Instructor Name: Emily S. Pugh, MA, OTR/L  
Room Number: HPNP 2110  
Phone Number: 352-273-6096  
Email Address: epugh@phhp.ufl.edu  
Office Hours: E-mail for an appointment

Class Meetings: Tuesday morning from 9:00-11:45 AM and Wednesday morning from 9:30-12:15 in Room G-312 or 1102 as indicated in the Course Schedule. No classes held on June 21st and 22nd (Summer Break). Please refer to Course Schedule (below) for specific classrooms.

Purpose: In this course, the learner will critique and discuss many of the theoretical perspectives commonly used in occupational therapy practice, including those that focus on occupation-based practice. This course will also provide students the opportunity to apply theoretical perspectives to occupational therapy assessment and treatment planning, compare and contrast theoretical perspectives, and make an educated decision about which perspectives best meet the needs of the client and the framework of the profession. 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, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, 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://lss.at.ufl.edu](http://lss.at.ufl.edu)


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

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

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

**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). 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 Tuesday, June 7th**
Select one scene from the movie watched in class but not the “barista” scene; apply the Model of Human Occupation to that scene (only 1 scene!). Using the key elements of the Human System (Volition, Habituation, Mind-Brain-Body Performance), interpret Sam’s behavior in that scene. Discuss the influence of the scene’s Environment on Sam’s occupational performance. Two page limit.

**Ecological Models of Occupation (20 points) due Tuesday, July 5th**
Select one scene from the movie watched in class but not the “barista” scene; apply the basic concepts of the ecological models to interpret Sam’s behavior in that scene. 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. Two page limit.

**Performance Expectations for the written Case Analysis Assignments:**
Performance expectations include in-depth synthesis, analysis, and application of knowledge as well as the professional presentation of your work.

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:** Please 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.
- **Professional presentation:** Please use Arial, Cambria, or Calibri 11 or 12-pt. font. Your document should be single-spaced. Your assignment should contain NO spelling or grammar errors. Points will be deducted for poor professional presentation, e.g., poor sentence structure, inappropriate verb agreement, and lack of a logical progression of ideas within and between paragraphs. (Please refer to specific performance expectations and instructions above.)
- **Depth of interpretation:** The instructor expects that you, in your written assignment, demonstrate comprehensive knowledge of and ability to apply the theory. This means that the instructor will study your document to ascertain whether you addressed the question, demonstrated
comprehension of the information, and synthesized information from class lectures and assigned learning activities into your interpretation of the scene.

Presentation:

The OT Practice Framework and Me (20 points) due Tuesday, July 12th

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, 3rd 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!

Exam: (40 points) on August 3rd in class

There will be one final cumulative multiple-choice exam worth 40 points. The exam will require you to integrate and synthesize information you have learned during the entire semester.

Lab Notebook: (Pass/Fail grade) due August 3rd in class

Purpose of the notebook: To record your thoughts, application of knowledge, interpretations, and creative ideas that are part of the professional reasoning process. You will submit a notebook binder containing a hard copy of all the course lab sheets, tabbed and organized in chronological order. Writing must be legible. Responses should be reflective, analytical, and/or integrative.

Grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points and % of final grade</th>
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<tbody>
<tr>
<td>MOHO written assignment</td>
<td>June 7</td>
<td>20 points</td>
</tr>
<tr>
<td>Ecological Models of Occupation written assignment</td>
<td>July 5</td>
<td>20 points</td>
</tr>
<tr>
<td>OT Practice Framework and Me presentation</td>
<td>July 12</td>
<td>20 points</td>
</tr>
<tr>
<td>Exam (cumulative)</td>
<td>August 3</td>
<td>40 points</td>
</tr>
<tr>
<td>Lab Notebook</td>
<td>August 3</td>
<td>Pass/Fail (must pass to complete course)</td>
</tr>
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</table>
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.

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<td>Letter Grade</td>
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<td>B</td>
<td>B-</td>
<td>C+</td>
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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.

