

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 6016 Advanced Occupational Therapy Theory (3 credits)**  
Summer, 2020

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Instructor Name: Jessica Kramer, PhD, OTR/L  
Course meeting time: Tues/Wed, 1:00- 3:00pm  
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Preferred Course Communications: email

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**Prerequisites:** OTH 6539 Occupational Therapy Theory and OTH 6819 Competency

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## **PURPOSE AND OUTCOME**

### **Course Overview**

In this course, the learner will critique and study in depth theoretical perspectives commonly used in occupational therapy practice and research. This course will provide students the opportunity to apply theoretical perspectives to occupational therapy service delivery in various contexts, compare and contrast theoretical perspectives, and apply them to populations. The overarching theme of the course is the importance of occupation in the promotion of health and the prevention of disease and disability to meet societal needs.

### **Relation to Program Outcomes**

This course will enable students to meet Phase 2 instructional outcome to: "Appraise the role of advanced theoretical and scientific concepts to support human occupation and health in practice." The course also further develops students critical thinking (theme 2) and clinical reasoning by evaluating and selecting theories to support occupational therapy intervention. Finally, students will systematically consider the extent to which theory acknowledges diverse backgrounds and lived experiences and has been systematically investigated in diverse populations (theme 4).

### **Student Learning Objectives:**

After completing the course the student will be able to:

1. Distinguish between theoretical assumptions and propositions.
2. Explain the implications of varying explanatory models that conceptualize change at the macro or micro level for the design of occupational therapy interventions.
3. Compare and contrast various approaches to theory development and the implications for practice.
4. Develop theoretical propositions about mechanisms that impact outcomes in occupational therapy.
5. Analyze and use research evidence to appraise a theoretical framework.
6. Interpret and critique the conceptual model of change underlying specific intervention approaches
7. Explain the benefits of integrating multiple theoretical approaches in the design of complex occupational therapy interventions.

Course Objective	ACOTE Standards Addressed	Curricular theme(s)	Objective Assessed by assignment #:
1,4,7	B.2.1 Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Human occupation and health Valuing Diversity	1,4,5
2,3	B.2.2 Explain the process of theory development in occupational therapy and its desired impact and influence on society.	Human occupation and health	2
5,6	B.1.4 Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	Critical Thinking for Practice and Scholarship	3

### Instructional Methods

Content and activities in this course are coordinated and integrated with information presented in other courses this semester and in previous semesters. The course will use a variety of methods to facilitate student learning and achieve course objectives:

- Independent reading, writing, and synthesis
- In class mini-lectures
- Class activities
- Iterative and interactive reflection and feedback

### What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all preparation reading and activities. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared for class meetings, you may struggle to keep pace with the activities and it is unlikely that you will reach the higher learning goals of the course. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

See end of this syllabus for extended outline

### Course Materials and Technology

Instructional methods include class lecture, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, and objective evaluations.

**Required Reading:** Required reading assignments will be posted on e-Learning (Canvas) course website for each class accessed via E-learning Support Website: <http://elearning.ufl.edu/> or accessed through the UF Health Science Center Libraries, the American Occupational Therapy Association website, or other related resources.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

**Assignments:** For in depth description of assignments with grading rubrics see the course Canvas website.

1. Testing Conceptual Models:  
*In this individual assignment, you will read a research article and critically evaluate the theoretical/conceptual model tested in the study.*
2. Theoretical development and clinical implications.  
*In this paired assignment, you will critically examine various approaches to theory development and articulate implications for practice*
3. Evaluating the effectiveness of mechanisms of action  
*In this individual assignment, you will read a research article and critically evaluate the mechanism of action tested in the study.*
4. Theoretical Critique  
*In this paired assignment, you will provide a critical analysis of a theory used in occupational therapy.*
5. Integrating multiple theories  
*In this paired assignment, you will critically evaluate how theories can be used in combination to enhance outcomes in occupational therapy.*

### Grading

Requirement	Due (assignments uploaded by start of Zoom meeting, unless indicated)	% of final grade
Assignment 1: Testing theoretical models (individual)	May 26/27	15%
Assignment 2: Theoretical development and clinical implications. (paired)	June 12 @5pm	20%
Assignment 3: Evaluating the effectiveness of mechanisms of action (individual)	July 3 @3pm	15%
Assignment 4: Theoretical critique (paired)	July 28/29	25%
Assignment 5: Integrating multiple theories (paired)	Aug 6/7 @ 5pm	25%
		<b>100%*</b>

**\*Pass/Fail Activities:** This class includes several activities in which you will complete a task prior to class, bring a completed task to class, or post a task completed during class. These activities are designated as pass/fail, and are an integral part of your learning. Tasks that are not fully and thoughtfully completed tasks, or not brought to class, will be marked "fail." Each "fail" will result in one total percentage point reduction of the grade percentage. For example, if your assignment grades are 90%, but 2/3 tasks was "fail," the final assignment grade will be lowered to 88%.

