

University of Florida
College of Public Health & Health Professions Syllabus
 OTH 6539 - Occupational Therapy Theory
 Delivery Format: On-Campus/E-Learning
 Section A: Mondays, 10:40-12:10 (G-101) & Thursdays, 9:30-11:00
 Section B: Mondays, 12:30-2:00 (G-101) & Tuesdays, 9:30-11:00

Instructor Name: Anna Baird-Galloway, OTD, OTR/L
 Room Number: HPNP, 2118
 Phone Number: 273-6137
 Email Address: annagalloway@php.ufl.edu
 Office Hours: Mondays and Wednesdays 9:00a-10:00a

PURPOSE AND OUTCOME

The purpose of this course is to provide a basic knowledge of theories, models of practice, and frames of reference used in critical thinking and professional reasoning to inform occupational therapy assessment and interventions for persons within multiple contexts and environments. Students will demonstrate their knowledge and ability to begin to apply conceptual practice models to clients in various situations through the completion of a case study presentation, written self-reflections, and two tests.

RELATIONSHIP TO CURRICULUM DESIGN

This is the first of two courses that focus on theory in occupational therapy. This course occurs in the second semester of the program and provides a foundational look at the theoretical concepts underpinning the practice of occupational therapy. Students are exposed to major occupational therapy theories, practice models, and frames of reference that inform the occupational therapy process. The two curricular themes emphasized in the course are critical thinking and human occupation and health.

Course Objectives and/or Goals

| Student Learning Objectives- By the end of the course, students will be able to: | ACOTE Standard(s) | Curricular Theme(s) |
|--|---|--|
| Apply occupational therapy models of practice and/or theoretical frameworks to begin to create intervention plans that address occupational therapy's domain of practice for persons with a variety of conditions. | B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference | Critical Thinking |
| Describe how therapeutic use of self, including one's personality, insights, perceptions, and judgments, enhances the therapeutic process. | B.4.1. Therapeutic Use of Self | Professionalism |
| Begin to select appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice. | B.4.9. Remediation and Compensation | Critical Thinking |
| Within the home and community, begin to problem solve appropriate interventions, including compensatory strategies, to address occupational performance in self-care, self-management, health management and maintenance, home management, and community to support participation in multiple environments for persons with a variety of conditions. | B.4.9. Remediation and Compensation | Critical Thinking, Human Occupation and Health |
| Begin to problem solve strategies to support health literacy of clients, caregivers, and communities for improved occupational performance. | B.4.21. Teaching-Learning Process and Health Literacy | Critical Thinking |

Instructional Methods

Students will engage in lectures, discussions, lab experiences, and an experiential observation of a community-based therapeutic group. This course includes Blended Learning activities.

Required Course Materials:

- Schell, B. A. B. & Gillen, G. (2019). *Willard and Spackman's Occupational Therapy* (13th edition). Philadelphia: Wolters Kluwer.
- Trickey-Rokenbrod, D. (2017). *Occupational therapy in action: A library of case studies*. Philadelphia: Wolters Kluwer.
- The movie *I Am Sam*. (Refer to description of course content below for access information.)
- AOTA Student Membership, assigned AOTA Official Documents, and website information
- (www.aota.org).
- Class notes, videos, and readings as assigned and posted in e-learning.

Recommended:

- Hinojosa, J., Kramer, P., & Royeen, C. B. *Perspectives on Human Occupation: Theories Underlying Practice* (2nd edition). Philadelphia: F.A. Davis Company.

Technology

- Laptop computer or tablet for in-class use

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <http://elearning.ufl.edu/>

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

| Week/Dates/Topics | | Readings. Other readings & preparatory materials listed in Canvas. |
|-------------------------|---|--|
| Week 1 Jan 11 | Course Introduction Introduction to Theory | <ul style="list-style-type: none"> • Syllabus |
| Jan 12 & 14 | Professional Reasoning | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch.34 • Rogers, J. C. (1983). Eleanor Clarke Slagle Lectureship – 1983: clinical reasoning: The ethics, science, and art. <i>American Journal of Occupational Therapy</i>, 37, 601-616. https://doi.org/10.5014/ajot.37.9.601 |
| Week 2 Jan 18 | MLK Day- no class | <p>View the movie <i>I Am Sam</i> before February 1st class. Complete the provided notes page (Canvas)</p> <ul style="list-style-type: none"> • Streaming: HBO Max • Rent: Amazon \$2.99 • UFHealth Science Library has limited copies at the Reserve Desk. |

