OCCUPATIONAL THERAPY MISSION STATEMENT

“The UW-L Occupational Therapy program graduates entry level occupational therapist leaders who are committed to providing excellent occupation centered, client-centered, evidence-based occupational therapy.”

OCCUPATIONAL THERAPY PROGRAM PHILOSOPHY

Beliefs about Humans Occupational Performance

In addition to adopting the philosophy of the profession of occupational therapy, we believe that the Occupational Therapy Framework: Domain and Processes (AOTA, 2002) is a useful way to organize thinking about occupational performance. The components of the Domain (Areas of Occupation, Performance Skills, Performance Patterns, Context, Activity Demands, and Client Factors) are likely universal and influenced by the individual’s genetics, development, personal preferences, culture, environment, and social/political factors. We believe that humans have a transactional relationship with their environment (Roley, S. et al. 2008). Not only does the environment affect the individual’s occupational performance, the individual can have an impact on the environment. We believe that the occupations that we engage in today have an effect on our future health. Participation in meaningful occupations enhances the quality of life, supports self-actualization, and improves occupational balance (AOTA, 2005).

In addition, we believe that good occupational therapy is client-centered and addresses the client’s occupational performance: the ability to perform desired and needed occupations. We believe that occupational performance is affected by personal, environmental, social, and political factors. We endorse the following statement: “Occupational therapists view humans as occupational beings, and engagement in dignified and meaningful occupations is as fundamental to the experience of health and wellbeing as eating, drinking, and being loved.” (Kronenberg & Pollard, p. 58). We believe that occupational therapy can occur wherever humans are engaged in purposeful activity. We believe that occupational therapists facilitate occupational performance through direct provision of services, consultation, and advocacy.

Beliefs about How Students Learn

Each faculty/IAS member has a personal philosophy of teaching/learning. Collectively, as a faculty, we endorse the following ideas:

- Learning is an active process requiring engagement from the student
- The unique characteristics of each learner (personal background, readiness for the task, motivation, etc.), the nature of the learning activity, and the learning conditions set by the instructor interact in all learning environments.
- Because we are teaching practitioners of occupational therapy, our ultimate goal is skilled, thoughtful application of knowledge (Schell & Schell, 2008).
- Bloom’s taxonomy of knowledge (Anderson and Krathwohl, 2000) is used as an organizing frame for the sequence of the coursework, the depth of the course objectives and the types of learning activities used.
- In the cognitive domain, we see learning as sequential and developmental and believe that carefully sequenced learning experiences can guide students to acquire deeper knowledge. We believe that new information is most effectively used when coupled to previously learned...
information, thus core concepts are introduced, revisited, expanded on and applied throughout the curriculum to promote the student's learning by building on the student's existing knowledge.

- In the affective domain, we see guided self-reflection, peer and supervisor feedback, and mentoring as effective methods to socialize the students into the affective values and professional behaviors of the Occupational Therapy profession.
- Finally, in the psychomotor domain, we believe that skills are gained through guided practice, apprenticeship, and self-reflection.

AOTA CENTENNIAL VISION

“We envision that occupational therapy is a powerful, widely-recognized, science-driven and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs.” (American Occupational Therapy Association, AOTA, 2006)

