

**UNIVERSITY OF MANITOBA**  
**MASTER OF OCCUPATIONAL THERAPY**  
**PROGRAM GUIDE**

**August 2011**

## Table of Contents

|  |    |
|--|----|
| Introduction .....                                     | 1  |
| Department of Occupational Therapy Vision .....        | 1  |
| Department of Occupational Therapy Mission.....        | 1  |
| Professional Conceptual Framework .....                | 2  |
| Educational Conceptual Framework.....                  | 6  |
| Belief and Values Statements .....                     | 11 |
| Master of Occupational Therapy Education Program ..... | 12 |
| Program Mission .....                                  | 12 |
| Program Goal .....                                     | 12 |
| Educational Outcome Statements.....                    | 12 |
| Program Objectives.....                                | 13 |
| Curriculum Content.....                                | 13 |
| Curriculum Themes .....                                | 14 |
| Creation of a Professional-Development Portfolio.....  | 17 |
| Curriculum Structure.....                              | 19 |
| Teaching Strategies and Instructional Methods .....    | 20 |
| Course Calendar Descriptions.....                      | 23 |
| References .....                                       | 26 |

## Introduction

The Master of Occupational Therapy (MOT) Program Guide presents the University of Manitoba, Department of Occupational Therapy's Vision and Mission, the Professional and Education Conceptual Frameworks that underpin the Master of Occupational Therapy program, and the Department's Beliefs and Values that emerge from these frameworks. In addition, this document describes, more specifically, the mission, goals and objectives of the MOT education program and the relationship between the conceptual frameworks and expected MOT program outcomes, curriculum content and structure, and teaching and learning strategies.

The intent of this document is to provide direction to occupational therapy administration and faculty members in the development, review, evaluation and modification of curriculum content and delivery. The document is also intended to inform and educate our stakeholders, including students, occupational therapy practitioners, fieldwork educators (preceptors), University administration and other faculty members regarding the occupational therapy program and its key foundational building blocks.

## Department of Occupational Therapy

### Vision

To be an exemplary, innovative, and accessible occupational therapy university program, known for excellence, collaboration and leadership.

### Mission

Through *consultation* and *collaboration* with stakeholders, the Department of Occupational Therapy:

- Provides a high quality, accessible, innovative educational program that prepares students for current and future practice;
- Creates, disseminates, and translates knowledge that advances the profession and promotes quality of life, health, well-being, and participation of individuals, groups, communities, and populations through occupation;
- Engages in internal and external service activities, consistent with the teaching and research functions of the Department that enhance the community, program, University, and profession.

## Professional Conceptual Framework

### Occupational Therapy

The profession of Occupational Therapy promotes health, well-being, participation, inclusion, and quality of life through occupation (WFOT, 2010b; CAOT, 2002; 2007). Occupations are activities that give life meaning and include everything people do in everyday life (CAOT, 2002; 2007).

Occupational therapists work with individuals, groups, and communities to enable people's engagement in occupations that are important to them. In so doing, occupational therapists consider not just the desired occupation(s), but the effect of the physical, social, cultural, and institutional environments on engagement, as well as the abilities and capacity of the individual or the collective themselves. In accordance with the Profile of Occupational Therapy Practice in Canada (CAOT, 2007), herein referred to as the Profile, occupational therapists use a client-centred approach in their role as experts in enabling occupation.

The following six key concepts and principles inherent to the profession of occupational therapy provide the professional conceptual framework upon which the MOT program was created. These concepts are integrally linked to the MOT program belief and value statements and underpin the substance of the program curriculum. In addition, these concepts align closely with the occupational therapist roles outlined in the Profile (CAOT, 2007) and with the World Federation of Occupational Therapists (WFOT) Minimum Standards for the Education of Occupational Therapists, (WFOT, 2002). Each key concept is described below and the related role(s) from the Profile are outlined in a textbox immediately following each concept.

### Occupation

Occupation is the core domain of the profession of occupational therapy (Polatajko et al., 2007). Occupations are “groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture. Occupation is everything people do to occupy themselves; including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabrics of their communities (productivity)” (CAOT, 2002, p.181).

Occupation is a determinant of health and well-being (CAOT, 2002; Wilcock, 2006). Humans are inherently occupational beings (Wilcock, 2006; Yerxa et al., 1989) and occupation can be used to enable a person to adapt and fulfill needs. The science of occupation informs our understanding of human occupation, the nature of occupations, and how occupations are used by humans to adapt to the challenges of one's environment (Polatajko et al., 2007).

The importance of the concept of occupation is reflected in our program belief statement, and is reflected in the central role, expertise, and competence of an occupational therapist as an expert in enabling occupation (CAOT, 2007).

*Profile Role:*

*Expert in Enabling Occupation is the central role, expertise, and competence of the occupational therapist. As an expert in Enabling Occupation, occupational therapists use evidence-based processes that focus on a client's occupations—including self-care, productive pursuits, and leisure—as a medium for action and outcome. Clients include individuals, families, groups, communities, populations, or organizations. (Profile of Occupational Therapy Practice in Canada, 2007, p. 5)*

## Occupational engagement and performance

Occupational engagement and performance reflect the interaction between the person, environment, and occupation (CAOT, 2002; Polatajko et al., 2007); a dynamic process that addresses involvement in occupations for the purpose of “being, becoming, and belonging, as well as for performing or doing” (Wilcock, 2006, as cited in Townsend & Polatajko, 2007, p.370). A dynamic interaction exists whereby the social, cultural, physical, and institutional environments affect, and are affected by, occupation (Polatajko et al., 2007). Understanding occupational engagement and performance requires understanding the person or group with whom one is working, their environment, and the desired occupation; this understanding draws on a diverse foundational knowledge base. Occupational therapists are experts in enabling occupational engagement and performance using a problem-solving client-centred process as a means to engage and work with clients (WFOT 2010a; Fearing & Clark, 2000; Fearing, Law, & Clark, 1997; Polatajko et al., 2007; Townsend et al., 2007).

### Profile Role:

*Expert in Enabling Occupation is the central role, expertise, and competence of the occupational therapist. As an expert in Enabling Occupation, occupational therapists use evidence-based processes that focus on a client’s occupations—including self-care, productive pursuits, and leisure—as a medium for action and outcome. Clients include individuals, families, groups, communities, populations, or organizations. (Profile of Occupational Therapy Practice in Canada, 2007, p. 5)*

*As a Change Agent, occupational therapists responsibly use their expertise and influence to advance (Profile of Occupational Therapy Practice in Canada, 2007, p.5) occupation, occupational performance, and occupational engagement. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)*

## Client-centred practice

A client-centred approach is foundational to occupational therapy practice (Sumsion & Law, 2006; WFOT, 2010b). Client-centred approaches are collaborative partnerships, developed between occupational therapists and clients, intended to promote occupational performance and engagement, well-being, inclusion, and occupational justice. Client-centred occupational therapists respect the uniqueness and diversity of each person, use effective communication strategies, promote shared decision making, and empower clients to make informed choices (CAOT, 1997; Law, 1998; Sumsion & Law, 2006). Occupational therapists employ client-centred strategies and skills to influence individual and social change and to advocate for client-centred practice at the individual, practice environment, and broader systems level (Restall & Ripat, 2008; Restall, Ripat & Stern, 2003; Townsend et al., 2007).

### Profile Role:

*As a Communicator, the practitioner-client relationship is central to occupational therapy. Communication includes oral, written, non-verbal, and electronic means. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)*

*As a Collaborator, occupational therapists work effectively within teams to enable participation in occupations by using and promoting shared decision-making approaches. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)*

*As a Change Agent, occupational therapists responsibly use their expertise and influence to advance occupation, occupational performance, and occupational engagement. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)*

### *Scholarship and evidence-informed practice*

Evidence-informed practice is a decision-making approach where occupational therapists base their decisions on the best available evidence, in conjunction with clinical knowledge and judgment, client values and experiences (Law & MacDermid, 2008; Sumsion & Law, 2006; Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996). Occupational therapists find, evaluate, use, integrate, and create evidence as a basis for practice, policy, and innovation. An evidence-informed occupational therapist draws on various sources of evidence such as the research literature, policy documents, peers, clients, and others to inform and improve practice.

