



OT 546/Transformation Through Human Occupation Fall 2024

	Information
Instructor Name	Professor Sylvia Sobocinski, M.A., OTR/L Professor Morgan Villano, MPA, MSPS, OTR/L
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Office Hours	By appointment
Office Location	Professor Villano N121
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Course Format	*Lecture, Experiential, Group Assignments, Community Service
Course Location	Table Top Lab, N350 Throughout the semester, this course will meet in other spaces per the Topical Outline, to include the community for service learning assignments and in the Home Suite.
Course Times	Villano Section A Tuesdays 2:45-5:45 pm Sobocinski Section B Tuesdays 11:15-2:15 pm Villano Section C Mondays 9-12pm Villano Section D Wednesdays 11:30-2:30 pm *During the following weeks please note: <ul style="list-style-type: none"> • Week 2 (9/2-9/6) – OT 546 all sections asynchronous. • Week 8 (10/14-10/18) – OT 546 will be in the community or at SHU on Wednesday 10/16/24. Course sections will not meet at typical times. Refer to the Topical Outline. • Week 14 (11/25-11/29) – OT 546 all sections will meet Tuesday 11/26 between either 9-12pm or 12:30-3:30pm. Refer to the Topical Outline.

Course Description and Purpose

The history and development of the occupational therapy profession is dynamic, evolving, and has always been grounded in the core principles of *occupation*. *Activity analysis* is the essence of what an occupational therapist does; it is fundamental to all aspects of occupational therapy practice; it is an essential tool for occupational therapists in assessing and supporting occupational performance with clients. The purpose of this course is to introduce you to the language of *human occupation* and introduce you to the skill of *activity analysis*.

“*Occupational therapy* is defined as the therapeutic use of everyday life occupations with persons, groups, or populations (i.e., the client) for the purpose of enhancing or enabling participation. Occupational therapy practitioners use their knowledge of the transactional relationship among the client, their engagement in valuable occupations, and the context to design occupation-based intervention plans.” (AOTA, 2019). Occupational therapy focuses on enabling clients to maximize/optimize their capacity to participate in life occupations and activities that are important and meaningful to them and promotes overall health and wellness. As future occupational therapists, you will be helping clients of all ages participate in different aspects of life, in activities they need and want to do, regardless of disability or dysfunction, through the therapeutic use of everyday activities and occupations. In this course, the terms *occupation* and *activity* are defined and examined broadly. You will “untangle” the concepts of activity and occupation, purposeful activity, tasks, occupational performance, and function. Activity analysis is recognized as a process of examining the essential components of an activity to identify the steps, the demands and opportunities for therapeutic interventions.

We will explore our understanding of occupation used in purposeful and meaningful ways, in facilitating the health and well-being of individuals. You will examine our professional heritage of occupation and review the historical development of activity/task analysis as a valuable tool in the process of occupational therapy, for use with all clients, across all contexts. The format for activity analysis will include terminology and activity demands as presented in the Occupational Therapy Practice Framework, 4th Edition (AOTA, 2020). You will learn about activity synthesis, ways to evaluate the nature and demands of a range of activities, as well as how to evaluate activity preferences of individuals. In addition, you will have multiple opportunities to analyze, adapt, and learn how to teach activities.

RELATIONSHIP TO 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, 2016)

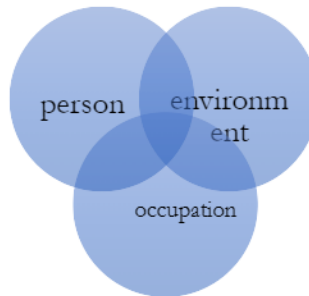
To meet society’s occupational needs, a practitioner of occupational therapy must understand and be able to explain and use the concepts of occupation, activity, occupational performance, and occupational balance. Activity analysis is one of the skills that distinguish occupational therapists from other health care professionals. It is one of the primary methods of assessment of clients, is a crucial aspect of evaluation, and a strategy in determining appropriate clinical interventions for individuals and groups in an ongoing and fluid fashion. It is a skill that you will need to use constantly as you work as an occupational therapist. Activity teaching is another core skill of an OT. As you work with clients and their families, you will be continually coaching and teaching them, encouraging them to better health and better occupational performance. Finally, activity grading is key to having successful sessions, as you alter, modify, and adapt what you and the client are doing, in the moment, to create the “just right” challenge for a client.

Using the skills of observation, knowledge of scientific analysis, together with clinical reasoning, you will be promoting client function. This course prepares students to apply clinical reasoning to support decisions and contributes to the development of confidence to communicate within interprofessional teams about the importance of engagement in occupation across the lifespan, given a person’s physical and emotional abilities. The skills you will learn in this class will be some of the most important occupational therapy skills you will need throughout your career.

