Course Offering
3 Credit Hours

Prerequisites
Admission to the MOT Program

Class Day/Time
TH 9:30 – 12:30

Class Location
CGS 119 and ADL Living Lab

Faculty
Dr. Lani Stockwell

Office
Charles House 102

Office Hours
MW 2:30 – 3:30p or by appointment

Phone
(262)951-3052

Email
lstockwe@carrollu.edu

Course Description
This course will present the theories, models and frames of reference that guide occupational therapy practice. Emphasis will be on integration of these theoretical perspectives into practice. Emerging theories and constructs will be introduced and considered. Students will have the opportunity to apply theory to practice.

Course Rationale
Occupational therapists work with clients of all ages, from numerous cultures, and clients who have a variety of conditions and circumstances. Practitioners base their intervention on knowledge of the underlying conditions and evidence to support intervention techniques which includes foundational knowledge of the profession. A conceptual understanding of the occupational therapy process is a key component of occupational therapy education as it provides the developing practitioner a base from which to channel outward as their knowledge and skill set expands. This nurtures capacity for clinical reasoning as students move from the educational environment to practice.

Relationship to Curriculum Design
This course builds on previously acquired foundational knowledge from science-based disciplines in the first semester and those taught concurrently. While nurturing acquisition of science-based knowledge, students continue to build upon knowledge of introductory beliefs and tenets of the profession which will complement learning of methods of evaluation and assessment. Melding the two foundational sciences in the first and second semesters establishes a sound connection which to move forward into application and acquisition of the skills of practice. Students will have the opportunity to begin to build this connection as they embark on the first of three introductory clinical practicums. Further, students will be encouraged to critically analyze theoretical tenets using knowledge gained thus far to not only begin to create
capacity for lifelong learning and scholarship, but to build an awareness and appreciation for the past can only strengthen present and future practice no matter the needs of the population.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>ACOTE Standards</th>
<th>Instructional Methods/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Objectives</strong>&lt;br&gt;<em>(At course conclusion, students are expected to:)</em></td>
<td></td>
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</tr>
<tr>
<td>1. Articulate, analyze, and compare key points of prevalent and contemporary models and frames of reference that are used in occupational therapy.</td>
<td>B.2.11 B.3.2</td>
<td>• Essay&lt;br&gt;• Exams&lt;br&gt;• Group Discussion&lt;br&gt;• Interactive Lecture&lt;br&gt;• Experiential learning&lt;br&gt;• Writing Activities&lt;br&gt;• Readings&lt;br&gt;• Peer Learning</td>
<td>• Verbal and Written Feedback&lt;br&gt;• Grading rubrics&lt;br&gt;• Self-Assessments/Minute Papers&lt;br&gt;• Observation&lt;br&gt;• Attendance/Participation&lt;br&gt;• Exam Outcomes&lt;br&gt;• Presentation</td>
</tr>
<tr>
<td>2. Analyze, compare, and apply theories, models and frames of reference to the therapeutic value of occupation in the evaluation and treatment process.</td>
<td>B.2.11 B.3.1 B.3.2 B.3.3</td>
<td>• Exams&lt;br&gt;• Group Discussion&lt;br&gt;• Interactive Lecture&lt;br&gt;• Experiential learning&lt;br&gt;• Inquiry Learning&lt;br&gt;• Readings</td>
<td>• Verbal and Written Feedback&lt;br&gt;• Grading Rubrics&lt;br&gt;• Self-Assessments/Minute Papers&lt;br&gt;• Attendance/Participation&lt;br&gt;• Exam Outcomes&lt;br&gt;• Presentation</td>
</tr>
<tr>
