

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5190 – Professional Development Seminar IV**  
**Fall 2025**

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Office Hours: TBA\* during on campus weekends

\*prefer e-mail appointment request for on campus or phone appointments.

**Course Description:** Final course in a series of courses focused on professional behaviors, professional case studies, reflective practices. Required Level 1 Fieldwork cases and simulations in clinical occupational therapy practice build a foundation of knowledge and practice to support understanding of the occupational therapy practice process. This course serves as a “capstone” review course for previous semesters work and includes licensure and credentialing information as well as strategies for ongoing professional development in preparation for Level II fieldwork.

Credits: 1

**Required Textbooks:**

Sladyk, K. (2002). *The successful occupational therapy fieldwork student*. (1<sup>st</sup> ed.) ISBN: 9781556425622

Gateley, C.A. & Borcharding, S. (2024). *Documentation manual for occupational therapy. Writing SOAP notes*. (5<sup>h</sup> ed.) Thorofare, NJ: Slack, Inc. ISBN: 978-1-63822-060-2

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

\*\*Online access through AOTA for NBCOT study preparation platform– Students will be provided with information for log in, etc.

**Course Objectives:**

1. Enhance and develop professional oral and written communication skills.
2. Demonstrate knowledge and appreciation of the role of social, cultural, economic factors and their impact on populations and contemporary lifestyles.
3. Understand the ethical and practical considerations that affect health and wellness needs of those at risk for social injustice, occupational deprivation and disparity in the receipt of services.
4. Evaluate and address the various contexts of health care, education, community, political and social systems as they relate to occupational therapy practice.
5. Use professional literature to make informed practice decisions.
6. Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities and professional growth.
7. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of clients in various contexts and cultures reflecting ethical practice.

## **Connection to the MOT Curriculum**

### **Clinical Reasoning and Reflective Practice Application**

This course will synthesize knowledge gained in Occupations Evaluation, Conditions and Interventions III (Adult Practice) and serve as preparation for Level II fieldwork and NBCOT exam. Students will begin self-reflection, clinical reasoning and active development towards professional identity.

This seminar is the fourth in a series of three courses which supports and addresses professional behavior development

### **Learning Activities Required for Course Credit/Grading**

#### **Learning Activities Required for Course Credit**

Professional Development Self-Assessment

Simulated care studies

#### **Specific Content Areas**

Professional skills – oral & written communication

Documentation

Professional Behaviors

### **Grading Policies**

Written assignments are graded on content, style, clarity, conciseness, and comprehensiveness. Written assignments are expected to reflect the guidelines in the Publication Manual of the American Psychology Association (APA) 7<sup>th</sup> edition. Some of the required assignments in this course may be checked for plagiarism using Turnitin or other plagiarism software.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending software.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted prior arrangement with the instructor and may still be subject to penalty.

### **Grading Scale**

A = 90-100% total points

B = 80-89% total points

C = 70-79% total points

D = 60-69% total points

F = less than 60% total points

### **Learning Activities Required for Course Credit/Grading**

Assignments & Participation	70%
Fieldwork Level II preparation and Training	30%

**Date of Final Exam: TBD**

**Date to withdraw without penalty: see University Calendar**

**Attendance Policy:** Since on campus meetings are limited to scheduled weekends, no opportunity exists for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In event of excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining information missed.

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment

- Completing the process for tuition exemptions or waivers through Financial Aid.

### **State-Mandated Course Drop Policy**

1. “Cheating” includes, but is not limited to:

- Copying from another student’s test paper,
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

2. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

3. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

4. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903-565-5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903-656-5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903-566-7254)

### **Texas Pregnancy and Parenting Student Laws**

For UT Tyler to comply with Texas Laws SB 412, SB 459, and SB 597/HB 1361, faculty need to be aware that pregnant and parenting students have a suite of supports available to them. Part of the support for pregnant

students includes excused absences. Students must opt into these resources. They do this by contacting the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and completing the Pregnant and Parenting Self-Reporting Form. Faculty with students who have opted into these resources will receive a Maxient email from the Parenting Student Liaison (Ashton Maisel) with the appropriate and required accommodations. Accommodations for pregnant and parenting students mirror the SAR accommodations process, and these accommodations are required. Faculty should only provide the accommodations documented by the Parenting Student liaison. If a student shares that this suite of supports is needed, the faculty member should refer the student to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu).

#### *AI Use:*

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**For this course:** AI is not permitted in this course at all. a. Example 1: I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values. b. Example 2: To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. c. Example 3: The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT). This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

#### **ACOTE Standards**

##### **Assessment Measures**

1. Assignment
2. Demonstration
3. Fieldwork
4. Simulated case studies

ACOTE Standards 2023		Syllabus Objective Number	Assessment Measure Number
B.1.3	Demonstrates knowledge of social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions and distinguishes the epidemiological factors that impact the public health and welfare populations.	2, 3	1, 4
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	1,4,5, 7	1, 4
B.2.5	Analyze occupational performance aspects that are affected by diagnoses including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury	2, 7	1,4
B.2.9	Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current and accepted standards and long-term professional goals. The plan must address the following: <ul style="list-style-type: none"> <li>• Personal well-being</li> <li>• Alignment with current accepted norms in OT practice</li> <li>• Advocacy related to clients, OT, or the role of the OT or OTA</li> <li>• Long-term career objectives</li> <li>• A strategy to evaluate, refine, and update the plan over time</li> </ul>	6	1, 4
B.2.10	Demonstrate the knowledge of the current published AOTA <i>OT Code of Ethics</i> and the <i>AOTA Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment setting, and when confronted with personal and organizational ethical conflicts.	3, 5	1
B.3.1	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	2,7	1
B.3.8	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	7	1, 4
B.3.10	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the intraprofessional and interprofessional teams by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment	7	1, 4
B.4.2	Identify and analyze evolving service delivery models; changing federal, state, and local laws and regulations; and payment reform to advocate for OT. Articulate the distinct knowledge and skills of OTP to the community of interest.	2	1

B.4.3	Demonstrate knowledge of various reimbursement systems and funding mechanisms (fed, state, local, third party, private payor), appeals mechanisms, treatment/diagnosis codes (CPT, ICD, DSM codes), and durable medical equipment coding (HCPCS) and documentation requirements (equip justifications) that affect consumers and practice of OT. Documentation must effectively communicate the need and rationale for OT services	1,9	1
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