

AOTA
Occupational
Therapy
Curriculum Design
Framework

Faculty Workshop

For handouts, go to:
www.rehablearning.com/curriculum



Amanda K. Giles, OTD, OTR/L, FAOTA
Associate Professor
Medical University of South Carolina

- 15 years of teaching experience
- Author of educational mobile app textbooks (www.rehablearning.com):
 - Goni: Goniometry for Clinicians
 - Mobi: Mobility Aids
 - MMT: Manual Muscle Testing (anticipated Summer 2022)
- International Clinical Educators (ICE) Faculty Lesson Plans (www.icelearningcenter.com)
- AOTA Scholarship of Teaching and Learning Leadership Team
- Teaching experience in musculoskeletal conditions, neurological conditions, anatomy, educational technology, IP courses,
- Scholarship in areas of educational technology, simulation, student-run free clinics, reflective video analysis, experiential learning

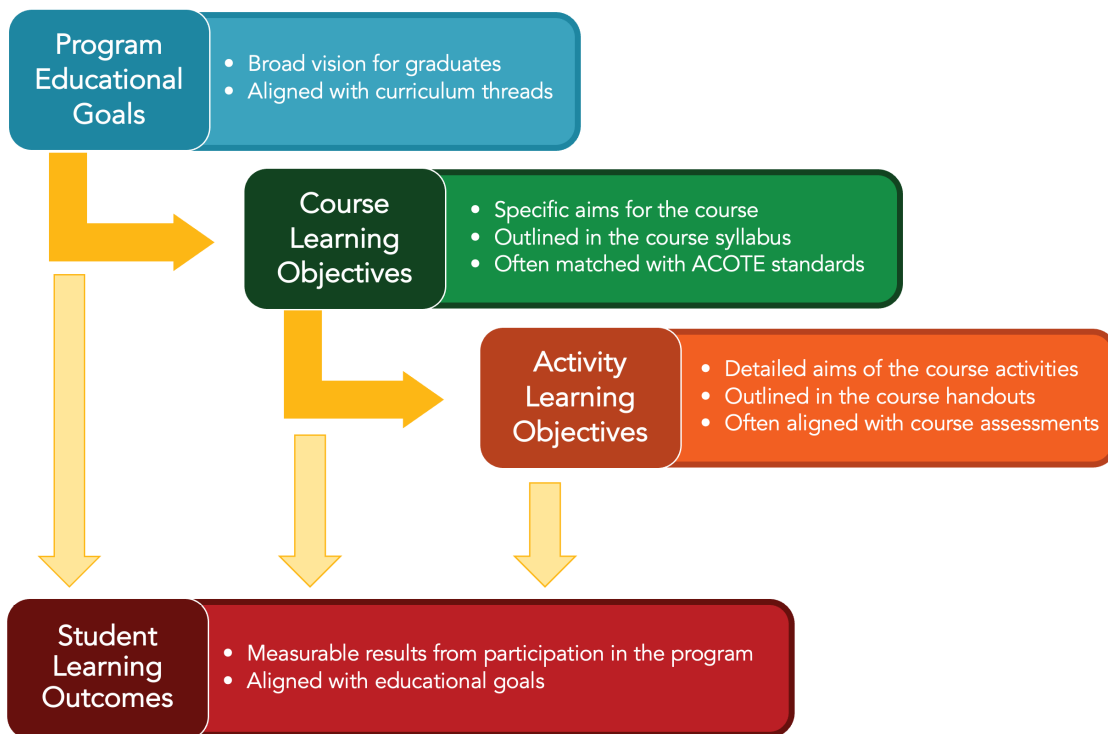


Tiffany L. Bolton, OTD, MOT, OTR/L
Associate Clinical Professor
University of Missouri - Columbia

