

COMMUNITY AND POPULATION NEEDS IN OCCUPATIONAL THERAPY I

SYLLABUS AND TOPICAL OUTLINE

CREDIT HOURS: 4

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OFFICE HOURS: By appointment

CLASS DAY AND TIME: TBD

CLASS FORMAT: This course will allow you to combine and apply knowledge gained in semesters 1 and 2 and integrate your new learning with prior knowledge. Course content will be provided through lectures, discussions, and in-class learning/lab, team based learning, and service learning. Your learning will be assessed using Bloom's levels of comprehension, application, and analysis.

COURSE DESCRIPTION

This course offers specific knowledge for the development of a deep understanding of the occupational therapist's role in the community. The focus is on the occupational engagement of individuals, groups and populations critical for their overall health, well-being, and disease prevention. The course culminates with significant progress on a community-based needs assignment mentored by faculty advisors. To this end, students develop knowledge and skills related to occupational justice, the concept of community, community health theory and practice, health promotion theories, health promotion practice, disease or disability prevention, and the needs assessment process.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025

“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, n.d).

This course reflects the AOTA Vision 2025 which builds upon the Centennial Vision and describes pillars or guideposts that further defines Occupational Therapist as being:

Effective: As future OT practitioners, you will utilize evidence based, client centered, and cost-effective solutions as both a matter of best practice and in conducting needs assessments and programs in the community

Leaders: Your leadership role will be evident in your initiation of effective means to serve your client through information gathering, analysis, and delivery of a completed needs assessment and program and/or product that responds to identified needs

Collaborative: As a student and future occupational therapist, you will work collaboratively with community clients, other professionals, and systems to produce effective needs assessments and deliver effective programs and/or products.

Accessible: Occupational therapists are leaders in providing culturally responsive and customized services that assist organizations and populations to identify needs and enact effective responses to those needs.

Equity, Inclusion, and Diversity: We are intentionally inclusive and equitable and embrace diversity in all its forms, seen in our service to and open-mindedness towards diverse populations and organizations in the community

RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design reflects the [mission and philosophy](#) of our program. The core concept of the SHU OT program is “**Transformation through values-based education.**”

Sacred Heart University occupational therapy program curriculum design is based on the longstanding symbol of the occupational therapy 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 (occupation - performance analysis and interpretation, enabling occupation, scholarship, professional communications, interpersonal skills, and professionalism).

The Catholic Intellectual Tradition of Social Justice is woven into this course through an effort to direct services to not-for-profit organizations and underserved populations whenever possible. Students consult with organizations and communities to identify needs and responses to those needs that best address the needs of populations served. This requires the application of the values of authenticity in our interactions, justice in our service, integrity in our data collection and analysis, altruism in our service, and open-mindedness. It is part of the curricular stream of becoming a professional and a future leader.

OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

Acquiring knowledge is a dynamic process that is layered and supported by a solid foundation. Building a foundation of knowledge in a particular area takes patience, persistence, active engagement, and a willingness to accept that proficiency takes time and hard work. We believe that students learn best in a safe environment and a student's ability to learn is dependent on perceived self-efficacy to succeed, and whether the environment is conducive to success. It is our commitment to each student to provide a positive safe learning environment with the perceived intention that all students will succeed in this course.

WHAT YOU CAN EXPECT FROM ME

Attendance

I will be present for each class. If circumstance arise that may prevent this I will make other arrangements for alternate instruction.

Readiness for Teaching

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 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

I will grade your papers and have things back to you within two 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 behavior

I will answer emails within 2 business days. If something is urgent I expect that you will communicate that and I will answer as soon as possible.

If I have a concern about you or your work, then I will speak directly to you.

WHAT WE EXPECT OF YOU

Attendance

Regular attendance is required.

You will be allowed one absence without penalty, provided you have good cause for that absence and have communicated that with me. Subsequent absences must be made up in some way, an additional assignment for example, or demonstration that you have acquired the learning from the missed class. Absent discussion and other arrangements a loss of $\frac{1}{2}$ grade may occur for more than one absence.

Readiness for Learning

You should be in class and ready to start on time.

