

University of Florida  
College of Public Health and Health Professions Syllabus  
OTH 6539 Occupational Therapy Theory (3 credit hours)  
Summer C 2017

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**Class Meetings:** Tuesday morning from 9:00-11:45 AM and Wednesday morning from 9:30-12:15 in Room G-312 or 1107 as indicated in the Course Schedule (below). No classes held on June 20<sup>th</sup> and 21<sup>st</sup> (Summer Break).

**Purpose:** In this course, the learner will critique and discuss many of the theoretical perspectives commonly used in occupational therapy practice, with a focus on the occupation-based models. Students will have opportunities to compare and contrast theoretical perspectives and apply them to occupational therapy assessment and treatment planning for clients with a variety of occupational needs. The overarching theme of the course is the importance of occupation in the promotion of health and the prevention of disease and disability.

**Curriculum Design:** This course primarily addresses Student Learning Objective 3 by incorporating the four threads that are embedded throughout the curriculum (i.e., critical thinking, entry-level occupational therapy competencies, personal professional identity, and interpersonal communication skills). Classroom activities are designed to develop and evaluate individual student competencies throughout the curriculum.

**Course Goal:** After successfully completing the course, students will understand the theoretical conceptual practice models of occupational therapy and be able to apply them to every day practice.

The course materials, activities and experiences will prepare the student to partially meet:

**ACOTE Standard B.2.0.** Basic tenets of occupational therapy  
**ACOTE Standard B.3.0.** Occupational therapy theoretical perspectives  
**ACOTE Standard B.6.0.** Context of service delivery

**Specific Student Learning Objectives:** By course completion, the learner will be able to:

1. Analyze, synthesize, and apply models of occupational performance. (B.2.11)
  - a. Apply theories that underlie the practice of occupational therapy. (B.3.1)
2. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. (B.3.3)
  - a. Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice. (B.3.4)
  - b. Compare and contrast models of practice and frames of reference that are used in occupational therapy. (B.3.2)
3. Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes. (B.3.5)
  - a. 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 environments, and client factors. (B.2.2)
  - b. Discuss the process of theory development and its importance to occupational therapy. (B.3.6)
  - c. Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice. (B.6.6)

**Instructional Methods:** This is a Blended Learning Class. Instructional methods include: class lecture and discussion, online PowerPoint slides, preparatory learning activities and readings, lab experiences, presentations, a community-based learning activity, and objective evaluations.

**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, as the instructor, 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 you?*

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 may 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.

**Required Reading:** Required reading assignments are posted in the e-Learning (in Canvas) course website. Classes are accessed via e-learning Support Website: <http://elearning.ufl.edu/>

Kielhofner, G. (2009). *Conceptual Foundations of Occupational Therapy, 4th edition*. Philadelphia, PA: F.A. Davis

Schell, B.A., Gillen, G., & Scaffa, M.E. (2014). *Willard & Spackman's Occupational Therapy, 12<sup>th</sup> edition*. Philadelphia, PA: Lippincott Williams & Wilkins (required in OT Foundations course)

Other required readings and links for materials are posted in Canvas.

For technical support for this class, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu/>
- (352) 392-HELP
- <http://elearning.ufl.edu/>

**ACADEMIC REQUIREMENTS AND GRADING**

**Course Requirements:**

**Preparation for class:** This is a partially blended course, which will include in-class discussions and lab activities that will require you to apply knowledge and skills gained from your pre-requisite courses, concurrent occupational therapy courses, and the specific preparatory activities listed for each class. Therefore, preparation before class is a requirement. You will find reading, viewing, and other preparatory activities listed in the Course Schedule (below) and posted in Canvas. Any revisions to these preparatory activities made during the course will be posted online as an Announcement. Review lab sheets prior to class and bring an electronic or hard copy to class along with any items listed on the lab sheet.

There will be information in the readings, viewings, and other preparatory activities that will not be specifically covered in class but that are important for you to know because they will be relevant for the final exam, your certification examination, and practice in occupational therapy.

## Assignments:

**Two Case Analysis Assignments:** Purpose of the case analyses: To demonstrate your ability to interpret a “client’s” behavior by applying specific theoretical frameworks.