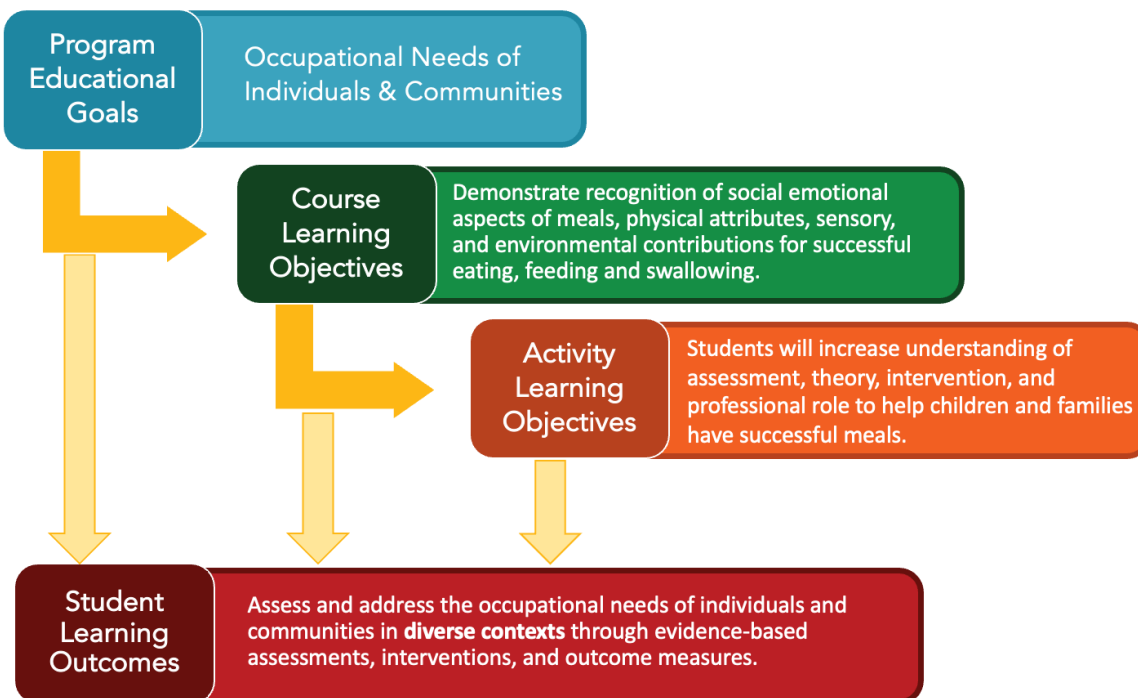
- 8 years of teaching experience, 10 years of clinical experience
- Leadership experience in AOTA CYSIS, AOTA curriculum development, department and school level curriculum committees
- Program development experience in pediatric mental and behavioral health, preschool social emotional development and Kindergarten readiness
- Teaching experience in pediatric neurological and complex medical conditions, well-being, clinical skills, and case-based learning
- Scholarship in areas of pediatric mental and behavioral health, Just Write! Handwriting assessment (<https://www.tandfonline.com/>), OT role in schools, and OT student professional reasoning

The majority of slides in the OTCDF Workshop include quotes taken straight from the OTCDF. The following slides are selected because they are supplemental examples not found in the OTCDF.

Figure 4. Relationship of program educational goals to course and activity learning objectives and student learning outcomes (AOTA, 2021, p. 13)



Curriculum Example:



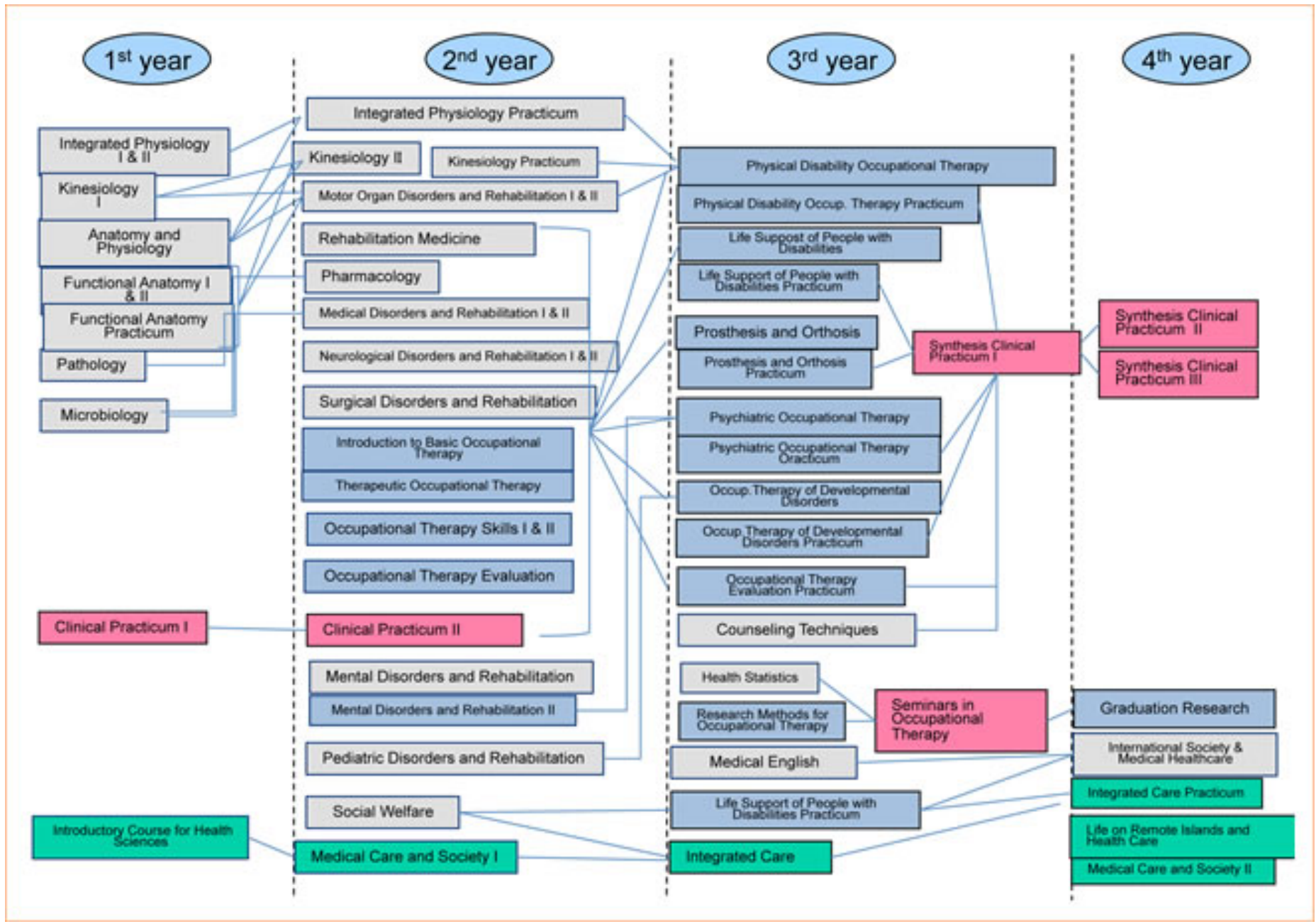
OT Program Examples

American Occupational Therapy Association. (2021). *Occupational Therapy Curriculum Design Framework*. *American Journal of Occupational Therapy*, 75(Suppl 3), 1-39. A. Giles, OTD, OTR/L, FAOTA Chairperson; T. Bolton, OTD, OTR/L; D. Cleary, OTD, OTR/L; J. McLaughlin Gray, PhD, OTR/L, FAOTA; K. Hartmann, PhD, OTR/L, FAOTA; M.E. Patnaude, DHSc, OTR/L; K. Qualls, OTD, OTR/L

Institution/ Context	University of Missouri	University of New England	Medical University of South Carolina
Institution Mission/ Values	Research I State Land Grant Institution	Private teaching institution	State Academic Medical Center
Program Mission	To provide all citizens of the state the benefits of a world class research university; to produce and disseminate knowledge that will improve the quality of life in the state	Prepare students to thrive in a rapidly changing world...improve the health of people, communities, and our planet	To preserve and optimize human life in the state and beyond.
Program Vision	Commitment to scholarship, discovery, and clinical research to advance the profession	Develop...OT practitioners...who respond to the dynamic needs of people and communities to support health and wellness through occupational engagement.	...enhancing quality of life for the underserved and those whose occupational needs go unmet.
Curricular Thread	The department of occupational therapy will be a globally renowned leader in OT exemplified by innovation and excellence in clinical education, service, practice, and scholarship	Lead the profession in meeting society's occupational needs by fostering excellence in occupational therapy teaching, scholarship, and service.	Respect for all people and their occupational needs
	Evidence-based practice and Scholarly Activity	Competent and compassionate OT practitioners	Community-engagement

OTA Program Examples

Institution/ Context	University of Missouri OTA Program	Madisonville Community College Public OTA Program
Institution Mission/Values	To provide all citizens of the state the benefits of a world class research university; to produce and disseminate knowledge that will improve the quality of life in the state	Madisonville Community College will be recognized nationally as an outstanding comprehensive community college, committed to student-centered learning, innovative programming, and access.
Program Mission	Commitment to scholarship, discovery, and clinical research to advance the profession	To provide graduates with a foundation focused on promoting professionalism, understanding and applying evidence-based practice as well as occupation-based practice for the future of the occupational therapy profession.
Program Vision	The department of occupational therapy will be a globally renowned leader in OT exemplified by innovation and excellence in clinical education, service, practice, and scholarship	To promotes academic and professional excellence by preparing students to become credentialed occupational therapy practitioners at the entry level.
Curricular Thread	Evidence-Based Practice; Occupation-Based Principles; Professionalism	Occupation-based practice; Evidence-based practice; Professionalism



https://www.nyit.edu/files/advising/semester_maps_2018/ADV_DegreeMap_SOHP_OccupationalTherapyMS_2018.pdf

New Curriculum Degree Map				
Year	Semester	Course #	Course Title	Credits
First Year	Summer (10)	OCTH-604	Introduction to Occupational Therapy	3
		OCTH-603	Human Physiology	3
		OCTH-602	Gross Anatomy (lab)	4
	Fall (13)	OCTH-615	Kinesiology	4
		OCTH-607	Childhood Development	2
		OCTH-608	Adult Development & Geriatrics	2
		OCTH-609	Psychosocial Conditions (Fieldwork I)	3
		OCTH-611	Models of Practice in OT	2
	Spring (13)	OCTH-612	Conditions in Pediatrics	3
		OCTH-617	Occupation & Task Analysis (lab)	2
OCTH-614		Physical Conditions in Adults	3	
OCTH-613		Neuroscience	3	
		OCTH-640	OT Research Design I	2
Second Year	Summer	No classes		
	Fall (14)	OCTH-770	OT Research Design II	2
		OCTH-707	OT Assessment in Pediatrics (lab) (Fieldwork I)	3
		OCTH-709	OT Assessment in Psychosocial Disorders (lab)	3
		OCTH-714	Assessment in Physical Dysfunctions (lab)	3
		OCTH-736	Administration & Leadership	3
	Spring (15)	OCTH-777	OT Interventions in Pediatrics (lab)	3
		OCTH-799	OT Interventions in Psychosocial disorders & Group process (lab)	3
		OCTH-735	Health promotion	2
		OCTH-744	Upper extremities & Hand Therapy (lab)	4
OCTH-750		OT Interventions In Physical Conditions (lab)	3	
Third Year	Summer ** (2) optional	OCTH-899	Specialty Fieldwork (8 weeks) <i>(optional)</i>	2
	Fall (6)	OCTH-895	Fieldwork II A (12 weeks)	3
		OCTH-820	OT Research Design III	3
	Spring (7)	OCTH-851	Specialized topics in Hand Therapy <i>(online) OR</i>	2
		OCTH-852	Specialized topics in Pediatrics <i>(online) OR</i>	2
		OCTH-853	Specialized topics in Neurorehabilitation <i>(online)</i>	2
		OCTH-896	Fieldwork II B (12 weeks)	3
OCTH-850	Clinical Reasoning & Professional Development (Online)	2		
Total credits				78