Please note: 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 the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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. Please refer to the MOT Student Manual available at http://ot.phhp.ufl.edu/academics/mot/current-students/handbooks/ for attendance policies and procedures.

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 your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.

● 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.
  - Clean, closed toe shoes with adequate base of support.
  - Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.

● 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. Lab assignments may be written legibly in ink. 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.

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/sscr/process/student-conduct-honor-code/ and http://gradschool.ufl.edu/students/introduction.html

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 www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

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 at (352) 264-6789 or 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.

Topical Outline/Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Preparations for Class and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 10</td>
<td>G-312</td>
<td>Introduction to OT Theory Course Lab: How OTs See Intro to PF and Me Assignment</td>
</tr>
<tr>
<td>1</td>
<td>May 11</td>
<td>G-312</td>
<td>The Movie: I Am Sam</td>
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<tr>
<td>2</td>
<td>May 17</td>
<td>1107</td>
<td>ICF Model and OT Practice Framework Lab: Applying the ICF Model and the OT Practice Framework</td>
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<tr>
<td>2</td>
<td>May 18</td>
<td>G-312</td>
<td>Model of Human Occupation (MOHO) Intro to MOHO Case Analysis</td>
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<tr>
<td>3</td>
<td>May 24</td>
<td>1107</td>
<td>Lab: Using MOHO Theory in Practice</td>
</tr>
<tr>
<td>3</td>
<td>May 25</td>
<td></td>
<td>No on-campus class Canadian Model/COPM Lab: Using the COPM with Sam</td>
</tr>
<tr>
<td>4</td>
<td>June 1</td>
<td>G-312</td>
<td>Occupational Adaptation (OA) Ms. Struckmeyer and Guest Theorist</td>
</tr>
<tr>
<td>5</td>
<td>June 7</td>
<td>G-312</td>
<td>Ecological Models Intro to Ecological Case Analysis</td>
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<tr>
<td>5</td>
<td>June 8</td>
<td>G-312</td>
<td>Medical vs. Disability Models Dr. Delisle</td>
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<td>6</td>
<td>June 14</td>
<td>G-312</td>
<td>Motor Control Model Motor Learning</td>
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<tr>
<td>Week</td>
<td>Date(s)</td>
<td>Topic(s)</td>
<td>Preparations for Class and Due Dates</td>
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</table>
| 6    | June 15 1107    | Biomechanical Model Lab: Using Motor-Related Models in Practice | - Review motor-related models  
- Read Kielhofner, Ch. 7 and 19  
- Bring worksheet |
| 7    |                 | Summer Break                                       |                                     |
| 8    | June 28 G-312   | Cognitive Model Lab                                | - Read Kielhofner, Ch. 8            |
| 8    | June 29 G-312   | Cognitive Behavioral Therapy Lab                   | - Read Kielhofner, Ch. 16           |
| 9    | July 5 1107     | Learning Theory, Part 1 Lab                        | - Read Schell et al, Ch. 45 Ecological Case Analysis Due |
| 9    | July 6 G-312    | Learning Theory, Part 2 Lab                        |                                     |
| 10   | July 12 1107    | Presentations: The Practice Framework and Me       | **PF and Me Presentations Due**     |
| 10   | July 13 G-312   | Sensory Integration (SI) Dr. Foss                  | - Read Kielhofner, Ch. 13           |
| 11   | July 19 1107    | Intentional Relationship Model Lab                 | - Read Kielhofner, Ch. 10           |
| 11   | July 20 G-312   | Functional Group Model Lab                         | - Complete lab sheet before class and bring it with you |
| 12   | July 26 1107    | Applied Systems Theory                             | - Read Schell et al, pp. 553-556    |
| 12   | July 27 G-312   | Occupational Science                               |                                     |
| 13   | August 2 G-312  | Using Theory in Everyday Practice Lab              | Read Kielhofner, Ch. 18             |
| 13   | August 3 G-312  | **FINAL EXAM (cumulative)**                        | **Lab Notebook Due**                |