

OT 574

Transformation through Human Occupation: Theory in Adult & Geriatric Physical Disabilities SYLLABUS AND TOPICAL OUTLINE

CREDIT HOURS: 2

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OFFICE HOURS: By Appointment

CLASS DAY AND TIME: Sections A & B 1:30-3:30PM S205

CLASS FORMAT: This course series is designed utilizing an experiential approach to learning. The content will be provided through self-directed activities, case studies analysis, lectures and discussions, problem solving in small groups, hands-on activities, and special lab experiences (including clinical simulation and community site visits). The Theory portion of this content will be provided in synchronous class meetings once per week.

COURSE DESCRIPTION:

The Transformation Through Human Occupation course series is designed for graduate occupational therapy students and will support development of clinical skills pertaining to evaluation, treatment planning and implementation, and documentation. This is the second in a series of three semesters that are scaffolded by level of complexity related to specific content areas. The problem-based and team-based learning methods will be utilized to conduct classroom activities in this course series. Students will be presented with clinical case studies prompting consideration of scientific evidence in relation to areas of occupation, client factors, performance skills, performance patterns, contexts/environments, and activity demands as well as culture, spirituality, and the meaning of occupations will also be considered. Case studies and assignments will encourage students to adopt a holistic view of clients and their caregivers during evaluation and treatment planning, and communication skills required to work on an interprofessional healthcare team. OT 574 Transformation through Human Occupation: Theory in Adult & Geriatric Physical Disabilities will place specific emphasis on theory utilized with adult and geriatric clients through lecture and team-based learning.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025:

“As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2025).

For our profession to fulfill its centennial vision, we need professionals who are not only competent, but are also ethical, able to communicate effectively with a team, able to use theory, ready to consider

contextual aspects that might alter clinical decision making, and comfortable using available evidence to justify their decisions. This course will help you begin to do all of that while also practicing a client-centered approach.

RELATIONSHIP TO CURRICULUM DESIGN:

The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of occupational therapy, the profession, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric.

Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university. Within this course the values of *authenticity, justice, integrity, altruism, and open-mindedness* are emphasized. The weft are the threads or streams of occupational therapy content, knowledge, skills, the experiences that comprise the foundation of our program (occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism). This course incorporates all of the above.

TEACHING AND LEARNING METHODS

The Transformation through Human Occupation course series utilizes a multimodal approach to teaching and learning, including didactic lectures, large and small group discussions, experiential learning activities, and self-directed learning. There will be opportunities to learn through demonstration and hands-on skill development. Instruction may also include on-line synchronous and asynchronous experiences. This course will also introduce learning strategies used in Problem- and Team-Based Learning (PBL/TBL) curriculum as a means to foster students' independent and collaborative learning. The self-directed time designated in your semester schedule is mandatory. Students are expected to have completed assigned readings prior to class. Other research resources include but are not limited to journal articles, media sources, and any material from the previous semester(s). It may also include notes and readings from other courses.

Small groups will break down a case study and will assign students to find out necessary information and bring it back to the group in order to make clinical decisions. Students are expected to discuss current literature and evidence to assist with clinical decision making. You are also expected to utilize creative methods when presenting your research findings to your small groups.

As a group, you will select and demonstrate appropriate evaluation and intervention methods for the clients portrayed in the case studies. You will determine treatment priorities, conduct activity analysis, formulate short-and long-term goals (using the SMART format), and write SOAP notes and treatment plans individually and as a team for the clients portrayed in the case studies. For some of the case studies, your groups will engage in a mock treatment planning meeting involving the "client", their caregiver(s), other professionals and stakeholders. In addition, you will be expected to present to your peers and instructors as if you were an occupational therapist providing an in-service.

