

## **OT 575**

### **Transformation through Human Occupation: Team Collaboration in Adult & Geriatric Physical Disabilities**

#### **SYLLABUS AND TOPICAL OUTLINE**

**CREDIT HOURS: 3**

**FACULTY:**

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**CLASS DAY AND TIME:** Thursday Section A, B, D 12:00-3:00PM, Section E, F, G 4:00-7:00PM

**CLASS FORMAT:** This course 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). OT 575 will convene in small group in-person each 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 575 Transformation through Human Occupation: Team Collaboration with Adult & Geriatric Physical Disabilities will place specific emphasis on

problem-based learning, requiring students to work collaboratively to analyze adult and geriatric client cases.

## **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 course 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.

OT 575 primary teaching pedagogy is problem-based learning.

## **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](mailto: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](mailto:radziunask@sacredheart.edu), or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, [scinicariello@sacredheart.edu](mailto: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](mailto:diversityandinclusion@sacredheart.edu)

## **REQUIRED TEXTS NEW TO THIS COURSE**

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

Schofield, K. & Schwartz, D. (2019). *Orthotic Design and Fabrication for the Upper Extremity: A Practical Guide* (1<sup>st</sup> 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* (9<sup>th</sup> 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* (2<sup>nd</sup> 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 575**

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Apply OT theories and frames of reference to occupational therapy client cases.  Formulate measurable goals and appropriate intervention strategies.  Value client centered care and family centered practice in adult and geriatrics.  Demonstrate	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>B.2.7.</b> Activity Analysis  <b>B.3.2</b> Professional Reasoning  <b>B.3.3.</b> Standardized and Nonstandardized Screening and Assessment Tools  <b>B.3.9.</b> Establish, Restore, and Modify  <b>B.3.15.</b> Assistive technologies and devices  <b>B.3.12.</b> Functional Mobility	Weekly case breakdown and discussion	Weekly topic presentations and/or case assignments

<p>respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention.</p> <p>Present complex information clearly so that peers (team members) can understand it.</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence.</p> <p>Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor.</p> <p>Work effectively with peers / team members to gather information and</p>	<p>reasoning.</p> <p>Demonstrate leadership through scholarship and professional service</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p> <p>Promote justice through compassionate service to the local and global communities.</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness.</p>	<p><b>B.3.11.</b> Community Mobility</p> <p><b>B.3.14.</b> Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices</p> <p><b>B.3.8.</b> Grade and adapt processes and environments</p> <p><b>B.3.21</b> Effective communication</p> <p><b>B.4.8</b> Quality management and improvement</p>		
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<p>make clinical decisions.</p> <p>Discuss client issues with empathy and with thought to their privacy and confidentiality.</p> <p>Initiate and propose appropriate ideas to help the work of the team.</p> <p>Explain and summarize information within the time-frame allotted</p> <p>Illustrate concepts in PBL for peers/ team members using visuals such as demonstration, images, videos, catalogs, or actual tools and equipment from the labs.</p> <p>Modify behavior in response to team needs.</p> <p>Demonstrate ethical and professional</p>				
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<p>behaviors as a beginning occupational therapist.</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence.</p>				
<p>Demonstrate respect for diversity and consider cultural differences in choices regarding assessment, goals, and intervention</p> <p>Apply OT theories and frames of reference to occupational therapy client cases.</p> <p>Formulate measurable goals and appropriate intervention strategies.</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p><b>B.4.3.</b> Documentation of services</p>	<p>Weekly case breakdown and discussion</p>	<p>Goal Writing Assignments</p> <p>SOAP Note Assignments</p>

<p>Work effectively with peers / team members to gather information and make clinical decisions.</p> <p>Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor.</p> <p>Apply OT theories and frames of reference to occupational therapy client cases.</p> <p>Formulate measurable goals and appropriate intervention strategies.</p>	<p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p><b>B.3.2.</b> Professional Reasoning</p> <p><b>B.3.3.</b> Standardized and Nonstandardized Screening and Assessment Tools</p> <p><b>B.3.13.</b> Dysphagia and Feeding</p>	<p>Weekly case breakdown and discussion</p>	<p>Interprofessional Swallowing Workshop with SLP&amp;OT</p> <p>Dysphagia and Self-feeding Evaluation assignment</p>
<p>Explain and summarize information within the time-frame allotted</p> <p>Demonstrate ethical and</p>	<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice</p>	<p><b>B.2.5.</b> Role in promotion of health and prevention</p>	<p>Weekly case breakdown and discussion</p>	<p>OT Advocacy Presentation</p>