<td>3. Understand and use historical, philosophical, and theoretical framework of the profession of OT to guide evaluation and intervention based on client-specific variables, contexts, and needs.</td>
<td>B.2.1 B.2.11 B.3.2 B.3.3 B.3.4</td>
<td>• Exams&lt;br&gt;• Group Discussion&lt;br&gt;• Interactive Lecture&lt;br&gt;• Videos&lt;br&gt;• Experiential learning&lt;br&gt;• Role Playing&lt;br&gt;• Case Studies&lt;br&gt;• Readings</td>
<td>• Verbal Feedback&lt;br&gt;• Grading Rubrics&lt;br&gt;• Self-Assessments/Minute Papers&lt;br&gt;• Attendance/Participation&lt;br&gt;• Peer Feedback&lt;br&gt;• Presentation</td>
</tr>
<tr>
<td>4. Discuss the process of theory development and relationship to occupation, occupational performance and, to the evolving philosophy of the profession.</td>
<td>B.2.1 B.3.1 B.3.6</td>
<td>• Essay&lt;br&gt;• Interactive Lecture&lt;br&gt;• Inquiry Learning&lt;br&gt;• Videos&lt;br&gt;• Group Discussion&lt;br&gt;• Writing Activities&lt;br&gt;• Readings</td>
<td>• Verbal Feedback&lt;br&gt;• Self-Assessments/Minute Papers&lt;br&gt;• Inquiry Paper&lt;br&gt;• Attendance/Participation&lt;br&gt;• Presentation</td>
</tr>
<tr>
<td>5. Relate appropriate core occupational therapy constructs and framework to various practice contexts,</td>
<td>B.3.1 B.3.5</td>
<td>• Exams&lt;br&gt;• Group Discussion&lt;br&gt;• Interactive Lecture&lt;br&gt;• Videos&lt;br&gt;• Experiential learning&lt;br&gt;• Active Learning&lt;br&gt;• Role Playing</td>
<td>• Verbal and Written Feedback&lt;br&gt;• Grading rubrics&lt;br&gt;• Self-Assessments/Minute Papers&lt;br&gt;• Observation&lt;br&gt;• Attendance/Participation</td>
</tr>
<tr>
<td>Client variables, and occupational outcomes.</td>
<td>Case Studies</td>
<td>Readings</td>
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<td>---------------------------------------------</td>
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<tr>
<td>6. Analyze and articulate how the history and theory of occupational therapy and the sociopolitical climate influence practice.</td>
<td>B.3.1, B.3.4, B.3.6</td>
<td>Active Learning, Exams, Group Discussion, Interactive Lecture, Readings, Papers, Active Learning</td>
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<tr>
<td>7. Articulate the importance of the historical and philosophical base of occupational therapy in establishing the relevance of occupation to health and well-being.</td>
<td>B.2.1, B.2.3, B.3.1, B.3.4, B.3.6</td>
<td>Exams, Group Discussion, Interactive Lecture, Inquiry Learning, Active Learning, Readings, Papers</td>
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<tr>
<td>8. Use correct language of the profession and relevant to theoretical frameworks to interpret data and provide intervention based on the therapeutic value and use of occupation, exercises, and activities. (e.g., occupation-based intervention, purposeful activity, preparatory methods).</td>
<td>B.4.8, B.5.3</td>
<td>Group Discussion, Experiential learning, Inquiry Learning, Active Learning, Writing Activities, Case Study</td>
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<tr>
<td>9. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.</td>
<td>B.5.20</td>
<td>Group Discussion, Experiential learning, Inquiry Learning, Writing Activities</td>
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<tr>
<td>10. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.</td>
<td>B.5.23</td>
<td>Active Learning, Group Discussion, Interactive Lecture, Experiential learning, Inquiry Learning, Writing Activities, Role-playing, Case Studies</td>
<td></td>
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<tr>
<td>11. Select and teach compensatory strategies, such as use of technology and</td>
<td>B.5.24</td>
<td>Active Learning, Group Discussion, Interactive Lecture</td>
<td></td>
</tr>
</tbody>
</table>

adaptations to the environment, that support performance, participation, and well-being.

