

OT 523 - A

TRANSFORMATION THROUGH HUMAN OCCUPATION I SYLLABUS AND TOPICAL OUTLINE

CREDIT HOURS:	3
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OFFICE HOURS:	By appointment virtual or in person
CLASS DAY AND TIME:	Lab—Monday: 12p-2p Sections A&B Lab—Monday: 2:30p-4:30p Sections C&D Cadaver Labs – Wednesdays, Schedule posted in TEAMS Anatomage Labs – Fridays, Schedule posted in TEAMS Seminar- Friday Sections A&B 9-10am; Sections C&D 10:15-11:15am

CLASS FORMAT: This course is designed utilizing an experiential approach to learning. Students are required to attend all classes weekly. The content will be provided through self-directed activities, lectures and discussions, hands-on activities, special lab experiences, and clinical cases analysis.

COURSE DESCRIPTION:

This three-part course will integrate the foundational knowledge of human anatomy and conditions as well as application of this knowledge through activity analysis. This course examines the organization, development, and function of the nervous, musculoskeletal, cardiovascular, respiratory, immune and lymphatic systems of the human body as well as assessment techniques commonly performed by occupational therapists in clinical practice to measure the body's vital life functions. The course will also cover mental and physical health conditions that occupational therapists may encounter when working with clients across the life span. Additionally, this course will introduce students to the skill of *activity analysis*. Activity analysis is the essence of what an occupational therapist does; fundamental to all aspects of occupational therapy practice; an essential tool for occupational therapists in assessing and supporting occupational performance with clients. Activity analysis examines the essential components of an activity to identify the steps, demands and opportunities for therapeutic interventions.

Frames of reference integrated into occupational therapy practice are utilized as an anchor for weekly course content. The course is designed to build a common language and foundation for

future coursework requiring occupational therapy assessment choices and intervention strategies for clients with mental and physical conditions. Human conditions will be examined in the context of their effects on human development and body structures and functions; etiology; epidemiology; prognosis; associated mental and physical deficits/disability; impact on occupational engagement; pharmacological and non-pharmacological interventions, and research. Conditions will be covered in isolation as well as in combination with comorbidities, and the impact one or more conditions have on human occupations will be discussed. Cultural comparisons will highlight how treatment of mental health and physical conditions/ deficits/ disabilities are perceived within diverse cultures. Activity analysis will be informed by the terminology and activity demands as presented in the Occupational Therapy Practice Framework, 4th Edition (AOTA, 2020). Part A of this course will emphasize applied functional anatomy and neuroanatomy.

COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025:

“As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2025)

Our profession needs practitioners who are competent, knowledgeable, able to consider various factors impacting their clients’ occupational performance and comfortable using the available evidence to justify their clinical decision making. Activity analysis is one of the skills that distinguish occupational therapists from other healthcare professionals. In order to meet society’s occupational needs, an occupational therapy practitioner must understand and be able to explain and use the concepts of occupation, activity, occupational performance, and occupational balance. Teaching is another core skill of an occupational therapist. 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.

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.

It is also designed to facilitate a systems approach to occupational therapy process and is the basis for clinical decision-making that will be applied, integrated, and synthesized in future courses throughout the curriculum. This course is a building block to understanding human function and behavior by considering the anatomical requirements needed to perform occupations of interest. Using science as the impetus to function, this course prepares students to apply evidence to support decisions, and the importance of engagement in occupation across the lifespan given a person’s physical and emotional abilities.

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*.

TEACHING AND LEARNING METHODS

The course utilizes a multimodal approach to teaching and learning including didactic lectures, large and small group active discussions, in-class experiential learning activities, and self-directed learning. There will be opportunities to learn through demonstration with all students expected to engage in hands-on skill development. Instruction may also include on-line synchronous and asynchronous experiences. All learning opportunities presented will be used to integrate and apply information to occupational therapy practice. This course will also introduce learning strategies used in Problem- and Team-Based Learning curriculum to foster students' independent and collaborative learning.

COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None

INDIVIDUAL AND GROUP WORK:

Students are responsible for independent reading of all content materials. Students will complete all exams independently during scheduled class time (refer to topical outline below for exam dates). Students are also required to work in groups to complete clinical cases analysis. Group work provides the students with opportunities to collaborate and share knowledge and resources while learning content material. 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.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDANCE:

As per program policy, a 100 % attendance rate for all courses is required. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events, e.g., wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused

them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible. Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms. Please note that, while classes might take place online (using Zoom, WebEx or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes. To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are expected to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

PROFESSIONAL BEHAVIORS: refer to Program Manual

ACCESS AND ACCOMMODATIONS

THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning (CTL) offers the following services free of charge to all SHU students: 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours led by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology, and genetics; writing support through the Writing Center and online writing lab (OWL). The University encourages all students to proactively seek academic support. The CTL is located on West Campus in suite W-223B. Students can schedule tutoring appointments on the tutoring portal. For more information, please contact Lisa Henderson, Coordinator of Learning Support Services, at hendersonl3@sacredheart.edu, or visit our learning support services webpage.