Profile Role:

*As a Scholarly Practitioner, occupational therapists incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning. As educators, occupational therapists facilitate learning with clients, team members, and other learners. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)*

### *Professional and ethical practice*

Occupational therapists are professionals who exhibit particular competencies consistent with those of a professional. Expectations for practice as a professional include expertise in developing and maintaining client and team relationships, competent application of knowledge and skills to enable occupation, presenting oneself in a professional manner, (Bossers et al., 1999) and engaging in reflective practice (Kinsella, 2000).

As professionals, occupational therapists are accountable to, and hold specific responsibilities to, themselves, their clients, those they supervise, their employers, their team, the public, and the profession (Bossers et al., 1999; COTM, 2010). Occupational therapists in Manitoba abide by the College of Occupational Therapists of Manitoba Code of Ethics, a value-based ethical code that highlights:

- Accountability
- Individual autonomy
- Competent, caring and ethical services
- Dignity and worth
- Trusting and respectful practice environment
- Fairness
- Confidentiality and privacy
- Honesty and transparency (COTM, 2010).

As professionals, occupational therapists are responsible for communicating clearly through a variety of methods (verbal, written, electronic, and non-verbal) and for recognizing the need to alter/adapt communication approaches in a wide variety of situations, whether working with clients, team members, government or private programs/agencies, or the public at large (CAOT, 2007).

As professionals, occupational therapists take responsibility for managing their day-to-day practice, establishing appropriate priorities within the practice context, and for managing their time and workloads efficiently.

Profile Role:

As a Communicator, the practitioner-client relationship is central to occupational therapy. Communication includes oral, written, non-verbal, and electronic means. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

As a Collaborator, occupational therapists work effectively within teams to enable participation in occupations by using and promoting shared decision-making approaches. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

As a Practice Manager, occupational therapists manage time, prioritize, and support the management of effective and efficient practice. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

As a Professional, occupational therapists are committed to ethical practice and high personal standards of behaviour in enabling occupation. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

### **Diversity and inclusiveness in practice**

Diversity in practice includes recognition of various forms of diversity. Client diversity includes awareness of various cultures, ages, abilities of clients, and recognition of client as an individual, family, group, community, organization, or population (Townsend & Polatajko, 2007). Practice diversity includes ability to practice within a range of practice areas, systems, and environments, such as a client's home, school, community, workplace, or in an institution. Occupational therapists take on diverse roles in practice, such as direct service provider, consultant, manager, administrator, and educator. Embracing diversity in practice promotes the occupational therapist's ability to broadly enable health, well-being, participation, inclusion, and quality of life through occupation (Townsend & Polatajko, 2007).

Profile Role:

Expert in Enabling Occupation is the central role, expertise, and competence of the occupational therapist. As an Expert in Enabling Occupation, occupational therapists use evidence-based processes that focus on a client's Occupations - including self-care, productive pursuits, and leisure—as a medium for action and outcome. Clients include individuals, families, groups, communities, populations, or organizations. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

As a Practice Manager, occupational therapists manage time, prioritize, and support the management of effective and efficient practice. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

As a Communicator, the practitioner-client relationship is central to occupational therapy. Communication includes oral, written, non-verbal, and electronic means. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

As a Change Agent, occupational therapists responsibly use their expertise and influence to advance occupation, occupational performance, and occupational engagement. (Profile of Occupational Therapy Practice in Canada, 2007, p. 6)

In summary, the MOT Conceptual Professional Framework consists of six key concepts including occupation, occupational engagement and performance, client-centred practice, scholarship and evidence-informed practice, professional and ethical practice, and diversity and inclusiveness in practice. It is recognized that as occupational therapists engage in the application of these concepts throughout

their careers and in their day-to-day practice, they will incorporate the use of a *practice process* that will serve to guide their approach when working with clients in a variety of environments. Although occupational therapists may adopt any number of frameworks appropriate for their particular type of practice, the practice process frameworks developed for, and by, occupational therapists in Canada are the Occupational Performance Process Model [OPPM] (CAOT, 2002) or the more recent Canadian Practice Process Framework [CPPF] (Townsend & Polatajko, 2007). These frameworks are also an integral component of the MOT education program.

## Educational Conceptual Framework

### *Educational Philosophical & Theoretical Foundations*

While the Professional Conceptual Framework provides guidance for the content or substance of the curriculum, the Educational Conceptual Framework directs the curriculum process; that is, how we design and deliver the program. The Educational Conceptual Framework helps us to understand how people learn, and how, as educators, we can best facilitate the learning process. This framework guides the structure of the curriculum, as well as the selection of teaching and learning strategies. It is important to recognize that while this educational framework assists in guiding current curriculum development, evaluation and modification, it also must be responsive to new and emerging educational theories, teaching strategies or instructional methods, and incorporate these as appropriate to the MOT Program.

The MOT Educational Conceptual Framework is multifaceted in that it draws from a mix of philosophical theories and models, some representing broad theoretical perspectives related to learning, and some theories and models that focus more specifically on educational approaches. A brief description of the philosophies, theories and models influencing the MOT program is provided below.

The program draws from two broad philosophies:

*Humanism* (Rogers, 1961; 1969; Maslow, 1970): This philosophical stance proposes that self-actualization is the primary goal of learning. Learning should focus on the affective and developmental needs of the learner. The educator's role is to facilitate development of the whole person.

*Constructivism, and Social Constructionism* (Koro-Ljungberg, Yendol-Hoppey, Smith, & Hayes, 2009): This philosophical approach poses that our understanding of the world is a construction based on our own perspectives and points of view. Learning is a process of constructing meaning; it is how people make sense of their experience both individually and with others. Educators provide opportunities for learners to share their experiences and explore the meaning of these experiences within their context and that of their peers and educators. Educators provide feedback to shape the development and socialization of learners.

Some components of the curriculum are also influenced by the following more specific educational philosophies:

Pragmatism (Merriam, Caffarella & Baumgartner, 2007): According to John Dewey, learning is basically a process of trial and error guided by thinking and intelligent action. This approach promotes experimental and experiential learning and incorporates theoretical and intelligent thinking into a practice framework.

Critical Pedagogy (Bertrand, 2000; Freire, 1970): Paulo Freire (1970) believed that education is not a neutral process; it is a political act. Education either facilitates the integration of students into the present system bringing about compliance with it, or it is the means by which people critically evaluate and transform their reality. He criticized the 'banking' concept of education in which the student's mind is an empty vessel to be filled by the educator and, instead, encouraged 'problem-posing' education. In addition, critical pedagogy challenges educators to incorporate humility and reciprocity into the teacher-student relationship. The ultimate goal of education is praxis or "the action and reflection of men and women upon their world in order to transform it" (Merriam, Caffarella, & Baumgartner, 2007, p. 141).

While the educational philosophies provide broad ideas and context for our educational program as a whole, our curriculum is more directly influenced by three educational theories as outlined below:

Andragogy (Brookfield, 1990; Merriam et al., 2007)

Andragogy was proposed by Malcolm Knowles and has been described as the "art and science of helping adults learn" (Merriam et al., 2007). It is based on a number of assumptions about the adult learner. These include:

- i. "As a person matures his or her self-concept moves from that of a dependent personality toward one of a self-directing human being.
- ii. An adult accumulates a growing reservoir of experience which is a rich resource for learning.
- iii. The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
- iv. There is a change in time perspective as people mature, from future application of knowledge to immediacy of application. Thus, an adult is more problem-centred than subject-centered in learning
- v. The most potent motivations are internal rather than external.
- vi. Adults need to know why they need to learn something" (Merriam et al., 2007).

