

**DOMINICAN UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

I. COURSE NUMBER	OT 4102: Fall 2003
II. COURSE TITLE	Occupational Therapy Program Development in the Community
III. CREDIT ALLOCATION	Three semester units. Students may elect to add a one unit independent study in “Level One Fieldwork in Community OT Practice”
IV. FACULTY	Ruth Ramsey, MS, OTR Office: Meadowlands Ground floor Phone: (415) 257-1393 Email: rramsey@dominican.edu
V. OFFICE HOURS	Monday, 11am-12noon Tuesday, 11am-12noon, 2pm-3pm Wednesday, 3:30-4:30 And by appointment
VI. CLASS MEETING TIME	WEDNESDAY, 12:50-3:30, plus a minimum of ten hours community service at your program development site. You will be given some hours off from class to meet this requirement.
VII. CLASS LOCATION	TBA
VIII. COURSE OVERVIEW	This course is designed to provide students with the knowledge, skills and professional behaviors needed to design, develop, implement, and evaluate culturally relevant occupational therapy programs in community settings. The focus is on promoting healthy development, preventing health problems, and

contributing to the optimal functional performance of individuals, families and communities. Leadership, consultation, and program development theories are studied. Professional skills and behaviors are discussed and developed. Current political, legislative and social trends in the profession of occupational therapy are explored, and their implications for program development discussed. A culminating project will be a written proposal and presentation for an occupationally based community program.

IX. PREREQUISITES

OT4101, OT 4103

X. COURSE OBJECTIVES

Students will, upon completion of the course, demonstrate the following outcomes with evidence of learning as stated.

1. Develop professional behaviors relevant to program development issues through the completion of a professional development plan, preparation of a professional resume, participation in a small group process, and responsible participation in the program development process.
2. Understand multiple frames of reference and models that are used in program development, including the consultative, business, and health promotion models, as evidenced by the completed written program development proposal.
3. Demonstrate knowledge and application of the program development process, including trend analysis, needs assessment, program planning, program implementation, and program evaluation, as evidenced by completion of the trend analysis activity, the program planning worksheets, and the written and oral program development presentation.
4. Plan and implement a relevant, occupation-based program in a community setting, as evidenced by the written and oral program development presentation and site evaluation.
5. Read and apply current evidence based literature to the program development process, as evidenced by the literature review assignment.
6. Demonstrate skill in communicating the principles of occupational therapy to community constituents, clients, and professional peers, as evidenced by the “defining OT “ assignment, and the self evaluation portion of the program development proposal.
7. Demonstrate knowledge of marketing, funding, and evaluation techniques for program development, as evidenced by the completed worksheets, and the written and oral program proposals.

8. Demonstrate beginning skill in business planning and grant seeking, as evidenced by the business plan assignment and the in class grant seeking activity.
9. Demonstrate responsible service learning in the context of community based occupational therapy, as evidenced by the completed time sheet, supervisor evaluation, and program planning partner evaluations.

XI. STANDARDS:

Meets ACOTE standards for occupational therapy professional programs related to promoting the profession of occupational therapy, educating consumers, professionals, and the public about the value of occupational therapy, and planning for the future development of the profession. Also meets standards related to identifying and providing services to individuals with occupational deficits.

XII. RELATIONSHIP TO THE CURRICULUM

Designed to integrate previous theoretical and clinical learning, and provide students with an opportunity to develop innovative occupation-based programming in an area of interest. May “dovetail” with senior project, provided all assignments are completed for both classes. Selected students will complete level one fieldwork in physical disabilities at their program development site. See instructor if you have questions about these options.

XIII. TEXTBOOKS:

Required: Available in Dominican University Bookstore.

Covey, S. (1989). *The seven habits of highly effective people*. New York, Simon and Schuster.

Fazio, L (2001). *Developing occupation-centered programs for the community*. New Jersey, Pentice-Hall Health.