ACADEMIC ACCOMMODATIONS AND THE OFFICE OF STUDENT ACCESSIBILITY

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility. Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, radziunask@sacredheart.edu, or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, scinicariello@sacredheart.edu.

OUR COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU MSOT program know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from

each other. To read more, visit the You Belong at SHU web page <https://www.sacredheart.edu/sacred-heart-life/you-belong-at-shu/> If you have any ideas about ways to enhance your success, please reach out to your faculty or the Program Director. If you feel that you have been mistreated in any way, you are encouraged to submit a Bias Incident Report or contact diversityandinclusion@sacredheart.edu

REQUIRED TEXTS

Biel, A. (2019). *Trail Guide to the Body* (6th ed.) Books Discovery. ISBN: 978-0998785066

Short, N., Vilensky, J., & Suarez-Quian, C. (2022). *Functional Anatomy for Occupational Therapy*. Books of Discovery. ISBN: 978-0-9987850-1-1

Smith-Gabai, H. (2017). *Occupational Therapy in Acute Care*, (2nd ed.). AOTA Press.

RECOMMENDED TEXTS

Kapit, W. & Elson, L. M. (2013). *The Anatomy Coloring Book*, (4th ed.) Pearson. ISBN: 978-0321832016

PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the [ACOTE standards](#).

The course learning objectives are linked to the ACOTE standards as well as the program's objectives, mission and vision, and the overall curricular design. Table 1 shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.

Table 1- Learning objectives and ACOTE standards

Course Learning Objective	Program Objective	ACOTE Standard	Learning Experiences	How Will the Learning Objective be Measured?
Have an understanding and demonstrate the use of proper	Exhibit critical thinking and clinical reasoning skills requisite for	B.4.18 Assess, grade, and modify the way persons, groups,	Reading assignments In class learning	Multiple choice exams

<p>body mechanics and use of technology to move clients safely</p> <p>Have a conceptual understanding of the impact internal and external forces have on the body and quality of movement</p>	<p>entry-level occupational therapy</p>	<p>and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.</p>	<p>experiences</p>	
<p>Demonstrate and apply kinesiology concepts using the biomechanical and neurodevelopmental frame of reference to analysis of movement and occupation</p>	<p>Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy</p>	<p>B.4.5 Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment</p>	<p>Reading assignments</p> <p>In class learning experiences</p>	<p>Multiple choice questions</p>

		results (e.g., culture and disability status related to the person and context).		
<p>Articulate and identify anatomical structures of the body and describe the relationship each has on movement, activities, function, and occupation.</p>	<p>Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy</p>	<p>B.3.7. Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.</p>	<p>Reading assignments</p> <p>Anatontage/HAL Lab Activities</p>	<p>Multiple choice exams</p> <p>Anatomy Practical</p>
<p>Articulate the individual and collective roles human systems have on movement, function, and occupation</p> <p>Demonstrate understanding of</p>	<p>Exhibit critical thinking and clinical reasoning skills requisite for entry-level occupational therapy</p>	<p>B.1.1 The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</p>	<p>In class learning experiences</p> <p>Lectures</p> <p>Anatontage/HAL activities</p>	<p>Multiple choice exams</p> <p>Anatomy Practical</p>

human anatomy with an emphasis on neuroanatomy and musculoskeletal systems and their role in functional and occupation				
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Table 2 Description of Assignments and Grading

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
Multiple Choice Exams	There will be 5 multiple-choice exams during the semester. Exams 1, 2, 3, 4, & the Final, will correspond to the section of content covered in class and textbooks. Exams are closed book, must be completed independently, in person on Fridays.	70% <i>Exam 1=14%</i> <i>Exam 2=14%</i> <i>Exam 3=14%</i> <i>Exam 4= 14%</i> <i>Final Exam=14%</i>
Lab Practical Exam	One practical exam will be given during the semester. The practical will involve performing psychomotor skills. The practical will assess students' ability to measure goniometry, manual muscle testing, reflex testing, and range of motion testing on a simulated patient actor.	20%
Weekly Participation	Your grade will be based on your active participation in seminars, hands on practice during labs, and engagement in special lab activities. If you are observed to not be participating in lab activities, you will not receive credit.	10%

