

OT 542 BECOMING AN OT PROFESSIONAL III
COURSE SYLLABUS AND TOPICAL OUTLINE

Sacred Heart University
GRADUATE PROGRAM IN OCCUPATIONAL THERAPY
OT542 BECOMING AN OT PROFESSIONAL, PART III
SYLLABUS
SUMMER 2025

	Information
Instructor Name	Dr. Sharon M McCloskey Dr. Stefanie Seanor
Instructor Email	mccloskeys@sacredheart.edu seanors@sacredheart.edu
Office Hours	By appt on campus Monday through Friday, or via zoom
Phone	203-396-8088
Course Format	Course content will be provided over four full-day workshops; through in-class lectures, discussions, presentations, and hands-on activities.
Course Locations &	DAY ONE: Friday, May 2 West UC205. 8.00am to 4.00pm DAY TWO: Wednesday May 7* West UC205. 8.00am to 4.00pm

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	Information	
Course Times	DAY THREE: Friday, May 16	West UC203. 8.00am to 4.00pm
	DAY FOUR: Wednesday, May 21	CHE S203. 8.00 to 1.00pm
		CHE S116. 1.00pm to 4.00pm

COURSE DESCRIPTION:

Part III of this series Becoming an OT Professional (BOTP) continues to scaffold your learning with more advanced topics, moving from the foundational concepts of BOTP Part II related systems and organizations, health policy and law, to leadership, management, and supervision. We are in a changing society, a changing world for occupational therapy in healthcare, education, community, and non-traditional settings. There is no one way to lead. You will explore topics in leadership, management, and supervision to develop a clear understanding of the ambiguity and complexity of roles, and be prepared to ensure high-quality, evidence-based practice is delivered in an effective, seamless, and successful manner, while navigating the challenges of a changing context. You will learn about leadership, and topics such as roles of managers and supervisors, teams, effective communications and advocacy, quality improvement, care coordination, and ethical leadership. The intent of the course is to develop self-awareness, engage in self-directed learning, research, critical analysis and synthesis for evidenced based practice and leadership in occupational therapy. Students will practice decision-making skills in the application of their knowledge of leadership and management theories and principles. Students will develop the ability to think like an occupational therapy leader and begin

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to internalize the values of occupational therapy. You will be introduced to concepts related to business and program planning as we prepare you for Part IV of this series.

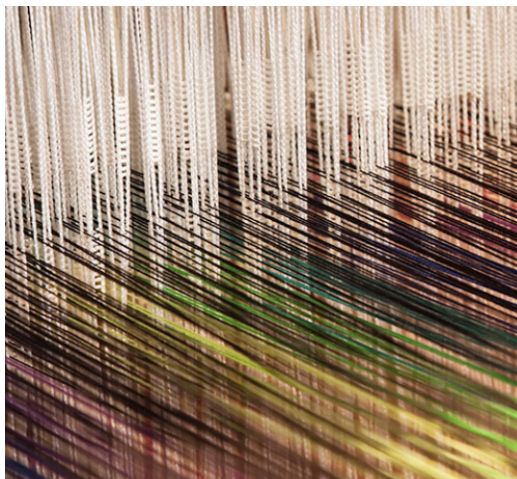
Class Format: Course delivery is designed as an in-person workshop format and includes lecture, discussion, reading, web based resources, and online learning activities. Students are expected to engage in collaborative learning and will learn the team skills required of an occupational therapist on healthcare or education teams, sharing information appropriately while listening to others views respectfully and with thoughtful consideration.

Credit Hours: 2 credits.

RELATIONSHIP OF COURSE TO THE PROGRAM CURRICULUM DESIGN

The cornerstone of the MSOT program and curriculum at SHU is “**Transformation through values based education.**” Our curriculum design is a blueprint for learning. The curriculum reflects the mission, vision, and philosophy of our program. Our program philosophy contains our beliefs about occupations, human beings, learners, and teaching practices. Consequently, the design of the curriculum has emerged from our philosophical beliefs. The design of our curriculum is depicted by a longstanding symbol of the occupational therapy profession, going back to our professional history and roots, that of the symbol of weaving.

