



DEPARTMENT OF OCCUPATIONAL THERAPY
MOCT 603 (6 credit hours)
Domains and Process I (Birth to Early Adult)
Fall 2006

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OFFICE HOURS: Tuesday 3:30 – 5:00 pm
Thursday 11:30 – 12:30 pm
Friday by appointment

CLASS LECTURE: Tuesday & Thursday 8:30 – 11:20

LAB A: Tuesday 12:30 – 3:20

LAB B: Thursday 12:30 – 3:20

COURSE DESCRIPTION:

Combination lecture and lab; covers scope of occupational therapy process according to Occupational Therapy Practice Framework from birth through young adult age group at individual, group, community, and societal levels. Content includes conditions resulting in impaired occupational performance and interventions for health promotion, prevention, and remediation. Clinical reasoning and evidence-based practice are used throughout.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- ◆ Graduate and professional education in areas of demonstrated competence and meets needs of society
- ◆ Intellectual skills for life in human community and service
- ◆ Empower students to integrate theory and applied knowledge with human values and ethical behavior
- ◆ Cooperative, innovative approaches to problem-solving and engagement with society
- ◆ Rigorous, analytical, and reflective learning environment
- ◆ Respectful of dignity and needs of others

RELATIONSHIP TO CURRICULUM DESIGN:

- ◆ First of two major courses integrating basic science knowledge (occupational science) with applied science knowledge and skills (occupational therapy theory and practice). Content addresses first half of human developmental lifespan.
- ◆ Students synthesize previous theoretical course content to perform the OT process for individuals, groups, communities, and societies relevant to this age span. Concepts related to occupation-based intervention, client-centered intervention, ethically-based intervention, and evidence-based decision making are applied.
- ◆ Student critical thinking, creative problem solving, and clinical reasoning (narrative, procedural, ethical, pragmatic and scientific) required to perform OT process while considering effects of conditions that impede occupational performance participation.
- ◆ Primarily addresses roles of practitioner (key emphasis of this course), and educator; skills related to those of role of researcher also required.
- ◆ Concepts related to confluence, diversity, and spirituality embedded in course in addition to underlying concepts related to occupational and social justice.
- ◆ Student reflection continues to be key to student centered learning and self direction for growth and development.
- ◆ Concurrent coursework complements this content: assistive technology intervention for this population; Level I fieldwork (lived experience in clinical practice site); theoretical foundations; and management, supervisory, advocacy, and marketing at micro level.
- ◆ Student professional behavior growth and interpersonal communication skill development concurrently embedded in Level I fieldwork.

TEACHING PHILOSOPHY:

Any educational process requires a level of commitment by the teacher and the learner. Learning is an active process which can be encouraged and guided. Teaching is not talking and learning is not listening. An active learning environment involves the exchange of knowledge through discussions, group interactions and peer learning opportunities. It is my responsibility to provide a structure for the learning, to challenge each student and to be creative in my approaches to the topics. It is the student's responsibility to participate in the discussions, to ask questions, to seek knowledge, to review scientific data and to synthesize information from various learning opportunities. The student is expected to complete assigned readings prior to class. This course will incorporate information from concurrent Level 1 Fieldwork experiences. Pre-requisite knowledge from prior courses is expected. Feedback for learning will occur in a variety of ways as noted in the evaluation procedures. I encourage students to meet with me if you have suggestions, ideas or concerns. It is your responsibility to seek information or additional feedback if needed. As professionals we need to embrace learning as a life long process.

“Personal dignity must be earned by personal efforts toward worthwhile goals. The rewards are not superficial. The rewards are innately understood. Everyone who succeeds in developing and maintaining personal dignity needs two things from their culture, honest mentors and worthwhile challenges.” [Miller, G. (2005). What are the essential questions for teachers? *Ohio ASCD Journal*, 9(1), 21.] I will strive to provide such a culture in this course.

COURSE OBJECTIVES:

Upon successful completion of course requirements, student will demonstrate competence in performing the OT process for people in age range from birth through early adulthood, including the following skills:

ACOTE Standard (1998)	Objective
1.1-1.9; 2.1-2.10; 3.1-3.5; 4.1-4.10; 5.1-5.20; 7.6, 7.7, 7.9-7.11; 8.1-8.3, 8.6; 9.1, 9.5, 9.7, 9.8, 9.10, 9.12, 9.13	1. Perform, document, and interpret results of standardized and non-standardized assessment tools to determine need for OT intervention.
	2. Attain occupational performance profile of client as beginning of service intervention.
	3. Articulate the unique transformative nature of occupation on human functioning and level of life satisfaction.
	4. Evaluate, record, and interpret results of domain-related factors of client performance.
	5. Synthesize evaluation results and formulate client-centered goals and an occupation-based intervention program.
	6. Select instruments to track and measure outcomes of intervention.
	7. Evaluate progress and revise intervention plan on an on-going basis.
	8. Discharge services according to standards.
	9. Document all phases of intervention according to standards.
	10. Collaborate with inter- and intra-disciplinary team members to maximize positive outcomes of intervention.
	11. Apply theoretical constructs and evidence from literature throughout process.
	12. Incorporate cultural competence in all phases of process.
	13. Adhere to ethical standards by resolving ethical issues according to systematic problem solving methods.
	14. Incorporate techniques of teaching-learning process in educating recipient and others about intervention.
	15. Devise creative intervention programs designed to create or promote, establish, restore, maintain, modify or prevent in order to promote occupational participation.
	16. Employ clinical reasoning (procedural, narrative, ethical, pragmatic and scientific) throughout process.
	17. Apply knowledge of impact of conditions common to this age range on occupational performance functioning.
	18. Develop therapeutic occupations portfolio relevant to this age group.
3.1, 3.2	19. Critique advantages & disadvantages of interventions based on contemporary theories.

