

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

**July 2020**

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## Introduction

The Department of Occupational Therapy is one of three departments in the College of Rehabilitation Sciences, Rady Faculty of Health Sciences, University of Manitoba. The two other College departments are the Department of Physical Therapy and the Department of Respiratory Therapy. The Rady Faculty of Health Sciences is comprised of five Colleges: Dentistry, Medicine, Nursing, Pharmacy, and Rehabilitation Sciences.

The Department of Occupational Therapy is responsible for developing, monitoring, administrating, and delivering the Master of Occupational Therapy (MOT) entry-to-practice degree program, and the Master of Occupational Therapy One-Year (accelerated) degree-completion program. This Program Guide provides content and guidance related only to the entry-to-practice MOT degree program.

The Master of Occupational Therapy Program Guide presents the Department of Occupational Therapy's vision, mission, beliefs and values statements, all of which were developed from, and are integrally related to, those same elements of the College of Rehabilitation Sciences. The Program Guide also presents the MOT professional and educational philosophies, the MOT program goal, graduate profile, and program objectives, as well as the professional and educational conceptual frameworks that underpin the MOT program. In addition, the document outlines the MOT teaching strategy, teaching methods, approaches to student assessment, a summary of curriculum content and structure, and course descriptions.

The intent of this document is to provide direction to occupational therapy administration and faculty members in the development, review, evaluation and modification of the program and curriculum. The document is also intended to inform 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.

### Vision of the Department of Occupational Therapy

To be an exemplary occupational therapy university department, known for innovation, inclusivity, collaboration, and leadership.

### Mission of the Department of Occupational Therapy

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

- Provides a high quality, accessible, innovative educational program that embraces diversity and prepares students for current and future practice.
- Creates and translates knowledge that advances the profession and promotes quality of life, health, well-being, and participation of individuals, groups, organizations, communities, and populations through occupation.
- Engages in service activities consistent with the teaching, research, and scholarly functions of the department, that enhance the program and broader university, and contribute to the profession and community, locally and globally.

## Department of Occupational Therapy Beliefs and Values Statements

### **We believe that ...**

- engagement in occupation gives meaning to life, is a human right, is life-sustaining, and is a determinant of health and well-being;
- engagement in occupation is influenced by the social contexts within which people live, such as, by families, groups, communities, and populations and by their economic, cultural, political, and physical environments;
- people and communities are unique and each have the right to make individual and collective decisions about their lives;
- people and communities have the capacity to grow, adapt, change, and learn;
- Indigenous communities have the right to self-determination; Indigenous and non-Indigenous peoples have a mutual responsibility to engage in collaboration and reconciliation;
- learning is a shared responsibility between occupational therapy faculty, students, and clinicians; 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;
- life-long learning is a professional responsibility.

### **We value...**

Evidence-informed education, practice, and scholarship:

*We actively participate in the generation, integration, evaluation, and translation 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 accountability:

*Faculty and students intentionally seek opportunities for leadership and mentorship that will enhance and benefit the university, profession, and community.*

Inclusivity and diversity:

*We recognize and respect social, cultural, spiritual, and personal diversity. We strive to identify and remove barriers to inclusivity and foster diversity in human resources, research, service, and within the student population. We incorporate multiple perspectives and approaches to health in the curriculum.*

Professional attitudes and behaviours:

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

Collaborative partnerships:

*We 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 accountability.*

Respectful, learner-centred, and safe learning environments:

*We facilitate a culture of learning that is based on collegiality and respect. We implement fair, honest, and equitable policies, procedures, and processes that are shared with our learners to ensure they are informed and empowered.*

## **Master of Occupational Therapy Education Program**

The primary responsibility of the Department of Occupational Therapy is to prepare our graduates for the occupational therapy roles and functions set out by the Canadian Association of Occupational Therapists (CAOT) and recognized by practitioners and society. Within this context, the MOT program also prepares graduates to meet the professional competencies established by the Association of Canadian Occupational Therapy Regulatory Organizations (ACOTRO), and the expectations outlined by the World Federation of Occupational Therapists (WFOT). Graduate preparation is accomplished through a high quality, comprehensive, accessible, innovative educational program that culminates in an entry-level professional master's degree.

The MOT educational program follows the academic accreditation standards put forward by the Canadian Association of Occupational Therapists and minimum educational standards outlined by the World Federation of Occupational Therapists.

### **Program Goal**

The goal of the Master of Occupational Therapy program is to develop self-directed, competent, entry-level occupational therapists, who are leaders and advocates, prepared to work in current and evolving practice environments toward the improved health and well-being of Manitobans, Canadians, and the global community.

### **The Graduate Profile**

The MOT graduate is an entry-level occupational therapist able to perform the roles and functions of the 'competent occupational therapist' as described in the Profile of Practice of Occupational Therapists in Canada (CAOT, 2012) (herein referred to as Profile), and to meet the Essential Competencies of Practice for Occupational Therapists in Canada as defined by ACOTRO (2011) (herein referred to as Essential Competencies).

The MOT graduate has knowledge related to the theories, concepts, and principles of occupation, occupational engagement, occupational justice, and occupational therapy. The MOT graduate employs a client-centred, culturally safe approach and understands the importance and consequences of the interactions between people or collectives, their environment(s), and their occupations. The MOT graduate is a self-directed, lifelong learner, who demonstrates reflecting, critical thinking, and problem-solving strategies. The graduate demonstrates leadership and advocacy skills and is capable of addressing complex and changing needs across various systems: social services, education, employment, justice, and health. The MOT graduate has an awareness of human rights issues locally and globally, recognizes and

respects diversity, and works to facilitate an inclusive and equitable society. The MOT graduate takes responsibility for managing their practice effectively and efficiently (e.g., time and caseload management skills), for supervisory functions of students, support workers, or others, and for participating in quality improvement activities. The MOT graduate also takes responsibility for self-appraisal of professional development needs, and is a critical consumer of research evidence, incorporating these into practice.

## Program Objectives

Consistent with the stated program goal, and in line with the Profile (CAOT, 2012) and the MOT program professional and educational conceptual frameworks, the MOT program developed eleven outcome objectives to guide the program, students, and faculty. These objectives provide a sense of purpose, direction, and general benchmark for development of the MOT courses, course learning outcomes, and content. In developing these objectives, consideration also was given to the WFOT Minimum Standards for the Education of Occupational Therapists (2016) and the Essential Competencies (ACOTRO, 2011).

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; (*Profile role: Expert in Enabling Occupation*)
2. analyze, integrate, and apply knowledge of individuals, families, groups, communities, organizations, populations, and environments to facilitate occupational performance and engagement; (*Profile role: Expert in Enabling Occupation*)
3. examine, integrate, select, and implement components of the occupational therapy process to enable occupation for diverse clients; (*Profile role: Expert in Enabling Occupation*)
4. use a client-centred, culturally safe, and equity-based approach to practice and engage clients in decisions about their care, services, programs, and policies; (*Profile roles: Expert in Enabling Occupation, Collaborator, and Change Agent*)
5. critically evaluate and act in accordance with occupational therapy professional and ethical standards, beliefs, values and attitudes, and relevant legal statutes; (*Profile role: Professional*)
6. communicate effectively and professionally (respectfully, clearly, accurately, concisely), in writing, speaking, electronically or other means to clients, families, team members, and broader audiences; (*Profile role: Communicator*)
7. establish, adapt, and maintain effective collaborative working relationships; (*Profile role: Collaborator*)
8. synthesize the knowledge, skills, and attitudes required for development and provision of quality occupational therapy practice within a complex changing environment; (*Profile role: Practice Manager*)
9. critically appraise, synthesize, and integrate current evidence from literature, best practice guidelines, experience, and client perspective into occupational therapy practice; (*Profile role: Scholarly Practitioner*)
10. create, translate, and disseminate knowledge that enhances evidence-informed practice, and supports research and program evaluation; (*Profile role: Scholarly Practitioner*)
11. integrate and apply knowledge and skills to influence individual, social and political change that

respects diversity and contributes to an inclusive and equitable society through enabling the advancement of occupation, occupational engagement, and participation; (*Profile roles: Change Agent and Professional*)

## Professional Conceptual Framework

### Our Professional Philosophy

Occupational therapy is a profession that influences the health, well-being, and quality of life of individuals and communities through occupation. Occupations are activities that give life purpose and meaning, and include everything people do in everyday life (CAOT, 2002; 2012; Townsend & Polatajko, 2013; WFOT, 2010c; 2018). Occupational therapists believe that engagement in occupation is a human right (WFOT, 2006).

Participation and engagement in occupation can be affected by the abilities and capacities of the individual or the collective, by the characteristics of the occupation, as well as by the social, economic, political, and physical context of a situation. Occupational therapists believe in and advocate for an inclusive and equitable society (Restall, MacLeod Schroeder, & Dubé, in press) where everyone can engage in a range of occupations of their choosing (WFOT, 2006). Using a client-centred approach and practice process framework, occupational therapists work to identify and eliminate barriers to occupational engagement, including building on individual or collective strengths, modifying the characteristics and demands of an occupation, and/or changing the environment to facilitate participation and engagement.

As professionals, occupational therapists demonstrate professional behaviours and attitudes, are professionally and socially accountable for their actions, engage in ethical and evidence-informed practice, work collaboratively with other professionals, and through the practice of cultural humility<sup>1</sup>, recognize and value diversity.

### Our Professional Conceptual Framework

The MOT program is framed around the following key concepts:

- 1) occupation, occupational performance, and occupational engagement,
- 2) client-centred and culturally safe practice,
- 3) scholarship and evidence-informed practice,
- 4) professional and ethical practice,
- 5) diversity, inclusiveness, and equity in practice,
- 6) the occupational therapy process.

These concepts are integrally linked to the MOT program belief and value statements and underpin the substance of the program curriculum. These concepts align closely with the occupational therapist roles outlined in the Profile (CAOT, 2012), the Essential Competencies outlined by ACOTRO (2011), and with

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<sup>1</sup> *Cultural humility is a process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust* <https://culturallyconnected.ca/>

the WFOT Minimum Standards for the Education of Occupational Therapists, (WFOT, 2016). Content related to each of the key concepts of the Professional Conceptual Framework (PCF) is integrated into multiple academic and fieldwork courses. These concepts are introduced early in the program and built on throughout as they are revisited across the two-year period.

Each key concept is described below along with examples of the MOT curriculum content related to the concepts followed by the academic courses that primarily address this content. Fieldwork placements provide students with experiences related to each of the key concepts. A full list of all courses with course numbers and course descriptions is located on [page 32](#). The related role(s) from the Profile are outlined in a textbox within each description.

### Occupation, occupational performance, and occupational engagement

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), contributing to the social and economic fabrics of their communities (productivity)” (CAOT, 2002, p.181). Occupations are those activities that give life purpose and meaning, and which provide a sense of value and self-worth (Whalley Hammel, 2004).

Having access to occupations and the opportunity to participate in occupations of choice has been recognized as 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 their needs and contribute to their communities through collective occupations (Leclair, 2010). 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).

Occupational performance (“*executing or carrying out an occupation*”, Townsend & Polatajko, 2013) and occupational engagement (“*becoming involved in or participating in an occupation for the purpose of being, becoming, and belonging, as well as for performing or doing*”, Wilcock, 2006) are the means by which people or collectives carry out their chosen occupations. Both actions comprise an interaction between the person [or collective], their environment, and the chosen occupation (CAOT, 2002; Polatajko et al., 2007), and reflect a dynamic connection whereby the social, cultural, physical, and institutional (economic, legal, and political) environments affect, and are affected by, occupation (Polatajko 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. As a Change Agent, occupational therapists use their expertise and influence responsibly to advance occupation, occupational performance, and occupational engagement.*

(CAOT, 2012, p. 3)

Occupational therapists are experts in occupation and in enabling occupational performance and engagement (Townsend & Polatajko, 2013; CAOT, 2012; Joosten, 2015). Occupational therapists work with individual clients as well as with groups, organizations, communities, and populations to enable engagement in occupations that are important to them. They enable engagement across a variety of practice contexts, systems and environments, such as a client's home, school, community, workplace, or health institution, and within the sectors of health (primary, acute, rehabilitation, and long term care), social services, education, employment, and justice. Understanding occupational performance and engagement requires understanding the person or group (family, organization, community, and population) with whom one is working, their environment, the desired occupation, and how engagement or absence of engagement affects the individual or the collective (Hyett, Kenny and Dickson-Swift, 2018). This understanding draws on a diverse and comprehensive knowledge base, which is intentionally constructed and integrated throughout the academic and fieldwork components of the MOT curriculum. WFOT (2006) advocates that people's access to, and ability to engage in, a 'range of occupations' of their choosing is a human right. People's right to occupational engagement can be impacted by a number of factors, including through "economic, social or physical exclusion, attitudinal or physical barriers, or through control of access to necessary knowledge, skills, resources or venues where occupations take place" (p.1), any of which may lead to abuses of rights with resultant occupational injustice. Occupational therapists, as experts in occupation, must identify, address, and limit the impact of such occupational injustices on individuals and collectives, and work to elevate society's awareness of a broader view of occupation and the importance of individual and collective occupational engagement (WFOT, 2006; Hammel, 2015).

