

# Cover Sheet: Request 11235

## OTH 6xxx Advanced Occupational Therapy Theory

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Foss, Joanne J jfoss@phhp.ufl.edu
Created	11/2/2016 4:28:53 PM
Updated	12/8/2016 2:06:10 PM
Description of request	Examination of how theories and models describe or explain a phenomenon at different levels of analysis and the types of scientific evidence required to support or refute the propositions reflected in clinical models and theories.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
Deleted UCC Letter - OT coursework.pdf					11/2/2016
Deleted Proposed Curriculum Table 10.28.pdf					11/2/2016
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		11/15/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/22/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 11235

## Info

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**Submitter:** Foss, Joanne J jfoss@phhp.ufl.edu

**Created:** 12/8/2016 2:12:02 PM

**Form version:** 3

## Responses

**Recommended Prefix**OTH

**Course Level** 6

**Number** xxx

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title**Advanced Occupational Therapy Theory

**Transcript Title**Advanced OT Theory

**Degree Type**Professional

**Delivery Method(s)**On-Campus

**Co-Listing**No

**Effective Term** Spring

**Effective Year**2018

**Rotating Topic?**No

**Repeatable Credit?**No

**Amount of Credit**3

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Examination of how theories and models describe or explain a phenomenon at different levels of analysis and the types of scientific evidence required to support or refute the propositions reflected in clinical models and theories.

**Prerequisites** OTH 6539 Occupational Therapy Theory(C) & OTH 6xxx Competency(S)

**Co-requisites** NA

**Rationale and Placement in Curriculum** Content meets the intent of program Student Learning Objectives. Also, meets educational standards of accrediting body (ACOTE Standards). Content builds upon previous courses and clinical experiences.

**Course Objectives** 1. Evaluate and apply theories that underlie the practice of occupational therapy. ( ACOTE B.3.1)

2. Compare, contrast, and integrate a variety of models of practice and frames of reference that are used in occupational therapy. ( ACOTE B.3.2)

3. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. ( ACOTE B.3.3)

4. Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence and are influenced by practice. ( ACOTE B.3.4)

5. Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments, including population-based approaches, to analyze and effect meaningful occupation outcomes. ( ACOTE B.3.5)

6. Articulate the process of theory development in occupational therapy and its

desired impact and influence on society. ( ACOTE B.3.6)

**Course Textbook(s) and/or Other Assigned Reading** Kielhofner, G. (2009). Conceptual Foundations of Occupational Therapy, 4th edition. Philadelphia, PA: F.A. Davis

Schell, B.A., Gillen, G., & Scaffa, M.E. (2014). Willard & Spackman's Occupational Therapy, 12th edition. Philadelphia, PA: Lippincott Williams & Wilkins.

<b>Weekly Schedule of Topics</b>	<b>Week</b>	<b>Date(s)</b>	<b>Topic(s)</b>
1			Discussion: Use of theory during fieldwork experiences
2			History of OT history and knowledge development
3			How OT history, theory, and the sociopolitical climate influence and were influenced by practice: The early and mid-century years
4			How OT history, theory, and the sociopolitical climate influence and were influenced by practice: The later-century years
5			How OT history, theory, and the sociopolitical climate influence and are influenced by practice: The 21st century
6			The process of theory development: Relationships with research, education, and practice
7			The role Occupational Science: What does the future hold?
8			In-depth analysis of OT-related theoretical constructs and related future predictions
9			The purpose of and plan for developing a functional OT conceptual model of human participation to inform ones practice
10			Application of theoretical constructs to population-based approaches
11			Poster presentations: In-depth analysis of a chosen theory, comparisons, and predictions
12			Integration of OT-related theoretical concepts with OT theory for emerging areas of practice
13			Poster presentations: Clinical application of theory to a chosen population
14			Use of theory for professional and political advocacy
15			Seminar: Personal conceptual model of human participation in occupation
16			Seminar: Personal conceptual model of human participation in occupation

**Links and Policies** Policies related to attendance, make up work and exams: Attendance to program and course activities is required. For a review of the OTD Attendance policies and documentation requirements see the OTD Student Handbook. Emergency issues will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

Grading Rubric:

Letter										
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D
	D-	E	WF	I	NG	S-U				
Grade										
Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0
	0.67	0.0	0.0	0.0	0.0	0.0				

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the Student Handbook or the websites provided.

### Communication Guidelines

1 Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.

2 Students are expected to actively participate in discussions and lab activities.

Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.

### Professional Behavior

1 Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.

2 Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.

3 Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning cell phones to silent or vibrate and only answering (outside of the classroom) in an emergency situation; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.

4 Professional attire in lectures and labs when there are guests, in all clinics and site visits.

5 Clean long khaki or black pants that remain fitted when moving and bending.

6 Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts. 7 Clean, closed toe shoes with adequate base of support.

8 Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.

9 Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.

10 Laptops/Tablets: Laptops/tablets may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops/tablets in class for any other reason. Topic instructors may further limit or prohibit the use of laptop/tablet used during their presentations.

### Assignment Policies

All assignments are due at the beginning of class time on the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction, if accepted.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

#### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

#### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open

during the last two or three weeks of the semester, but students will be given specific times

when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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#### SUPPORT SERVICES

##### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We

Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

#### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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#### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu) .

#### Grading Scheme

Small Group Poster Presentation: In-depth theoretical analysis and comparisons

25%

Small Group Case Study Presentation: Clinical application of theory to a chosen population (assessment, intervention and outcome measurement)

25%

Written Assignment and Seminar Participation: Personal conceptual model of human participation in occupation

50%

For detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Instructor(s)** Sherrilene Classen, PhD., OTR, FAOTA