CONCEPTUAL MODEL FOR THIS COURSE

The conceptual framework selected for this course is the Person, Environment, and Occupation Model (Law et al, 1996).

Person, Environment, and Occupation Model



Copied from: Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996).

The Person-Environment-Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy*, 63,(1), 9-23 for this syllabus and educational purposes only.

Law et. al. (1996) developed the Person, Environment and Occupation Model in response to an identified need from occupational therapy literature that describes the theory and clinical application of the interaction between the person, the environment, and the occupation. This model is a framework that guides clinical reasoning in analysis and understanding of the interdependent interaction as a person engages in all they need or want to do. This model has been selected to help frame this course as it is foundational in its application to occupational therapy practice

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 (occupation - performance analysis and interpretation, enabling occupation, scholarship, professional communications, interpersonal skills, and professionalism). This course primarily presents learning about the curricular streams of *occupation - performance analysis and interpretation, communications, and interpersonal skills*.

OUR THOUGHTS ABOUT LEARNING

'Learning' is a dynamic process that is layered, and supported by a solid foundation of knowledge, development of psychomotor and procedural skills, process, thinking, and reasoning skills, and reflection and/or analysis of one's biases and values, to make sound ethical and clinical judgments based on one's own and AOTA's core values, beliefs, and ethics. Building the skills to make sound, humane, evidence-based, ethical and clinical decisions take patience, persistence, active engagement, as well as a willingness to accept that proficiency takes time and hard work. We believe that students learn best in a safe, but challenging environment, and a student's ability to learn is dependent on perceived self-efficacy to succeed, and an environment that is conducive to success. It is our commitment to each student to provide a positive safe learning environment, inclusive of multiple opportunities to reflect, grow, challenge, and practice, coupled with our personal belief that all students will accomplish the objectives of this course.

Course Materials

REQUIRED TEXTS

1. Thomas, H. (2022). *Occupational and Activity Analysis*, 3rd Ed. Slack, Inc.
2. American Occupational Therapy Association. 2020. *Occupational Therapy Practice Framework: Domain and Process*, 4th Ed. AOTA Press.
3. Additional required or supplemental readings will be posted in each week's content folder in Blackboard.

Student Learning Objectives/ACOTE Standards/Outcomes Measure

Student Learning Objective	Program Objective	ACOTE standard	Learning Experiences	How Learning Objective will be Measured?
<p>1.</p> <p>Define key terms, and compare/contrast the inherent nature of occupations, activities, tasks, and OTPF terminology, as related to activity analysis, occupation analysis, and occupational therapy practice.</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>B.3.2. Interaction of Occupation and Activity. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.</p>	<p>Weekly in-class learning, hands-on activity participation, and discussions.</p> <p>Course readings and quizzes</p> <p>Use of OTPF 4</p> <p>Assignments – in-class and short participation assignments</p>	<p>In class participation in activity/occupational analysis</p> <p>Mid-term exam</p>

		<p>B.3.3. Distinct Nature of Occupation. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.</p>	done out of class	
<p>2. Define, describe, and engage in the utilization of different types of clinical reasoning in activity selection and the therapeutic design of activity/occupation-based interventions to address client factors, performance</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>B.4.2. Clinical Reasoning Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors,</p>	<p>Weekly in-class learning, hands-on activity participation, and discussions. Course readings and quizzes</p>	<p>In-class measures/ in-class participation emphasizing use and development of clinical/professional reasoning In-class measures/ in-class</p>

<p>patterns, and performance skills.</p>	<p>Engage in continual learning and evidence-based practice with intellectual open-mindedness</p>	<p>performance patterns, and performance skills.</p> <p>B.4.3. Occupation-Based Interventions Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.</p> <p>B.3.6. Activity Analysis Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the</p>	<p>Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity/occupational analysis</p> <p>Assignments – in-class and short participation assignments done out of class</p>	<p>participation in activity/occupation analysis</p> <p>In class art experience – clinical reasoning through art observation</p> <p>Mid-term exam</p>
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		intervention plan.		
3. Demonstrate knowledge of activity identification across the lifespan, administer activity preference checklists, analyze, and articulate use of results.	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.3.6. Activity Analysis Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments , and client factors to formulate the intervention plan. B.4.3. Occupation-Based Interventions Utilize clinical reasoning to facilitate occupation-based interventions that address client factors.	Weekly in-class learning, hands-on activity participation, and discussions. Course readings and quizzes Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity/occupational analysis Assignments – in-class and homework	In-class measures/ in-class participation Activity timeline Interest checklists Interview – adult performance patterns Mid-term exam

