“Learning to empower lives through occupation.”
Objectives

After review of this Powerpoint, the Fieldwork Educator will

◦ Appreciate the quality of programs offered by the Department of Occupational Therapy at EKU
◦ Demonstrate knowledge of the EKU vision, mission and philosophy for curriculum development and implementation
◦ Demonstrate understanding of the Content, Sequence and Scope of the EKU Curricula.
◦ Describe the five themes used in shaping the EKU OS and OT Curricula
◦ Appreciate how the curricula are taught to facilitate learning outcomes
History of the OT Department at EKU

- Established 1976
- Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE)
- The only occupational therapy program in a public university in the Commonwealth of Kentucky
Honors and Accomplishments

- Currently ranked as the 24th best occupational therapy graduate program in the United States by U.S. News and World Report.
- 8 of 17 faculty members have been named to the roster of fellows of the American Occupational Therapy Association (F.A.O.T.A.)
- Faculty are recognized for publications and presentations to local, state, regional, national and international audiences.
- Endowed Chair of Occupational Therapy.
Who Are We?
Question 1:
The Department of Occupational Therapy at Eastern Kentucky University was founded in:
   a. 1900
   b. 1976
   c. 2008
Checking Your Knowledge #1

Question 2:
EKU is currently ranked 24th best occupational therapy graduate program in the United States by U.S. News and World Report.

a. True
b. False
Vision of the Department of Occupational Therapy

The Department of Occupational Therapy will achieve excellence in the study of occupation as a therapy and a science. Students and faculty will be recognized for their engagement of individuals and communities in occupations to support participation in life.
The mission of the Department of Occupational Therapy is to provide students with an understanding of the essential links between occupational science and occupational therapy, to provide leadership that reaches international levels, and to help insure best-practice occupational therapy services to the citizens of the Commonwealth, through education, research, and service.
Programs

- Bachelor of Science in Occupational Science
- Master of Science in Occupational Therapy
  - Entry level
  - Post Professional level
- Post Professional Doctorate (OTD) in Occupational Science (to begin in 2013)
- Doctor of Philosophy in Rehabilitation Sciences in collaboration with the University of Kentucky
Web links

- http://www.ot.eku.edu

Degree information and curricular plans (with course descriptions) are listed here.
Check your Knowledge #2

Question 1:

I am interested in reviewing the course descriptions for my Level II Fieldwork student. I should go to:

a. The OT Department website
b. Wikipedia
c. The library
Question 2:
I should expect EKU students to be __________, with a strong foundation in __________ based upon the content, sequence and scope of the curriculum.

a. generalists, therapy
b. generalists, occupation
c. specialists, occupation
d. specialists, therapy
Philosophy of the Department of Occupational Therapy

- Occupation is essential to individual, community, and societal health and well-being
- Humans construct and seek meaning within multiple contexts
- The cycle of adaptation and occupational performance is foundational for expression of well-being in multiple contexts
- Occupational therapy is a dynamic force for preventing, remediating, and compensating for occupational performance dysfunction.
Content, Scope, and Sequence in the Occupational Science and Occupational Therapy curricula

- Five Content Themes
- Scope
- Sequence
Five Curricular Themes:

- Occupation
- Reasoning
- Diversity
- Communication
- Professional Identity
The depth and breadth of the curriculum are designed to develop a generalist occupational therapist with a strong foundation in human occupation and occupation–based practice.
The sequence of the B.S. and M.S. curricula builds from comprehension of the complexity of occupation, to the foundations of occupation-based practice, with the application of that knowledge in occupational therapy settings.
Curricular Design

- Active Learning Experiences
- Authentic Assessment
- Occupation
- Reasoning
- Professional Identity
- Concepts and Knowledge
- Communication
- Seminars
Curricular Design

- Concepts and Knowledge Base
- Active Learning Experiences
- Integrative Seminars
- Authentic Assessment and Portfolio Creation
The curriculum assists students in developing the skills for reflective practice and continued competence by recognizing that concepts and knowledge are socially constructed and always evolving.
Active Learning Experiences

Active learning experiences are in-context learning opportunities designed for discovery, application and integration of concepts and knowledge.
Integrative seminars provide students, faculty and community partners with reflective discussions designed to tie the five curriculum themes together and create holistic understanding (Mezirow, 1991; Schon, 1987).
Portfolio creation and other forms of authentic assessment contribute to self-discovery and foster the integration and synthesis of each student’s learning toward curriculum outcomes (Jarvinen & Kohonen, 1995).
Integrative seminars are used to help students tie the themes together in order to create a more holistic understanding.

