

# The University Of Toledo

## Existing Graduate Course Modification Form

\* denotes required fields

Contact Person\*: S. Maggie Maloney Phone: 530-6694 (xxx - xxxx) Email: susan.maloney@utoledo.edu

### Present

### Proposed

Supply all information asked for in this column.( Supply core, research intensive and transfer module info if applicable)

Fill in appropriate blanks only where entry differs from first column.

College\*: College of Health and Human Service

College: College of Health and Human Service

Dept/Academic Unit\*: School of Exercise and Rehabilitation Sciences

Dept/Academic Unit: --Select a Department--

Course Alpha/Numeric\*: OCCT 7000

Course Alpha/Numeric: -

Course Title: Conceptual Framework of Therapeutic Occupation

Course Title: Foundations of Occupational Therapy

Credit hours: Fixed: 3 or Variable: to

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#### Cross Listings:

#### Cross Listings:

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Admission to the OTD Program

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Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

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**Catalog Description** (only if changed) 75 words max:

: Provides logical system for occupational therapy models of practice. Applies terminology through student experiences with occupational analysis and synthesis. Includes Level I fieldwork experience (12 hours).

**Catalog Description** (only if changed) 75 words max:

This course introduces students to the history, philosophy, core concepts, ethics, and the domain and process of occupational therapy. Students also explore the basic tenets of therapeutic occupation and investigate the role that chosen occupations play within an individual's daily life. Professional

Has course content changed?

 Yes

 No


If course content is changed, give a brief topical outline of the revised course below( less than 200 words)


This modified course will introduce the characteristics of the occupational therapy (OT) profession to students earlier in the curriculum sequence than we currently do. The information is now taught in the second semester, but with this modification it will move forward to the first semester. The new course title reflects our intent to provide students with a strong foundational knowledge of the profession to strengthen students' professional identify by teaching them the basic tenets of the OT, the code of ethics, history and heritage, and the roles, responsibilities and distinct therapeutic processes of OT earlier in their academic career. The change also helps students differentiate OT from other professions, which is important as they now participate in the interprofessional education (IPE) program in their first semester. We will reposition content from the Spring course

Proposed effective term\*:  ( e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	<a href="#">View</a>

List any course or courses to be deleted.

Effective Date:  

Effective Date:  

Comments/Notes:

[Empty text box]

Rationale:

[Empty text box]

**Approval:**

Department Curriculum Authority:	<input type="text" value="Heather L. Robbins"/>	Date	<input type="text" value="2017/02/28"/>
Department Chairperson:	<input type="text" value="Ruthie Kucharewski"/>	Date	<input type="text" value="2017/03/07"/>
College Curriculum Authority or Chair:	<input type="text" value="Beth Ann Hatkevich"/>	Date	<input type="text" value="2017/03/14"/>
College Dean:	<input type="text" value="Barry Scheuermann"/>	Date	<input type="text" value="2017/05/03"/>
Graduate Council:	<input type="text" value="Andrea Kalinoski (GCEC for GC 08-11-"/>	Date	<input type="text" value="2017/08/11"/>
Dean of Graduate Studies:	<input type="text" value="Amanda C. Bryant-Friedrich"/>	Date	<input type="text" value="2017/08/14"/>
Office of the Provost :	<input type="text" value="Margaret F. Traband"/>	Date	<input type="text" value="2017/08/15"/>

**Administrative Use Only**

**Effective Date:**  (YYYY/MM/DD)

**CIP Code:**

**Subsidy Taxonomy:**

**Program Code:**

**Instructional Level:**

**Registrar's Office Use Only**

**Processed in Banner on:**

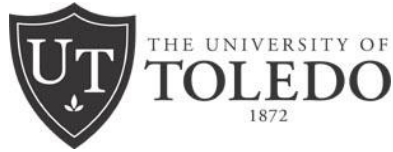
**Processed in Banner by:**

**Banner Subject Code:**

**Banner Course Number:**

**Banner Term Code:**

**Banner Course Title:**



**College of Health Science and Human Service  
School of Exercise and Rehabilitation Sciences  
Occupational Therapy Doctorate Program**

**Course Number/Title:** OCCT7000 Foundations of Occupational Therapy

**Credit Hours:** 3 semester hours      Contact Hours: 3 lecture, 2 IPE lab experiences

**Course Time:** Fridays, 9-12, and Lab with IPE various Friday afternoons (TBA)

**Semester; Level Course:** Fall 2017

**Course Description:** This course introduces students to the history, philosophy, core concepts, ethics, and the domain and process of occupational therapy. Students also explore the basic tenets of therapeutic occupation and investigate the role that chosen occupations play within an individual's daily life. Professional skills in occupational analysis and professional communication are introduced and applied. Students also complete concurrent lab experiences with students from other health care professions as part of the university-wide Interprofessional Education Program.