#### *Examples of curriculum content*

- Occupational therapy (and other) theoretical frameworks, philosophy, models, and frames of reference used to guide occupational therapy practice and promote occupation, health and well-being (OT 6110, OT 6130, OT 6330, OT 6310, OT 7572, OT 7772, OT 7560, OT 7760)
- Concepts of occupation, occupational performance and engagement, enablement, health and well-being, disability, and human rights/occupational rights (OT 6110, OT 6130, OT 6330, OT 7572, OT 7772, OT 7560, OT 7760)
- Individual-level cognitive, affective, and physical factors and their influence on occupational performance (OT 6100, OT 6130, OT 6300, OT 6320, OT 6330, OT 7572, OT 7772, OT 7560, OT 7760)
- Dynamic relationship between person, environment, and occupation (OT 6100, OT 6300, OT 6130, OT 6320, OT 6330, OT 7572, OT 7772, OT 7560, OT 7760)
- Assessments, interventions, and outcome measures used in occupational therapy practice to enable occupation and participation (OT 6130, OT 6330, OT 6352, OT 7572, OT 7772, OT 7560, OT 7760)
- Integration of program prerequisite 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 to inform the OT process (OT 6100, OT 6110, OT 6130, OT 6330, OT 7572, OT 7772, OT 7560, OT 7760)

## Client-centred and culturally safe practice

A client-centred approach is foundational to occupational therapy practice (Sumsion & Law, 2006; WFOT, 2010b). Client-centred occupational therapists work to develop collaborative partnerships with clients intended to promote occupational performance and engagement, well-being, and inclusion. Occupational therapists recognize the contextual diversity of people and use cultural humility and inclusive approaches to create culturally safe encounters (WFOT, 2010a; CAOT, 2011; Beagan, 2015; Gerlach, Browne & Suto, 2018). Occupational therapists recognize and critically reflect on the power and privilege that comes with personal and professional status, and

work to minimize its influence on client-therapist encounters and relationship building (CAOT, 2012; Beagan, 2015). Occupational therapists respect the uniqueness and diversity of each person or collective and the environment, within which they function, use effective communication strategies, promote shared decision-making, and empower clients to make informed choices (Law, 1998; Sumsion & Law, 2006; Townsend and Polatajko, 2013). Occupational therapists employ client-centred strategies and skills to influence individual and social change, occupational justice, and 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; Wolf et al., 2010).

### **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.*

*As a Communicator, the practitioner-client relationship is central to occupational therapy. Communication includes oral, written, non-verbal, and electronic means.*

*As a Collaborator, occupational therapists work effectively with key stakeholders to enable participation in occupations by using and promoting shared decision-making approaches.*

*As a Change Agent, occupational therapists use their expertise and influence responsibly to advance occupation, occupational performance, and occupational engagement.*

(CAOT, 2012, p. 3)

### *Examples of curriculum content*

- Identifying the client as an individual, family, group, organization, community or population (OT 6110, OT 6122, OT 6142, OT 6300, OT 6330, OT 7542, OT 7742, OT 7560, OT 7760, OT 7772)
- Being client-centred at the micro, meso and macro levels (OT 6110, OT 6122, OT 6142, OT 7542, OT 7742, OT 7560, OT 7760)
- Understanding sources of power and privilege (OT 6110, OT 6122, OT 6142, OT 7542, OT 7742, OT 7560, OT 7760)
- Minimizing power differentials in the therapist's relationships (OT 6142, OT 7542, OT 7742)
- Sharing decision-making (OT 6142, OT 7542, OT 7742)
- Advocating for the individual and collective client (OT 6142, OT 7542, OT 7742, OT 7760)

## Scholarship and evidence-informed practice

Evidence-informed practice reflects a decision-making approach where occupational therapists make clinically reasoned, sound judgements

### **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.*

*As a Change Agent, occupational therapists use their expertise and influence responsibly to advance occupation, occupational performance, and occupational engagement.*

*(CAOT, 2012, p. 3)*

based on the best available research, in conjunction with their clinical knowledge, and client values and experiences (Law & MacDermid, 2008; Sumsion & Law, 2006; Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996). Occupational therapists seek, critically review, and use evidence as a basis for day-to-day practice, and contribute to the creation of evidence, quality improvement activities, policy making, and innovation in research and practice. An evidence-informed occupational therapist draws on various sources of evidence such as the research literature, policy documents, self-reflection, and experience and knowledge of peers, clients, and others to inform and improve practice.

### *Examples of curriculum content*

- Applying evidence in making appropriate, responsible and ethical practice decisions (OT 6130, OT 6320, OT 6330, OT 6352, OT 7752, OT 7560; OT 7572, OT 7760, OT 7772)
- Critically evaluating and synthesizing existing evidence (OT 63520, OT 7752, OT 7560; OT 7760)
- Evaluating the effectiveness of occupational therapy interventions, programs, and services (OT 7560; OT 7572, OT 7760, OT 7772)
- Generating new knowledge (OT 7752, OT 7742)
- Translating knowledge (OT 6142, OT 6300, OT 7752, OT 7572, OT 7742, OT 7772)
- Scholarly writing (OT 6100, OT 6110, OT 6122, OT 6352, OT 7752)

## Professional and ethical practice

Occupational therapists are self-regulated professionals who 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). They are autonomous practitioners who demonstrate professional integrity and ethical behaviour, are committed to provision of competent, safe, respectful, caring services, are honest and transparent, and adhere to confidentiality and privacy regulations. Occupational therapists are aware of and function within their scope of practice and the legislative and regulatory requirements of their jurisdiction (COTM, 2010; Aguilar, Stupans, Scutter and King, 2013).

Occupational therapists value an interprofessional approach to practice and work effectively on interprofessional and intra-professional teams, developing and maintaining collaborative client and

team relationships. Occupational therapists communicate clearly through a variety of methods (verbal, written, electronic, and non-verbal) and recognize the need to alter communication approaches/strategies in a wide variety of situations, whether working with clients, team members, support personnel, government or private programs/agencies, or the public at large (CAOT, 2012).

As professionals, occupational therapists take responsibility for

managing their day-to-day practice effectively and efficiently including establishing priorities within the practice context, developing time and workload management, managing supervisory functions, and assisting in quality improvement activities (CAOT, 2012; ACOTRO, 2011). They are life-long learners, committed to continuing professional development, who regularly evaluate their own learning needs. Occupational therapists engage in reflective practice (Kinsella, 2000) and integrate new learning into their day-to-day practice (CAOT, 2012). Occupational therapists contribute to professional service

**Profile Role:**

*As a Communicator, the practitioner-client relationship is central to occupational therapy. Communication includes oral, written, non-verbal, and electronic means.*

*As a Collaborator, occupational therapists work effectively with key stakeholders to enable participation in occupations by using and promoting shared decision-making approaches.*

*As a Practice Manager, occupational therapists manage time, prioritize, and support the management of effective and efficient practice.*

*As a Professional, occupational therapists are committed to ethical practice and high personal standards of behaviour in enabling occupation.*

*(CAOT, 2012, p. 3)*

*Examples of curriculum content*

- Professional responsibilities, behaviours, ethics, legislation, and management of the practice environment (OT 6142, OT 6190, OT 7542, OT 7742)
- Content and experiential opportunities for the development of knowledge, skills, and attitudes in the following areas:
  - embracing reflective practice (OT 6142, OT 6122, OT 75420, OT 7742)
  - being a self-directed, life-long learner (OT 6100, OT 6142, OT 6190, OT 6352, OT 75420, OT 7742, OT 7752)
  - integrating new learning into practice (OT 6130, OT 6330, OT 7572, OT 7772)
  - communicating via verbal, non-verbal, written and electronic means (All courses)
  - developing therapeutic and professional relationships with clients, families and other team members (OT 6110, OT 6142, OT 6130, OT 6330, OT 7542, OT 7560, OT 7572, OT 7742, OT 7760, OT 7772)
  - collaborating with the client (individual, groups, communities) and their informal supports (OT 6110, OT 6130, OT 6142, OT 6310, OT 6330, OT 7542, OT 7572, OT 7560, OT 7742, OT 7760, OT 7772)
  - collaborating with teams and adopting the team approach to client-centred care (intra and inter professional teams) (OT 6110, OT 6130, OT 6142, OT 6310, OT 6330, OT 7542, OT 7572, OT 7560, OT 7742, OT 7760, OT 7772)
  - recognizing diversity and the importance of inclusiveness (OT 6110, OT 6122, OT 6142, OT 6310, OT 7542, OT 7560, OT 77420, OT 7760, OT 7772)

through engagement in occupational therapy professional associations and regulatory bodies at the local, national, and international level.

## Diversity, inclusiveness, and equity in practice

Occupational therapists are aware of, respect, and value diversity (WFOT, 2010a) and recognize that clients, families, colleagues, students, and broader communities with whom they work embody diversity including, but not limited to, culture, ethnicity, socio-economic status, age, gender, sexual orientation, religion, and ability. In acknowledging diversity, occupational therapists understand that a client or collective's occupational choices, occupational performance, and participation reflect their unique context and culture, and that these factors must be considered in all aspects of occupational therapy practice (WFOT, 2010a). 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, 2013).

Occupational therapists believe in and advocate for an inclusive and equitable society, and work at various system levels (micro, meso and macro) to promote occupational justice and eliminate barriers to occupation and participation, whether those barriers are physical, social, attitudinal, institutional, or otherwise (Wolfe, Ripat, Davis, Becker & McSwiggan, 2010).

Occupational therapists work to promote equitable access for all people, no matter their unique context, to desired occupations and to services related to their health and social needs. They also critically evaluate and work to reduce inequities that clients and potential clients may experience in accessing and using occupational therapy programs and services (Restall, MacLeod Schroeder, & Dubé, in press). As health professionals in Manitoba, occupational therapists are aware of the unique position of Indigenous peoples in this province and in Canadian society, and

the injustices and substantial health and social disparities experienced by Indigenous peoples across this country. It is critical that occupational therapists recognize and understand the important historical context of colonialism as a determinant of health, and the complexity of the social and political environment within which Indigenous and non-Indigenous peoples coexist. Occupational therapists are encouraged, as individuals and as a collective, to participate in the process of reconciliation in response to the 'Calls to Action' of the Truth and Reconciliation Commission of Canada (2015). Within this context, Restall, Gerlach, Valavaara, and Phenix (2016) recommend that occupational therapists partner with local, provincial, and national Indigenous stakeholders, to collaboratively "guide the transition of practices, curricula, and professional competencies" that can lead to improved and equitable access to

### **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.*

*As a Practice Manager, occupational therapists manage time, prioritize, and support the management of effective and efficient practice.*

*As a Communicator, the practitioner-client relationship is central to occupational therapy. Communication includes oral, written, non-verbal, and electronic means.*

*As a Change Agent, occupational therapists use their expertise and influence responsibly to advance occupation, occupational performance, and occupational engagement.*

*(CAOT, 2012, p. 3)*

services, health outcomes, and quality of life for Canada’s indigenous peoples.

### *Examples of curriculum content*

- Promoting occupation as a human right, identifying barriers to occupation, and seeking occupational justice (local, national and international perspectives) (OT 6110, OT 6122, OT 6310, OT 6142, OT 7560, OT 7760)
- Using an equity lens for program development and evaluation (OT 6110, OT 6122, OT 6142, OT 7742, OT 7560, OT 7760)
- Advocating at the micro, meso and macro levels (OT 6110, OT 6122, OT 6142, OT 7542, OT 7560, OT 7742)
- Recognizing and developing an understanding of diversity and how an individual’s or collective’s unique context affects their choice of occupations and their level of engagement/participation, as well as the therapist’s approach to working with them (OT 6110, OT 6122, OT 6142)
- Understanding the social determinants of health and their influence on inequalities in health, well-being, and access to health and social services and economic resources (OT 6110, OT 6122, OT 6142, OT 7542, OT 7560, OT 7760, OT 7772)
- Providing a culturally safe practice environment (OT 6110, OT 6122, OT 6130, OT 6142, OT 6310, OT 6330, OT 6190, OT 7572, OT 7560, OT 7760, OT 7772)

### **Occupational therapy process**

As occupational therapists engage in their day-to-day practice, they incorporate the use of a *practice process framework* that will serve to guide an evidence-based, client-centred, clinically reasoned approach when working with all types of clients, in a variety of environments, to meet their occupational goals. Occupational therapists may adopt any number of frameworks relevant for their practice (for example, the Community-Centred Practice Framework (Hyett, et al., 2018), the PROGRESS equity lens framework (O’Neill et al. (2014), or the Do-Live-Well Canadian Framework for promoting occupation, health and well-being (Moll et al., 2015). The practice process frameworks applied most often in the MOT education program are the Occupational Performance Process Model [OPPM] (CAOT, 2002), and the Canadian Practice Process Framework [CPPF] (Townsend & Polatajko, 2013). Both of these frameworks include several action points or stages that the therapist can use when working with a client.

