2: Wed	Online	100	10.0%	MS
2. Occupational Role Assessment	5/11	5/25	Online	50	5.0%	MS
3. Occupational Therapy Definition	5/11	5/17	Online	10	1.0%	MS
4. Summary of AOTA's OT philosophy	5/17	5/24	Online	5	0.5	MS
5. Class Code Of Ethics	5/17	7/6	Online	10	1.0%	MS
6. Site Visit 1 Assignment: client-centered	5/25	Wed. week after visit	Online	50	5.0%	MS
7. Documentation: observation	5/31	6/5 and 6/7	Online	50	5.0%	MS
8. Site Visit 1 Assignment: SOAP Note	6/1	Next day	Online	50	5.0%	LS
9. Site Visit 2 Assignment: SOAP Note	6/1	Next day	Online	50	5.0%	LS
10. Site Visit 2 Assignment: Activity analysis	6/14	Wed. week after visit	Online	50	5.0%	MS
11. Activity Analysis Lab -1 Groups	6/14	6/28	Hard copy	50	5.0%	MS
12. Activity Analysis Lab - 2 Pairs	6/14	7/12	Hard copy	50	5.0%	MS
13. International OT	6/15	7/27	In class	50	5.0%	MS
<b>Total Points for Assignments:</b>				<b>575</b>	<b>57.50%</b>	
<b>Exams and Quizzes</b>		<b>Date</b>	<b>Format</b>	<b>Pts</b>	<b>%Grade</b>	
1. Reading Quiz (online)	5/17-5/22 (online)		On-line	15	1.5%	OS
2. OT Process/Practice Framework Quiz	5/18-5/24 (online)		On-line	15	1.5%	LS
3. Documentation Quiz (bring laptops)	6/7		In-class	15	1.5%	LS
4. Midterm Exam (bring laptops)	6/15		<b>Auditorium</b>	180	18.0%	OS
5. Final Exam	8/3		CTC	180	18.0%	OS
6. Professional behavior / attendance				20	2.5%	OS
<b>Total Points for Exams/Quizzes:</b>				<b>425</b>	<b>42.5%</b>	
<b>Total Course Points</b>				<b>1000</b>	<b>100%</b>	

❖ Attendance will be taken randomly; absence will result in points deducted from the professional behavior points.

**\*Assignment 1: Therapists' Visits: \*\*Professional attire required\*\***

Therapist Visits	Format	Post #1 Due	Post #2 Due	Groups (Canvas)	Points	% Grade
1. 6/8 (1-4)	Online	6/12	6/14	Group 1	100	10%
2. 7/5 (5-8)	Online	7/10	7/12	Group 2	100	10%
3. 7/19 (9-12)	Online	7/24	7/26	Group 3	100	10%

4. 7/26 (13-16)	Online	7/31	8/2	Group 4	100	10%
5. 8/2 (17-20)	Online	8/7	8/9	Group 5	100	10%

\*\*\* **All online assignments are due at 9 PM on the due date** \*\*\*

**Point system used:** how do course points translate into letter grades.

<b>Points earned</b>	930-1000	900-929	870-899	830-869	800-869	770-799	700-769	670-699	630-669	600-629	0-599
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	D+	D	D-	E

❖ Total points are subject to change but not the percent corresponding to the letter grade!

**Letter Grade:** Letter grade to grade point conversions are fixed by UF and cannot be changed.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Exam Policy

- Exams will be administered in the Computer Testing Center in the Communicore Building room CG-27/28 or in a classroom at the HPNP building.
- Makeup exams will not be given without **prior** arrangements with the Course Instructor. "Prior" is defined in the MOT Student Handbook. Failure to do this will result in a zero grade for that test or assignment (including site visit assignments).
- Emergencies have to be documented (such as a medical exemption).
- Undocumented absence from an exam or an assignment will result in a score of "0" on that assignment. Makeup exams that are given due to authorized absence may be oral exams.
- All assignments **are due by class time** on the date assigned, unless otherwise notified.