		This must include interventions focused on promotion, compensation, adaptation, and prevention		
4. Demonstrate the skills of activity observation and analysis, assessing the interaction of both occupations and activities, and demonstrate the skill of activity analysis in relation to the different areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	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.3.6. Activity Analysis Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Observation through Art – in-class activity Weekly in-class learning, hands-on activity participation, and discussions. Course readings and quizzes Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class	Clinical reasoning through art observation – in-class activity In-class measures/ in-class participation in skilled observation, activity/occupation analysis Activity Analysis – form completion/ papers Mid-term exam

			activity/occupational analysis Assignments – in-class and homework	Semester Long Learning Project
5. Demonstrate knowledge and skill in grading and modifying the way persons, groups, and populations perform occupations and activities by adapting processes and modifying environments.	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.4.18. Grade and Adapt Processes or Environments Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	Weekly in-class learning, hands-on activity participation, and discussions Course readings and quizzes Assignments – in-class and homework	In-class measures/ in-class participation in activity synthesis for modifications and grading Activity Analysis – form completion/ papers Mid-term exam Final Project
6. Demonstrate the skills of activity synthesis for the purposes of	Demonstrate the knowledge and skills required of an entry	B.3.2. Interaction of Occupation and Activity. Apply,	Weekly in-class learning, hands-on activity	In-class measures/ in-class participation in

<p>teaching, grading, and modifying in activity analysis, in order to select appropriate remediation and/or compensatory strategies matched to a client's functional deficits - cognitive deficits, visual deficits, psychosocial and behavioral health deficits that affect occupational performance.</p>	<p>level occupational therapist, including critical thinking and clinical reasoning</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness</p>	<p>analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments , and client factors.</p> <p>B.4.10. Provide Interventions and Procedures This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.</p>	<p>participation, and discussions.</p> <p>Course readings and quizzes</p> <p>Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity/occupational analysis Assignments – in-class and homework</p>	<p>activity synthesis and identifying activities as intervention options.</p>
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<p>7.</p> <p>Demonstrate and utilize the principles of the teaching–learning process and instructional design in the development and execution of a teaching plan when teaching an activity to a small group.</p>	<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p> <p>Engage in continual learning and evidence-based practice with intellectual open-mindedness</p>	<p>B.4.21. Teaching–Learning Process</p> <p>Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods.....:</p> <p>To design activities and clinical training for persons, groups, and populations.</p> <p>To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</p>	<p>Weekly in-class learning, hands-on activity participation, and discussions.</p> <p>Course readings and quizzes</p> <p>Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity/occupational analysis</p> <p>Assignments – in-class and homework</p>	<p>In-class measures/ participation in design of teaching plan and execution</p> <p>Teaching assignment – plan includes considerations for grading and modifying</p>
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		<p>B.6.6. Preparation for Work in an Academic Setting</p> <p>Demonstrate an understanding and apply the principles of (instructional design and) teaching and learning in preparation for work in an academic setting</p>			
8.	Engage in guided self-reflection to evaluate the experience of learning an unfamiliar skill/activity, complete a comprehensive activity analysis of this new skill, and demonstrate your learning through the	Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	<p>B.3.2. Interaction of Occupation and Activity.</p> <p>Apply, analyze, and evaluate the interaction of occupation and activity,</p>	Semester-long learning assignment – outside class time	Guided reflection about teaching and learning of new skill/activity
			Weekly in-class learning, hands-on activity participation,	Activity analysis paper assignments	

<p>delivery of a professional presentation.</p>	<p>Engage in continual learning and evidence-based practice with intellectual open-mindedness</p>	<p>including areas of occupation, performance skills, performance patterns, context(s) and environments , and client factors.</p> <p>B.3.6. Activity Analysis Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments , and client factors to formulate the intervention plan.</p>	<p>and discussions.</p> <p>Use of OTPF 4 language and application of OTPF 4 knowledge to in class and out of class activity/occupational analysis</p> <p>Assignment – in-class and homework</p>	<p>Final Project, including presentation</p>
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		<p>B.4.18. Grade and Adapt Processes or Environment s</p> <p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>		
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Course Activities

Course Learning

This course will be taught using a variety of teaching and learning methods and strategies. The course format includes some didactic lecture, large and small group active discussion, in-class experiential learning and activities, and self-directed, out-of-class learning. There will be some opportunities to learn through demonstration, and all students are expected to engage in hands-on skill development. Instruction may also include asynchronous experiences. An out-of-class learning demand will be a regular and frequent self-directed learning opportunity. All learning opportunities presented will be used to integrate and apply information to occupational therapy practice. In keeping with our choice of the conceptual models for the course, our focus is on the **process** of learning, as well as our playful natures, and much of the course content will be taught through actual engagement in activities. We hope these activities will motivate you to experience and understand the basic concepts of occupations and activity, occupational balance, activity analysis, activity teaching, and activity grading and modification.