Knowles (1975) also discussed the importance of developing self-directed learners or learners with the ability to identify areas of deficiency in their knowledge and skills, find appropriate educational resources and evaluate personal learning progress. In addition, essential to the learning process is the creation of an environment that helps learners feel "accepted, respected and supported" and fosters a spirit of mutuality between teachers and students as 'joint inquirers'. These assumptions and ideas influence how we think about the adult learners and the learning environment in our program. The following theory, Transformative Learning, influences our beliefs about the type of learning process we are trying to create throughout our program.

### Transformative Learning Theory (Mezirow, 1997; Taylor, 2008)

Humans seek to understand the meaning of their experiences. At times, authority figures can provide explanations that are assimilated without critical reflection. Mezirow (1997) believes that adult learners must learn to “make their own interpretations rather than act on the purposes, beliefs, judgements, and feelings of others” (p. 5). Transformative learning occurs when there is a change in one of our attitudes or beliefs, or a transformation of our entire perspective. Transformative learning is “the process of affecting change in a frame of reference” to make it more inclusive, discriminating, open, and reflective (Mezirow, 1997, p. 5). There are four main components: experience, critical reflection, reflective discourse and action.

Conditions that support transformative learning include: providing a trusting environment for learning, promoting autonomy and collaboration, and utilizing activities that “encourage exploration of alternative personal perspectives and critical reflection” (Taylor, 2000, p.9). Transformative learning theory focuses on both individual and social construction of meaning.

As educators, we believe that in order to effectively facilitate transformative learning, we must be willing to undertake our own personal reflection. To fully embrace the title of transformative educator, we must be willing to develop an awareness of our own frames of references and perspectives and how these influence our practice. We must be willing to transform, grow and develop along with our students (Taylor, 2008), a model that fits with a professional program.

Since critical reflection is such an important part of transformative learning, we also incorporate the specific theory of *Reflective Practice* into our program to develop this strategy.

### Reflective Practice (Schon, 1983; Schon, 1987)

Practice knowledge is more than abstract technical or theoretical knowledge. Knowledge gained through experience and our tacit knowledge about our craft is an important part of professional practice. Reflective practice involves slowing down to look at situations from various perspectives to provide the greatest opportunity for learning. *Anticipatory reflection* can be used to prepare for an experience, while *Reflection-on-Action* is used after an experience to gain new perspectives and knowledge. The ultimate goal is thorough and efficient *Reflection-in-Action* to enable a practitioner to think on their feet and re-shape what they are doing while they are doing it. Educators serve as *facilitators* of reflection and encourage learners to discuss and reflect on concrete experiences in a trusting, open environment; they challenge students’ assumptions by having them reflect on academic and practice experiences.

The program also draws from two models that specifically describe the student’s professional development. These models are particularly helpful when considering the fieldwork component of the program and its integration with academic learning. The first is the *Stages of Professional Competency Development* model outlined by Bossers, Miller, Polatajko and Hartley (2008). This model purports that learners develop professional competence along a continuum from *entry-level student* → *knowledge application* → *transition* → *consolidation* → *entry-level clinician*. The model further suggests that the progression along this continuum is influenced by past experience, individual characteristics, and the experiences to which an individual is exposed during the professional curriculum, including both the

academic and fieldwork components. Development along this continuum is dependent on ongoing acquisition of knowledge, experience in the application of knowledge, feedback and reflection on that application (performance or behaviour), problem-solving alternative approaches or applications, opportunity for practice, and finally, internalization of the learning (knowledge, skills and values). The educator in this model provides a “direct evaluation and feedback” role in the early stages, and shifts to a “coaching” and later “collegial” role as the learner moves through the continuum (Bossers et al., 2008, p. 3-4).

The program draws, as well from Stritter, Baker and Shahady (1986), who, like Bossers et al. (2008) depict professional development as occurring on a continuum. Stritter et al. describe the stages of the continuum as exposure to, and acquisition of, knowledge, skills and attitudes, and integration of these same elements. These authors note a progression of learning experiences that will allow a student to become an entry-level practitioner who is a problem-solver and able to assume responsibility as a life-long learner. Stage 1 includes exposure to basic facts and concepts which occurs in a highly structured environment, where the educator acts as a role model, setting learning objectives and providing feedback; in stage 2 the learner applies skills and focuses on decision-making and reasoning, and; in stage 3, the integration phase, students develop professional identity using their educators as consultants.

### Use of a Learning Taxonomy

In addition to these broader philosophical and theoretical perspectives, the MOT program also utilizes the revised Bloom’s Taxonomy (Anderson & Krathwohl, 2000) to analyze and grade the level at which we set our course learning outcomes and curriculum content and evaluations. Our curriculum is designed to build successively toward higher levels of the taxonomy in relation to cognitive (i.e. remembering, understanding, applying, analyzing, evaluating and creating), affective (i.e. receiving, responding, valuing, organizing, internalizing values), and psychomotor (i.e. perception, set, guided response, mechanism, complex overt response, adaptation, origination) domains.

### *Key Messages of the Educational Philosophies, Theories and Models*

In order to use the concepts posited within these broad philosophies, theories and models, to practically guide MOT curriculum structure and to assist in the selection and development of teaching/learning strategies and evaluation methods, the program derived several guiding statements. These statements provide tangible elements for the MOT Educational Framework from which the ‘*process*’ of curriculum (academic and fieldwork components) is guided. These statements are as follows:

- The learning environment must:
  - be learner-centred, respectful, and promote collaboration;
  - provide a safe, open milieu for student activities.
- Learners need opportunities for:
  - the ‘just-right challenge’, encouraging the learner to use current knowledge/skills as a building block for the next level of learning, growing or developing;
  - experimental and experiential practice – receiving constructive feedback – and trying again, each time building more into the learning experience;

- facilitated discourse among themselves and with educators to promote sharing of experiences and knowledge, learning from each other, and exploring the meaning of these experiences within their personal context and that of their peers and educators;
  - 'problem-posed' learning where the learner is encouraged to apply current knowledge/skills and seeks new information and experiences to explore and better understand a variety of situations.
- Learning occurs on a continuum:
    - knowledge and understanding is required prior to synthesis, analysis and creative works;
    - simple concepts and approaches form the basis for understanding more complex interventions or interactions;
    - revisiting, reflecting, and engaging in discourse about concepts/ideas and actions assists the learner to understand and solidify his or her knowledge base and construct new knowledge, skills and attitudes within a meaningful context;
    - supportive, guided learning prepares the learner for more independent, self-directed learning.
- Educators need to:
    - embrace the role of facilitator or coach, encouraging the learner to be self-directed in determining their learning need, identifying resources, and seeking knowledge;
    - encourage and facilitate the learner through all phases of reflection (anticipatory, in-the-moment and post-action);
    - encourage critical thought and challenge assumptions;
    - employ active learning opportunities;
    - use a variety of teaching approaches to address differing learning styles;
    - recognize that learning is influenced by an individual's value system, current knowledge, past experience and level of motivation;
    - be aware of the learner as a whole person.

## Belief and Values Statements

Emerging from the professional and educational frameworks and in line with the Department's Vision and Mission, the department generated four **Belief Statements**, and identified several **Values** to which we aspire:

### We believe that .....

- engagement in occupation gives meaning to life, is a right, is life-sustaining, and is a determinant of health and well-being;
- people are unique and have the right to make decisions about their lives. People have the capacity to grow, adapt, change, and learn;
- learning is a shared responsibility between occupational therapy faculty, students and clinicians, and that the learning process is enhanced through self-awareness, the use of a variety of teaching/learning strategies, and through collaborations with others who hold diverse sources of knowledge, both personal and professional;
- self-directed and collaborative learning contributes to, and promotes, the development of life-long learners.