**In case students choose to take the optional OCTH-899 Specialty Fieldwork the map for Fieldwork requirement will be as follows:
 OCTH-895 Fieldwork A (Summer) → OCTH-896 Fieldwork II B (Fall) → OCTH-899 Specialty Fieldwork (Spring)

<https://healthprofessions.missouri.edu/occupational-therapy/>

1st Year Summer Semester – Foundations & Theory		
Oc Thr 5010	Professional Development	3 hrs
Oc Thr 5020	Foundations & Theory in OT	3 hrs
Oc Thr 5030	Human Development and Occupation	<u>3 hrs</u>
Total Semester Hours		9 hrs

1st Year Fall Semester – Core Concepts of OT		
Oc Thr 5110	Introduction to Evidence Based Practice	2 hrs
Oc Thr 5120	Principles of Assessment	3 hrs
Oc Thr 5130	Conditions in OT	2 hrs
Oc Thr 5140	Human Motion & Occupation	4 hrs
Oc Thr 5150	Concepts of Neuroscience	2 hrs
Oc Thr 5160	Psychosocial Aspects of OT	<u>3 hrs</u>
*Fieldwork I A – Virtual Throughout Semester		
Total Semester Hours		16 hrs

1st Year Spring Semester – Intro to OT Practice		
Oc Thr 5210	Adult Practice	4 hrs
Oc Thr 5220	Pediatric Practice	4 hrs
Oc Thr 5230	Application of Evidence Based Practice	3 hrs
Oc Thr 5240	Clinical Reasoning & Documentation	2 hrs
Oc Thr 5250	Emerging Trends in OT	1 hr
Oc Thr 5260	OT Practicum I	2 hrs
Oc Thr 5100	Intro to Interprofessional Practice	<u>1 hr</u>
Total Semester Hours		17 hrs

2nd Year Summer Semester – Advanced Practice		
Oc Thr 5310	Advanced Practice Strategies	4 hrs
Oc Thr 5320	Performance, Participation, & Well-Being	2 hrs
Oc Thr 5330	Functional Cognition	2 hrs
Oc Thr 5350	Proposal Development	<u>2 hrs</u>
Total Semester Hours		10 hrs

2nd Year Fall Semester – Application & Leadership		
*Fieldwork I B – 1 week in early August		
Oc Thr 5410	Case Based Learning	4 hrs
Oc Thr 5420	Populations & Communities	3 hrs
Oc Thr 5430	Leadership, Management, & Policy	3 hrs
Oc Thr 5440	Contemporary Issues in OT	2 hrs
Oc Thr 5450	OT Practicum II	2 hrs
Oc Thr 5470	Evidence Based Practice Seminar	2 hrs
Oc Thr 5471	Evidence Based Practice Mentor Hour	<u>1 hr</u>
Total Semester Hours		17 hrs

2nd Year Spring Semester – Level II Fieldwork		
Oc Thr 5510	Fieldwork II A	6 hrs
Oc Thr 5520	Fieldwork II B	<u>6 hrs</u>
Total Semester Hours		12 hrs
*Fieldwork 24 weeks early January through mid-June		

3rd Year Fall Semester – Reflection & Integration		
Oc Thr 6010	Advanced Occupation Based Practice	3 hrs
Oc Thr 6020	Instructional Design & Application	2 hrs
Oc Thr 6030	OT Practicum III	2 hrs
Oc Thr 6040	Capstone I – Project Planning A	2 hrs
Oc Thr 6041	Capstone I – Mentor Hour	1 hr
Oc Thr -----	Elective #1	3 hrs
Oc Thr -----	Elective #2	<u>3 hrs</u>
Total Semester Hours		16 hrs

3rd Year Spring Semester – Advocacy & Prof. Development		
Oc Thr 6110	Advocacy & Quality Improvement	3 hrs
Oc Thr 6120	Professional Seminar	2 hrs
Oc Thr 6130	OT Practicum IV	2 hrs
Oc Thr 6140	Capstone II – Project Planning B	2 hrs
Oc Thr 6141	Capstone II – Mentor Hour	1 hr
Oc Thr -----	Elective #3	3 hrs
Oc Thr -----	Elective #4 (optional)	<u>3 hrs</u>
Total Semester Hours		16 hrs

