The University of Texas at Tyler
Master of Occupational Therapy Program
OCTH 5350 Occupation & Evaluation in Occupational Therapy Practice III
Fall 2024

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Phone:

*Prefer email appointment requests for on campus or phone appointments.

Course Description: Application of client-centered outcomes in evaluation for young adulthood practice including neurological, musculoskeletal, general medical and acquired conditions. Practice and application of standardized assessments and service delivery.

Credits: 3

Course Objectives
1. Identify specific conditions, illnesses and injuries that occur in young adults
2. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.
3. Recognize underlying components of young adult occupations and how to grade/adapt occupations to facilitate participation and engagement
4. Select and administer specific young adult assessments
5. Document and communicate evaluation results to family and client
6. Identify service models, referrals, reimbursement, and regulations in young adult populations
7. Plan evaluation processes for a variety of cases, including roles of OTR & COTA within desired treatment plan
8. 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 & Professional Skills
The second of three courses focusing on essential knowledge and professional skills in evaluation and assessment across the lifespan, this course focuses on assessment and communication of conditions and abilities in the young adult population. Within the young adult populations, the student will employ previous knowledge in young adult practice and refine skill sets in assessment and evaluation. Focus is on administration, interpretation, and communication of assessment results to families and clients.

Learning Activities

Assignments & Quizzes	25%
Exams	25%
Lab	50 %
TOTAL	**100%**

Learning Activities Required for Course Credit

Young Adult Medical condition exam/presentation
Selection, administration, and interpretation of young adult assessments
Documentation and communication of evaluation results Exam

Specific Content Areas

Medical and developmental young adult conditions
Practice contexts
Referral systems
Young adult assessment
Documentation
Communication with team and family

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) 6th edition. Some of the required assignments in this course may be checked for plagiarism using Turnitin 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 a penalty.

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: n/a

Date to withdraw without penalty: TBA

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 excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining missed information.

UNIVERSITY POLICIES

- UT Tyler Student Accessibility and Resource (SAR) Office (provides needed accommodations to students with document needs related to access and learning)
- UT Tyler Writing Center
- The Mathematics Learning Center
- UT Tyler PASS Tutoring Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Robert Muntz Library and Library Liaison
- Canvas 101 (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- The Career Success Center
- UT Tyler Testing Center
- Office of Research & Scholarship Design and Data Analysis Lab

Resources available to UT Tyler Students

- UT Tyler Counseling Center (available to all students)
- MySSP App (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center
- Military and Veterans Success Center (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Student Business Services (pay or set up payment plans, etc.)
- UT Tyler Registrar's Office
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler.)

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal..

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment

Services for additional guidance. **CAUTION #1**: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2**: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met*: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.
The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students 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/campus-carry/index.php.

ACOTE Standards
Assessment Measures
1 Assignment
2 Lab Test
3 Objective Test
4 Essay Test
5 Project
6 Presentation
7 Demonstration
8 Alternative Assessment

ACOTE Standard		Syllabus Objective Number	Assessment Measure Number
B.1.2	Demonstrate knowledge and understanding of human development throughout the lifespan	1	

B.2.6	Analyze effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual	1	
B.3.3	Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention.	2	
B.3.5	Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes	2	
B.4.1	Use standardized and non-standardized screening and assessment tools to determine the needs for occupational therapy intervention These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.	3, 4, 5	
B.4.2	Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of the test	3, 4, 5	
B.4.3	Use appropriate procedures and protocols when administering assessments	3, 4, 5	
B.4.4	Evaluate client(s)'occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and non-standardized assessment tools includes •The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and	3, 4, 5	

	community environments. •Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). •Performance patterns (e.g., habits, routines, rituals, roles). •Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). •Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.		
B.4.5	Compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process	3, 4, 5	
B.4.6	Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity	3,4,5	
B.4.7	Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context	3,4,5	
B.4.8	Interpret the evaluation data in related to accepted terminology of the profession and relevant theoretical frameworks.	3,4,5	
B.4.9	Evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession	6	
B.4.10	Document occupational therapy services to ensure accountability to service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy service.	6	
B.5.20	Effectively interact through written, oral and non-verbal communication with the client, family, significant others, colleagues, other health care providers and the public in a professionally acceptable manner	5	
B.5.21	Effectively communicate and work inter-professionally with those who provide services to individuals organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan	5	

C.1.1	Ensure that the fieldwork program reflects the sequences and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork experiences	1-7	

NBCOT Domain, Task & Knowledge

Domain 1

010101	Normal development and function across the lifespan
010102	Expected patterns, progressions and prognoses associated with conditions that limit occupational performance
010103	Processes and procedures for acquiring client information
010104	Administration, scoring, purpose, indications, advantages, and limitations of standardized and non-standardized screening and assessment tools
010105	Influence of client factors, context, and environment on habits, routines, roles and rituals
010106	Methods for recognizing and responding to typical and atypical physiological, cognitive and behavioral conditions
010201	Therapeutic approaches, model of practice, and frames of reference
010202	Activity analysis in relation to the occupational profile, practice setting and stage of occupational therapy process
010203	Internal & external influences on occupational performance

Domain 2

020101	Methods for analyzing results from screening and assessments
020102	Integration of screening and assessment results with client occupational profile, expected outcomes and level of service delivery to develop a targeted action plan, monitor progress, and reassess plan.
020103	Periodization of goals based on client skills, abilities and expected outcomes in relation to level of service delivery and frequency and duration of interventions
020201	Interprofessional roles, responsibilities and care coordination
020202	Management of collaborative client centered intervention and transition plans based on client skills, abilities and expected outcomes in relation to level of service of delivery, frequency and duration of intervention and available resources
020203	Prioritization of goals based on client skills, abilities and expected outcomes in relation to level of service delivery and frequency and duration of intervention

Domain 3

030101	Influence of pediatric conditions and typical developmental milestones on areas of occupation

Domain 4

040201	Influence on policy, procedures and guidelines on service delivery
040202	Licensure laws, federally mandated requirements and reimbursement policies related to occupational therapy service delivery
040203	Methods for incorporating risk management techniques and monitoring safety related to occupational therapy service delivery
040205	Scope of practice and practice standards in occupational therapy
040206	Accountability processes and procedures using relevant technology

NBCOT Texts Commonly Used

Gateley, C.A. & Borcherding, S. (2012). *Documentation manual for occupational therapy. Writing SOAP notes.* (3rd ed.) Thorodere, NJ: Slack, Inc.

Pendleton, H. M., & Schultz-Krohn, W. (Eds.). (2018*). Pedretti's occupational therapy: Practice skills for physical dysfunction* (8th ed.). St. Louis, MO: Mosby Elsevier.

Purtilo, R.B. & Doherty, R. F. (2011). *Ethical dimensions in the health professions* (5th ed). St. Louis, MO: Saunders Elsevier.

Schell, B. & Gillen, G. (Eds.). (2019). *Willard and Spackman's occupational therapy* (13th ed.). Philadelphia, PA: Wolters Kluwer.

Smith, Gabai, H. & Holm, S.E. (2017) *Occupational therapy in acute care (2nd ed.)*. Bethesda: AOTA.

Kramer, P. & Grampurohit, N. (2020). Hinojosa and Kramer's evaluation in occupational therapy: Obtaining and interpreting data, 5th edition. AOTA Press.