### We value.....

Educational excellence, evidence-informed practice and scholarship:

*We actively participate in the generation, integration, evaluation, and dissemination of evidence to support occupational therapy education and practice and use evidence as the basis for innovation in education, research, and practice.*

Professional and social responsibility:

*Faculty and students actively seek opportunities for leadership and use mentorship that will enhance and benefit the University, profession, and community.*

Diversity and inclusiveness:

*We strive for diversity in staffing, research interests, areas of service, and within the student population.*

Professional attitudes and behaviours:

*Faculty, staff, and students uphold the ethics, behaviours, and responsibilities expected of a professional, or a professional-in-training.*

Collaborative partnerships:

*We endeavour to develop partnerships with colleagues, students, clients, and communities within and beyond the University, that are collegial, mutually respectful, rewarding, and promote beneficial outcomes. Connecting and contributing through collaborative relationships enhances educational experiences and social responsibility.*

Respectful, student-centred, and safe learning environments:

*We honour social, cultural, spiritual and personal diversity and actively implement fair, honest and equitable policies, procedures and processes.*

# Master of Occupational Therapy Education Program

The primary responsibility of the Department of Occupational Therapy is to prepare students for the occupational therapy roles and functions set out by the Canadian Association of Occupational Therapists and recognized by practitioners and society. This is accomplished through a high quality, accessible, innovative educational program that culminates in an entry-level master's degree.

The following sections of this document describe the mission, goals, and objectives of the MOT Education Program, and describe curriculum content, structure, teaching strategies and instructional methods.

## Program Mission

*“To provide a high quality, accessible, innovative educational program that prepares students for current and future occupational therapy practice.”*

## Program Goal

### *The Graduate*

The ultimate goal of the University of Manitoba Master of Occupational Therapy Educational Program is to graduate entry-level occupational therapists who are self-directed, lifelong learners and who demonstrate reflection, critical thinking, problem solving, and a client-centred approach that is grounded in knowledge of occupation and occupational engagement and the interaction between people, their environment(s) and their occupations. MOT graduates are knowledgeable in the theoretical concepts and principles necessary for practice as a generalist occupational therapist. They demonstrate leadership and advocacy skills, and are capable of addressing complex and changing needs across various systems: social, educational, employment and health care. The graduate must take responsibility for supervision, quality control and educational aspects of practice, commit to self-appraisal and continued learning, and be a critical consumer of research findings.

### *Educational Outcome Statements*

In light of the overall program goal and in line with *The profile of occupational therapy practice in Canada* (CAOT, 2007), the MOT Professional and Educational Conceptual Frameworks, and Bloom's learning taxonomy (Anderson & Krathwohl, 2000), the program developed ten Educational Outcome Statements that MOT graduates are expected to have met by the completion of their program. These statements, in part, provide a sense of purpose, direction and general benchmark for development of the MOT courses, course learning outcomes and content.

At the completion of the Master of Occupational Therapy Program, the graduate will be able to:

1. appraise, integrate, and apply philosophical values, beliefs, theoretical concepts, models and frames of reference related to occupation, occupational performance and occupational engagement;

2. analyze, integrate and apply knowledge of individuals, families, groups, communities, populations and environments that relates to facilitating occupational performance and engagement;
3. examine, integrate, select and implement components of the occupational therapy process to enable occupation for a variety of clients;
4. engage clients in decisions about their own care, services, programs and policies;
5. critically evaluate and act in accordance with occupational therapy professional and ethical beliefs, values and attitudes;
6. synthesize the knowledge, skills and attitudes required for development and provision of quality occupational therapy practice within a complex changing environment;
7. critically appraise, synthesize and integrate current evidence from literature, best practice guidelines, experience, and client perspective into occupational therapy practice;
8. participate in the creation, translation and dissemination of knowledge that supports research, service and program evaluation;
9. establish, adapt, and maintain effective collaborative working relationships;
10. integrate and apply knowledge and skills to influence individual, social and political change that enables the advancement of occupation, occupational engagement and client participation.

## Program Objectives

1. Graduates will successfully achieve the stated Program Educational Outcomes.
2. The curriculum prepares the graduate to meet the national standard (e.g. National Certification Exam, CAOT Profile, and ACOTRO Essential Competencies) and is responsive to emerging trends in the profession of occupational therapy.
3. The curriculum content and delivery methods are evidence-informed and reflective of the MOT Professional and Educational Conceptual Frameworks.
4. The curriculum integrates the academic and fieldwork components.
5. The learning environment is respectful, inclusive, safe, and promotes collaboration.
6. Teaching strategies and instruction methods selected:
  - a. are appropriate to the content, the students' learning readiness and the planned student assessment, and
  - b. promote reflection, critical thinking, problem-solving, and self-directed learning.
7. Students are provided with sufficient opportunity to provide feedback on instructors, courses, and the program overall.

## Curriculum Content

Course content and course learning outcomes are guided by the MOT Educational Outcome Statements, the Professional Conceptual Framework, the *Profile of Occupational Therapy Practice in Canada*, (2007), *The Essential Competencies of Practice for Occupational Therapists in Canada*, (Association of Canadian

Occupational Therapy Regulatory Organizations [ACOTRO], 2011), as well as by current and future trends in occupational therapy practice. Selection of course content takes into consideration student pre-learning attained through the completion of prerequisite coursework. Current prerequisites include a general arts or science degree and introductory courses in psychology, sociology, human anatomy and physiology, human development across the lifespan and statistics.

Program [courses](#) are organized and named in accordance with broad subject areas including: theoretical foundations of occupational therapy practice; concepts of health and disability; structure and function of health, social and other systems; occupational performance, participation and engagement; in-depth examination of the person, the environment, occupation and the interactions between these elements; health and social conditions and the ways these interfere with occupation and occupational engagement; a broad spectrum of basic and advanced clinical and enabling skills; application of OT process; professional development and ethics; research methods and evidence-informed practice; independent study; and fieldwork. A list of courses and course descriptions follows at the conclusion of this document.

### ***Curriculum Themes***

Five key **curriculum themes** are interwoven across the program. These themes address important elements of occupational therapy that cross several courses. The continuum of these themes across the curriculum ensures the opportunity for learners to revisit, reflect, and build on key content areas as they progress through the program. The curriculum themes encompass the concepts outlined in the Professional Conceptual Framework, address several of the Profile competencies, and may reflect development of knowledge, skills and/or attitudes used by learners in the 'doing' of occupational therapy. The curriculum themes are summarized below. Courses that focus on, or significantly contribute to, each theme are also listed. Many courses incorporate more than one curriculum theme.

#### **Theoretical Foundations of Practice:**

This theme facilitates the students' understanding of foundation knowledge including the theoretical and philosophical concepts, and principles or approaches that underlie occupational therapy practice. Content in this theme assists the students to link and apply foundation knowledge to practice. This theme incorporates three of the key concepts described in the MOT Professional Conceptual Framework including, Occupation, Occupational Engagement and Performance, and Client-Centred Practice.

#### Key areas of focus in this theme include:

- theoretical frameworks, philosophy, models, and frames of reference used to guide practice and promote health/well-being
- concepts of occupation, enablement, client-centred practice, health and well-being, disability, community development, and management approaches
- integration of supporting foundational knowledge/theories (e.g. human development across the lifespan, human anatomy and physiology, human functional and biopsychosocial theories) with occupational therapy theoretical frameworks in order to inform the OT process

#### Courses:

- Human Determinants of Occupational Performance (OT 6100)
- Theoretical & Philosophical Foundations of Occupational Therapy (OT 6110)

- Health and Disability (OT 6120)
- The Environment and Occupational Performance (OT 6310)
- Health Conditions and Occupational Performance (OT 6320)
- Occupational Therapy Process Across the Lifespan 1 & 2 (OT 7560; OT 7760)

### **Scholarship and Evidence-informed Practice:**

This theme facilitates the students' understanding of the concepts and importance of evidence-based practice, and introduces them to research and scholarship providing experiential opportunities for application of these concepts. This theme incorporates the Scholarship and Evidence-informed Practice key concept described in the MOT Professional Conceptual Framework.