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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. The warp of the cloth represents the values of the profession, the program, and the university which run throughout the curriculum. Our program values are consistent with the program and University mission. Program values are threaded and embedded throughout our curriculum and are fundamental to the transformation of our occupational therapy students. In our visual representation of the curriculum design, the weft are the threads of occupational therapy content knowledge, skills, and experiences that comprise the foundation of our program. The leadership and management course is threaded with values-based content, as well as the knowledge and skills necessary to become a future occupational therapy leader.

RELATIONSHIP OF COURSE TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:

Occupational Therapy: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

<https://www.aota.org/-/media/corporate/files/about/vision-2030-vision-statement-and-pillars.pdf>

As a future occupational therapy practitioner, you will be part of a globally connected professional group. Above is the statement of AOTA's Vision 2030. In the future, you will have the opportunity to advance your career, profession, and advocate and promote occupational therapy's role in meeting client and society's needs. To meet client, population and society's needs, our profession requires science-driven professionals, and effective leaders who, collaborate, innovate, connect and influence the future of our practice.

To realize AOTA's Vision 2030, all OTs must examine their own strengths and challenges, understand the tasks involved in role fulfillment, and forge an individual path for their career that contributes to the goal of maximizing the health, well-being, and quality of life for all people, populations, and communities. This course will provide you with an understanding of how we develop the *personal* abilities and competencies, as well as the *professional* abilities and competencies to contribute to creating a powerful and widely recognized profession. This preparation facilitates becoming an integral part of achieving Vision 2030 for our profession.

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This course provides opportunities for students to contribute to realizing AOTA's Vision 2030 through completion of projects that contribute to your ability to address the professions foundational pillars:

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

CONCEPTUAL MODEL FOR THIS COURSE

Wilcock's (1999) reflection on doing, being, and becoming states that our being is the essence of who we are; becoming is a transformation process; and that doing is the process that simultaneously reflects who we are now and is the means for transformation. Policies and

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systems are complex. Understanding the nuances of policy making, laws and regulations; and how these policy ideas and processes relate to the practice of occupational therapy in changing environments, will be woven throughout the course, so that principles, applications and constructs can be applied in your professional growth and development. This course will offer you the opportunity of 'doing', as you gain a greater understanding of systems, leadership and management, and will afford you the opportunity of skill development as you learn the process of influencing and prepare yourself for 'becoming' an excellent practitioner.

OUR THOUGHTS ABOUT KNOWLEDGE AND LEARNING

As developing occupational therapists, we wish for you to gain an understanding that flexibility and responsiveness to changing contexts is essential to influence and lead others. Within this course you will learn that some leadership abilities are innate, but learning leadership and management skills

can and will occur given the right conditions. This class presents what we know to be true today about leadership in action and will provide you with the knowledge to develop the skills and abilities required of leaders and innovators in the arena of health care and educational organizations and systems. We expect participation and engagement from all students, in thinking about the future each of you wants to create for yourself and others in occupational therapy. Soon, we will become your occupational therapy colleagues. We take this seriously, so should you!

TEACHING LEARNING METHODS

This course will be taught through a workshop design - lectures, discussions, group and independent work, readings and projects, which require research and reflection. The readings are critically important, as participation in class discussion is an expectation.

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FACULTY AND STUDENT EXPECTATIONS

What you can expect of us:

We will model the same professional behaviors that are expected of all of you. We will treat you as a future colleague and adult student. We will speak with each other using first names and in a manner, that is respectful. We are flexible, reasonable, and understand that things happen in life, however, this is a leadership course, and to the best of your ability you are expected to be fully present and engaged in the coursework. Please speak with us if you are having any difficulties with the material, assignments, or course expectations.

- Class will start on time, unless there are extreme events beyond our control.
- We will answer your emails within 48 hours.
- We will grade your papers and have things back to you within two weeks of the assignment due date.
- When we are meeting with you and when we are in class with you, we will give you our undivided attention. We will all practice *being fully present* in the moment, and in our communications with each other. It is an important behavior to learn to work with clients and groups.