Horan, J (1998). *The one page business plan*. El Sobrante, One page business plan company.

Scaffa, M.(2001). *Occupational therapy in community-based practice settings*. Philadelphia, F.A. Davis.

Authors are referred to in the assigned reading section of the course outline by last name initials:

- Covey (C)
- Fazio (F)
- Horan (H)
- Scaffa (S)

Recommended: These books are available in the bookstore, and are also on reserve in the DUC library

Gilkeson, G. (1997) *Occupational therapy leadership*. F.A. Davis

Jaffe, E., & Epstein, C. (1992). *Occupational therapy consultation*. Mosby.

McKenzie, J., & Smelzer, J. (1997) *Planning, implementing, and evaluating health promotion programs*. Allyn and Bacon.

Reserve Reading (RR): On reserve in the Dominican University library. Students may also check out the packet of reserve readings from the instructor, and make one copy for personal use.

I. Required reading

Baum, C. (2000) Reinventing ourselves for the new millennium. *OT Practice*, January, 2003.

Loukas, K. (2000) *Emerging Models of Innovative Community Based Occupational Practice*. Bethesda, American Occupational Therapy Association.

Gilkeson, G. (1997) The marketing process: *in Occupational therapy leadership*. Philadelphia, F.A. Davis (2)

Lundrigan, M. (1998) On grantwriting: *in. Toward painless writing*. New Jersey, Slack.

McKenzie, J., and Smelzer, J. (1997). Chapter 2: pp 10-15. Precede-proceed model for health promotion. *In: Planning, implementing, and evaluating health promotion programs*. Philadelphia, Allyn and Bacon.

Youngstrom, M. (1999) Developing a new occupational therapy program: *in Functions of a manager in OT*. New Jersey, Slack.

Youngstrom, M. (1999). Considerations for effectively translating OT into new arenas. *OT Practice*, April 10, 2000.

II. Supplemental reading (may be added to throughout the semester)

Community- Based Practice Ideas: AOTA, retrieved 8/24/01 from www.aota.org/members/area2

Marterella, A. (2001). Building a mental health practice: community-based occupational therapy. *OT Practice*, April 16, 2001.

Marmer, L. (ND) OT's need to help MH clients live independently, *Advance for OT*.

Learnerd, L. (ND). *A private practice providing services focusing on community rehabilitation using a citizen integration model*. AOTA conference presentation.

Hanebrink, S., & Parent, B. (2000). ADA consulting opportunities. *OT Practice*, August 28, 2000.

Creating an accessible wild kingdom (1999). *OT Practice*, April, 1999.

XIV. TEACHING METHODS AND STRATEGIES

Lecture, discussion, small group discussion, in-class activities, reading, research, service learning, guest speakers, team tutorials

XV. COURSE REQUIREMENTS: See the DUC/ OT Student handbook for other department policies that apply to this class

1. **Attendance:** This is an experiential and participatory class, and therefore attendance and punctuality are critical. Attendance will be taken and factored into the final grade. A time card is required to document completion of community service hours.
2. **Assignments:** All assignments are due on the date specified. A grade penalty of 5% per day will apply to papers turned in late, and papers turned in seven days after the due date will be read but not graded. No make up or extra credit options are available for this class.
3. **Professional behavior:** It is expected that when students make a commitment to a group or team project, they will honor that commitment, conducting themselves in a professional and responsible manner.
4. **Cheating and Plagiarism:** Dominican University students are expected to abide by the University code of conduct, which requires all students to do their own work, and to properly credit their sources. Please see the Dominican University Student Handbook and the Occupational Therapy Student Handbook for more information.
5. **Disability accommodations:** Students with a documented disability requiring accommodation must register with disabled student services prior to requesting any accommodations. Please call Iris Crossley at (415) 257-0187 for more information. No retroactive accommodations will be made.
6. **Grade policy:** According to the Department of Occupational Therapy grading policy, students must receive a grade of 73% or better to pass the class with a grade of "C". Please refer to the OT Student Handbook for more information on grades.
7. **Service Learning:** Service learning is defined as a mutually beneficial relationship, wherein each party benefits. Typically the students offer skilled service to a community site, and the site offers the student a setting and/or population within which to develop additional skills and/or complete assignments . All students are required to complete a minimum of ten hours service learning for this class. This time will probably be spent implementing all or part of your proposed program.