The primary teaching method that will occur in OT574 is Team-based learning which will incorporate individual student work, group problem-solving, and immediate instructor and peer feedback provision. Students' knowledge of the foundational material necessary for the TBL will be assessed via individual and team quizzes (Individual Readiness Assurance Test [iRAT] and Team Readiness Assurance Test [tRAT]). Below is the general framework for how the course will run most weeks:

Schedule: iRAT: 15 minutes tRAT: 10 minutes Review questions briefly/Mini Lecture: 30-40 minutes Break: 15 minutes Application Exercise: 40-45 minutes
TBL Rules: 1. IRATS and TRATS are closed notes and closed book quizzes. 2. IRATS will be completed independently. 3. TRATS are to be completed after discussion with all group members using scratch cards 4. If you get an answer incorrect on your TRAT, but choose it correctly on the second attempt, you will receive half credit for that question (no limit on how many questions you can do this for).
Appeals process: If you disagree with the wording of a question or feel it should be discarded, email as a Team to provide your rationale and provide an alternative question. If faculty are in agreement, you will receive full credit for that specific question on your TRAT. Each team needs to submit their own appeal. A granted appeal for one group does not apply to the entire class. You cannot write an appeal for iRATs.

Exams will consist of both computer-based didactic assessment and in-person demonstration of skills learned.

COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None

INDIVIDUAL AND GROUP WORK:

Students are responsible for independent reading of all content materials. Students will complete all quizzes/exams independently. Additional assignments will be completed individually or in groups. For all assignment details see topical outline and grading rubrics on Blackboard.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDANCE:

As per program policy, a 100 % attendance rate for all courses is required. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events, e.g., wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible. Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms. Please note that, while classes might take place online (using Zoom, WebEx or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes. To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

PROFESSIONAL BEHAVIORS: refer to Program Manual

ACCESS AND ACCOMMODATIONS**THE CENTER FOR TEACHING AND LEARNING**

The Center for Teaching and Learning (CTL) offers the following services free of charge to all SHU students: 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours led by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology, and genetics; writing support through the Writing Center and online writing lab (OWL). The University encourages all students to proactively seek academic support. The CTL is located on West Campus in suite W-223B. Students can schedule tutoring appointments on the tutoring portal. For more information, please contact Lisa Henderson, Coordinator of Learning Support Services, at hendersonl3@sacredheart.edu, or visit our learning support services webpage.

ACADEMIC ACCOMMODATIONS AND THE OFFICE OF STUDENT ACCESSIBILITY

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility. Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, radziunask@sacredheart.edu, or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, scinicariello@sacredheart.edu.

OUR COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU MSOT program know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the You Belong at SHU web page <https://www.sacredheart.edu/sacred-heart-life/you-belong-at-shu/> If you have any ideas about ways to enhance your success, please reach out to your faculty or the Program Director. If you feel that you have been mistreated in any way, you are encouraged to submit a Bias Incident Report or contact diversityandinclusion@sacredheart.edu

REQUIRED TEXTS NEW TO THIS COURSE

Gillen, G. (2016). *Stroke rehabilitation: A functional-based approach* (4th ed.). St. Louis, Missouri: Elsevier. ISBN

Schofield, K. & Schwartz, D. (2019). *Orthotic Design and Fabrication for the Upper Extremity: A Practical Guide* (1st ed.). Slack. ISBN-13: 978-1630915902

REQUIRED TEXTS FROM PRIOR COURSES

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). <https://doi.org/10.1037/0000165-000>

Cole, M. B. & Tufano, R. (2020). *Applied theories in occupational therapy: A practical approach* (2nd Ed.). SLACK Incorporated.

Pendleton, H. M. & Schultz-Krohn, W. (2024). *Pedretti's Occupational therapy practice skills for physical dysfunction* (9th ed.). St. Louis, MO: Elsevier. ISBN: 978-0323792554

Sames, K.M. (2015). *Documenting occupational therapy practice* (3rd Ed.). Pearson Education Inc.

Smith-Gabai, H. & Holm, S. E. (2017). *Occupational therapy in acute care* (2nd ed.) Bethesda, MD: AOTA Press. ISBN: 978-1569003930

RECOMMENDED TEXTS: additional documents will be scanned to BB.

PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the [ACOTE standards](#).