Key areas of focus in this theme include:

- application of evidence in making appropriate, responsible and ethical practice decisions
- critical evaluation and synthesis of existing evidence
- evaluating the effectiveness of occupational therapy interventions, programs and services
- generation of new knowledge
- knowledge translation
- scholarly writing

#### Courses

- Research Methods For Evidence-Based Practice (OT 6350)
- Independent Study (OT 7750) - In Year 2, the students work on a major project, under supervision of a faculty advisor. This project allows the students to develop and apply the principles of evidence-based practice or research to a topic of interest relevant to occupational therapy.
- Occupational Therapy Process Across the Lifespan 1 & 2 (OT 7560; OT 7760)

### **The Occupational Therapy Process:**

This theme introduces the OT process (the approach/method used in occupational therapy when working with clients) and provides opportunities for students to develop knowledge, skills and attitudes in the application of this process. Content in this theme highlights the interaction between an individual, group or community, the environment in which they live, work and play and the occupations in which they need or want to engage. Through this theme's content, the student develops knowledge and skills required for assessment and intervention including the identification of supports or barriers to clients' occupational performance, participation and engagement, and the selection and use of techniques, tools or technologies used in occupational therapy intervention. This content theme incorporates, to some level, all of the key concepts described in the MOT Professional Conceptual Framework.

Key areas of focus in this theme include:

- the OT Process and its application within a variety of settings, in a complex and changing environment
- professional reasoning within OT practice
- enablement skills (e.g., advocacy, education, consultation)
- interactions between an individual, group or community, the environment in which they live, work and play, and the occupations in which they need, or want, to engage

- assessment and intervention approaches used by occupational therapists in identifying barriers to, or supports for, occupational performance/engagement
- the techniques, tools and technologies used by occupational therapists to enable occupational performance/engagement and opportunities

#### Courses

- Enabling and Professional Development Skills (OT 6140)
- Occupational Therapy Practice Skills 1 & 2 (OT 6130; OT 6330)
- Advanced Practice in OT 1 & 2 (OT 7570; OT 7770)
- Occupational Analysis and Adaptation (OT 6300)
- Occupational Therapy Process Across the Lifespan 1 & 2 (OT 7560; OT 7760)
- Fieldwork: Preparation, Basic, Intermediate 1 & 2, Advanced (OT 6190; OT 6200; OT 6400; OT 7600; OT 7800)
- Advanced Enabling and Professional Development Skills 1 & 2 (OT 7540; OT 7740)

#### **Professionalism:**

This theme introduces content related to professionalism and professional responsibilities, builds on students' knowledge, skills and attitudes in this area and prepares them to act in accordance with occupational therapy professional and ethical beliefs, values and attitudes. This theme incorporates three of the key concepts described in the MOT Professional Conceptual Framework including, Client-Centred Practice, Professional and Ethical Practice, and Diversity and Inclusiveness in Practice.

#### Key areas of focus in this theme include:

- professional responsibilities, behaviours, ethics, legislation, and management of the practice environment
- content and experiential opportunities for the development of knowledge, skills and attitudes in the following areas:
  - reflective practice
  - being a self-directed, life-long learner
  - verbal and written communication
  - therapeutic and professional relationships with clients, families and other team members
  - working collaboratively with the client (individual, groups, communities) and their informal supports
  - team approach to client-centred care
  - recognition of diversity and the importance of inclusiveness

#### Courses

- Enabling and Professional Development Skills (OT 6140)
- Health and Disability (OT 6120)
- Advanced Enabling and Professional Development Skills 1 & 2 (OT 7540; OT 7740)
- Fieldwork: Preparation, Basic, Intermediate 1 & 2, Advanced (OT 6190; OT 6200; OT 6400; OT 7600; OT 7800)

#### **Context of Practice**

This area of focus assists the program to ensure that the curriculum encompasses particular elements, builds knowledge, skills and attitudes in a defined way, and captures topics that require specific attention given current development within the profession.

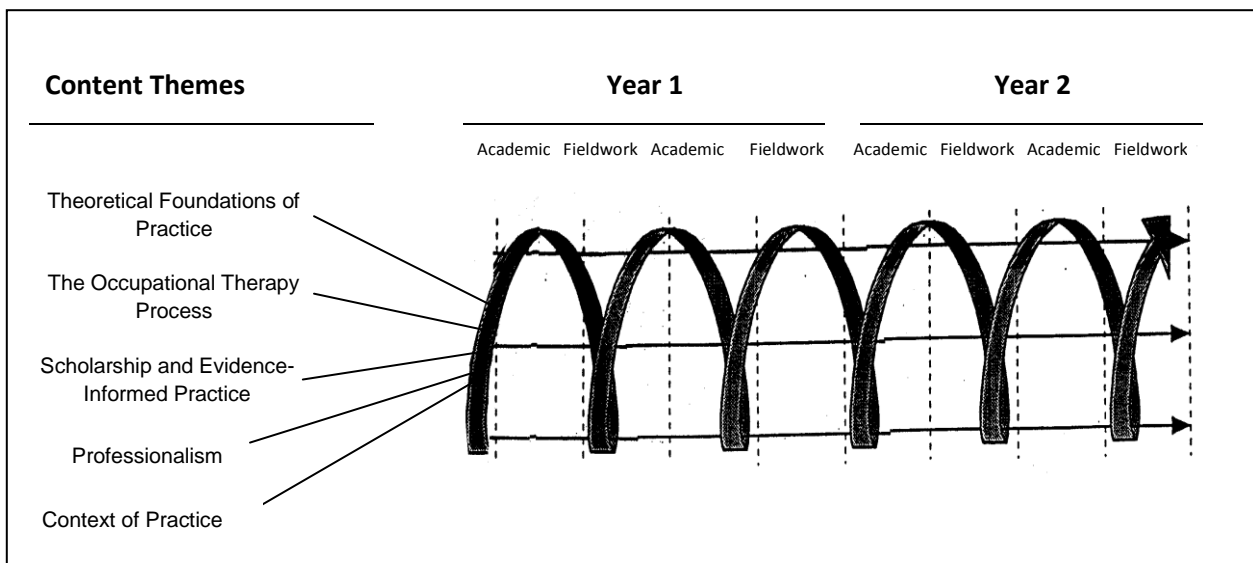
Key areas of focus in this theme include developing a curriculum which:

- reflects diversity and inclusiveness: covers a variety of practice settings, ages of clients, health and social condition types, cultures, etc.
- builds from simple to complex settings/cases
- addresses practice within the context of existing and emerging socio-political environments looking at application of knowledge and skill within complex systems

In addition to these content themes running horizontally throughout the curriculum, there is a relationship among the courses offered within each term. Material within courses and among courses is carefully sequenced to ensure prerequisite material in one course is obtained before it is required as background material for knowledge and skill building in another (e.g. theory before practical application of theory). Key concepts are intentionally introduced and repeated in more than one course, presented within different contexts and from different perspectives, in order to broaden the learner's exposure to, and experience with, material and to enhance depth and generalization of learning.

Figure 1 depicts the developmental, reflective and iterative nature of the curriculum through revisiting and integrating content themes in greater depth and breadth between courses throughout the 24 months.

**Figure 1: Integration of Content Themes in MOT Curriculum**



### ***Creation of a Professional-Development Portfolio***

In addition to students successfully completing each of the courses across the program, each student is expected to create his/her own professional-development portfolio. Development and use of professional portfolios is becoming common practice among occupational therapy practitioners. Portfolios assist professionals in tracking their learning and professional development, provide a venue for self-assessment and goal setting with regard to learning and professional requirements, and assist in organizing professional development for regulatory purposes.