This does not include time spent gathering information for the written proposal.

8. **Team tutorials:** Students will sign up for at least one team tutorial during the time the class does not meet as a group. The purpose of this meeting will be to problem solve, strategize, and keep teams on track in the program development process. More meetings may be scheduled as needed.
9. **Blackboard:** The class syllabus and student manual will be posted on Blackboard. You are required to enroll in this course, download, and print your course manual from Blackboard. Other materials will be posted throughout the class, which you will be expected to access. See the Dominican University library homepage for a Blackboard tutorial.
10. **Level One Fieldwork in Community Practice:** Students may register with the instructor for an independent study in Level One Fieldwork in Community Practice, if they intend to complete a total of 40 hours at the community program development site. Documentation of all completed hours and the completion of a journal will be required to receive credit for this one unit course.

XVI. EVALUATION METHODS: Detailed information about each assignment is available on Blackboard.

Assignment	Points	% of grade
Innovative OT Program Review Paper	50	5
Resume	100	10
Professional development plan	50	5
Business plan	100	10
Literature review	150	15
Program development proposal	400	40
Program development presentation	50	5
Worksheets	50 (CR/NCR)	5
Agency Evaluation	50	5
Senior Fair	50	5
Total	1000	100

An overall class grade of "C" or (73%) in all assignments must be received in order to pass.

XVII. COURSE OVERVIEW AND SCHEDULE

- Subject to change, especially when guest speakers are scheduled.
- Complete assigned readings before coming to class
- Each class will begin with a “Seven Habits” group meeting of 20-30 minutes.

Week #	Date	Covey Habit	Class Topic	Speaker	Readings	Assignments
1	8/27	---	Introduction, Overview	Guest Panel	F:1-4, RR: Baum, Gilkeson (1)	
2	9/3	One	Program Development Models and Frameworks		C:1-94 S:1-4; Fazio, 1-4 RR: Loukas, Youngstrom (both) McKenzie and Smelzer	Innovative OT program review
3	9/10	Two	Legislation and Policy ----- Professional Development Skills	Susan Fyles	C:,95-144; S:5,7; F:15-20	Covey Reaction Paper (1)
4	9/17	Three	Needs Assessment		C:145-182; S:Ch 6 F:5,6	Covey reaction paper(2) Resume, Professional development plan
5	9/24	Four	Goals and Objectives		C:183-233; S:8,9 F: 7	Covey Reaction Paper(3)
6	10/1	Five	Staffing, space, supplies		C:235-260, S:10,11 F: 8,9,10	Covey Reaction Paper(4)
7	10/8	Six	Budgeting, Time		C:261-284;	Covey

			Lines, Marketing		S: 12,13 F: 11,13, 14 RR: Gilkeson (2)	Reaction Paper(5)	
8	10/15	Seven	Business Planning	Jim Horan	S:16,17 H:(all) C:285-309	Covey Reaction Paper (6)	
9	10/22		Senior Fair at Marin Civic Center				
10	10/29		Grantseeking	Guest speaker	Scaffa, 18 RR: Lundrigan	Business Plan Covey reaction paper (7)	
11	11/5		Program Evaluation		Fazio, 12		
12	11/12		Service Learning- no class meeting. Sign up for team tutorials				11/12 First draft program proposal due (optional)
13	11/19						
14	11/26						
15	12/3		Student Presentations			Final draft program development proposal, worksheets, agency evaluation	