### Policy Related to Make up Exams or Other Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

We adhere to the attendance policy stated in the MOT Handbook. Any absence requires the form in appendix H of the Handbook. Students are expected to attend all classes. Attendance will be taken randomly. Missing class without **prior** arrangements will result in subtracting 2 points per class. "Prior" is defined in the MOT Student Handbook. Students must attend site visits. Missing a site visit without **prior** arrangement will result in subtracting 10 points per missed site-visit. Personal issues with respect to attendance or fulfillment of course requirements will be handled on an individual basis according to the MOT Student Handbook.

Please note all faculty members are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

[http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic\\_regulations/academic\\_regulations\\_013\\_.htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm)

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

1. **Preparation for class:** To maximize the use of class time, you are expected to:
  - Look at E-learning for announcements and get the notes prior to **each** class.
  - Read and study assigned readings prior to class.
2. **Class behavior:** You are also expected to:
  - Be on time for class
  - Stay until class is dismissed
  - Silence your cellular phone
  - Be courteous by refraining from chatter and other distracting behaviors
  - Do not look at external material during class (newspaper, Facebook, twitter, etc.)
  - Arrange with the instructor in advance if you cannot attend class so you can get pertinent handouts and announcements

### Communication Guidelines

Please email the instructors and TAs directly (email addresses are above) rather than using the E-learning. For digital communication expectations see: *Netiquette Guidelines*:  
<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times

when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center  
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.

The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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A detailed class schedule is on the next page.

**CLASS SCHEDULE**

\*\*\* NOTE: this is a tentative schedule

Date	Time	Topic	Readings/Assignment	Instructor
<b>Week 1</b>				
Wed. 5/10	1:00-3:45	<ul style="list-style-type: none"> <li>Intro to course</li> <li>Intro to OT: Definitions</li> <li>Occupation in Daily Life</li> </ul>	W&S Chapter 1,4 AOTA Practice Documents; Pierce,2001	Dr. Struckmeyer Ms. Schneider
Thur. 5/11	1:00-3:45	<ul style="list-style-type: none"> <li>Occupation of daily life</li> <li>The OT Profession: philosophy, ethics</li> </ul>	AOTA statement: philosophical basis; OT Code of Ethics	Ms. Schneider
<b>Week 2</b>				
Wed. 5/17	1:00-3:45	<ul style="list-style-type: none"> <li>The OT profession (cont.)</li> <li>OT Code of Ethics</li> <li>Class Code of Ethics</li> </ul>	W&S: Chapter 3; W&S: pp. 418-422; Hammel, 2009	Ms. Schneider
Thur. 5/18	1:00-3:45	<ul style="list-style-type: none"> <li>The OT process: Service Delivery &amp; Evaluation (based on the OT Practice Framework from Theory)</li> </ul>	W&S: Ch 23 & 46; OT scope of practice; Standards of Practice; OT Practice Framework	Dr. Struckmeyer
<b>Week 3</b>				
Wed. 5/24	1:00-3:45	<ul style="list-style-type: none"> <li>Clinical Reasoning</li> <li>Clinical Interviews</li> </ul>	W&S: Ch. 30	Dr. Struckmeyer Ms. Schneider
Thur. 5/25	1:00-2:15	<ul style="list-style-type: none"> <li>Therapeutic relationships</li> </ul>	W&S: Ch.33	Ms. Schneider
	2:15-3:45	<ul style="list-style-type: none"> <li>Client-centered therapy</li> <li>Family-centered therapy</li> </ul>	W&S: Ch.14	Ms. Schneider
<b>Week 4</b>				
Wed. 5/31	1:00-3:45	<ul style="list-style-type: none"> <li>Site visit orientation ☀</li> <li>Documentation</li> </ul>	AOTA guidelines for documentation Sames:Ch.1,2,3,6,7,9	Ms. Traxler Dr. Struckmeyer
Thur. 6/1	1:00-3:45	<ul style="list-style-type: none"> <li>Documentation - SOAP notes &amp; electronic</li> </ul>	Sames: Ch. 11,12 & 17 W & S Ch. 36	Dr. Struckmeyer
<b>Week 5</b>				
Mon 6/5	varies	<ul style="list-style-type: none"> <li>Site Visit #1 ☀</li> </ul>		
Wed. 6/7	1:00-3:45	<ul style="list-style-type: none"> <li>Quiz 3: Documentation (bring laptop/tablet for quiz)</li> <li>History of OT</li> </ul>	W & S: Chapter 2; Meyer(1922) Reilly (1962)	Dr. Struckmeyer
Thur. 6/8	1:00-3:45	<ul style="list-style-type: none"> <li>Therapists' Visits (1-4) ☀</li> </ul>	W&S: Chapter 59	Ms. Schneider
<b>Week 6</b>				
Mon 6/12	varies	<ul style="list-style-type: none"> <li>Site Visit #1 ☀</li> </ul>		
<b>Wed. 6/14</b>	1:00-3:45	<ul style="list-style-type: none"> <li>Activity analysis lecture</li> <li>Activity Analysis Lab 1 in Room 1107</li> <li>Activity Analysis Interview</li> </ul>	W&S: Ch. 21  W&S Ch. 24 (Interview)	Dr. Struckmeyer Ms. Schneider
Thur. 6/15	<b>1:00-2:30</b>	<b>MIDTERM EXAM</b>		Ms. Schneider
	3:00 – 3:45	<ul style="list-style-type: none"> <li>Prep for International OT</li> </ul>	G-312	Ms. Schneider