4th Year Summer Semester – Doctoral Capstone Experience		
Oc Thr 6210	Capstone III - Doctoral Capstone Experience	<u>6 hrs</u>
Total Semester Hours		6 hrs
*DCE 14 weeks mid-May through mid-August (Summer graduation)		

OT Electives Available for 3rd Year:

- Oc Thr 6190 – Health Professions Educator
- Oc Thr 6191 – Community Engagement in HP
- Oc Thr 6192 – Research in OT
- Oc Thr 6193 – Complex Adaptive Leadership

*10 seats available per course for students outside of OT

Total Credits for Entry-Level OTD = 116

(Students who elect to complete a 12-hour certificate in an outside emphasis area will complete 119 credits)

<https://healthprofessions.missouri.edu/occupational-therapy/>

Fall Semester – Intro to OTA Education		
OcThr 3010	OTA Practice Fundamentals	3 hrs
OcThr 3020	Theory & Practice for OTAs	3 hrs
OcThr 3110	Fundamentals of Evidence-Based Practice	3 hrs
OcThr 3120	Medical & Psychosocial Conditions in OT	3 hrs
OcThr 3130	Fundamentals of Activity Analysis (WI)	3 hrs
OcThr 3160	Fieldwork Level I A	2 hrs
Total Semester Hours		17 hrs

Spring Semester – Understanding Occupation		
OcThr 3150	Measuring Functional Movement	3 hrs
OcThr 3230	Assistive Technology & Adaptations	2 hrs
OcThr 3240	OTA Practice with Infants & Early Childhood/Lab	3 hrs
OcThr 3250	Fieldwork Level I B	2 hrs
OcThr 3260	Intro to Bacc Project: Choose Focus	1 hr
OcThr 4130	Psychosocial Practice	3 hrs
Total Semester Hours		14 hrs

Summer Semester – Professional Threads in OT		
OcThr 3140	Professional Documentation	2 hrs
OcThr 3210	Ethics in OT	3 hrs
Total Semester Hours		5 hrs

Fall Semester – Supporting Occupations across the Lifespan		
OcThr 3220	OTA Practice in Physical Rehabilitation/Lab	3 hrs
OcThr 4120	OTA Practice with Older Adults	3 hrs
OcThr 4140	OTA Practice with School-Aged Children & Adolescents	3 hrs
OcThr 4150	OTA Practice in the Community	3 hrs
OcThr 4160	Fieldwork Level I C	2 hrs
OcThr 4180	Baccalaureate Project I	3 hrs
Total Semester Hours		17 hrs

Spring Semester – Planning the OTA Career Path		
OcThr 4210	OT Advocacy & Scholarship	2 hrs
OcThr 4230	OTA Management & Leadership	3 hrs
OcThr 4250	Professionalism & Specialization for OTAs	3 hrs
OcThr 4260	Fieldwork Level I D	2 hrs
OcThr 4280	Baccalaureate Project II	3 hrs
Total Semester Hours		13 hrs

Summer Semester – Level II Fieldwork		
OcThr 4320	Fieldwork Level II A	4 hrs
OcThr 4340	Fieldwork Level II B	4 hrs
Total Semester Hours		8 hrs