<b>Points earned</b>	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.00	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Exam Policy – N/A

#### Policy Related to Make up Exams or Other Work

Attendance to program and course activities is required. For a review of the OTD Attendance policies and documentation requirements see the OTD Student Handbook. Emergency issues will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *Student Handbook* or the websites provided.

### Communication Guidelines

- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
- Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional roles. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.

### Professional Behavior

- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices that are not critical for formal classroom activities; not reading other material during

class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.

- Professional attire in lectures and labs when there are guests, in all clinics and site visits.
  - Clean long khaki or black pants that remain fitted when moving and bending.
  - Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
  - Clean, closed toe shoes with adequate base of support.
  - Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
- Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
- **Laptops/Tablets:** Laptops/tablets may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops/tablets in class for any other reason. Topic instructors may further limit or prohibit the use of laptop/tablet used during their presentations.

### Assignment Policies

All assignments are **due at the beginning of class time on** the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction, if accepted.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting

[www.disability.ufl.edu/students/get-started](http://www.disability.ufl.edu/students/get-started).

**To ensure that I can meet your accommodations, please schedule a meeting with me during the first week of class.** We will work together to make an accommodation plan for the course, and identify our responsibilities to meet that plan. I am committed to ensuring access, and that is possible when students collaborate with me to identify and plan for their accommodations.

Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow [ldiekow@ufsa.ufl.edu](mailto:ldiekow@ufsa.ufl.edu), is highly encouraged.

### Counseling and Student Health

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu) .

Week	Topic & learning objectives	Activities prior to class	Tasks & Assignments
Week 1 May 12/13	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• Distinguish between theoretical assumptions and propositions.</li> <li>• Describe six types of causal relationships and depict each relationship visually.</li> <li>• Distinguish clearly among various ways that theory may guide research and practice and the strengths and limitations of each application</li> </ul> <p><b>In Class Activities:</b></p> <ul style="list-style-type: none"> <li>• Establish norms: Class prep and P/F activities</li> <li>• What do we mean by “theory”</li> <li>• Activity: Identify theory use, assumptions, propositions in an intervention research study</li> </ul>	<p><b>Read:</b></p> <p>Cohn, E. &amp; Coster, W. J. (2014). Unpacking our theoretical reasoning: Theory and Practice in Occupational Therapy. In B. Boyt Schell, G. Gillen, &amp; M. Scaffa, <i>Willard and Spackman’s Occupational Therapy</i> (12th ed., pp. 477- 493). Philadelphia, PA: Lippincott, Williams &amp; Wilkens.</p> <ul style="list-style-type: none"> <li>• Read pages 479-481</li> </ul> <p>Hooper, B., &amp; Wood, W. (2018). The philosophy of occupational therapy: A framework for practice. In B. Boyt Schell, G. Gillen, &amp; M. Scaffa, <i>Willard and Spackman’s Occupational Therapy</i> (13th ed., pp. 43- 55). Philadelphia, PA: Lippincott, Williams &amp; Wilkens.</p> <ul style="list-style-type: none"> <li>• Read pages 46- 50 <i>The Ontology and Epistemology of OT</i></li> </ul> <p>Hall, J.A., &amp; Mast, M.S. (2009). Five ways of being "theoretical": Applications to provider-patient communication research. <i>Patient Education and Counseling</i>, 74, 282-286.</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Mini lecture: ways of being theoretical</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>• Activity: Identifying assumptions and propositions</li> <li>• Search activity: Search the literature to identify one <u>intervention</u> research study that: 1) Relates to your capstone topic, <u>and</u> 2) Uses a specific theory(ies). Bring the article to class, and submit your search documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Before class, complete activity until you reach 80% correct (P/F)</li> <li>• Submit search activity documentation &amp; bring identified article to class (P/F)</li> <li>• Submit completed zoom activity worksheet at the end of class (P/F)</li> </ul>
Week 2 May 19/20	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• Differentiate and give examples of mediating, moderating, independent, and dependent variables in a research study.</li> </ul>	<p><b>Read:</b></p> <p>Bennett, J.A. (2000). Mediator and moderator variables in nursing research: Conceptual and statistical differences. <i>Research in Nursing and Health</i>, 23, 415-420.</p>	<ul style="list-style-type: none"> <li>• Before class, complete activity until you reach 80% correct (P/F)</li> </ul>



