

Curriculum Design

The faculty believes that occupational therapy education is a multi-dimensional process. The challenge of the program's curriculum is to present complex layers of knowledge and specific skills in a manner that enables students to exit the program exhibiting excellence in entry-level occupational therapy practice.

The curriculum has five (5) major elements: *occupation, client, therapist, context* and *research* (see Figure 1). In the first semester, three of these major elements are emphasized: *occupation, client* and *therapist*. Figures 2, 3 and 4 illustrate each of these separately, with Figure 5 showing the emphasis and overlay of occupation, client and therapist and their relationship to research and evidence based outcomes. These are brought forth with an underlying foundational need for Research and Evidence Based Outcomes on which to build Excellent Occupational Therapy Practice. In using DePoy and Gitlin's definition we define Research as multiple, systematic strategies to generate knowledge about human experience, and human environments in which the thought and action processes of the researcher are clearly specified so that they are logical, understandable, confirmable and useful. Evidence is reviewed as it applies to course content and allows for constructive thinking.

Occupation as the first element everything that people do to occupy themselves and is described as the dominant activity of human beings. *Occupations* have unique meaning and purpose in a person's life, and are named, organized and given value and meaning by individuals and a culture. Areas of Occupation include activities of daily living, instrumental activities of daily living, education, work, play leisure and social participation (American Occupational Therapy Association, 2002). When considering *occupation* in the curriculum, the meaning and purpose of occupation are explored, described, and understood to be applied as evidence supporting its inclusion within course content (Figure 2).

A second element of emphasis in the first semester is that of *Client*. The *client* is the individual, family, group, program, or organization that receives occupational therapy services (Figure 3). In the first semester, students explore the meaning and impact of values and culture for clients, the developmental milestones and tasks during one's lifespan. Students examine performance skills, performance patterns and client factors (American Occupational Therapy Association, 2002) that influence occupational performance.

The *therapist* is the third major curriculum element that is emphasized in the first semester, although to a lesser degree than occupation and client. Areas addressed in this content area include the skills, knowledge, professional behavior, and the culture and values of the therapist that influence the therapeutic process (Figure 4).

These three elements of *occupation, client, and therapist* are seen as three diamond shapes that are independent, yet *interact* with each other. Several concepts that are associated with these elements are introduced in the first semester (Figure 5). The interaction between client and therapist, illustrated by an overlap of the two corresponding diamonds is viewed as the *therapeutic use of self* (Figure 6). This interaction and overlap then is illustrated with the creation of a smaller but proportioned triangle. The interaction that occurs between occupation and therapist is considered the process of *activity analysis*, which also is represented by an equally

sized triangle (Figure 6). Activity analysis is the in-depth examination of an activity/occupation. The interaction of occupation and client is called *occupational performance*, and is represented by an equally sized triangle (Figure 6). Thus the overlapping diamonds create equally sized triangles and form a fourth but central triangle which is truly contiguous to *occupation, client, and therapist*, and support the development of *occupational performance*, the use of *activity analysis* and the integration of *therapeutic use of self* (Figure 6). The fourth triangle represents the final outcomes of the curriculum in that it is referred to as Excellent Occupational Therapy Practice.

In the second semester, *occupation, client, and therapist* continue to be examined more deeply, with increased emphasis on therapist and client elements. The curriculum elements of *occupation, therapist, and client* are better understood via in-depth study of therapeutic use of self, activity analysis, and occupational performance (Figure 6).

Within this second semester *research*, the fourth major curriculum element receives specific emphasis. *Research* is a critical element within a master's degree program and is fundamental to the competent practice of occupational therapy. Components of research are presented throughout the curriculum as they influence elements of: *occupation client, therapist, and context*. The introduction of a major element, context is introduced, but not emphasized (Figure 6).

The third semester is conducted over the summer time frame and focuses on the introduction of the life span with continued focus on occupation, client, therapist and research as the elements. The element of *context* is added, but only towards specific settings aiding in the understanding of occupation.

The fourth semester the fifth major element, *context* is more thoroughly investigated. Context is defined as variety of influences that surround a client and their performance. In this semester context is applied through the examination of different settings that provide influence and support to occupational performance across the life span. (AOTA pg 614) The elements of client, therapist, and occupation are described as being embedded in the Personal, Spiritual, Physical, Temporal, Social and Cultural Context is viewed as inseparable from contextual influence. Contextual setting and life span stages are incorporated as focused points of curriculum (Figure 6).