#### 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.*

(CAOT, 2012, p. 6)

### *Examples of curriculum content*

- Applying the OT process within a variety of settings, in a complex and changing environment (OT 7560, OT 7760, OT 6130, OT 6330, OT 7572, OT 7772, OT 6190)
- Using professional reasoning within OT practice (*all courses*)
- Using enablement skills (e.g., advocacy, education, consultation) (OT 6142, OT 7560, OT 7760, OT 6130, OT 6330, OT 7572, OT 7772)
- Promoting 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 (OT 7560, OT 7760, OT 6110, OT 6122, OT 6130, OT 6142, OT 6330, OT 7572, OT 7772)
- Developing and delivering assessment and intervention approaches used by occupational therapists in identifying barriers to, or supports for, occupational performance/engagement and participation in society (OT 7560, OT 7760, OT 6130, OT 6310, OT 6330, OT 7572, OT 7772)
- Selecting and using techniques, tools and technologies to enable occupational performance/engagement and opportunities for clients (OT 7560, OT 7760, OT 6130, OT 6310, OT 6330, OT 7542, OT 7572, OT 7772)

## **Educational Conceptual Framework**

### **Our Educational Philosophy**

The Master of Occupational Therapy program draws on the philosophical stance of humanism where self-actualization is the primary goal of learning, people are self-motivated to grow and develop to reach their full potential, and one's potential for growth and development is unlimited (Rogers, 1983; Maslow, 1970). Education in the Master of Occupational Therapy program is a transformative process, where students of diverse backgrounds come together to acquire the knowledge, skills, and attitudes required to excel as graduate occupational therapists. Students are facilitated and coached to develop a deeper and transformative understanding of health, well-being, diversity, and the importance of an equitable and inclusive society, of the concepts of occupation and occupational rights, and the roles and functions that they will take on as occupational therapists. Students are provided with opportunities for critical reflection, sharing of ideas, beliefs, and values, and to explore these within the contexts of health and society, occupational justice, and the profession of occupational therapy.

To enhance transformative learning, the program encourages a respectful, safe, and collaborative learning environment. Our teaching strategy comprises a learner-centred, active-learning approach that promotes reflective and critical thinking, encourages self-directed and life-long learning, supports diversity and inclusiveness, and integrates interprofessional education opportunities. Faculty embrace the roles of facilitator and coach, as well as being content experts and providers of knowledge, as they deliver the program selecting teaching methods and teaching activities congruent with learning outcomes and learners' experiences.

Curriculum content is current and evidence-informed. Learning objectives in and between courses are organized around Bloom's Taxonomy to provide a cognitive, affective, and psychomotor developmental approach offering a 'just right challenge' to the learner as they progress through the program. Feedback on learner performance is constructive and timely. Academic and fieldwork components of the program are closely integrated to ensure that academic and experiential learning opportunities come together to reinforce and build new knowledge, skills, and attitudes for the student occupational therapist.

## **Our Educational Conceptual Framework**

While the Professional Conceptual Framework provides guidance for the content or substance of the curriculum, the Educational Conceptual Framework (ECF) directs the curriculum process, i.e., informs how we design and deliver the program. The ECF helps us to understand how people learn and how educators can best facilitate the learning process. This framework guides the structure of the curriculum, as well as the selection of teaching, learning, and student assessment 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 into the MOT program.

The MOT Educational Conceptual Framework is multidimensional in its composition. The framework draws primarily from several complementary theoretical perspectives including constructivism and social constructivism, transformative learning, critical pedagogy, experiential learning, and reflective practice. These theories are often described as 'subjective' in their approach, in that learning and knowledge exist within the individual who constructs their own learning based on personal and others' experiences (Jenlink, 2013a; Merriam & Bierema, 2014).

The MOT Educational Conceptual Framework also draws from cognitivism and, to a lesser extent, from elements associated with behaviourism. Although cognitivism and behaviourism are philosophically different regarding how learning takes place, both are thought to be based in 'objectivism', rather than being 'subjective', suggesting that learners acquire knowledge from the 'teacher' with no expectation of developing individual interpretations of what they learn (Jonassen, 1991; Cronje, 2006; Ertmer & Newby, 1993).

It is important to note that theoretical approaches derived from a constructivism (subjective) perspective are often viewed as mutually exclusive of those based in behaviourism and, to some extent, to cognitivism (Jonassen, 1991; Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, A., Moss, G., 2013). In contrast to this perspective, Ertmer and Newby (1993; 2013) propose that the selection of a theoretical foundation may vary depending on the nature of the learning task and the proficiency level of the learner. The more basic or factual the learning task, or the more novice the learner, the more likely the instructor is to select a behaviourist approach; whereas, when the learner has mastered basic content and seeks to develop deeper understanding of its application to differing situations, apply problem solving techniques to explore issues/concerns, or give meaning to learning based on their own experiences, the instructor will be more apt to select a cognitivist or constructivist approach (Ertmer and Newby, 1993). Cronje (2006) suggested that the integrated use of these approaches might enrich rather than diminish the learning experience.

The MOT program adopted this notion of using an integrated approach when constructing the MOT Educational Conceptual Framework, and although founded primarily in constructivism, the framework is multidimensional in nature. Brief descriptions of the theories and approaches that comprise the MOT program Educational Conceptual Framework are provided below, categorized into three primary subsections:

- constructivism, social constructivism and transformative learning,
- cognitive learning theory, and
- behaviourism

Curriculum/instructional design strategies emanating from these theories/approaches and examples of how these are applied within the program are also provided.

## Theories and Approaches

### Constructivism, Social Constructivism and Transformative Learning

The MOT Education Conceptual Framework draws heavily on constructivism-based theories, in particular on transformative learning theory. These theories propose that the individual actively constructs knowledge rather than having knowledge transmitted to him/her.

The **constructivism-based** philosophical approaches posit that knowledge is built within the individual and that learning occurs as individuals work to make sense out of their experiences (Merriam & Bierema, 2014). Within the MOT program, learners engage in an active process where they work, with the support of faculty, fieldwork educators, clients, and peers, to construct new ideas and deeper understanding of the materials by building on past and present experience or knowledge. Driscoll (2005) notes that “...learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning” (p.387). Our learners continually take in new information as they interact with their environment in the classroom and practice setting, work to integrate it with pre-existing knowledge, and create new meaning and understanding within that context.

**Social constructivism** proposes that people can construct deeper understanding of the world around them by hearing or observing the thoughts and perspectives of others (Driver, Asoko, Leach, Mortimer, & Scott, 1994). Students in the MOT program construct knowledge when they engage with others in discussions and activities about shared problems and tasks. Through this process, students learn a “culturally shared way of understanding and talking about the world” (Merriam, Caffarella & Baumgartner, 2007, p. 292) as they use their own and others’ experiences in their knowledge construction. Faculty use questioning and critical reflection to enable broader and deeper understanding and construction of knowledge. As proposed by Friere (1970), faculty use a critical pedagogical approach to learning providing opportunities for learners to share and reflect on their experiences and explore the meaning of these experiences within their context and that of their peers and educators. Throughout this process, faculty members provide feedback to shape the development and socialization of MOT students.

### *Specific examples of constructivism and social constructivism within the MOT program*

*Critical Inquiry Research Project (OT 7752):* Learners participate in the development of a critical inquiry project with other learners and an advisor, leading to various knowledge-dissemination activities.

*Health Conditions and Occupational Performance (OT 6320):* Students from different professions engage in small group learning using a case study focused on community health promotion. Students learn together about the determinants of health and their impact on individuals, families, and communities. Together they develop a community-based health promotion strategy. In addition, through the engagement in interprofessional education activities and assignments, students develop knowledge, attitudes, and skills related to interprofessional team communication and role clarification.

*OT Process 1 & 2 (OT 7560, OT 7760):* Students work through learning scenarios that incorporate a range of health and social conditions, client demographics, and practice settings. Students are required to identify their learning needs for each scenario and apply the OT process using their findings in the literature. As students work through the scenarios, they explore and debate various approaches to working with the client and make decisions about approaches and interventions.

### *Specific examples of assessment methods consistent with constructivism and social constructivism*

*Basic Fieldwork (OT 6200), Intermediate Fieldwork 1 (OT 6400), Intermediate Fieldwork 2 (OT 7600), Advanced Fieldwork (OT 7800):* These four fieldwork courses provide experiential learning in practice environments, supervised by an occupational therapist. Students receive positive and constructive feedback and opportunities to apply and build on skills and knowledge learned in the classroom. Students are assessed on their professional behaviours, communication skills, and clinical skills related to the OT practice process.

*Professionalism & Leadership in Enabling Occupation 2 (OT 7742):* Students will complete: a) the COTM Continuing Competency Program Self-Assessment Form and b) a Professional Development Plan. Use of these tools provides the learner with opportunities to select personal goals based on their self-assessed learning needs, and construct a learning plan to attain these goals.

**Transformative learning theory** is grounded in constructivism and social constructivism. Transformative learning is “the process by which we transform our taken-for-granted frames of reference....to make them more inclusive, discriminating, open, emotionally capable of change, and reflective” (Mezirow, 2000, p. 8). Transformative learning theory has four primary components: experience (often one that is disorientating in nature, i.e., different from what a person might expect), critical reflection, reflective discourse, and action.

The MOT educational program draws heavily from transformative learning theory. Students come to our program from different backgrounds, cultures, and with different experiences. Applying a transformative learning approach, as described by Mezirow (1991), students are engaged in various learning experiences, and facilitated through a series of phases as they move through the program, including, developing an enhanced level of awareness of the context of their own beliefs and feelings, critiquing their assumptions and premises,

assessing alternative perspectives, making decisions to negate old perspectives in favour of new ones (or making a synthesis of old and new), developing an ability to take action based on this new knowledge, and creating a desire to fit the new perspective into the broader context of their lives. Faculty encourage students to develop a deeper and transformative understanding of health, well-being, diversity, and the importance of an equitable and inclusive society, of the concepts of occupation and occupational rights, and the roles and functions that they will take on as occupational therapists.

#### *Specific examples of transformative learning within the MOT program*

*Foundations of Health and Well-being (OT6122):* Students engage in simulated social experiences to explore and enhance their understanding of environmental and social barriers, for example, the 'Poverty Experience', or the 'Hearing Voices Workshop'. Following these activities, students participate in small group discussions to critically reflect on their experience and consider alternative personal perspectives.

*Professionalism & Leadership in Enabling Occupation 2 (OT 7742):* Workshop on power, privilege and allyship uses a combination of lecture and small and large group discussion to challenge students to reflect on the ways that power and privilege are ascribed in Canadian society. Multiple interactive activities and video clips encourage the group to build their understanding of social positions and sources of oppression, as well as provide opportunities for reflexivity on personal opportunities to take action on reducing social oppression.

#### *Specific examples of assessment methods consistent with transformative learning*

*Professionalism and Enabling Occupation (OT 6142):* Clients and instructors provide students with feedback on their interactions and communication skills with simulated clients; students self-reflect on their experience/performance.

*OT Process 1 (OT 7560):* Formal in-tutorial performance evaluations are completed twice during the term: midterm and final. Self, peer, and tutor evaluation of students' professional behaviours, contribution to group process, and content and evidence-based practice during problem-based tutorials.

*Professional Development Portfolio:* Students develop learning goals during the program, self-assess and reflect on professional growth, and demonstrate evidence of competence and achievement to others.

In keeping with the premise that engaging in experience and critical reflection are important elements of transformative learning, the program also draws on two theoretical models emerging from Kolb's (1984) work on experiential learning: Lave's (1988) **Situated Cognition** and Schon's (1987) **Reflective Practice**.

**Situated Cognition**, an approach anchored in constructivism (Jenlink, 2013b), proposes that learning occurs best in situ, as the learner interacts with other people in a particular context with the tools (objects, language or symbols) needed for the task (Merriam & Bierema, 2014). In the MOT program, faculty incorporate authentic learning contexts, providing the actual context and social interaction that one might expect in a particular situation related to occupational therapy practice.

