Carroll University
Master of Occupational Therapy Program
OTH 500 Overview of Occupational Therapy Practice
Summer 2017

Course Offering  2 Credit Hours
Prerequisites  Admission to the MOT Program
Format  Synchronous Learning
Class Day/Time  Monday 1:00-3:00p
Class Location  CGS 119
Faculty  Dr. Lani R. Stockwell OTD, MSOT, OTR/L
Office  Charles House 102
Office Hours  CH 102 M 10-11, T 1-4p or by appointment
Phone  262-951-3052
Email  lstockwe@carrollu.edu

Course Description
This course will introduce students to the philosophy and core values of occupational therapy. Students will explore the conceptual foundations of the profession and begin to examine the basic tenets and vision of the profession as occupation-based, client-centered, contextual and evidence-based. The course will introduce students to the concepts of Domain and Process that are central pillars of occupational therapy practice. Students will also become familiar with the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice.

Course Rationale
Introducing the core concepts and values of occupational therapy will help students recognize the distinct contribution of the profession and will provide them with the necessary tools to contrast and compare the many expressions of occupational therapy practice as they progress throughout the course of study. Early introduction of the essential documents of the AOTA and OT profession is a key element in the creation of a professional identity.

Relationship to Curriculum Design
The introduction of this course in the first semester will encourage early connections between foundational sciences and occupational therapy’s distinct value and perspective as highlighted by the curricular philosophy. Establishing early knowledge of this relationship will fundamentally support the courses that follow as this knowledge will begin to form the occupational therapy lens, which underpins the grounding principles of OT practice. This underpinning will support the principles of the curricular themes woven bi-directionally throughout the student learning experience so that they continue to build upon and connect learned concepts from semester to semester, and within the same semester.
<table>
<thead>
<tr>
<th>Student Learning Objectives (At course conclusion, students are expected to:)</th>
<th>ACOTE Standards</th>
<th>Instructional Methods</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize the historical foundations and philosophical base of the Occupational Therapy profession;</td>
<td>B.2.1, B.2.5</td>
<td>The following instructional methods will be utilized throughout the course:</td>
<td>The following assessment methods will be utilized throughout the course:</td>
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<tr>
<td></td>
<td></td>
<td>• Lecture</td>
<td>• Exams</td>
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<td>• Videos</td>
<td>• Reflections</td>
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<td>• Field visits/experiential learning</td>
<td>• Group Project/Presentation</td>
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<td>• Guest lecture</td>
<td>• Papers</td>
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<td>• Class Discussion</td>
<td>• Attendance/Participation</td>
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<td>• Group Interaction</td>
<td>• IPE</td>
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<td>2. Articulate the role of occupation in health promotion and the prevention of disease;</td>
<td>B.2.4, B.2.5</td>
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<td>3. Define occupation and activity as it relates to the profession;</td>
<td>B.2.1, B.2.2</td>
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<td>4. Discuss the core concepts of <em>domain</em> of knowledge and <em>process</em> of evaluation and intervention;</td>
<td>B.2.2, B.2.4</td>
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<td>5. Analyze the trends in models of service delivery, (i.e., medical, educational, community, and social models) and their potential effect on the practice of occupational therapy.</td>
<td>B.2.9, B.6.5</td>
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<td>6. Discuss different roles of OT personnel (OTR, COTA) in relation to service delivery, advocacy, and opportunities in emerging practice areas;</td>
<td>B.2.9, B.6.4, B.9.7</td>
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<td>7. Describe the roles and responsibilities of the OTR and COTA in the OT process, including collaboration and supervision;</td>
<td>B.4.5, B.7.3, B.9.8</td>
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<td>8. Summarize the various roles of the occupational therapist (practitioner, educator, consultant, researcher, entrepreneur and strategies for ongoing professional development</td>
<td>B.2.9, B.7.3, B.9.4. B.9.7</td>
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<td>9. Demonstrate an understanding of the Occupational Therapy Code of Ethics, Ethics Standards and AOTA Standards of Practice;</td>
<td>B.9.1</td>
<td></td>
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<td>10. Discuss OT organizations on an international, national, state, and local levels;</td>
<td>B.9.2</td>
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ACOTE Standards Relating to Course Objectives

This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

- B.2.1 Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.
- B.2.2 Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.
- B.2.4 Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
- B.2.5 Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
- B.2.9 Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
- B.4.5 Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.
- B.6.4 Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.
- B.6.5 Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.
- B.7.3 Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.
- B.9.1 Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.
- B.9.2 Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.
- B.9.4 Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
- B.9.7 Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, consultant, and entrepreneur.
B.9.8 Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.