<table>
<thead>
<tr>
<th>12. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.</th>
<th>B.8.1</th>
<th>Experiential learning</th>
<th>Inquiry Learning</th>
<th>Writing Activities</th>
<th>Readings</th>
<th>Presentation and Rubric</th>
<th>Verbal Feedback</th>
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</thead>
<tbody>
<tr>
<td>13. 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.</td>
<td>B.9.2</td>
<td>Experiential learning</td>
<td>Inquiry Learning</td>
<td>Writing Activities</td>
<td>Readings</td>
<td>Presentation and Rubric</td>
<td>Verbal Feedback</td>
</tr>
<tr>
<td>14. Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).</td>
<td>B.9.13</td>
<td>Experiential learning</td>
<td>Inquiry Learning</td>
<td>Writing Activities</td>
<td>Readings</td>
<td>Presentation and Rubric</td>
<td>Verbal Feedback</td>
</tr>
<tr>
<td>15. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.</td>
<td>B.2.5</td>
<td>Group Discussion</td>
<td>Experiential learning</td>
<td>Inquiry Learning</td>
<td>Writing Activities</td>
<td>Presentation and Rubric</td>
<td>Verbal and Written Feedback</td>
</tr>
</tbody>
</table>

**Course Content and Relationship to ACOTE Standards**

*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.2.3 Articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health, and well-being.
- 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.2.11 Analyze, synthesize, and apply models of occupational performance.
- B.3.1 Apply theories that underlie the practice of occupational therapy.
- B.3.2 Compare, contrast, and integrate a variety of models of practice and frames of reference that are used in occupational therapy.*
• B.3.3 Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.
• B.3.4 Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice.
• B.3.5 Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes.
• B.3.6 Discuss the process of theory development and its importance to occupational therapy.
• B.4.8 Interpret the evaluation data in relation to accepted terminology of the profession and relevant theoretical frameworks.
• B.5.3 Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
• B.5.20 Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
• B.5.23 Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
• B.5.24 Select and teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being.
• B.8.1 Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.
• 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.9.13 Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).

Required Texts


Recommended Reference

Readings—Content located on eLearning course page and subject to change.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>• Syllabus Review</td>
<td>Cole &amp; Tufano (CT)</td>
<td></td>
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<tr>
<td></td>
<td>• Introduction to Theory</td>
<td>Hasselkus (BH)</td>
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<td></td>
<td>• Organization of Knowledge</td>
<td>Kielhofner (GK)</td>
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<td></td>
<td></td>
<td>Willard &amp; Spackman (WS)</td>
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<tr>
<td>1/26</td>
<td>The Structure and History of Knowledge Development in Occupational Therapy</td>
<td></td>
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<tr>
<td>2/2</td>
<td>• Determinants of Occupation</td>
<td>• CT Ch. 5</td>
<td></td>
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<tr>
<td></td>
<td>• Consequences of Occupation</td>
<td>• BH Ch. 2</td>
<td></td>
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<td></td>
<td></td>
<td>• WS Ch. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wilcock, 1999</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>• Models of Health Care</td>
<td>• CT Ch. 2-3</td>
<td>OT History Assignment</td>
</tr>
<tr>
<td></td>
<td>• Systems Theory</td>
<td>• BH Ch. 1</td>
<td>Introduced</td>
</tr>
<tr>
<td>2/16</td>
<td>• OT Lenses to Organize and Guide Practice</td>
<td>• TBD</td>
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<tr>
<td>2/23</td>
<td><strong>Presentations</strong></td>
<td></td>
<td>OT History Assignment</td>
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<td></td>
<td></td>
<td><strong>Due-- Presentations</strong></td>
<td><strong>Introduced</strong></td>
</tr>
<tr>
<td>3/2</td>
<td>• Disability Studies</td>
<td>• GK Ch. 17</td>
<td>Disability Assignment</td>
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<td></td>
<td>• Social Model of Disability</td>
<td></td>
<td>Introduced</td>
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<tr>
<td>3/9</td>
<td><strong>Midterm</strong></td>
<td></td>
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<td>3/11–19, 2017</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>3/23</td>
<td>• Occupational Science</td>
<td>• CT Ch. 4</td>
<td>Disability Reflection Paper</td>
</tr>
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<td></td>
<td>• Occupational Adaptation</td>
<td>• GK Ch. 6</td>
<td>Due</td>
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<td></td>
<td></td>
<td>• WS Ch. 7, 37</td>
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<tr>
<td>3/30</td>
<td><strong>AOTA Conference</strong></td>
<td></td>
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<tr>
<td>4/6</td>
<td>• Model of Human Occupation (MOHO)</td>
<td>• CT Ch. 7-8</td>
<td><strong>Living Lab Project</strong></td>
</tr>
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<td></td>
<td>• Occupational Behavior</td>
<td>• GK Ch. 11</td>
<td>Introduced</td>
</tr>
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<td></td>
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<td>• WS Ch. 39-40</td>
<td></td>
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<tr>
<td>4/13</td>
<td>• Ecology of Human Performance</td>
<td>• CT Ch. 9</td>
<td></td>
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<td></td>
<td>• Person Environment</td>
<td>• BH Ch. 3</td>
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<td></td>
<td>Occupational Performance</td>
<td>• WS Ch. 38</td>
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<td>(PEOP)</td>
<td>• CT Ch. 10</td>
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<tr>
<td>4/20</td>
<td>• Kawa Model</td>
<td>• BH Ch. 4, 8</td>
<td></td>
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<td></td>
<td>• Emerging Theories in Practice</td>
<td>• WS Ch. 42</td>
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</tbody>
</table>
Elevator Speech Presentation to Occur Outside of Class Time in Brown Bag-Style TBD

