

The University of Texas at Tyler
Master of Occupational Therapy Program
OCTH 5235 – Health & Wellness in Community-Based Occupational Therapy Practice
Summer 2025-Updated 05/2025

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weekends and by appointment*

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

Course Description: Application of health, wellness, and disability prevention models through program creation. Creation of programs to support client and community health & wellness outcomes.

Credits: 2

Course Objectives

1. Identify the role of occupation in health and wellness promotion, disease prevention, and disability accessibility across contexts and persons, including global health occupational injustice.
2. Determine how occupational therapy might be referred to within various healthcare contexts and discuss ethical responsibilities within contexts.
3. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions, using national and international resources to reflect knowledge of occupational practice worldwide.
4. Discuss the professional responsibility of the occupational therapy practitioner to promote and advocate policy change.
5. Describe and advocate environments and settings in which occupational therapy practitioners can participate in mental health promotion, prevention, and interventions.
6. Design evidence-based, occupation-focused programs in the community for determined community needs via needs assessment to promote health, wellness, prevention, or education for at-risk populations.
7. Investigate potential funding avenues for proposed programs (including grants).
8. Design, implement, document, and effectively communicate the need and rationale for occupational therapy services within community practice settings to include occupation-based intervention, purposeful activity, and preparatory methods to individuals or groups, based on principles of group development and group dynamics appropriate to clients being served.

9. Apply foundational knowledge, previous professional experiences, and new academic learning to fieldwork and community engagements to meet clients' needs in various contexts and cultures reflecting ethical practice.

Connection to the MOT Curriculum

Inquiry, Evidence, and Knowledge Translation

This course uses logical thinking, critical analysis, problem solving, inquiry and creativity when addressing key issues in occupational therapy management and program development. In the context of this course, students will develop a community focused, occupation-based program to promote health and wellness in the community. Students will reflect on experiences from fieldwork, service learning and other clinical experiences to integrate current and new knowledge on management systems, health care policies and program development as it relates to occupational therapy practice in the community.

Learning Activities Required for Course Credit/Grading

Assignments	50%
Program Development Activities	20%
Quizzes & Exams	20%
Participation & Professional Behavior	10%
Total	100%

Specific Content Areas

Community, occupation-based program planning
Grant and funding investigation
Health and wellness promotion
Disability prevention
Occupational Therapy process
Occupational Therapy Practice context, client, conditions
Professional & clinical reasoning
Professional ethics
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) 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 information missed. **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: TBA

Online Course Attendance Policy: Attendance in an online course is measured by active participation and engagement rather than physical presence. To ensure academic success, students are expected to adhere to the following guidelines:

1. **Regular Participation:** Students must log in to the course platform and engage in required activities (e.g., discussion forums, quizzes, assignments) on a consistent basis.
2. **Discussion Engagement*:** Contributing to discussions, responding to peers, and interacting with instructors are essential components of attendance. Failure to participate may impact course grade. ***This includes online discussions as well as virtual meetings via Zoom or Teams.**
3. **Live Session Attendance:** Students are required to attend live lectures or webinars when scheduled. If attendance is required, accommodations may be granted for documented absences.
4. **Instructor Communication:** If a student is unable to participate due to illness or emergency, they must notify the instructor promptly and discuss alternative arrangements.
5. **Monitoring & Compliance:** The instructor reserves the right to track participation and adjust grades based on engagement levels to ensure adherence to the policy.

Failure to comply with attendance expectations may result in grade deductions or additional academic interventions. Students are responsible for staying informed of course updates and maintaining active participation throughout the term.

Textbooks:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). ISBN-10: 1433832178; ISBN-13: 978-1433832178 (The spiral-bound version is the most recommended and easiest to use).

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

UNIVERSITY POLICIES & INFORMATION

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

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

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.

AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. **I will always indicate when and where the use of AI tools for this course is appropriate.**

ACOTE 2023 Standards

Assessment Measures

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

ACOTE 2023 Standard		Syllabus Objective Number	Assessment Measure Number
B.1.2.	Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	1, 3	1, 3
B.1.3.	Demonstrate knowledge of the 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 of populations.	1,2	1, 3
B.2.2.	Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	2	1, 3
B.2.5.	Apply and analyze scientific evidence to explain the importance of: • Balancing areas of occupation. • The role of occupation in the promotion of health and wellness. • The prevention of disease, illness, and dysfunction for persons, groups, and populations.	3	1, 3
B.3.19.	Demonstrate and evaluate the principles of the teaching–learning process using educational methods and health literacy education approaches: • To design activities and clinical training for persons, groups, and populations.	4	1, 3, 8

	• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.		
B.4.1.	Identify, analyze, and evaluate the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations to promote and advocate for policy development and social systems as they relate to the practice of occupational therapy.	5	1, 3
B.4.2.	Identify and analyze evolving service delivery models; changing federal, state, and local laws and regulations; and payment reform to advocate for occupational therapy. Articulate the distinct knowledge and skills of occupational therapy practitioners to the community of interest.	5	1, 3
B.4.3	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and durable medical equipment coding (e.g., HCPCS) and documentation requirements (e.g., equipment justifications) that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.	5	1, 6, 8
B.4.7.	Demonstrate the ability to plan, develop, organize, promote, and support the delivery of services to include the determination of programmatic needs and service delivery options, and the formulation and management of staffing for effective service provision. Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for evolving service delivery models, professional development, and practice.	3, 5	1, 6, 8