

**UNIVERSITY OF MARY**  
**Master of Science in Occupational Therapy**  
**Spring Semester 2002**  
**SYLLABUS**

1. **Course Number & Title:** OTH 340: Community Partners in Service Seminar
2. **Credit Hours:** 1.0 (1 contact hour)
3. **Meeting Room & Time:** Room 104b: Science Hall  
Wednesday: 1:00 – 1:50 p.m.
4. **Seminar Facilitator:** Kathy Perrin, PhD, OTR/L, FAOTA
5. **Office:** 140 Casey Center
6. **Telephone:** 255-7500 (Extension 516)
7. **Email:** [kperrin@umary.edu](mailto:kperrin@umary.edu)
8. **Preceptors:** Terry Anderson: Mandan Public Schools Team  
Office Hours: Monday: 2:00 – 3:00 p.m.  
Wanda Berg: Aging Americans Team  
Office Hours: Friday: 2:30 – 3:30 p.m.  
Carol Olson: West River Head Start Team  
Office Hours: Tuesday: 3:00 – 4:00 p.m.  
Kathy Perrin: Ruth Meier’s Hospitality House Team  
Office Hours: Monday: 1:00 – 2:00 p.m.
9. **Office Hours:** Monday: 1:00 – 2:00 p.m. Please contact Dr. Perrin for appointments outside of office hours.
10. **Prerequisites:** OTH 300, OTH 307

11. **Course Description:**

Students and their faculty preceptors will engage in a minimum of ten hours of community service learning with individuals in agencies whose partnering relationship with the University of Mary occupational therapy education program match in need, commitment, vision and mission. In addition to service learning, students will perform an environmental scan and participant observation to generate a descriptive overview of programs and people comprising their assigned partnering agency or program. Finally, students devise a needs assessment plan that will be employed in the next community partners course in the sequence. Students meet regularly with their preceptor to discuss their service learning experiences and project segments, and to reflect on their overall experience.

12. **Relationship to Curriculum Design:**

OTH 340 occurs during the second semester of the occupational therapy curriculum and after students have completed fundamentals courses (OTH 300, OTH 302 and OTH 307) and as they take co-requisite courses (OTH 301, 304, 315; HPS 306). This course is the first in a series of four to address community partnerships as a service

learning experience; as an opportunity for hands on learning in community-based, educational, and social service models of practice and systems; and as a step to completion of the Masters Directed Study which culminates in OTH 600 with a formal paper and presentation to the public.

**13. OUTCOMES:**

**Course Outcomes: (University Graduate Competencies are in parentheses)**

At the conclusion of the seminar, a student will:

- 1.0. Demonstrate a working knowledge of the structure and function of a community agency; for example, its mission, goals, funding, marketing/publicity, governance, utilization patterns, staffing, and resource management. (environmental contexts)

Assessment: a) Descriptive Overview (including environmental scan), and  
b) Assessment Plan

- 2.0. Observe the interaction of person, environment, and occupation factors on performance in the context of a community setting (professional competence, environmental contexts)

Assessment: a) Journal Entries and b) Descriptive Overview

- 3.0. Cultivate a spirit of service as a service leader (discipleship) and in the context of benefits to community improvement (citizenship). (valuing, environmental contexts)

Assessment: a) Journal Entries, b) Team discussion, and c) Descriptive Overview

- 4.0. Demonstrate respect for values and diversity of persons in community settings. (valuing)

Assessment: a) Journal Entries, b) Team discussion, c) Service Learning, and  
d) Descriptive Overview

- 5.0. Demonstrate an attitude of inquiry to enhance creativity and problem solving skills, especially for assessment of new occupational therapy contributions or roles. (scholarship)

Assessment: a) Assessment Plan, b) Team discussion

**Components of Leadership Addressed:**

Please refer to Course Outcomes for specific graduate competencies addressed. By nature of the content and expectations of this course, students will practice and model leadership skills with an attitude consistent with that of the University and the occupational therapy profession. In particular, students are expected to model and express the following Benedictine values:

- Hospitality: Taking time to be with others; showing kindness and appreciation to others
- Service: Reaching out to others in need; sharing experiences of service; influencing change
- Respect of persons: Believing in the innate good of each person; appreciating differences in persons; respecting differences
- Community: Seeking to know what is best for others before what is best for self
- Moderation: Promoting the whole person: spiritual, physical, social, and psychosocial

Students will complete a minimum of 10 service learning hours in fulfillment of the Community Partners in Service contract and as an opportunity for servant leadership experience.

