

Grand Valley State University College of Health Professions



Occupational Therapy Department

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University Mission

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

Vision and Mission of the Occupational Therapy Department.

Vision: We envision the Occupational Therapy Department as a leader in developing critical thinking skills and reflective judgment through a transformative approach to education that considers the connection between occupation and health over the lifespan. Through faculty and student scholarship/research and student service in the community, graduates will emerge as professionals prepared to create and lead the future of occupational therapy.

Mission: The mission of the GVSU Occupational Therapy Department is to educate and empower students to have a positive impact on the health of individuals and groups in our society through innovation and leadership in occupation-based practice.

MSOT graduates will proactively address professional and societal needs through practice, leadership and research in occupation and its role in health and wellness.

The Occupational Therapy Department Philosophy

The occupational therapy department philosophy is grounded in the American Occupational Therapy Association Philosophic Base of Occupational Therapy (1983), which affirms that:

Occupational therapy is based upon the premise that occupation, i.e. purposeful activity, physical and mental, provides the primary vehicle for human growth and development. This basic theme is the foundation on which major professional theories are formulated.

Occupation, then, is a vehicle for symbolism and as such requires an individual engaged in an occupation to be self-aware, to recall and project events, and to elaborate personal and cultural meanings. According to Clark and her colleagues at the University of Southern California, occupation among human beings has a symbolic content, which allows them to attach meaning to activity, and to reflect on the value of their engagement in participation in particular occupations (1991).

This occupational therapy programs at GVSU each support the concept that occupation, this symbolically meaningful and purposeful activity, is the primary modality of occupational therapy. Furthermore, it is the use of occupation - common, everyday activities - as a treatment modality, which is the unique and defining contribution that occupational therapy makes to health care. Occupational therapy utilizes everyday, ordinary experiences to help individuals find meaning and satisfaction in their lives.

The view of humanity that is supported and implied in this occupational therapy philosophy is that humanity is made up of individuals with distinct needs, goals, and perceptions, which must be taken into consideration by those who choose to work in service professions. It is a view of humanity which expects the individual to have his/her own interests, but which also expects the individual to

take responsibility for his/her own choices. It is a view of humanity that is applied to student in this program, as well as to potential consumers of their services.

The Occupational Therapy Department Educational Philosophy

The educational philosophy that this occupational therapy Department embraces, is humanistic and progressive. This philosophy encourages active experimentation, along with independent and critical thinking. This philosophy also defines learning as self-directed, emancipatory, and transformative (Mezirow, 1991). Professional preparation is presented as an interactive, integrated experience that impacts the whole individual to produce a combination of skill and attitude competencies, which emerge simultaneously during the educational process (Stark, Lowther, & Hagerty, 1986).

This humanistic and progressive educational philosophy is well-suited to professional preparation which intends to exceed that of technical training. It is a philosophy that supports the use of learning objectives that can be explained using the cognitive, affective and/or psychosocial realms of learning. The nature of learning activities endorsed by this philosophy includes a wide variety that incorporate learner input, require learners to set their own educational goals, and that encourages student inquiry. This philosophy also tends to support principles that are considered adult-oriented, in that the learning experiences are designed to be highly practical, relevant to the learners' experiences, appropriate to the attendant outcome, and to build upon the knowledge that learner bring to the learning environment.

Some examples of common learning activities that may be used within this philosophical approach include free form discussion, panel discussion, formal debate followed by questions and answers, student presentations that are inquiry based, faculty and/or guest presentations, evaluative and interpretive tasks, group work, and observation and interview experiences outside the classroom. These examples represent only a handful of the most commonly used learning activities, and are not intended to represent the full scope of activities an educator might use to facilitate learning in the classroom of this program.

Curricular Themes

Four curriculum themes were developed to operationalize the mission and reflect current perspectives in health care, as presented by the World Health Organization (WHO) and the American Occupational Therapy Association (AOTA). These themes are described below.

Occupational Perspective of Human Nature and Health

This theme, consistent with the Department's mission, reflects the profession's focus on occupation. In this usage, occupation refers to the normal activities that we engage in every day, and which have both a purpose or goal and a uniquely personal meaning to each individual. Development of this perspective requires:

- the ability to understand the holistic nature of occupation
- the ability to see the relationship between health and human occupation
- the ability to generate outcomes that are based on an occupational perspective
- the ability to recognize that meaningfulness is person-centered, and socioculturally driven
- the ability to promote an occupational perspective in partnering with communities through agencies, organizations, affiliations and other entities

Critical Reasoning and Independent Learning

This theme, consistent with the OT Department's desire to create reflective practitioners, has been carried over from the original curriculum. These two skills are necessary for new health care practitioners to survive in a rapidly changing, increasingly technologic health care delivery system and culturally diverse society. This situation requires that practitioners have the following abilities:

- the ability to identify and solve multi-faceted, ill-defined problems
- the ability to use situational reasoning (Brookfield, 1989) based on evidence and sound theoretical foundations
- the ability to make conscious decisions based on critical evaluation of individual circumstances
- the ability to adapt to nuances of individuals, groups, and populations, within their respective contexts
- the ability to be comfortable with ambiguity and unpredictability
- the ability to challenge long-held assumptions that may interfere with critical inquiry
- the ability to initiate learning to enhance knowledge, attitudes and skills
- the ability to recognize the role of emotional-intuitive experiences in influencing reflective judgment

Competent Service Delivery

This theme speaks to the importance of both conceptual and technical competence in the delivery of health care. Graduates of health care programs must provide safe, creative intervention that is based on evidence of effectiveness as shown in the health care research.

