OCTH 7990 Special Studies: Contexts in Occupational Performance
Course Syllabi

COURSE DESCRIPTION
This course addresses issues and areas of evidence-based practice that relate to using environments to enable occupational performance. As occupational therapists, we see people within the context of where they live, they work, and they play. This course will provide the framework and the structure that will ground the student in the use of the environment to facilitate occupational performance across the lifespan.

COURSE PURPOSE
This course focuses on the effects of cultural, physical, social, personal, temporal, and virtual contexts on occupational performance. The American Occupational Therapy Association identified and defined these contexts in its Occupational Therapy Practice Framework (OTPF) : Domain and Process (3rd ed., 2014). Occupational therapy lectures and labs emphasize evaluation and intervention strategies that enhance the individual’s occupational performance and decrease the effects of barriers in home and community contexts.

The Four Big Ideas for Practice of the course are the

1. The use of the OTPF III (AOTA, 2014) to address the effects of the six aspects of context on occupational performance, activity, and participation using the P-E-O model
2. Application of evidence-based evaluation and intervention methods, including durable medical equipment and assistive devices, to enhance occupations, activity, and participation in home and community settings
3. Unique role of occupational therapy in the application of the OTPF III (AOTA, 2014), universal design, and the Americans with Disability Act (ADA) for home and community modifications to optimize occupational performance
4. Documentation of your first professional evaluation and recommendations as the basis for other reports and practice.

Relationship to the Curriculum Design
This third semester course provides an in-depth study of contexts for occupational performance after a year of intense study of client factors and performance skills focused on human movement and upper extremity orthopedics. Students apply course content immediately in full-time Level I Fieldwork. In upcoming semesters students consider a variety of contextual factors in evaluating, planning, and implementing interventions for individuals with chronic health conditions; psychosocial, cognitive, and perceptual disabilities; and neurological conditions. Students deepen their ability to use professional reasoning about contextual factors in subsequent Level II Fieldwork courses and the two research courses.

COURSE OBJECTIVES
Numbers in parentheses by objectives are adapted to this course from the Standards for an Accredited Educational Program for the Occupational Therapist, adopted December 1998 by the Accreditation Council for Occupational Therapy Education.
Students learn by participating in lectures, labs, discussions, community experiences, service learning, and completing independent study and course assignments.

By writing a professional report of home-based occupational performance and presenting a group assessment of a community context using universal design principles and ADA and ABA standards, students will

1. Demonstrate oral and written communication skills [B.1.1],

2. Employ logical thinking, critical analysis, problem solving and creativity [B.1.2]

3. Apply activity and occupation analysis to occupational performance areas, performance skills and patterns in contexts [B.2.8].

4. Apply the six contexts of the *Occupational Therapy Practice Framework: Domain and Process.* (3rd ed.) to individuals and occupational contexts [B.3.5] and safely use standardized and non-standardized screening tools to determine the need for occupational therapy intervention [B.4.1; B.4.8] and interpret findings based on the Person-Environment-Occupation model (P-E-O) [B.5.1].

5. Evaluate home and community contexts for safety and how they support or limit occupational performance through participation in a home-based service learning project and community video project [B.1.1, B.1.2, B.1.3, B.2.3, B.2.8, B.3.5, B.4.1, B.5.1].

6. Recommend appropriate therapeutic interventions pertinent to client and environmental needs in home and community settings to include contextual and behavioral modifications, assistive devices, durable medical equipment, and other low-tech technologies [B.5.10].

7. Effectively communicate the need and rationale for home modifications / occupational therapy services in a professional evaluation [B.4.10].

**TEACHING METHODS / LEARNING EXPERIENCES**

This course is a 2 credit hour letter-graded lecture / lab experiential course with a “flipped content” format. Students do readings, listen to lectures, and prepare for in-class and in-context labs outside of class, though some lectures may be presented in class. Labs meet for discussion and problem solving of individual and small group work. Advanced preparation for lab and lab assignments may require individual and group work in the community. Small groups will collect data and report orally and in writing the results for the community and home assignments.

**Use Of Laptop Computers** Humans think they can multitask when they are rapidly shifting attention from one task to another to the detriment of all tasks (Nilson, 2003). Students may use laptops in class as learning tools as long as they are not distracting to or divert from course sessions for instructors or students.

- Bring your laptop to all class sessions.
- To ensure consistent student preparation for labs, unannounced pop quizzes will be given over assigned readings and Voice-Over PowerPoint Presentations (VOPPT) via D2L.
- Students may view handouts and take notes using laptops in class.
- Faculty will monitor on-task laptop use during class and may prohibit future use for students using laptops for off-assignment tasks during class.
- Faculty will call on groups or individuals to report so students are accountable for assigned work on
laptops.

- Checking email, working on assignments, surfing the Internet, or use of non-class related materials will result in loss of the student’s in-course laptop use during the remainder of that class session (excluding breaks).

**READINGS & RESOURCES**

Specific dates by which readings must be completed from the following sources are listed in the schedule and on D2L under “Week-by-Week” schedules.

**Required Texts**


**Required readings not in required texts**

- Sources/links for readings specific to content will be listed in D2L in the Week-by-Week schedule.
- Copies of copyrighted readings are posted in electronic reserves (E-reserves) on the Bird Library website under Course Instructor - Hamilton (2013) from the OUHSC Bird Library site or on the web sites listed. Log in and enter the electronic reserve password Science
- Students use their AOTA membership benefit to access all AJOT official documents and readings via AJOT On-Line.