Grading and Course Requirements
Grading for this course will be based on a total possible accumulation of 1030 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>POINT</th>
<th>LINKED STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4)</td>
<td>80</td>
<td>1-14</td>
<td>B.2.1, B.2.3, B.2.11, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.4.8, B.5.3, B.5.20, B.5.23, B.5.24, B.8.1, B.9.2, B.13</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
<td>1-14</td>
<td>B.2.1, B.2.3, B.2.11, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.4.8, B.5.3, B.5.20, B.5.23, B.5.24, B.8.1, B.9.2, B.13</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>250</td>
<td>1-14</td>
<td>B.2.1, B.2.3, B.2.11, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.4.8, B.5.3, B.5.20, B.5.23, B.5.24, B.8.1, B.9.2, B.13</td>
</tr>
<tr>
<td>OT History/Philosophy Artwork &amp; Presentation</td>
<td>150</td>
<td>2-7</td>
<td>B.2.1, B.2.3, B.2.11, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, 3.6</td>
</tr>
<tr>
<td>Disability Simulation &amp; Reflection Paper</td>
<td>100</td>
<td>1-11</td>
<td>B.2.1, B.2.3, B.2.11, B.3.1, B.3.2, B.3.3,</td>
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</tbody>
</table>
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.

Assignments:

**OT History/Philosophy Artwork and Presentation**
Students will create a piece of artwork depicting the profession of occupational therapy and present their creation to the class. Be creative! Your creation should encompass tenets of the profession’s history and philosophy and include a reference to theory. What does this look like? Does it represent current practice? Emerging? Please submit a picture of your artwork. Presentation should describe your work, why your creation turned out the way it did. Professions evolve because of consistent analysis, therefore theories of the profession evolve and develop. Why is this important to the practice and profession of occupational therapy? Students will be graded on originality and content of presentation and according to rubric located on the eLearning course site.