**Instructors:** S. Maggie Maloney, Ph.D., OTR/L & Laura Schmelzer, Ph.D., OTR/L  
Assistant Professor  
2102B  
Susan.maloney@utoledo.edu

**Office Hours:** By Appointment

**Pre-requisite:** Admission to OTD Program

**Required Text(s):** Anderson, L. & Reed, K. (2017). History of occupational therapy. Thorofare, NY: SLACK.  
AOTA. (2014). Occupational Therapy Practice Framework: Domain and Process (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1), S1-S48.  
<http://dx.doi.org/10.5014/ajot.2014.682006>

Required AJOT & non-AJOT articles as delineated on course schedule

**Teaching/ Learning**

**Experiences:** Lecture, discussion, readings (reflecting practice, theory, and research), out-of-class assignments, tests, analysis of videotapes depicting occupation, participation in IPE sessions

## **Course Relationship to Curricular Foundations:**

### **Course Relationship to Program's Mission and Philosophy**

This course provides introductory knowledge about the Conceptual Framework for Therapeutic Occupation (CFTO). To quote from the Philosophy section of the OTD Program Description:

“CFTO involves precise definitions of key occupational terms, such as meaning, purpose, occupational form, occupational performance, adaptation, and impact. This terminology is helpful both in the analysis of clinical problems and in the analysis of research problems in occupational therapy. Early in the curriculum UT OTD students master CFTO terminology as a base for later explorations of the many facets of occupational therapy. The fact is that there are many different approaches, or models of practice, in the profession of occupational therapy. CFTO provides a common language and way of thinking about the various models of practice and the underlying processes of occupational therapy. Therefore, CFTO provides a firm identity for occupational therapists. CFTO is the common thread of ideas with which the UT OTD program is woven.”

Hence, this course reflects the OTD Program’s Mission to provide graduate level education enabling students to integrate occupational therapy theory, practice, and research.

### **Course's Relationship to Program's Curriculum Design**

This course provides foundational knowledge supporting all four of the major themes in the curriculum design and all four goals in Theme I of the design. Analyses of therapeutic occupation, in accordance with CFTO, provide a rational basis for autonomous decision making in practice, advocacy, and research. CFTO provides a common language for analyzing the models of practice upon which much of the curriculum is structured, and for conducting fieldwork studies of occupational therapy models of practice in action.

### **Program Goals and Related Curricular Objectives:**

Program Goal I: (Practice) A, C, E, F, I, J, K, Q, S, U

Program Goal II: (Advocacy) A, B, K

Program Goal III: (Research) B, E

Program Goal IV: (Autonomous Decision Making) B, E, F

### **Course Corresponds to the following 2011 ACOTE Standards (Major contributor to bolded Standards, supporting for non-bolded Standards):**

B.1.3, 1.4

B.2.1, 2.2, 2.3, 2.4, 2.5, 2.10

B.3.1, 3.6

B.4.7, 4.8

B.5.7, 5.23

### **Specific Course Objectives:**

Upon completion of the course, the learner will:

1. Define (both conceptually and through example) tenets of in profession of occupation therapy.
2. State the history of the profession and historical influences.
3. Analyze sensorimotor, cognitive, and psychosocial properties of a therapeutic occupation
4. Describe the relationship between human development and occupation from a life span perspective.
5. Analyze the relationships between wellness and occupation, including the beginning use of occupational methods to enhance wellness and prevent disease.

6. Infer the effects of pathological conditions on the sensorimotor, cognitive, and psychosocial abilities of individuals and their occupations.
7. Describe, analyze, critique, and interpret seminal journal articles discussing the domain and process of occupational therapy.
8. Display a commitment to the study and application of occupation as a therapeutic method.
9. Conceptualize, design, and carry out an occupation-based teaching/learning experience.
10. Articulate to other students the unique roles and responsibilities of the profession during Interprofessional Education learning experiences.
11. Articulate the ethical responsibilities of a professional.

### **Grading Procedure:**

Four exams @ 10% each	40%
Occupational analysis paper (Dyad)	20%
Class presentation of Occupational Analysis	15%
Analysis of one journal article	15%
Written Occupational Profile	10%
IPE Groups	Satisfactory/Unsatisfactory

### **Grading Scale:**

A	93.33 - 100
A -	90 - < 93.33
B +	86.67 - <90
B	83.33- <86.67
B-	80- <83.33
C +	76.67- <80
C	73.33- <76.67
C -	70- <73.33
D +	66.67- <70
D	63.33- <66.67
D -	60- <63.33
F	below 60

### **Class Participation.**

The student of occupational therapy has a personal responsibility to plan one's own development as a professional person. Active, appropriate class participation in this course is an important aspect of professional development. If the instructor observes a problem in this area, she will notify the student in writing that 10 points (on the 100 point scale) are at risk. The instructor will meet with the student and inform the student as to how full (10 points) or partial (5 points) credit can be gained prior to the end of the semester.

