

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5210 – Foundations of Occupational Therapy Practice**  
**Fall 2024 Bridge MOT Students**

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\*prefer e-mail appointment request for on campus or phone appointments as bridge students are not in person frequently

**Required Text**

Schell, B. A. B., Gillen, G., (Eds.) (2018). *Willard and Spackman's occupational therapy* (14th ed). Philadelphia, PA:LWW. ISBN:978-1975106584.

**Course Description:** Foundational overview of occupational therapy practice. Survey of historical perspectives, current practice trends and emerging practice areas. Introduction of Occupational Therapy Practice Framework, professional/clinical reasoning skills.

Credits: 2

**2018 Standards Course Objectives:**

1. Analyze the influence of occupational therapy history, philosophical base, theory, and sociopolitical climate upon practice.
2. Discuss traditional and emerging occupational therapy practice and promote OT.
3. Analyze and evaluate theories, models of practice, and frames of reference that underlie the practice of occupational therapy.
4. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, contexts and environments, and client factors.
5. Demonstrate knowledge of AOTA official documents and how they are used to guide and inform OT practice.
6. Practice clinical reasoning, implement professional behaviors and ethical practice.
7. Search occupational therapy literature, including national and international resources, to demonstrate an understanding of the ways in which occupational therapy is practiced around the world.
8. Discuss and justify how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations and agencies.

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.
10. Explain the process of theory development and its importance to occupational therapy.

**Connection to the MOT Curriculum**

**Clinical Reasoning and Reflective Practice Application**

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. This course focuses on occupational therapy history, OTPF and AOTA documents that guide practice.

**Learning Activities Required for Course Credit/Grading**

Exams	40%
Assignments and Quizzes	40%
Presentations/Special Project	10%
Professional Behavior	10%
<b>Total</b>	<b>100%</b>

**Specific Content Areas**

History of occupational therapy practice, occupation and occupational science  
 AOTA official documents  
 Frames of References & Models: MOHO, Ecology of Human Performance, PEO, PEOP, OA  
 Occupational Therapy Practice context, client, conditions  
 Professional reasoning  
 Professional ethics  
 Professional behaviors

**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) 7<sup>th</sup> 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 software.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted prior arrangement with the instructor, and may still be subject to penalty.

Written work expectations: Please review APA 7<sup>th</sup> edition paper writing expectations for graduate work (cover page, proper formatting, in text citations, **and at least two references** for any written work, reference page, and adherence to Unicheck guidelines and expectations)

### **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:** Standard expectations: 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 event of excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining information missed. This course is an online course and may meet on campus if there is time in the schedule between your other courses. Please be prepared to meet at least once via zoom to discuss your special project experience.

### **Pregnancy:**

At UT Tyler, the Division of Student Success provides resources, support, and accommodations when appropriate, to parenting students and pregnant students.

### **What is a parenting student? What resources and support are available to parenting students?**

A parenting student is an enrolled student who is a parent or legal guardian to a child under 18 years of age. Parenting students are eligible for early class registration and may also take a leave of absence if necessary.

### **What classifies as pregnancy, and what resources, support, and accommodations are available?**

Pregnancy and related conditions include childbirth, miscarriage, false pregnancy, termination of pregnancy, temporary disability resulting from pregnancy, and recovery from pregnancy.

Examples of accommodations for pregnant students include a leave of absence, excused absences, classroom breaks, seating changes, or other medically-necessary adjustments.

If you are a pregnant or parenting student, or are aware of a pregnant or parenting student, please complete the [Self-Reporting Form](#).

Students who believe they have experienced discrimination, harassment, sexual harassment/sex-based misconduct, and/or related retaliation are encouraged to contact the Title IX office or [file a complaint](#). Questions and concerns may also be sent to Blake Bumbard, Title IX Coordinator, at [bbumbard@uttyler.edu](mailto:bbumbard@uttyler.edu) or by phone at 903-565-5760.

Questions about the resources and supports available to pregnant and parenting students may be directed to Ashton Maisel, the Parenting Student Liaison, at [amaisel@uttyler.edu](mailto:amaisel@uttyler.edu).

## 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/campus-carry/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 instructor 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. This includes usage of AI not cited. Usage of AI may violate the ethical standards of the profession and program and hinder the ability to pass the NBCOT exam and demonstrate entry-level skills as required by ACOTE therefore not permitted by the program.
  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** Language for Syllabi Instructions All UT Tyler faculty must identify to what degree students may utilize artificial intelligence (AI) tools in their course. There are three basic categories for using AI tools, and we have provided you with example statements for each category. These are suggestions; you can create a statement for appropriate use in your course. We ask that you consider the nature of the course, discipline, and student learning objectives when selecting the appropriate statement for your course. You need to be very clear about your expectations about appropriate use of AI tools. There is required language for each UT Tyler syllabus, and each faculty member will include the appropriate statement for their course. You need to include the appropriate category of artificial intelligence language use for your course in the “About this Course” section of the UT Tyler Syllabus Module. (See the yellow highlighted section below.) The required syllabus language has been pre-populated in the “University Policies and Information” section of the UT Tyler Syllabus Module. If desired, you can repeat the required syllabus language when you specify the category and examples of appropriate AI use for your course. Required Syllabus Language: 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. For this course, [insert appropriate AI Category of Use and statement for your course (below) here]. Categories of AI Use and Sample Statements

Faculty: Review the following categories and sample statements. You can edit the sample statements as appropriate to align with your course.

1) AI is encouraged during the course, and appropriate acknowledgment is expected.

a. Example 1: I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.

APA Style Citation Information  
MLA Style Citation Information  
Chicago Style Citation Information

b. Example 2: You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.

c. Example 3: Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

2) AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.

a. Example 1: This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

b. Example 2: During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

c. Example 3: Most assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited. When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.).

Students shall not use AI tools during in-class examinations or assignments unless explicitly permitted and instructed to do so. d. Example 4: In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such. 3) AI is not permitted in this course at all. a. Example 1: 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. b. Example 2: To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. c. Example 3: The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT). This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

### **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)

### **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 2018 Standard		Syllabus Objective Number	Assessment Measure Number
B.2.1.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	4	1,3,5,6
B.2.2.	Explain the process of theory development and its importance to occupational therapy.	3,10	1,6
B.3.1.	Analyze occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	1,3	1,3
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	4	1,3
B.4.24	Demonstrate effective intraprofessional OT/OTA collaboration to: <ul style="list-style-type: none"> <li>• Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.</li> <li>• Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.</li> </ul>	5,7,8	1
B.6.6.	Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.	2,6	1
B.7.1.	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.	5,7	1,4

B.7.2.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	8	1
B.7.3.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	2	1,7