The UW-L faculty embraces the Centennial Vision and believes that it holds implications for occupational therapy education. These implications along with how they are addressed in our curriculum are noted below.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Implication for Occupational Therapy Professional Education</th>
<th>How Addressed in the UW-L Occupational Therapy Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Powerful profession</strong></td>
<td>Prepared to assume leadership roles in health care delivery and policy making systems. They need to be proficient at technology to provide services.</td>
<td>Professional Identity/Leadership Thread</td>
</tr>
<tr>
<td><strong>Widely-recognized</strong></td>
<td>Articulate occupational therapy services in compelling, simple, and clear terms. Promote occupational therapy</td>
<td>Professional Identity/Leadership Thread</td>
</tr>
<tr>
<td><strong>Science-Driven</strong></td>
<td>Strong science background to enable student to articulate the scientific rationale behind decisions</td>
<td>Foundational Sciences Thread</td>
</tr>
<tr>
<td><strong>Evidence-Based</strong></td>
<td>Conversant with finding, reading and interpreting research literature to assemble and synthesize the evidence about our interventions</td>
<td>Research Skills Thread</td>
</tr>
<tr>
<td><strong>Globally Connected and Diverse Workforce</strong></td>
<td>Global perspective on health care issues and delivery of occupational therapy services.</td>
<td>OT 720: International Experience</td>
</tr>
<tr>
<td><strong>Address Society’s Occupational Needs</strong></td>
<td>Depth of understanding about the nature of occupation, how it influences health and well being, and how it can be used therapeutically.</td>
<td>Clinical Skills Thread Theory Thread</td>
</tr>
</tbody>
</table>
OCCUPATIONAL THERAPY PROGRAM GOALS

1. Recruit the most qualified students and support them to complete the program.
   a. 100% of students accepted into the program will be highly qualified (minimum GPA of 3.0)
   b. 95% of students admitted will graduate in 30 months

2. Develop competent generalist practitioners who are prepared to provide occupation based, client centered occupational therapy that is informed by evidence.
   a. 100% of program graduates will pass Level II fieldwork on first try
   b. 85-90% of program graduates will pass the NBCOT exam on the first try
   c. Evaluation of student learning outcomes demonstrates students’ competence in all threads of the curriculum

3. Develop entry-level occupational therapists who display the professional behaviors consistent with those of the profession
   a. 100% of program graduates will be at entry level on professional behavior items on the FWPE

4. Retain and develop faculty and IAS from various educational backgrounds who exemplify currency and excellence in teaching.
   a. Desired background educational mix includes PhD, OTD, and clinical specializations.
   b. Excellence in teaching will be demonstrated by 100% of faculty setting and meeting goals for teaching effectiveness and teaching currency in annual Professional Development Plan (PDP)
   c. 100% of Faculty/IAS participate in faculty development activities per their PDP.
   d. Collective student evaluation of instruction scores for the occupational therapy program faculty are at or above the departmental fractional median each semester.

CURRICULUM DESIGN

The professional program is conceptualized as a confluence of five curricular threads (Figure 1): foundational science, research skills, professional identity/leadership, clinical skills, and theory. Some of these threads are emphasized at different points in the curriculum (i.e. foundational sciences occur in the first year and theory is more heavily emphasized in the last year). See Figure 2 for the sequence of courses by curricular threads.
Foundational Science forms the basis of scientific reasoning. Courses dealing with the structure and function of the human body form the foundation to understand a occupational performance is affected by disease and developmental delays. In addition, the rigor and scientific reasoning in these courses gives students a solid foundation to develop their own scholarly clinical reasoning. These foundational science courses occur in the first year of the curriculum and students are asked to apply this knowledge in other coursework, including fieldwork, to explain the “science” underlying clinical conditions, treatment interventions, and evaluation and intervention choices.

Research skills are needed to approach everyday occupational therapy practice with scholarly rigor. Learning the skills and rigor of evidence-based practice (EBP) helps students develop scholarly clinical reasoning (Coster, 2008). This coursework helps student develop the skills needed to be an evidence-based scholarly occupational therapist. Research skills are applied in other courses, including fieldwork, to promote developing scholarly habits of thinking and practice.

Professional Identity/Leadership emphasis the methods students use to implement their skills and knowledge as a student and a therapist. The coursework in this thread emphasizes developing leadership abilities, internalizing a strong professional identity, demonstrating ability to practice with minimal supervision, valuing life-long learning, and supporting/ promoting the profession of occupational therapy, and advocating for clients and the profession. Therapeutic use of self, multicultural sensitivity and professional behaviors are strongly emphasized throughout the coursework and all fieldwork experiences.