74 total required credits in BHS-OTA coursework

Entry-Level OTD - ACOTE Standards Per Course (2018 version) – Revised 12-3-2020

Course #	Cr Hr	Course Title	2018 ACOTE Standards
		1st Year Summer	Foundations & Theory
5010	3	Professional Development	5.4, 5.5, 7.1, 7.2, 7.4
5020	3	Foundations & Theory in OT	2.1, 2.2, 3.1, 3.2, 3.3, 3.6, 4.24, 5.8
5030	3	Human Development & Occupation	1.1, 3.2, 3.4
		1st Year Fall	Core Concepts of OT
5110	2	Introduction to EBP	1.4, 4.7, 4.8, 6.1, 6.2, 6.4, 6.5
5120	3	Principles of Assessment	1.4, 4.4, 4.5, 4.7, 4.8
5130	2	Conditions in OT	3.5, 3.7, 4.11, 4.29
5140	4	Human Motion & Occupation	1.1, 3.2, 4.4, 4.7, 4.12, 4.18
5150	2	Concepts of Neuroscience	1.1
5160	3	Psychosocial Aspects of OT	1.1, 1.2, 1.3, 3.5, 4.1, 4.9, 4.21, 4.29 (Course tied to FW-IA)
		1st Year Spring	Intro to Practice
5210	4	Adult Practice	3.6, 4.2, 4.3, 4.4, 4.9, 4.11, 4.13, 4.17, 4.21
5220	4	Pediatric Practice	3.6, 4.2, 4.3, 4.4, 4.11, 4.16, 4.21, 4.27
5230	3	Application of EBP	2.1, 4.8, 6.1, 6.3, 6.5
5240	2	Clinical Reasoning & Documentation	4.15, 4.29
5250	1	Emerging Trends in OT	2.2, 3.1, 4.20, 4.23, 5.2, 7.3, 7.5
5260	2	OT Practicum I	3.7, 4.1, 4.5, 4.6, 4.10, 4.18, 4.22, 4.27, 4.28, 4.29
5100	1	Intro to Interprofessional Practice	(Supports B.4.8, B.4.23, B.4.25)
		2nd Year Summer	Advanced Practice
5310	4	Advanced Practice Strategies	3.5, 4.9, 4.11, 4.12, 4.13, 4.14, 4.16, 4.17, 4.18
5320	2	Performance, Participation, & Well-Being	1.2, 1.3, 3.3, 3.4, 4.14, 4.19, 4.23, 4.25, 4.27
5330	2	Functional Cognition	4.5, 4.9
5350	2	Proposal Development	6.1, 6.3, 6.4
		2nd Year Fall	Application & Leadership
5410	4	Case Based Learning	2.1, 4.10, 4.14, 4.15, 4.21, 4.26, 4.29
5420	3	Populations & Communities	1.3, 3.3, 3.4, 4.19, 4.23, 4.25, 5.1, 5.3, 5.6, 5.7, 7.3
5430	3	Leadership, Management, & Policy	4.24, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 6.6, 7.5
5440	2	Contemporary Issues in OT	4.20, 4.24, 4.26, 4.28, 5.5 (Course tied to FW - IB)
5450	2	OT Practicum II	3.7, 4.1, 4.5, 4.6, 4.10, 4.22, 4.28, 4.29
5470/5471	2+1	EBP Seminar & Mentor Hour	1.4, 6.1, 6.2, 6.3, 6.5
		2nd Year Spring	Level II Fieldwork
5510	6	Fieldwork II A	No ACOTE Standards attached to Level II FW
5520	6	Fieldwork II B	No ACOTE Standards attached to Level II FW
		3rd Year Fall	Reflection & Integration
6010	3	Advanced Occupation Based Practice	2.1, 2.2
6020	2	Instructional Design & Application	4.21, 6.6
6030	2	OT Practicum III	4.1, 4.6, 5.8, 7.1
6040/6041	2+1	Capstone I-Project Planning A & Mentor Hr	1.2, 3.4, 6.1, 6.2
****	3	Elective #1	
****	3	Elective #2	
		3rd Year Spring	Advocacy & Professional Development
6110	3	Advocacy & Quality Improvement	3.1, 3.3, 4.6, 4.29, 5.1, 5.2, 5.4, 5.7, 7.3
6120	2	Professional Seminar	5.5, 5.8, 7.1, 7.2, 7.4
6130	2	OT Practicum IV	4.1, 4.6, 5.8, 7.1
6140/6141	2+1	Capstone II-Project Planning B & Mentor Hr.	6.1, 6.2, 6.3
****	3	Elective #3	
****	3	Elective #4	
		3rd Year Summer	
6210	6	Capstone III – Doctoral Capstone Experience	No ACOTE B standards can be met with this

75(Suppl 3), 1-39. A. Giles, OTD, OTR/L, FAOTA *Chairperson*; T. Bolton, OTD, OTR/L; D. Cleary, OTD, OTR/L; J. McLaughlin Gray, PhD, OTR/L, FAOTA; K. Hartmann, PhD, OTR/L, FAOTA; M.E. Patnaude, DHSc, OTR/L; K. Qualls, OTD, OTR/L

Sample Rubrics (Provided by Amanda Giles)

Skills Lab 1: Communication and Evaluation

Watch your peer's video and give feedback using this rubric.

- Introduced self as the OT.
- Explained what OT is.
- Checked patient's pain level.
- Quickly reviewed the goals for this session.
- Performed quick UE screen of all major joint motions.
- Assessed sensation in both UE using proper technique.
- Spoke in a confident and encouraging tone of voice.
- Provided easy to follow instructions using lay terminology.



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Skills Lab 2: Mobility, Transfers, and Safety

COMMUNICATION: Student gave the "just right" amount of instructions.

N/A

Limited unnecessary words. Used visual cues/gestures when able.

Poor Fair Good Very Good Excellent

SAFETY: Student ensured that the patient was safe.

N/A

Stayed close to the patient. Used arms to guard movement. Ensured grippy socks or shoes were worn by patient. Used a gait belt.

Poor Fair Good Very Good Excellent

MECHANICS: Student used appropriate body mechanics for transfers.

N/A

Student used a wide based of support, kept back straight, and shifted weight to move with the patient. Facilitated patient body movements ease the transfers. This includes scooting to the edge of seat, placing feet under, leaning head forward and away from surface, not turning or standing until bottom is lifted and center of mass is over feet.

Poor Fair Good Very Good Excellent



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Sample Rubrics (Provided by Tiffany Bolton)



Discussion Board Rubric				
Criteria	Ratings			Pts
Posts are made by due dates view longer description	2 pts Full Marks	1 pts Some of posts are made by date	0 pts No Marks	<input type="text"/> / 2 pts
Post and responses are reflective and show deep thinking, no inflammatory remarks. view longer description	2 pts Full Marks	1 pts Minimal depth of thinking	0 pts No Marks	<input type="text"/> / 2 pts
Engagement view longer description	1 pts Full Marks	0 pts No Marks		<input type="text"/> / 1 pts
Total Points: 0 out of 5				
<input type="button" value="Save"/> <input type="button" value="Cancel"/>				