### *Specific examples of situated cognition within the MOT program*

*All Fieldwork courses (OT 6200, OT 6400, OT 7600, OT 7800):* Students participate in their fieldwork experiences, learning from and alongside occupational therapists in 'real' professional situations. Learners are able to observe and experience how an expert approaches professional issues and client problems, and will learn to reason professionally in similar ways. The fieldwork educator provides opportunities for students to learn in this 'real' environment, modelling and teaching expected practice competencies and behaviours with actual clients and within real social/political situations.

*All Occupational Therapy Practice Skills courses (OT 6130, OT 6330, OT 7572, OT 7772):* Skills labs are used for students to learn and practice clinical skills such as client transfers, measuring ROM, and muscle strength. Generally, several instructors are available to demonstrate and coach students through the learning process.

### *Specific examples of assessment methods consistent with situated cognition*

Some courses engage students in assessments of 'real' clients/community agencies and the writing of a report that describes findings and recommendations that is forwarded to the stakeholders:

- *Occupational Therapy Practice Skills 3 (OT 7572):* Pediatric assignment
- *Environment and Occupational Performance (OT 6310):* Public Places, and the Office Ergonomic assignments
- *Analysis of Occupation (OT 6300):* Job Demands Analysis assignment

*All Occupational Therapy Practice Skills courses (OT 6130, OT 6330, OT 7572, and OT 7772):* Each of these courses has at least one (sometimes two) practical exams completed in the simulated lab facility using simulated clients.

Schon (1987) introduced the **Theory of Reflective Practice** and proposed that a profession's practice knowledge is more than abstract technical or theoretical knowledge, indicating that knowledge gained through experience in the workplace or the real world, and critical reflection on that experience, are also important elements of professional practice learning. Schon (1987) describes three types of reflection that the MOT program uses with students: 1) *anticipatory reflection* which is used to prepare for an experience, 2) *reflection-on-action* used after an experience to gain new perspectives and knowledge, and 3) the ultimate goal of *reflection-in-action* that enables a practitioner to think on their feet and re-shape what they are doing while they are doing it. In addition to Schon, to facilitate the learners gaining a greater depth of reflection, the MOT program has also adopted Moon's (2007) **framework for reflective writing**. This framework describes progressively deeper reflective writing activities throughout five stages of learning: 1) noticing, 2) making sense, 3) making meaning, 4) working with meaning, and 5) transformative learning (Moon, 2002; 2007).

Using Schon's and Moon's frameworks, educators in the MOT program serve as *facilitators* of reflection, coaching and encouraging learners to reflect on and learn from their experiences through discussing and reflective writing. Faculty challenge students' assumptions by having them reflect on academic and fieldwork experiences in the context of their own beliefs, values, and practice, deepening their understanding of their own professional behaviours and ways to take action when behaviour change is identified. Reflective practice also serves to assist the learner in understanding the link between theory and

practice, and classroom instruction and fieldwork. Students' engagement in simulated activities, role play, reflective writing, and fieldwork preparation exercises are examples of MOT program opportunities for engaging in reflective practice.

#### *Specific examples of reflective practice within the MOT program*

*Professionalism and Enabling Occupation (OT 6142)*: Students consider their professional development by reflecting ON practice (looking back) and reflecting FOR practice (looking ahead, anticipating). Using examples from academic and fieldwork experiences, students use Moon's guided questions to demonstrate insight and awareness.

*Foundations of Health and Well-Being (OT 6122)*: Students are asked to reflect on various experiential learning activities (e.g. Hearing Voices Workshop), using Moon's reflection framework in preparation for their group discussions about the experience.

#### *Examples of assessment methods consistent with reflective practice*

*Foundations of Health and Well-being (OT 6122)*: Cultural Competence and Safety Assignment. Students reflect on their own culture, identify their perceived challenges to developing cultural competency, and to list/explain strategies for developing cultural humility in practice.

*Professionalism & Leadership in Enabling Occupation 1 (OT 7542)*: Advanced Communication Skills reflective writing component consists of a reflective journal and 20-minute session with the instructor, bringing forward a portion of tape that best typifies the greatest area for learning for the student along with a 2-3 page reflection on the specific portion.

*All Fieldwork courses (OT 6200, OT 6400, OT 7600, OT 7800)*: Students complete a self-appraisal of their fieldwork performance prior to midterm and final using the Department of Occupational Therapy MOT Student Fieldwork Performance Evaluation and Learning Log. Students are expected to discuss the self-appraisal with their fieldwork educator(s) at both midterm and final evaluation. In addition, students prepare a written reflection for Fieldwork Integration sessions.

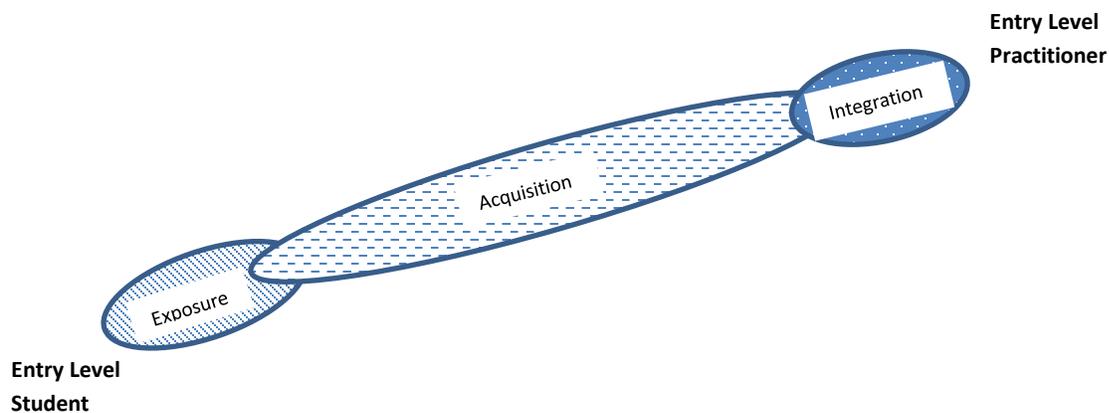
**Professional Competency Development:** Further to the MOT program's desire to understand and facilitate students' professional development, and within a constructivist framework, the program draws from two professional development models. As with *situated cognition*, these models are particularly helpful when considering the fieldwork component of the program and its integration with academic learning.

The first model is the **Stages of Professional Competency Development** (Bossers, Miller, Polatajko & Hartley, 2008). This model proposes that learners develop professional competence along a continuum from *entry-level student* ⇒ *knowledge application* ⇒ *transition* ⇒ *consolidation* ⇒ *entry-level clinician*. Past experience (personal, academic and fieldwork), individual characteristics, and the experiences to which students are exposed, will influence their progression along this continuum in the MOT program. To assist students in their development of professional competency, faculty support students' acquisition of knowledge; provide students with opportunities to experience the application of knowledge, feedback, and reflection on that application (performance or behaviour); offer problem-solving alternative approaches or applications and opportunities for practice; and finally, promote

internalization of the learning (knowledge, skills, and values) (Bossers et al., 2008). Using this model, the MOT classroom or fieldwork educator provides “direct evaluation and feedback” in the early stages and shifts to “coaching” and later “collegial” roles as the learner moves through the continuum (Bossers et al., 2008, p. 3-4). Educators in both environments encourage active reflection on and integration of both field and classroom experiences.

The MOT program also uses Stritter, Baker and Shahady’s 1986 model of professional development, which, like that of Bossers et al. (2008) depicts professional development as occurring on a continuum. Stritter et al. (1986) describe the stages of the continuum as 1) exposure to, 2) acquisition of, and 3) integration of, professional knowledge, skills, and attitudes (see Figure 1). Moving through the learning experiences of each of these stages should culminate in a student transitioning to a competent entry-level practitioner who is a problem-solver and able to assume responsibility as a life-long learner. Sullivan and Bossers (1998) further developed Stritter et al.’s stages providing additional descriptors to each stage and identified three associated levels of fieldwork. These stages are fluid and students may move forward or backward at different rates as they encounter new or unfamiliar practice environments and progress through their fieldwork experiences (Anderson, 1988; Stritter, Baker & Shahady, 1986). Anderson (1988) notes that time and experience are factors in determining the student’s progression along this continuum and that students may require different supervision styles at the same time depending on their experience and expertise with a given learning task. However, in general within the MOT program, it is expected that as student’s progress along the continuum and integrate skills from previous placements, fieldwork educators will be able to gradually decrease the amount of direct supervision that is provided.

Figure 1: Stages of Professional Development



## *Examples of Stages of Professional Development within the MOT program*

### **Stage/Level 1 (Exposure) - Basic Fieldwork**

*The emphasis during this level of placement is on exploring the role of an OT and the development of **interaction skills** with clients, family members, fieldwork educator(s), and other health care personnel. Students attempt to apply their current academic knowledge base to actual practice. At this stage of development, supervision is consistent and always readily available. Students require direct, concrete, and frequent feedback along with opportunities to observe and practise the professional behaviours and skills required for practice as an occupational therapist. These may include assessment and intervention techniques used in a fieldwork setting, communication with family members or other health care personnel, and clinical/professional reasoning specific to client centred occupational therapy practice. Students are encouraged to be active learners by becoming involved as much as possible in all fieldwork site activities.*

### **Stage/Level 2 (Acquisition) - Intermediate Fieldwork I & II**

*This stage is often the longest; hence, placements at this stage are also longer (i.e. 8 weeks). This provides students with additional time to consolidate their professional reasoning abilities and to form a strong foundation of competence before progressing to the next placement. The emphasis during this level of placement is on actual **practice and experience** in professional problem-solving, assessment and intervention. Students begin to share and assume responsibility for all components of client-centred practice such as a referral analysis, assessment, planning, implementation of intervention programs, discharge planning, and follow-up. Students are encouraged to try and develop their own ideas and insights regarding their clients. They engage in discussion of several solutions to occupational performance problems and begin to make decisions about the most viable course of action. Students are encouraged to engage in self-analysis and reflection, and to share and integrate previous learning experiences into their practice.*

### **Stage/Level 3 (Integration) - Advanced Fieldwork**

*The emphasis during this level of placement is on increasing student's **independence in application of the occupational therapy process** and final preparation of the student for assuming the role of a competent entry-level occupational therapist. Students are encouraged to assume as much independence as possible in professional reasoning and in linking academic theory to practice. Students may still require some guidance and direction, but are urged to take responsibility for application of all components of client-centred practice such as referral analysis, assessment, planning and implementation of intervention programs, discharge planning and follow-up (as appropriate). At this stage of fieldwork, students are encouraged to seek new challenges, to strengthen peer relationships, and to develop independent professional identity and accountability.*

(excerpt from the MOT Program Fieldwork Evaluation Manual)

## **Cognitive Learning Theory**

**Cognitive learning theory** proposes that learning is under the control of the learner and that learning takes place through a series of mental processes in the learner's mind/brain. Individuals actively attend to and take in information (stimuli) from the environment, place this information into memory, work with the information so that it makes sense or has meaning for them, store it in longer term memory for later retrieval and use, or discard it as unnecessary sensory data (Paciotti, 2013).

Using this approach, faculty in the MOT program assist students with the building of schemata, or structures that help to organize comprehension and further develop new and more complex schemata from one's existing schemata (prior knowledge, experiences, and emotions) as they take in more information/stimuli and seek to deepen their understanding (Paciotti, 2013). Drawing on the concept of metacognition (one's awareness of how their own learning is taking place) (Paciotti, 2013), faculty stress

to students that there are a variety of learning strategies possible and help them identify and select the strategy that works best for their own learning.

In the MOT program, faculty use task analysis to facilitate learning, chunking information into manageable bits for learning, with an emphasis on “structuring, organizing and sequencing information (e.g., simple to complex) to support optimal processing” (Ertmer & Newby, 1993, p. 53). Other cognitively based instructional methods, such as demonstrations and illustrative examples, analogies, and metaphors, are also used to make knowledge meaningful to the student’s existing knowledge. In addition, faculty provide pre-learning material (e.g., readings, video clips), for building schemata ahead of time and laying the foundation for new learning. The MOT program also incorporates the concept of scaffolding to enhance the learning process (Vygotsky, 1978). Scaffolding occurs when the educator ensures *readiness* in the learner and provides just the *right challenge, support and coaching* as the learner experiments and practices throughout the learning process, until the learner masters the skill/task/reasoning at hand. Educators scaffold the material to higher levels of complexity as the learner gradually constructs new schemas and deepens understanding. Educators also emphasize the importance of practice with corrective feedback to build and strengthen schemas (Vygotsky, 1978).

