Pacific University College of Health Professions  
School of Occupational Therapy  
OT 639 OT Re-entry to Occupational Therapy Practice (Online Study)  
(Re-entry Program)  
Course Syllabus

Course Number and Title:  
OT 639 OT Re-entry to Occupational Therapy Practice (Re-entry Program)

Sections of the course:  
Physical rehabilitation  
Mental health  
Pediatric  
Other

Faculty:  
Didactic component:  
Primary instructor: Sean Roush, OTD, OTR/L  
Email: rous4634@pacificu.edu  
Telephone: 503-352-7353  
Office hours: By Special Arrangement

Fieldwork Component:  
Academic Fieldwork Coordinator: Sandra Pelham-Foster, MPA/HA, BScOT, OTR/L, BCP  
Email: pellh4106@pacificu.edu  
Telephone: 503-352-7351  
Office hours: by appointment for phone or in-person appointments

Semester and year: Spring 2010  
Level: Re-entry, post-baccalaureate  
Credits: 2  
Graded: Pass/No Pass (repeatable one time for credit)  
Location: On-line

Course description:  
Didactic and fieldwork experiences to support the occupational therapist who has been  
out of practice for three or more years, to re-enter practice and regain an Oregon license  
to practice. Course provides information on, and application of, current OT theory,  
practice, terminology, and evidence-based practice, and includes an 80 hour supervised  
fieldwork experience. (2 credits, graded Pass/No Pass, repeatable one time for credit)

Supplemental Course Description:  
A critical factor in returning to occupational therapy practice after a period of 3 years or  
more is to understand how practice has changed. This involves updating one’s knowledge  
in the theories that guide practice and being able to do the occupational therapy process of  
evaluation and intervention in the context of actual practice. The course consists of 2  
components – a didactic component with the focus on best practice in occupational
therapy and an fieldwork component with the focus on the practical application of the occupational therapy process. A faculty member from the School of Occupational Therapy at Pacific University facilitates the didactic component. The fieldwork component is facilitated by a licensed Occupational therapist in collaboration with the School of Occupational Therapy academic fieldwork coordinator (AFC). The collaborative design of the course between the educational and practice communities is based on the framework for professional education in occupational therapy as described by Gail Fidler (1965) and Wendy Wood and her colleague’s (2000). In her Eleanor Clark Slagle lecture, Fidler put forth “Professional preparation requires that the educational process be concerned with teaching a body of principles and concepts rather than routine skills or ‘slide rule approaches’” (p.86). In her lecture she acknowledges the importance of learning both the knowledge guiding practice and the skills to carry out practice, and puts forth that the skills to carry out the occupational therapy process is best learned in the context of the practice setting. Wendy Wood and colleagues also support this view of professional education in their 2000 article on graduate occupational therapy education.


**Rationale for the course:**
The “Re-entry to Occupational Therapy Practice” course is designed for the study of specific topic/areas in occupational therapy practice to prepare the occupational therapy practitioner to re-enter practice. The curriculum is designed so that as students learn the theoretical knowledge of the occupational therapy profession, there is also the opportunity to apply their new knowledge in practice. Therefore the Re-entry to Occupational Therapy Practice course has a didactic component and an internship component. Students explore the role of theory as it guides practice and is a foundation for critical thinking and clinical reasoning. Students learn and apply occupational therapy models of practice and use theoretical frames of reference to guide their reasoning in the OT process of evaluation and intervention. Current issues affecting the practice of occupational therapy, such as regulatory agencies and reimbursement, are examined and incorporated into the clinical reasoning process. Students are introduced to application of the Occupational Therapy Practice Framework 2nd Edition (2008) to facilitate use of the OT Process in practice. Students examine the concept of evidence-based practice and the value of providing occupational therapy services that are based on current evidence. A culminating 80-hour internship (ideally implemented as 1 day per week for ten weeks) provides the student the opportunity to apply and demonstrate the knowledge, skills, and clinical reasoning involved in the occupational therapy evaluation and intervention process.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment methods</th>
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<tr>
<td>1. Articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy. (B.8.1)</td>
<td>Evidence-Based Paper, CAPs/CAT, Discussion Board</td>
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<td>2. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy. (B.2.1)</td>
<td>Conceptual Foundations Paper</td>
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<td>3. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society. (B.2.5)</td>
<td>AOTA Professional Development Tool, Conceptual Foundations Paper, CAPs/CAT, Evidence-Based Paper, Discussion Board</td>
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<td>4. Discuss how theories, models of practice, and frames of reference are used in occupational therapy evaluation and intervention. (B.3.3)</td>
<td>Conceptual Foundations Paper, Uniform Terminology vs. The Occupational Therapy Practice Framework: Domain and Process Paper, CAPs/CAT, Discussion Board, Occupational Profile</td>
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<td>5. Use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These include, but are not limited to, specified screening tools; assessments; skilled observations; checklists; histories; consultations with other professionals; and interviews with the client, family, and significant others. (B.4.1)</td>
<td>CAPs/CAT, Evidence-Based Paper, Discussion Board, Occupational Profile, Fieldwork</td>
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<td>6. Select and provide direct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. (B.5.2)</td>
<td>CAPs/CAT, Evidence-Based Paper, Discussion Board, Occupational Profile, Fieldwork</td>
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<td>7. Differentiate among the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy. (B.6.1)</td>
<td>Conceptual Foundations Paper, CAPs/CAT, Evidence-Based Paper</td>
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**Teaching/learning methods:** This course is offered online on a web-based virtual classroom environment called Blackboard and assignments are submitted by email to the
The course includes a fieldwork component that is individually arranged with the Academic Fieldwork Coordinator. Written assignments include the completion of the AOTA Professional Development Tool, three short essays, six Critically Appraised Papers (CAP’s), culminating in a Critically Appraised Topic (CAT), Discussion Board participation, and an Occupational Profile (Case Study (see assignments for details)). Completion of these assignments provides a framework to guide your learning and to demonstrate your progress in meeting the course learning objectives.