<p>professional behaviors as a beginning occupational therapist.</p> <p>Share information with peers/ team members using appropriate terminology, concise communication, and professional demeanor.</p> <p>Value client centered care and family centered practice in adult and geriatrics.</p> <p>Apply OT theories and frames of reference to occupational therapy client cases.</p>	<p>professionally</p> <p>Promote justice through compassionate service to the local and global communities</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>			
<p>Work effectively with peers / team members to gather information and make clinical decisions.</p> <p>Explain and summarize</p>	<p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p>	<p><b>B.4.6.</b> Care coordination, case management, and consultation</p>	<p>Weekly case breakdown and discussion</p>	<p>Interprofessional Role Play Assignment</p>

<p>information within the time-frame allotted.</p> <p>Demonstrate ethical and professional behaviors as a beginning occupational therapist.</p> <p>Come to conclusions regarding occupational therapy clinical decisions with a case and defend decisions using evidence.</p> <p>Formulate measurable goals and appropriate intervention strategies.</p>	<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally.</p>			
<p>Demonstrate ethical and professional behaviors as a beginning occupational therapist.</p> <p>Come to conclusions regarding occupational</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p><b>B.3.10. Plan for discharge</b></p>	<p>Weekly case breakdown and discussion</p>	<p>Discharge plan assignment</p>

<p>therapy clinical decisions with a case and defend decisions using evidence.</p> <p>Explain and summarize information within the time-frame allotted.</p> <p>Apply OT theories and frames of reference to occupational therapy client cases.</p> <p>Formulate measurable goals and appropriate intervention strategies.</p>	<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p> <p>Exhibit team collaboration skills, inter-professional practices, and culturally competent communication</p>			
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**Table 2. OT 575 Assignments**

<b>Due date</b>	<b>Assignment</b>	<b>Description</b>	<b>Percent of grade</b>
Class Participation/Case Breakdown/ Topic Presentations	PBL Participation / Topic Presentations	<p>Each week you will be graded on your participation in case breakdown and team interactions.</p> <p>Each week as a team, your PBL group will break down a case. As you review your case and identify key learning issues, you will be required to create a brief presentation about one of the learning issues to teach</p>	50% (13 total)

		your peers about the information learned (e.g., PPT, mock demonstration, engaging games – creativity is encouraged). You will be graded using the Clinical Reasoning Rubric posted to BB. PBL Facilitators will grade all learning issue presentations.	
Cases 2, 5, 7, 10, 12 All submissions due BEFORE the start of your section class time	Goal writing	You will be graded 5 times during the semester on the goals you write for the PBL case. These goals should be submitted separately from your group template. You are expected to use the SMART format from the Sames textbook. The grading rubric is located on blackboard.	10% (5 @ 2% each)
Due Weeks 5, 9, 10, 12 for the week prior cases	SOAP note Assignment	You will submit a SOAP note individually for a patient in cases #4, 8, 9, 11. This is <u>NOT</u> a group assignment. The assignment template and grading rubric are posted to Bb.	8% (4 total @ 2% each)
Due Week 2 For case #1	Home Safety Checklist	This is a Pass/Fail assignment, if you submit and it is completed you receive full credit. Your facilitator will provide feedback.	2%
Week 9 Due at the time of your PBL class (based on case #8)	OT Advocacy Presentation	You will prepare an in-service for the community members at a senior center. This will be assigned in week 8 and you will present in week 9. The grading rubric is posted to Bb.	10%
Week 11 (Based on case #10) Due at the time of your PBL class	Discharge Plan Assignment	You will discuss and write a discharge plan with your group. You will be required to include information from the other	

		members of the healthcare team. A template and grading rubric are posted to Bb.	5%
Week 13 (Based on case #12) Due at the time of your PBL class	Interprofessional Role Play- Team Meeting Assignment	This assignment will help you prepare for an interprofessional team discharge meeting. You will be assigned a role by your facilitator in week 12. You will prepare for your role and present at the team meeting in week 13 (based on PBL case #11). The rubric for this assignment is posted on Bb. You will be graded on your presentation as the assigned member of the team.	10%
Week 14 (based on case #13) Due at the time of your PBL class	Feeding & Swallowing/Dysphagia Evaluation	You will work with your PBL group to write an evaluation report for the swallowing and feeding issues for the patient in case #13. You will write the evaluation together. Use the additional information provided to you to complete this comprehensive assessment. The rubric and template are posted to Bb.	5%

### **TOPICAL OUTLINE:**

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