Within cognitive learning theory, *cognitive load theory* recognizes the importance of memory, in particular working memory, in the learning process, and proposes that there is a limited amount of information that can be processed in working memory at any given time (Sorden, 2013). Overloading the student with information and requiring ongoing processing of ‘working memory’ can negatively impact the student’s ability to learn. Similarly, requesting high level processing of information (e.g., problem-solving, working through unfamiliar information) may place too much cognitive load on the student and impede the learning process. To enhance successful learning, faculty in the MOT program help students manage cognitive load by, for example: reducing extraneous information, ensuring learners have sufficient pre-training knowledge, using collaborative learning, pacing the delivery of information, and simplifying information delivery (Mayer, 2009). In addition, faculty consider ways to reduce cognitive load when delivering information via multi-media by using: words and pictures together rather than with words alone, a conversational style of delivery, and presenting information through graphics and narration (Mayer, 2009). Using this approach, faculty are also intentional about linking new content and new ideas to content already delivered (within courses, across the program).

#### *Specific examples of cognitive learning theory within the MOT program*

*Health Conditions and Occupational Performance (OT 6320)*: Team-based learning is used as a teaching method for some content (e.g., occupational therapy and clients with cardiorespiratory or musculoskeletal conditions). Students are assigned to a team with whom they work for several in-class activities. To prepare for the team learning class, students are provided with assigned readings around the topic area and then participate in an in-class learning and assessment process that includes an individual quiz, a group quiz, and a collaborative group activity to apply and expand on the knowledge they learned. All students in the group are ultimately responsible for the entire content of the assignment and its academic integrity.

*Foundations of Evidence-informed Occupational Therapy (OT 6352)*: Students are assigned pre-learning material, provided with demonstrations and illustrative examples that are built upon in tutorials facilitated by a faculty member to assist students to work through approaches to critical review of qualitative and quantitative studies.

### *Specific examples of assessment methods consistent with cognitive learning theory*

*Health Conditions and Occupational Performance (OT 6320):* Students complete an individual quiz, a group quiz, and a collaborative group activity to apply and expand on the knowledge they learned. All students in the group are ultimately responsible for the entire content of the assignment and its academic integrity.

*Human Determinants of Occupational Performance (OT 6100):* Students work in teams to analyze upper extremity movement of a functional activity presented in video format. Analysis is completed using a standardized template. Completed work is graded and all students in the group are responsible for the entire content of the assignment.

Finally, within the context of cognitive learning theory, the MOT program Educational Conceptual Framework uses **Bloom's Taxonomy** of cognitive outcomes to analyze and grade the level at which we set our course learning outcomes, curriculum content, and evaluations. Bloom identified three types of learning outcomes – cognitive, affective and psychomotor - and describes hierarchical levels of performance within each (Anderson & Krathwohl, 2000; Merriam & Bierema, 2014).

The MOT program curriculum and student learning objectives are designed to build successively toward higher levels of the taxonomy in relation to cognitive (i.e., from remembering to understanding, applying, analyzing, evaluating, and creating), affective (i.e., from receiving to responding, valuing, organizing, internalizing values), and psychomotor (i.e., from perception to set, guided response, mechanism, complex overt response, adaptation, origination) domains. All MOT program course learning objectives are developed in keeping with Bloom's Taxonomy.

### **Behaviourism**

Behaviourists propose that learning occurs as a response to specific external (environmental) stimuli set up in such a way as to encourage that particular learning (Merriam & Bierema, 2014). Learning is considered to have occurred when there is a change in observable behaviour, and the degree of learning can be measured by the performance or frequency of that desired behaviour. Behaviourists further suggest that learning a desired behaviour is facilitated through external and immediate positive reinforcement (rewards) as well as through repetition or practice of that behaviour. Although the behaviourist approach is less popular in current day education, particularly with the emergence of constructivist-based theories (Mezirow & Taylor, 2009), it is still evident in many common educational practices. More generally, in keeping with a behaviourist approach, within the MOT program faculty assign grades to performance, use instructional cues, offer practice and reinforcement through labs, include behavioural objectives, proceed from simple to complex tasks, and use sequencing for instruction (Ertmer and Newby, 1993).

### **Key Messages of the Educational Conceptual Framework (ECF)**

To facilitate the application of the theoretical approaches/models and concepts posited within the Educational Conceptual Framework (ECF), the MOT program has created a list of key messages derived from the ECF, which can be used to guide MOT curriculum structure and to assist in the development and selection of learning strategies, instructional methods, and student assessments.

**The learning environment must:**

- be learner-centred, respectful, and promote collaboration;
- provide a safe (culturally, physically, and emotionally), open milieu for student activities and discussion.

**Learners need opportunities for:**

- critically reflecting on their beliefs, values, and actions;
- sharing and exploring the meaning of beliefs, values, and experiences within their personal context and that of their peers and educators, learning from each other through discussion;
- ‘problem-posed’ learning where the learner is encouraged to apply current knowledge/skills and seek new information and experiences to resolve issues or problems presented;
- exploring various learning styles and using the one that works best for them;
- experiencing the ‘just-right challenge’, when students are encouraged to use their current knowledge/skills as a building block for the next level of learning, growing, or developing;
- participating in experimental and experiential practice in simulated and ‘real’ situations – receiving timely constructive feedback – reflecting and trying again, each time building more into the learning experience, providing opportunities for reflecting-on-action, anticipatory reflection and reflection-in-action;
- creating new ideas, perspectives, and approaches to occupational therapy.

**Learning occurs on a continuum:**

- knowledge and understanding are 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 develop a deeper understanding 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:**

- recognize that an individual’s value system, current knowledge, past experience, and motivation influence learning;
- be intentional about connecting new learning with existing knowledge/experiences;
- consider the type of information being taught (e.g., basic facts, higher level concepts), the level of the student (e.g., novice, more experienced or knowledgeable), and the expected outcome (e.g., recall, basic skill, problem solving, critical thinking) when deciding on the best theoretical construct for instructional design;
- use a variety of teaching approaches to address differing learning styles;
- ensure user readiness for new learning through pre-learning activities, chunking, sequencing, and scaffolding approaches;
- embrace the role of facilitator or coach, encouraging the learner to be self-directed in

- determining their learning needs, identifying resources, and seeking knowledge;
- model professional reasoning and behaviours, and share openly with students (how and why)
- 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;
- work with the learner as a whole person (mind, body, and spirit);
- provide timely and constructive feedback on student performance;
- attend to issues of and manage cognitive load;
- use Bloom's Taxonomy to guide development of learning objectives, instructional methods, and student assessment.

## Teaching Strategy, Teaching Methods and Student Assessment

Educational experiences in the MOT program are designed to facilitate attainment of the program objectives and include a **teaching strategy** and a variety of **teaching methods** and **student assessments** derived from our ECF and the related key messages.

### The MOT Program Teaching Strategy

Teaching in the MOT program is a learner-centred, active-learning approach that promotes reflective and critical thinking, encourages self-directed and life-long learning, supports diversity and inclusiveness, and integrates interprofessional education opportunities.

### Teaching Methods

Specific teaching methods and associated learning activities are selected in both the academic and fieldwork courses to help the students achieve learning outcomes related to the development of knowledge, skills, and attitudes within the context of occupational therapy and the overall program objectives. Methods and activities used are wide-ranging by design, recognizing that students have different learning styles. Teaching methods are organized into four categories (large group teaching, small group teaching, blended learning, and experiential learning) and align with the theories/approaches described in the ECF. Each faculty member selects the most appropriate teaching method(s) and learning activity(s) for his/her individual course content and course learning outcomes.

Teaching methods employed early in the MOT program are more likely to be didactic and directive in design than methods used toward the end of the program; however, it is also important to note that self-directed methods are introduced early in the program and are used increasingly across the MOT program. By the second term of year 2, teaching methods that promote independent, self-directed learning are the primary approaches used. Examples of teaching methods used in the MOT program and related to various theoretical approaches were presented in the ECF section of this document. A full list of teaching methods used in the MOT program is provided in [Appendix A](#). Methods are described and specific program examples provided.

All instructors in the MOT program use the University of Manitoba learning platform, UMLearn, for organizing and presenting course material and grades to students, and for communicating course information. Instructors are encouraged to use all available technologies to enhance the learning experience.

## **Student Assessment**

Students participate in a wide range of assessments in the MOT program, including but not limited to written papers and exams, report-based assignments, oral and practical exams, on-line quizzes, reflective writing, and knowledge translation activities. When designing and determining student assessments, course instructors consider the level of student knowledge, the type of content being evaluated, how material was taught, the course learning outcome to which the assessment relates, and the level of Bloom's Taxonomy that it is expected the student should attain. Consideration is also given to the other types of assignments/assessments expected of the student in other courses, so that across the program the learners engage in a variety of assessments. Examples of student assessments used in the MOT program and related to various theoretical approaches were presented in the ECF section of this document. A full list of student assessments used in the MOT program is provided in [Appendix B](#). Assessments are described and specific program examples provided.

## **Inter-relationship of the Professional and Educational Conceptual Frameworks**

As noted in above sections, the Professional Conceptual Framework (PCF) underpins and determines the content or substance of the MOT program, while the Education Conceptual Framework (ECF) directs how we design and deliver the program, guiding the structure of the curriculum, as well as the selection of teaching/learning methods and assessment strategies. Both frameworks are similarly grounded in the program's vision, mission, beliefs, and values, and are designed to assist the program in meeting its goals and objectives. It is through the integration or coming together of the Professional and Educational Conceptual Frameworks that the curriculum (content and structure) is created.

Required curriculum content and related learning objectives are derived from and determined by the key concepts of the PCF. Selection of program content also takes into consideration students' prior learning attained through the completion of program prerequisite coursework (a general arts or science degree with introductory courses in psychology, sociology, human anatomy, human physiology and statistics). As program content and learning outcomes are identified, decisions are made about the most appropriate teaching method and learning strategy to employ for that particular content/learning outcome (e.g., do we use lecture, small group discussion, skills lab, self-directed study, problem-based learning) and how best to assess student learning in that subject matter for specified outcomes (e.g., written paper, practical exam, multiple choice exam, presentation). Matching of content and learning outcomes to teaching methods and student assessment is guided by the ECF, for example:

- Foundational, fact-based content with a learning outcome of 'gaining basic knowledge and understanding, with recall of subject matter' may be presented in a classroom or on-line lecture format and assessed using a quiz or multiple-choice test format.

- When content involves complex concepts and the learning outcome is related to ‘analyzing, evaluating, or creating knowledge’, then teaching this content may involve provision of pre-reading material and use of small group sessions encouraging discussion, exploration, and perhaps debate of the content. Evaluation of this type of content/learning may be best accomplished through a written paper that demonstrates depth of knowledge, and/or evidence of student’s reasoning process.
- Content related to clinical skills, such as teaching of client transfers or interviewing skills, may be supported with pre-reading material and taught through demonstration and experiential learning opportunities in a hands-on, practice skills or simulated lab situation. Evaluation in this situation may be carried out using a practical or OSCE type exam.

Curriculum content and structure decisions are also made related to sequencing of material, that is, when content should be taught (early on or later in the program), and whether content or concepts are addressed once or intentionally repeated and reinforced throughout the program, allowing for increased depth of knowledge and opportunities for reflection. The sequencing of courses within the program, and of content within and between courses, is guided primarily by the following key elements of the ECF:

- knowledge and understanding of material 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;
- experiential practice in simulated and ‘authentic’ situations throughout the program allows students to integrate academic and practical experience, and build new knowledge, skills and attitudes through their practical engagement. Opportunities for anticipatory reflection, reflecting-on-action, and reflection-in-action throughout practical experience enhances student learning;
- supportive, guided learning prepares the learner for more independent, self-directed learning.

Generally, program content is organized from simpler to more complex across each term and the two-year program span and overall teaching strategies are organized from ‘more directed’ in year one to ‘more independent or self-directed’ in year two. Content 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, to broaden the learner’s exposure to, and experience with, material and to enhance depth and generalization of learning.

## Curriculum Content

**Academic courses** are organized around the concepts of the PCF and are named in accordance with broad subject areas derived from the PCF, for example: theoretical foundations of occupational therapy practice; occupational performance, participation and engagement; concepts of health and disability; structure and function of health, social and other systems; in-depth examination of the person, the environment, occupation, and the interactions between these elements; health and social conditions and the ways these influence occupation and occupational engagement; a broad spectrum of basic and advanced clinical and enabling skills; application of the OT process; professional development and ethics; research methods and evidence-informed practice; and independent study.

Curriculum content related to each of the six key concepts of the PCF is taught across both years of the program and is generally integrated into more than one academic and/or fieldwork course. Specific examples of MOT curriculum content as it relates to the PCF can be found in the Professional Conceptual Framework section of this document.