This competence requires:

- the ability to understand the importance of evidence-based practice in service delivery
- the ability to understand how theory and frames of reference reflect and direct delivery of best practice
- the ability to recognize that education is a lifelong pursuit
- the ability to recognize that competence is a dynamic concept that requires nurturing and self-discipline to maintain
- the ability to correlate service delivery to meet the unique needs of individuals, groups or populations

Socially Responsive Practice

This theme addresses the belief that the role of professionals is to use their knowledge and skills in service to society first and foremost. It also addresses the need for professionals to be actively involved in the support of their professions. This role requires:

- the ability to recognize the role and importance of advocacy in support of individuals and the profession
- the ability to create equal and just occupational opportunities and accessibility to experience those opportunities
- the ability to understand the importance of participation and leadership in service to their profession and society
- the ability to recognize how legislation impacts health care practices
- the ability to engage in practical scientific inquiry and disseminate their knowledge for the benefit of the profession and society

Curriculum Design and Goals of the Master of Science in Occupational Therapy Degree Programs

The MSOT curriculum is built around the concept of occupation as the core knowledge base, which is predicated upon the assumption that occupational therapists must operate from a common base of knowledge, skills, values, and philosophy. The curriculum is designed to produce professional practitioners and socially conscience citizens who appreciate the unique perspective of individuals and the cultures that influence them, value a democratic perspective of health care and social services delivery, and apply problem-solving, critical thinking, and lifelong learning towards meeting the needs of society. A graphic of our model for graduate education can be seen on the following page.

Important concepts that under gird the MSOT curriculum include a) developing an occupational perspective of health (Wilcock, 1998), b) the evolving discipline of occupational science, (Zemke & Clark, 1996), c) dynamic systems theory (Neuman, 1989; Zemke & Clark, 1996), d) critical reasoning and independent learning (Brookfield, 1989), e) competent service delivery (Stark, Lowther & Hagerty, 1986), and f) socially responsive practice (Kronenberg, Algado & Pollard, 2005).

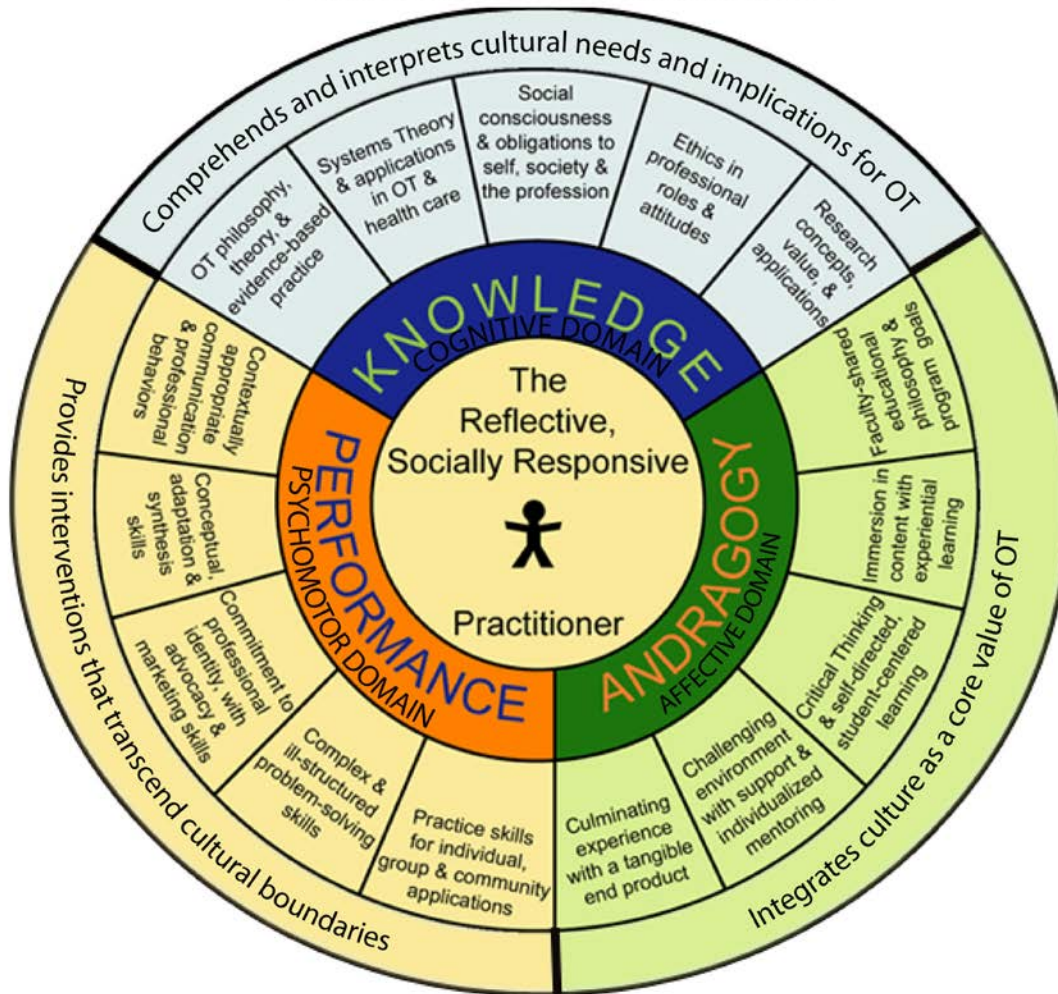
The MSOT curriculum has been conceived as a model for professional graduate education that is responsive to the needs of our profession, the health care system and its consumers, and program graduates. The Traditional Program is a two-year endeavor and the Weekend/Hybrid Program is a three-year endeavor, both of which lead to a master of science (M.S.) degree, and reflect beliefs about graduate education that are supported by The Council of Graduate Schools (1994). One of these beliefs is that the master's degree should permit the graduate to achieve a level of academic accomplishment and subject mastery that is more extensive than that which is required by the bachelor's degree.