Important Dates

- Week of 9/2/24 all OT 546 course sections will be held asynchronously. You will be responsible, per the Topical Outline, of completing all readings and assignments.
- Week of 10/14/24 all OT 546 sections will participate in community service on Wednesday 10/16/24. There will be no classes Monday or Tuesday.
- Week of 11/25/24 all OT 546 sections will meet on Tuesday November 26th in the Table Top Lab, Room N350. Sections A & B will meet 9-12, and sections C & D will meet 12:30-3:30. You may not change your scheduled time for class.
- The week of December 9th, all sections of OT 546 will present their Semester Long Learning Project during their typical class time.

Course Schedule

Subject to change.

We ek	Dates	Topic	Assignments & Readings Due
1	8/26-8/30	<p>Class Content:</p> <ul style="list-style-type: none"> • Syllabus and Topical Outline overview of course and how we teach • Review of assignments – plan to take notes and ask questions • Warm up/Introduction/ Brief video • Overview of Activity Analysis • Showering Analysis • Overview use of OTPF 4 • Wrap Up including plan for Week 2 given 	<p>Class Preparation:</p> <ul style="list-style-type: none"> • Review Syllabus & Topical Outline (T.O.) • Posted to Black Board – Thomas, 3rd Ed. Chapter 1, complete before class <p>What is Due:</p> <ul style="list-style-type: none"> • Read slide bank before class • Complete Activity Timeline prior to attending class. Submit it to Black Board before you attend class (submit picture). <u>Additionally bring your timeline with you to class.</u> <p>***Always bring the hard copy of the OTPF to class, or be able to access the digital version in class</p>

Week	Dates	Topic	Assignments & Readings Due
		<p>it is asynchronous.</p> <p>In-class activity</p> <ul style="list-style-type: none"> Papercraft activity experience 	
2	<p>9/2-9/6*</p> <p>*All OT 546 course sections are asynchronous</p>	<p><i>Guiding Frame of Reference = Lifespan Development</i></p> <p>Class Focus = Activity Identification</p> <p>Class Content:</p> <ul style="list-style-type: none"> Our human story – the genesis of occupations; from clay to computers Occupations across the Life Span Activity Analysis – What’s the big deal? Relevance of activities/occupations to client Activity Identification; interviewing your client; use of TUOS during activity 	<p>Class Preparation:</p> <ul style="list-style-type: none"> Read through PPT Read Thomas 3rd Ed. Ch. 2 Read Thomas 3rd ed. Ch. 3 J.S. Matsutsuyu (1969). <i>The Interest Checklist</i>. American Journal of Occupational Therapy, found in the weekly Bb shell <p>What is Due:</p> <ul style="list-style-type: none"> Matsutsuyu Interest Checklist Update to Black Board due 11:59pm 9/7/24 Asynchronous reading quiz #1 on Bb due 11:59 pm 9/8/24 Semester Long Learning Project: your idea will be submitted to Bb Teams by 9/8/24 11:59pm. Then your instructor will review and either ask clarifying questions or approve it.

Week	Dates	Topic	Assignments & Readings Due
		identification.	
3	9/9-9/13	<p><i>Guiding Frame of Reference = Applied Behavioral</i></p> <p>Class Focus = Activity Analysis- Part I</p> <p>Class Content</p> <ul style="list-style-type: none"> • Review of Reading Quiz #1 • Review of Assignment Rubrics and where to find info in Bb • Development of 'Clinical Reasoning'/Types of clinical reasoning • Activity Analysis Process and Skills & OTPF – What are we looking at? Where do I begin? How do I think about the activity, the context, and what the expected outcome is? • Review of Thomas, 3rd Ed. Ch1-4 	<p>Class Preparation:</p> <ul style="list-style-type: none"> • Read through PPT <p>Readings:</p> <ul style="list-style-type: none"> • Thomas, 3rd Ed., Chapter 4 • Scan: What is Clinical Reasoning and Why Should I Care? Lisa Mendez and Jodene Neufeld. All in Black Board. <p>What is Due:</p> <ul style="list-style-type: none"> • Asynchronous reading quiz #2 on Bb due 11:59 pm 9/14/24 • Difficult/Simple Assignment to Bb due 11:59 pm 9/15/23