**Required Texts**


Supplemental readings to be uploaded to the CANVAS course site at the instructor’s discretion.

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>6/12/17</td>
<td>The Nature of Occupation</td>
<td>CH1 O’Brien (OB)</td>
<td></td>
</tr>
<tr>
<td>6/19</td>
<td>History, Philosophy, and Global Perspectives</td>
<td>CH2, 3 &amp; 5OB</td>
<td>Personhood Interview Paper Introduced</td>
</tr>
<tr>
<td>6/26</td>
<td>The OT Profession</td>
<td>CH1 &amp; 4 OB</td>
<td>Supplemental Reading TBD</td>
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<tr>
<td>7/3</td>
<td>The OT Practitioner Scope of Practice</td>
<td>AOTA Documents</td>
<td>Personhood Interview Paper Due</td>
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<td></td>
<td>Elevator Speech Introduced</td>
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<tr>
<td>7/10</td>
<td>The OT Practitioner Education, Roles, Professional Development</td>
<td>CH6 &amp; 7 OB</td>
<td>Group Advocacy Project Introduced</td>
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<tr>
<td>7/17</td>
<td>Midterm Exam (first hour of class) Ethics</td>
<td>CH 8 OB</td>
<td></td>
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<tr>
<td>7/24</td>
<td>OT Practice Framework</td>
<td>CH10 OB</td>
<td>Personal Occ. Profile Introduced</td>
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<tr>
<td>7/31</td>
<td>Areas of Practice and Service Delivery</td>
<td>CH11 - 13 OB</td>
<td>Personal Occ. Profile Due</td>
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<tr>
<td>8/7</td>
<td>Introduction to Eval and Intervention</td>
<td>CH14-16 OB</td>
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<tr>
<td>8/14</td>
<td>Therapeutic Reasoning and EBP</td>
<td>CH18 OB</td>
<td>Group Advocacy Project Due</td>
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<tr>
<td>8/21</td>
<td>Final Exam CGS119, 1-3PM</td>
<td></td>
<td>Group/Self Assessments Due</td>
</tr>
</tbody>
</table>

- Elevator speech will be presented outside of class in an IPE-style experience
**Course Assessment**

Grading for this course will be based on a total possible accumulation of 925 points, with letter grades applied to a percentage of this total as follows:

Grading Scale:
- 93-100 % = A
- 90-92.9% = A/B
- 83-89.9% = B
- 80-82.9% = B/C
- 70-79.9% = C
- 60-69.9% = D
- <60% = F

Progress will be evaluated through the following means:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED ACOTE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Term</td>
<td>150</td>
<td>B.2.1, B.2.2, B.2.4, B.2.5, B.2.9., B.4.5, B.7.3, B.9.7</td>
</tr>
<tr>
<td>Elevator Speech Reflection</td>
<td>100</td>
<td>B.2.4, B.2.5, B.9.7</td>
</tr>
<tr>
<td>Personal Occupational Profile</td>
<td>75</td>
<td>B.2.2, B.2.9</td>
</tr>
<tr>
<td>Personhood Interview</td>
<td>100</td>
<td>B.2.2, B.2.4, B.2.5</td>
</tr>
<tr>
<td>Total</td>
<td>900</td>
<td></td>
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</tbody>
</table>

**Participation/Attendance:** Students are required to attend all classes and come prepared, having completed their assigned reading to allow for participation in group discussions as well as completion of the assigned course work. An essential part of becoming a well-educated professional is the development of the ability to discuss ideas intelligently and to explain your ideas to others. This ability will be fostered through class participation and discussions. Please come prepared to discuss readings assigned. Please refer to attendance policies in your student handbooks.

**Assignments:** Students will be assigned to a group and have group assignments as well as individual assignments. All assignments are to be completed timely.