The first major component of comprehensive graduate education is a curriculum process that is comprehensive and extensive enough to incorporate knowledge about a) the profession, b) health care systems, c) societal needs, d) ethics in treatment, and e) research.

A second major component of comprehensive graduate education includes a focus on the development of professional graduates who demonstrate the characteristics of a) contextually appropriate communication and professional behaviors, b) integration and synthesis of knowledge, c) commitment to professional identity, with advocacy and marketing skills, d) ability to solve complex and ill structured problems in the real world , and e) application of disciplinary knowledge for individuals, groups, and communities.

A final major component of comprehensive graduate education includes an approach to teaching and learning that is academically rigorous as indicated by a) faculty shared educational philosophy and goals, b) immersion in content with experiential learning, c) critical thinking and self-directed, student-centered learning, d) a challenging environment with support and individualized mentoring, and e) a culminating experience with a tangible end product. Using this model, the program has identified six major goals with attendant descriptive objectives that the curriculum endeavors to facilitate. These goals and objectives directly follow the program graphic.

A Comprehensive Model For Graduate Entry-level Professional Education



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cultural input, D. Lunsford

MSOT Program Goals and Curriculum Objectives:

Program Goals:

The program goals that were developed from the curricular themes are designed to reflect new health care directions, new directions for the profession, and accepted professional education theory and practice.

Curriculum Objectives: These objectives represent what the curriculum is designed to foster and encourage in its students, or **what the curriculum will do (by its design) to achieve the previously identified goals**. The curriculum objectives represent a more explicit focus on occupation, client-centered and evidence-based practice. The occupational therapy program at GVSU will foster the objectives as identified below.

Program Goal I: The graduate will demonstrate a view of humanity that supports the role of occupation as critical to health and wellness, and as uniquely experienced within varied contexts. To this end, the curriculum will foster:

Curriculum Objectives to achieve Goal I

- A. A respectful attitude toward clients' cultural and spiritual values and beliefs.
(requires conceptual and contextual competence and the attitude of ethical standards)
- B. An understanding of the interaction between the person, the environment, and occupational performance.
(requires conceptual, contextual, interpersonal communication and integrative competencies)
- C. An historical perspective on OT practice and its importance to future practice.
(requires conceptual, integrative and adaptive competencies, and the attitudes of professional identity and motivation for continued learning)
- D. An understanding of basic concepts of occupation including occupation as both a science and a therapy, occupational behavior and performance, the role of rules, habits, and skills, and meaning and purpose in occupation,
(requires conceptual and integrative competence, and the attitude of professional identity)
- E. an understanding of the appropriate use of health and wellness promotion concepts
(requires conceptual, contextual, adaptive, and interpersonal communication competencies and the attitudes of career marketability and professional identity)
- F. an understanding of the individualized meaning of health and wellness and its relationship to life satisfaction
(requires conceptual, contextual, integrative and adaptive competencies and the attitude of professional identity)

- G. a commitment to the study and application of occupation as a therapeutic method
(requires technical and integrative competencies, and the attitudes of professional identity, ethical standards, and motivation for continued learning)
- H. an understanding of basic learning theories, and their relationship to content, individual motivation, and the context in which learning and occupational performance occur
(requires conceptual, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of ethical standards, and motivation for continued learning)
- I. an understanding of the role that culture and context play in occupational performance
(requires conceptual, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of career marketability, ethical standards, and motivation for continued learning)

Program Goal II: The graduate will effectively translate concepts of an occupational perspective of health and wellness to the person-centered delivery of occupational therapy services to individuals, groups, and populations. To this end, the curriculum will foster:

Curriculum Objectives to achieve Goal II

- A. A person-centered approach with clients and the attainment of his or her goals.
(requires conceptual and technical competencies and the attitudes of professional identity and ethical standards)
- B. The ability to identify populations in need of OT services and design appropriate services for those populations.
(requires conceptual and integrative competencies and the attitude of professional identity)
- C. An understanding of occupational science and occupational therapy and the relationship of these to each other.
(requires conceptual and integrative competencies and the attitude of professional identity)
- D. an understanding of the relationship between human development and occupational performance from a lifespan perspective
(requires conceptual and contextual competencies)
- E. an understanding of the relationship between health and wellness and occupational performance, including the use of occupation to enhance wellness and prevent disease
(requires conceptual, technical, and integrative competencies, and the attitude of professional identity)

- F. an understanding of the effects of disease and disability on occupational performance
(requires conceptual, contextual, and integrative competencies)
- G. an understanding of how occupation supports and enhances a variety of occupational therapy practice models and frames of reference
(requires conceptual and integrative competencies, and the attitude of professional identity)
- H. an understanding of the importance of a positive, supportive environment to maximize client and/or learner responsiveness to and synthesis of knowledge
(requires conceptual, contextual, integrative, and adaptive competencies, and the attitudes of career marketability, ethical standards, and motivation for continued learning)

Program Goal III: The graduate will demonstrate well-developed reflective judgment, based in critical thinking, rational inquiry, the challenge of assumptions, and appropriate use of emotional-intuitive experiences. To this end, the curriculum will foster:

Curriculum Objectives to achieve Goal III

- A. the development of the critical evaluation of assumptions within multiple contexts.
(requires conceptual, contextual, and adaptive competencies and the attitudes of ethical standards and motivation for continued learning)
- B. the understanding and incorporation of emotional-intuitive experiences in clinical reasoning.
(requires conceptual, contextual, and integrative competencies and the attitude of professional identity)
- C. the development of the skills necessary to critically analyze the differences among occupational therapy practice models, their theoretical bases, and their appropriate application
(requires conceptual, technical and adaptive competencies)
- D. the development of the skills and judgment necessary to interpret therapeutic, interpersonal and/or contextual factors for the appropriate application of the occupational therapy process
(requires conceptual, technical, contextual, interpersonal communication, and adaptive competencies, and the attitude of ethical standards)
- E. the development of critical thinking and reflective judgment skills to facilitate and enhance personal and professional growth experiences
(requires conceptual, contextual, and integrative competencies, and the attitudes of career marketability and motivation for continued learning)

- F. the development of rational inquiry skills to identify and solve both well and ill structured problems
(requires conceptual and technical competencies and the attitudes of ethical standards and motivation for continued learning)

Program Goal IV: The graduate will demonstrate competencies and attitudes required to deliver safe, effective and creative entry-level occupational therapy through mastery of the art and science of professional practice. To this end, the curriculum will foster:

Curriculum Objectives to achieve Goal IV

- A. acquisition of the knowledge and skills to facilitate competent occupational performance, commensurate with the individual's environmental and personal structures.
(requires conceptual, contextual, integrative and adaptive competencies and the attitudes of professional identity and ethical standards)
- B. the development of ethical and moral standards for service delivery.
(requires conceptual and integrative competencies and the attitude of ethical standards)
- C. the development of a habit of lifelong learning for continuing competence and professional development.
(requires conceptual and integrative competencies and the attitude of motivation for continued learning)
- D. The development of the knowledge and skills to perform a comprehensive analysis of consumer needs in a variety of contexts.
(requires conceptual, technical, conceptual and adaptive competencies and the attitudes of professional identity, ethical standards and career marketability)
- E. The development of the skills and knowledge to design intervention to support the individual needs of the client.
(requires conceptual, technical and adaptive competencies and the attitudes of professional identity and ethical standards)
- F. The ability to develop, implement and evaluate service delivery systems from an occupational perspective.
(requires conceptual, technical and adaptive competencies and the attitudes of professional identity and career marketability)
- G. The development of evidence-based practice skills.
(requires conceptual, technical and integrative competencies and the attitude of ethical standards)

- H. The development of competence in the role of educator with clients, families, and professional colleagues.
(requires conceptual, technical, integrative, interpersonal communication and adaptive competencies and the attitudes of professional identity and career marketability)
- I. The development of the skills to competently apply the OT process (assessment, intervention and measured outcomes)
(requires conceptual and technical competencies and the attitude of professional identity)
- J. An understanding of the basic anatomical structures and functions of the human body and their relationship to occupational performance
(requires conceptual and contextual competencies)
- K. An understanding of the physiological mechanisms, which underlie occupational performance
(requires conceptual and integrative competencies)
- L. An understanding of the relationship between neurological function and occupational performance
(requires conceptual, technical, contextual and integrative competencies)
- M. An understanding of human sensorimotor, cognitive, and psychosocial abilities and their relationship to occupational performance
(requires conceptual, technical, and contextual competencies)
- N. The development of the skills necessary for screening, assessing, and evaluating clients using appropriate occupations and the selection/creation of assessment measures, guided by appropriate practice models
(requires conceptual, technical, contextual, interpersonal, communication, integrative, and adaptive competencies, and the attitude of professional identity)
- O. the development of the skills necessary to critically analyze, interpret, and assess screening, assessment, and evaluation data for the creation of appropriate, occupationally based intervention strategies
(requires conceptual, technical, integrative, and adaptive competencies, and the attitude of professional identity)
- P. the development of the skills necessary for setting person-centered therapeutic goals, including those for personal perspective transformation, compensation, and primary prevention, within the realm of theory-based practice
(requires conceptual, technical, integrative, interpersonal, communication, contextual, and adaptive competencies, and the attitude of professional identity)

- Q. the development of the skills necessary to work collaboratively with clients, their families, other professionals, services and agencies, in the planning and implementation of appropriate interventions based in occupational therapy theory
(requires conceptual, technical, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitude of professional identity)
- R. the development of the skills necessary for reassessing, grading, and restructuring occupational therapy theory-based interventions to enhance meaning and purpose for the client, occupational performance, and therapeutic value
(requires conceptual, technical, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitude of professional identity)
- S. the development of the skills to recognize the need to terminate intervention
(requires conceptual and adaptive competencies and the attitude of ethical standards)
- T. the development of the knowledge necessary to determine and facilitate referral to other professions
(requires conceptual, integrative and interpersonal communication competencies and the attitudes of professional identity and ethical standards)
- U. the development of necessary communication skills for appropriate oral, written, and nonverbal interchanges with clients, their families, other professionals, and the community
(requires technical, interpersonal communication, contextual, and adaptive competencies, and the attitudes of professional identity and ethical standards)
- V. the development of the skills necessary to report, document, and disseminate pertinent client data appropriately and accurately
(requires technical, contextual, and interpersonal communication competencies, and the attitude of ethical standards)
- W. an understanding of the role of professional standards of health, safety, and confidentiality for the protection of the institution, the clients and their families, and the profession
(requires conceptual and contextual competencies, and the attitudes of ethical standards and motivation for continued learning)
- X. the use of basic instruction techniques and media to facilitate learning
(requires technical, contextual, interpersonal communication, and adaptive competencies, and the attitudes of career marketability, ethical standards, and motivation for continued learning)

