



DEPARTMENT OF OCCUPATIONAL THERAPY
MOCT 633 (6 credit hours)
Domains and Process II (Early Adults through Elderly)

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OFFICE HOURS: Tuesday 11:30 – 12:15
Thursday 3:20 – 5:00 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 young adult through elderly 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:

- ◆ Second of two major courses integrating basic science knowledge (occupational science) with applied science knowledge and skills (occupational therapy theory and practice). Content addresses second 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 inherently assumed and 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); and management, supervisory, advocacy, and marketing at macro level.
- ◆ Student professional behavior growth and interpersonal communication skill development concurrently embedded in Level I fieldwork and in Professional Issues courses.

TEACHING PHILOSOPHY:

The 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 approach the topics creatively. Good oral and written communication skills are vital to your success as an occupational therapist. You will test the depths of your knowledge by working at communicating about the topics. Listening and speaking are important aspects of communication that I will encourage by calling on both volunteers and non-volunteers during class discussions. Therefore, it is your responsibility to complete the assigned readings prior to class so you are able to participate in the discussions designed to synthesize information. You don't have to be absolutely certain about an answer to contribute to the discussion. Often the best learning in class will occur from discovering how to think through a question to get to an answer or walking through the steps that led to an incorrect answer. [Adapted from Carol Chomsky on <http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/expectations/examples.html#rationale>]

This course will incorporate information from concurrent Level 1 Fieldwork experiences. Prerequisite knowledge from prior courses is assumed. 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 additional information or feedback as needed. As professionals we need to embrace learning as a life long process.

COURSE OBJECTIVES:

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

ACOTE Standard (1998)	Objective
9.1; 9.6	1. In order to prepare for professional role, students will demonstrate professional behavior during all lecture, lab and community experiences.
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	2. Perform, document, and interpret results of standardized and non-standardized assessment tools to determine need for OT intervention.
	3. Attain occupational performance profile of client as beginning of service intervention.
	4. Articulate the unique transformative nature of occupation on human functioning and level of life satisfaction.
	5. Evaluate, record, and interpret results of domain-related factors of client performance.
	6. Synthesize evaluation results and formulate client-centered goals and an occupation-based intervention program.
	7. Select instruments to track and measure outcomes of intervention.
	8. Evaluate progress and revise intervention plan on an on-going basis.
	9. Discharge services according to standards.
	10. Document all phases of intervention according to standards.
	11. Collaborate with inter- and intra-disciplinary team members to maximize positive outcomes of intervention.
	12. Apply theoretical constructs and evidence from literature throughout process.
	13. Incorporate cultural competence in all phases of process.
	14. Adhere to ethical standards by resolving ethical issues according to systematic problem solving methods.
	15. Incorporate techniques of teaching-learning process in educating recipient and others about intervention.
	16. Devise creative intervention programs designed to create or promote, establish, restore, maintain, modify or prevent in order to promote occupational participation.
	17. Employ clinical reasoning (procedural, narrative, ethical, pragmatic and scientific) throughout process.
	18. Apply knowledge of impact of conditions common to this age range on occupational performance functioning.
	19. Develop therapeutic occupations portfolio relevant to this age group.
3.1, 3.2	20. Critique advantages & disadvantages of interventions based on contemporary theories.

TEXT:

REQUIRED TEXT:

Bonder, B. R. (2004). *Psychotherapy and function* (3rd ed.). Thorofare, NJ: Slack Incorporated.

Crepeau, E. B., Cohn, E. S., & Schell, B. A. B. (Eds.) (2003). *Willard and Spackman's occupational therapy* (10th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Neistadt, M. E. (2000). *Occupational therapy evaluation for adults: A pocket guide*. Philadelphia, PA: Lippincott Williams & Wilkins.

Trombly, C. A., & Radomski, M. V. (Eds.) (2002). *Occupational therapy for physical dysfunction* (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

SUGGESTED TEXT:

Atchison, B. J., & Durette, D. K. (Eds.) (2006). *Conditions in occupational therapy: Effect on occupational performance* (3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Sames, K. M. (2005). *Documenting Occupational Therapy Practice*. Upper Saddle River, NJ: Pearson Prentice Hall, p. 74.

ATTENDANCE POLICY:

Attendance is expected for all class sessions as part of your professional behavior. Attendance and tardiness, as 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. For the purpose of this policy, lecture and lab sessions each count as a class. Students will be allowed one unexcused class absence. Subsequent unexcused class absences will result in a deduction of 1 percentage 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. Assignments due on the date of an unexcused absence must be received by the instructor according to the stated due date policy. Assignments completed during class may not be made up for unexcused absences. For excused absences, it is the student's responsibility to assure the instructor receives all assignments due during the missed session within 24 hours of the stated due date per the due date policy.

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).

EVALUATION PROCEDURES:

Tests:			
Midterm exam	35 points	}	100 points
Clinical competency exam	20 points		
Final exam	45 points		
Case Study:			
Treatment demonstration & SOAP note	30 points	}	100 points
Evidence-based practice paper	35 points		
Presentation	25 points		
Handout	10 points		
Class Assignments:			
Clinical demonstration of assessments (3 at 5 points each during lab)	15 points	}	85 points
Evaluation report and treatment plan	15 points		
SOAP note	5 points		
Revised treatment plan	10 points		
Discharge plan	10 points		
Topic of choice: treatment implications	3 points		
Therapeutic occupations portfolio/bag	15 points		
In-class assignments & quizzes (total)	12 points		
Professional Behavior (5% of final grade)			15 points
Total points for this class			300 points

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 “class assignments” (except the quizzes), 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 retake 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. Assignments should be completed and submitted in a printed paper form. With prior approval from the instructor, an assignment may be submitted electronically due to an extraordinary circumstance. In such a case, the student is responsible to assure the instructor receives the assignment. Without written confirmation from the instructor (e.g.: printed e-mail or note), the assignment will be considered late and graded as any other late assignment. In the case of an assignment approved for electronic submission, the student must submit the assignment in traditional paper form, in addition to the electronic format, within 72 hours.

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 0.50 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 with the clinical reasoning supporting the discrepancy and specific documentation for the student's point of view (i.e.: professional reference). This statement should be 150 to 500 words and must be received by the instructor within 5 business days of the student's receipt of the grade for that assignment. (If the statement is less than 150 words or exceeds 500 words, it will NOT be considered.) This statement must be attached to the original assignment, any accepted revisions and the grading rubric(s) when submitted to the instructor. Verbal requests for grade reviews will not be considered.

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.

PROFESSIONAL BEHAVIOR:

The department policy on professional behavior will be followed per the student handbook. The student is expected to display professional behavior and will be evaluated per the rubric posted and attached to this syllabus.

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. Electronic mail sent to the instructor will generally be answered within 24 hours.