Week	Dates	Topic	Assignments & Readings Due
		<p>In class activity: Bal-Vis-X Clinical Observation and Reasoning through Art</p>	
4	9/16-9/20	<p><i>Guiding Frame of Reference = Biomechanical</i></p> <p>Class Focus = Activity Analysis – How to? Part Two</p> <p>Activity Analysis - practice with use of several activity analysis forms</p> <p>Introduction to grading and modifying</p> <p>Class Content:</p> <ul style="list-style-type: none"> • Review of reading quiz #2 • OTPF Tables - Table 12 Types of O.T. Interventions - • OTPF Table 11 Activity and Occupational Demands • Biomechanical AA form • Home Activities – analysis in groups • Grading, Modification, Scaffolding, Adaptation 	<p>Class Preparation:</p> <ul style="list-style-type: none"> • Read through PPT <p>Readings:</p> <ul style="list-style-type: none"> • Thomas 3rd Ed., Ch 9, pp. 197-207 with a focus on Modification and Grading • Thomas 3rd Ed., Ch. 5 & 6 • Activity Gradation and Adaptation pp. 64-67, in Black Board. <p>What is Due:</p> <ul style="list-style-type: none"> • Asynchronous reading quiz #3 on Bb due 11:59 pm 9/21/24 • Start Semester Long Learning Project

Week	Dates	Topic	Assignments & Readings Due
		<p>(including AE online sites)</p> <p>In-class activities</p> <ul style="list-style-type: none"> • Activity analysis practice via video OR HOME SUITE with a focus on grading/modifying • Exploration of DME/AE to support modification 	
5	9/23-9/27	<p>Class focus = Pulling It All Together</p> <p>Class Content:</p> <ul style="list-style-type: none"> • Review of Reading Quiz #3 • Review of a variety of activity analysis forms <p>In Class Activities:</p> <ul style="list-style-type: none"> • Activity Feud • In class activity engagement with adapted activity analysis form to be completed as a class 	<p>Class Preparation:</p> <ul style="list-style-type: none"> • No PPT <p>Readings:</p> <ul style="list-style-type: none"> • Thomas 3rd Ed., Ch 7&8 <p>What is Due:</p> <ul style="list-style-type: none"> • Continue with your Semester Long Learning Project
6	9/30-10/4	<p><i>Guiding Frame of Reference- Cognitive Behavioral</i></p>	<p>Preparation for Class:</p> <ul style="list-style-type: none"> • Read through PPT

Week	Dates	Topic	Assignments & Readings Due
		<p>Class Focus = Teaching and Learning Part One</p> <p>Class content:</p> <ul style="list-style-type: none"> • Teaching and Learning • Learning Theories • Learning Styles • How do we teach? • What does teaching have to do with OT? <p>In-class activities</p> <ul style="list-style-type: none"> • Shoe-Tying • Paper Airplane • TBD based on time 	<p>Reading for Weeks 6 and 7:</p> <ul style="list-style-type: none"> • Christiansen and Matsuka Chapter 5 Methods of teaching basic and instrumental activities of daily living (pp. 105-128)- in Black Board <p>Following Readings are in Black Board: Learning Skills – Scan/read Learning, Training, Development Theories – Scan/read Gagne's 9 Levels of Learning – Scan/read</p> <ul style="list-style-type: none"> • Review VARK and the relationship to teaching/learning • Review readings Thomas, 3rd Ed. Ch 1-8 and Ch 9 p.197-207 <p>What is Due:</p> <ul style="list-style-type: none"> • Continue with your Semester Long Learning Project • First Journal Reflection and Pictures Due in Bb by 11:59 pm 10/5/24
7	10/7-10/11	<p><i>Guiding Frame of Reference: Psychodynamic</i></p> <p>Class Focus = Continuation of Teaching and Learning Part I</p> <p>Class Content</p>	<p>Preparation for Class:</p> <ul style="list-style-type: none"> • Review the Teaching Plan and Teaching Execution assignment rubrics and assignment instructions • Activity Analysis and Boardgames reading in Black Board <p>What is Due:</p> <ul style="list-style-type: none"> • Asynchronous reading quiz #4 on

Week	Dates	Topic	Assignments & Readings Due
		<ul style="list-style-type: none"> Review Teaching Plan Rubric and Assignment Instructions Prepare for Week 8 Community Service Learning Activity Analyses <p>In class activities:</p> <ul style="list-style-type: none"> Connect with your Teaching Plan group members so you are familiar with one another-discuss what you'd like to teach (activity must be approved by your instructor) Activity analysis practice with board games 	<p>Black Board due 11:59 pm 10/12/24</p> <ul style="list-style-type: none"> Continue with your Semester Long Learning Project Second Journal Reflection and Picture submissions Due in Black Board by 11:59 pm 10/13/24
8	<p>10/14-10/18*</p> <p>*Community Service Learning on</p>	<p>Sections C & D will be attending nOURIsh in Bridgeport.</p>	<p>Preparation for Community Service Learning:</p> <ul style="list-style-type: none"> Refer to Black Board Announcements Review expectations of service learning, directions, attire

