

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5355 – Occupation, Conditions, & Interventions in**  
**Occupational Therapy III- Bridge**  
**Fall 2025**

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weekends and by appointment\*

\*E-mail to schedule appointments via Zoom call, phone, or in-person

**Course Description:** Application of client centered outcomes in intervention planning for young adult practice including neurological, musculoskeletal, general medical and acquired conditions. Application of clinical reasoning skills as part of the intervention process as appropriate for the client population and setting. Focus on frames of reference and models of practice.

Credits: 3

**Required Textbooks:**

Atchison, B. & Dirette, D. (2023). *Conditions in occupational therapy: Effect on occupational performance* (6th ed.). Wolter Kluwer Health. ISBN-10: 1975209354; ISBN-13: 978-1975209353

Gillen, G. & Brown, C. (2023). *Willard and Spackman's occupational therapy* (14th ed). Wolters Kluwer Health. ISBN-10: 1975174887, ISBN-13: 978-1975174880

Pendleton, H. M., & Schultz-Kroh, W. (Eds.). (2017). *Pedretti's occupational therapy: Practice skills for physical dysfunction*. (8th Ed.). St. Louis, MO: Mosby Elsevier. ISBN 978-0323339278

Sit, W., & Neville, M. (2019). *Handbook of occupational therapy for adults with physical disabilities*. Slack. ISBN-13 978-1630914424

Smith-Gabai, H., & Holm, S.E. (2017) *Occupational therapy in acute care*. Bethesda: AOTA. ISBN-978-1-56900-393-0

**Course Objectives:**

1. Identify specific conditions, illnesses and injuries that occur in young adults, and their effect upon occupational performance.
2. Demonstrate task analysis, therapeutic use of self and ethical principles to recommend and provide interventions and procedures for young adults.
3. Identify young adult occupations, recognizing underlying components and how they might be graded or adapted to facilitate participation and engagement.

4. Demonstrate clinical reasoning to select and deliver occupation and evidence-based interventions for young adults, to address client factors, performance patterns, and performance skills.
5. Develop a discharge plan for a variety of cases which includes the following: evidence of collaboration with client and interprofessional team; consideration of needs of client, family, and caregivers; available resources; and discharge environment.
6. Identify frames of reference, service models, referrals, reimbursement and regulations in young adult populations.
7. Plan intervention process for a variety of cases, including roles of OTR & COTA within desired treatment plan using the OTPF.
8. Document occupational therapy services, communicating need and rationale for occupational therapy services, and ensuring accountability of service provision, meeting standards for reimbursement, and adhering to requirements of relevant agencies.
9. Apply foundational knowledge, previous professional experiences and new academic learning to fieldwork and community engagements to meet the needs of client in various contexts and cultures reflecting ethical practice.
10. Monitor and reassess the need for continued or modified occupational therapy intervention.

### **Connection to the MOT Curriculum**

#### **Essential knowledge and Professional Skills**

This is the second of three courses focusing on essential knowledge and professional skills in interventions and outcomes across the lifespan. This course focuses on interventions and outcomes and communication of conditions and abilities in the young adult population. Within the young adult population, the student will employ previous knowledge towards young adult practice and refining clinical reasoning skill sets in interventions and client outcomes. Focus is on applying evaluation results to intervention planning and implementation within a variety of contexts and conditions.

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

Individual intervention planning based on assessment reports

Group intervention planning based on client needs and assessment reports/context

Integration of supportive evidence in intervention plan

Competencies demonstrated: transfers, adaptive equipment for ADLs/IADLS Exam

#### **Grading**

Assignments & Quizzes	25%
Exams	25%
Lab Assignments & Participation	25%
Final Exam	25%
Total	100%

## **Specific Content Areas:**

Handling techniques – transfers  
ADLs/IADLs training/compensatory strategies  
Intervention planning related to evaluation results  
Practice Contexts  
Frames of reference/theories  
Referral systems  
Documentation  
Communication with team and family

## **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) 7th edition. *Per department expectations, graduate level assignments must include at least two scholarly references unless otherwise specified.* 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 class.