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Student Expectations

Attendance

- We will deliver in-person class content over four mandatory workshop days. You are expected to be physically present in class 100% of the time. Under no circumstances should you be absent for any of the four dates. If anything should arise that prevents your attendance, the barriers will be reviewed and a determination will be made if it is possible for other arrangements to be made for alternate instruction (this is an unlikely scenario).

Readiness

- Readings and class learning activities, not listed on the topical outline, that need to be completed before class will be posted on BB at least 2 days before the workshop class, with the exception of additional material that we may discover within that time frame that will enhance your learning of a particular topic.
- Classes will start on time.

Assignments

- Assignments and rubrics will be posted at the beginning of this course under the Assignments button on BB

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- We will grade your papers and have things back to you within three weeks of the assignment due date unless circumstances change, for instance, the due date is extended or individual assignments are late and information regarding the completed assignment cannot be communicated to the class until all assignments are completed

Professional behaviors

- We will answer emails within 2 business days. If something is urgent we expect that you will communicate urgency and we will answer as soon as possible.
- If we have a concern about you or your work, then one of us will speak directly to you.

Faculty/Program Expectations of Students

- As per school 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 weddings or deaths of immediate family members. In an extreme situation, excused absences must be approved by the course instructor prior to class. Students are to notify the course instructor as soon as possible in emergency situations. Documentation for excused absences confirming circumstances that caused them are required prior to approval or within a week of returning to school following emergencies. All make-up work, including quizzes, exams and other assignments, is at the discretion of the course instructor. Please note that having to go to work, studying for an exam, or attending a family vacation are not excused absences. Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence.

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- Unless arrangements are made with the course instructor in advance, assignments submitted after the due date will receive a reduction of one letter grade increment each day following the due date.
- 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, he or she may require students to leave their audio and video devices on during the class lectures.
- All courses follow the University's **Academic Integrity Policies** as outlined in the Sacred Heart University Graduate Bulletins as well as the Occupational Therapy Student Manual. Please refer to these documents for policies and procedures regarding professional behaviors and academic integrity. Students are also expected to adhere to the American Occupational Therapy Association's Code of Ethics.
- Additionally, all assignments unless otherwise specified, must adhere to the Publication Manual of the American Psychological Association (7th ed.) formatting and writing requirements. Please refer to the APA Manual for specific guidelines.

Expectations of students' professionalism

Professionalism encompasses the following components:

- Professional ethics – defined as the understanding and practice of ethical reasoning and care. Professional ethics are the principles of rules intended to express particular values. It is expected that course content will prompt reflection on your own professional values.

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- Professional responsibilities – defined as a state of accountability, concern for, obligation or sense of actions one needs to take. You will be fully engaged in collaborative learning over the course of the semester. It is expected that you take responsibility and show concern for the learning of others.
- Professional behaviors – Defined as conduct or ways of acting. Behaviors refer to one's action or reactions. 'Unprofessional behaviors' could be defined as 'not conforming to the standards of behavior expected'. Professional behaviors are expected at all times.
- Professional competencies – attaining and maintaining an adequate level of knowledge, skill, and professional attitudes/behaviors, and the application of the knowledge, skill, and attitudes in practice. The skills of analysis and synthesis will be developed throughout this course.

Readiness for Learning

- You should be in class and ready to start on time.
- You are expected to have completed assigned readings and learning activities prior to the class to which they pertain.
- It is impossible to attend to class and attend to your laptop/cellphone unless you are typing notes. This means that you will not be texting, instant messaging, on social media sites, or any other websites that do not pertain to class. It is understood that emergencies happen, and if you receive a text or call of that nature, then you should respond as necessary, but as an adult it is expected that you know what is or is not an emergency.

