CURRICULUM DESIGN

The curriculum design of the University of Pittsburgh Master of Occupational Therapy Program is based on the interaction of concepts from the International Classification of Functioning, Disability and Health (ICF) (WHO, 2001), and three primary roles of the occupational therapist. It is our belief that the interaction of these concepts and roles delineates the substance and the process of what occupational therapists do, and how they do it. Furthermore, the matrix of these interactions serves as an organizer for the relationship between the courses in our curriculum and the content within them.

**International Classification of Functioning, Disability and Health (ICF) Concepts**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental factors</td>
<td>make up the physical, social and attitudinal environment in which people live and conduct their lives.</td>
</tr>
<tr>
<td>Functioning</td>
<td>indicates non-problematic aspects of health and health-related states.</td>
</tr>
<tr>
<td>Disability</td>
<td>indicates problematic aspects of health and health-related states.</td>
</tr>
<tr>
<td>Participation</td>
<td>is involvement in a life situation.</td>
</tr>
<tr>
<td>Participation restrictions</td>
<td>are problems an individual may experience in involvement in life situations.</td>
</tr>
<tr>
<td>Activity</td>
<td>is the execution of a task or action by an individual.</td>
</tr>
<tr>
<td>Activity limitations</td>
<td>are difficulties an individual may have in executing activities.</td>
</tr>
<tr>
<td>Body functions</td>
<td>are the physiological functions of body systems (including psychological functions).</td>
</tr>
<tr>
<td>Body structures</td>
<td>are anatomical parts of the body such as organs, limbs and their components.</td>
</tr>
<tr>
<td>Impairments</td>
<td>are problems in body function or structure such as significant deviation or loss.</td>
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</tbody>
</table>

(Who, 2001, pp. 8, 10).

**Occupational Therapist Roles**

**Practitioner Role:** The occupational therapy practitioner, based on outcomes that are meaningful to clients, uses evaluation data to formulate and implement interventions to establish, restore, maintain, or enhance functional and structural integrity, activity, and participation in lifestyles that are optimally independent, productive, and satisfying to clients. Graduates will demonstrate the ability to:

- establish therapeutic relationships with clients and caregivers, and professional relationships with colleagues consistent with the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010);
- screen and evaluate client's participation and participation restrictions, activity and activity limitations, functional and structural integrity and impairments, and occupational environment; document the findings and accurately interpret the results;
- formulate, implement, and document an occupation-based intervention, using current best evidence, to enhance functioning and reduce or prevent disability;
- develop and implement a transition plan in collaboration with clients in preparation for the discontinuation of occupational therapy services.
Manager Role. The occupational therapy manager plans, organizes, implements, staffs, directs, and evaluates occupational therapy services; coordinates these functions with other health, education, and work-related services; and promotes understanding of occupational therapy services. Graduates will demonstrate the ability to:

- use data when making resource and program management decisions and apply management principles and strategies to direct occupational therapy services
- relate the roles and functions of occupational therapy to other health care services and describe the influence of external factors, such as demographic trends, public laws, health care policies, and reimbursement policies on health care services.

Contributor Role. The occupational therapy contributor has a professional responsibility to recognize and influence health care within the context of world, national, state, community, and work environments. Contributors participate in the development and application of a scholarly body of knowledge within occupational therapy practice. A graduate will demonstrate the ability to:

- recognize, integrate, and discuss issues pertaining to public health and occupational therapy practices, and articulate methods to effect change;
- find, analyze, and integrate scholarly works from both occupational therapy and other appropriate sources; design, implement, and disseminate beginning level research projects as well as articulate the basics of grant writing.

Based on our curriculum design, the content of the curriculum is organized in the curriculum matrix in Table 1.
Table 1. Matrix of the University of Pittsburgh Master of Occupational Therapy (MOT) Curriculum Design and Curriculum Content.

<table>
<thead>
<tr>
<th>ROLES</th>
<th>Practitioner</th>
<th>Manager</th>
<th>Contributor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ICF</strong></td>
<td><strong>Environment Factors</strong></td>
<td><strong>Participation / Participation Restriction</strong></td>
<td><strong>Contributor</strong></td>
</tr>
<tr>
<td></td>
<td>(physical, social, attitudinal)</td>
<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td><strong>Roles</strong></td>
<td><strong>Activities / Activity Limitations</strong></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>Roles</strong></td>
<td><strong>Body Functions &amp; Structures / Impairment</strong></td>
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</tbody>
</table>

*International Classification of Functioning, Disability and Health*
FIELDWORK LEVEL I

Fieldwork education is a crucial part of professional preparation and is integrated as a component of the curriculum design. It is an extension of the MOT program within the clinical/community setting. The fieldwork experience provides the MOT student with the opportunity to learn professional responsibilities by having them modeled by qualified and experienced personnel and to practice these responsibilities under supervision.

Fieldwork Level I is integrated into OT 2107 – Psychosocial/Cognitive Theory and Practice (Term 3) and is designed to enrich didactic coursework through direct observation and participation in selected aspects of the occupational therapy process and prepares students for Level II Fieldwork. Information from the course syllabus is included below.