The course learning objectives are linked to the ACOTE standards as well as the program's objectives, mission and vision, and the overall curricular design. Table 1 shows the connection between the course

learning objectives, the program objectives they are linked to, and the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.

Table 1- Learning objectives and 2023 ACOTE standards in OT 574

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
<p>Interpret client behaviors to adjust interventions accordingly.</p> <p>Explain the theoretical or clinical rationale behind selected intervention techniques.</p> <p>Defend his or her choice of assessment or intervention using varied methods of clinical reasoning, and/or research evidence.</p> <p>Apply research evidence appropriately to the decision making process in clinical cases</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness</p> <p>Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.</p>	<p>B.3.2. Professional Reasoning</p> <p>B.3.4. Application of Assessment Tools and Interpretation of Results</p> <p>B.3.15. Assistive Technologies and Devices</p> <p>B.3.16. Orthoses and Prosthetic Devices</p> <p>B.3.11. Community Mobility</p> <p>B.3.13. Dysphagia and Feeding</p> <p>B.3.17. Referral to Specialists</p> <p>B.2.10. Ethics and Professional Interaction</p>	<p>In-class demonstrations</p> <p>Application activities</p> <p>Guest speakers</p> <p>Mini-lectures</p>	<p>Midterm/Final Exam Questions</p> <p>TBL iRATs/tRATS</p> <p>Community Education Project</p> <p>AI Case Conversation Assignment</p>

Table 2. OT 574 Assignments

ASSIGNMENT	DESCRIPTION	GRADE %
TBL iRATs & tRATs	<p>You are required to complete individual and group quizzes as part of the TBL format for this course. These quizzes will be closed book, timed, and you will only have <u>one</u> opportunity to take the quiz when they occur in person. You will work independently on the iRAT quizzes, and you will work with your group on the tRAT quizzes.</p> <p>iRATs will occur on most weeks throughout the semester. <u>The following weeks IRAT will be graded:</u> 1, 3, 4, 5, 7, 9, 11, 13</p> <p><u>tRATs will take place and be graded during weeks:</u> 3, 4, 6, 8, 9, 10, 11, 12, 13, 14.</p>	<p>36%</p> <p><i>iRAT 16%</i> <i>(2% x 8)</i></p> <p><i>tRAT 20%</i> <i>(2% x 10)</i></p>
<p>Community Education Group Project</p> <p>July 28th before class</p>	<p>Your group will create an occupation-centered education resource and convert it into a digital format using technology. Your goal is to create an accessible, evidence-based, and visually appealing educational tool that reflects your understanding of the course material and clinical application. Your group and topic will be randomly assigned at the start of the semester.</p>	14%
<p>AI Conversations</p> <p>Due 5/17 & 7/12</p>	<p>You will be required to complete an AI conversation via blackboard with a simulated patient to acquire basic information you would gather during an initial evaluation (prior level of function, home environment, social history) and respond to an open-ended prompt once you feel you have collected all necessary information.</p>	<p>10%</p> <p><i>(5% x 2)</i></p>
<p>Midterm Exam</p> <p>Monday, June 9th</p> <p>11AM</p>	<p>The midterm exam will be primarily multiple choice and true/false questions. This exam will have a study guide, but the questions will be more application than rote memory. You will have 60 minutes to complete the exam. If you require additional time or an alternate setting, you MUST schedule your exam with the OSA office.</p>	20%
<p>Final Exam</p> <p>Wednesday, August 6th</p> <p>10AM</p>	<p>The final exam will be primarily multiple choice and true/false questions. The final is not cumulative. The final exam will also have a study guide, and the questions will be more application than rote memory. You will take this exam during final exam week at 10am. You will have 1 hour to complete the exam. If you require additional time or an alternate setting, you MUST schedule to take your exam with the OSA office.</p>	20%

TOPICAL OUTLINE:

See separate document with comprehensive outline for all courses associated with Transformation Through Human Occupation: Adult & Geriatric Physical Disabilities (OT574, OT575, OT576)