

Curriculum Design
Division of Occupational Therapy
Medical University of South Carolina

Provided by Amanda Giles
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2018 Standard A.5.5. Curriculum Design

The curriculum design must reflect the mission and philosophy of both the occupational therapy program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content, scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.

Curriculum Design
Institutional Mission: <i>MUSC provides an interprofessional environment for learning, discovery, and healing through (1) education of health care professionals and biomedical scientists, (2) research in the health sciences, and (3) provision of comprehensive health care.</i>
Institutional Philosophy: <i>N/A</i>
Program Mission: <i>Our mission includes education, scholarship, and service. We strive to educate students to become credentialed, entry-level doctoral prepared occupational therapists proficient in the delivery of evidence-based services to individuals, organizations, and populations. We aim to expand our contribution to the body of knowledge of occupational therapy. We embrace community engagement by reaching out and providing services that promote health and participation in life, thereby enhancing quality of life for those who are underserved and whose occupational needs often go unmet.</i>
Program Philosophy: <i>Becoming an occupational therapist who effectively enables the occupational well-being of individuals and societies is a process that requires self-exploration, self-reflection, and practice. We believe that the occupational nature of people drives the framework for the educational program by creating and promoting opportunities for the following:</i> <ul style="list-style-type: none">• <i>Active participation and quiet reflection.</i>• <i>Exploration and mastery of the environment.</i>• <i>Respect for all people of the world and their occupational needs.</i>• <i>Integration of current trends in learning and technology to meet the needs of the learner.</i>
Program Philosophy of Teaching and Learning: <i>We believe that life is an unfolding journey and the path we all travel is paved with ongoing opportunities for learning and instruction. Our views on teaching and learning are aligned with the AOTA's (2017) "Philosophy of Occupational Therapy Education" statement. We acknowledge that learning and teaching are reciprocal in nature and should embrace the qualities of participation, collaboration, and adaptation. Faculty members are committed to serve as professional role models, to respect and inspire our students, and provide them with the best possible learning opportunities. We provide both in-person and virtual (distance) learning environments that are characterized by mutual trust, respect, and acceptance of differences and diversity.</i>

Program of Study (rationale for the selection, the scope and sequencing of content):			
A. Curricular Threads or Themes	B. Goals and Objectives (Learning Outcomes)	C. Course(s) that Address the Goals and Objectives	D. Instructional Design¹ to Address the Goals and Objectives/Curricular Threads
Community engagement	<p>1.1 Use the occupational therapy process to meet the occupational needs of individuals in a variety of community settings</p> <p>1.2 Use therapeutic use of self to engage diverse populations within the community</p> <p>1.3 Develop and implement innovative community-based programs for persons, groups, and populations</p>	<p>1.1.1 OTD-802: Therapeutic Interactions</p> <p>1.2.1 OTD-818: Pediatrics II</p> <p>1.3.1 OTD-821: Neurorehabilitation III</p>	<p>1.1.1 Students learn the importance of community engagement in <i>OTD-802: Therapeutic Interactions</i> through caregiver interviews in the Charleston community with PT and PA students. Finding of the interviews are presented to an interprofessional audience.</p> <p>1.2.1 Students then build upon the community engagement thread through <i>OTD-818: Pediatrics II</i> through visits to a local school to perform and document an evaluation on a student with special needs.</p> <p>1.3.1 <i>OTD-821: Neurorehabilitation III</i> also guides students through a community engagement lens by allowing students to create their own OT screening assessment and administer it to participants at the Head and Spinal Cord Injury (HASCI) program of Charleston.</p>
Evaluation of Curriculum Design:			
Course evaluations, informal feedback surveys (mid and end of semester), community site feedback, student performance			

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Curriculum Design
<p>Institutional Mission: Our distinct mission, as Missouri’s only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world’s best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.</p>
<p>Institutional Philosophy (stated as “Statement of Values” summarized): Respect for one’s self and for others is the foundation of honor and the basis of integrity. A sense of responsibility requires careful reflection on one’s moral obligations. Learning requires trust in the process of discovery. We aspire to an excellence that is approached through diligent effort, both individual and collective. These statements are mere words until we integrate them as values in our individual lives and reflect them in our institutional policies and practices. We pledge ourselves to make them effective in the very fabric of our lives, our community and all our relationships with others, thereby enhancing the development of individuals and the well-being of society.</p>
<p>Program Mission: The mission of the Department of Occupational Therapy at the University of Missouri is to improve the health and well-being of society by assisting people to optimize their participation in everyday life occupations. We achieve this mission through the integration of: (1) our professional education of clinically innovative occupational therapy practitioners prepared to meet the dynamic occupational needs of people and communities across the lifespan; (2) our steadfast commitment to service to our community and our profession; (3) our evidence-based practice; and (4) our commitment to scholarship, discovery, and clinical research to advance our profession.</p>
<p>Program Philosophy: As a professional program situated within the context of a large, public research institution, the Department of Occupational therapy values the commitment of the University of Missouri to improve quality of life in the state, the nation, and the world through the production and dissemination of knowledge, a commitment to public service, and advancement of the professions (University of Missouri, 2021). Additionally, as one of six departments within the dynamic School of Health Professions (SHP), we</p>

recognize our role in addressing the mission of SHP “to improve the health and well-being of individuals and communities through excellence in teaching and learning, scholarship and discovery, health care, and service” (University of Missouri SHP, 2021, para. 1).