By the end of the fourth semester all of the curriculum elements are present, with the overlapping areas becoming the centers of emphasis (Figure 7). Thus leading to the fifth semester, where the curriculum focuses on integrating knowledge and role modeling of skills to facilitate the "taking on" the occupational therapy practitioner role. Students are expected to integrate therapeutic use of self and activity analysis to provide intervention that is focused on engaging clients in occupation that support participation in context.

In this semester, the final intervention course emphasizes less structured, but highly complex community and intervention settings. At this point, the curriculum's emphasis is on the melding of research and practice that will culminate in the ultimate outcome of the occupational therapy program, "Excellence in Occupational Therapy Practice." Implementation of the students'

research projects began during the second semester, and continues into the final semester, based on the proposals completed during the previous semesters. These research endeavors are done under the collaborative supervision of research faculty or independently as the master's projects or thesis options.

Semester six and seven are designed to further facilitate the development of excellence in practice via three courses: Level II fieldwork, the capstone course based on the application of theory to practice, and the completion of a master's project (Figure 8). Specifically, students return at the completion of their level II fieldwork experience to participate in case-based, student-led discussions in the final semester. The purpose of the capstone course is to reconcile the reality of clinical practice and the theoretical content presented throughout the didactic portion of the curriculum. In addition the capstone course allows students to focus on a particular model of practice and apply it clinically in performing assessments and determining intervention plans. Upon completion of the program, students have mastered the use of critical elements of the curriculum (therapist, client, occupation context, and research) and their interaction with each other (therapeutic use of self, activity and analysis and occupational performance). Thus, successful completion of the curriculum results in attainment of the program outcome of excellence in entry-level occupational therapy practice (Figure 8).