**Course Requirements/Expectations:** Professional behavior is expected in all interactions. Online learning is presented in a unique environment that can “depersonalize” the learning experience as no face-to-face contact is possible. It is especially important to remember that, although you may be working alone in your physical environment, you are participating in an online learning community in which professional behaviors are still to be expected. The student must take active responsibility for exploring areas within the course and engaging in learning activities of specific professional and personal interest. Assignments should be submitted by midnight on the due date unless specific arrangements have been made with the primary instructor. **Students must complete a web-based program for basic health care providers related to infection control, safety and confidentially prior to beginning fieldwork.**

**On-line courses:** The course website can be accessed at: My Blackboard. Assignments should be submitted to the primary instructor at rous4634@pacificu.edu and cc’d to whiteja@pacificu.edu and pelh4106@pacificu.edu. Please identify assignments in the subject line with the course number, your last name, and the title of the assignment (ex. OT 639, Roush, CAP1). Any questions regarding the course or assignments should be addressed to the primary instructor via email.

**Evaluation methods:** This class is graded pass/no pass. All assignments must be completed and submitted according to the schedule in order to pass the class. Assignments will be primarily graded on content rather than formatting but APA formatting is appreciated whenever possible. Grading criteria will be provided for each assignment. The instructor will attempt to have assignments graded and returned via email with comments and a grade of pass/no pass within 2 weeks of submission. Assignments with a no pass grade will be expected to be re-submitted with changes required within 2 weeks of their return to the student.

**Learning Resources:**

**Required texts/readings:**

American Occupational Therapy Association [AOTA] (2008). Occupational therapy practice framework: Domain and process (2nd ed.). *American Journal of Occupational Therapy*, 62, 625-683. *(The OTPF can be downloaded for free by AOTA members from the AOTA website, can also be purchased as a separate text*
from AOTA (www.aota.org click “shop on-line”), or can be obtained through the library for a nominal photo copying fee.)

American Occupational Therapy Association [AOTA] (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 609-639. (The OTPF can be downloaded for free by AOTA members from the AOTA website, can also be purchased as a separate text from AOTA (www.aota.org click “shop on-line”), or can be obtained through the library for a nominal photo copying fee.)


**Highly recommended but not required:**

**Formatting and Referencing:**


or


**All papers need to be submitted in APA format!**

**Other recommended texts/readings by practice area:**

**Pediatrics:**


**Physical Rehabilitation:**


**Psychosocial:**


**General:**


**Other resources:**

Library resources can be accessed online at: [http://www.pacificu.edu/library/](http://www.pacificu.edu/library/). Support for library resources at the Health Professions Campus can be accessed by phone at 503-352-7331 or through email at hpclib@pacificu.edu. Library support on the main Pacific University Forest Grove campus can be obtained by phone at 503-352-1400.
Students may also find various internet resources which may be helpful. When using internet resources please be sure to cite the URL and date of access.

**Assignments & Learning Activities:** See assignments link on the course website.

**Disability and Accommodation:**

Occupational therapists are advocates for the participation of people with disabilities in their chosen activities and participating to their full abilities in society. In that spirit, we support the provision of reasonable accommodations that allow students to participate in the School of OT program, assuming that the student is able to meet the essential functions of a student in course-and fieldwork. Any student who feels that he or she may need an accommodation based on the impact of a disability should contact the Learning Support Services office to discuss specific needs. Please contact Edna K. Gehring, Director of Learning Support Services for Students with Disabilities at x2107, via Email at gehringe@pacificu.edu, or stop by the LSS office (McCormick 219 or 203). The LSS is responsible for coordinating reasonable accommodations for students with documented disabilities.

**Academic Integrity:**

You are to review the “Academic Conduct Policies” on pages 96-99 of the Pacific Graduate Professions Catalog 2006-08. The catalog describes the consequences for violations of this policy, as well as your rights if charged with such a violation. It is especially important to be aware of the definition of, and risks associated with, plagiarism. Electronic technology has made it easier than ever to commit plagiarism, even unwittingly, so be informed of these risks and the steps you can take to guard against it, so that you can submit work that you can be confident is your own, while fully crediting the work of others. Getting in the habit of attributing credit for intellectual content (words and ideas), through proper referencing styles, will also build good habits of scholarship that will serve you well in education and in practice.