**Fieldwork courses** provide the major ‘in situ’ experiential component of the MOT curriculum. Fieldwork courses are integrated throughout the program and are named according to experiential levels (i.e. basic, intermediate 1 & 2, and advanced) in alignment with the ECF approaches of Bossers et al. (2008) and Stritter et al. (1986). During fieldwork placements, 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 in a variety of settings;
- develop interpersonal and communication skills in a variety of settings and with diverse stakeholders (i.e., clients, families, groups, communities, team members, etc.);
- engage in interprofessional education opportunities, including a shadowing experience with another discipline;
- develop an understanding of the importance of, and learn to advocate for, inclusive, client-centred, and equitable 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.

Across the duration of the MOT program, learners participate in four full-time “block” fieldwork placements: one 4-week, two 8-week, and one 6-week block, with 38.5 hours per week, for a total of 1001 hours of field experience through fieldwork courses. Approximately 60 additional hours of fieldwork experience are acquired through completion of specific practice-based experiences/assignments provided in academic courses, where learners are engaged in assessment or intervention with real clients in authentic situations (e.g., job demands analysis, office ergonomics).

In fieldwork courses, learners participate as '*student occupational therapists*' under the supervision of an occupational therapy fieldwork educator (preceptor), in the day to day work of the occupational therapist. Most MOT program fieldwork placements occur in field sites/programs in Manitoba and Saskatchewan. The Academic Fieldwork Coordinator (AFC) assigns learners to specific fieldwork placements based on the learner's Fieldwork Profile; learner preferences for specific sites are also considered. In developing each learner's Fieldwork Profile and assigning fieldwork placements, the AFC considers opportunities that reflect current practice areas, as well as future practice needs (role-expanding and role-emerging placements), and the requisite for the learner to experience diversity in practice. The AFC will attempt to obtain the following for each learner:

- exposure to a variety of OT roles;
- experience in a wide variety of settings/sectors, in different areas of practice, with a wide variety of client age groups;
- experience with different occupational performance components and different barriers to occupational performance;
- a minimum of one placement with a predominantly psychosocial focus;
- a minimum of one placement in a non-hospital setting;
- a minimum of one placement in a hospital setting;
- a minimum of one placement outside of Winnipeg.

Learner performance in fieldwork courses is evaluated at mid-term and final by the fieldwork educator(s) using the MOT Student Fieldwork Performance Evaluation Form. Learners are evaluated related to areas of professionalism and professional behaviour, and for their performance in all components of an OT practice process. In addition, at mid-term and at the completion of each fieldwork course, learners are expected to evaluate their own performance using the MOT Student Fieldwork Self-Evaluation Form and Learning Log, and to complete the Student Fieldwork Experience Evaluation Form.

### **Integration of Academic and Fieldwork Components**

The intentional integration of classroom academic learning with fieldwork experiences is critical as learners work toward expected higher levels of competence through the construction of new knowledge, skills, and attitudes within the context of occupational therapy practice. Integration of these two components provides opportunity for the learner's acquisition of knowledge (i.e., in the classroom), experience in the application of that knowledge (i.e., fieldwork performance or behaviour), feedback and reflection on performance or behaviour, critical thinking and problem solving around alternative approaches or applications, opportunity to try again (i.e., practice), and finally, to achieve internalization or integration of the learning (knowledge, skills, values, and attitudes).

In the MOT program, material covered in the academic component preceding a fieldwork component provides a focus for the fieldwork experience. In turn, the fieldwork experience provides substance for academic components that follow. In addition, program academic courses and fieldwork courses are intentionally linked in a variety of ways, for example:

- through the fieldwork preparation coursework (pre-fieldwork);

- anticipatory reflection activities pre-fieldwork and post-fieldwork integration sessions provide learners with opportunities for small group discourse and individual reflection where they are encouraged and facilitated to discuss links between their academic and practice experiences, issues that may have arisen in fieldwork, and reflect critically about why and how they might do things differently in future placements;
- reflective writing assignments related to fieldwork experiences engage the learner in increasingly more in-depth and critical reflection around their knowledge, skills performance, and behaviour in fieldwork courses (applying Jennie Moon's levels of reflection); and to link practice experience with academic learning;
- through students' participation in the 'Theory Advancement Process' (TAP) workbooks which challenges the learner to increasingly view theory at a deeper level;
- an assignment in the Health Conditions and Occupational Performance course (OT 6320) asks students to develop a case study based on fieldwork experiences which is later used in classroom activities;
- an assignment in Professionalism and Enabling Occupation (OT 6142) learners are encouraged to journal evidence of client-centred strategies (micro, meso and macro) observed during fieldwork and then must complete a written assignment for use in post-fieldwork integration sessions;
- as a part of all the Professional Development and Enabling Skills courses learners develop individual professional development plans that draw on fieldwork experiences.

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

Development and use of professional portfolios is 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 addition to students successfully completing each of the program courses, each student is expected to create a professional-development portfolio.

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-assessing and reflecting on professional growth;
- demonstrating evidence of competence and achievement to others.

The portfolio is a practical tool for maintaining records and information that can be helpful at the end 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, and a summary of participation in activities, projects, and volunteer work.

### **Interprofessional Education**

MOT students participate in many interprofessional learning opportunities throughout their two-year program which allow them to develop competency in collaborative practice.

MOT program interprofessional opportunities are developed and lead through two avenues.

1. The Rady Faculty of Health Sciences has an *Office of Interprofessional Collaboration (OIPC)* that, in consultation with each of the Colleges, is responsible for the development of an interprofessional curriculum focused on enriching interprofessional skills. The OIPC is tasked with exposing all Rady Faculty students to the six competencies of interprofessional collaboration, including role clarity, team functioning, shared leadership, conflict resolution, interprofessional communication, and patient-centred care (CIHC, 2010).

Students in the MOT program participate in a two-year longitudinal curriculum ([Appendix C](#)) that involves completing learning activities designed to address the IPC competencies with students from other colleges in the Rady Faculty of Health Sciences. Each of the OIPC learning activities has been embedded into an existing occupational therapy course.

2. *Opportunities Developed by MOT Faculty Members:* Students also participate in interprofessional learning activities outside of the OIPC longitudinal curriculum that occupational therapy faculty have designed, for example: a lab with dental hygiene students entitled '*Applying Ergonomics Together*', the *Ethical Issues* session taken with physical therapy, respiratory therapy, physician assistant, and medical students, the '*Amazing Case*' with physical therapy and respiratory therapy students, or the '*Chronic Pain Event*' with physical therapy students ([Appendix C](#)).

## 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 (see Figure 2). Content related to the six concepts of the Professional Conceptual Framework is delivered in a developmental, reflective, and iterative nature. Through integrating and revisiting content throughout the 24 months, the learner gains greater depth and breadth of understanding.

Figure 2: MOT Curriculum Structure

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	
<b>Year 1</b>												
<b>Term 1 (16 weeks)</b>				<b>Term 2 (25 weeks)</b>								
<b>O R I E N T A T I O N</b>	(12 weeks)			(4 weeks)	<b>B R E A K</b>	(17 weeks)*				(8 weeks)		<b>Summer Break</b>
	OT 6100 Human Determinants			OT 6200 Basic Fieldwork		OT 6100 Human Determinants				OT 6400 Intermediate Fieldwork 1		
	OT 6110 Fund of OT Theory					OT 6142 Prof and Enabling Occ						
	OT 6122 Fdn of Health & Well-being					OT 6300 Analysis of Occupation						
	OT 6130 OT Practice Skills 1					OT 6310 Environment and Occ Perf						
	OT 6142 Prof and Enabling Occ					OT 6320 Health Conditions						
OT 6190 Fieldwork Preparation				OT 6330 OT Practice Skills 2								
				OT 6352 Fdn of Evidence-informed OT								
<b>Year 2</b>												
<b>Term 3 (16 weeks)</b>				<b>Term 4 (25 Weeks)*</b>				<b>Term 5</b>				
(16 weeks)				(8 weeks)		(16 weeks)				(6 weeks)		
<b>Summer Break</b>				<b>B R E A K</b>	OT 7600 Intermediate Fieldwork 2		OT 7742 Prof & Leadership in Enabl Occ 2				OT 7800 Advanced Fieldwork	
					OT 7560 OT Process 1		OT 7760 OT Process 2					
					OT 7752 Critical Inquiry Research Project		OT 7752 Critical Inquiry Research Project					
					OT 7572 OT Practice Skills 3		OT 7772 OT Practice Skills 4					
						* includes one study week						

## Course Calendar Descriptions

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 Fundamentals of Occupational Therapy Theory (45 hours - 3 credit hours)**

Students study the foundational values and beliefs of occupational therapy, the fundamentals of

occupational therapy theory, and the relationship between occupation, health and well-being. Processes and approaches that guide practice with clients of various ages and in a variety of settings are introduced.

**OT 6122 Foundations of Health and Well-being (45 hours - 3 credit hours)**

This course explores foundational knowledge in topics essential for understanding the concepts of and influences on health and well-being. Students engage in theory based and practical activities to understand models of disability, concepts of health, social determinants of health, cultural competence and safety, power and privilege.

**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 6142 Professionalism and Enabling Occupation (105 hours - 7 credit hours)**

This course introduces the principles of professionalism and therapeutic strategies to promote enabling occupations, collaborative partnerships and client-centred practice. Guided by professional documents, emphasis is placed on reflective practice, communication, and ethical and legal dimensions of practice.

**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 fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on a pass/fail basis. Prerequisite: OT 6190.

**OT 6300 Analysis of Occupation (60 hours - 4 credit hours)**

Students examine the relationships between components of human performance and engagement in occupations. Students analyze self-care, productivity and leisure occupations to identify physical, cognitive and affective components required for function. Adapting and grading principles and methods are applied.

**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)**

This course 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 6352 Foundations of Evidence-informed Occupational Therapy (60 hours - 4 credit hours)**

Students are introduced to research principles and methods used to support evidence-informed occupational therapy. Students learn to critically appraise qualitative and quantitative research to answer clinical questions and apply evidence to occupational therapy.

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

Students are placed in practice settings for eight weeks of fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on a pass/fail basis. Prerequisite: OT 6200.

**OT 7542 Professionalism & Leadership in Enabling Occupation 1 (60 hours - 4 credit hours)**

Building on the Professionalism and Enabling Occupation course, emphasis is placed on leadership using a client-centred, culturally safe and equity based approach. Integrated topics are addressed: advanced communication skills; leadership in practice and in the profession; and program development and evaluation.

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

Working in small group tutorials and using problem-based learning methods, students apply the occupational therapy process to selected learning scenarios within a variety of service delivery models, professional roles and practice environments.

**OT 7572 Occupational Therapy Practice Skills 3 (90 hours – 6 credit hours)**

Building on knowledge and skills learned in Occupational Therapy Practice Skills 1 & 2, students are introduced to advanced concepts, theories and models which guide client-centred occupational therapy. Students apply theory to practice and continue to develop skills for evaluation and intervention of occupational performance issues.

**OT 7600 Intermediate Fieldwork 2 (8 weeks) (320 hours - 8 credit hours)**

Students are placed in practice settings for eight weeks of fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on a pass/fail basis. Prerequisite: OT 6400.

**OT 7742 Professionalism & Leadership in Enabling Occupation 2 (60 hours - 4 credit hours)**

This course builds on previous Professionalism courses and emphasizes leadership in practice using a client-centred, culturally safe and equity based approach. Integrated sections are addressed: Leadership in Program Development and Evaluation, Client-centred Practice in Macro Environments, Leadership in Team Knowledge Translation, and Transition to Practice.

**OT 7752 Critical Inquiry Research Project (90 hours - 6 credit hours)**

Working with an assigned faculty advisor, students complete a research study relevant to occupational therapy. Students critique the literature, plan and conduct a capstone project, and relate their findings through a process of knowledge translation.

**OT 7760 Occupational Therapy Process 2 (90 hours – 6 credit hours)**

Building on knowledge and skills learned in Occupational Therapy Process 1, students work in small group tutorials and use problem-based learning methods to apply the occupational therapy process to selected learning scenarios across the continuum of community health and new/emerging areas of practice.

**OT 7772 Occupational Therapy Practice Skills 4 (90 hours – 6 credit hours)**

Building on knowledge and skills learned in Occupational Therapy Skills 1, 2, 3 students evaluate and apply concepts, theories and models of client-centered occupational therapy. Students develop skills to select, justify, perform and interpret evaluations and interventions to address occupational performance issues.