In the MOT program the purpose of this portfolio is to provide a structure and framework for:

- Organizing documents and other items related to professional growth
- Keeping track of learning activities and results of learning
- Determining learning goals during the MOT program
- Self-assessment and reflection on professional growth
- Demonstrating evidence of competence and achievement to others

The portfolio provides a means for the learner to collect, identify/select and reflect on evidence of professional development. It is a practical tool for maintaining records and information that can be helpful at the conclusion of the program when the student is preparing applications and resumes for employment.

The content of a portfolio is the responsibility of the individual student and may take many forms. Entries into a portfolio can come from many sources and items may be moved into or out of the portfolio over time. Some examples of relevant portfolio entries include degrees and transcripts, health records, CPR/First Aid certificates, samples of work selected from assignments and projects, feedback and evaluations from course work and fieldwork, self evaluation, course objectives and outlines, learning logs, goals related to learning and professional development, summary of participation in activities, projects, volunteer work.

## Curriculum Structure

The curriculum structure is an integrated schedule of 4 academic and 4 fieldwork experiences that take place over a 24-month period. Figure 2 provides a visual representation of the MOT Curriculum Structure highlighting the placement of academic and fieldwork blocks, the number of weeks in each block and the course titles across the program.

**FIGURE 2: MOT Curriculum Structure**

| Jan  | Feb | Mar  | Apr | May   | June | July  | Aug | Sep   | Oct | Nov | Dec  |
|--|-----|--|-----|---|------|---|-----|---|-----|-----|--|
|  |     |  |     |   |      |   |     | <b>Term 1 (12 weeks)</b><br>OT 6100 Human Determinants<br>OT 6110 Theoretical Foundations<br>OT 6120 Health and Disability<br>OT 6130 OT Practice Skills 1<br>OT 6140 Enabling and Prof Dev Skills<br>OT 6190 Fieldwork Preparation |     |     | <b>Basic Fieldwork</b><br><br>OT 6200<br>(4 weeks) |
| <b>Term 2 (17 weeks)*</b><br>OT 6100 Human Determinants<br>OT 6140 Enabling and Prof Dev Skills<br>OT 6300 Occupational Analysis and Adaptation<br>OT 6310 Environment and Occupational Perf<br>OT 6320 Health Conditions and Occupational Perf<br>OT 6330 OT Practice Skills 2<br>OT 6350 Research Meth and Evidence-Based Pract<br><br>* Includes one Study Week |     |  |     | <b>Intermediate Fieldwork 1</b><br><br>OT 6400<br>(8 weeks) |      | <b>Summer Break</b>                                   |     | <b>Term 3 (16 weeks)</b><br>OT 7540 Adv Enabling and Prof Dev Skills 1<br>OT 7560 OT Process Across the Lifespan 1<br>OT 7570 Advanced Practice in OT 1<br>OT 7750 Independent Study  |     |     |  |
| <b>Intermediate Fieldwork 2</b><br><br>OT 7600<br>(8 weeks)  |     | <b>Term 4 (16 weeks)</b><br>OT 7740 Adv Enabling and Prof Dev Skills 2<br>OT 7760 OT Process Across the Lifespan 2<br>OT 7770 Advanced Practice in OT 2<br>OT 7750 Independent Study |     |   |      | <b>Advanced Fieldwork</b><br><br>OT 7800<br>(6 weeks) |     |   |     |     |  |

### *Fieldwork Component:*

Fieldwork courses provide the major experiential component of the MOT curriculum and are designed to be integrated with the academic blocks. Students participate in four full-time “block” field placements: one 4-week, two 8-weeks and one 6-week, over the course of the program for a total of 1040 hours of “full-time” field experience.

The type of fieldwork experience sought, and the design and sequencing of fieldwork courses are congruent with the MOT program professional and educational frameworks. Concepts related to occupation, occupational engagement, client-centredness, evidence-informed practice, professionalism, and diversity are revisited in the field and students are provided with an opportunity to:

- build on the knowledge, skills and attitudes learned in the classroom;
- connect theory to practice, and practice to theory;
- practice and engage in professional reasoning and problem-solving activities in a ‘real’ workplace environment;
- practice within all stages of an occupational therapy process model

- develop interpersonal and communication skills in a variety of settings and with a mix of people (i.e. clients, families, groups, team members, etc.);
- develop an understanding of the importance of inclusiveness, client-centred practice and gain exposure to the diversity of occupational therapy practice, including clients, ages, health and social conditions, and practice settings;
- engage in professional activities, learn about the realities of professional practice, and begin to develop a professional identity

Through engagement in fieldwork, students are expected to be developing into competent, reflective practitioners and to be self-evaluative and self-directed during fieldwork experiences (Sullivan & Bossers, 1998). This is in keeping with the MOT Education Conceptual Framework which encourages on-action reflection, and self-directive opportunities.

### ***Academic and Fieldwork Components:***

As stated in the Educational Conceptual Framework, the MOT curriculum structure is guided, in part, by Bossers et al. (2008) and Stritter et al. (1986) who describe the stages of professional development as occurring along a continuum, from entry-level student (exposure) to entry-level clinician (integration), as well as by Transformative Learning Theory (Mezirow, 1997) and Schon's Reflective Practice Model (1983, 1987). The integration of academic and fieldwork blocks, with increasing levels of expectation in knowledge and performance, provides opportunity for the learner's acquisition of knowledge, experience in the application of knowledge (performance or behaviour), feedback and reflection on application, problem solving alternative approaches or applications, opportunity for practice, and finally, to achieve internalization or integration of the learning (knowledge, skills and values and attitudes). In the MOT program academic courses and fieldwork courses are linked through fieldwork preparation and integration sessions where learners are encouraged and facilitated to engage in 'anticipatory and on-action' reflection activities.

The structure of the curriculum (sequencing of courses) is also guided by the continuums aforementioned in the Educational Conceptual Framework, including:

- knowledge and understanding is required prior to synthesis, analysis and creative works;
- simple concepts and approaches form the basis for understanding more complex interventions or interactions;
- revisiting, reflecting, and engaging in discourse about concepts/ideas and actions assists the learner to understand and solidify his or her knowledge base and construct new knowledge, skills and attitudes within a meaningful context;
- supportive, guided learning prepares the learner for more independent, self-directed learning.

## **Teaching Strategies and Instructional Methods**

Educational experiences in the MOT program are designed using a variety of teaching strategies and instructional methods in order to meet the overall MOT Educational Outcomes as well as the individual course learning outcomes. Each faculty member selects the most appropriate teaching strategy(s) and method(s) or learning activity(s) for his/her individual course. Wherever possible, use of the coaching

and facilitating approach is encouraged to promote active student participation and behaviours in the learning process and ultimately successful learning experiences for the student.

**Teaching Strategies** used in the MOT program fall under four broad categories: lecturing, questioning, reflective practice, and coaching and facilitating. The more structured and didactic type strategies are more commonly used earlier in the program; less structured, independent, self-directed strategies are phased in throughout the MOT program and are expected by the second term of year 2.

- Lecturing involves the educator sharing their knowledge via a didactic lecture. Students learn by listening, reading, taking notes and asking questions.
- Questioning includes the strategies that teachers use to stimulate student thinking by asking questions that require application of material. Students learn by individual or group problem solving and by articulating or demonstrating responses.
- Reflective Practice is the process by which instructors encourage students to critically reflect, individually and together, on concepts, pre-existing assumptions and experiences to develop a meaningful understanding from which new perspective is gained and further knowledge evolves.
- Coaching and Facilitating includes guiding and encouraging students' efforts by demonstrating, modeling, making suggestions, supporting and/or providing feedback. Students develop skills and competence by watching, practicing, and revising based on feedback and suggestions.

