

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program-Bridge & Entry-level**  
**OCTH 5310 Principles and Science of Occupational Therapy**  
**Updated Fall 2026**

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**Office Hours:** Monday & Wednesdays, 11:30 am-12:30 pm; on-campus weekends one hour before and after class. Other hours are available by appointment. Requests can be made via email for meetings in person, or by phone call or zoom.

**Course Description:**

This course is a foundational overview of occupational therapy practice with a survey of historical perspectives, current practice trends and emerging practice areas. The course also provides introduction of Occupational Therapy Practice Framework (OTPF), professional/clinical reasoning skills, and engagement in occupation. The course places emphasis on the OTPF to support activity analysis and adaptation along with application of materials and therapeutic use of self to support occupational performance.

Credits: 3

**Course Objectives:**

1. Analyze OT foundations including history, philosophical base, theory development, and sociopolitical climate to inform practice.
2. Discuss and promote traditional and emerging OT roles, while recognizing the value of local, national, and international leadership and advocacy.
3. Analyze and evaluate OT theories, models of practice, and frames of reference, applying them to intervention planning and clinical reasoning.
4. Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, patterns, contexts, environments, and client factors.
5. Demonstrate knowledge of AOTA official documents, Code of Ethics, and Standards of Practice, applying them to ethical decision-making.
6. Employ clinical reasoning and professional behaviors using creativity, logical thinking, and problem-solving in activity and occupation-based treatment.
7. Recognize dimensions of occupation and describe purposeful activity, co-occupation, and their roles, applying this understanding to support client-centered health restoration.
8. Assess client occupational performance using standardized and non-standardized tools, considering occupational profile, performance skills, patterns, context, and client factors.

9. Demonstrate knowledge of social, cultural, and economic factors and their impact on populations and contemporary lifestyles in various practice settings.
10. Integrate academic learning, literature, and previous experience into fieldwork and community engagement, addressing client needs across cultures and contexts.

### **Required Textbooks:**

Gateley, C. (2023). *Documentation Manual for Occupational Therapy* (5th ed.). Routledge.  
<https://doi.org/10.4324/9781003523901>

Gillen, G., & Brown, C. (2024). *Willard and Spackman's occupational therapy* (14th ed.). Wolters Kluwer. ISBN/ISSN: 9781975219062

*Publication manual of the American Psychological Association: The Official Guide to APA style.* (2019). American Psychological Association. ISBN: 978-1-4338-3217-8

Thomas, H. (2022). *Occupational and Activity Analysis* (3rd ed.). Routledge.  
<https://doi.org/10.4324/9781003525226> ISBN: 9781630918903

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

#### **Essential knowledge and Professional Skills/Clinical Reasoning and Reflective Practice Application**

This course offers essential foundational knowledge and professional skills that are built upon in courses taught later in the curriculum as it applies specifically to practice areas such as pediatrics, physical rehabilitation, work programs, geriatrics, and psychosocial settings. Content of this course is integrated with content of the Professional Development Seminar course which is taught simultaneously. This course focuses on occupational therapy history, OTPF and AOTA documents that guide practice. Together these courses require students to consider activity analysis, occupation, diversity, and cultural responsiveness and apply these concepts to the delivery of occupational therapy services across practice settings.

#### **Specific Content Areas**

History of occupational therapy practice, occupation and occupational science  
 AOTA official documents  
 Frames of References & Models: MOHO, Ecology of Human Performance, PEO, PEOP, OA  
 Occupational Therapy Practice context, client, conditions  
 Professional reasoning, ethics, and behaviors  
 Activity analysis  
 Grading and adapting activities  
 Evaluation in OT: Occupational Profile  
 OTPF terms & application  
 Therapeutic use of self, activity, group and environment  
 Disability, Race, Ethnicity, Culture  
 Ethics in Practice

## Learning Activities Required for Course Credit/Grading

|                                          |             |
|------------------------------------------|-------------|
| Exams & Quizzes                          | 25%         |
| Assignments                              | 25%         |
| Presentations/Special Project            | 25%         |
| Lab Participation/Professional Behaviors | 25%         |
|                                          |             |
| <b>Total</b>                             | <b>100%</b> |

**\*Please check Canvas for the course calendar and due dates.**

### 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. Please review paper writing expectations for graduate work (cover page, proper formatting, in text citations, etc.). ***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.