**The Self-Evaluation** will consist of a personal professional development assessment.

**Group Review:** Each student will complete a review of their group members over the course of the semester.
**Assessment Return:** Graded assessments (exams, quizzes, papers and assignments) will be returned either by the MOT support staff or by the instructor. Please expect a two-week turn around on all returned assessments. Students are allowed to review their assessment only. Violators will have points deducted. Individual questions should be discussed with the instructor via appointment after the 24 hour waiting policy. See the student handbook for further explanation on the above policies.

**Group Advocacy Assignment**
Advocacy is the active support of a cause or course of action. Advocating for future patients and for the profession of Occupational Therapy will be a lifelong course of action. The purpose of this assignment is to become familiar with advocacy and to give students the opportunity to practice political advocacy in the support of a bill that is currently in Congress.

**Professional Advocacy and the Elevator Speech: Interprofessional Experience**
This assignment provides students with the opportunity to inform the public about the profession and the nature of occupation as a valuable support for wellness and participation. Students will create an “elevator speech” about the unique nature of occupation as viewed by the profession of OT and the value of occupation to support performance, participation, health and well-being. Students will present their speech to the Carroll Physician Assistant student class and in written form to the instructor.

**Personal Occupational Profile**
Client-centered practice requires that the occupational therapist consider the individual occupational performance status of each patient/client during the OT process. The occupational profile is a significant element of the evaluation process. Students will be introduced to the OT process during the semester. Students will then be tasked with creating their own occupational profile.

**Personhood Interview and Paper**
What really is personhood? How does this concept tie into health and well-being? What does OT’s slogan of “Living Life to the Fullest” really mean? Students will interview a person of predetermined age. The end result of this activity will offer one answer to this question.

**Quizzes**
Unannounced quizzes will be given at random throughout the semester. A total of four quiz grades will be allotted to your total points for course grade. Quiz content, number, and timing

**Exams**
Exams may include a combination of essay, short answer, case study analysis, multiple choice, and essay questions related to theoretical constructs and relationship of those constructs to practice and to the evolution of the profession. Exams will cover content to stated date.

**Classroom Assessment of Learning**
Learning can and often does take place without the benefit of teaching—and sometimes even in spite of it—but there is no such thing as effective teaching in the absence of learning. Teaching without learning is just talking!
When teaching, I’m ever the OT. You will appreciate this statement someday soon. I am constantly engaged in assessing what you know or not, what you need to know, etc. To do this, I ask questions, observe and react to body language such as furrowed brows (confusion, opinion, boredom???), and listen. I may then respond by slowing down, emphasize a point by reviewing material, etc. To this end, I will occasionally use quick and simple assessment techniques to look at learning. This will provide ALL OF US with immediate feedback, as you will have to stop and reflect on what you learned and then synthesize and express in writing what you do or do not understand, depending on the assessment.

**Academic Progression and Proficiency**

Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade.

The minimum passing score for practical examinations and skill checks is 80%. If a student does not pass the exam in the initial attempt, remediation occurs and reassessment is performed to ensure competence. The recorded grade from the initial examination remains unchanged. The maximum number of attempts varies between courses/faculty and depends on examination content and faculty judgment. Failure to meet this standard results in a failing grade in the course and an inability to progress in the program.

In addition, students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.

**Student Responsibility**

**Attendance** is expected and **required** for successful completion of this course. Three or more unexcused absences and/or tardiness will be noted and will result in specific point deductions at the instructor’s discretion, because you will miss out on important interactions/classroom exercises. See attendance policy in MOT student handbook for specifics. Students must notify course instructor prior to the class by following procedures outlined in the MOT student handbook.

Students should **come prepared** for each class period by: 1) having reviewed the previous information from each unit and 2) having read assigned articles and reviewed any materials provided. Each student is responsible for material **assigned and presented in class**, whether the student is present or absent. Because of the nature of the course, **NO MAKE UP EXAMS** will be given except under extraordinary circumstances and as approved PRIOR to the absence by the course Instructor (when possible). In the case of an unexpected absence (such as a medical emergency) written documentation (such as an explanation from the attending physician) will be required to sit for the exam. The scheduling of and format for any make-up exams will be at the discretion of the Course Coordinator. **NO MAKE UP QUIZZES UNDER ANY CIRCUMSTANCE** will be allowed. Additional policies will be in accord with those outlined in the MOT Program Student Handbook. It should be re-emphasized that repeated tardiness or disruptive behavior, as well as any form of academic misconduct will not be tolerated in this course.