The Department of Occupational Therapy at the University of Missouri is dedicated to preparing future practitioners and scholars for the occupational therapy profession. Thus, our program is built upon the core concepts found in the Philosophical Base of Occupational Therapy (AOTA, 2017). We value the needs of all individuals to engage in meaningful occupations within diverse contexts. We view occupational engagement as the ultimate goal of occupational therapy as well as the means to achieving client-centered goals. Furthermore, we support the premise that “the use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy” (AOTA, 2017, p. 1).

Finally, we understand that students develop knowledge, skills, and professional identities through their academic, fieldwork, and doctoral capstone experiences. We recognize our responsibility as educators to stay abreast of contemporary issues related to professional practice, education, and scholarship and to design learning experiences that prepare students to meet society’s occupational needs. Consistent with the AOTA (2018) Philosophy of Occupational Therapy Education, we value active, collaborative, and reflective educational approaches that contribute to the development of lifelong learners and advocates for the profession.

Program Philosophy of Teaching and Learning: Our curriculum design and overall approaches to teaching for learning are grounded in our philosophical frame for learning. We draw from scholarly work on teaching and learning in both the general higher education literature and the occupational therapy literature. Additionally, we center our philosophical frame for teaching and learning within the University of Missouri educational environment.

Our students enter the University of Missouri entry-level OTD program with the goal of becoming an occupational therapist as a lifelong career. Transformative learning is applied throughout the curricular design of our program and the pedagogical approaches employed by our faculty (Mezirow, 1995; Slavich & Zimbardo, 2012). This approach fosters student responsibility and accountability, provides a just-right balance of structure, relies on the investment of the professor, encourages self-reflection, and uses experiential learning to shape future practice (Breunig, 2017). Thus, learning must transcend the simple mastery of content knowledge and become significant. Fink (2013) proposed a taxonomy of significant learning that is both hierarchical and interactional/intersectional. The following six types of learning comprise the taxonomy of significant learning:

- Learning How to Learn: The learner must understand how to become a self-directed learner. We emphasize this type of learning early in the curriculum and scaffold in-class activities and assignments to support development of effective metacognitive strategies. We utilize active, collaborative, and student-centered learning strategies throughout the entire curriculum.

- **Foundational Knowledge:** The learner must understand and remember information and ideas. This type of learning is also emphasized early in the curriculum as students master foundational occupational therapy content.
- **Application:** The learner uses foundational knowledge and skills to engage in critical, creative, and practical thinking. Even though application learning requires knowledge and skills, we integrate application-based learning throughout the curriculum. We scaffold learning and adjust our expectations of mastery, requiring more thoughtful application learning later in the curriculum. Our curriculum emphasizes experiential learning through assignments, practicum courses, and placement of fieldwork experiences.
- **Integration:** The learner makes connections between ideas, people, and contexts. This type of learning is crucial in occupational therapy education and is supported in multiple ways throughout the curriculum; for example, in our practicum experiences and experiential learning, and with problem-based learning.
- **Human Dimension:** The learner develops a new understanding about themselves and others. The interactive nature of this type of learning with other types of learning is critical in occupational therapy education. Even in foundational coursework, we emphasize the human dimension of learning through case studies and interactions with stakeholders. Further, we support the development of a professional identity throughout the curriculum.
- **Caring:** The learner changes or develops feelings, interests, and values. We challenge students to explore, evaluate, and continually re-evaluate their learning in this area. This type of learning is significantly carried beyond the time in the occupational therapy program.

We believe that these six types of learning in Fink’s Taxonomy of Significant Learning are relevant to occupational therapy education and eventual practice as an occupational therapist. As students progress through our curriculum, they make substantial changes in their learning in all six dimensions. These changes are essential for significant, lifelong learning.

Program of Study (rationale for the selection, the scope and sequencing of content):

E. Curricular Threads or Themes	F. Goals and Objectives (Learning Outcomes)	G. Course(s) that Address the Goals and Objectives	H. Instructional Design¹ to Address the Goals and Objectives/Curricular Threads
Evidence-Based Practice & Scholarly Activity	Contribute to the knowledge base of the profession through engagement in scholarly activity.	Introduction to EBP Application of EBP	Group completion of CAT, consumer blog post
	Appraise and integrate evidence into professional practice.	Practicum I, II, III, IV Capstone I – Planning & Mentor Hour	Literature Review and Time log, scheduled seminar with capstone mentor, session plans and journal clubs

Evaluation of Curriculum Design:

Curriculum Committee quarterly meetings for review, informal feedback surveys (mid and end of semester), course evaluations, faculty reflections each semester