The Case Analysis assignments (see below for assignment instructions) should be submitted in Canvas as an attached Word document by 5:00 p.m. on the due date. If you are unable to meet the time-frame for submission of assignments, you must make prior arrangements with the course instructor.

### **Model of Human Occupation (20 points) due June 6<sup>th</sup>**

Select *one* scene from the movie “I Am Sam” *but not the “barista” scene*, and use that scene (*only*) to illustrate your knowledge of the Model of Human Occupation. (HINT: When selecting the scene, make sure it is adequate to meet the requirements of the assignment.) Define the key elements of the Human System (Volition, Habituation, Performance Capacity) and their sub-elements and interpret Sam’s behavior within that one scene. Discuss the influence of the scene’s Environment on Sam’s occupational performance. Include behavioral observations to support all of your interpretations. Two page limit.

### **Ecological Models of Occupation (20 points) due July 5th**

Select *one* scene from the movie “I Am Sam” *but not the “barista” scene*, and use that scene (*only*) to illustrate your knowledge of the basic concepts of the ecological models to interpret Sam’s behavior within that one scene. (See the HINT in MOHO assignment.) Using terminology from the ecological models, analyze the relationships between Sam, the Environment, and Occupation. Determine if, during Sam’s occupational performance in the scene, his capacities matched the press of the environment and resulted in a “just right challenge” or not. Support your conclusion. Include behavioral observations to support all of your interpretations. Two page limit.

### **Performance Expectations for the two written Case Analysis Assignments:**

Performance expectations include in-depth synthesis, analysis, and application of knowledge as well as the professional presentation of your work. Refer to the rubric for specifics.

Assigned papers should be written using basic English composition style. This means that a paper begins with an introductory paragraph, concludes with a paragraph that ties the paper together, and in between, has a body that is comprised of three (or possibly more) paragraphs, each of which addresses a major element that was introduced in the first paragraph and then integrated with the others in the concluding paragraph.

For example, a paper begins with an introduction to: a) the OT theory, b) Sam, and c) the selected movie scene. At the end of the introductory paragraph, all of the major elements (e.g., the theoretical concepts and how they will be used to address Sam’s occupational behavior) are tied together in a concluding sentence. This introductory paragraph is followed by the body of the paper, i.e., paragraphs that analyze and apply the major concepts of the theory to Sam’s occupational behavior. The paper concludes with a paragraph that summarizes and ties the paper together; it discusses how this OT theoretical perspective was used to understand Sam’s occupational behavior in the movie scene.

Overall, the paper should flow, using transitional phrases or sentences to help the reader easily follow from one section to the next in a clear, logical manner. All statements about Sam’s feelings, values, beliefs, etc., must be *supported by examples of his behaviors*. Terms from the theory should be used in a manner that demonstrates a depth of understanding. For example, “Sam’s personal causation resulted in good performance at his job” does NOT demonstrate an understanding of the term “personal causation.” *Grading of written assignments will be based on the following:*

- **Timeliness:** Submit your written assignment as a Word document in Canvas by 5:00 p.m. on the due date. *One point may be deducted for each hour after 5:00 pm that you submit your assignment.*
- **Rubric:** Refer to the grading rubric posted in Canvas for the specific assignment.

**Presentation:**

**The OT Practice Framework and Me (15 points) due July 11th**

Purpose of this classroom discussion/presentation: To make the Occupational Therapy Practice Framework “come alive” by using its concepts and constructs to analyze the temporal qualities of a personally meaningful occupation. This opportunity will give the student a deeper understanding of occupation as a core value in our discipline and why an OT believes that it is important to help a client to resume engagement in occupation.