Peer & Self Eval Rubric					
Criteria	Ratings				Pts
Provides thoughtful feedback for each peer in group. Ratings are justified with summary sentence (including both very high and low ratings). Feedback is constructive and not inflammatory.	1.5 pts Full Marks	1 pts Fair	0.5 pts Poor	0 pts No Marks	1.5 pts
Provides thoughtful self-reflection Self-reflection includes thoughts about ways to improve and justifications for strengths.	1.5 pts Full Marks	1 pts Fair	0.5 pts Poor	0 pts No Marks	1.5 pts
Trends This rating is based upon your peer feedback provided about you. Any justified and noticeable trends in point losses can be reflected here.	1.5 pts Full Marks	1 pts Fair	0.5 pts Poor	0 pts No Marks	1.5 pts
Completed by due date	0.5 pts Full Marks		0 pts No Marks		0.5 pts
Total Points: 5					

Research Summary Chart					
10 (excellent)	8 (good)	6 (average)	4 (fair)	2 (poor)	0 (unacceptable)
<ul style="list-style-type: none"> Thorough Concise Accurate completion of chart Meaningful information recorded Data is relevant to topic and client Current research (at least 3 within last 5 years) is included At least 5 references from peer-reviewed journals are present Chart contains all research articles present on reference page 	<ul style="list-style-type: none"> Lacks 1-2 components 	<ul style="list-style-type: none"> Lacks 2-3 components 	<ul style="list-style-type: none"> Lacks 3-4 components 	<ul style="list-style-type: none"> Lacks 4-5 components 	<ul style="list-style-type: none"> Lacks 5 or more components

LO Class Presentation - Details			
4 (excellent)	3 (average)	2 (poor)	1-0 (unacceptable)
<ul style="list-style-type: none"> Does not exceed 20 minutes in length Attempts are made to engage class in activity or discussion Multiple modes of teaching are used during presentation (video, demonstrations, visual aids, equipment, pictures, etc). Participates in discussion through contribution of ideas and questions. 	<ul style="list-style-type: none"> Lacks 1-2 components 	<ul style="list-style-type: none"> Lacks 3 components 	<ul style="list-style-type: none"> Lacks more than 3 components

Sample Learning Activities (Provided by Amanda Giles)

Comprehensive Practical Exam



- Purpose:**
To assess clinical skills from all clinical coursework prior to Level II FW
- Procedure:**
- Chart Review and Treatment Planning
 - 20min Treatment with Simulated Patient
 - Timed Documentation
 - Independent Reflective Video Analysis
 - Faculty/Clinician Feedback

Comprehensive Practical Exam Sample Grading Criteria

COMPREHENSIVE PRACTICAL EXAM FEEDBACK CHECKLIST

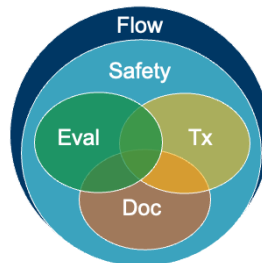
Student Name: _____

INTRODUCTION

Expectation	YES	NO	NA
Did the student introduce himself/herself?			
Did the student clearly explain what OT is (value of OT)?			
Did the student clearly explain precautions early in the session?			
Did the student ask for a pain scale number at any time during the session?			
Did the student set up needed items and stay by the patient's side at all times?			

Comments:

Comprehensive Practical Exam Grading Criteria



- Safety awareness
- Evaluation
- Treatment
- Documentation
- Communication/flow

Comprehensive Practical Exam Grading Criteria

Pass	Needs Improvement	Needs Remediation
Student performs at or above a satisfactory level for transitioning to Level II Fieldwork.	An Improvement Plan is <u>required</u> prior to beginning Level II Fieldwork but can be done informally between faculty member and student.	An Improvement Plan is <u>required</u> prior to beginning Level II Fieldwork- the student would benefit from repeating with a new case.

Documentation Assignment Using Client Videos



Purpose:
To improve documentation and treatment planning skills

- Procedure:**
- Watch the ICE videos.
 - Complete the AOTA **Occupational Profile** Template for this client.
 - Write a **Treatment Plan** with problem list, short-term goals and equipment recommendations.

See www.icelearningcenter.com for full access to this learning assignment, rubric, and resources in the Faculty Zone.

SHORT-TERM GOALS:

	Lists 3 short term occupational therapy goals.
	Goals have a time frame that is written in the same location for all goals (beginning or end).
	Goals are measurable (you can easily tell what is needed for a goal to be considered "met"). This includes using a FIM/GG score for all action-oriented goals.
	Goals are realistic (as best you can tell).
	Goals are functional (either written about a functional activity or specifically says it is "in prep for" functional activity).
	Goals are client-centered and relate to the client's personal goals in the videos.
	Goals are easy to read and make logical sense.

Comments:

Assignment example (Provided by Tiffany Bolton)

Assignments can also be scaffolded across one course.