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Responsibility for course material

- All material covered in class and posted on Blackboard is your responsibility even if you are absent.
- Assignments must be turned in on time unless you have spoken with the instructor in advance of the due date and have come to an agreement about an alternate arrangement. Professional behavior
- Students are expected to demonstrate professional communication in all its forms, verbally, written, email, and other electronic communication. The use of email and electronic communication can lead to misunderstandings regarding tone of voice in joking or sarcasm. Please be aware of this and be clear in all your communication. All communication must demonstrate respect toward your peers and course instructor.
- Students are expected to follow the University and Program's policies with regards to honesty and academic integrity as well as AOTA's Code of Ethics found on <https://www.aota.org/About-Occupational-Therapy/Ethics.aspx>
- The best way to resolve concerns and or problems is to speak directly with the person involved, be that another student or an instructor. If you need assistance in knowing how best to make your concerns or needs known before speaking with the person involved, your advisor is a good resource to assist you in this.

COURSE POLICIES:

- **INDIVIDUAL AND GROUP WORK:**

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- Students are responsible for independent reading of all materials. Students are responsible for independent work, unless there is a requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure.
- **ACADEMIC INTEGRITY:**
Please refer to the Program Manual.
- **ATTENDANCE:**
Please see above and refer to Program Manual.
- **PROFESSIONAL BEHAVIORS:**
Please see above and refer to Program Manual.

Artificial Intelligence

It is expected that any and all written work submitted within this course is your own, as an individual or as a group submission. This includes, but is not limited to, the writing of papers and the business/program plan. Your learning is a product of your own study, inquiry, reflection, and writing, and is built into each assignment. Any writing drawn from other sources must be documented and cited accordingly. You may not use ChatGPT or other AI composition software while completing assignments within this course without the express permission of the course instructor. There will be an automatic zero given for any assignments that utilize AI without transparency to your peers or instructor.

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Academic Integrity

The graduate occupational therapy program adheres fully to the Sacred Heart University policies and procedures on Academic Integrity, as stated in Student Manual. Please refer to the Student Program Manual.

IN ADDITION TO COURSE POLICIES:

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 & 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.

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LEARNING OBJECTIVES

For this course, performance expectations according to Bloom's levels include analysis, synthesis, and evaluation.

1. Describe and differentiate the concepts of leadership, leadership theory, supervision and management, in the provision of occupational therapy services across settings.
2. Identify, analyze and advocate in a leadership role; demonstrate professional and leadership development for leadership and advocacy.
3. Identify qualities and develop strategies for ethical leadership, management, and supervision of occupational therapy services, including the ability to analyze and evaluate policies that support and/or create barriers.
4. Identify and demonstrate entry-level supervisory skills and capacities to communication and collaborate effectively with other members of the healthcare/education team; communicate effectively about the distinct nature of occupation.
5. Explain and justify the importance of supervisory roles, responsibilities, and develop strategies for effective supervisory and collaborative professional relationships between the occupational therapist and the occupational therapy assistant, and other members of the inter-professional team; develop cultural awareness and humility for effective engagement as a supervisor.
6. Examine professional ethics, and analyze/synthesize interprofessional case scenarios; develop abilities for ethical decision-making.

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ASSIGNMENTS AND GRADING

DUE DATE	ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
Class Dates: Friday 5/2/2025 Wednesday 5/7/2025 Friday 5/16/2025 Wednesday 5/21/2025	Quiz	Short answer, multiple choice quiz, or reflective writing on assigned readings (5 points each) Reading due 5/2/2025: Northouse Text Chapter 16 Reading due 5/7/2025: Dunbar-Smalley/Winston Text Chapter 17 AND Wells Text Chapters 14 & 15 Readings due 5/16/2025: Dunbar-Smalley/Winston Text Chapters 14 and 17 Readings due 5/21/2025: Northouse Chapters 14 and 15	20 (4 x 5) pts
Class Dates: Friday 5/2/2025 Wednesday 5/7/2025 Friday 5/16/2025 Wednesday 5/21/2025	Class Activities/ Assignments	Short Assignments/Reflective Writing (5 points each) (8 in-class Assignments: 1 morning assignment and 1 afternoon assignment) All students are expected to participate actively in all class discussions. All students are expected to submit in-class activities and short reflections as requested.	40 (8 x 5) pts
Class Dates: Friday 5/2/2025 Wednesday 5/7/2025	Paper	Distinct Nature of Occupation -Identify a community of interest/group -Make contact and advocate to a group -Discuss the purpose and importance of advocacy -Reflection of experience	20 pts