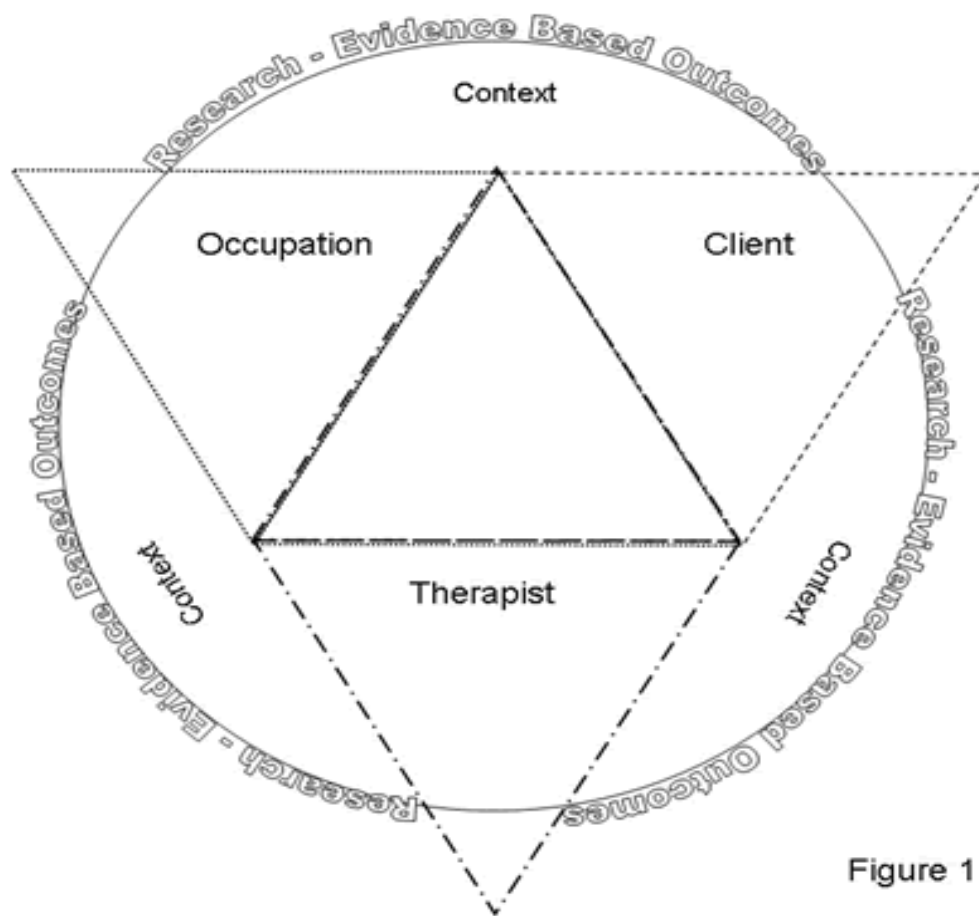


Figure 1

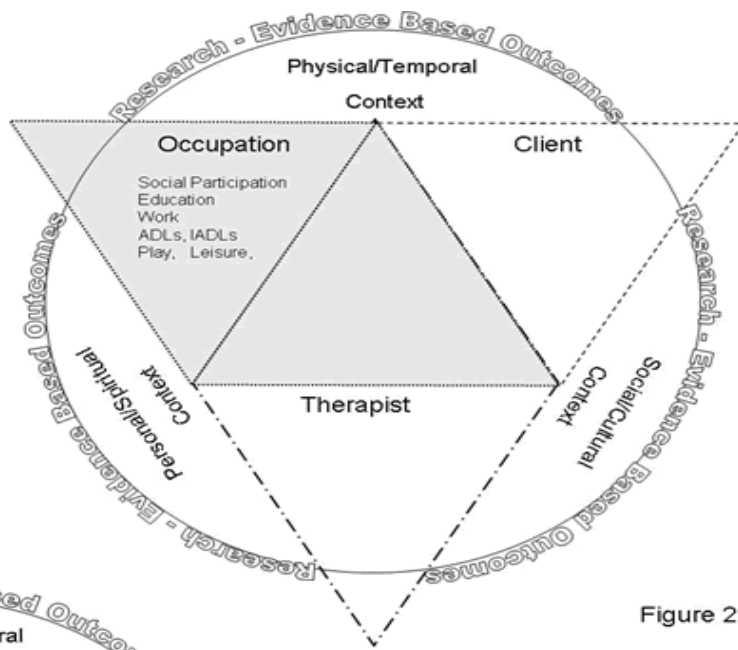


Figure 2

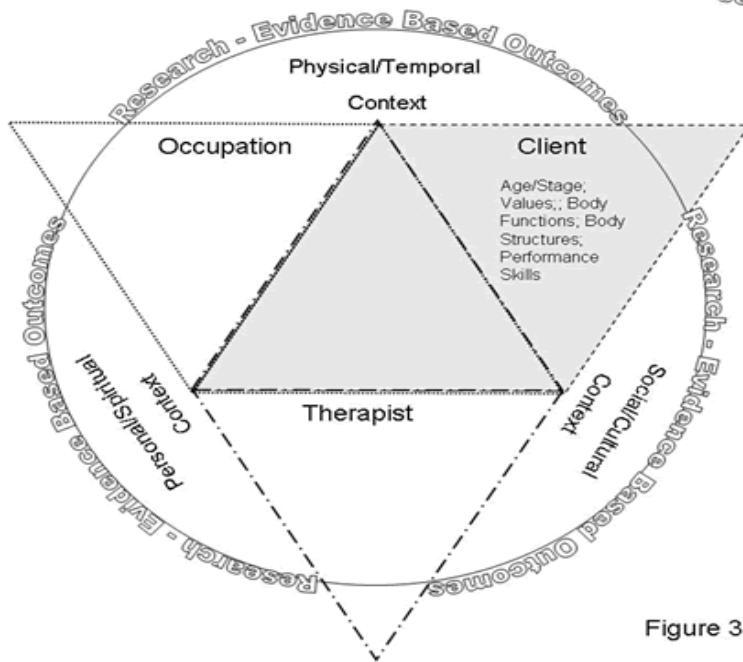


Figure 3

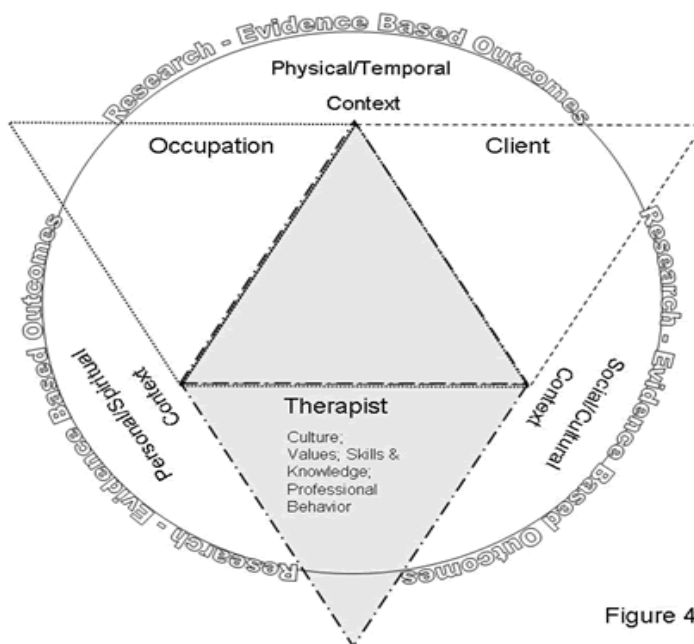


Figure 4

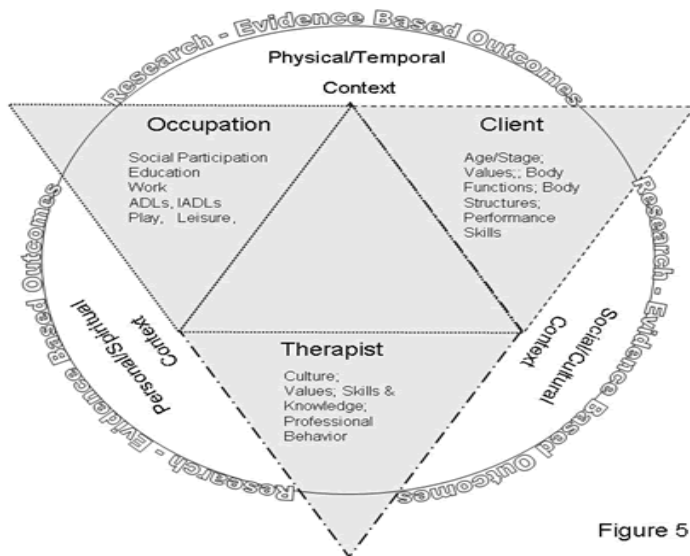


Figure 5

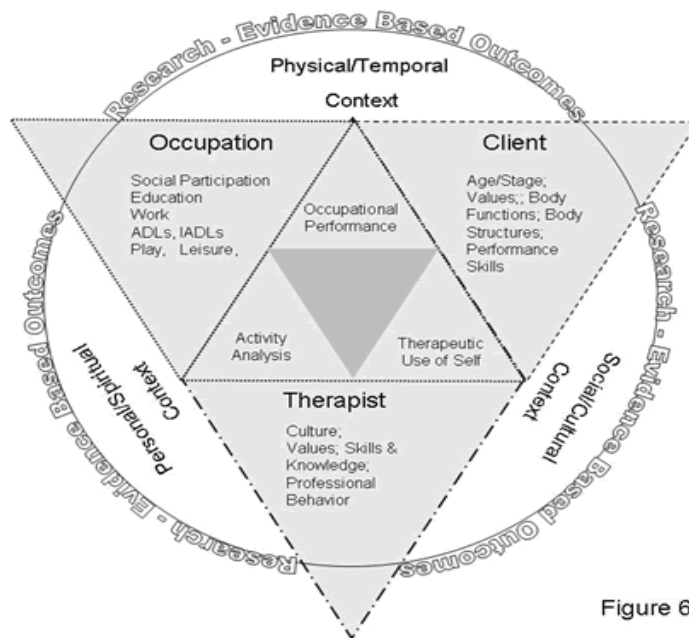


Figure 6

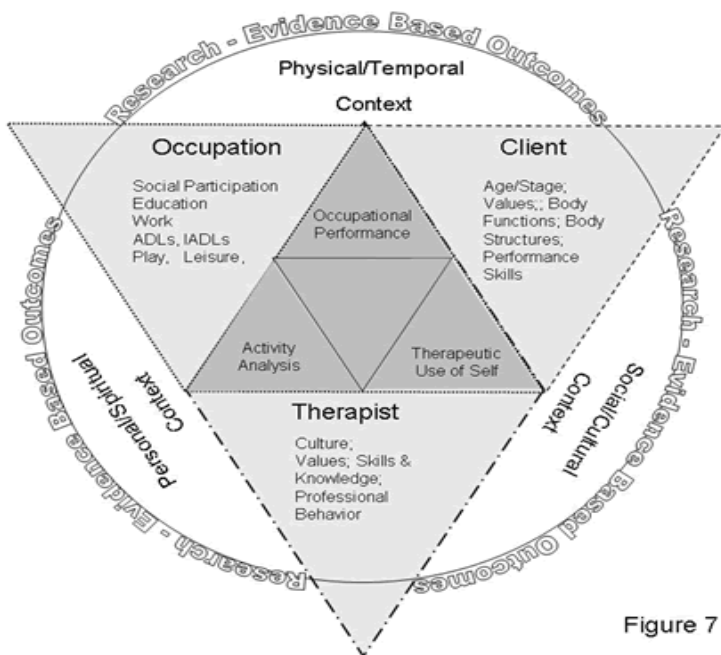


Figure 7

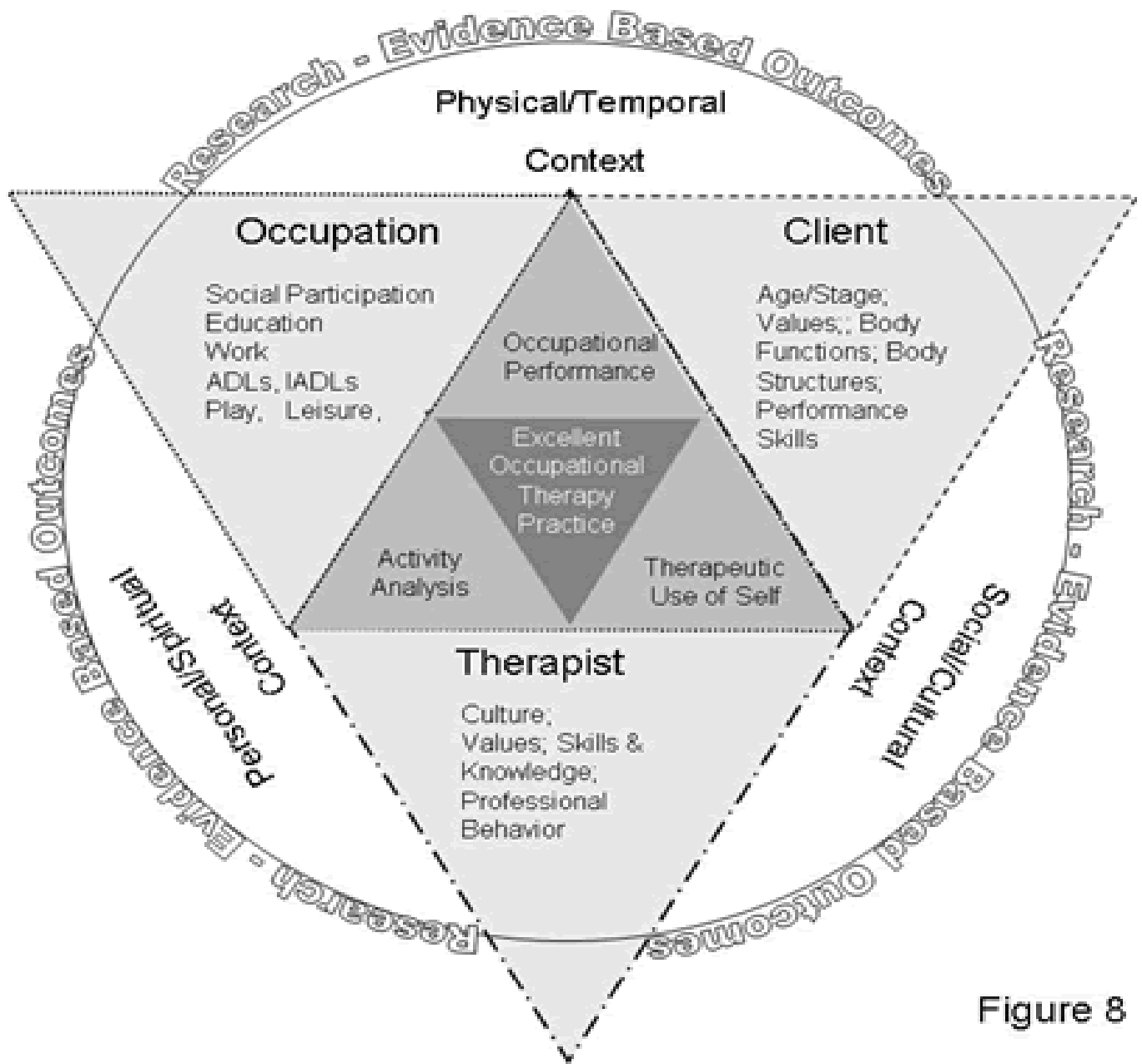


Figure 8

Course of Study

Semester 1 - Fall (11 credits)	Credits
OCCT 6000 Foundations of Occupational Therapy	4
OCCT 6009 Neurological Foundations of Occupational Therapy	3
OCCT 6001,6002 Occupation and Movement	3,1

Semester 2 - Spring (14 credits)	Credits
OCCT 6003, 6004 Dyadic & Group Skills in Occupational Therapy	3,1
OCCT 6005, 6006, 6007 Health Impairments and Occupational Therapy I & II	6,1
OCCT 6600 Concepts and Practice of Research in Occupational Therapy	3

Semester 3 - Summer (11 credits)	Credits
OCCT 6100,6150 Therapeutic Use of Human Occupation I	4,1
