

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5235 – Health & Wellness in Community-Based Occupation Therapy**  
**Practice**  
**Summer 2022**

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

**Course Description:** Application of health, wellness and disability prevention models through program creation. Creation of program to support client and community health & wellness outcomes.

Credits: 2

1. Apply and analyze the role of socio-cultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations.
2. 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.
3. Demonstrate knowledge of the social determinants of health for persons groups, and populations with or at risk for disabilities and chronic health conditions.
4. Utilize the principles of teaching-learning process, using educational methods and health literacy education approaches to design activities and clinical approaches to design activities and clinical training for persons, groups, or populations.
5. Utilize clinical reasoning to facilitate occupation-based interventions focused on health promotion and prevention, to address client factors.
6. Analyze the influence of occupational therapy history, philosophical base, theory, and sociopolitical climate upon practice, and their importance in meeting society's current and future occupational needs. **2018 standards course objectives**

**Connection to the MOT Curriculum**

**Inquiry, Evidence, and Knowledge Translation**

This course uses logical thinking, critical analysis, problem solving, inquiry and creativity when addressing key issues in occupational therapy management and program development. In the

context of this course, students will develop a community focused, occupation based program to promote health and wellness in the community. Students will reflect on experiences from fieldwork, service learning and other clinical experiences to integrate current and new knowledge on management systems, health care policies and program development as it relates to occupational therapy practice in the community.

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

Program Design Assignment	40%
Exams and Quizzes	20%
Assignments & Discussion Boards	30%
Participation & Professional Behavior	10%

### **Specific Content Areas**

Community, occupation based program planning  
Grant and funding investigation Health and wellness  
Promotion Disability prevention Occupational  
Therapy process  
Occupational Therapy Practice context, client, conditions  
Professional & clinical 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) 6<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.

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

**Textbooks:**

Scaffa, M. E., Reitz, S. M., & Pizzi, M.A. (2010). *Occupational therapy in the promotion of health and wellness*. Philadelphia: FA Davis. ISBN-10: 0803611935

You already have this book \*Schell, B. A. B., Gillen, G., & Scaffa, M. E. (Eds.) (2014). *Willard and Spackman's occupational therapy* (12<sup>th</sup> ed). Philadelphia, PA.: LWW. ISBN 978-145110

## 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.
  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.

### **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: Major Project
9. Fieldwork

ACOTE 2018 Standard		Syllabus Objective Number	Assessment Measure Number
B.1.2.	Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	1,3	
B.1.3.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.	1.3	
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, 6	
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, 2, 6	
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.	5,6	
B.4.21.	<p>Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> <li>• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	1, 3, 4	
B.4.29	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>	3, 6	
B.5.1.	Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy	1,5	

	development and social systems as they relate to the practice of occupational therapy.		
B.5.2.	Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.	1, 5	
B.5.6.	Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.	1, 5	
B.5.26.			
B.6.4.	Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development.	1, 3, 6	