Week	Dates	Topic	Assignments & Readings Due
	Wednesday 10/16/24 *No classes Monday and Tuesday	Section C will attend 2-4pm. Section D will attend 4-6pm. Sections A & B will be @ CHE from 11:30-1:30 in Table Top Lab, N350.	What is due: <ul style="list-style-type: none"> • Activity Analysis Form for Service Learning due 11:59pm 10/20/24 • Spend time with your Teaching Group to analyze what and how you will be teaching your peers starting week 11
9	10/21-10/25	<i>Guiding Frame of Reference = Rehabilitation/Occupational Adaptation</i> Class Focus = Teaching and Learning Part Two Class Content: <ul style="list-style-type: none"> • The design of your teaching • Teaching Methods and Approaches • Teaching 1:1 vs teaching a group • Meeting therapeutic needs with TUOS during teaching • Universal Design Learning • Midterm Preparation In-class activities	Preparation for Class: <ul style="list-style-type: none"> • Review Thomas, 3rd Ed. Ch 1-9, • Review OTPF language and content • Come prepared to ask content questions for Midterm preparation What is due: <ul style="list-style-type: none"> • Continue with your Semester Long Learning Project

Week	Dates	Topic	Assignments & Readings Due
		<ul style="list-style-type: none"> Activity analysis practice and teaching practice (sewing) Preparation for the mid-term exam 	
10	10/28-11/1	<p>Class Content:</p> <ul style="list-style-type: none"> Midterm Exam – first half of class Teaching Preparation in your small groups – second half of class 	<p>What is Due:</p> <ul style="list-style-type: none"> Continue with your Semester Long Independent Learning Project Third Journal Reflection and Picture Submission Due in Bb by 11:59 pm 11/2/24
11	11/4-11/8	<p><i>Guiding Frame of Reference = Sensory</i></p> <p>Class focus = In Person Group Teaching</p> <p>Class Content:</p> <p>Three or Four Teaching Groups Will Demonstrate</p> <p>Individual Teaching Skills will be Assessed by Instructor</p>	<p>What is Due:</p> <ul style="list-style-type: none"> Submit your group teaching plan to Black Board by 9am Monday 11/4/24 Submit a word document with your name and the activity you are teaching to Black Board Continue with your Semester Long Independent Learning Project

Week	Dates	Topic	Assignments & Readings Due
12	11/11-11/15	<p><i>Guiding Frame of Reference</i> =Occupation Based Models (PEO, PEOP, MOHO, KAWA)</p> <p>Class focus = In Person Group Teaching</p> <p>Class Content: Three or Four Teaching Groups Will Demonstrate Individual Teaching Skills will be Assessed by Instructor</p>	<p>What is Due:</p> <ul style="list-style-type: none"> • Continue with your Semester Long Independent Learning Project • Begin to create your final presentation due the last week of class on your Semester Long Learning Project
13	11/18-11/22	<p><i>Guiding Frame of Reference = Toggia's Dynamic Interactional Approach & Allen's Cognitive Disability Model</i></p> <p>Class Content:</p> <ul style="list-style-type: none"> • TBD • Review Interview of Adult Performance Patterns Assignment 	<p>What is Due:</p> <ul style="list-style-type: none"> • Continue with your Semester Long Independent Learning Project • Fourth Journal Reflection and Picture Submission Due in Bb by 11:59 pm 11/23/24 • Continue to create your final presentation due the last week of class on your Semester Long Independent Learning Project

Week	Dates	Topic	Assignments & Readings Due
		<p>In Class Activities:</p> <ul style="list-style-type: none"> Application activities using OTPF Table 11 	
14	11/25-11/29* No Classes Wednesday, Thursday, Friday	<p>*All sections meet Tuesday 11/26 in room N 350.</p> <p>Sections A & B: 9-12pm.</p> <p>Sections C & D: 12:30-3:30pm .</p> <p><i>You may not change your scheduled time for class</i></p> <p>In Class Activities:</p> <ul style="list-style-type: none"> Dr. Schlegel & Driving Simulator experience Activity Analysis of making a right hand turn using an adapted OTPF Table 11 form 	<p>Preparation for class:</p> <ul style="list-style-type: none"> All readings in Black Board for the week <p>What is due:</p> <ul style="list-style-type: none"> Continue with your semester long learning project Fifth journal reflection and picture submission due in Black Board by 11:59PM 11/30/24 Continue to create and begin to finalize your presentation on your Semester Long Learning Project. Adult Performance Patterns Interview due 12/1/24 11:59 PM
15	12/2-12/6	<p>Class Content:</p> <ul style="list-style-type: none"> N 361, Newton's Laws applied to Activity Analysis Review of slide sheet transfers Review of Hoyer lift transfers Use of OTPF 	<p>What is due:</p> <ul style="list-style-type: none"> Finalize your Semester Long Learning Project PPT and Activity Analysis form