TOPICAL OUTLINE

WEEK OF	TOPICS/ READINGS	READINGS To complete <u>PRIOR</u> to class	ASSIGNMENT DUE DATES
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1 August 26 th - 30 th	Introduction Week Anatomy: Overview of Body Systems, Vital sign measurements for RR, HR, BP, O2 sat & pain, reflex testing	Smith-Gabai & Holm: pp. BP/HR: 211-214; 223-228; O2/RR: 253-255; 269-272; Body systems: pp. 393-397; Vital Signs: p.117	Anatomy Muscle Exam #1 Room N350 Sections A&B 8:30am -10am Sections C&D 10:15am-11:45am
2 No classes on Monday September 2 nd - 6 th	FOR: Lifespan Development Anatomy: Newton's laws/lever systems, AROM/PROM, planes/axis	Short textbook: Chapter 1 Goni & MMT e-book pp. 1-10	
3 September 9 th -13 th	FOR: Applied Behavioral Anatomy – Shoulder & Scapular Anatomy	Short textbook: chapter 5, pp. 144-171 Goni & MMT e-book pp. 11-29 (Shoulder & Scapula testing)	
4 September 16 th -20 th	FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT Anatomy - Shoulder, Scapula, Elbow, and Forearm	Short textbook: chapter 6, pp. 183-204 Goni & MMT e-book pp. 31-41 (Elbow & Forearm testing)	Anatomy Exam #2 (content weeks 1-3)
5 September 23 rd - 27 th	Anatomy- Hand & Wrist	Short textbook: chapter 7, pp. 213-252 Goni & MMT e-book pp. 53-67 (Digit testing) Goni e-book pp. 42-52 (Wrist testing)	Anatomy: Anatomage Lab on Friday 9/27/24
6 September 30 th -October 4 th	FOR: Cognitive Behavioral	Short textbook: chapter 7, pp. 213-252	Anatomy: Anatomage Lab on Friday 10/4/24

	Anatomy: Hand, wrist, grasps and pinches	Goni & MMT e-book pp. 53-87 (Digit & Thumb testing)	
7 October 7th-11th	FOR: Psychodynamic Anatomy: Brachial plexus	McMillan and Carin-Levy: Chapter 7 (Scanned to Teams)	Anatomy Exam #3 (content week 4-6)
8 No classes Monday and Tuesday October 14 th -18 th	FOR: Biomechanical, Rehabilitative, Motor Control and Motor Learning, and NDT Anatomy: Brachial Plexus, PNS, Myotomes, Dermatomes	McMillan and Carin-Levy: Chapter 7 (Scanned to Teams) Short textbook: Chapter 2 pp. 35-53	
9 October 21 st – 25 th	FOR: Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc.) Anatomy: Vertebral column and postural assessment	Short Textbook: Chapter 3 pp. 62-94; Chapter 8 pp. 272-278, Chapter 10 pp. 339-360	Anatomy: Anatomage Lab on Friday 10/25/24
10 October 28 th -November 1 st	Anatomy – Cranial Nerves, vision & visual perception; vestibular and auditory systems	Short textbook: Chapter 2 pp. 51-53 Pedretti pp. 607-609; 634-636 (Scanned to TEAMS)	
11 November 4 th -8 th	Sensory Anatomy Exam #4 (content weeks 7-9)		

<p>12 November 11th- 15th</p>	<p>FOR: Rehabilitative and Occupation-Based Models (Occupational Adaptation, MOHO, PEO, KAWA, etc.) continued</p> <p>Anatomy: Practical Exam Review on Monday</p>		<p>Anatomy Lab Practical on Friday November 15th</p>
<p>13 November 18th-22nd</p>	<p>Toglia’s Dynamic Interactional Approach & Allen’s Cognitive Disability Model (continued)</p> <p>Anatomy: Brain Development, regions, and functions</p>	<p>Smith-Gabai & Holm: CNS pp. 293-309; Cognition: 363-364</p>	<p>Anatomy: Anatomage Lab on Friday 11/22/24</p>
<p>14 November 25th-29th</p> <p>No classes on Wednesday through Friday</p>	<p>Anatomy – Brain</p>	<p>Readings TBD</p>	
<p>15 December 2nd-6th</p>	<p>Anatomy: Autonomic Nervous System</p>	<p>Readings TBD</p>	
<p>16 December 9th-13th</p>	<p>Anatomy: Final Exam Monday December 9th during your regular class time</p> <p>(content weeks 10, 13, 14, 15)</p>		