OCCT 6008 Health Impairments and Occupational Therapy II Lab	1

Semester 4 - Fall (12 credits)	Credits
OCCT 6080 Environmental Contexts and Systems of Occupational Therapy	3
OCCT 6200,6250 Therapeutic Use of Human Occupation II	4,1
OCCT 6650 Conducting Research in Occupational Therapy	3
OCCT 6701 Assistive Technology Devices and Services	3

Semester 5 - Spring (12 credits)	Credits
OCCT 6300, 6350 Therapeutic Use of Human Occupation III	4,1
OCCT 6400 Fieldwork I	1
OCCT 6500/6550 Managing Occupational Therapy Services	3,1
OCCT 6660 Master's Project	3

Semester 6 - Summer (6 credits)	Credits
OCCT 6450 Fieldwork	6

Semester 7 - Fall (6 credits)	Credits
OCCT 6450 Fieldwork III	6
OCCT 6455 Application of Theory to Practice	3

Course Descriptions

6000. Foundations of Occupational Therapy (4)

P: OCCT 3000 or introductory OCCT course approved by dept chair. Foundations and models of practice of OT. Dimensions and characteristics of human occupation and their relationship to models of practice. Analysis of occupation, including real and symbolic aspects meaningful for individuals and populations.

6001, 6002. Occupation and Movement (2,1)

2 classroom and 3 lab hours per week. P: ANAT and PHLX courses approved by dept chair. P/C: OCCT 6000. Musculoskeletal system as related to human occupation. Mobility, stability, posture, biomechanics, development of movement, relationship between kinesiological components, and gradation of activities.

6003, 6004. Dyadic and Group Skills in Occupational Therapy (3,1) 3 classroom and 3 lab hours per week. P: OCCT 3000, P/C: OCCT 6000. Applies systems theory, communication, and techniques to dyadic and group processes relevant to OT. Relationships and roles of OT practice with individuals across life span.

6005, 6006. Health Impairments and Occupational Therapy I (3,1) 3 classroom and 3 lab hours per week. P: OCCT 3000. P/C: OCCT 6000, 6001, 6002. Etiology of impairments and models of ablement/disablement. Identification of consequences of diseases, injuries or disorders and impact of these on human occupation. Applies appropriate OT frames of reference and remedial techniques.

6007, 6008. Health Impairments and Occupational Therapy II (3,1) 3 classroom and 3 lab hours per week. P: OCCT 6001, 6002, 6005, 6006. Continuation of OCCT 6005, 6006.

6009. Neurological Foundations of Occupational Therapy (3) P: OCCT 6000; ANAT and PHLX courses approved by dept chair. Occupational performance as affected by human nervous system. Structures and functions of human nervous system and relationship of occupation to brain function.

6020. Theoretical Models of Practice in Occupational Therapy (3) P: Enrollment in OCCT or consent of chair. Advanced examination and conceptualization of OT theories within models of practice, including consultation. Analysis and comparison of theories applied to areas of specialty in service delivery systems.