**Instructional Methods/Learning Activities** used in the MOT Program are eclectic by design, recognizing that students have different learning styles. Specific methods or activities are selected in both the academic and fieldwork experiences to help the students achieve learning outcomes related to the development of knowledge, skills and attitudes. These include:

- Large group teaching (*lectures, presentations, media, demonstrations*)
- Seminars (*small group discussions and reflections, brainstorming, problem-solving exercises*)
- Tutorials (*case study, problem-solving activities, role playing, guided study*)
- Breakout groups (*small group sharing, reflecting or problem-solving related to particular subject matter and then regrouping for large group discussion*)
- Laboratory sessions (*hands-on learning, practice skills*)
- Independent study (*reading and writing, self-directed reflection/analysis, resource seeking/information searching, information synthesis*)
- Experiential learning (*involvement in a concrete or personal experience, receive constructive feedback, reflect and relate to concept or principle of study*)
- Problem-based learning model (*use of learning scenarios and small groups as a means to acquire new knowledge and develop OT process and clinical reasoning skills*)
- Simulated client interaction (*hands-on learning in a simulated environment with a simulated client. Used in the classroom and for evaluation purposes*)
- Fieldwork (*hands-on learning in an authentic work environment; Fieldwork experiences include all or some of the teaching methods and learning activities noted above*)

**Student Actions or Behaviours** occur in response to the teaching approach and instructional design employed. The MOT program’s expectation of each student is that he/she actively participates in the learning process by demonstrating critical reflection, problem solving and becoming an independent self-directed learner.

Figure 3 summarizes the three elements noted above (i.e. teaching strategies, instructional methods and learning activities, and student actions) that interact to transform students’ knowledge, skills and attitudes. Active engagement of students is of paramount importance in their learning and in their development as professionals.

**Figure 3: Educational Elements Impacting Student Learning**



## COURSE CALENDAR DESCRIPTIONS

Courses are listed in *Figure 2*, MOT Curriculum Structure and referred to in the Curriculum Theme section above. A brief description of each course is outlined below. More detailed information is provided in the course syllabus provided to each student.

### **OT 6100 Human Determinants of Occupational Performance (90 hours - 6 credit hours)**

Students study the anatomical, physiological, biomechanical, and psychosocial factors that underlie the physical, cognitive and affective components of human capacities. Content is presented in the context of understanding the relationship between human capacities and occupational performance, the ability to carry out activities and tasks of self-care, productivity and leisure throughout the lifespan.

### **OT 6110 Theoretical and Philosophical Foundations of Occupational Therapy (45 hours - 3 credit hours)**

Students study the theoretical and philosophical foundations of occupational therapy and the relationship between occupation and health and well-being. A case based introduction to the processes and approaches that guide practice with clients of various ages and in a variety of practice settings.

### **OT 6120 Health and Disability (45 hours - 3 credit hours)**

Students study definitions of health, factors influencing health, and systems that relate to health in populations. Students are also introduced to classification of diseases and disorders and impairments and the disablement process.

### **OT 6130 Occupational Therapy Practice Skills 1 (45 hours - 3 credit hours)**

Through instruction, case illustration and practice laboratory sessions students are introduced to practice skills related to the occupational therapy process. Occupational therapy skills and approaches used to identify occupational performance issues are introduced and practiced. Basic assessment of physical, cognitive, and affective performance components are taught. Students participate in problem solving and basic interventions around issues of occupational performance.

### **OT 6140 Enabling and Professional Development Skills (105 hours - 7 credit hours)**

An introduction to the development of personal knowledge, skills and attitudes related to enabling occupation in clients, and to promoting professional behaviours for safe, reliable, and ethical practice. Emphasis will be placed on the development of a variety of verbal and written communication skills, and clinical/professional reasoning.

### **OT 6190 Fieldwork Preparation (25 hours - 1 credit hour)**

This course provides foundational knowledge and skills required to participate effectively in the fieldwork component of the Occupational Therapy program. Course evaluated on a pass/fail basis.

### **OT 6200 Basic Fieldwork (4 weeks) (160 hours - 4 credit hours)**

Students are placed in practice settings for four weeks of field experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of field sites in Manitoba, Saskatchewan and Northwestern Ontario. Evaluated at an introductory level. Course evaluated on a pass/fail basis. Prerequisite: OT 6190.

### **OT 6300 Occupational Analysis and Adaptation (60 hours - 4 credit hours)**

An in-depth examination of the relationship between components of human performance and engagement in occupations throughout the lifespan. Students analyze self-care, productivity and leisure

occupations to identify physical, cognitive and affective components required for function. Principles and methods of adaptation and grading of occupation, task, activity, equipment and environment will be introduced.

**OT 6310 The Environment and Occupational Performance (60 hours - 4 credit hours)**

An examination of physical, social, cultural and institutional aspects of the environment and their relationship to occupational performance throughout the lifespan. Students will begin to identify the environment in terms of enablers and obstacles to function for individuals with variable capacities.

**OT 6320 Health Conditions and Occupational Performance (60 hours - 4 credit hours)**

An introduction to diseases, disorders and impairments as barriers to human occupational performance including an introduction to occupational therapy management approaches to enabling function.

**OT 6330 Occupational Therapy Practice Skills 2 (60 hours - 4 credit hours)**

Builds on Occupational Therapy Practice Skills 1. With a focus on practice skills related to the occupational therapy process, students gain further practice in assessment of occupational performance issues and physical, cognitive, and affective performance components. Students are introduced to assessment of environmental factors that influence occupational performance and participate in problem solving and interventions around occupational performance issues.

**OT 6350 Research Methods and Evidence-Based Practice (60 hours - 4 credit hours)**

A theory and practical course designed to provide a basic understanding of research principles and methods, evidence-based practice, outcome measures, program evaluation and their applications in occupational therapy.

**OT 6400 Intermediate Fieldwork 1 (8 weeks) (320 hours - 8 credit hours)**

Students are placed in practice settings for eight weeks of field experience under the supervision of a registered occupational therapist. Experiences are offered in a wide variety of field sites in Manitoba, Saskatchewan, and Northwestern Ontario. Evaluated at an intermediate level.

**OT 7540 Advanced Enabling and Professional Development Skills 1 (60 hours - 4 credit hours)** Builds on Enabling and Professional Development Skills. Emphasis is placed on the integration and consolidation of professional practice knowledge, skills and attitudes.

**OT 7560 Occupational Therapy Process Across the Lifespan 1 (90 hours – 6 credit hours)**

Using problem-based learning methods, students study and apply the occupational therapy process as it relates to selected learning scenarios involving children, adolescents, adults and older adults. Students work in small group tutorials exploring and discussing a variety of issues frequently faced by individuals who may benefit from occupational therapy services.

**OT 7570 Advanced Practice in OT 1 (90 hours – 6 credit hours)**

Building on knowledge and skills learned in Practice Skills 1 & 2, students are introduced to advanced concepts, theories and models that guide client-centred occupational therapy evaluation and intervention. Students learn to apply theory to practice and continue developing required skills for the evaluation and intervention of occupational performance issues across the lifespan.

**OT 7600 Intermediate Fieldwork 2 (8 weeks) (320 hours - 8 credit hours)** Students are placed in practice settings for eight weeks of field experience under the supervision of a registered occupational

therapist in Manitoba, Saskatchewan and Northwestern Ontario. Experiences are offered in a wide variety of field sites. Evaluated at an intermediate level.

**OT 7740 Advanced Enabling and Professional Development Skills 2 (60 hours - 4 credit hours)** Builds on previous Enabling and Professional Development Skills courses. Emphasis is placed on leadership skills and preparation for entry into the professional community.

**OT 7750 Independent Study (90 hours - 6 credit hours)** Students complete an in-depth study of evidence for practice in an area of interest. Students will work with an assigned faculty advisor or clinical research consultant to define and evaluate a particular area of interest in occupational therapy practice.