	<p><b><i>In class activities:</i></b></p> <ul style="list-style-type: none"> <li>• Activity: Analyze the rationale for a research study designed to test a conceptual model.</li> </ul>	<p>Raina, P, O'Donnell, M., Rosenbaum, P., Brehaut, J., Walter, S.D., Russell, D., et al. (2005). The health and well-being of caregivers of children with cerebral palsy. <i>Pediatrics</i>, 115, e626-e636.</p> <ul style="list-style-type: none"> <li>• We will be using this article during an in class activity</li> </ul> <p><b><u>Watch:</u></b></p> <ul style="list-style-type: none"> <li>• Mini lecture: five types of causal relationships</li> <li>• Mini lecture: Tips &amp; tricks for interpreting stats</li> </ul> <p><b><u>Complete:</u></b></p> <ul style="list-style-type: none"> <li>• Week 2 Activity: Identifying direct &amp; indirect predictors in Rania</li> </ul>	<ul style="list-style-type: none"> <li>• Submit completed zoom activity worksheet at the end of class (P/F)</li> </ul>
<p>Week 3 May 26/27</p>	<p><b><i>Learning objectives</i></b></p> <ul style="list-style-type: none"> <li>• Contrast the various approaches to developing and validating theoretical models including experimental designs and observational studies.</li> <li>• Create a visual map to illustrate a proposed theoretical model for a particular clinical problem that includes key elements and relations among them.</li> </ul> <p><b><i>In class activities:</i></b></p> <ul style="list-style-type: none"> <li>• Mini lecture: Tips &amp; tricks for drawing models</li> <li>• Work in small groups on assignment 2: Theoretical development and clinical implications.</li> </ul>	<p><b><u>Read:</u></b></p> <p>Dempsey, I., Keen, D., Pennell, D., O'Reilly, J., &amp; Neilands, J. (2009). Parent stress, parenting competence and family-centered support to young children with an intellectual or developmental disability. <i>Research in developmental disabilities</i>, 30(3), 558-566.</p> <p>Kuo, D. Z., Mac Bird, T., &amp; Tilford, J. M. (2011). Associations of family-centered care with health care outcomes for children with special health care needs. <i>Maternal and child health journal</i>, 15(6), 794-805.</p> <p><b><u>Watch:</u></b></p> <ul style="list-style-type: none"> <li>• Mini lecture: Regression</li> <li>• Mini lecture: Odds Ratios &amp; Confidence Intervals</li> </ul> <p><b><u>Complete:</u></b></p> <ul style="list-style-type: none"> <li>• Week 3 Activity: Checking understanding of assigned articles</li> </ul>	<p><b>Assignment 1 due at beginning of class</b></p> <ul style="list-style-type: none"> <li>• Before class, complete activity until you reach 80% correct (P/F)</li> </ul>
<p>Week 4 June 2/3</p>	<p><b><i>Learning objectives</i></b></p> <ul style="list-style-type: none"> <li>• Distinguish between macro and micro theoretical models, and describe how</li> </ul>	<p><b><u>Read</u></b></p> <p>Javalkar, K., Johnson, M., Kshirsagar, A. V., Ocegueda, S., Detwiler, R. K., &amp; Ferris, M. (2016). Ecological factors predict transition readiness/self-</p>	<ul style="list-style-type: none"> <li>• Before class, complete activity until</li> </ul>