We ek	Dates	Topic	Assignments & Readings Due
16	12/9-12/13	<p>Table 11 adapted form</p> <p>Class Content: Semester Long Learning Presentations</p>	<p>What is Due:</p> <ul style="list-style-type: none"> Submission of your Semester Long Learning Project PPT and Activity Analysis form to Black Board.

Final Grades

Please read this section carefully. Final grades will be determined by student performance according to the following:

DUE DATE	ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
<i>Dates are subject to change</i>			

<p>See Assignment Description, 3rd column, for Due Dates</p>	<p>4 short participation assignments over the semester</p>	<ol style="list-style-type: none"> 1. Activity Time Line Assignment. Submit before your first class in Black Board. Bring the assignment to class as well. (2 points) 2. Matsutsuyu Interest Checklist Updated. Submit to Black Board by 11:59 PM 9/7/24. (2 points) 3. Difficult/Simple Assignment. Submit to Black Board by 11:59 PM 9/15/24. Bring a copy with you to class. (2 points) 4. Adult Performance Patterns Interview. Submit to Black Board by 11:59 12/1/24. (4 points) 	<p>10 points</p>
<p>Ongoing</p>	<p>Reading Quizzes</p>	<p>There will be four short open book quizzes related to assigned readings. See topical outline:</p> <p style="text-align: center;">9/8, 9/14, 9/21, 10/12</p>	<p>8 Points</p>
<p>Activity Analysis Form Due October</p>	<p>Activity Analysis Form: Community</p>	<p>In small groups (assigned by your instructor) you will engage directly in an activity. Collaboratively you will complete a written comprehensive</p>	<p>15</p>

20 th by 11:59 PM	Service Experience	activity analysis, using a provided form.	Points
Week of October 28 th	Midterm Exam	In person, Table Top Lab, N 350 The midterm is the first half of class, the second half is dedicated to preparing to teach	15 Points
Due Monday November 4 th 9am in Black Board	Teaching Plan (Group Grade)	In small groups (assigned by your instructor) you will select an activity that is unfamiliar and age appropriate to the learners and teach the class how to complete this activity. Each “teacher” group member will be involved in the writing of the teaching plan. The teaching plan will be graded based on the rubric posted on Black Board. You are required to follow a specific teaching plan format, and it includes considerations for modification and adaptation of the activity for someone with a certain condition or disability.	12 Points
Weeks November 4 th and	Individual Execution of Teaching	Each individual group member will be <u>graded individually</u> on the execution of the teaching plan. The	10 Points

November 11th		<p>rubric for teaching execution is also on Black Board. You will be graded on your performance in the classroom as you teach your activity to the larger group, as well as your abilities to modify for the person who is role-playing the condition or disability.</p>	
Ongoing Throughout Semester	Journal Entries and Photo Submissions about Final Project	<p>Each student will upload and submit to Bb five individual reflective journal paragraphs along with photos for each journal submission about their Final Project progression:</p> <p>10/5, 10/13, 11/2, 11/23, 11/30</p>	10 Points
Week of Dec 9th 2024	Final Project – Semester Long Learning Assignment	<p>You will engage in learning a craft/activity/skill (e.g. crochet), and fully engage in this new learning over the semester. At the end of this course, you are expected to have completed the following:</p> <ul style="list-style-type: none"> Participate in at least 10 weeks of individual progress towards competence of a new demonstrable skill learned outside of the classroom Complete an ongoing written reflection of the learning, for example journal style format with at least 5 entries. Submit pictures of your projects progression when submitting the required journal entries 	20 Points for the Activity Analysis form submitted and the Presentation

		<p>Complete a comprehensive activity analysis of your newly learned activity/skill</p> <p>Create and present a professional presentation to your peers about your individual learning at the end of the course.</p>	
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The final letter grade is assigned in accordance with the university grading policy.

Expectations for Attendance and Participation

Attendance:

As per program policy, a 100 % attendance rate for all courses is required. A one-time absence from class may be 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 your course instructor in advance of an absence unless it is an emergency. In case of emergency notify the department (Ivy Sailer) 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. In the event you experience cold/flu symptoms please notify your instructor immediately and do not attend class.