- Y. the development of the skills necessary to implement and evaluate an educational plan for a specific learner population
(requires technical, contextual, integrative, and adaptive competencies, and the attitudes of career marketability, professional identity, and motivation for continued learning)
- Z. the development of the skills necessary to structure an educational program that includes well-defined purposes, organizational threads, and evaluation in its planning
(requires conceptual, technical, contextual, integrative, and adaptive competencies, and the attitudes of professional identity and motivation for continued learning)

Program Goal V: The graduate will demonstrate socially conscious citizenship as a representative of the community, through leadership in public service and advocacy for positive change in the profession and in society. To this end, the curriculum will foster:

Curriculum Objectives to achieve Goal V

- A. The ability to develop a comprehensive business plan.
(requires conceptual, technical, integrative and adaptive competencies and the attitudes of professional identity, ethical standards and career marketability)
- B. Integration of OT practice with business operations.
(requires conceptual, technical, integrative and adaptive competencies and the attitudes of professional identity and career marketability)
- C. The development of skills in identifying and accessing new and varied funding sources.
(requires conceptual, technical and integrative competencies and the attitudes of professional identity, ethical standards, scholarly concern for improvement, and career marketability)
- D. Advocacy for services to the underserved nationally and internationally.
(requires conceptual, contextual and contextual competencies and the attitudes of ethical standards and scholarly concern for improvement)
- E. Advocacy for changes that will enhance service delivery.
(requires conceptual, contextual and integrative competencies and the attitudes of ethical standards and scholarly concern for improvement)
- F. The importance of participation in professional organizations and engagement in the political processes of the profession.
(requires conceptual, integrative and adaptive competencies and the attitudes of professional identity, scholarly concern for improvement and career marketability)

- G. the development of the skills necessary for effective and efficient management of an occupational therapy program, include both material and human resources
(requires conceptual, technical, contextual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- H. an awareness of the characteristics of effective leaders, and how to develop and encourage/mentor these characteristics in his/her self and others
(requires conceptual, contextual, interpersonal communication, and integrative competencies, and the attitudes of professional identity, career marketability, and motivation for continued learning)
- I. an understanding of the impact of current trends and issues in health and human service fields on occupational therapy, and how to address these trends and issues for efficient, effective service delivery
(requires conceptual, technical, contextual, and adaptive competencies, and the attitudes of professional identity, career marketability, scholarly concern for improvement, and motivation for continued learning)
- J. an understanding of the basic principles of health care economics, and the impact of socioeconomic factors on the health and human service industry, and how to use these principles to influence health care delivery
(requires conceptual, technical, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- K. an understanding of how to generalize one's skills and talents for roles in professional organizations and programs which will help to further the goals of occupational therapy and health related service delivery
(requires conceptual, technical, integrative, and interpersonal communication competencies, and the attitudes of professional identity, career marketability, ethical standards, and motivation for continued learning)
- L. the development of a sense of personal responsibility for the direction of the profession, which can be displayed through research, education, and service efforts
(requires conceptual, technical, integrative, interpersonal communication, and contextual competencies, and the attitudes of professional identity, career marketability, ethical standards, and scholarly concern for improvement)
- M. a willingness to take a proactive stance on issues and trends that impact the field of occupational therapy and/or health care in general, either directly or indirectly
(requires conceptual, interpersonal communication, and adaptive competencies, and the attitudes of professional identity, career marketability, and ethical standards)

- N. the development of an attitude of personal responsibility for lifelong learning
(requires contextual, integrative, and adaptive competencies, and the attitudes of ethical standards, career marketability, scholarly concern for improvement, and motivation for continued learning)
- O. the development of an attitude of personal responsibility for the dissemination and active promotion of new learning that will advance and support the field
(requires conceptual, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, and scholarly concern for improvement)
- P. an understanding of the value and role of professional organizations as advocates for occupational therapy and health care, and how to serve these organizations effectively
(requires conceptual, interpersonal communication, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- Q. an understanding and appreciation for the organization as a social system, requiring the use of persuasive and visionary skills to help meet the needs of an ever-changing population and health care delivery system
(requires conceptual, contextual, integrative, and adaptive competencies, and the attitudes of professional identity, career marketability, ethical standards, and scholarly concern for improvement)
- R. an understanding of the value of collaboration with other professionals to establish new programs, goals, etc., for the overall purpose of improving the effectiveness of the health care delivery system
(requires conceptual, technical, integrative, interpersonal communication, contextual, and adaptive competencies, and the attitudes of professional identity, and career marketability)
- S. an understanding of the basic principles of teaching/learning across the lifespan
(requires contextual, integrative, and adaptive competencies, and the attitudes of career marketability and motivation for continued learning)

Program Goal VI: The graduate will demonstrate the ability to engage in scientific inquiry to enhance theory and practice for the benefit of the profession and society. To this end, the curriculum will foster:

Curriculum Objectives to achieve Goal VI

- A. An appreciation of the importance of dissemination of scholarly work.
(requires conceptual and interpersonal communication competencies and the attitudes of professional identity and scholarly concern for improvement)