	<p>different types of theoretical models lead to different implications for intervention best practices.</p> <p><b>In class activities:</b></p> <ul style="list-style-type: none"> <li>• Review assignment 1</li> <li>• Work in small groups on assignment 2: Theoretical development and clinical implications.</li> </ul>	<p>management in youth with chronic conditions. <i>Journal of Adolescent Health</i>, 58(1), 40-46. <a href="http://dx.doi.org/10.1016/j.jadohealth.2015.09.013">http://dx.doi.org/10.1016/j.jadohealth.2015.09.013</a></p> <p>Warschausky, S., Kaufman, J. N., Schutt, W., Evitts, M., &amp; Hurvitz, E. A. (2017). Health self-management, transition readiness and adaptive behavior in persons with cerebral palsy or myelomeningocele. <i>Rehabilitation psychology</i>, 62(3), 268.</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Mini lectures: Odds Ratios &amp; Confidence Intervals (if needed again)</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>• Week 4 Activity: Checking understanding of assigned articles</li> </ul>	<p>you reach 80% correct (P/F)</p>
<p>Week 5 June 9/10</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• Identify broad versus discrete theories</li> <li>• Distinguish between the various components of a theory-driven rehabilitation intervention including: active and inactive ingredients, mechanisms of change, and intervention aims/outcomes.</li> <li>• Develop a conceptual map of occupational therapy intervention active ingredients and mechanisms of change.</li> </ul> <p><b>Class activities</b></p> <ul style="list-style-type: none"> <li>• Activity: identify propositions and create a conceptual map of an intervention</li> </ul>	<p><b>Read:</b></p> <p>Cohn, E. &amp; Coster, W. J. (2014). Unpacking our theoretical reasoning: Theory and Practice in Occupational Therapy. In B. Boyt Schell, G. Gillen, &amp; M. Scaffa, <i>Willard and Spackman's Occupational Therapy</i> (12th ed., pp. 477- 493). Philadelphia, PA: Lippincott, Williams &amp; Wilkens.</p> <ul style="list-style-type: none"> <li>• Read remaining pages of this chapter</li> </ul> <p>Whyte, J., Dijkers, M.P., Hart, T., Zanca, J.M., Packel, A., Ferraro, M., &amp; Tsaousides, T. (2014). Development of a theory-driven rehabilitation treatment taxonomy: Conceptual issues. <i>Archives of Physical Medicine and Rehabilitation</i>, 95( Suppl 1), S24-S32</p> <p>Schreurs, K.M.G., Colland, V.T., Kuijjer, R.G., De Ridder, D.T.D., &amp; van Elderen, T. (2003). Development, content, and process evaluation of a short self-management intervention in patients with chronic diseases requiring self-care behaviours. <i>Patient Education and Counseling</i>, 51, 133-141.</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• Mini lecture: Essential ingredients &amp; mechanisms of actions</li> </ul> <p><b>Complete:</b></p>	<ul style="list-style-type: none"> <li>• Before class, complete activity until you reach 80% correct (P/F)</li> <li>• Submit completed zoom activity worksheet at the end of class (P/F)</li> </ul> <p><b>Assignment 2 due June 12, 5pm</b></p>

		<ul style="list-style-type: none"> <li>Week 5 Activity: Open ended reflection questions of assigned readings</li> </ul>	
<p>Week 6 June 16/17</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Develop a conceptual map of occupational therapy intervention active ingrediants and mechanisms of change.</li> <li>Analyze and use intervention research evidence to identify the empirical evidence for the hypothesized mechanisms of change.</li> </ul> <p><b>Class activities</b></p> <ul style="list-style-type: none"> <li>Activity: Evaluating effectiveness of hypothesized mechanisms of action</li> </ul>	<p><b>Read:</b> Klingels, K., Feys, H., Molenaers, G., Verbeke, G Van Daele, S., Hoskens, J., Desloovere, K., &amp; De Cock, P. (2013). Randomized trial of modified constraint-induced movement therapy with and without an intensive therapy program in children with unilateral cerebral palsy. <i>Neurorehabilitation and Neural Repair</i>, 27(9), 799-807. doi: 10.1177/1545968313496322</p> <p>The article you identify in your search activity (see below).</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Mini lecture: ANOVA</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>Week 6 activity: Checking understanding of assigned reading</li> <li>Search activity: Search the literature to identify one <u>intervention</u> research study that: 1) Relates to your capstone topic, <u>and</u> 2) Uses a specific theory(ies). Bring the article to class, and submit your search documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Before class, complete activitiy until you reach 80% correct (P/F)</li> <li>Submit search activity documentation &amp; bring identified article to class (P/F)</li> <li>Submit completed zoom activity worksheets at the end of class (P/F)</li> </ul>
June 22- 26 SUMMER BREAK			
<p>Week 7 June 30/ July 1</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Compare and contrast theoretical frameworks of goal setting and goal attainment, and the resulting implications for intervention design.</li> <li>Analyze and use intervention research evidence to identify the empirical evidence for the hypothesized mechanisms of change.</li> </ul> <p><b>Class activities</b></p>	<p><b>Read (in this order):</b> Scobbie, L., Wyke, S. &amp; Dixon. (2009). Identifying and applying psychological theory to setting and achieving rehabilitation goals. <i>Clinical Rehabilitation</i>, 23, 321-333. doi: 10.1177/0269215509102981.</p> <p>Mann, T., de Ritter, D., &amp; Fujita, K. (2013). Self-regulation of health behavior: Social psychological approaches to goal setting and goal striving. <i>Health Psychology</i>, 32(5), 487-498. doi: 10.1037/a0028533.</p> <p>Vroland-Nordstrand, K., Eliasson, A., Jacobsson, H., Johansson, U., &amp; Krumlinde-Sundholm, L. (2016). Can children identify and achieve goals for intervention? A randomized trial comparing two goal-setting</p>	<p><b>Assignment 3 due Friday July 3</b></p> <ul style="list-style-type: none"> <li>Before class, complete self-check activitiy until you reach 80% correct (P/F)</li> <li>Submit theory driven intervention</li> </ul>