**EVALUATION METHODS AND GRADING**

The instructors expect students to assume an active role in the learning process. Student success in this course hinges on advanced preparation. Students prepare for active participation for in-class labs by completing assigned readings and completing exercises and taking notes over the voice-over Power Points prior to labs. To ensure consistent student preparation for labs, unannounced “pop quizzes” resulting in a loss of general course points, will be given over assigned readings and Voice-Over PowerPoint Presentations (VOPPT), including exercises embedded in the VOPPT.

Every lab in which a student is unprepared (as designated by the course coordinators) will result in a loss of 1 percentage point and up to a possible 10 points.

You will earn a letter grade for this course, based on a 10-point scale (A = 100-90, B = 89-80; C = 79-70; D = 69-60; F = 59 and below) and using the following criteria and percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Temporal Context Lab Assignment</td>
<td>5%</td>
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<tr>
<td>Personal Context Lab Assignment</td>
<td>5%</td>
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<tr>
<td>Social Context Lab Assignment</td>
<td>5%</td>
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<tr>
<td>Cultural Context Lab Assignment</td>
<td>5%</td>
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<tr>
<td>Virtual Context Lab Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Community Assessment Video &amp; Presentation Project</td>
<td>30%</td>
</tr>
<tr>
<td>Home Assessment Rebuilding Together Project</td>
<td>45%</td>
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<td></td>
<td>100%</td>
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Meeting Course Objectives: Students meet course objectives by completing the labs and assignments. Students must submit and complete all assignments to pass this course.

Course Assignments: Detailed advanced preparation and assignment descriptions for each Context Lab Assignment is included on D2L in the “Week-by-Week” schedule in which it occurs. The rubrics for both the Community Assessment and Home Assessment Projects with point breakdowns are found on D2L (listed under Assignments and Rubrics). Both projects are completed in groups (see Group Assignments below). All members of the group receive the same content grade.

Because students complete all submitted work in the course in small groups, faculty consider lack of equal, full, and timely participation in all assignments as academic misconduct. Students in the work group should immediately discuss lack of full participation in all group work with the student(s) first and if the problem is not resolved, with the course coordinators at the first and each subsequent instance.


Late Assignments: Without advance arrangements, all late assignments will result in a zero.

Graded Assignments: Faculty will return unacceptable work to be rewritten and resubmitted for reduced credit.

Course Dress Code
- Dress for lectures and labs is causal with layered clothing recommended for comfort
- Rebuilding Together Home Assessment - adhere to the DRS dress code with student name tag
- ADA / UD Community Video - dress according to the context with your DRS nametag on site and abide by DRS clinical dress code for presentation

Course Evaluation

The course features 2 forms of electronic evaluation. See the schedule for when evaluations are open.

1) On completion of experiential learning experiences, students will complete a survey on the experience
2) On completion of the course assignments, students will complete a course evaluation.

COURSE POLICIES

All policies in University, College, and Department Student Handbooks dated for your entry year apply to this course. Students are responsible for following the general classroom, laboratory, and clinic policies as described in the Division of Rehabilitation Sciences Student Handbook and in the AOTA Code of Ethics.

Safe Practice in Community Settings

Occupational therapists provide services to clients and families in a variety of settings, sometimes in settings in which we would not choose to live and in which we may feel uncomfortable. As with most occupational therapists, your instructors have practiced in such settings without incident.

For your personal safety, follow these recommendations.
- Complete all community assignments in small groups.
• In all settings, remain vigilant and carry a charged cell phone.
• If you feel imminently threatened, dial 911 or the appropriate emergency number for the area.
• If you feel endangered while on a community assignment, go to a safe public place and contact the course coordinator immediately. See contact information on the front page of the syllabus.
• Inform the course coordinator immediately if you have special accommodations for health conditions. If medical conditions, such as severe allergies, pose a health concern, talk with the Rebuilding Together representative and course coordinator to ensure an assignment that reasonably accommodates your health and safety needs. See the section on accommodations.

In a course focused on contexts, know that occupational therapists work in settings that may differ from our own circumstances and values. You do not need to be willing to live in that environment. However, your presence and skill helps improve the quality of life and occupational performance of those who do. Our profession helps others live life to its fullest in THEIR contexts.

**Professional Behavior**

Students must adhere to the professional behaviors outlined in the AOTA Occupational Therapy Code of Ethics and Department of Rehabilitation Sciences in classroom and community settings. Attendance and participation in class is considered an expression of professional behavior and professional reputation. Students represent the Department of Rehabilitation Sciences, the College of Allied Health, and the OUHSC campus when completing community projects.

Lack of full and timely participation in assignments or labs is considered unprofessional behavior that may result in academic probation. Students are advised to immediately discuss unprofessional behaviors with the student and the course coordinator at the first and each subsequent instance.

**NOTE: Departure from HIPAA Regulations**

Because of our partnership with Rebuilding Together OKC, we will use the homeowner’s actual name and house address. Do not change the names of the homeowner’s relatives, household members, and employers. Use Rebuilding Together as the referring agency.

Refer questions about HIPAA compliance to the OUHSC Office of Compliance.

**HIPAA Regulations**

The Health Insurance Portability and Accountability Act (HIPAA) regulations place stringent requirements on practitioners to protect the privacy of patients. Refer to the OUHSC web site @ [http://www.ouhsc.edu/hipaa/](http://www.ouhsc.edu/hipaa/) and College of Allied Health Student Handbook for further guidelines. When completing assignments that include patient-related information, students must comply with the following guidelines:

• Maintain confidentiality concerning all patient information.
• **Change the names of the patient, the referring provider, and the facility to preserve the anonymity of the patient.**
• Restrict the use and/or disclosure of information, even though permitted, to the minimum necessary to accomplish the intended educational purpose.