**Disabilities Simulation and Reflection Paper**
Students will participate in a disability simulation activity for the duration of 8 hours. The purpose of this assignment is to facilitate an appreciation for the lived experience of disability, to apply this experience to the theoretical tenets of the profession and to practice, and to reflect on the social constructs and societal influences that potentially affect how disability is viewed and
defined. Students will participate in as many daily activities that a typical day would require under the assumption of an assigned disability. Students will follow-up the learning activity by writing a brief reflection paper on the positive aspects of this experience. Further details can be found on the eLearning course site.

**Living Lab Group Project**
The nature of occupation centers around the idea of our use of time, space, and the context in which we choose to do so. The purpose of this assignment is to apply theories, models, and FORs used in OT practice to a real-world activity and environment. Students will use theoretical tenets to guide and inform evaluation for a proposed intervention in a client-centered and culturally appropriate fashion. Students will consider person-environment factors to analyze, plan, and propose potentials toward meaningful outcomes. Proposed interventions considered will include therapeutic use of occupation, education and advocacy, and will address client needs according to contextual factors, cultural factors, changing needs of the client and conceptual and foundational constructs that guide OT practice. Further details can be found on the eLearning course site.

**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. You will be assessed through participation. A copy of your speech must be uploaded to the eLearning site.

**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 will be at the discretion of the instructor.

**Exams**
Exams will include a combination of essay, short answer, case study analysis, completion, 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.

**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 related course work.

**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. Students should **come prepared** for each class period by: 1) having reviewed the previous information from each unit and 2) having at least skimmed assigned readings and reviewed any materials provided. Because of the nature of this course, you should expect to **spend a great deal of time in independent study and review outside of class**; your Instructor can only do so much for you. 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.** 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. 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.
Student are expected to dress appropriately for presentations and guest lecturers (name tags, professional dress). Failure to adhere to this requirement will result in a grade deduction at the instructor’s discretion.

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/. 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, head phones, “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., -10 pts for cell phone use)
  ➢ Removal from class/fieldwork experience
  ➢ Tardiness of required assignments, -20% per day late. Assignments submitted >3 days 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.
OTH530 Theories and Models of Occupation
Course Assignments—Further Details

Professional Advocacy and the Elevator Speech

Addresses B Standard B.2.1, B.2.3, B.2.5, B.3.1, B.3.4, B.3.6, B.5.20
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 be assigned the following task:

As a new clinician at a local hospital, you have been assigned to orient 20 Physician Assistant residents about Occupational Therapy referrals. You have 30 seconds for the orientation.

You will present your response to the Carroll PA class. You will be assessed according to the rubric uploaded to the eLearning course site.

The Art and the Science of OT

B Standards B.2.1, B.2.3, B.2.11, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6
Students will create a piece of artwork depicting the profession of occupational therapy and present their creation to the class. Be creative! Your creation should encompass tenets of the profession’s history and philosophy and include a reference to theory. What does this look like? Does it represent current practice? Emerging? Please submit a picture of your artwork.

Presentation should describe your work, why your creation turned out the way it did. Professions evolve because of consistent analysis, therefore theories of the profession evolve and develop. Why is this important to the practice and profession of occupational therapy? Students will be graded on originality and content of presentation and according to rubric located on the eLearning course site.

Disability Simulation

The purpose of this assignment is to facilitate an appreciation for the lived experience of disability, to apply this experience to the theoretical tenets of the profession and to practice, and to reflect on the social constructs and societal influences that potentially affect how disability is viewed and defined.

Learning Activity:

Students will participate in a simulation activity for a duration of 8 hours. You must not pick a period of time when you will be sleeping. Please participate in as many daily activities that a typical day would require. You will be required to write a brief 3-5 page paper relating your experience to the theoretical constructs of occupational therapy (theory, health models, disability models and frames of reference and/or the humanities approach to disability). Which theoretical constructs would you consider (unlimited) in your approach to care for a client with a similar disability? Elaborate on any personal or professional growth noted during this experience. How would you apply your personal experience gained in this exercise to patient care? Students may
also elect to share their experience with classmates in a brief and informal format during small group discussion time.