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 future colleagues and adult learners. 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 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 24-48 business hours.

- 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 for future work with clients.

What we expect of you:

We expect that you will all demonstrate the professional behaviors you will need as an occupational therapist. You should behave in this class just as you would behave on your first job as an occupational therapist. We expect you to be fully engaged, participate in discussion, ask questions and seek clarification when needed. Therefore:

- You will be in class and ready to start on time. Tardiness is not acceptable.
- There will be no use of cell phones, texting or use of personal social sites on laptop during class.
- Attendance of all classes is required.
- Professional dress and attire are required at all times during class and during community service learning.
- While we expect you to attend all classes, you will be allowed one excused absence without penalty (loss of points towards final grade) if you have good cause for that absence and have communicated with us.
- All material covered in class and posted on Blackboard is your responsibility, even if you are absent.
- You are fully responsible for acquiring all learning, materials and knowledge should you miss class time. Any absences (beyond one) will be made up in some way, an additional assignment for example, or there may be a loss of points toward your final course grade.
- Assignments must be turned in on time unless you have spoken to us in advance of the due date and have come to an agreement with us about an alternate arrangement. (No alternate arrangements for homework's).
- Late assignments with prior communication and agreement may be accepted but may result in a grade reduction. Each day the assignment is late will result in the reduction of the final assignment grade by one portion of a letter grade.
- Late assignments without prior communication and arrangement with us will not be accepted and will be given a grade of zero (0).
- Students are expected to have completed assigned readings prior to the class to which they are assigned. This course will not consist of lecturing to you on material you should have read.
- 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(s).

- 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.

Fostering our Classroom Community

Academic Integrity

Course Policies:

All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) could result in a grade of F for the assignment and/or course.

Individual and Group Work:

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.

Artificial Intelligence:

It is expected that 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.

Student budget for this course:

All materials for this course will be provided by your instructors. The Occupational Therapy Department has already selected and purchased a wide range of materials for use during this course. If, for any reason, you choose to engage and teach an activity

for which we do not have the specific materials, you may have to purchase those materials from your own funds.

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.

Professional Behaviors:

Professional dress and attire is always required in class and during community service learning. Please refer to Student Program Manual.

Policy on Syllabus Changes and Contractual Obligations

This syllabus and course outline is subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.

How We Support Your Learning at SHU

Support from Your Instructor

Please approach your instructor before or after class, or during a class break, to schedule an appointment; or email your instructor. Based on your and your instructor's schedule, a Zoom or Teams virtual meeting *may be* arranged in lieu of an in person meeting.

University Support Offices

There are multiple University support offices eager to assist SHU students:

- [Center for Teaching and Learning \(CTL\)](#) - offers tutoring, writing, and academic support for all SHU students. Visit the [PASS Portal](#) to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up Classroom Learning Assistants (CLAs) and Learning Lab schedules for specific courses. Questions? Contact CTLtutoring@sacredheart.edu.

- [Office of Student Advising & Success](#) – offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact studentsuccess@sacredheart.edu.
- [Technical Support @ The Factory](#) – offers technical support, including Blackboard and classroom technology help, across [walk-in](#), [phone](#), [chat](#), [self-service](#), and [help article](#) formats. Questions? Contact techsupport@sacredheart.edu.
- [University Library](#) – offers research and information support, in person and online. To begin your research now, you can book a study room, schedule an appointment with a librarian, and explore online tutorials all through the [SHU Library website](#). Questions? Contact reference@sacredheart.edu.
- Counseling & Ministry Supports - Students may experience a variety of challenges while enrolled at SHU. Information about [undergraduate counseling](#) and [graduate counseling](#) services are available via the [Counseling Center website](#). [Campus Ministry](#) also provides faith-based support for students.

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 \(OSA\)](#). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information, please contact Kathy Radziunas, Director of OSA, radziunask@sacredheart.edu.

Our Commitment to Inclusive Excellence

Inclusive Excellence is the recognition that our institution's success depends on how well we value, engage, and include the rich diversity of students, staff, faculty, administrators, alums, and surrounding community. For more information about inclusive excellence, visit the [Office for Inclusive Excellence](#) (OIE) website, email inclusiveexcellence@sacredheart.edu, or call 203-365-7530.

If you believe you have witnessed or experienced bias, discrimination, or harassment in any way, I encourage you to submit an [Incident Report](#) or contact inclusiveexcellence@sacredheart.edu. If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, I encourage you to contact your advisor first. Dr. Sharon McClosky, Department Chair, may be requested for additional support if needed.