Date	Time	Topic	Readings/Assignment	Instructor
<b>6/19 - 6/23</b>		<b>SUMMER BREAK</b>		
<b>Week 7</b>				
Mon 6/26	varies	• Site Visit #2 ☀		
Wed. 6/28	1:00-3:45	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Health Promotion/Prevention</li> <li>• Occupational Justice</li> </ul>	W&S Ch. 6, 41, 44; Practice Framework; AOTA Position paper: OT in Promotion and Prevention; AOTA fact sheet: OT's Role in Health Promotion	Ms. Schneider
Thur. 6/29	1:00-3:45	• Activity Analysis Lab 2 (Groups as assigned) in Room 1107	W&S: Ch. 22	Dr. Struckmeyer Ms. Schneider
<b>Week 8</b>				
Wed. 7/5	1:00-3:45	• Therapists' visits (5-8) ☀	W&S Ch. 63	Ms. Schneider
Thur. 7/6	1:00-2:45	<ul style="list-style-type: none"> <li>• OT-related organizations and journals</li> <li>• OT Certification &amp; Licensure</li> </ul>	W&S Ch. 67 W&S Ch. 68	Dr. Struckmeyer Ms. Schneider
	2:45-3:45	• Cultural Competence and Respecting Diversity (1)	W&S: Ch. 16	Dr. Shechtman
<b>Week 9</b>				
Mon 7/10	varies	• Site Visit #2 ☀		
Wed. 7/12	1:00-3:45	• Cultural Competence and Respecting Diversity (2)	W&S: Ch. 16	Dr. Shechtman
Thur. 7/13	1:00-3:45	• Cultural Competence and Respecting Diversity (3)	W&S: Ch. 16	Dr. Shechtman
<b>Week 10</b>				
Wed. 7/19	1:00-3:45	• Therapists' visits (9-12) ☀	W&S Ch.60	Ms. Schneider
Thur. 7/20	1:00-3:45	• Safety	Will be posted	Ms. Pugh
<b>Week 11</b>				
Wed. 7/26	1:00-3:45	• Therapists' visits (13-16) ☀	W&S Ch. 62, 64	Ms. Schneider
Thur. 7/27	1:00-3:45	• International OT	W&S: Ch. 4 & pp. 1012-1013; WFOT website	Ms. Schneider
<b>Week 12</b>				
Wed. 8/2	1:00-3:45	• Therapists' visits (17-20) ☀	W&S Ch. 70	Ms. Schneider
<b>Thur. 8/3</b>	<b>1:00-2:30</b>	• <b>FINAL EXAM</b>	<b>Computer Testing Center</b>	Dr. Shechtman Dr. Struckmeyer
	2:30 – 3:30	• Wrap up		Ms. Schneider