**Assignments**

- The due dates for papers, projects, and assignments during the term are listed in the
course schedules in the course syllabi. Papers, projects, and assignments must be submitted when due unless otherwise indicated. Late papers, projects, and assignments will be assessed a grade reduction determined by the course instructor OR may be returned ungraded at the instructor’s discretion.

- When submitting an assignment, students MUST submit in the format of the instructor’s choice. Documents that are Word-formatted are much easier to edit and grade electronically than PDF-formatted documents. Any electronically submitted assignment must be saved as, “Student’s Name_course number_assignment.” For example, Smith_OTH500_Group Project. Electronically submitted assignments that do not include the student’s name in title, will be returned ungraded.

- Students are not allowed to submit an electronic assignment in JPEG or picture format.

- When submitting journal articles or resources required alongside written work, students MUST submit the article/resource in PDF format AND titled by first author’s name of that article. Any PDF submitted with an alternate title (title of article, abbreviation of any title or author name) will NOT be accepted. For example, article written by John Smith and Jane Jones must be submitted, Smith.pdf.

- Course instructors and/or faculty DO NOT pre-edit. This means that students’ work will not be “reviewed” or “vetted” prior to handing in an assignment. Do not ask.

**Technology Use In/Outside the Classroom**

Cell Phone Use. Cell phones are to be turned off during all classes, class-related activities, and during all program-related meetings. This includes meetings related to group projects with classmates. Students observed to be using a cell phone during class or as described, will be excused from class.

Computer Use. If a laptop computer is used in class it must be used ONLY for taking notes UNLESS specifically given permission otherwise. Any student reported to be or caught using a computer for any non-school related purpose will promptly be excused from the classroom and the student will permanently lose computer use privileges while in the program.

**Statement on Academic Integrity**
The Carroll University Academic Integrity Policy is located in your student handbook and on the University website. [http://www.carrollu.edu/campuslife/](http://www.carrollu.edu/campuslife/). Please familiarize yourself with it. **If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course.** Some examples of violations will be discussed on the first day of class. These will include:

1. **Plagiarism**
   - Must use OWN words
   - If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
   - A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.
2. **Failure to return or removal of an exam**
3. **Submitting work completed by another individual**
   - A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.
4. **Discussing quiz/exam questions with students who have not yet taken the quiz/exam.**
(5) Any other forms of cheating

Core Professional Behaviors

1. PERSONAL RESPONSIBILITY
   - Student is punctual
   - Student completes assignments and tasks on time
   - Student attends all lecture and laboratory sessions

2. PERSONAL HONESTY & INTEGRITY
   - Student is honest in word and actions and is accurate in reporting all information
   - Student maintains positive learning environment
   - Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
   - Student gives full attention to lecturer, does not talk in class, treats others with dignity
   - Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)

4. TEACHABILITY/ADAPTABILITY
   - Student takes responsibility for own actions and understands consequences of inappropriate actions
   - Student behavior is appropriate during times of high stress

5. COMMUNICATION
   - Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
   - Student refrains from spreading rumors regarding instructors and course assessments
   - Student follows appropriate procedures for discussion of course issues and concerns
     ➢ 1st → Student contacts their lecture or laboratory instructor
     ➢ 2nd → Student communicates concerns to course coordinator (should the need arise, the coordinator will direct the student to the Departmental Chair)

6. RELATIONSHIP WITH PEERS
   - Student participates in class and small group discussions
   - Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).

7. PERSONAL APPEARANCE
   - Student dresses appropriately for presentations and palpation

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)
*At the discretion of the Instructor:
   ➢ A deduction in course points (i.e. cell phone use)
   ➢ Removal from class/fieldwork experience
   ➢ Tardiness of required assignments, -20% per day late. Assignments submitted >3days late will not be graded
   ➢ Multiple offenses may result in a full letter grade deduction

Disability/Illness
Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss the specific needs. Please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations for students with documented disabilities.

If you are ill and unable to attend a class, it is your responsibility to notify faculty in a timely fashion. In order to make up an assignment you must document that illness.