REQUIRED TEXT:

Case-Smith, J. (2005). *Occupational therapy for children* (5th ed.). St. Louis, MO: Mosby.

SUGGESTED TEXT:

Bly, L. (1994). *Motor skills acquisition in the first year*. San Antonio, TX: Therapy Skill Builders.

Mulligan, S. (2003). *Occupational therapy evaluation for children: A pocket guide*. Philadelphia, PA: Lippincott Williams and Wilkins.

Porr, S. M., & Rainville, E. B. (1999). *Pediatric therapy: A systems approach*. Philadelphia, PA: F. A. Davis.

SELECTED BIBLIOGRAPHY:

Dunn, W. W. (2000). *Best practice in occupational therapy: In community service with children and families*. Baltimore, MD: Lippincott Williams & Wilkins.

Henderson, A. & Pehoski, C. (2006). *Hand function in the child: Foundations for remediation*. St. Louis, MO, Mosby.

Kramer, P., & Hinojosa, J. (1999). *Frames of reference for pediatric occupational therapy*. Baltimore, MD: Lippincott Williams & Wilkins.

Parham, L.D., & Fazio, L.S. (1997). *Play in occupational therapy for children*. St. Louis, MO: Mosby.

See also Electronic Reserve Bibliography.

ATTENDANCE POLICY:

Attendance is expected for all class sessions. It is your professional and personal responsibility to attend class. Attendance and tardiness, aspects of your professional behavior, will be tracked. Excused absences will be in accordance with the Department's Policy on Attendance in the Student Handbook. Students will be allowed one unexcused absence. Subsequent unexcused absences will result in a deduction of 1 point from your final grade for each hour (or portion of an hour) of class missed. Three unexcused late arrivals will equal one hour of unexcused absence. Students missing a scheduled class session (whether excused or unexcused) are responsible to obtain all information, handout material and in class assignments from their peers. Please notify the instructor prior to an absence (or in an emergency, as soon as practical) via phone or e-mail.

ACCOMMODATIONS FOR SPECIAL NEEDS:

According to ADA (1990) regulations, a student who has a qualified disability that requires special accommodations in a classroom setting must register with the Learning Assistance Program (LAP) before accommodations will be implemented. The first step of this process is self-identification of the disability or need for accommodations by the student. Contact the Director of the Learning Assistance Center for further information (745-3280).

PROFESSIONAL BEHAVIOR:

The department policy on professional behavior will be followed per the student handbook.

E-MAIL COMMUNICATION

All students are required to use the Xavier Portal e-mail account. It is the responsibility of the student to check this e-mail on a daily basis for course and department communications.

ACADEMIC HONESTY

As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. Refer to Department of Occupational Therapy Student Handbook for specifics on academic honesty.

EVALUATION PROCEDURES:

Presentation on normal development		3
Fieldwork Assignments (SOAP & Assessment Note)	2 @ 5 points each	10
Midterm Exam		15
Case Study Presentation (5) and Paper (10)		15
Treatment plan for Hoffman lab	2 @ 5 points each	10
Therapeutic occupations portfolio and bag		10
IEP		7
Class participation and in class/lab assignments		10
Clinical competency assessment		5
Final Exam		<u>15</u>
		Total: 100

The evaluation process is to provide feedback to the student on competencies that are critical as an entry level occupational therapist. Therefore, you may “redo” each of the fieldwork assignments, the IEP, midterm and clinical competency assessment **one time each**. The maximum score for each “redone” assignment will automatically be reduced by 1 point. “Redone” assignments must be attached to the initial graded assignment and resubmitted 1 week following the return of the graded assignment (or according to the schedule for midterm and clinical competency assessment).

ASSIGNMENT DUE DATE POLICY:

Students are expected to complete assignments in a timely manner. Assignments are due at the beginning of class on the due date unless otherwise indicated in writing by the instructor. Assignments turned in after the due date will result in an automatic reduction of one point for each day late.

GRADING SCALE:

The Xavier University policy on academic dishonesty is followed by this instructor.

The Department of Occupational Therapy uses the following grading scale in calculating letter grades from numeric scores:

93 – 100 =	A
85 – 92 =	B
77 – 84 =	C
76 and below	are not passing

GRADE, ROUNDING UP PRACTICE:

Final grades will be calculated by adding up total points per above procedures. Final grades are rounded to the nearest whole number. Final grades lower than 0.5 points will **NOT** be rounded up.

GRADE DISCREPANCY POLICY:

Any student who feels the grade received from the instructor is in error may request the grade be reconsidered. The procedure for a grade review is to submit a written statement of the area of discrepancy to the instructor. This statement must include sound justification for the clinical reasoning supporting the discrepancy and specific documentation for the student's point of view (i.e.: professional reference). This statement should be 200 to 500 (maximum) words and must be received by the instructor within 5 business days of the student's receipt of the grade for that assignment. Verbal requests for grade reviews will not be considered.