6060. Directed Independent Study (3) Requires approval by occupational therapy advisor and/or graduate committee. May be repeated more than once with change of topic. Individualized, advanced, or in-depth study of topic not offered in OT curriculum.

6070. Special Topics (3) May be repeated more than once with change of topic. Topics of current importance not covered thoroughly in other courses.

6080. Environmental Contexts and Systems of Occupational Therapy (3) P: OCCT 6000, 6003, 6004; or consent of dept chair. Systems analysis of societal, cultural, physical, and temporal environments. Evaluates use of environment and technology to enhance occupational function.

6100, 6150. Therapeutic Use of Human Occupation I (4,1) 4 classroom and 3 lab hours per week. P: OCCT 6000, 6001, 6002, 6003, 6004, 6009; P/C: OCCT 6005, 6006, 6007, 6080. First in three course sequence. Reflects a variety of system-practice contexts such as medical, educational, and natural environments. Occupational therapy roles, responsibilities, and interventions in the different settings will be examined.

6200, 6250. Therapeutic Use of Human Occupation II (4,1) 4 classroom and 4 lab hours per week. P: OCCT 6100, 6150; P/C 6008. Extension of OCCT 6100, 6150. P/C: 6008. Case studies reflect complex health care systems, reimbursement issues, and professional support environments.

6300, 6350. Therapeutic Use of Human Occupation III (4,1) 3 classroom and 3 lab hours per week. P: OCCT 6200, 6250; C: OCCT 6400. Extension of OCCT 6200, 6250. Case studies reflect community based practice, require coordination of systems, and development of innovative OT services.

6400. Fieldwork I (1) 2-week clinical experience. P: OCCT 6200, 6250; C: OCCT 6300, 6350. Role of occupational therapist in variety of nontraditional or emerging practice settings and service delivery systems. Continued development of OT theory, evaluation, and treatment planning skills. Exploration and development of creative applications of therapeutic occupation.

6450. Fieldwork II (6) May be repeated. May count for a maximum of 12 credits. 12-week, full-time clinical practice. P: OCCT 6080, 6300, 6350, 6400, 6500. Practice and master skills necessary to function as competent, entry-level occupational therapist.

6455. Application of Theory to Practice (2) P: 6300, 6350; P/C: OCCT 6450. Integrates fieldwork and classroom experiences. Cases used to explore issues about management and supervision, OT intervention, research, and education. Analyzes current use of theory in OT practice sites.

6500, 6550. Managing Occupational Therapy Services (3,1) P: OCCT 6080. Leadership theory and roles in OT. Focus on supervision issues, planning, and management of service delivery programs. Emphasis on theories of change and student developments as change agents. Systems theory used as basis for understanding organizational structures and development.

6600. Concepts and Practice of Research in Occupational Therapy (3) P: A statistics course approved by dept chair. Principles and processes involved in scientific research. Qualitative and quantitative approaches. Application of knowledge culminates in development of research proposal.

6650. Conducting Research in Occupational Therapy (3) P: OCCT 6600, 6200, 6250. P/C: 6300, 6350. Design and implementation of research project that contributes to knowledge base of OT. Approved research proposal and collection of research data.

6660. Master's Project (2) P: OCCT 6650. Completion of research project which contributes to knowledge base of OT and manuscript appropriate for submission to refereed journal.

6701. Assistive Technology Devices and Services (3) Same as SPED 6701 Admission to certification program or consent of instructor. Broad overview of assistive technology, including legal, educational, and discipline specific information. Provides basic information that prepares students for other certificate courses.

6702. Assessment, Planning, and Implementation of Assistive Technology (3) Same as SPED 6702 P: SPED 6701 or OCCT 6701. Explores assistive technology assessments and planning and implementation of assistive technology within student/client's environment. Students attain skills in variety of technology using cross-disciplinary team approach.

6703. Collaborative Resource Management of Assistive Technology (3) Same as SPED 6703 P: OCCT 6701 or SPED 6701. Human, product, electronic, and funding resources to meet technology needs for individuals with disabilities examined within state and national networks. Practical collaborative skills practiced in cross-disciplinary team assignments.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7100. Qualitative Research: Analysis and Interpretation (3) Same as HLTH 7100, NURS 7100 P: Consent of instructor. Application and evaluation of qualitative research design and methods including data collection, management, and analysis approaches, and the art and science of interpretation.