Course: OT 552: Concepts in Human Occupation

Course Instructor:
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116 Griffith Hall, 215-596-8499

Catalogue Description:
The theories and practice of effective clinical teaching is critical in the development of therapeutic interventions for client and community care. Emphasis will focus on the learning theories, clinical reasoning, and the teaching and learning process. This includes individual, family and community therapeutic education, strategies and grading of activity modalities, and the supervisory process.

Objectives:
At the end of this course, students will be able to:
1. Understand different learning theories, models of practice and frames of reference that are used in occupational therapy
2. Use the teaching and learning process with individuals, families/significant others, colleagues, other health providers and the public.
3. Identify learning styles of individuals and groups.
4. Understand and describe the influence of development and aging on the teaching and learning process.
5. Understand and describe the influence of disability on the teaching and learning process.
6. Understand and describe the influence of culture and society on the teaching and learning process.
7. Understand how the profession’s philosophical assumptions influence the clinical reasoning process.
8. Understand how the clinical reasoning process is used to develop and apply theoretically based treatment methods in clinical practice
9. Articulate to a variety of individuals and groups in society the unique nature of occupation, occupational therapy and the value of occupation for individual health and well-being.
10. Understand the need for and use of compensatory strategies for a variety of life tasks.
11. Demonstrate the ability to set up, grade and re-grade activities to accommodate different learning styles and situations.
12. Demonstrate the ability to modify teaching techniques based on feedback.
13. Demonstrate the ability to educate and train individuals, families and communities to facilitate skills in performance areas as well as prevention, health maintenance and safety.
14. Demonstrate the ability to interact through written, oral and non-verbal communication with various individuals, families/significant others, colleagues, other health providers and the public.
15. Understand the supervisory process of occupational therapy and non-occupational therapy personnel.
16. Demonstrate the ability to self evaluate activity teaching as well as receive feedback from and offer constructive evaluation to student peers.
17. Demonstrate the ability to offer and receive written and verbal feedback to student peers, patient/clients, instructors and clinicians in the field.

Course Outline:
Week 1: Learning styles; Clinical reasoning
Week 2: Clinical reasoning
Week 3: Psychocognitive Learning
Week 4: Social Cognitive & Experiential Learning
Week 5: Teaching methods – developing objectives
Week 6: Teaching methods – communication
Week 7: Cognitive theories & occupational therapy practice
Week 8: Cognitive theories & occupational therapy practice
Week 9: Developmental influences on teaching & learning
Week 10: Motor learning
Week 11: Environmental & ecological perspectives & learning
Week 12: Social & cultural influences on teaching & learning
Week 13: Community health
Week 14: Clinical & peer supervision  
Week 15: Reflective learning

**Service Learning Client Education Project**
Each student will be assigned to a community site. You will participate in the community site activities each week making observations about the occupational interests, patterns & routines of the clients, residents, students and/or participants at the community site. You will interview the many participants at the site including any administrators or staff. Based on your findings and interviews you will identify an educational need at the setting and propose a client education project. You will propose, develop, implement and evaluate the client education project and its outcomes.

Your client education project will be grounded in a theoretical framework. All education projects must include an experiential or active learning component to its implementation or information dissemination.

**Grading:**

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<th>Component</th>
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<tr>
<td>Fieldwork Teaching Activity</td>
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<td>Client Education Project</td>
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<td>Teaching Experience</td>
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<td>Course Participation</td>
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<td>Teaching/learning theoretical paper</td>
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<td>Lab Grade</td>
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