**OT 7760 Occupational Therapy Process Across the Lifespan 2 (90 hours – 6 credit hours)**  
Using problem-based learning methods and self-directed learning, students study and apply the occupational therapy process as it relates to selected learning scenarios involving children, adolescents, adults, and older adults. Students work in small group tutorials exploring and discussing a variety of issues frequently faced by individuals, groups, and communities who may benefit from occupational therapy services.

**OT 7770 Advanced Practice in OT 2 (90 hours – 6 credit hours)**  
Building on knowledge, skills, and attitudes learned in Advanced Practice in OT 1, students employ and evaluate concepts, theories, and models of client-centred occupational therapy. Students develop skills that enable them to select, justify, and interpret appropriate evaluation methods and interventions to address occupational performance issues across the lifespan.

**OT 7800 Advanced Fieldwork (6 weeks) (240 hours - 6 credit hours)** Students are placed in practice settings for a six week period which can occur in a flexible timeframe (i.e. students may initiate this placement at different points in time from July 1 to mid-August depending upon availability of placements. Students may participate in part-time experiences over a longer period or other types of flexible arrangements as may arise and are determined to be appropriate learning experiences to meet educational standards). Experiences are offered in a wide variety of field sites in Manitoba, Saskatchewan and North-western Ontario. Evaluated at an advanced level.

## References

- Anderson, L., & Krathwohl, D.R. (Eds). (2000). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (Abridged ed.). Boston, MA: Allyn & Bacon.
- Association of Canadian Occupational Therapy Regulatory Organizations. (2011). *Essential competencies of practice for occupational therapists in Canada* (3<sup>rd</sup> ed.). Toronto: Author
- Bertrand, Y. (2003). *Contemporary Theories and Practice in Education* (2<sup>nd</sup> ed.). Madison, WI: Atwood Publishing.
- Bossers, A., Miller, L.T., Polatajko, H.J., & Hartley, M. (2008). *Competency based fieldwork evaluation for occupational therapy*. Toronto: Nelson Education
- Brookfield, S. (1990). *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass.
- Canadian Association of Occupational Therapists. (2007). *Profile of occupational therapy practice in Canada*. Ottawa: CAOT Publications ACE. Available: <http://www.caot.ca/pdfs/otprofile.pdf>
- Canadian Association of Occupational Therapists (2002). *Enabling occupation: An occupational therapy perspective*. Ottawa: CAOT Publications ACE.
- Fearing, V.G., & Clark, J. (2000). *Individuals in context: A practical guide to client-centred practice*. Thorofare, NJ: SLACK Inc.
- Fearing, V.G., Law, M., & Clark, J. (1997). An occupational therapy process model: Fostering client and therapist alliances. *Canadian Journal of Occupational Therapy*, 64, 7-15.
- Friere, P. (1970). *Pedagogy of the oppressed*. (M. B. Ramos, Trans.). New York: Herder & Herder.
- Kinsella, E. (2000). *Reflective Practice*. CAOT Publications, Ottawa.
- Law, M. (1998). *Client-centred occupational therapy*. Thorofare, NJ: SLACK Inc.
- Law, M., & MacDermid, J. (2008). *Evidence-based rehabilitation: A guide to practice*. Thorofare: NJ: SLACK, Inc.
- Maslow, A. H. (1970). *Motivation and personality* (2<sup>nd</sup> ed). New York, NY: Harper & Row.
- Merriam, S., Caffarella, R., & Baumgartner, L. (2007). *Learning in Adulthood: A Comprehensive Guide* (3<sup>rd</sup> ed.). San Francisco, Jossey-Bass.
- Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*. 74, 5 – 12.
- Polatajko, H.J., Davis, J., Stewart, D., Cantin, N., Amorosa, B., & Zimmerman, D. (2007). Specifying the domain of concern: Occupation as a core. In Townsend & Polatajko, *Enabling occupation II: Advancing and occupational therapy vision for health, well-being, & justice through occupation* (pp. 13-36). Ottawa: CAOT Publications ACE.
- Restall, G., & Ripat, J. (2008). Expanding Occupational Therapy's Avenues of Client-Centred Influence. *Canadian Journal of Occupational Therapy*, 75, 288-300.
- Restall, G., Ripat, J., & Stern, M. (2003). A framework of strategies for client-centred practice. *Canadian Journal of Occupational Therapy*, 70, 103-112.

- Rogers, C. R. (1961) *On Becoming a person. A therapist's view of psychotherapy*, Boston: Houghton Mifflin.
- Rogers, C. (1969) *Freedom to learn: A view of what education might become*. Columbus, Ohio: C.E. Merrill Pub. Co.
- Sackett, D.L., Rosenberg, W.M., Gray, J.A., Haynes, R.B., & Richardson, W.S. (1996). Evidence-based medicine: What it is and what it isn't. *British Medical Journal*, 312, 71-72.
- Schon, D.A. (1983). *The reflective practitioner: How professionals think in action*. U.S.A. Basic Books Inc.
- Schon, D. A. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.
- Stritter, F.T., Baker, R.M. & Shahady, E.J.(1986). Clinical Instruction. In W.C. McGaghie & J.J. Frey (Eds). *Handbook for the academic physician* (p. 99-124). New York: Spunger Verlag
- Sullivan, T., & Bossers, A. (1998). Occupational therapy Fieldwork Levels. *National* 15(3). P. 7-9
- Sumsion, T., & Law, M. (2006). A review of evidence on the conceptual elements informing client-centred practice. *Canadian Journal of Occupational Therapy*, 73, 153-162.
- Taylor, E. (2000). Fostering Mezirow's transformative learning theory in the adult education classroom: a critical review. *The Canadian Journal for the Study of Adult Education*. 14 (2), 1- 28.
- Taylor, E. (2008). Transformative Learning Theory. In S. Merriam (Ed.). *Third Update on Adult Learning Theory*. (pp. 5-15). San Francisco: Jossey-Bass.
- Townsend, A. E., Beagan, B., Kumas-Tan, Z., Versnel, J., Iwama, M., Landry, J., ...Brown, J. (2007). Enabling: Occupational therapy's core competency. In Townsend & Polatajko, *Enabling occupation II: Advancing and occupational therapy vision for health, well-being, & justice through occupation* (pp. 87-152). Ottawa: CAOT Publications ACE.
- Townsend, A.E., & Polatajko, H.J. (2007). *Enabling occupation II: Advancing an occupational therapy vision for health, well-being, & justice through occupation*. Ottawa: CAOT Publications ACE. (Chapters 1-7, 9, 10).
- Wilcock, A.A. (2006). *An occupational perspective of health (2<sup>nd</sup> Ed)*. Thorofare, NJ: SLACK Inc.
- World Federation of Occupational Therapists (WFOT). (2002). *Revised minimum standards for the education of occupational therapists*. Forrestfield, Australia: Author
- World Federation of Occupational Therapists. (2010a). *Position statement on client-centredness in occupational therapy*. Available: [http://www.wfot.org/office\\_files/Clientcentredness%20in%20OT%20Position%20Statement%20CM2010%20April2010%281%29.pdf](http://www.wfot.org/office_files/Clientcentredness%20in%20OT%20Position%20Statement%20CM2010%20April2010%281%29.pdf)
- World Federation of Occupational Therapists. (2010b). *Statement on occupational therapy*. Available: [http://www.wfot.org/office\\_files/Statement%20on%20Occupational%20Therapy%20CM2010%20April2010%281%29.pdf](http://www.wfot.org/office_files/Statement%20on%20Occupational%20Therapy%20CM2010%20April2010%281%29.pdf)
- Yerxa, E.J., Clark, F., Frank, G., Jackson, J., Parham, D., Pierce, D., Stein, C., & Zemke, R. (1989) An introduction to occupational science, a foundation for occupational therapy in the 21st century. *Occupational Therapy in Health Care*, 6 (3/4)