**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.**

**Missed Exam Policy:** All exams must be completed within the posted exam window. The exam window, including the opening and closing times, is published in the course schedule and in Canvas. It is the student's responsibility to verify exam dates, times, and deadlines in advance.

Late or missed exams will not be reopened unless the student provides documentation of an emergency that meets the criteria outlined below. Misreading the exam time, forgetting to complete the exam, scheduling conflicts, work obligations, travel, or technical issues on the student's device do not qualify for a make-up exam.

### **Make-up exams may be granted only for:**

- Documented medical emergencies
- Death of an immediate family member
- University-approved events with advance notice
- Other circumstances approved at the instructor's discretion, with documentation

**Students must contact the instructor within 24 hours of the missed exam and provide appropriate documentation. Approved make-up exams may be offered in an alternate format.**

## **Attendance Policy:**

Since on campus meetings are limited to scheduled weekends, there is no opportunity for makeup work. Laboratory activities cannot be made up, and no points can be given for missed classes. In the event of an *excused* absence, there will be *no penalty* for the absence, but the student is solely responsible for obtaining missed information. This course is a hybrid course (online and in person). **Please refer to the MOT student handbook for attendance policies specific to Bridge and Entry-level MOT students.**

**In-Person Class Preparation:** Students are expected to complete all assigned readings and review posted online materials prior to taking quizzes and attending class sessions. Students are responsible for checking Canvas announcements and their email regularly for instructions or updates related to on-campus labs.

**Lab Participation:** In 50% of face-to-face sessions a pop quiz, skills check-off, or clinical reasoning assessment will be administered for a grade. The points will be applied to Lab Participation/Professional Behaviors.

**Online Course Participation:** 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, accommodation 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.

## **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.”

## **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**

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 not permitted in this course at all.** I expect all the 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 or Competency Checkoffs
3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment (e.g., group-led assignments)

| ACOTE<br>2023<br>Standard |                                                                                                                                                                                                                                                                                                        | Syllabus<br>Objective<br>Number | Assessment<br>Measure<br>Number |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|
| 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.                  | 4                               | 1,3,5,6                         |
| 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.                                       | 1,3,10                          | 1,3,6                           |
| B.2.3.                    | Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.                                                                                                                         | 3,6                             | 1,4                             |
| B.2.4.                    | Explain to the community of interest (e.g., consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being. | 3                               | 1                               |
| B.2.5.                    | Apply and analyze scientific evidence to explain the importance of:<br>• Balancing areas of occupation.<br>• The role of occupation in the promotion of health and wellness.<br>• The prevention of disease, illness, and dysfunction for persons, groups, and populations.                            | 1                               | 1,6                             |
| B.2.6.                    | Analyze occupational performance aspects that are affected by diagnoses including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury.                                                                                                                              | 2,6                             | 1,4, 6                          |
| B.2.7.                    | Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to formulate the intervention plan.                                                                                                                                        | 4,5                             | 1, 4, 6                         |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|
| B.2.10. | Demonstrate knowledge of the current published American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.                                                                                                                                                                                                                                         | 5,7, 8, 9 | 1,4 |
| B.2.12. | Demonstrate the application of principles of instructional design and teaching and learning in content related to occupational therapy which includes at minimum: • Development of learning objectives. • Design of material. • Development of learning assessment. • Delivery of professional presentation. • Self-reflection of process.                                                                                                                                                                                                                                                                      | 2         | 1,7 |
| B.3.3.  | Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Identify and appropriately delegate components of the evaluation to an occupational therapy assistant. Demonstrate intraprofessional collaboration to establish and document an occupational therapy assistant's competence regarding screening and assessment tools. | 5,6       | 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.                                                                                                                                                                                                                                                                 | 5,6,7     | 1,4 |