- B. an appreciation for the importance of research that reflects the critical analysis of significant issues in the field
(requires conceptual and integrative competencies, and the attitudes of career marketability, professional identity, and scholarly concern for improvement)
- C. an understanding of how to apply research results to occupational therapy services, both education and intervention oriented
(requires conceptual, technical, contextual, and integrative competencies, and the attitudes of career marketability, professional identity, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- D. the development of the skills necessary to describe and apply basic investigative techniques in professional, clinical, educational, or administrative areas
(requires conceptual, technical, contextual, integrative, and adaptive competencies and the attitudes of career marketability, professional identity, scholarly concern for improvement, and motivation for continued learning)
- E. the development of the skills necessary to discern significant problems in the field, through a critical examination of the art and science of occupation
(requires conceptual, technical, contextual, interpersonal communication, and adaptive competencies, and the attitudes of professional identity, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- F. the development of the skills necessary to articulate a specific area for investigation, and apply appropriate methodologies and strategies for data collection and analysis
(requires conceptual, technical, contextual, integrative and adaptive competencies, and the attitudes of professional identity, ethical standards, and scholarly concern for improvement)
- G. the development of the skills necessary to analyze, evaluate, and apply the efforts of critical inquiry, as well as to identify areas for further study
(requires conceptual, technical, contextual, integrative and adaptive competencies, and the attitudes of career marketability, professional identity, ethical standards, scholarly concern for improvement, and motivation for continued learning)
- H. The ability to design, carry out and disseminate basic research in occupational science and occupational therapy.
(requires conceptual, technical, contextual, integrative and adaptive competencies and the attitudes of ethical standards and scholarly concern for improvement)

Sequence of Courses

The content in the curricular framework is developmentally sequenced for each semester, beginning with introductory concepts related to the history and evolution of OT principles, followed by the evolution of practice areas and opportunities for interventions within these practice areas. Level I fieldwork is included as a part of each semester as well as research and selected other courses.

Traditional MSOT Program:

Fall I

| | | |
|---------|---|-------|
| OT 502 | Theoretical Foundations of Occupational Therapy | 3 cr. |
| OT 551 | Meaningful Living Through Occupation | 3 cr. |
| OT 552 | Meaningful Living Laboratory | 3 cr. |
| OT 553 | Level I Fieldwork (Part 1) | 2 cr. |
| OT 557 | Research Design in Occupational Therapy | 2 cr. |
| STA 610 | Statistics for the Health Professions | 3 cr. |

Winter I

| | | |
|--------|--|-------|
| OT 505 | Limitations on Occupation | 3 cr. |
| OT 555 | Professional Socialization in Occupational Therapy | 3 cr. |
| OT 561 | Child & Adolescent Practice | 3 cr. |
| OT 562 | Child and Adolescent Laboratory | 2 cr. |
| OT 563 | Level I Fieldwork (Part 2) | 1 cr. |
| OT 564 | Occupational Therapy Research Methods | 2 cr. |

Spring/Summer I

| | | |
|--------|--|-------|
| OT 503 | Group Practice in Occupational Therapy (1 st 6 wks) | 2 cr. |
| PA 535 | Grant Writing (1 st 6 wks) | 3 cr. |
| OT 558 | Mental Health Practice in Occupational Therapy (2 nd 6 wks) | 2 cr. |
| OT 559 | Mental Health Laboratory (2 nd 6 wks) | 1 cr. |
| OT 571 | Adult Practice | 3 cr. |
| OT 572 | Adult Laboratory | 3 cr. |
| OT 573 | Level I Fieldwork (Part 3) | 1 cr. |
| OT 690 | OT Research Project OR | 2 cr. |
| OT 695 | Master's Thesis | 3 cr. |

Fall II

| | |
|---|-------|
| OT 565 Occupational Therapy Services Administration | 3 cr. |
| OT 651 Older Adult Practice | 3 cr. |
| OT 652 Older Adult Laboratory | 3 cr. |
| OT 653 Level I Fieldwork (Part 4) | 1 cr. |
| EDG 648 The Adult Learner | 3 cr. |

Winter II

| | |
|------------------------------------|-------|
| OT 660 Level II Fieldwork (Part 1) | 9 cr. |
|------------------------------------|-------|

Spring/Summer II

| | |
|------------------------------------|--------------|
| OT 661 Level II Fieldwork (Part 2) | 9 cr. |
| OT 698 Capstone | <u>1 cr.</u> |

80-81 Credits**Weekend/Hybrid MSOT Program****Fall I**

| | |
|--|-------|
| OT 502 Theoretical Foundations of Occupational Therapy | 3 cr. |
| OT 505 Limitations on Occupation | 3 cr. |
| STA 610 Statistics for the Health Professions | 3 cr. |

Winter I

| | |
|---|-------|
| OT 551 Meaningful Living through Occupation | 3 cr. |
| OT 552 Meaningful Living Laboratory | 3 cr. |
| OT 553 Level I Fieldwork (Part I) | 2 cr. |
| OT 555 Professional Socialization in Occupational Therapy | 3 cr. |

Spring/Summer I

| | |
|---|-------|
| OT 557 Research Design in Occupational Therapy | 2 cr. |
| OT 565 Occupational Therapy Services Administration | 3 cr. |
| PA 535 Grant Writing | 3 cr. |

Fall II

| | |
|---|-------|
| OT 503 Group Practice in Occupational Therapy | 2 cr. |
| OT 561 Child and Adolescent Practice | 3 cr. |
| OT 562 Child and Adolescent Laboratory | 2 cr. |
| OT 563 Level I Fieldwork (Part II) | 1 cr. |