You are expected to have the current edition of the required textbook.

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, or 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.

All material covered in class and posted on Blackboard is your responsibility even if you are absent.

Assignments

Assignments must be turned in on time unless you have spoken me in advance of the due date and have come to an agreement with me about an alternate arrangement.

Late assignments without prior communication and arrangement with will have 5 % of the assignment grade deducted for every day the assignment is late.

You are expected to write professionally at the graduate student level. This means that your spelling and grammar are correct, slang is not used, and citations are according to APA guidelines. Assignments that do not meet that criteria will be returned ungraded for revision.

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 wear casual professional attire during any site visits.

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.

TEACHING AND LEARNING METHODS

Lectures, discussions, in-class learning/lab/supervision, team-based learning, assignments and exams, and service learning.

COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None

INDIVIDUAL AND GROUP WORK: All work in this course is individual with the exception of the TRATS and the TBL in class experiences.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDANCE: refer to Program Manual

PROFESSIONAL BEHAVIORS: refer to Program Manual

ACCESS AND ACCOMMODATIONS

The [Office of Student Accessibility](#) provides instructional accommodations and services for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

If you are in need of assistance to access any materials related to this course or anything else related to your learning experience or time on campus, please contact your instructor or visit the [Office of Student Accessibility](#).

REQUIRED TEXTS

Scaffa, M.E. & Reitz, S.M. (2020). Occupational Therapy in Community and Population Health Practice. F.A. Davis.

Soriano, F. I. (2013). Conducting needs assessments: A multidisciplinary approach (2nd ed.). Thousand Oaks, CA: Sage.

Recommended Textbooks:

Clark, F.A., Blanchard, J., Sleight, A., Cogan, A., Florindez, L, Gleason, S. . . .Vigen, C. (2015). Lifestyle Redesign®: The Intervention Tested in the USC Well Elderly Studies, 2nd Edition. Bethesda, MD: AOTA Press.

Fazio, L. S. (2017). Developing occupation-centered programs with the community (3rd ed.). Thorofare, NJ: Slack Inc.

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. The program's objectives were developed based upon our PRIDE vision. Table 1 shows the connection between the course learning objectives, the program objectives they 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.

All course expectations are designed according to [Bloom's Taxonomy of Learning Domains](#)---Remember, Understand, Apply, Analyze, Evaluate, and Create. This course requires students to analyze, evaluate, and create.

Table 1- Learning objectives and ACOTE standards

Course Learning Objective	Blooms Taxonomy Level	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Describe the historical development of occupational therapy in health promotion and prevention of disease and disability and describe the relationship between health promotion, the OTPF and core values of the profession.	Comprehension Application	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.1.2. Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology. B 2.6 Analyze occupational performance aspects that are affected by diagnoses including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury	TBL Applied Learning Activities	TBL Quizzes and Exams Needs Assessment

Understand conceptual models for health promotion; and health behavior models, utilized by occupational therapists in health promotion practice	Comprehension Application	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Engage in continual learning and evidence-based practice with intellectual open-mindedness.	B.2.1 Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	TBL Applied Learning Activities	TBL Quizzes and Exams
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Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family and society.	Comprehension Application Analysis.	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Promote justice through compassionate service to the local and global communities	B.1.3 Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions and distinguishes the epidemiological factors that impact the public health and welfare of populations.B.2.2 Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.B.2.5. Apply and analyze scientific evidence to explain the importance of: • Balancing areas of occupation. • The role of occupation in the promotion of health and wellness. • The prevention of disease, illness, and dysfunction for persons, groups, and populations.B.4.1. Identify, analyze, and evaluate the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations to promote and advocate for policy development and social systems as they relate to the practice of	TBL Applied learning activities Health Promotion Simulation	SDOH Discussion Board Health Promotion Simulation Reflection
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Identify examples of occupational injustice in the community by developing an understanding of the concepts of Occupational Justice	Comprehension Application Analysis	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.1.3 Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations B.2.5 Apply and analyze scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations	Lecture Discussion Learning activities	Exam
Demonstrate an understanding of the concept of Community and how engagement in occupation affects the biopsychosocial health of a community	Comprehension Application Analysis	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.2.5. Apply and analyze scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations	Lecture Discussion Learning activities	Exam