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Friday 5/16/2025 Wednesday 5/21/2025		(See individual assignment instructions and rubric)	
Class Dates: Friday 5/2/2025 Wednesday 5/7/2025 Friday 5/16/2025 Wednesday 5/21/2025	Speech	Nature of Occupation and Personal Leadership Journey -Discuss distinct nature of occupation -Identify an activity of interest -Identify and reflect on personal growth -Include chart and/or infographic (See individual assignment instructions and rubric)	20 pts
Total			100 points

PULLING IT ALL TOGETHER

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) 2023 standards. Meeting the standards 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 below. To review each standard, please refer the AOTA website at:

<https://acoteonline.org/accreditation-explained/standards/>

Our learning objectives are linked to the standards as well as our program objectives, the program mission and vision, and our overall curricular design. The SHU OT program has written program goals to be met by the time you have graduated that were developed based

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upon our streams and program goals. To pull this all together for you, here are the course learning objectives, the program goals are linked to, 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.

Day One

Class & Date	Standard		Content/Topic	Readings/Assignments:
Friday, May 2. West UC205. 8.00am to 4.00pm	B.2.11 Leadership*	Demonstrate knowledge of effective leadership style Identify personal and professional strengths and areas for growth to become and effective leader	Leadership Why study leadership Overview of theories Personal and professional growth Kouzes and Posner Leadership theory 5 principles Workbook – self-evaluation Student Leadership Challenge	Quiz am Northouse Chapter 16 Leadership Ethics Myers Briggs ahead Discussion about strengths/weaknesses of 16 personality styles

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	B.4.9 Supervision of Personnel	Develop strategies for effective, competency- based, legal and ethical supervision of OTP's and non- OT personnel	Myers Briggs Compass Activity Quotes Coat of Arms Self-development plan Management vs leadership OT Leaders and Legacies Supervision (week 10 of 607) AOTA document Effective ways of looking at diff ages, staff members, colleagues, etc	Scenarios
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			<p>Brent Braveman chapter</p> <p>Ethics and supervision</p> <p>Chapter in Northouse</p>	
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Day Two

Day Three

Day Four

Class & Date	Standard		Readings/Assignments:
<p>Wednesday, May 21.</p> <p>CHE S203 8.00 to 1.00pm</p> <p>CHE S116 1.00pm to 4.00pm</p>	<p>B.4.6</p> <p>Care Coordination and Case Management and Consultation</p>	<p>Demonstrate knowledge of:</p> <p>Care coordination, case management, and transition services in traditional and emerging practice</p>	<p>Speech</p> <p>Occupation</p> <p>Activity of interest</p> <p>Own leadership journey – personal growth, value to them</p>

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		environments. The consultative process with persons, groups, programs, organizations or communities in collaboration with inter- and intra- professional colleagues	<p>Team – value of occupation</p> <p>Chart needed</p> <p>Infographic</p>
	<p>B.4.8</p> <p>Quality management and improvement</p>		<p>Guest: Nicole Peloso Smith</p> <p>CQI activity</p>

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	B.4.3 Documentation of services		In Class activity
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USEFUL TEXTS:

Jacobs, K. & McCormack, G., L. (2019). *The occupational therapy manager* (6th ed.). Bethesda, MD: AOTA Press

Braveman, B. (2016). *Leading and managing occupational therapy services; An evidence-based approach* (2nd ed.). Philadelphia, PA: F. A. Davis Company

Dunbar, S. B., Winston, K. (2015). *An occupational perspective on leadership; Theoretical and practical dimensions* (2nd ed.). Thorofare, N.J: SLACK Inc.

Harvard Business Review Press. (2011) HBR's 10 Must Reads On Leadership.

Ledlow, G. & Coppola, M. N. (2017). *Leadership for health professionals, theory, skills and applications*. (3rd ed.). Burlington, MA: Jones & Bartlett Learning

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Los Angeles, Ca: Sage

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Other assigned articles and readings will be posted on BlackBoard.