Winter II

| | |
|---|-------|
| OT 558 Mental Health Practice in Occupational Therapy | 2 cr. |
| OT 559 Mental Health Laboratory | 1 cr. |
| OT 564 Occupational Therapy Research Proposal | 2 cr. |
| EDG 648 The Adult Learner | 3 cr. |

Spring/Summer II

| | |
|-------------------------------------|-------|
| OT 571 Adult Practice | 3 cr. |
| OT 572 Adult Laboratory | 3 cr. |
| OT 573 Level I Fieldwork (Part III) | 1 cr. |
| OT 690 OT Research Project -OR- | 2 cr. |
| OT 695 OT Master's Thesis | 3 cr. |

Fall III

| | |
|-----------------------------------|-------|
| OT 651 Older Adult Practice | 3 cr. |
| OT 652 Older Adult Laboratory | 3 cr. |
| OT 653 Level I Fieldwork (part 4) | 1 cr. |

Winter III

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|--------------------|-------|
| OT 660 Level II FW | 9 cr. |
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Spring/Summer III

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| OT 661 Level II FW | 9 cr. |
| OT 698 OT Capstone | <u>1 cr.</u> |

80-81 Credits

Courses of Instruction

OT 502 Theoretical Foundations of Occupational Therapy

Introduces the conceptual and scientific theories that underlie occupational therapy interventions. These include theories related to occupational science, as well as those related to the therapeutic use of occupation. Incorporates an introduction to theory analysis, along with concepts of application and evaluation. Offered fall semester. Credits: 3

OT 503 Group Practice in Occupational Therapy

Provides basic information about the use of groups in occupational therapy. Two different approaches to group work will be studied. Students will have an opportunity to develop and facilitate a group intervention, selecting an approach, justifying that choice, and describing the value of the group to participating clients. Offered in spring/summer and fall semesters. Credits: 2

OT 505 Limitations on Occupation

This course will examine the impact of inherent and acquired conditions and medical problems on occupational performance components. The course will analyze how the completion of occupational performance areas may be affected as etiology and symptoms are considered. Course will include potential intervention strategies for covered conditions. Offered fall and winter semesters. Credits: 3

OT 550 Foundational Perspectives in OT. (Discontinued after fall 2010)

Provides historical background of the profession, including evolution of theories, practice models, professional ethics and values, and therapist roles. Introduces identification and development of emergent practice areas, using the perspective of individuals, groups and populations. Reviews knowledge required for recognizing gaps and creating new opportunities for service. Offered fall semester. Credits: 2

OT 551 Meaningful Living Through Occupation.

Provides foundational concepts for understanding the value of occupation in human life. Reviews common health care concepts and human development from the perspective of occupation and time use. Examines health care knowledge in relation to daily activities and performance contexts, considering the needs of individuals, groups/families and communities/populations. Offered fall semester. Credits: 3

OT 552 Meaningful Living Laboratory.

Laboratory designed to complement the Health and Meaning Perspectives course. Course will include opportunities for students to have experiential practice with the concepts that are presented in its companion course. Activities will include using problem-based learning, observations, interviews and application of common occupational therapy practices. Offered fall semester. Credits: 3

OT 553 Level I Fieldwork (Part 1).

This experience is designed to provide students familiarity with a variety of clients, diagnoses, age ranges, and contexts; and to see the roles or potential roles of OT. It provides the opportunity to observe the OT process and interact with clients, which complements the didactic experience. Offered fall semester. Credits: 2

OT 555 Professional Socialization in Occupational Therapy.

This course will introduce students to the elements and issues of professional socialization, the process of taking on the identity of an occupational therapist, and internalizing the norms of the profession. Content will include the role of the professional organization, personal responsibility to the profession, in the forms of advocacy, education and leadership, and social responsibility especially that of helping to ensure that all people have the opportunity to be full participants in society. Offered winter semester. Credits: 3

OT 557 Research Design in Occupational Therapy

Course will focus on several qualitative and quantitative research designs used in studies in the field of occupational therapy. The most common designs will be selected, with intent to focus on most appropriate designs using mixed qualitative and quantitative methods together in a single research study. Offered fall semester. Credits: 2

OT 558 Mental Health in Occupational Therapy

This course will address the nature of occupational therapy intervention with clients having mental health diagnoses. The content will include approaches to use with different diagnoses, client and therapist safety, ethics related to mental health treatment, settings for mental health treatment, referrals, and documentation. Offered spring/summer semester. Credits: 2

OT 559 Mental Health Laboratory

This is the coordinating laboratory course for OT 558, Mental Health Services in Occupational Therapy. In this course, students will practice activities and interventions that are used with clients having mental health diagnoses. Activities will include ADLs, small and moderate sized crafts, pre-vocational activities, and appropriate play/leisure occupations. Offered spring/summer semester. Credits: 1

OT 560 Foundations of Child & Adolescent Practice. (Discontinued after fall 2010)

Provides historical background for the development of professional practice with children and adolescents. Course includes the evolution of theories, practice models and role of the therapist as educator, considering the needs of individuals, groups and populations. Addresses gaps in, and new opportunities for, service. Offered winter semester. Credits: 2

OT 561 Child & Adolescent Practice.

Theoretical and practice concepts, assessment and intervention methods are developed for OT services at individual, group, and population levels for children and adolescents. Students learn to identify barriers to occupational performance at all levels and address barriers through selecting and conducting assessments, designing interventions, conducting advocacy, research, education and documentation. Offered winter semester. Credits: 3

OT 562 Child and Adolescent Laboratory.

Laboratory sessions to experience and practice OT assessments and interventions learned in concurrent occupational opportunities course. Offered winter semester. Credits: 2

OT 563 Level I Fieldwork (Part 2).

