Touro University Nevada OTD - Lingelbach

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| **Curriculum Design** | | | |
| **Institutional Mission**: To provide quality education programs in the fields of healthcare and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity. | | | |
| **Institutional Philosophy: (Core Values):** Social justice, intellectual pursuit, and service to humanity  **Institutional Vision:** Educate caring professionals to serve, to lead, and to teach | | | |
| **Program Mission:** Prepare caring, competent, collaborative and ethical occupational therapists that advance professional practice. | | | |
| **Program Philosophy:** Our philosophy is based in Judaic traditions related to social justice, intellectual pursuit, and service to humanity allowing our graduates to embrace a high level of values including integrity, service to society, and lifelong learning to provide consistent, evidence-based care while contributing to the scientific body of knowledge within occupational therapy. | | | |
| **Program Philosophy of Teaching and Learning:** The curriculum is consistent with our philosophical belief related to occupation. Students are provided the opportunity to be active participants in the educational process as they gain skills necessary to provide occupational therapy to their future clients. Skills learned in the classroom are practiced during laboratory classes as well as through fieldwork experiences. Students are provided a foundation for entry-level practice and encouraged to continue their study post-graduation to deepen their skills as occupational therapists.  Purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. To reflect how “quality occupational performance and the experience of each occupation are unique in each situation” due to the dynamic interaction between the individual, environment, and contexts (AOTA, 2017, p. 711241145p1), the curriculum emphasizes these client-specific experiences. | | | |
| **Program of Study (rationale for the selection, the scope and sequencing of content):** | | | |
| 1. **Curricular Threads or Themes** | 1. **Goals and Objectives (Learning Outcomes)** | 1. **Course(s) that Address the Goals and Objectives** | 1. **Instructional Design1 to Address the Goals and Objectives/Curricular Threads** |
| Evidence-based practice | **Institution:** Think crucially to make evidence-based decisions and evaluate conclusions in a real-world context.  To influence the health and well-being of the community through research, innovative programming, and policy development.  **Program:** Utilize occupational therapy techniques and evidence-based practice as a basis for clinical decision making and client intervention.  Seek opportunities to further their professional development post-graduation through continuous education, research, and sharing of knowledge with their peers. | OTDV- 504 Research I (foundations)  OTDV 523 – Research II (application)  OTDV 643 – Research III (systematic review)  OTDV 525 – Occupational Analysis and Evaluation I (pediatric)  OTDV 645 – Occupational Analysis and Evaluation I (adults/older adults)  OTDV 703- Program Development II (literature review for capstones)  \*this curricular thread appears in each course within the curriculum but specific skills are taught in these courses | OTDV 504 – Quantitative and qualitative research article critiques using the McMaster forms for assessing evidence.  Students are expected to choose one quantitative and one qualitative article from OT or a related field, critique the quality of the evidence and how it applies to occupational therapy practice.  The purpose of these activities is to build student skill in accurately critiquing the quality of research that supports practice, and how it can be used to enhance practice for knowledge translation purposes.  OTDV 525 – Early Childhood Evaluation activity. Students use a standardized evaluation tool used in early childhood settings, critique the results, and write an evaluation report, problem statement, and evidence-based intervention strategy based on the results of the assessment.  OTDV 643 – Systematic Review Poster Presentation. Students conduct a systematic review of the literature for a PICO question, using 9 recent (within 10 years) quantitative and 1 qualitative article, assessing the strength of evidence and themes that can be used to guide OT practice with that population.  OTDV 703 – Literature review for program development. Students conduct a literature review for the population of their capstone site and use the evidence and information from a needs assessment to design effective community-based programs based on research. |
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| **Evaluation of Curriculum Design**:  “A systematic analysis of formative and summative assessment occurring throughout the length of the program evaluating the selection, scope, and sequencing of content and the effectiveness in achieving student learning objectives/outcomes.”   1. **What do you want to know?** 2. **How will you answer your questions?** 3. **What do you plan to do with the information obtained?** | | | |

**Curriculum Design Template**

This **optional** template may assist program in providing evidence for **2018 Standard A.5.5. Curriculum Design**. Specifically, the portion of the Standard that states, “Instructional design must reflect the curriculum and ensure appropriate content delivery”. The template highlights all elements of the Standard with emphasis on the instructional design components.

**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.

**2018** **Standard A.5.5** requires that the curriculum design addresses the following:

1. The curriculum articulates the major content areas (i.e., threads and/or themes).
2. Educational goals or objectives (i.e., student learning outcomes) are stated for the curriculum content themes.
3. The threads or themes describes the scope (depth and breadth) of the content within the program offered.
4. The instructional design ensures appropriate content delivery of the curriculum.