### **Attendance**

Attendance and timeliness are expected, but absences are occasionally necessary. If possible, the student who must miss class should contact the instructor by email, [kelly.gelske@utoledo.edu](mailto:kelly.gelske@utoledo.edu), prior to class. Upon return to class, the student should formulate a plan for making up the material and discuss the plan with the instructor.

### **ADA Statement:**

If you require special accommodations because of an identified condition that meets the requirements of ADA, please see the instructor. Special accommodations are made only for documented need. The

instructor expects and encourages students to inform them at the beginning of the semester of any individual learning needs related to classroom participation and performance evaluations. Accommodation of individual requests will be based upon appropriate documentation in keeping with the American with Disabilities Act, institutional policies, and the discretion of the faculty.

**Academic Support Services:**

A combination of services is provided to students to both enhance the educational experience and improve student growth. Services include but are not limited to:

1. Library Services
2. Testing Center
3. Campus Computer Lab
4. Tutoring
5. Writing Center

**General Information:**

For information on FERPA, Cheating and Plagiarism, Assessment of Student Learning Outcomes and Student Code of Conduct, please refer to the appropriate section of the current University of Toledo website.

**Laptop Computer Policy:**

This course adheres to the 2010 Program in Occupational Therapy Laptop Policy.

**Class Procedures for Reviewing Graded Tests and Papers:**

It is very important for the instructor to discuss each graded test and graded paper with the class. Students need to know exactly how each item or paper was graded, and review helps students to learn from their mistakes as well as from their correct answers. When reviewing in class, each student should ask questions if he or she does not understand exactly what the instructor expected. Also, the student should make notes if he or she believes that an error was made in grading. The student should discuss possible errors in grading on a one-to-one basis with the instructor, during break, after class, or by appointment. When the class is meeting as a whole, the student is asked not to make arguments about grading. On a one-to-one basis, such arguments are important and valued; the fact is that the instructor can make a mistake in grading and wants to make sure that everyone gets the grade deserved.

**Appointments:**

Any student wishing an appointment can use class break or after-class periods to set up a meeting time that is mutually convenient. "Quick questions" can be answered any time except immediately before class, which is always difficult for the instructor.



## COURSE SCHEDULE, READINGS, AND ASSIGNMENT DUE DATES Fall 2017

Sept 1 Introduction to Course

Introduction to Occupational Therapy Practice Framework (OTPF)

AOTA. (2014). Occupational Therapy Practice Framework: Domain and Process (3rd ed.).  
*American Journal of Occupational Therapy*, 68(Suppl. 1), S1-S48.  
<http://dx.doi.org/10.5014/ajot.2014.682006>

Readings:     OTPF Introduction S1-S4  
                   OTPF Domain S4-S9; S29-S35

Sept 8           OTPF Domain con't  
                   OTPF Process

Readings:     OTPF Process S9-S18; S29-S35

IPE – Full Group Lab

Sept 15         Occupation & Historical Aspects

Readings:     Anderson & Reed Chap 1-3  
                   NSPOT Constitution (Blackboard)  
                   Composite Articles (AJOT: 2002, Mar/Apr) (Blackboard)  
                   Bauerschmidt & Nelson (AJOT, 2011, May-June) (Blackboard)  
                   Explaining Occupation and Occupational Therapy to Others (Blackboard)

IPE Small group Lab

Sept 22                 **Test 1: Sept 22**

Sep 29           Occupation & Historical Aspects

Readings:     Anderson & Reed Chpt 4-6

IPE Small group Lab

Oct 6           Occupation & Historical Aspects

Readings:     Anderson & Reed Chpt 7-11

IPE Small group Lab

Oct 13         Interviewing and Occupational Profiles – and Discuss Assignment

Readings:     OTPF  
                   IPE Small group Lab

Oct 20	<b>Test 2: Oct 20</b> IPE Small group Lab
Oct 27	Occupational Analysis Procedures IPE Small group Lab
Nov 3	Student Individual Presentations on Slagle Journal Articles <b>Test 3: Nov 3</b>
Nov 10	No class Veterans Day Turn in on Blackboard <b>Due: Occupational Profile paper: Nov 10</b>
Nov 17	Occupational Therapy Code of Ethics and Official Documents Readings: American OT Association webpage
Nov 24	No Class Thanksgiving
Dec 1	<b>Due: Occupational Analysis paper: Dec 1</b> <b>Dyad Student presentations - Groups 1-5</b>
Dec 8	<b>Dyad student presentations - Groups 6-10</b>
Dec 15	<b>Test 4</b>

- Schedule is subject to change as required.