**ACOTE Standards Met:**

- B.1.7: Demonstrate knowledge of the role of sociocultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society. (Course Outcome: 4.0)
- B.1.8 Appreciate the influence of social conditions and the ethical context in which humans choose and engage in occupations. (Course Outcomes: 1.0, 2.0)
- B.2.9: Demonstrate appreciation for the individual's perception of quality of life, well being, and occupation to promote health and prevention of injury and disease. (Course Outcome: 4.0)
- B.5.9: Demonstrate the ability to interact through written, oral, and nonverbal communication with clients, families, significant others, colleagues, health providers, and[/or] the public. (Course Outcomes: 3.0, 5.0)
- B.6.1: Understand models of health care, education, community, and social systems as they relate to [service delivery]. (Course Outcomes: 1.0, 2.0)
- B.6.4: Understand the role and responsibility of the practitioner to address changes in service delivery policies and to effect changes in the system. (Course Outcome: 5.0)

**14. Major Assignments:**

**CPSP Teams:**

- Descriptive Overview & Environmental Scan (Course Outcomes: 1.0, 2.0, 3.0, 4.0)  
**Due: April 10, 2002**
- Assessment Plan (Course Outcomes: 1.0, 5.0). **Due: April 10, 2002**

**Individual Student:**

- Journal Entries & Service Verification Form (Course Outcomes: 2.0, 3.0, 4.0). **Due: February 27, 2002 and April 24, 2002**
- Discussion Participation: (Course Outcomes: 3.0, 4.0, 5.0). **Occur: January 30, 2002; February 27, 2002; March 27, 2002; and April 24, 2002. Self-Assessment is due each discussion day.**

**15. Teaching Strategies and Learning Experiences:**

Students engage in service learning under professional supervision by their preceptor and/or agency representative. Preceptors guide the completion of the descriptive overview and assessment plan following presentation and discussion of concepts in large group seminar. Student gather information from a variety of service sources associated with their community partner and through readings to build the depth and breadth of knowledge as it relates to service recipients and providers, occupation, service delivery models, and systems.

**16. Assessment (Evaluation and Grading):**

**Method:**

Descriptive Overview (Oral & Written)	30%
Assessment Plan	10%
Journal Entries	40%
Verification Form	10%
Discussion Participation	10%

**Grading Scale:**

Pass	=	70 – 100%
Fail	=	< 70%

**17. Required Texts and Resource Materials:**

Readings and handouts as applicable to each team's descriptive overview and needs assessment plan.

**18. Recommended Text:**

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

**19. Attendance, Absence, Late Assignment, and Missed Exam Policy:**

It is expected that students will attend seminar and arranged community service obligations and to arrive on time. If you need to miss seminar or a service learning activity for a legitimate university activity, illness, or a family emergency, please call prior to the scheduled class time or email the seminar facilitator or your preceptor. It is expected a student who is absent will assume responsibility to gather information missed the day(s) of absence and to reschedule missed appointments with the team and/or service partner. Late assignments are lowered one letter grade for each unexcused day late.

**20. Confidentiality:**

Contact with others in the community privileges each team and team member with private information. It is your responsibility as a student practitioner to hold private information confidential except as it is appropriate in planning. Reports and files are to be maintained in a file box which is stored in a nonpublic area. Written assignments (e.g., reflections) are to not contain first and last names (please use initials).

**21. Statement On Misconduct: Plagiarism**

Plagiarism is the use of another person's written or oral statements as though they were one's own. Plagiarism is both illegal and immoral. Consequently, the University of Mary does not tolerate plagiarism (*Graduate School Policy Book*. 1998. pg. 16). For students at this university "this means that each time you use someone else's ideas or words, you must acknowledge it" (*Writing for Results*. Dietsch, B.M. 1985, pg. 266). It is the student's responsibility to learn what constitutes plagiarism and how to avoid it (*Graduate School Policy Book*. 1998. pg. 16).

**22. Information provided in this syllabus is subject to change at the discretion of the instructor and due to unforeseen circumstances.**

**23. Channel of Communication:**

A formal evaluation of this course will be given at the end of the semester. However, it is advised that students discuss issues that arise as they occur in the interim. The channel for communication is:

**Instructor > Program Director > Division Chairperson > VP of Academic Affairs**