a. True
b. False
Curricular Theme Statements

- Occupation
- Reasoning
- Diversity
- Communication
- Professional Diversity
An informed perspective on occupation is grounded in the emergence of occupational science as the unique knowledge base of profession.
Undergraduate students begin to understand the human as an occupational being. Graduate students then learn how occupation is therapeutically applied in practice. Applications of this understanding can be a dynamic force for graduate students to prevent, remediate, and compensate (Pendleton & Schultz-Krohn, 2006) for occupational dysfunction and for using strategies of grading, adapting, modifying and making life context changes to support engagement in occupation.
Excellence in occupational science and occupational therapy requires reasoning to effectively meet the challenges presented in practice. Forneris (2004) defines four basic critical thinking attributes: reflective, context, dialog, and time. These attributes are the essence of clinical reasoning, and reflect the mission of EKU and the Quality Enhancement Program (QEP) goal to develop informed critical and creative thinkers who communicate effectively.
Reasoning: Progression of Student Learning

- Develop and build upon multiple types of reasoning include: scientific (procedural), narrative, pragmatic and ethical.
- Develop critical thinking skills by interacting with individuals, groups and populations using multiple types of reasoning.
- Reflection skills are demonstrated in a variety of active learning experiences and in their formative and summative portfolios.
- Graduate students apply their reasoning skills to develop interactive reasoning skills through case studies, Level I and Level II fieldwork and service learning.
- Students reason from a theoretical perspective and structure their thinking to gather information and provide interpretation and inference to influence occupational performance of clients.
Diversity can include difference in culture, ethnicity, race, religion, socioeconomics, ability, gender, age, and lifestyle (Black & Wells, 2007; Smart, 2009). Culture is considered to be a contextual factor in human function by the World Health Organization (2001). Diversity in the curriculum includes particular attention to Appalachia and the Commonwealth, as well as global and community health issues and the public policies affecting them (Keefe, 2005; Kronenberg et al., 2005; Williams, 2001). Understanding and appreciating diversity enhances respect, improves relationships with others, and facilitates good communication skills.
Diversity: Progression of Student Learning

- Undergraduate students learn about diversity in a person’s occupational self-concept and context as they move toward learning cultural competency.
- Diversity factors such as race, ethnicity, disease/disorder, illness, health, and socioeconomics are addressed across the lifespan.
- Graduate students collaborate with diverse people and communities to identify, evaluate, and act on issues related to culture and diversity.
- Graduate students also learn to create occupation-based intervention and provide holistic care.
Communication skills are needed to demonstrate occupational therapy’s potential for servicing the needs of society, collaboration with other service providers, advocacy on behalf of clients, and interactions with clients of diverse cultural and language backgrounds. A skilled communicator demonstrates effective verbal and nonverbal abilities such as “...speaking, body language, reading, writing, listening...for varied audiences and purposes” (Masin, 2006, p. 132).
Communication: Progression of Student Learning

- Undergraduate students learn to collaborate with individuals, groups, or other students, and professors to develop an optimum course of action in the pursuit of intellectual growth.
- At the graduate level, the ability to interpret and use both verbal and nonverbal communication as a part of professional growth and development is emphasized.
Basic and essential professional behavior includes, but is not limited to: demonstrating personal responsibility and accountability, dependability, promptness, membership in student and professional organizations, integrity, cooperation, commitment to learning, self-regulation, effective use of time and resources, dedication to high standards of excellence, and projecting a professional image (Kasar, 2000; McCormack, Jaffe, & Goodman–Lavey, 2003; Randolph, 2003).
Students engage in an ongoing process of learning professional behavior, roles, and values in order to establish a professional identity (Schell, Crepeau, & Cohn, 2003).
Question 1:
Graduate students learn strategies for how to
___________ occupations.

a. Grade
b. Modify
c. Adapt
d. All of the above
Question 2:
What are considered essentials for fully listening in order to facilitate client centered interactions?

A. Empathy
B. Taking phone calls
C. Listening
D. A & C are both correct
Question 3:
Which of the following is *not* one of the five curricular themes?

- a. Professional Identity
- b. Diversity
- c. Critical Thinking
- d. Reasoning
The curriculum model is designed to achieve curricula student outcomes.

See Tables 1: Occupational Science Outcomes & Table 2: Occupational Therapy Outcomes.