Instructions: Develop and present a 10-minute PowerPoint digital scrapbook presentation consisting of 10-15 slides to a small group of your classmates. **Post your slides in the designated Discussion Forum prior to your presentation.** In this presentation you are required to:

- From Table 1 (Occupations) in the OT Practice Framework, 3<sup>rd</sup> edition, identify and discuss a meaningful activity that you would describe as one that is part of the “story” of your life and has contributed to your personal identity.
- Use one or two items from each of these Tables: #2 (Client Factors), #3 (Performance Skills), #4 (Performance Patterns-Person), #5 (Context and Environment), and #7 (Activity and Occupational Demands) to examine your engagement in this occupation throughout your life. Divide your life into these four stages: 1) infant/toddler, 2) pre-adolescent, 3) adolescent, and 4) adult, illustrating how your participation has developed and changed throughout your lifespan. (You do not need to use the same one or two items from each table throughout the entire presentation. Select those that are most meaningful or important for each stage, but be sure to include all five tables at least once in the presentation.) Use digitized personal photographs in your slides to illustrate your engagement at the four developmental stages and annotate the photos with text boxes that associate them with the various Practice Framework domains and constructs.
- Be sure to identify and discuss roles, routines, rituals, and events or symbols of personal value and/or cultural significance. Describe how this occupation has been important in developing your character/ persona.
- Convey your occupational “being-ness” to your peers in a fun/relaxed way!

**Experiential Assignment:**

**Group Reflections: (10 points) due July 18<sup>th</sup>**

Purpose: To identify basic concepts from therapeutic group theoretical models in a real life situation. You will select and attend (alone) a public support group for one session to observe the group process and dynamics. Afterwards, you will reflect upon the experience and document your thoughts in a semi-structured format. Full instructions will be provided in Canvas and during class.

**Exam: (35 points) on August 2<sup>nd</sup> in class**

There will be one final cumulative multiple-choice exam worth 35 points. The exam will require you to integrate and synthesize information you have learned during the entire semester.

**Grading:**

Requirement	Due date	Points and % of final grade
MOHO written assignment	June 6	20 points
Ecological Models of Occupation written assignment	July 5	20 points
OT Practice Framework and Me presentation	July 11	15 points
Group Reflections	July 18	10 points
Exam (cumulative)	August 2	35 points

**MOT Program Standard Grading Scale:** For more information concerning program grading policies see *MOT Student Handbook*. 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>. Please note that a C- grade is considered a failing grade by both the MOT program and the UF Graduate School. In addition, a grade of C only counts toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

<b>%Points earned</b>	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	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	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

**Exam Policy:**

**Attendance at all tests is mandatory.** Tests will be administered in the classroom assigned to the course and proctored by the instructor or a designee. No questions will be entertained during tests. Although the instructor will not cover specifically all the information, students will be evaluated for knowledge and application of concepts from the required readings and learning activities not covered by each previous test up to the time of the current test.

**Policy Related to Make up Exams and Other Work**

Absences will only be approved **prior to the time of the scheduled activity** (e.g., test, assignment deadline, presentation, etc.) only conditional upon the submission of a completed and APPROVED *Excused Absence Petition* form (Appendix H of the MOT Student Handbook). Submit approved forms to Ms. Pugh. Make-ups or absences are only approved for student's hospitalization, death in the family, or a similar serious situation. See the Absence Policy in the *Student Handbook* published on the MOT program website.

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

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

**Policy Related to Class Attendance:**

**Attendance:** This is course serves as a foundation for the remainder of your occupational therapy education. Daily attendance at this course is mandatory. Students will be held responsible for all material assigned, presented, and discussed in class regardless of attendance.

**Expectations Regarding Course Behavior:** For further information about the material provided below see the relevant sections of the *Student Handbook* or the websites provided.

**Professional Behavior** is expected at all times, and can be defined as:

- Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.

- **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
- Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
- Professional attire in lectures and labs when there are guests, in all clinics and site visits.
  - Clean long khaki or black pants that remain in place and cover undergarments when moving and bending.
  - Adequately fitting UFOT polo shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts or athletic apparel.
  - Clean, closed toe shoes with adequate base of support and socks.
  - Jewelry & make-up kept to a minimum. No hats. No fragrances.
- Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
- **Phones/Laptops/Tablets/Electronic Devices** may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

**Assignment Policies:** All assignments are **due at the beginning of class time on** the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction if accepted.

All written assignments, whether for a practicum or classroom assignment are to be typed. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

**Communication Guidelines:** *Please email the instructor directly (email address as 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/>.

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/>.

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

**If you require classroom accommodation because of a disability, you must register with the Dean of Students Office (352-392-8565 and [www.dso.ufl.edu](http://www.dso.ufl.edu)) 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.