Clinical Skills include the knowledge and skills that occupational therapists use to make decisions at each step of the occupational therapy process. Courses in this tread include focus on occupational performance problems encountered by various populations in different practice settings (both current and emerging) as well as assessment and intervention options.
**Theory** provides guides for understanding practice situations, considering assessment and intervention options, selecting the intervention, timing and method of delivery (Coster, 2008). Occupational therapy theories are covered in the clinical skills thread in context with populations and practice settings.

**EDUCATIONAL APPROACHES**

Our faculty/IAS believes that effective teaching incorporates multiple teaching strategies and requires continual formative and summative assessment of student learning. The links between our philosophy of teaching/learning and our educational approaches is illustrated in the table below.

<table>
<thead>
<tr>
<th>Philosophical Belief</th>
<th>Educational Approach(s)</th>
<th>Assessment Approach(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning requires active student engagement</td>
<td>Active Learning Classroom exercises, Laboratory for guided practice, Out of Classroom experiences/Service Learning Activities, Discussion</td>
<td>Assignments, Demonstrated skill, Competency checks, Practical examinations, Interview assignment, Participation (graded)</td>
</tr>
<tr>
<td>Learning involves interaction of learner characteristics with the learning activities</td>
<td>Assessment of courses each semester, Connections between content in various coursework made apparent, Variety of teaching and assessment methods used to facilitate learning</td>
<td>Case studies, Final Examinations, Summary presentations in class</td>
</tr>
<tr>
<td>Skilled, thoughtful application of knowledge is ultimate goal</td>
<td>Application Exercises, Small group work (PBL), Laboratory experiences for guided practice, Guided self-reflection, Feedback from fieldwork educator, Apprenticeship in fieldwork experiences</td>
<td>Write research paper, Case study analysis, Critique of assessment assignments, Self-evaluation of performance on assignments, Fieldwork evaluations, Competency checks and practical examinations</td>
</tr>
<tr>
<td>Knowledge has cognitive, affective and psychomotor domains</td>
<td>Course objectives have been categorized into these three categories (see syllabi analysis grids on-site)</td>
<td>Specific assessment methods are identified for course objectives.</td>
</tr>
<tr>
<td>Cognitive knowledge is sequential, developmental, and built on prior knowledge</td>
<td>Objectives/learning activities facilitate learning at different depths of understanding depending on the specific content. Objectives/learning activities are developmental. Learning methods include presentation, questioning, group learning, teacher facilitated explicit connections between current content and previously learned information</td>
<td>Case study analysis, Final exams, Write research paper, Integrative Assignments</td>
</tr>
<tr>
<td>Philosophical Belief</td>
<td>Educational Approach(s)</td>
<td>Assessment Approach(s)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Socialization of students into the values and behaviors of the profession</td>
<td>Professional behaviors advising Guided self-reflection Peer feedback in group courses Supervisor feedback from fieldwork Faculty mentoring</td>
<td>Student self-reflection papers Student response to D2-L discussion questions Student self-evaluation of performance on assignments and fieldwork.</td>
</tr>
<tr>
<td>Skills are learned through practice, feedback, and self-reflection</td>
<td>Laboratory experiences for guided practice Authentic community experiences (out-of-class field experiences) Fieldwork Self-reflection</td>
<td>Practical examination (demonstrate skill) Write grant proposal, Competency checks Evaluation of performance on fieldwork</td>
</tr>
</tbody>
</table>
STUDENT LEARNING OUTCOMES

University of Wisconsin-Occupational Therapy Program graduates will:

1.0 apply foundational science principles in their clinical reasoning throughout all steps of the occupational therapy process
   1.1 Summarize structures, function, and pathological conditions that affect selected aspects of the body.
   1.2 Explain selected aspects of client conditions and occupational therapy evaluation and intervention using foundational science concepts.

