

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5335 – Art & Science of Occupational Therapy Practice**  
**Fall 2024-Revised 08/12/2024**

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**Course Description:** Engagement in occupation with emphasis on the Occupational Therapy Practice Framework to support activity analysis and adaptation. Application of materials and therapeutic use of self to support occupational performance.

Credits: 3

**2018 Standards Course Objectives:**

1. Employ logical thinking, critical analysis, problem-solving, and creativity in using technology, activity, and occupation to enhance and restore health and participation.
2. Recognize and describe the major dimensions of occupation using the Occupation Therapy Practice Framework.
3. Define and describe the differences among occupation, co-occupation, and purposeful activity and their roles in the daily life of individuals, groups, and communities.
4. Apply concepts of purposeful activities and occupations to support client-centered restoration and promotion of health.
5. Analyze, design, grade, and adapt tasks to formulate an intervention plan to enhance and restore health and participation.
6. Assess client occupational performance in ADL, IADL, education, work, rest, play, sleep, leisure, and social participation using standardized and non-standardized assessment tools including occupational profile, client factors, performance patterns, context, and performance skills.
7. Demonstrate knowledge and appreciation of the role of social, cultural, economic factors and their impact on populations and contemporary lifestyles.
8. Demonstrate knowledge of the AOTA Occupational Therapy Code of Ethics and AOTA Standards of Practice and their relationship to ethical decision-making in a variety of practical situations and settings.
9. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice.

## Connection to the MOT Curriculum

### Essential knowledge and Professional Skills

This course offers essential foundational knowledge and professional skill that is built upon in courses taught later in the curriculum as it applies specifically to practice areas such as pediatrics, physical rehabilitation, work programs, geriatrics, and psychosocial settings. Content of this course is integrated with content of the Professional Development Seminar course which is taught simultaneously. Together these courses require students to consider activity analysis, occupation, diversity, and cultural responsiveness and apply these concepts to the delivery of occupational therapy services across practice settings.

### Grading

Exams and quizzes	20%
Assignments	40%
Lab Participation/Professional Behaviors	20%
Presentations	20%
<b>Total</b>	<b>100%</b>

### Specific Content Areas

Activity Analysis

Grading and adapting activities

Evaluation in OT: Occupational Profile

OTPF terms & application

Therapeutic use of self, activity, group and environment

Disability, Race, Ethnicity, Culture

Ethics in Practice

### Grading Policies

Written assignments are graded on content, style, clarity, conciseness and comprehensiveness. Written assignments are expected to reflect the guidelines in the Publication Manual of the American Psychology Association (APA) 7th edition. *Per department expectations, graduate level assignments must include at least two scholarly references unless otherwise specified.* Assignments in this course may be checked for plagiarism using Unicheck or other plagiarism software.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending class.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted without prior arrangement with the instructor and may still be subject to penalty. *Late submission of work will result in a 10% deduction in assignment grade for each day (24 hours) late with a maximum of 3 days allowed to submit assignments beyond the due date. All assignments must be completed, with or without credit, to receive a grade in the course.*

## **Grading Scale**

A = 90-100% total points

B = 80-89% total points

C = 70-79% total points

D = 60-69% total points

F = less than 60% total points

**Date of Final Exam:** TBD

**Date to withdraw without penalty:** See [www.uttyler.edu](http://www.uttyler.edu) and search “academic calendar.”

**Attendance Policy:** Since on campus meetings are limited to scheduled weekends, no opportunity exists for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In the event of an excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining information missed.

## **Required Textbooks**

Gateley, C. A., & Borcharding, S. (2024). *Documentation Manual for occupational therapy*. SLACK, Incorporated.

Gillen, G., & Brown, C. (2024). *Willard and Spackman’s occupational therapy* (14th ed.). Wolters Kluwer. ISBN/ISSN: 9781975219062

*Publication manual of the American Psychological Association: The Official Guide to APA style*. (2019). American Psychological Association. ISBN: 978-1-4338-3217-8

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campuscarry/index.php>

## **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

## **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid.

## **State-Mandated Course Drop Policy**

1. "Cheating" includes, but is not limited to:

- Copying from another student's test paper,
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of

- textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
  3. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  4. All written work that is submitted will be subject to review by plagiarism software.

**Artificial Intelligence:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and

students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**AI is not permitted in this course at all.** I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

#### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903-565-5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903-656-5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903-566-7254)

#### **Pregnant and Parenting Student Resources**

- At UT Tyler, we recognize that there are many students who may be pregnant, or are parents and caretakers. With this in mind, a Parenting Student Liaison is available on-campus to support current and incoming students who are parents or legal guardians of children under 18 years of age or are pregnant. In conjunction with the Division of Student Success, the Parenting Student Liaison will make sure your needs are being met!
- Please complete the self-reporting form to notify UT Tyler that you are pregnant or are a parenting student who may need additional support.
- [Self-Reporting Form](#)
- For more information, please contact the Parenting Student Liaison, Ashton Maisel, at [amaisel@uttyler.edu](mailto:amaisel@uttyler.edu).

#### **ACOTE Standards**

##### **Assessment Measures**

1. Assignment

2. Lab Test-Competency Check-offs
3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment: Group Led Assignment

ACOTE 2018 Standard		Syllabus Objective Number	Assessment Measure Number
B.3.2	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	3,6	1,4
B.3.3.	Explain to consumers, potential employers, colleagues, third party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	3	1
B.3.4.	Apply and analyze scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	1	1,6
B.3.5.	Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	2,6	1,4, 6
B.3.6.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	5,6,9	1,4
B.4.3.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	4,5	1, 4, 6

B.4.4.	<p>Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client.</p> <p>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	5,6	1
B.4.18.	<p>Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.</p>	5,6,7	1,4
B.7.1.	<p>Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.</p>	8,9	1