Demonstrate an understanding of the contextual elements of a community and evaluate how they affect engagement in occupation and ability to fill health and wellness needs and how to determine the effect	Comprehension Application Analysis	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning.	B.3.11 Evaluate the needs of persons, groups, or populations to design programs that enhance community mobility, and determine alternative means of transportation in community settings, including driver rehabilitation and other community access options.B.3.20. Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations. B.4.1. Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy	Lecture Discussion Learning activities	Exam
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Understand the requirements of a community needs assessment and conduct a needs assessment for a community partner.	Comprehension Application Analysis	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning. Promote justice through compassionate service to the local and global communities	B.2.4. Explain to the community of interest (e.g., consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being B.4.6 Demonstrate knowledge of: Care coordination, case management, and transition services in traditional and emerging practice environments. The consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. B.4.7. Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for evolving service delivery models, professional development, and practice.	Lecture Discussion In class supervision	Needs assessment Exam
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Understand and apply the ethical requirements related to Needs Assessment research and apply as required	Comprehension Application	Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	B.1.4. Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice. B.5.4 Demonstrate an understanding of the ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.	Lecture Discussion In class supervision	Research Checklist Assignment Needs Assessment Exam
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Assignments and Grading

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
SDOH Discussion Board I	Students will read Social Determinants of Health articles and watch one of the videos below: https://www.youtube.com/watch?v=d6wH4nQVmhW https://www.youtube.com/watch?v=CALj8t8EnD8 https://www.youtube.com/watch?v=dDbENx9c3Fg Students will complete a 300–500-word discussion board following instructions on Blackboard. Students will post a response to one other student with a 150–250-word response. Both the original post and response must be in APA format and have in-text citations and references	10
Health Promotion Sim Reflection	Students will participate in a simulation entitled Health Promotion Simulation in class and will submit a 1–2-page reflection on the simulation	5
Needs Assessment Timeline	Students will submit a timeline including goals and dates to outline how their needs assessment will be completed by week 10 of the semester. A Gant chart or similar tool can be used to visually display the timeline	5
Research Checklist Part I and II	Students will submit checklist after meeting with their faculty mentor relevant to the population that they are working with, and the methods they will use for their needs assessment in APA format with citations and references	20
TBL Quizzes		15
Midterm Exam	Weeks 1-6	10
Final Exam	Weeks 8-14	10
Needs Assessment	Groups will submit a draft in week 10 and then the final needs assessment at end of week 13	25

TOPICAL OUTLINE				
WEEK	TOPICS/ READINGS	SKILLS LEARNED	IN CLASS	ASSIGNMENT DUE DATES
1 April 30	What does it mean when we talk about Community Scaffa and Reitz Chapter 2 What is a Needs Assessment? Soriano Chapter 1	Ability to recognize the human and physical, historical, and symbolic elements that define community Know the elements of a needs assessment. Recognize when a needs assessment is appropriate and ways that data can be collected to inform the needs assessment Car Fit program	Lecture Weekly Workshop – look at Research Checklist to be filled out with Faculty mentor Set up a Teams site and give the instructors and faculty advisor access Experiential – Car Fit	
2 May 6	What Does it Mean When we Talk About Community 2? Scaffa and Reitz Chapter 3 Watch recorded lecture No in-person class	Ability to recognize the human and physical, historical, and symbolic elements that define community Community and Population Health Concepts	Recorded Lecture and a look at the Lifestyle Redesign Program© Review Handout on Data Collection methods and look at Community Toolbox website before	Schedule meeting with faculty mentor in Week 2 or 3 and fill out Research Checklist Part by 5/11