2.0 function as entry level, generalist occupational therapists
   2.1 Communicate proficiently with clients, supervisors, co-workers, family members and significant others in verbal, non-verbal, and written formats.
   2.2 Use client-centered, occupation-based approaches throughout the occupational therapy process.
   2.3 Effectively evaluate client's occupational performance.
   2.4 Formulate intervention plans that facilitate the client's occupational performance.
   2.5 Implement intervention plans that are client-centered and occupation based

3.0 incorporate theory into their occupational therapy practice
   3.1 Justify the occupational therapy theory underlying evaluations and interventions used in practice.
   3.2 Use theory as a basis for program planning for both individuals and populations.

4.0 serve as leaders with effective professional behaviors
   4.1 Adhere to ethical and legal regulations of practice.
   4.2 Demonstrate effective professional behaviors.
   4.3 Use culturally sensitive practices.
   4.4 Serve in leadership roles and advocate for clients and the profession.
   4.5 Embrace life-long learning for continued professional growth.

5.0 use evidence appropriately to guide clinical practice
   5.1 Use evidence to inform decisions
   5.2 Systematically record and analyze client outcomes in own practice.
   5.3 Read current scholarly literature related to practice.
<table>
<thead>
<tr>
<th>Thread</th>
<th>Summer 1 8</th>
<th>Fall 1 (15)</th>
<th>Spring I (16)</th>
<th>Summer 2 (5)</th>
<th>Fall 2 (14)</th>
<th>Spring 2 (16)</th>
<th>Sum 3 (6)</th>
<th>Fall 3 (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Sciences</td>
<td>OT 523 (3) Human Physiology</td>
<td>OT 524 (4) Anatomy OT 526 (2) Movement OT 544 (1) Bio &amp; Kinesiology OT 545 (1) Applied Bio &amp; Kinesiology</td>
<td>OT 611 (2) Applied &amp; Pathological Physiology OT 515 (3) Neuroanatomy</td>
<td>OT 620 (2) Critical Analysis of Practice I (PBL)</td>
<td>OT 620 (2) Critical Analysis of Practice II (PBL)</td>
<td>OT 641 (3) Health Care Systems OT 630 (2) OT Practice: Wellness</td>
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<td></td>
</tr>
<tr>
<td>Professional Identity/Leadership</td>
<td>OT 550 (1) SP I: Assessment OT 551 (1) SP I: Applied Assessment</td>
<td>OT 750 (2) Scholarly Practice II: OT Research OT 751 (1) Scholarly Practice II: Applied Research</td>
<td>OT 760 (3) Scholarly Practice III: Research Seminar</td>
<td>OT 770 (2) Scholarly Practice IV: Evidence-Based Practice OT 799 (TBA)*</td>
<td>OT 780 (1) Scholarly Practice V: Scientific Writing OT 781 (1) Scholarly Practice V: Applied Scientific Writing</td>
<td>OT 780 (1) Scholarly Practice V: Scientific Writing OT 781 (1) Scholarly Practice V: Applied Scientific Writing</td>
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<tr>
<td>Fieldwork</td>
<td>OT 573 (1) Mental Illness OT 790 (1) Phy Dysfunction</td>
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<td></td>
<td></td>
<td>OT 791 (1) Pediatrics OT 795* (6) FW-II OT 795* (6) FW-II</td>
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</tbody>
</table>

Note: Courses printed in red are taken with other health profession students and taught by Health Professions Faculty. Courses printed in blue are taught for Occupational Therapy students by Health Professions Faculty. OT 723 International Seminar is an elective course taught each spring. It may be taken in both the first and second year. OT 798 (Independent Study) is taught by arrangement with occupational therapy faculty. OT 720 (Select Topics) will be periodically taught as an elective during Fall II or Spring II semester. If the student wishes to take the Thesis option (OT 799), it is begun in the spring of the second year and OT 795 OT Fieldwork will be delayed until Fall 3 and Spring 3.
References