Late assignments: Assignments are due on the date indicated in the syllabus. No late work will be accepted without prior arrangement with the instructor and may still be subject to penalty. *Late submission of work will result in a 10% deduction in assignment grade for each day (24 hours) late with a maximum of 3 days allowed to submit assignments beyond the due date.* In the event of an excused absence, the student is solely responsible for obtaining missing information. **All assignments must be completed, with or without credit, to receive a grade in the course.**

## **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

**Date of Final Exam:** TBD

**Date to withdraw without penalty:** See [www.utt Tyler.edu](http://www.utt Tyler.edu) and search “academic 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 the event of excused absence, there will be no penalty for the absence, but the student is solely responsible for obtaining missed information.

## **UNIVERSITY POLICIES & INFORMATION**

### **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.

### **Refer to the following Google Document for University Policies and Information:**

[https://docs.google.com/document/d/e/2PACX-1vQXRlbySwSUh3-Ow\\_8tVR0BoV9Ck3bKN1yTVExKtxygUWZgQ1c1LGttITyN6DpgDVN\\_ucMP9O12M50G/pub](https://docs.google.com/document/d/e/2PACX-1vQXRlbySwSUh3-Ow_8tVR0BoV9Ck3bKN1yTVExKtxygUWZgQ1c1LGttITyN6DpgDVN_ucMP9O12M50G/pub)

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

Refer to the UT Tyler Syllabus Module in this course for a complete and updated list of student resources.

### **Artificial Intelligence (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. 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.

### **ACOTE Standards**

## Assessment Measures

1. Assignment
2. Lab Test
3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment

ACOTE 2023 Standard		Syllabus Objective Number	Assessment Measure Number
B.1.1.	<p>Demonstrate knowledge of</p> <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	1,3	1,2,3,5,7
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.	1,3,4,6	1,3,5,6,8
B.2.6.	Analyze occupational performance aspects that are affected by diagnosis including heritable diseases, genetic conditions, mental illness, disability, trauma and injury	1	1,3,6
B.3.2.	<p>Demonstrate professional reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions that:</p> <ul style="list-style-type: none"> <li>address client factors, performance patterns, and performance skills.</li> <li>Focus on creation, promotion, establishment, restoration, maintenance, modification and prevention</li> </ul>	2,4,7,	1,2,5,6

B. 3.6	<p>Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, chronic condition management, and performance in occupations.</p> <p>This must include the ability to collaborate with the occupational therapy assistant related to interventions and selecting and delivering occupations and activities:</p> <ul style="list-style-type: none"> <li>• Occupations as therapeutic intervention</li> <li>• Interventions to support occupations including therapeutic exercise</li> <li>• Interventions to support well-being (e.g. complementary health and integrative health)</li> <li>• Interventions to support self-advocacy related to the person, groups or population</li> <li>• Virtual interventions</li> </ul>		
B.3.7	Monitor and reevaluate, in collaboration with the client, care partner, and occupational therapy assistant, the effect of occupational therapy intervention and the need for continued or modified intervention.	10	1,6,8

B.3.9.	Select, design, and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.	2,3,4,7	1,3,5,6
B.3.10	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	5, 10	1,3,5
B.3.11	Evaluate the needs of persons, groups, or populations to design programs that enhance community mobility, and determine alternative means of transportation in community settings including driver rehabilitation and other community access options.		
B.3.16.	<p>Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.</p> <p>Train in the safe and effective use of prosthetic devices used to enhance occupational performance.</p>	1,4,7	1,2,3,7

B.3.17	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession including community agencies	5,10	1, 6, 8
B.3.19.	<p>Demonstrate and evaluate the principles of the teaching–learning process using educational methods and health literacy education approaches:</p> <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> <li>• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	4,7	1,3,5
B.4.3.	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>	6,8	1,4,5,6