ACOTE Standards are fulfilled in both the BS and MS level of coursework.
<table>
<thead>
<tr>
<th>Progression of Outcomes in the Occupational Science Program</th>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>• Apply knowledge of occupational science to understand self and others as occupational beings</td>
<td>• Apply knowledge of occupational science to promote health and well being</td>
</tr>
</tbody>
</table>
| Reasoning                                                      | • Reflect on your personal values and how they influence your actions the reactions of others  
• Demonstrate narrative reasoning  
• Demonstrate an understanding of the purpose and methods of scholarly inquiry  
• Demonstrate the use of scholarly resources | • Analyze the reasoning used in the design of occupations.  
• Demonstrate reflection-in-action  
• Demonstrate procedural reasoning  
• Demonstrate ethical reasoning. |
| Diversity                                                      | • Describe your own dimensions of diversity  
• Reflect on how issues of diversity influence occupational opportunity and human interactions  
• Describe the dynamics of context and occupation across the lifespan | • Collaborate with diverse people  
• Express an understanding of the effect of conditions on occupation  
• Demonstrate knowledge of global and community health issues  
• Apply knowledge of public policy and the political process to professional activities |
| Communication                                                  | • Use the language of occupational science  
• Demonstrate interview skills  
• Demonstrate effective collaboration  
• Demonstrate professional writing | • Demonstrate professional communication  
• Analyze the influence of communication on professional actions |
| Professional Identity                                         | • Demonstrate responsibility as a student | • Demonstrate professionalism  
• Evaluate your actions as an advocate, educator, leader and researcher |
<table>
<thead>
<tr>
<th>Theme</th>
<th>Expectations on entry</th>
<th>Instructional Outcomes</th>
<th>Level II Fieldwork Outcomes</th>
<th>Graduation Outcomes</th>
</tr>
</thead>
</table>
| Occupation   | • Apply knowledge of occupational science to address the needs of the individuals and society | • Analyze occupational performance based on occupational profiles reflecting the diversities of persons across the lifespan and continuum of care  
• Plan occupation–based intervention by acquiring, analyzing, and synthesizing knowledge from assessments  
• implement and review interventions to engage persons in their valued occupations  
• Adapt context during assessment and intervention to support occupational performance within lived environments  
• Use outcome measures throughout the OT process as they relate to engagement in occupation to support participation | • Demonstrate skillful engagement in occupational therapy process by meeting Fieldwork Performance Evaluation standards                                                                                                              | • Design, provide and analyze evidence–based occupation therapy services that engage people in occupation to support their participation in context |
| Reasoning    | • Demonstrate the reasoning required of health and human services professionals  
• Demonstrate reflection–in–action  
• Recognize and demonstrate the ethical reasoning that supports the professional actions of self and others  
• Analyze the reasoning used in the design and implementation of action | • Articulate a clear and logical rationale for the assessment and intervention process  
• Use evidence to support assessment and intervention decisions  
• Contribute to knowledge relevant to the profession of occupational therapy by developing skills of scholarly inquiry | • Demonstrate skillful engagement in the OT process by meeting Fieldwork Performance Evaluation standards                                                                                                                      | • Contribute to occupationa l therapy practice, education and research through the ethical application of reasoning abilities |
<table>
<thead>
<tr>
<th>Theme</th>
<th>Expectations on entry</th>
<th>Instructional Outcomes</th>
<th>Level II Fieldwork Outcomes</th>
<th>Graduation Outcomes</th>
</tr>
</thead>
</table>
| Diversity     | • Collaborate with diverse people, communities, agencies and disciplines  
• Demonstrate knowledge of global and community health issues  
• Apply knowledge of public policy and the political process to professional activities  
• Advocate with others to promote occupational health and well being | • Describe political processes and products that affect occupational therapy  
• Conduct appropriate assessments to determine a community’s occupation–based health needs (community/population based assessments)  
• Demonstrate collaborative relationships in diverse communities of practice  
• Plan actions based on analysis and evaluation of management issues in relation to occupational therapy services | • Demonstrate skillful engagement in occupational therapy process by meeting Fieldwork Performance Evaluation standards | • Collaborate with others to promote the health and well–being of diverse persons and communities |
| Communicatio n | • Demonstrate skillful use of communication  
• Analyze how communication influences professional actions  
• Select and evaluate integrative communication modes | • Express and justify occupational therapy’s unique values to diverse populations  
• Interact in diverse communities of practice demonstrating collaborative relationships | • Demonstrate skillful engagement in the OT process by meeting Fieldwork Performance Evaluation standards | • Inform, negotiate, advocate and consult with diverse persons, disciplines and communities to facilitate and promote health |
| Professional Identity | • Demonstrate professionalism  
• Demonstrate characteristics of a professional  
• Participate in a role of educator, advocate, or researcher  
• Set the direction for a career plan  
• Articulate the philosophy of occupational therapy through the expression of its values, beliefs and principles  
• Create an occupational therapy professional identity through reflective processing of learning experiences  
• Demonstrate actions based on the profession’s code of ethics  
• Demonstrate professional behaviors of a fully prepared occupational therapy student entering Fieldwork II experiences | • Articulate the philosophy of occupational therapy through the expression of its values, beliefs and principles  
• Create an occupational therapy professional identity through reflective processing of learning experiences  
• Demonstrate actions based on the profession’s code of ethics  
• Demonstrate professional behaviors of a fully prepared occupational therapy student entering Fieldwork II experiences | • Demonstrate skillful engagement in the OT process by meeting Fieldwork Performance Evaluation standards | • Reflect the profession’s values, principles and beliefs in carrying out professional responsibilities |
The student of the future
On the horizon: Other Specialties

- Autism Spectrum Disorder (ASD) Certificate
- Minor in Horses, Humans & Health
RESEARCH DAY

- Held every November
- Please join us!!!!
In Summary

- Students enjoy and appreciate their fieldwork opportunities
- Curricular theme statements: occupation, diversity, communication, reasoning, and professional identity
- Thank you!!!
Congratulations!

- You have completed the Instructional Module on the EKU Curriculum Model.

- Please contact the Fieldwork Office (859) 622–2281 for your Certificate of Completion.

- If you have further questions, please contact us at EKU. We look forward to partnering with you.