**Extended illness may make it impossible for you to complete the class requirements.**

**Courtesy**
Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students. Therefore, please do the following:

1. **Turn off your cell phone, beeper, or anything else that might make noise.**
2. **Do not converse while the teacher or a fellow student is speaking in class.**
3. **You are expected to arrive on time. If, because of some problem, you are forced to come in late, do come in. However, do so quietly and do not walk in front of the instructor while s/he is lecturing.** There is no excuse for chronic lateness. Those who are routinely late will be invited to withdraw from the class and have points deducted from their class participation grade. If you have an emergency, please let me know.
4. **Computer use policy:** If you use a computer, it must be used ONLY for taking notes UNLESS specifically given permission otherwise. If you use a computer for any other purpose, you will permanently lose computer use privileges in the classroom.

**Modifications to Syllabus**
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
Dr. Lani R. Stockwell

Teaching Philosophy

“We are sun and moon, dear friend; we are sea and land. It is not our purpose to become each other; it is to recognize each other, to learn to see the other and honor him for what he is: each the other’s opposite and complement.”
— Hermann Hesse, Narcissus and Goldmund

Inspiration

I am fascinated by the human spirit. What underlies a resilient self? What is it that allows one to thrive while hindering another? I believe that life meaning is the key to a healthy human spirit. Without it, we wither.

The profession of Occupational Therapy is based on the fundamental essence of living and all that a lived life encompasses, psychologically, physically, socially, and spiritually. Recognizing what living a meaningful life means to you on a personal level will help you identify and value what is meaningful to those you will one day serve. Life meaning, in its simplest form cannot be denoted, as it is inherent and unique within all of us. Thus, the opportunity for self-reflection and the discovery of what really illustrates each of us individually is the cornerstone of becoming a compassionate practitioner. As your teacher, I will strive to lay the groundwork for this realization by giving you opportunities to learn about yourselves while learning about others and alongside others in an open and honest fashion.

We are each unique. We come from different backgrounds and because of this, we all have something extraordinary to offer one another. Each of us has powerful human experiences and lives that have taught us rich lessons. Through this we offer perspectives not otherwise gained. I believe that teaching is the facilitation of this open interaction where an exchange of information can introduce all involved to new ideas and experiences. Sharing life lessons promotes respect, courtesy, and empathy. Such lessons are necessary, if not absolute attributes of a health care practitioner.

Creating an environment that welcomes open dialogue between classmates and instructors is essential to the learning process. By challenging one another with our thoughts and our experiences, we help each other grow. Classroom interaction in this manner is a valuable tool that can prepare you for the real world of health care and healing. Therefore, I endorse group-based work and collaborative learning. I have found that group cooperation introduces the idea of social constraints, and helps build such skills as oral communication and decision making, alongside fostering collective responsibility. Relationships developed through respectful classroom learning, can parallel future development of rapport with clients in the treatment setting.

My role as an instructor is to assist students in developing insight into personal strengths and weaknesses as well as professional strengths and weaknesses. I expect to guide students in this process by providing opportunities for self-reflection both in the classroom and in the clinical setting.

I insist on giving consistent classroom assessments toward helping improve the teaching learning experience. These assessments provide opportunities to think about what you have learned and attempt to articulate this through writing. This gives me feedback about students’ learning styles and how presented material is or is not being assimilated. This gives both of us a chance to assess your progress and determine what class material/concepts you are having difficulty putting together.
I view a dynamic learning environment as one that appreciates unique learning needs. This said, simply presenting material in lecture or written form is not enough. I will promote hands-on experience related to the tenets presented in the classroom. I believe this will translate into having a positive experience in future clinical fieldwork, and further toward being empathetic to prospective client situations.

I appreciate feedback from students. I am happy to meet one-on-one with you at your convenience. Let’s talk about your learning needs, your struggles with the material/assignments, or simply help in making connections between concepts. I have been where you are. I have always appreciated an open door policy where within lies a non-judgmental and welcoming environment and I offer that to you.

I trust that my commitment to students is rewarded by students committing to the class, while committing to their education. I expect student commitment to be professional and trustworthy. This includes being on time for class, and being timely when submitting all assignments. I also believe that you begin to form your professional integrity as a healthcare practitioner while in graduate school. Therefore, I will assume that you have turned in your best work. These expectations are baseline. After all, you will become future colleagues and I expect nothing less from them.

Occupational Therapy is a rich profession with founding tenets that can be used as a blueprint; however, this template can also foster transformation. It is eventually up to you as to how you use this blueprint in practice. It is up to me to be the builder of this framework so that you have a strong foundation from which you can transform and grow professionally.