	<ul style="list-style-type: none"> <li>•Activity: Comparing different theories of goal setting mechanisms</li> </ul>	<p>approaches. <i>Developmental Medicine and Child Neurology</i>, 55, 965- 966. doi: 10.1111/dmcn.12925.</p> <p><b><u>Complete:</u></b></p> <ul style="list-style-type: none"> <li>• Week 7 activity: Checking understanding of assigned reading</li> <li>• <a href="#">Theory driven intervention (capstone related)- this activity uses the article you identified in week 6 search assignment</a></li> </ul>	<p>activity before class (P/F)</p> <ul style="list-style-type: none"> <li>• Submit completed zoom activity worksheets at the end of class (P/F)</li> </ul>
<p>Week 8 July 7/8</p>	<p><b><i>Learning objectives</i></b></p> <ul style="list-style-type: none"> <li>• Describe a framework to critique theoretical models, and apply the framework to critique theoretical models used in occupational therapy.</li> </ul> <p><b><i>Class activities</i></b></p> <ul style="list-style-type: none"> <li>• Activity: Practice applying critical analysis of theory framework to OT theory</li> </ul>	<p><b><i>Read:</i></b></p> <p>Bredow, T. (2016). Analysis, Evaluation, and Selection of a Middle Range Theory. In S. Peterson &amp; T. Bredow (Eds), <i>Middle range theories: Application to nursing research</i> (4<sup>th</sup> edition, pgs. 46- 60). Wolters Kluwer.</p> <ul style="list-style-type: none"> <li>• <a href="#">Link to google text here</a></li> <li>• <b>Read “key concepts” pages 46-47 only</b></li> </ul> <p>Nixon, S. A., Yeung, E., Shaw, J. A., Kuper, A., &amp; Gibson, B. E. (2017). Seven-step framework for critical analysis and its application in the field of physical therapy. <i>Physical therapy</i>, 97(2), 249-257. <a href="https://doi.org/10.2522/ptj.20160149">https://doi.org/10.2522/ptj.20160149</a></p> <p><b><i>Review the following articles on SI theory development:</i></b></p> <p>Mailloux, Z., &amp; Miller-Kuhaneck, H. (2014). Evolution of a theory: How measurement has shaped Ayres Sensory Integration®. <i>American Journal of Occupational Therapy</i>, 68(5), 495-499. <a href="https://doi.org/10.5014/ajot.2014.013656">https://doi.org/10.5014/ajot.2014.013656</a></p> <p>Schaaf, R. C., &amp; Davies, P. L. (2010). Evolution of the sensory integration frame of reference. <i>American Journal of Occupational Therapy</i>, 64(3), 363-367. <a href="https://doi.org/10.5014/ajot.2010.090000">https://doi.org/10.5014/ajot.2010.090000</a></p> <p>Schaaf, R. C., Schoen, S. A., May-Benson, T. A., Parham, L. D., Lane, S. J., Roley, S. S., &amp; Mailloux, Z. (2015). State of the science: a roadmap for research in sensory integration. <i>American Journal of Occupational Therapy</i>, 69(6), 6906360010p1-6906360010p7. <a href="https://doi.org/10.5014/ajot.2015.019539">https://doi.org/10.5014/ajot.2015.019539</a></p>	<ul style="list-style-type: none"> <li>• Before class, complete activity until you reach 80% correct (P/F)</li> <li>• Submit completed zoom activity worksheets at the end of class (P/F)</li> </ul>