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|----------------------------------|--|--|
| Jan 19 & 21 | Applying Professional Reasoning | <ul style="list-style-type: none"> • Trickey-Rokenbrod textbook, Ch. 1 |
| Week 3 Jan 25 | How Theory Guides Practice | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 41 |
| Jan 26 & 28 | Transtheoretical Model of Health Behavior Change | <ul style="list-style-type: none"> • Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of human behavior change. <i>American Journal of Health Promotion</i>, 12(1), 38-48. https://doi.org/10.4278/0890-1171-12.1.38 |
| Week 4 Feb 1, 2 & 4 | Model of Human Occupation (MOHO) | <ul style="list-style-type: none"> • Bring notes page from <i>I Am Sam</i> • Schell & Gillen textbook, Ch. 42 |
| Week 5 Feb 8,9 & 11 | Ecological Models: <ul style="list-style-type: none"> • Person-Environment-Occupation-Performance (PEOP) • Person-Environment-Occupation (PEO) • Ecology of Human Performance (EHP) | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 43 |
| Week 6 Feb 15, 16 & 18 | Occupational Adaptation | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 44 |
| Week 7 Feb 22 | International Occupation-Based Models <ul style="list-style-type: none"> • Canadian Model of Occupational Performance and Engagement | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 43, pp.622-631 |
| Feb 23 & 25 | <ul style="list-style-type: none"> • Kawa Model | <ul style="list-style-type: none"> • Iwama, M. K. et al., (2009). The Kawa model: The power of culturally responsive occupational therapy. <i>Disability and Rehabilitation</i>, 31(14), 1125-1135. https://www.tandfonline.com/doi/full/10.1080/09638280902773711 • Kawa Model website http://www.kawamodel.com/v1/ |
| Week 8 Mar 1 | Exam #1 11:00-12:30 (all students) | |
| Mar 2 & 4 | Yalom Therapeutic Group Model & OT Group Process and Intervention | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 38 |

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|---|---|---|
| <p>Week 9 Mar 8</p> <p>Mar 9 & 11</p> | <p>Intentional Relationship Model Intentional Relationship Self-Reflection DUE (9a)</p> <p>Adult Learning Theory</p> | <ul style="list-style-type: none"> • Submit your reflection paper in Canvas and also bring it to class • Schell & Gillen textbook, Ch. 37 • Schell & Gillen textbook, Ch. 48 • Complete the North Carolina State University Index of Learning Styles and come to class prepared to share what you learned about your learning style and this knowledge can help you learn more effectively http://www.engr.ncsu.edu/learningstyles/ilsweb.html |
| <p>Week 10 Mar 15</p> <p>Mar 16 & 17</p> | <p>Biomechanical & Medical Models Case Study PowerPoint slides DUE (9a)</p> <p>Case Study Presentations Case Study Presentations DUE (In Class)</p> | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 57, pp. 870-878, including tables and boxes <p>*Note: Wear OT professional clothing and shoes for presentations</p> |
| <p>Week 11 Mar 22, 23 & 25</p> | <p>Case Study Self-Reflection DUE (9a)</p> <ul style="list-style-type: none"> • Task-Oriented Approach • Motor-Control & Motor-Learning | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 57, pp. 877-885, including tables, figures, and boxes |
| <p>Week 12 Mar 29, 30 & Apr 1</p> | <p>The Discipline of Occupational Science</p> | <ul style="list-style-type: none"> • Schell & Gillen textbook, Ch. 9 & 45 • Wilcock, A. A. (1998). Doing, being, becoming. <i>Canadian Journal of Occupational Therapy</i>, 65(5), 248-257. https://journals.sagepub.com/doi/pdf/10.1177/000841749806500501 • Wolf et al., Applying an occupational justice framework. (2010). <i>Occupational Therapy Now</i>, 12(1), 15-18. (Posted in Canvas) |
| <p>Week 13 Apr 5</p> <p>Apr 6 & 8</p> | <p>Cognitive Behavioral Therapy Community Group Self-Reflection DUE (9a)</p> <p>Disability Models, Health Inequalities, & Disparities</p> | <ul style="list-style-type: none"> • Kielhofner, G. (2009). Cognitive behavioral therapy. In <i>Conceptual foundations of occupational therapy practice</i> (pp. 241-251). Philadelphia, PA: F.A. Davis Company. (Posted in Canvas) • Heffron, J. L. et al., (2019). "The bigger picture": Occupational therapy practitioners' perspectives on disability studies. <i>American Journal of Occupational Therapy</i>, 73, 7302205100p1-7302205100p10. https://doi.org/10.5014/ajot.2019.029322 • Schell & Gillen textbook, Ch. 21 • Schell & Gillen textbook, Ch. 20 |
| <p>Week 14 Apr 12, 13 & 14</p> | <p>Using Theory to Inform Practice</p> | <ul style="list-style-type: none"> • Wong, S. R., & Fisher, G. (2015). Comparing and using occupation-focused models. <i>Occupational Therapy in Health Care</i>, 29, 297-315. https://doi.org/10.3109/07380577.2015.101030 • Ikiugu, M. N., Smallfield, S. & Condit, C. (2009). A framework for combining theoretical conceptual practice models in occupational therapy practice. <i>Canadian Journal of Occupational Therapy</i>, 76, 162-170. https://doi.org/10.1177/000841740907600305 • Trickey-Rokenbrod textbook, Ch. 2, Appendix B |