The didactic and laboratory components of the course facilitate students’ acquisition of knowledge and skills for attainment of course objectives. The fieldwork component provides an opportunity for application of knowledge and skills as appropriate.

OT 2107 – PSYCHOSOCIAL/COGNITIVE THEORY AND PRACTICE

Course Description
The occupational therapy (OT) process for clients with psychosocial and/or cognitive dysfunction is studied in-depth. Theories, principles, assessments, and interventions focus on performance of activities and routines of daily living and participation in society. Clinical reasoning skills for making diagnostic judgments and planning interventions are emphasized. Experiential learning is provided in a laboratory setting and reinforced in fieldwork.

Relationship of this Course to the Curriculum Design
This course builds upon and continues the content that was introduced in Foundations of Occupation Science & Occupational Therapy, Occupation Across the Lifespan, Clinical Psychiatry, and Group Theory & Practice. Elements of psychiatric diagnosis and psychopathology are reinforced and expanded on as students are taught methods of evaluation, intervention, and documentation appropriate for an OT practitioner working with clients with psychosocial or cognitive impairments. The evaluations and interventions included primarily address the International Classification of Functioning, Disability and Health at the levels of activity, participation, and environmental factors. The course content is relevant to the roles of OT Practitioner and OT Manager. As an OT Practitioner, the student will need to (a) evaluate the client’s occupational needs, problems, and concerns, (b) understand the client and the essential role of access and participation in meaningful and productive activities in the client’s health and well-being, (c) address the client’s occupational performance problems in an intervention plan that includes intervention focused on facilitating improved engagement in occupations, and (d) review the client’s progress toward targeted outcomes. Additionally, students learn functions associated with the OT Manager as they identify their role as consultant and supervisor of occupational therapy services with populations having psychosocial or cognitive impairments.

Course Outcome
Upon successful completion of this course, students will be able to apply appropriate occupational theories, models of practice, and frames of reference in the evaluation, intervention, and outcome processes for persons of all ages and backgrounds with psychosocial or cognitive impairments.

Specific Course Objectives
At the end of the term, students who attend and actively participate in lecture and laboratory sessions, and the fieldwork experience; positively contribute to the course; and successfully complete all assignments will be able to:

Specific Course Objectives:
1. Describe and discuss occupational therapy in psychosocial/cognitive rehabilitation practice settings, diagnostic populations, client and environmental factors, collaboration with interprofessional team members, and the occupational therapy clinical reasoning process (screening and evaluation, intervention and transition planning, documentation, and referrals).
2. Describe and apply the major principles of conceptual models used in psychosocial/cognitive rehabilitation.
3. Demonstrate the ability to accurately and effectively screen and evaluate clients with psychosocial/cognitive diseases, disorders, and conditions to determine their need for occupational therapy services.
   - Demonstrate the ability to understand the client’s needs and wants through completion of an occupational profile.
   - Demonstrate the ability to select and administer appropriate assessment tools (standardized and non-standardized).
   - In addition to impairments, activity limitations, and participation restrictions, consider the influence of client and environmental factors that influence occupational performance.
   - Formulate occupational therapy diagnoses to focus and guide intervention plan development, implementation, and outcomes evaluation.
   - Demonstrate the ability to analyze, interpret and document evaluation results as it pertains to the client’s occupational performance and desired outcomes.
   - Understand the consultative, care coordination, and case management processes used in psychosocial/cognitive rehabilitation, including referrals to specialists.
4. Interpret and apply evaluation results to develop, implement and document client-centered occupation-based intervention plans (remediation and compensation) to promote participation with clients with psychosocial/cognitive diseases, disorders, and conditions.
   - Demonstrate the appropriate selection and presentation of culturally-relevant occupation-based interventions (individual and group) consistent with the client’s needs and wants, and desired outcomes.
   - Integrate medical and safety precautions into the occupational therapy intervention plan.
   - Demonstrate appropriate therapeutic use of self, including cueing and use of the teaching-learning process to promote optimal learning based on the client’s performance.
   - Monitor and reassess the effects of occupational therapy intervention, and develop and implement transition and discharge plans as appropriate.
5. Demonstrate an understanding of how to maintain clear, therapeutic, effective, and professional communication and interactions (written, oral, and non-verbal) with clients, caregivers, and other members of the interprofessional environment.
6. Discuss supervision and collaboration with the occupational therapy assistant in the application of occupational therapy process in psychosocial/cognitive rehabilitation practice settings.
7. Critically evaluate, synthesize and apply evidence as it relates to psychosocial/cognitive assessments and interventions.
8. Learn, plan and teach selected assessment tools using appropriate data gathering methods which support the tool’s reliability and validity, and provide appropriate learning support to ensure knowledge of content among peers.
9. Consistently demonstrate professional behaviors and participation as reflected in the American Occupational Therapy Association Standards of Practice for Occupational Therapy and the Occupational Therapy Code of Ethics and Ethics Standards.
10. Apply knowledge of course content to practice, and develop understanding of the needs of clients through participation in Level I fieldwork.

11. Follow policies, procedures, and documentation methods in the completion of Level I fieldwork assignments.