**OT 7800 Advanced Fieldwork (6 weeks) (240 hours - 6 credit hours)**

Students are placed in practice settings for six weeks of fieldwork experience under the supervision of a registered occupational therapist(s). Experiences are offered in a wide variety of practice settings. Course evaluated on a pass/fail basis. Prerequisite: OT 7600 and all MOT academic courses.

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## Appendix A: Examples of Teaching Strategies Used in the MOT Program

### 1. Large Group Teaching

- a) Didactic Lectures: *faculty sharing their knowledge via a didactic lecture. Lectures may incorporate demonstrations or media presentations. Students learn by listening, taking notes and asking questions, as well as through classroom activities and instructor questioning.*

Program Examples of classroom activities that may be used with didactic lecture:

- *Think, pair, share*: collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading, lecture material, or personal experience with material being taught. This strategy requires students to think individually about a topic or answer to a question, share ideas with a classmate, and then discuss responses as a larger group.
- *Instructor questioning*: instructor stimulates student thinking by asking questions during lecture that require application of material being taught and critical thinking around an issue/topic area. Students learn by individual or group discussing and problem solving and by articulating or demonstrating responses.

- b) Micro-teaching: *short lectures and/or demonstrations often followed by small break out group sessions for shared reflection/problem solving or skills lab; may involve regrouping as a full class for debrief discussion/shared learning*

Program Example:

- *Practice Skills courses*: a short lecture on body mechanics principles is followed by small-group lab activities which requires learners to apply body mechanics principles in various simulated tasks.

- c) Workshop Approach: *large group engagement in intensive discussions and activities around a particular subject area. Session is typically facilitated by the faculty member; however, the group co-creates knowledge around the topic rather than the faculty member imparting their own knowledge or views.*

Program Examples:

- *Professionalism & Leadership in Enabling Occupation 2 (OT 7742)*: workshop on power, privilege and allyship uses a combination of lecture and small and large group discussion to challenge students to reflect on the ways that power and privilege are ascribed in Canadian society. Multiple interactive activities and video clips encourage the group to build their understanding of social positions and sources of oppression as well as provide opportunities for reflexivity on personal opportunities to take action on reducing social oppression.
- *Occupational Therapy Practice Skills 3 (OT 7572) - Wheelchair Skills Bootcamp*: Students attend a 4-hour intensive learning block. Students receive preparatory background material and safety information online; at the boot camp they receive instruction/demonstration followed by experiential practice learning with a partner to address both learning and teaching skills, including instructor feedback on performance. Students complete standardized self-assessments of skill and self-efficacy pre/post boot camp to reflect on their personal development as well as demonstrate outcome measures useful in clinical practice.

## 2. Small Group Teaching

- a) Break-out Sessions: *following large group session, the class breaks into small groups for shared reflection/problem solving/brainstorming, or skills lab*

Program Example:

- *Analysis of Occupation (OT 6300)*: following a large group session on analysis of play and the components and development of fine motor movement, students break into groups of 2-4 and work through an activity analysis template for an assigned play activity (occupation). They work as a group, problem solve, and try to develop an understanding of the performance components (demands of the activity and fine motor skills) together, each explaining to the others how they understand it. Instructor acts as resource when students disagree or are unsure.

- b) Seminars: *discussing in small group, reflecting, problem solving, and/or brainstorming activities; generally student lead*

Program Example:

- *Professionalism & Leadership in Enabling Occupation 2 (OT 7742)*: the seminar section of this course requires students to select a topic area (for example, ending treatment, grief in the workplace, or use of humor), then plan and facilitate a two-hour participatory seminar to engage fellow students' learning and understanding of the topic area.

- c) Tutorials: *case study, problem solving activities, role playing, guided study, generally facilitated by instructor or TA*

Program Example:

- *Foundations of Evidence-informed Occupational Therapy (OT 6352)*: tutorials are facilitated by a faculty member to assist students to work through approaches to do a critical review of qualitative and quantitative studies.

- d) Labs: *working individually or in small groups students learn and practice the application of clinical/professional reasoning and skills in a hands-on environment; may involve pre-reading, demonstrations, faculty instruction/facilitation and feedback on performance*

Program Example:

- *All Practice Skills courses (OT 6130, OT 6330, OT 7572, OT 7772)*: skills labs are used for students to learn and practice clinical skills such as client transfers, measuring ROM, and muscle strength. Generally, several instructors are available to demonstrate and coach students through the learning process.

- e) Problem-Based Learning: *small student working groups acquire new knowledge and develop OT process and clinical reasoning skills by exploring learning scenarios*

Program Example:

- *OT Process 1 & 2 (OT 7560, OT 7760)*: Students work through learning scenarios that incorporate a range of health and social conditions, client demographics, and practice settings. Students are required to identify their learning needs for each scenario and apply the OT process using their findings in the literature. As students work through the scenarios, they explore and debate various approaches and resolutions.

f) Cooperative Learning: *working in a small group; learning together and from each other toward common learning objectives*

Program Examples:

- *Environment and Occupational Performance (OT 6310)*: Jigsaw Experience - This cooperative learning activity requires students to learn about a particular topic (puzzle), for example, accessibility in public spaces. The topic is broken into components and each member of the group is assigned a particular component (puzzle piece). Working individually and with members of other groups assigned that same component, each student becomes knowledgeable about their “piece of the puzzle” and returns to the original group to teach the other members, and engage in a larger and more in-depth discussion around the topic area.
- *Interprofessional Education Components of Curriculum*: students learning about, with and from students in other health professions, e.g.:
  - *Professionalism and Enabling Occupation (OT 6142)*: Students from different professions consider case studies to learn about each other’s roles and ethical issues, and to problem solve together regarding interventions.
  - *Analysis of Occupation (OT 6300)*: OT students work with Dental Hygiene (DH) students in the Dentistry Lab to assess the job demands of DH and to explore ergonomic strategies which promote safe, healthy practice.
  - *Foundations of Health and Well-being (OT 6122)*: Students from different professions engage together in a visit to a community agency in the area adjacent to the Bannatyne University Campus. Students learn together about some of the social barriers faced by Winnipeg residents in our shared neighbourhood with a focus on the determinants of health. The visit is followed up by asynchronous on-line discussion.

g) Team-based Learning: *a form of cooperative learning - small groups working together to apply knowledge and complete an assignment/task*

Program Examples:

- *Health Conditions and Occupational Performance (OT 6320)*: this approach is used as a teaching method for some content (e.g., occupational therapy and clients with cardiorespiratory or musculoskeletal conditions). Students are assigned to a team with whom they work for several in-class activities. To prepare for the team learning class, students are provided with assigned readings around the topic area and then participate in an in-class learning and assessment process that includes an individual quiz, a group quiz, and a collaborative group activity to apply and expand on the knowledge they learned. All students in the group are ultimately responsible for the entire content of the assignment and its academic integrity.
- *Human Determinants of Occupational Performance (OT 6100)*: Students work in teams to analyze upper extremity movement of a functional activity presented in video format. Analysis is completed using a standardized template. Completed work is graded and all students in the group are responsible for the entire content of the assignment.

h) Consultative Sessions: *individual or groups of students meet at scheduled times with an instructor who is assigned to be a student(s)’ advisor regarding conduction and completion of*

*a curricular component. The advisor provides consultation and sometimes coaching as students work through the project independently.*

Program Example:

- *Critical Inquiry Research Project (OT 7752):* Each group of students is assigned a Critical Inquiry advisor. Students are responsible for setting up meetings throughout the year (often weekly) with their advisor who takes the role of consultant as students plan and direct their own critical inquiry project.
  - *Environment and Occupational Performance (OT 6310):* In the Community Spaces Accessibility assignment, students consult with assigned instructor and fellow students during structured seminars, in particular relating to how to carry out the accessibility assessment, potential accessibility issues they may discover, and ways of reporting back to the stakeholder.
  - *Professionalism & Leadership in Enabling Occupation 1 (OT 7542):* Students consult with the course instructor as they work through the Program Development and Evaluation project. Consultative meetings are set up by students as they move through various components of the project.
- i) Reflective Exercises: *includes writing and discussing; is the process by which faculty encourage students to critically reflect, individually and together, on concepts, assumptions and lived experiences to develop a meaningful understanding from which new perspective is gained and further knowledge evolves*

Program Examples:

- *Professionalism and Enabling Occupation (OT 6142):* Students consider their professional development by reflecting ON practice (looking back) and reflecting FOR practice (looking ahead, anticipating). Using examples from academic and fieldwork experiences, students use Moon's guided questions to demonstrate insight and awareness.
- *Foundations of Health and Well-being (OT 6122):*
  - *Cultural Competence and Safety Assignment.* Students reflect on their own culture, identify their perceived challenges to developing cultural competency, and to list/explain strategies for developing cultural sensitivity and competence in practice.
  - *Current Events Assignment:* Students link a story in the media regarding a current event with the content of the course OT 6122. Students summarize the article (what), link the article to the course regarding how it fits or conflicts with the course content (so what), and how the link impacts the student as a student OT (the now what).
- *Fieldwork Preparation (OT 6190):* Students prepare a written reflection for Fieldwork Integration sessions, reflecting ON their recent fieldwork experience using Moon's guiding questions to encourage critical reflection on professional knowledge, skills and behaviours.

### **3. Blended Learning (combines on-line and classroom learning, allowing flexibility and efficiency)**

- a) Flipped Classroom: *students prepare for class with pre-reading or independent learning activity, such as watching a web-based lecture. Classroom time is used for more in-depth discussion and application.*

Program Example:

- *Health Conditions and Occupational Performance (OT 6320)*: The concept of the flipped classroom is used as a component of the team-based learning approach.
- *Foundations of Health and Well-being (OT 6122)*: Students are provided with UMLearn pre-readings and videos as part of their preparation for the interprofessional health promotion learning activity. During the learning activity students apply the information to a case study while working as a small interprofessional team.

- b) On-Line Presentation: *direct replacement of lecture hour - no in-class follow-up*

Program Examples:

- *Critical Inquiry Research Project (OT 7752)*: online articulate presentation is used for several lectures including: research ethics, authorship, and writing a research proposal. The decision to use this approach is based on:
  - Using articulate to replace material that is delivered in a more didactic manner
  - Content that students might want to refer back to at different points in the course
  - Balancing in person and online teaching in the course when we don't see them that often
- *Foundations of Evidence-informed Occupational Therapy (OT 6352)*: The topic 'Sampling in Qualitative Research' is presented via an on-line lecture replacing classroom lecture. Stimulus questions are used in the next in-class section to facilitate increased understanding of application of the concepts.
- *Professionalism & Leadership in Enabling Occupation 2 (OT 7742)*: In-class lectures on Quality Improvement have been replaced by on-line delivery of the same topic.

- c) On-Line Discussion Group: *synchronous or asynchronous*

Program Example:

- *Interprofessional Education Longitudinal Curriculum*: As part of the embedded longitudinal interprofessional education curriculum, cohorts of students in different professional health programs engage in monitored on-line discussion groups. In year one, the focus is on the social determinants of health (OT 6122) and in year two, on patient safety and quality of care (OT 7572, OT 7772).

### **4. Experiential Learning: *involvement in a concrete or personal experience, receive constructive feedback, reflect, and relate to concept or principle of study***

- a) Simulation Experiences:

Program Examples:

- *Professionalism and Enabling Occupation (OT 6142)*: Simulated clients are used with students as a way to learn about, engage in, and practice interview skills. Feedback is provided by clients and instructors; students self-reflect on their experience/performance.

- *Foundations of Health and Well-being (OT 6122)*: Students engage in simulated social experiences to explore and enhance their understanding of environmental and social barriers, for example, the 'Poverty Experience' or the 'Hearing Voices Workshop'.

b) Community Service Learning: *a form of experiential learning that provides the student with opportunities for learning from a community while sharing their own knowledge and skills through service*

Program Examples:

- Some courses engage students in assessments of 'real' clients/community agencies and the writing of a report that describes findings and recommendations that is forwarded to the stakeholders
- *Occupational Therapy Practice Skills 3 (OT 7572)*: Pediatric assignment
- *Environment and Occupational Performance (OT 6310)*: Public Places and the Office Ergonomic assignments
- *Analysis of Occupation (OT 6300)*: Job Demands Analysis assignment

c) Fieldwork: *a form of experiential learning that provides students with hands-on learning in an authentic practice context*

Program Examples:

- *Basic Fieldwork (OT 6200), Intermediate Fieldwork 1 (OT 6400), Intermediate Fieldwork 2 (OT 7600), Advanced Fieldwork (OT 7800)*: These four fieldwork courses provide experiential learning in practice environments, supervised by an occupational therapist. Students receive positive and constructive feedback and opportunities to apply and build on skills and knowledge learned in the classroom. Fieldwork experiences include all or some of the teaching methods and learning activities noted above.