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| Week 15 Apr 19 | Wrap-Up Course Evaluation | |
| Apr 20 | | |
| Apr 22 (no class- Reading day) | | |
| Week 16 | Finals Week- all work completed and turned in | |

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Individual assignments are presented in the *Assignments* section of Canvas. Each assignment will be discussed in class and students will have the opportunity to ask questions about assignment requirements.

Grading

| Requirement | Due date | Points/ % of Grade |
|--|-------------------|--------------------|
| Exam 1 | 3/1 | 20 |
| Intentional Relationship Self-Reflection | 3/8 | 10 |
| Case Study PowerPoint Presentation <ul style="list-style-type: none"> Slides submitted in Canvas Presentation in class | 3/15 3/16 & 18 | 20 |
| Case Study Self-Reflection | 3/22 | 10 |
| Community Group Report & Self-Reflection | 4/5 | 20 |
| Exam 2 | 4/20 | 20 |
| TOTAL | | 100/ 100% |

OTD Program Standard Grading Scale: For more information concerning program grading policies see *OTD Student Manual*.

Point system used (i.e., how do course points translate into letter grades).

Example:

| Points earned | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 70-76 | 67-69 | 63-66 | 60-62 | Below 60 |
|---------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|
| Letter Grade | A | A- | B+ | B | B- | C+ | C | D+ | D | D- | E |

| Letter Grade | A | A- | B+ | B | B- | 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 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

More information on UF grading policy may be found at:

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

Policy Related to Make up Work

All assignments are due on the due date, as assigned, unless otherwise instructed. Late assignments are subject to a grade reduction of 10% per day late unless instructor approval is received. For assignments that are completed and/or submitted on Canvas, requests for make-ups or turning in work late due to technical issues MUST be accompanied by the ticket number received from the help desk 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 Required Class Attendance

OTD students are required to attend all class activities. See the *OTD Student Manual* for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *OTD Student Handbook*.

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, Canvas, and course syllabus prior to coming to class.
 - Monitor e-learning and your UF email for announcements and updates.
 - Have available all materials posted for each class.
 - Complete assigned readings, preparatory activities, and review posted class materials prior to class.
- 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 or silencing all electronic devices; refraining from looking at external material during class (e.g., Facebook, Twitter, shopping sites, etc.); 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 a 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 fitted when moving and bending. Standard OT polo that is adequately fitting; 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.

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/>

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

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Online Synchronous Sessions

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.as.ufl.edu/students/>. Students will be notified when the evaluation periods opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course mentu under GatorEvals, or via <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phphp.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://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 (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.

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