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| Curriculum Design | | | |
| **Institutional Mission**: To create exemplary citizens and leaders to serve the nation and the world. | | | |
| **Institutional Philosophy:** Create a strong sense of community, prioritize success for each and every student, make thoughtful use of our resources, including ourselves, engage in curiosity, open doors to community | | | |
| **Program Mission: HHS:** To educate exemplary professionals who will promote individual, community, and global wellness  OT: The OT program at KC provides an exceptional professional education that integrates a liberal arts curriculum and a commitment to experiential learning. We strive to create a friendly and supportive environment that encourages achievement and growth in our students, staff and faculty. We value service, scholarship, lifelong learning and practice excellence; these values infuse our classroom teaching, our relationship with students, our professional engagement and our collaboration with community partners. | | | |
| **Program Philosophy:**  Beliefs About Humans’ Occupational Performance and Learning Consistent with AOTA’s philosophy of occupational therapy education and the philosophical base of occupational therapy, the curriculum of the OT Program at Keuka College examines human performance and participation in meaningful everyday occupations, across the lifespan, in many contexts. We believe “occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation” (AOTA, 2017, para. 4). We also view students as occupational beings. We believe that students learn most effectively when they are positively engaged, supported, and encouraged to develop the skills and confidence to facilitate their own learning. Through the teaching-learning process we prepare students to integrate “clinical reasoning, professional values, theories, evidence, ethics and skills” (AOTA, 2015, para. 2). | | | |
| **Program Philosophy of Teaching and Learning:** Teaching and Learning The philosophy of teaching and learning within the OT Program at Keuka College is also consistent with the AOTA philosophy of OT education, which states that students are occupational beings who engage dynamically with both the learning context and the teaching-learning process (AOTA, 2015, para. 2). While each member of the Keuka College OT faculty has a unique teaching approach, we all value the principles of active and diverse learning, collaboration that builds on past knowledge and experience, professional judgment and self-reflection, and lifelong learning (AOTA, 2015, para. 3). We use elements of Bloom’s taxonomy to guide the progression of coursework as students move from the Developing Phase to the Baccalaureate Phase to the Graduate Phase (see below). Three curricular themes are integrated throughout our courses, and these themes form the basis for our teaching priorities: (a) people as occupational beings, (b) practice, and (c) leadership (see below). As stated in our mission, the OT Program at Keuka College is committed to developing practitioners who provide compassionate, evidence-based, and client-centered services to individuals, groups, communities, and populations. We expect our students to embrace self-directed learning, to demonstrate active and respectful engagement in the educational process, and to be committed to the process of becoming healthcare professionals. Our curriculum and teaching philosophy—along with a strong liberal arts foundation and many opportunities for experiential learning—support our mission. As a faculty we endorse the following principles that guide our teaching and define our program: • We set high standards for academic performance, clinical competence, and professional behavior. We strive to be both challenging and fair, and to serve as role models to our students for professionalism, compassion, and clinical excellence. • We provide individualized teaching and support that recognizes the diverse learning needs of our students, and we value the relationships we form through small class sizes, consistent advisement, and individualized instructional approaches. Since students enter our program as freshmen, we are especially committed to teaching and advisement practices that foster students’ growth and development over the course of five years. • We emphasize the importance of evidence-based practice, scholarly activity, and critical thinking, since these skills are critical to the development of practitioners, advocates, scholars, and future leaders. • We integrate experiential learning in many forms across the curriculum, consistent with the vision and mission of Keuka College. These experiential activities provide our students with valuable opportunities for professional exploration, skill building, self-reflection, and the development of personal confidence. • We promote professional development and the value of lifelong learning throughout all academic and experiential activities. | | | |
| **Program of Study (rationale for the selection, the scope and sequencing of content):** | | | |
| 1. **Curricular Threads or Themes** | 1. **Goals and Objectives (Learning Outcomes)** | 1. **Course(s) that Address the Goals and Objectives** | 1. **Instructional Design1 to Address the Goals and Objectives/Curricular Threads** |
| Occupations are groups of activities and tasks of everyday life, named  organized, and given value and  meaning by individuals and a culture; occupation is everything people do to occupy themselves,  including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy (CAOT, 1997, 2002).  This guiding theme relationship to the curriculum will be based in occupational science, which is the study developing an understanding of the complexity of occupation and of humans as occupational beings | Explain the meaning of occupation across the lifespan – including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context and client factors. | OCC 225: Occupational Science – developing phase (sophomore year)  OCC 425: Occupations Across the Lifespan – Baccalaureate phase (senior year)  OCC 555: Policy and Advocacy – Graduate phase (grad year, second semester) | Narrative paper, learning new occupations and exam  Interviewing a child and an older adult and using Flipgrid to record a summary of the interview – including something that was taught to the student from the interviewee; learning a new activity and teaching it to other students  Identifying a bill that student is passionate about and relates to OT, reading and familiarizing themselves and reaching out to a legislative person to discuss the bill more at length which helps to incorporate the impact as it relates on engagement in occupation. Students then document the experience via a paper. |
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| **Evaluation of Curriculum Design**:  “A systematic analysis of formative and summative assessment occurring throughout the length of the program evaluating the selection, scope, and sequencing of content and the effectiveness in achieving student learning objectives/outcomes”. | | | |

Encompasses instructional and learning activities, methods, and materials with corresponding assessments of learning.