		<p><b><u>Watch:</u></b></p> <ul style="list-style-type: none"> <li>• Mini lecture: Critical analysis of theory</li> </ul> <p><b><u>Complete:</u></b></p> <ul style="list-style-type: none"> <li>• Week 8 activity: Checking understanding of assigned readings</li> </ul>	
Week 9 July 14/15	<p><b><u>Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• Apply the framework to critique theoretical models used in occupational therapy.</li> </ul> <p><b><u>Class activities</u></b></p> <ul style="list-style-type: none"> <li>• Activity: synthesizing theoretical findings across intervention studies</li> </ul>	<p><b><u>Read</u></b></p> <p>At least 3 articles you identified in your search (see below)</p> <p><b><u>Watch:</u></b></p> <ul style="list-style-type: none"> <li>• Mini lecture: Tools to synthesize findings across articles</li> </ul> <p><b><u>Complete:</u></b></p> <ul style="list-style-type: none"> <li>• Search activity: Search the literature to identify 3-4 additional research studies (intervention, observational, or experimental) that: 1) Relates to your capstone topic, <u>and</u> 2) Uses a specific theory(ies). Bring the article to class, and submit your search documentation.</li> <li>• Read at least 3 additional articles identified in the search</li> </ul>	<ul style="list-style-type: none"> <li>• Submit search activity documentation &amp; bring identified articles to class (P/F)</li> </ul>
Week 10 July 21/22	<p><b><u>Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• Apply the framework to critique theoretical models used in occupational therapy.</li> </ul> <p><b><u>Class activities</u></b></p> <ul style="list-style-type: none"> <li>- Work on assignment 4</li> <li>Peer evaluation</li> </ul>	<p><b><u>Read</u></b></p> <p>Continue to search the literature and read literature to prepare for assignment 4</p> <p><b><u>Watch:</u></b></p> <p>Mini lecture: How to write a critique</p> <p><b><u>Complete</u></b></p> <p>Complete a rough/first draft of Assignment 4 and bring to class</p>	<p>Bring a draft of your assignment 4 to class for peer review (P/F)</p>
Week 11 July 28/29	<p><b><u>Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• Identify the theories informing the design of complex interventions, and discuss guidelines to consider when drawing on more than one theory to design an intervention.</li> </ul>	<p><b><u>Read:</u></b></p> <p>Gitlin, L. N., Winter, L., Dennis, M. P., Corcoran, M., Schinfeld, S., &amp; Hauck, W. W. (2006). A randomized trial of a multicomponent home intervention to reduce functional difficulties in older adults. <i>Journal of the American Geriatrics Society</i>, 54(5), 809-816.</p>	<p><b>Assignment 4 due at beginning of class</b></p>

	<ul style="list-style-type: none"> <li>Justify the inclusion of multiple theories in the design of an intervention</li> </ul> <p><b>Class activities</b></p> <ul style="list-style-type: none"> <li>Work on assignment 5</li> </ul>	<p>Hughes, R. B., Robinson-Whelen, S., Taylor, H. B., &amp; Hall, J. W. (2006). Stress self-management: An intervention for women with physical disabilities. <i>Women's Health Issues, 16</i>, 389- 399</p> <p>At least 1 article for a second theory you identify for use in assignment 5</p> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>Mini lecture: Stress self-management for women with disabilities: An example of a complex intervention</li> </ul> <p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>Activity: Checking understanding of assigned readings</li> <li>Search activity: Search the literature to identify 3-4 additional research studies (intervention, observational, or experimental) that: 1) Relates to your capstone topic, <u>and</u> 2) Uses a DIFFERENT theory that you could use in combination with the initial theory you identified. Bring the article to class, and submit your search documentation.</li> </ul>	
<p>Week 12 Aug 4/5</p>	<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>justify the inclusion of multiple theories in the design of an intervention.</li> </ul> <p><b>Class activities</b></p> <p>Work on assignment 5 Peer evaluation</p>	<p>Continue to review the literature and read literature to prepare for assignment 5</p> <p>Complete a first draft of Assignment 5</p>	<p>Bring a draft of your assignment 5 to class for peer review (P/F)</p>
<p><b>Assignment 5 due 24 hours after class</b></p> <ul style="list-style-type: none"> <li>Tuesday class: Assignment due Wednesday August 6 @5pm</li> <li>Wednesday class: Assignment due Thursday August 7 @5pm</li> </ul>			