

The University of Texas at Tyler
Master of Occupational Therapy Program
OCTH 5185 – Professional Development Seminar III
Summer 2024

Instructor: Jennifer Garner, OTD, OTR, CAIP

Email: jgarner@uttyler.edu

Office: HSA Building A 604

Office Hours: TBA*

Phone: 903-566-6274

*prefer e-mail appointment request for on campus or phone appointments.

Course Description: Series of courses focused on professional behaviors, professional case studies, community service, reflective practices. Psychosocial learning experiences and training (30 hours) and simulated case studies to build a foundation of knowledge and practice that adheres to ethics of care and cultural competence.

Credits: 1

Course Objectives:

1. Enhance and develop professional oral and written communication skills.
2. Demonstrate knowledge and appreciation of the role of social, cultural, economic factors and their impact on populations and contemporary lifestyles.
3. Understand the ethical and practical considerations that affect health and wellness needs of those at risk for social injustice, occupational deprivation and disparity in the receipt of services.
4. Analyze and discuss the intersection of occupational therapy and the sociopolitical climate over time and to the present day.
5. Evaluate and address the various contexts of health care, education, community, political and social systems as they relate to occupational therapy practice.
6. Use professional literature to make informed practice decisions.
7. Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities and professional growth.
8. Participate and engage in active observation and reflective Level 1 fieldwork experience with a focus on psychological and social factors that influence engagement in occupation, including documentation that reflects client, context, and/or practice setting.
9. Design and implement group interventions including therapeutic use of occupation, exercise, and activity, based on principles of group development and group dynamics across the lifespan, including training in health management and maintenance.
10. 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

Clinical Reasoning and Reflective Practice Application

This course will synthesize knowledge gained in Occupations, Evaluation, Conditions and Interventions III (Psychosocial Practice). Students will begin self-reflection, clinical reasoning and active development towards professional identity. This seminar is the third in a series of five courses which supports and addresses professional behavior development.

Learning Activities Required for Course Credit/Grading

Assignments & Quizzes	30%
Level 1 Fieldwork	60%
Participation & Professional Behavior	10%

Specific Content Areas

Professional skills – oral & written communication
Documentation Professional Behaviors
Level 1 Fieldwork

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.

*******Written work will be reviewed in CANVAS via Unicheck. If using outside sources for content, NO direct quotes will be accepted, even with proper citations.**

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.

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: TBD

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

Textbooks:

You already have this book. *Gateley, C.A., & Borcharding, S. (2016). *Documentation manual for occupational therapy. Writing SOAP notes.* (4th ed.) Thorofare, NJ: Slack, Inc. ISBN: 978-1630912314.

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.

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. **Plagiarism includes the use of AI programs.**
 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 submitted will be reviewed by plagiarism/AI detection software.**

UT Tyler Resources for Students

- UT Tyler Writing Center (903-565-5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903-656-5964), 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. Demonstration
3. Alternative Assessment: 1:1 Advisor Meeting
4. Fieldwork

ACOTE Standard		Syllabus Objective Number	Assessment Measure Number
B.1.5	Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.	3	1,9

B.1.6	Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.	2	1,9
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.	1,5, 6, 9	1,9
B.5.3	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).	8, 9, 10	1,9
B.5.4	Design and implement group interventions based on principles of group development and group dynamics across the lifespan.	2, 8, 9, 10	9
B.5.5	Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.	8, 9, 10	9
B.5.7	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	2,8, 9, 10	1,9
B.5.8	Develop and implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.	6,8,10	1,9
B.5.23	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.	4,8,10	1,5,9
B.9.6	Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities.	7	8