Please reflect on the positive aspects of this experience. Disability studies have evolved to challenge the both the causes and nature of disability. Consider the paradigm that disability can be defined by the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others, due to physical or social barriers.

Simulation:
- Club foot
- Muteness
- Dyslexia
- Adult ADD
- Chronic Illness: Heart Disease NOS
- Thumb amputation
- s/p Hip Replacement
- s/p Knee Replacement
- Having a Child with a Disability

Particulars and equipment/tools related to the simulation of each disability will be provided in class.

Assessment:
Students will receive points for participation, written evaluation of the experience and instructor feedback. Grading rubric can be located on the eLearning course site.

OTH530 Theories and Models of Occupational Therapy
Living Lab Assignment
Addresses B Standards: B.2.1, B.2.3, B.2.11, B.3.1, B.3.2, B.3.3, B.3.4, B.3.5, B.3.6, B.4.8, B.5.3, B.5.20, B.5.23, B.5.24

Students will consider the idea of compensation and considering compensatory strategies to create a plan to grade and adapt client’s environment, tools, materials, and occupations to reflect changing needs of the client, the sociocultural context, and technological advances. Students will use theoretical tenets to guide and inform evaluation toward simple intervention in a client-centered and culturally appropriate fashion. Students will consider person-environment-occupation factors to analyze and effect meaningful outcomes. Include therapeutic use of occupation and consider client needs according to contextual factors, cultural factors, and the changing occupational needs of the client. Not only will students be exposed to the idea of culture and meaning which is inextricably tied to occupation, but the experience will provide a real-world environment where students will enable occupation, health, and well-being through applied evidence-based and educational means.
In small groups, students will utilize the Living Laboratory as a reference to real-world space and place that a case-specific client may call home. Prior to the activity, students will be given a case study from which to base learning from. Students will be exposed to the idea of the “just right” challenge in that occupation can be therapeutic when it requires effort for the client to accomplish, but is possible for the client to accomplish.” (Trombly & Latham 2008). Student groups will be asked to ENABLE participation in occupation for given client described in the case study. You must address the use of occupation to address client needs according to contextual factors. Please consider that clients are consumers of our services and therefore may need education about the unique nature of occupation as viewed by the profession of OT, to understand the value of occupation to support performance, participation, and well-being. You must consider how you would support your choices considering that you will educate the client and caregivers, but may also need to educate other entities that may be involved with the care of your client (may include colleagues, employers, third-party payers, regulatory boards, policy makers, and the general public). How will you articulate the value of occupation in health and well-being to other stakeholders as needed? What would you communicate?

How will you proceed? Use theoretical constructs as a guide for this assignment. Why did you choose to apply and integrate chosen conceptual models to your particular case? What is your client’s current level of occupational performance? Interpret your evaluation data in relation to accepted terminology of the profession. Based on your client and context, do you require interdisciplinary knowledge to appropriately approach your case? You may not. What effective methods of communication would you use to interact with and education your client and others toward collaborative care for this client? Take into account that you are proposing a plan that will require education and teaching.

Remember, this assignment is based on your knowledge to date. Your grade will be reflected accordingly. The focus of this assignment is NOT on intervention, but the evaluation process which includes the gathering of information, analysis of data, context and client factors and the potential such factors have, have had, or may have on a client’s performance. Please prepare a document that highlights the basics of an evaluation phase of the OT process based on the client case and context. The document must include the tenets of the assignment as outlined and specifically list potential tools, equipment, materials that you may propose to the client when collaborating on your plan of care. Include item, pricing and resource, just as if you were providing this information to your client. Within your document, please also list strategies you may consider that do not require monetary means—The listed set of materials, tools, equipment and resources will be used to assist in stocking the “OT Toolbox Closet” for future Living Lab learning activities. Students will also be assessed by group members and will complete a self-assessment of their individual performance in the group.