			meeting with your faculty mentor	
3 May 13	What is a Needs Assessment? Needs Assessment Theory and Methods Scaffa and Reitz Chapter 3	Theories and Models Aging in Place Program	Lecture – Health Promotion Theories/Community Health Theories Weekly Workshop – find your method and your theory Experiential – Aging in Place	Research Checklist due end of Week 3 5/11
4 May 20	Beginning the Needs Assessment	How to outline the goals of the needs assessment How to outline a plan to develop the knowledge about the population and community.	Lecture – Goals, Key questions Weekly workshop – write your goals, key questions Experiential – Back Pack Awareness	
5 May 27	Researching the Site, Population, Programs, and Literature	How to gather and evaluate information related to the population and community from the formal literature and	Lecture – gathering and evaluating information Work with faculty advisor	Needs Assessment timeline due (GANTT chart) by 5/25

		secondary sources. . How to organize the information gathered into a relevant, coherent and concise description of the literature and sources that is consistent with the purpose of the needs assessment	Weekly workshop – organize the information you have gathered about your community or population Experiential – Fall Prevention	
6 June 3	How to choose the appropriate data collection methods to address the purpose of the needs assessment	How to choose the appropriate data collection methods to address the purpose of the needs assessment	Lecture – Data Collection Methods: Quantitative and Qualitative Weekly Workshop – Decide on your data collection methods. Design your survey, interview or focus group questions Meet with your faculty mentor and discuss your data collection method Experiential –	Submit Part 2 of Research Checklist – Data Collection by 6/1

			Medication Management	
7 June 10	Mid-term Exam – based on PowerPoints from Weeks 2-6			
8 June 17	Scaffa and Reitz Chapter 3 Theoretical Frameworks for Community-Based Practice	Appreciate the need for occupational therapy practitioners to be knowledgeable and competent in the use of theory in community-based and population-based health practice.	TBL Applied Learning Activities Mini Lecture Weekly Workshop: Data collection. What have you done so far? You should be collecting data or be done. What do you have so far? Check in with instructor! Work with faculty advisor	
9 June 24	Chapter 4: Population Health, an Occupational Perspective	Explore population health from an occupational perspective, attending to the things people routinely do and the settings in which they do them. Explore the concept of	TBL Applied Learning Activities Mini Lecture Weekly Workshop: Look at the data you have gathered from	SDOH Assignment – review PPT, watch videos and complete discussion board due

		Social Determinants of Health—the socially modifiable factors that cause some sectors of society to enjoy long and healthful lives, while others do not. Consider health inequities from the perspective of occupational balance,	your needs assessment and begin to summarize it in your needs assessment report Work with faculty advisor	6/29
10 July 1	Chapter 5: Program Planning and Needs Assessment	Describe the occupational therapy practitioner's role in community and population health program development and needs assessment Identify the seven principles common to all planning models. Explain how the needs assessment process is similar to the occupational therapy evaluation process. Explain the three steps of a needs assessment. Describe the importance of primary and secondary data collection to the needs assessment	TBL Applied Learning Activities Lecture on Data Analysis Weekly Workshop: Write up the results of your data analysis and begin to formulate recommendations from your needs assessment in consultation Work with faculty advisor	Needs Assessment Draft Due 7/6

		process. Explain why community-based programs need to be grounded in theory and based on the best available evidence. Discuss the relationship of evidence and program planning.		
11 July 8	Chapter 22: Marginalized Populations Occupational Justice Diversity and Disparities	Ability to recognize marginalized populations and the specific occupational performance challenges for these populations Ability to recognize types of occupational injustice through development of critical consciousness Ability to recognize diversity and how disparities affect occupational performance in populations and communities	TBL Applied Learning Activities Mini Lecture Weekly Workshop: Continue to work on your Needs Assessment Report Work with faculty advisor	
12 July 15	Chapters 12 & 13 The Aging Population, Home Modification, Driving and		TBL Applied Learning	

	Community Mobility		Activities Mini Lecture Weekly Workshop: Continue to work on your Needs Assessment Report	
13 July 22	Health Promotion Sim		Work on finalizing needs assessment Work with faculty advisor.	Final Needs Assessment due 7/27
14 July 29	Community Program Development I	Community Program Development II	Weekly Workshop – work on program development if appropriate Work with faculty advisor	
15	Finals week	Final Exam time TBD		Simulation Reflection Due