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. *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.*

#### **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).

**Topical Outline/Course Schedule:**

<b>Week</b>	<b>Date(s)</b>	<b>Topic(s)</b>	<b>Preparations for Class and Due Dates</b>
1	May 9 G-312	Introduction to OT Theory Course Lab: How OTs See and Think <i>Intro to movie and "OTPF and Me" Assignment</i>	-Review & bring syllabus to class -Read Kielhofner, Ch. 1-5 -Bring copy of lab sheet
1	May 10 G-312	The Movie: <i>I Am Sam</i>	-Bring "What to Focus on" sheet
2	May 16 1107	ICF Model and OT Practice Framework Lab: Applying the ICF Model and the OT Practice Framework	-View the two presentations (posted in Canvas) -Review & bring the OT Practice Framework (posted in Canvas) -Read Hemmingsson & Jonsson (posted in Canvas) -Bring lab sheet
2	May 17 G-312	Model of Human Occupation (MOHO) <i>Intro to MOHO Case Analysis</i>	-Read Kielhofner, Ch. 11 -Read Schell et al, Ch. 39
3	May 23 1107	Lab: Using MOHO Theory in Practice	-Review MOHO slides and readings -Bring lab sheet
3	May 24 G-312	Canadian Model/COPM Lab: Using the COPM with Sam	-View PowerPoint with notes -Read Kielhofner, 3 <sup>rd</sup> ed. (posted in Canvas) -Review COPM -Bring lab sheet -Read Simmons et al (posted in Canvas)
4	May 30 G-312	Occupational Adaptation (OA) Lab: OA Group Activity Dr. Struckmeyer	-Skim Schkade (1992): Part 1 (posted in Canvas) -Skim Schkade (1992): Part 2 (posted in Canvas) - Read Ch. 11 OA by Grajo (posted) -Bring lab sheet
4	May 31 G-312	Occupational Adaptation (OA) Dr. Struckmeyer and Dr. Grajo	-Bring questions about OA and its application
5	June 6 G-312	Ecological Models <i>Intro to Ecological Case Analysis</i>	-Read Schell et al, Ch. 38 <b>MOHO Case Analysis Due</b>
5	June 7 G-312	Motor Control Model Motor Learning	-Read Kielhofner, Ch. 12 -Read Schell et al, pp. 759-761, and 762-763 tables



Week	Date(s)	Topic(s)	Preparations for Class and Due Dates
6	June 13 G-312	Therapeutic Group Model: Yalom Dr. Young  Biomechanical Model Lab: Using Motor-Related Models in Practice	-Review motor-related models -Read Kielhofner, Ch. 7 and 19 -Bring worksheet
6	June 14 1107	Cognitive Model Dr. Arthur	- Read Kielhofner, Ch. 8
7		Summer Break	
8	June 27 1107	Learning Theory Lab Dr. Hack	-Read Schell et al, Ch. 45
8	June 28 G-312	Cognitive Behavioral Therapy Lab	-Read Kielhofner, Ch. 16 -Bring worksheet
9	July 4	Holiday	
9	July 5 G-312	Medical vs. Disability Models TBA	-Read Kielhofner article From the Guest Editor (posted in Canvas) -Read Kielhofner, Ch. 15 & 17 <b>Ecological Case Analysis Due</b>
10	July 11 1107	Presentations: The OT Practice Framework and Me	<b>Post "OTPF and Me" slides by 9:00 AM</b>
10	July 12 G-312	Sensory Integration (SI) Dr. Foss	-Read Kielhofner, Ch. 13
11	July 18 G-312	Therapeutic Group Model: Functional Groups Lab	-Read Kielhofner, Ch. 9 -Read Schell et al, Ch. 34 -Bring lab sheet <b>Group Reflections Due</b>
11	July 19 G-312	Intentional Relationship Model Lab	-Read Kielhofner, Ch. 10 -Complete lab sheet <u>before</u> class and bring it with you
12	July 25 1107	Applied Systems Theory	-Read Schell et al, pp. 553-556
12	July 26 G-312	Occupational Science	-Read Schell et al, Ch. 7
13	August 1 G-312	Using Theory in Everyday Practice Lab	Read Kielhofner, Ch. 18
13	August 2 G-312	<b>FINAL EXAM (cumulative)</b>	