

University of Florida
College of Public Health and Health Professions Syllabus
OTH 6539 Occupational Therapy Theory (3 credit hours)
Summer C 2018

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Office Hours: E-mail for an appointment

Class Meetings: Tuesday and Wednesday mornings from 9:30 – 11:30 AM in Room G-312 or 1107 as indicated in the Course Schedule (below). No classes held on June 25th and 27th (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. Discuss the process of theory development and its importance to occupational therapy. (B.3.6)
 - b. 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, 12th 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 the elements of the assigned conceptual practice model.

The Case Analysis assignments (see below for assignment instructions) should be submitted in Canvas as an attached Word document by 9:00 a.m. on the due date.

Model of Human Occupation (20 points) due June 6th

This is a *group* assignment. Select one of the following scenes from the movie "I Am Sam:"

- a. Sam, Lucy, and friends go shoe shopping for Lucy
- b. Sam takes Lucy to a new restaurant (Big Boy)
- c. Sam in the courtroom takes the stand

Use the chosen scene to illustrate your knowledge of and ability to apply the Model of Human Occupation to Sam. Define the key conceptual elements of the Human System (Volition, Habituation, and Performance Capacity) and their sub-elements and then interpret Sam's behavior within that 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, single spaced, 11 or 12 point font limit,

Ecological Models of Occupation (20 points) due July 10th

This is an *individual* assignment. Select one scene from the list above. It may be the same or different from the one that your group used for the previous assignment. Use the chosen scene to illustrate your knowledge of the basic concepts of the ecological models to interpret Sam's behavior within that scene. Using terminology that you have defined 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, single spaced, 11 or 12 point font 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 at least 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 Rubric for Theoretical Case Analysis posted in Canvas.

Experiential Assignment:

Group Reflections: (20 points) due July 25th

Purpose: To identify basic concepts from the Yalom therapeutic group model 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: (40 points) on August 8th 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.

Grading:

Requirement	Due date	Points and % of final grade
MOHO written assignment	June 6	20 points
Ecological Models of Occupation written assignment	July 10	20 points
Group Reflections	July 25	20 points
Exam (cumulative)	August 8	40 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.

%Points earned	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
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	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 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 class attendance with appropriate and judicious use of class and lab time.
- Assumption of responsibility in keeping classroom in order.
- 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 review and study assigned readings, websites, videos, and course syllabus prior 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 remaining until class is dismissed; being courteous in lecture and lab by refraining from side talking 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 notes 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.
- Professional attire as outlined in the dress code
- 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/or 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 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 grade reduction if accepted.

All written assignments 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) 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 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 .

Topical Outline/Course Schedule:

Week	Date(s)	Topic(s)	Preparations for Class and Due Dates
1	May 15 G-312	Introduction to OT Theory Course Lab: How OTs See and Think <i>Intro to movie</i>	-Review & bring syllabus to class -Read Kielhofner, Ch. 1-5 --Bring "What to Focus on" sheet
1	May 16 G-312	The Movie: <i>I Am Sam</i>	--Bring "What to Focus on" sheet
2	May 22 G-312	Model of Human Occupation (MOHO) <i>Intro to MOHO Case Analysis</i>	-Read Kielhofner, Ch. 11 -Read Schell et al, Ch. 39
2	May 23 1107	Lab: Using MOHO Theory in Practice	-Review MOHO slides and readings -Bring lab sheet
3	May 29 1107	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
3	May 30 G-312	Occupational Adaptation (OA) Dr. Struckmeyer	-Bring questions about OA and its application
4	June 5 1107	Canadian Model/COPM Lab: Using the COPM with Sam	-View PowerPoint with notes -Read Kielhofner, 3 rd ed. (posted in Canvas) -Review COPM -Bring lab sheet -Read Carswell et al The COPM: A research and clinical literature review (posted in Canvas)
4	June 6 G-312	Ecological Models <i>Intro to Ecological Case Analysis</i>	-Read Schell et al, Ch. 38 - Read Weinstock-Zlotnick article (posted in Canvas) MOHO Case Analysis Due
5	June 12 G-312	Motor Control Model Motor Learning	-Read Kielhofner, Ch. 12 -Read Schell et al, pp. 759-761, and 762-763 tables
5	June 13 G-312	Biomechanical Model Lab: Using Motor-Related Models in Practice	-Review motor-related models -Read Kielhofner, Ch. 7 -Bring worksheet
6	June 19 G-312	Therapeutic Group Model: Yalom Dr. Young <i>Intro to Group Reflections</i>	
6	June 20 G-312	Cognitive Model Dr. Poojary-Mazzotta	- Read Kielhofner, Ch. 8

Week	Date(s)	Topic(s)	Preparations for Class and Due Dates
7	June 25 - 29	Summer Break	
8	July 3 G-312	Cognitive Behavioral Therapy Lab	-Read Kielhofner, Ch. 16 - Read Stoffel & Moyers article (posted in Canvas) -Bring worksheet
8	July 4	Holiday	
9	July 10 G-312	Intentional Relationship Model/ Therapeutic Use of Self Lab	-Read Kielhofner, Ch. 10 -Complete lab sheet <u>before</u> class and bring it with you Ecological Case Analysis Due
9	July 11 1107	Learning Theory Lab Dr. Hack	-Read Schell et al, Ch. 45
10	July 17 G-312	Medical Model Disability Models TBA	-Read Kielhofner article From the Guest Editor (posted in Canvas) -Read Kielhofner, Ch. 17
10	July 18 G-312	Kawa Model	-Read Schell et al, pp.557-558 -Hammell 2004 -Hammell 2009 -Hammell 2009b
11	July 24 G-312	Selection and Application of Models	-Readings TBA
11	July 25 G-312	Applied Systems Theory	-Read Schell et al, pp. 553-556
12	July 31 1107	Functional Group Model Therapeutic Group Model Dr. Young	-Read Kielhofner, Ch. 9 -Read Schell et al, Ch. 34 Group Reflections Due
12	August 1 G-312	Occupational Science Dr. Myers	-Read Schell et al, Ch. 7
13	August 7 G-312	Using Theory in Everyday Practice to Inform Clinical Reasoning Lab	-Read Kielhofner, Ch. 19
13	August 8 G-312	FINAL EXAM (cumulative)	