Week 5: 7/6 Illness & Prevention and outside group work	Readings: 1. See Canvas Activity: 1. Revisit your markers for performance, participation & well-being.	1. Interview Assignment 2. Initiate Discussion Board	Due 7/6: <ul style="list-style-type: none"> • Social Justice Assignment • Reading Assignment • QI Markers Checkpoint #2
Week 6: 7/13 Focus on Occupation and outside group work	Readings: 1. See Canvas Activity: 1. Independent work	1. Complete Interview Discussion Board 2. Work with Group on assignments 3. Wrap up biweekly Discussion Board	Due 7/13: <ul style="list-style-type: none"> • Interview Assignment • Reading Assignment Due 7/18: Team Discussion Board
Week 7: 7/20 Performance, Participation & Well-Being	Activity: 1. Round 1 of presentations	1. Work with Group on assignments	Due 7/20: Interview Discussion Board Due 7/20: QI Markers Final Assignment
Week 8: 7/27 Performance, Participation & Well-Being	Activity: Round 2 of presentations		Due 7/28: <ul style="list-style-type: none"> • Final Reflection • Peer Reviews

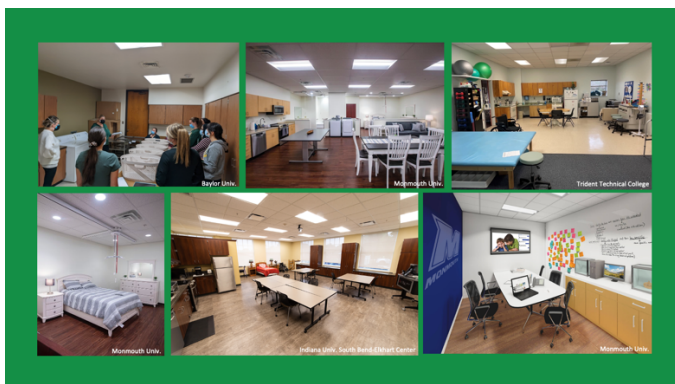
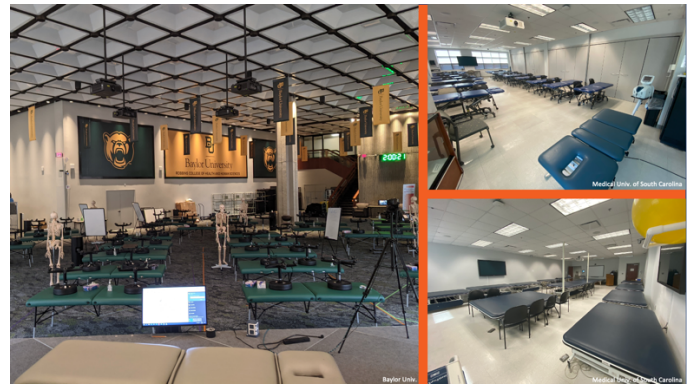
ACOTE Standards: B.1.2, B.1.3

What are quality indicators or QI markers? These are specific criteria that help us understand if we are providing quality health care (<https://www.qualityindicators.ahrq.gov/>). In this class, we are going to take this concept and apply it to the more abstract idea of well-being. Well-being is subjective and difficult to measure, but vital to our role as OTs. Throughout the course of the semester, your group will work together to define an objective list of quality indicators or QI markers that help us know we are meeting our clients' well-being needs. It will feel fuzzy and vague at first, that's part of the process! You will have 2 checkpoints for feedback from me before submitting for a final grade.

This will be a working document for your home team throughout this summer semester. We may add more categories as a class as we go along and/or your team will add other fields as you work. The overall goal is to come up with a comprehensive document of what you feel are quality indicators for well-being. Your individual world views will shape what you contribute, but as a group you MUST agree that your document is sufficient. You should look to theory, research, and your OTPF as a starting point. This is meant to be an organizing document, which you will turn in with your final document. Your final document you submit will be either a flowchart, other chart, or a concept map that could guide other healthcare professionals through the meaning and your criteria for well-being.

	Week 1	Week 3	Week 5	Week 7
Definition of well-being:				
Important theories with rationales to help guide your thoughts.				

Sample Classroom Environments



OTCDF Workshop: Classroom Image Citations

Classroom Design:

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[NB&utm_source=adwords&utm_medium=ppc&hsa_acc=7049889939&hsa_cam=11598109824&](https://store.steelcase.com/seating/conference-chairs/node-tripod-base?utm_term=&utm_campaign=TNT-Shopping-NB&utm_source=adwords&utm_medium=ppc&hsa_acc=7049889939&hsa_cam=11598109824&)

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[ARIsALXijXQDicyVOSiTz140SDXIIINXmtQyA2iTiVXdxtkF4r9SMxqStCv464aAo10EALw_wcB%20%](https://store.steelcase.com/seating/conference-chairs/node-tripod-base?utm_term=&utm_campaign=TNT-Shopping-NB&utm_source=adwords&utm_medium=ppc&hsa_acc=7049889939&hsa_cam=11598109824&hsa_grp=129106579620&hsa_ad=552352095551&hsa_src=g&hsa_tgt=pla-1725452193272&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gclid=Cj0KCQiAu62QBhC7ARIsALXijXQDicyVOSiTz140SDXIIINXmtQyA2iTiVXdxtkF4r9SMxqStCv464aAo10EALw_wcB%20%20)

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