

OT 576

Transformation through Human Occupation: Application in Adult & Geriatric Physical Disabilities

SYLLABUS AND TOPICAL OUTLINE

CREDIT HOURS: 5

FACULTY/CONTACT INFORMATION:

Jaimee MB Hegge, OTD, OTR/L, CKTP; bettsj1008@sacredheart.edu

Amanda Wheeler, PhD, OTR/L, CLT; wheelera2@sacredheart.edu

Qarib Ahmed, MS OTR/L, COMT-UE, LSVT, CNS, FMT qaribahmedtherapy@gmail.com

Lou Elmo, OTR/L elmol@sacredheart.edu

Moiria Ethier, MSGRW, OTR/L; ethierm@sacredheart.edu

Shawn Cariglio, OTR/L; cariglios@sacredheart.edu

OFFICE HOURS: By appointment

CLASS DAY AND TIME: Monday & Wednesday 4:30-7:00PM All sections. ***special labs dates/times posted on BB and in the topical outline***

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 576 Transformation through Human Occupation:

Application in Adult & Geriatric Physical Disabilities will place specific emphasis on hands-on learning and practical skills development utilized with adult and geriatric clients.

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.

TBL activities will be used as well and 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]).

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

The primary teaching method utilized in OT 576 will be experiential, hands-on practice in lab format with application assignments and Objective Structured Clinical Exams (OSCE).

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: For recommended texts see document posted on Blackboard

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?
Follow proper administration procedures for evaluation and assessment in occupational therapy. Select appropriate methods of evaluation. Use appropriate safety precautions with all evaluation and	Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally. Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical	B.2.3. Interaction of Occupation and Activity B.2.8. Safety of Self and Others B.3.3. Standardized and Nonstandardized Screening and Assessment Tools B.3.4. Application of Assessment Tools and	Hands-on lab experiences Mini-lectures Clinical simulations	Vitals signs check-out Midterm & Final OSCEs

<p>intervention interactions.</p> <p>Document functional performance accurately.</p>	<p>reasoning.</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication .</p>	<p>Interpretation of Results</p> <p>B.3.6. Provide Intervention and Procedures</p> <p>B.3.15. Assistive technologies and devices</p> <p>B.3.12. Functional Mobility</p>		
<p>Interpret evaluation results correctly.</p> <p>Formulate appropriate long-term goals and measurable short-term goals.</p> <p>Document functional performance accurately.</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.</p> <p>Apply ethical reasoning aligned with the AOTA and the program's</p>	<p>B.3.2 Professional Reasoning</p> <p>B.3.3. Standardized and Nonstandardized Screening and Assessment Tools</p> <p>B.3.5. Reporting data</p>	<p>Hands-on lab experiences</p> <p>Mini-lectures</p> <p>Clinical simulations</p>	<p>Evaluation Report Assignment</p>

	values to make decisions and practice professionally.			
<p>Interpret evaluation results correctly.</p> <p>Use appropriate safety precautions with all evaluation and intervention interactions.</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.</p>	<p>B.2.6. Effects of Disease Processes</p> <p>B.2.8. Safety of self and others</p> <p>B.3.3. Standardized and Nonstandardized Screening and Assessment Tools</p> <p>B.3.16 Orthosis and prosthetic devices</p>	<p>Intensive orthosis lab/hands-on practice</p> <p>Lecture/readings/video demonstration</p>	<p>Orthoses Lab & Quiz</p>
<p>Grade and modify interventions according to performance and physical condition.</p> <p>Formulate appropriate long-term goals and measurable short-term goals.</p> <p>Prepare for, plan, and implement interventions,</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice</p>	<p>B.2.7. Activity Analysis</p> <p>B.3.9. Establish, Restore, and Modify</p> <p>B.3.17 Referral to Specialists</p> <p>B.4.3. Documentation of Services</p>	<p>Hands-on lab experiences</p> <p>Mini-lectures</p> <p>Clinical simulations</p>	<p>Treatment plan assignment</p> <p>Grading Up and Down Assignment</p>

considering the physical status of the client, disease progression, and feasibility based on cognition and family support.	<p>professionally.</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness.</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication.</p>			
--	---	--	--	--

Table 2. OT 576 Assignments

DUE DATE	ASSIGNMENT	DESCRIPTION	% OF GRADE
Weekly in lab	Lab participation	You will be graded on your participation in each weekly lab, including your use of professional dress, your safety, your use of <u>universal precautions</u> , your engagement with tasks, and your willingness to role play and discuss. This will be graded by all lab instructors at each class meeting.	10%
Due by May 24 th	Vital Sign Skills Check Out	You will be required to demonstrate competency when measuring blood pressure, respiratory rate, and heart rate. You must demo proper hand placement, cues, and technique. This will be graded by Jaimee &	10%

		Amanda.	
May 24 th 11:59 PM	Grading Up and Down Assignment	This assignment will require you to view videos and identify how to grade up and/or grade down the activity based on the performance of this patient. The rubric and assignment description are posted to Bb. This will be graded by Lou.	10%
June 16 th	Midterm OSCE	This one-day lab exam will require you to review a patient's OT evaluation, complete a safe functional transfer, and educate on an occupational deficit. These will be graded by all lab instructors.	15%
June 28 th at 11:59PM	Evaluation Report	You will be provided with an EHRGo Case to review including a variety of assessments of a patient. You will interpret the assessments and write an evaluation report in the same format we learned in lab. The format, and grading rubric will be on BB. This will be graded by Qarib.	15%
June 28 th at 11:59PM	UE Orthoses Quiz	You will fabricate custom UE orthoses for common UE conditions. You will be required to take a multiple-choice quiz following your lab. This will be a closed book quiz. This will be graded by Patrycja and Liz. Due by June 28 th at 11:59PM.	5%
July 19 th at 11:59PM	Treatment Planning Assignment	You will write goals and a treatment plan for a case, demonstrating appropriate use of FOR and ability to grade/modify your activity for your specific goal area.	10%

		The format, and grading rubric will be on BB. This will be graded by Moira.	
ACP Modalities Lab (PAMs)	PAMs Quiz	This is an open book quiz. You may use materials given to you and information learned from your ACP Modalities Lab occurring on July 18 th . Quiz is due July 31 st 11:59PM.	5%
August (finals week)	Final OSCE	This two-day lab exam will require you to <u>demonstrate</u> assessment on the first day and a patient centered treatment session on the second day. We are looking for occupation-based interventions that address that patient's deficits. Further information about the lab exam will be discussed in lab. These will be graded by all lab instructors.	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)