OCTH 5131-001
OT Practice Skills II
Janet Lisak
Tuesday 9 – 12:30
Spring 2006

Course Content: A continuation of the study of activity analysis, and the principles of adaptation. Includes an overview of the utilization of a broad range of occupational activities, including: ADLs (Activity of Daily Living), leisure/recreational activities and selected crafts. Conducted as a seminar/laboratory experience in which students, using a problem-based learning model, will have the opportunity to develop an understanding of the therapeutic use of activities and to plan and implement a therapeutic activity session in the context of clinical simulations.

Prerequisites: OT majors only, OCTH 5130

Attendance: Required.

Class Format: Lecture
Objectives: The student will demonstrate understanding and entry-level competency in the evaluation and assessment of children. The student will understand and demonstrate entry-level competency in the identification of children with occupational performance problems and related issues within the occupational therapy domain and process.

Course Content: Analysis of occupational performance and skill deficits of children. Addresses developmental perspectives including attending/alertness, arousal/affect, interaction skills, motivation, motor control, reflex maturation, communication, sensory skills, and cognition through simulated case studies. Introduces clinical reasoning in the selection and administration of assessments appropriate for infants through adolescents.

Prerequisites: OCTH 5100, 5110, 5120. Co-requisite: OCTH 5141. Open only to occupational therapy majors.

Attendance: Required.

Class Format: Lecture & Experiential Activities & Fieldwork Level I.
OCTH 5141-001
Person/Environmental Adaptation with Children
Kathy Klein
Monday 1:00-6:00
Spring 2006

Course Content: Practical emphasis on functional performance, meaningful occupations and select frames of reference for intervention in environmental context with a focus on the importance of play for children. Strategies for promoting engagement in occupation to support participation in pediatric environments are emphasized. Ethics, advocacy, interdisciplinary problem solving, effect on the family, and supervision of the COTA are addressed in a variety of contexts.

Objectives: The purpose of this course is to integrate knowledge and skills necessary in providing entry-level occupational therapy services to a pediatric population. This involves understanding occupation as it relates to the pediatric population. The course helps students develop the ability to select appropriate frames of reference for intervention planning and apply intervention approaches in appropriate environmental context with children.

Prerequisites: OCTH 5100, 5110, 5120. Co-requisite: OCTH 5140. Open only to occupational therapy majors.

Attendance: Required.

Class Format: Lecture & Experiential Activities.
OCTH 5150-001
Occupational Therapy in Mental Health
Victoria Schindler
Thursday 9:00-12:00 and 1:00-3:00
Spring 2006

Objectives: Theoretical models for understanding psychosocial dysfunction will be examined and used. Develop group and individual occupational therapy skills for preventing, assessing and remediating role impairments. Classroom activities will provide opportunities to apply theory to practice. Guidance will be given in implementing assessment and treatment methods. Service Learning will provide students with opportunities to apply skills in assessments, program planning, and program implementation. Includes Service Learning.

Course Content: A presentation of theories, principles, evaluations and interventions utilized in the practice of mental health occupational therapy. Information presented in lecture – seminar format, and includes experiences in developing program proposals and intervention plans for a variety of mental health settings. Includes service learning at a community-based mental health facility.

Prerequisites: OCTH 5100, OCTH 5121, 5130. Open only to occupational therapy majors.

Attendance: Required.

Class Format: Lecture/SEMINAR. Service Learning.
Objectives: To present a foundation of research knowledge and skills that will prepare the student to understand, use, and develop research. To develop a research proposal that will be refined and implemented in OCTH 6160 and 6161.

Course Content: Survey of the logic of statistics, critical analysis of quantitative and qualitative research methodologies found in occupational therapy. Emphasis is on research as a means of critical inquiry for advancement of the profession, validation of clinical practice and measurement of patient outcomes. Development of a research proposal.

Prerequisites: Open only to occupational therapy majors.

Attendance: Required.

Class Format: Lecture/Seminar, small work group sessions and independent study.
OCTH 6131-001
OCTH Practice Skills IV
Janet Lisak
Monday 1:30-5:00
Spring 2006

Objectives: A presentation of a range of occupational therapy intervention skills which includes the principles of ergonomics, work skill development, work simplification and energy conservation, and therapeutic seating and positioning. Conducted as a lecture/laboratory experience in which students, using a problem-based learning model, will have the opportunity to develop an understanding of the therapeutic use of these intervention processes, to acquire basic implementation skills, and to design and carry out activities in the context of clinical simulations.

Prerequisites: Completion of all OCTH level 5000 courses, Occupational Therapy students only.

Attendance: Required

Class Format: Lecture and clinical learning experiences
OCTH 6140-001
Occupational Performance in Geriatrics
Janet Lisak
Tuesday 1:00-5:00
Spring 2006

Objectives: Analysis of occupational performance and skill deficits of older persons and trends in medical and psychopharmacological management of acute and chronic conditions using case simulations. Emphasis on clarifying concepts of health status, role of memory/remembering/life review, retirement/leisure pursuits. Selection and administration of assessment strategies in mental health, homebound, hospice, and nursing home facilities. Includes Fieldwork Level I.

Prerequisites: Completion of all ICTH level 5000 courses, Occupational Therapy students only.

Attendance: Required

Class Format: Lecture/lab.

Laboratory/Field Experience: Includes fieldwork level I.
OCTH 6161-001
Research Synthesis Project
Sharon Gutman, PhD, OTR
Tuesday 9:00-12:00
Spring 2006

Objectives: To contribute to the development of the body of knowledge and skills of the profession by ensuring that students will demonstrate the competencies essential to their roles as entry-level researchers, including excellence in scientific inquiry, critical thinking, clinical interest, and creativity in a scholarly end product. To additionally facilitate the development of skills related to collaborative teaching/learning and professional behavior as experienced through dyadic interaction, small group seminars, and formal presentations.

Course Content: Students will finalize a scholarly end product that was begun in Research Methodologies OCTH 5160, and continued in Research Seminar OCTH 6160. The research project will demonstrate evidence of excellence in academic rigor, scientific inquiry, critical reasoning, creativity, and professional development. Students will complete their research projects and submit a final research paper and presentation.

Prerequisite: OCTH 5160 and OCTH 6160

Attendance: Required

Class Format: Lecture/Seminar and independent study.
Objectives: Participation in Fieldwork Level II is contingent upon several factors including, but not limited to: student preparation (including successful completion of academic requirements), clinical site availability and suitability for clinical skill development. Fieldwork Level II is designed to involve placement in one setting that is hospital or rehabilitation facility-based and one setting that is community based. Generally the intent of fieldwork at this level is to provide the broadest exposure to the field with experiences across the lifespan and in a variety of settings or treatment models, being certain to include both psycho-social and physical disability intervention concern.

Prerequisites: Completion of all course work, and recommendation of the program.

Attendance: Required.

Evaluation: AOTA Fieldwork Performance Evaluation (FWPE)