This experience is designed to provide students familiarity with the child and adolescent population, and the associated diagnoses and contexts. It provides the opportunity to observe the OT process, interact with clients, and to see the role of an OT in a specific setting, which complements the didactic experience. Offered winter semester. Credits: 1

OT 564 Occupational Therapy Research Methods.

This course will focus on the development of a research proposal that includes three chapters, an introduction, a focused literature review, and methodology. Students will have opportunities to review successful proposals as well as have an opportunity to submit draft chapters before the final proposal is due. Students must defend proposal successfully and apply for HRRC approval. Offered winter semester. Credits: 2

OT 565 Occupational Therapy Services Administration.

Interdisciplinary study of management behaviors and processes for effective administration of clinical rehabilitation settings. Emphasizes organizational behaviors, structures and systems. Examines staffing, personnel evaluation, fiscal management, quality assurance and ethics. Offered second fall semester. Credits: 3

OT 570 Foundations of Adult Practice. (Discontinued after fall 2010)

Provides historical background for the development of professional practice with adults. Course includes the evolution of theories, practice models and role of the therapist as educator and consultant, considering the needs of individuals, groups and populations. Addresses gaps in, and new opportunities for, service. Offered spring/summer semester. Credits: 2

OT 571 Adult Practice.

Theoretical and practice concepts, assessment and intervention methods are developed for OT services at individual, group and population levels for adults. Students learn to identify barriers to occupational performance at all levels and address barriers through selecting and conducting assessments, designing interventions, conducting advocacy, research, education and documentation. Offered spring/summer semester. Credits: 3

OT 572 Adult Laboratory.

Laboratory sessions to experience and practice OT assessments and interventions learned in concurrent occupational opportunities course. Offered spring/summer semester. Credits: 3

OT 573 Level I Fieldwork (Part 3).

This experience is designed to provide students familiarity with the adult population, and the associated diagnoses and contexts. It provides the opportunity to observe the OT process, interact with clients, and to see the role of an OT in a specific setting, which complements the didactic experience. Offered spring/summer semester. Credits: 1

OT 650 Foundations of Older Adult Practice. (Discontinued after fall 2010)

Provides historical background for the development of professional practice with older adults. Course includes the evolution of theories, practice models and role of the therapist as educator and consultant, considering the needs of individuals, groups and populations. Addresses gaps in, and new opportunities for, service. Offered fall semester. Credits: 3

OT 651 Older Adult Practice.

Theoretical and practice concepts, assessment and intervention methods are developed for OT services at individual, group, and populations levels for older adults. Students learn to identify barriers to occupational performance at all levels and address barriers through selecting and conducting assessments, designing interventions, conducting advocacy, research, education and documentation. Offered fall semester. Credits: 3

OT 652 Older Adult Laboratory.

Laboratory sessions to experience and practice OT assessments and interventions learned in concurrent occupational opportunities course. Offered fall semester. Credits: 3

OT 653 Level I Fieldwork (Part 4).

This experience is designed to provide students familiarity with the older adult population, and the associated diagnoses and contexts. It provides the opportunity to observe the OT process, interact with clients, and to see the role of an OT in a specific setting, which complements the didactic experience. Offered fall semester. Credits: 2

OT 660 Level II Fieldwork (Part 1).

The first half of the final practice experience in the curriculum. Designed to assist students in making the student/therapist transition, it is completed in a practice setting supervised by an experienced OTR. Experience includes a variety of diagnoses and age ranges to complement the didactic experience. Offered winter semester. Credits: 9

OT 661 Level II Fieldwork (Part 2).

The continuation of the final practice experience in the curriculum. Implemented in the same way as the first half, the experience includes another variety of diagnoses and age ranges. This experience may be more focused or may represent the specific request of a student. Offered spring/summer semester. Credits: 9

OT 690 OT Research Project

Groups of three students work to complete their research project, focused on data collection, tally and analysis of the results, with discussion of results related to occupational therapy theory, practice, and education. Students develop a document suitable for publication, that must be completed before Level II fieldwork. Offered spring/summer semester. Credits: 2

OT 695 OT Master's Thesis

Individual thesis work, including data collection, tally and analysis of results, with discussion related to occupational therapy theory, practice, and education. Students complete a five-chapter thesis, including proposal, results, and detailed discussion chapter, followed by thesis defense. Course must be completed before Level II fieldwork. Offered spring/summer semester. Credits: 3

OT 698 Capstone

The final capstone of the occupational therapy curriculum, this course will include practice issues related to leadership, education, research, professional advocacy and ethics. Students will discuss issues possibly encountered while in level II fieldwork, as well as issues related to personal growth and development plans they may have. Offered spring/summer semester. Credits: 1

PA 535 Grant Writing

Instruction in finding grant sources, writing grants, developing grant budgets, and evaluating grant proposals. As part of this course, students will be expected to write and submit at least one actual grant proposal. Offered once a year. Prerequisite: Admission to the MPA or MHA program or permit. Credits: 3

EDG 648 The Adult Learner

Emerging theories and techniques for teaching the adult learner. Focus upon the adult's deliberate efforts at learning, developing, growing, and changing, and learning difficulties. Offered at least once a year. Credits: 3

STA 610 Applied Statistics for Health Professions.

Project-oriented overview of major statistical techniques commonly used in problems encountered in health professions. Students will learn to use a major statistical computing package. Hypothesis testing, t-tests, regression, analysis of variance, analysis of covariance, categorical data analysis, nonparametric statistics. Offered fall, winter, and summer semesters. Credits: 3