## Appendix B: Examples of Student Assessment Used in the MOT Program

### 1. Written Paper (with an expectation of scholarly writing):

Program Examples:

- *Fundamentals of Occupational Therapy Theory (OT 6110)*: Using a case study as a stimulus, students must select an appropriate applied theoretical approach suitable for use in their chosen client case. The paper must discuss the relevance and application of the theory to both occupational therapy and to their case; briefly summarize evidence for the theory; and identify strengths and limitations of the theory in occupational therapy practice.
- *Foundations of Evidence-informed Occupational Therapy (OT 6352)*: Critical analysis of research articles (qualitative and quantitative)
- *Foundations of Evidence-informed Occupational Therapy (OT 6352)*: Critical review of Outcome Measurement Tool
- *OT Process 1 & 2 (OT 7560, OT 7760)*: Professional Reasoning Exam focuses on applying evidence to the OT process using a case study
- *Critical Inquiry Research Project (OT 7752)*: Literature Review, and Final Written Paper/Report

### 2. Multiple Choice (MCQ) Exam

Program Example:

- *Occupational Therapy Practice Skills 3 (OT 7572)* - Communications Skills - MCQ exam tests students' knowledge of pre-readings from text

### 3. Long/Short Answer In-class Exam

Program Examples:

- *OT Practice Skills 2 (OT 6330)*: In class final exam
- *Analysis of Occupation (OT 6300)*: In class final exam (also uses video clips)

### 4. Long/short Answer Take-home Exam

Program Example:

- *Human Determinants of Occupational Performance (OT 6100)*: Mid-term take-home exam to cover material in course hours 1–36 (ALL material related to kinesiology and biomechanics, cardiorespiratory, upper limb, lower limb, head, neck and trunk)

### 5. Combination MCQ and Long/Short Answer

Program Examples:

- *Fundamentals of Occupational Therapy Theory (OT 6110)*: Mid-term written exam
- *OT Practice Skills 2 (OT 6330)*: Final written exam

### 6. Short Quizzes In-class or On-line on UMLearn (learning platform)

Program Examples:

- *Fundamentals of Occupational Therapy Theory (OT 6110)*: Each student will complete electronic quizzes which will be made available on UM Learn for a restricted period. The quizzes will relate to material covered in the previous weeks' classes including all readings.
- *Occupational Therapy Practice Skills 3 (OT 7572)*: Students will complete 4 in-class quizzes throughout the course, as scheduled in the course outline. These quizzes are pass/fail and are designed to encourage participation and integration of material. The quizzes will be open book and collaboration will be permitted.

#### 7. **Oral Exam** (e.g., oral three-phase exam)

Program Example:

- *OT Process 1 & 2 (OT 7560, OT 7760)*: This evaluation occurs over two days. The Oral Three Phase Evaluation is based on a case study and requires students to independently:
  - create a synthesis and assessment plan on Day 1
  - analyze assessment information and create an intervention plan on Day 2

#### 8. **Objective Structured Clinical Exam** (OSCE or Practical Exam)

Program Examples:

- *All Occupational Therapy Practice Skills* courses (*OT 6130, OT 6330, OT 7572, OT 7772*): Each of these courses have at least one (sometimes two) practical exams completed in the simulated lab facility using simulated clients
- *Professionalism and Enabling Occupation (OT 6142)*: Communication Skills Interview Exam occurs in a simulated environment using simulated clients (includes a reflective component)

#### 9. **Applied Assessments and Clinical/Report Writing Assignments**: *Completing an occupational therapy assessment, interpreting results and creating a written report for a target audience; these activities are sometimes simulated, but may also occur within an authentic environment or with an actual client*

Program Examples:

- *Analysis of Occupation (OT 6300)*: Job Demands Analysis; report written for an employer
- *The Environment and Occupational Performance (OT 6310)*: Office Ergonomics Assessment; report written for an agency
- *The Environment and Occupational Performance (OT 6310)*: Public Places Project; report written for an agency
- *Occupational Therapy Practice Skills 3 (OT 7572)*: Pediatric Assessment and Intervention Assignment; report written for a parent
- *Occupational Therapy Practice Skills 4 (OT 7772)*: Return-to-Work Paper; report written to the insurance adjustor
- *All Fieldwork Courses (OT 6200, OT 6400, OT 7600, OT 7800)*: Resume and cover letter (introduction to fieldwork educator)

#### 10. **Professional Development Plans (PDP)**: *Students write three professional development plans across the program modeled after the plans expected by the regulatory body (COTM) post-graduation*

Program Example:

- *Professionalism & Leadership in Enabling Occupation 2 (OT 7742)*: Students will complete a) the COTM Continuing Competency Program Self-assessment Form, and b) a Professional Development Plan.

#### 11. **Reflective Activity** (*Writing/Journaling/Oral*)

Program Examples:

- *Professionalism and Enabling Occupation (OT 6142)*: Practice Interview Reflection - Students will demonstrate the ability to interview a simulated client following an occupational therapy initial assessment format and to reflect on and learn from the experience.
- *All Fieldwork courses (OT 6200, OT 6400, OT 7600, OT 7800)*:
  - Complete a self-appraisal of your fieldwork performance prior to mid-term and final using the Department of Occupational Therapy MOT Student Fieldwork Performance Evaluation and Learning Log.
  - Discuss the self-appraisal with your fieldwork educator(s) at both mid-term and final evaluation.
  - Written preparation for the Fieldwork Integration sessions.
- *Professionalism & Leadership in Enabling Occupation 1 (OT 7542)*: Advanced Communication Skills reflective writing component consists of a reflective journal and 20-minute session with the instructor, bringing forward a portion of tape that best typifies the greatest area for learning for the student along with a 2-3 page reflection on the specific portion.

#### 12. **Leadership and/or Participation**: *Students are assessed on their ability to lead a group, seminar, or PBL session, or on their level of participation or engagement in an activity/event. This is intended to capture ‘participation’ where assessment is undertaken, and **not** ‘attendance’, that is, whether or not a student simply attended an event.*

Program Examples:

- *OT Process 1 (OT 7560)*: Formal in-tutorial performance evaluations are completed twice during the term: mid-term and final. Self, peer and tutor evaluation of students’ leadership and participation during problem-based tutorials.
- *Professionalism & Leadership in Enabling Occupation 2 (OT 7742)*: Students will participate in ten seminars that cover topics relevant for occupational therapy practice. Students will be evaluated in two ways: 1) ability to create and lead a seminar, and 2) preparation for and participation in other student seminars.

#### 13. **Knowledge Translation – Formal**: *Presenting results of a project or learning activity in a formal format (e.g., podium or poster presentations) to address particular audiences, such as what occurs in the Independent Study Symposium*

Program Examples:

- *Critical Inquiry Research Project (OT 7752)* – MOT Independent Study Project – Public Research Symposium –Project background, rationale, literature, methods, and findings are reported in either podium or poster presentation format.

- *Professionalism & Leadership in Enabling Occupation 2 (OT 7742)*: Client-Centred Macro Environment Project – community advocacy project, public poster presentation.

14. **Knowledge Translation – Less Formal:** *Presenting results of a project or learning activity in a less formal format, such as in peer teaching activities (e.g., legal issues presentations in the Enabling and Professional Development Skills course or teaching/learning activity in the Occupational Analysis and Adaptation course).*

Program Examples:

- *Analysis of Occupation (OT 6300)* – Teaching/learning assignment (learning to teach) – teaching an activity to fellow students
- *Professionalism and Enabling Occupation (OT 6142)*: Legal Issues Assignment – teaching legislative acts relevant to occupational therapy practice to fellow students
- *Professionalism & Leadership in Enabling Occupation 1 (OT 7742)*: Program Development and Evaluation Assignment – students develop a new OT program and create an evaluation plan – presentation to classmates who assume a role of potential funders of the proposed program

15. **Application of Knowledge:** *Students demonstrate understanding and synthesis of academic knowledge through practical application in an assignment*

Program Examples:

- *Human Determinants of Occupational Performance (OT 6100)*:
  - Anatomy glove drawing: students demonstrate application of pre-existing anatomy knowledge by recreating structures onto a simulated hand (glove)
  - Writing a client vignette: students base vignette on fieldwork experience incorporating client occupational performance issues and underlying performance components, taking into account the client’s demographic, health, social, and occupational engagement history
  - Analysis of Functional Motion: students analyze upper extremity motion that occurs during performance of a videotaped functional activity
- *Analysis of Occupation (OT 6300)*: Activity Analysis Reports: students analyze occupations and activities according to required performance components.

16. **Fieldwork Evaluation:** *Students are assessed on their professional behaviours, communication skills, and clinical skills related to the OT process*

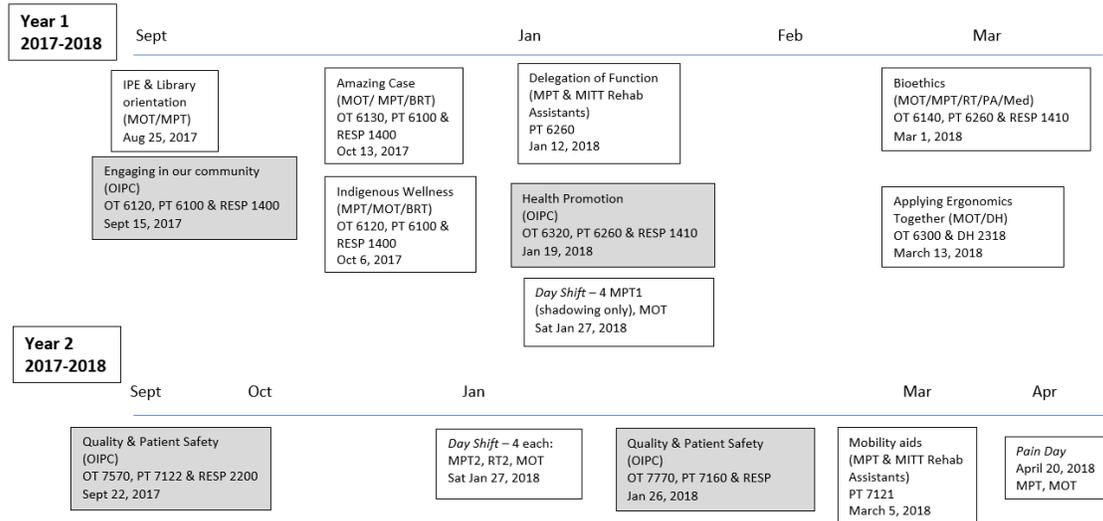
## Appendix C: Longitudinal IPE Curriculum

This is an excerpt from Report from CORS IPE Committee to MOT Program Committee – April 2018

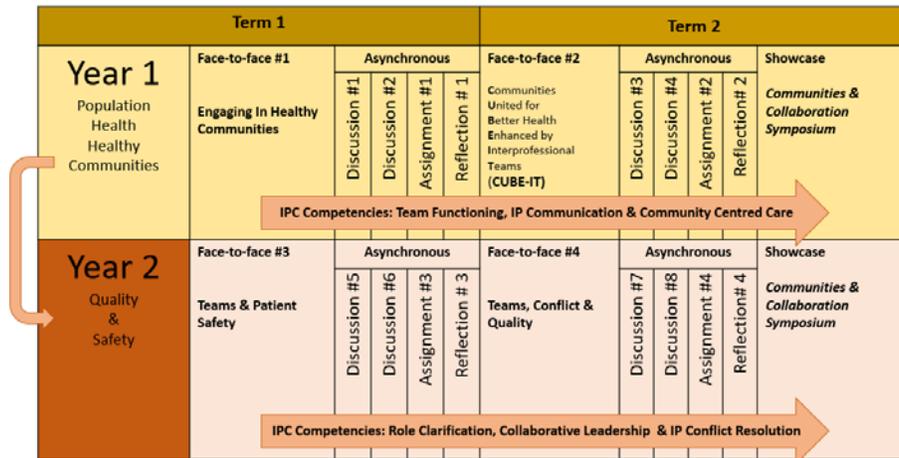
Re: Office of Interprofessional Collaboration Update

### CoRS IPE CURRICULAR MAP 2017-2018

(White boxes depict faculty developed IPE sessions; the greyed boxes depict OIPC events)



### RFHS OIPC LONGITUDINAL CURRICULUM



### CoRS IPE Committee Representatives

Sandra Biesheuvel (RT), Moni Fricke (Chair), Nelson Oranye (OT), & Sandra Webber (PT)

Respectfully submitted,

Moni Fricke, Representative, College of Rehabilitation Sciences  
Office of Interprofessional Collaboration,  
Rady Faculty of Health Sciences, University of Manitoba