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OCTH 7310 | Case Mapping- CBL I

FALL, 2024

CLASS TIME, LOCATION, CREDIT HOURS

Thursday 12:00-1:00 Optional Lab time TBD

Location: HPEB 228

1 Credit Hours

INSTRUCTOR INFORMATION

***Beth Cardell, PhD, OTR/L*****Professor, Lecturer**801-585-5511 beth.cardell@hsc.utah.edu***Occupational and Recreational Therapies*** ***(<https://health.utah.edu/occupational-recreational-therapies/>)****Office location: #384, walk-ins welcomed*

TEACHING ASSISTANT INFORMATION

None

COURSE DESCRIPTION

This course is structured using case-based learning (CBL) as a way to advance skills in clinical reasoning and apply that reasoning to clinical cases. Students will be presented with a variety of client cases representing different populations, settings and diagnoses. Clinical reasoning, occupation-based practice, client-centered and evidence-based treatment will be encouraged and threaded throughout course activities and assignments.



PRE- OR CO-REQUISITES

OC TH 6100 is a pre-requisite

REFERENCE MATERIALS

American Occupational Therapy Association (2020). *Occupational Therapy Practice Framework: Domain & Process (4nd Ed)*. Bethesda, MD: AOTA Press.

Kielhofner, G. (2009). *Conceptual Foundations of occupational therapy practice, 4th edition*. Philadelphia: F.A. Davis

Pendleton & Schultz-Krohn (2006). *Pedretti's occupational therapy: Practice skills for physical dysfunction*. St. Louis: Mosby.


Case-Smith, J., & O'Brien, J. C. (Eds.). (2014). *Occupational therapy for children and adolescents (7th ed.)*. St. Louis, MO: Elsevier.

Brown, C & Stoffel, V. Eds. (2011). *Occupational Therapy in Mental Health: A Vision for Participation*. Philadelphia: F.A. Davis.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Utilize clinical reasoning to assist in developing assessment and intervention plans for a variety of populations, settings and diagnoses.
2. Apply appropriate OT models and frames of reference to the assessment and intervention process.
3. Demonstrate consideration for cultural, disability, or other situational factors relative to the individual and their context that might bias assessment results when developing treatment plans.
4. Demonstrate an understanding of safety factors relative to the needs of clients.

5. Use evaluation findings to understand occupational performance and participation, develop occupation-based intervention plans and strategies (including goals and methods to achieve them) 
 - o The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
 - o Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
 - o Performance patterns (e.g., habits, routines, rituals, roles).
 - o Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
 - o Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
6. Refer to specialists in other disciplines as appropriate for comprehensive health care.
7. Utilize scholarly literature to make evidence based clinical decisions.

TEACHING AND LEARNING METHODS


Learning methods will include case-based learning, group discussion, group learning activities, individual learning activities, electronic assignments, reading assignments, and case studies.

ASSIGNMENTS

All assignments are due on the date given and are to be submitted in the format (hard copy, electronic Canvas submission) as specified in the assignment instructions. Pay attention to the due dates and times in Canvas; class is on Thursday but cases are due at various times after class. The due date/time changes with each case, giving you less time for modifications after class.

Assignments submitted by email will not be accepted. If you would like to negotiate a different due date for an assignment, this must be done prior to the set due date. Late assignments not approved by the instructor will result in a deduction of 10% off the total grade. In an effort to be fair to all students and my grading schedule, assignments will NOT be accepted after the dates listed in the Assignment. Any discussion related to an assigned grade on an assignment, which might result in a change of grade, must be done in person with the instructor.

The professional behavior grade represents a student's consistent commitment to following the professional behaviors outlined in the student handbook. For guidelines regarding the evaluation of student professional behavior, please see student handbook. If circumstances arise causing a student to

miss class, the student must notify the instructor by either phone or e-mail prior to the start of class. Failure to do so will result in points deducted for the professional behavior grade. 

Assignments submitted by email will not be accepted. All assignments will be graded according to the Division's policy on plagiarism – see student handbook for details.

Assignment	Grade Weight %
Case Mappings	84%
Case #1 (12%)	
Case #2 (17%)	
Case #3 (25%)	
Case #4 (30%)	
Observation Videos	10%
Peer Review of Group	<u>6%</u>
	100%


Case Mappings (4)

Case Mappings are meant to demonstrate your ability to integrate all the information learned in your classes this semester, with respect to the OT process including your clinical reasoning, ability to determine appropriate assessment and interventions framed with the appropriate practice models and determine appropriate goals. Cases, related to a variety of populations, settings, and diagnoses and covering the lifespan, will be presented in various forms including- written, video, evaluation forms, and/or live interview. Portions of the cases will be discussed in small groups, while other portions are expected to be completed individually. There is a discussion board designated for the first few cases on Canvas so you can share questions and ideas.

Once cases are completed and graded, common areas of concern for each case will be processed in class and posted on Canvas. Examples of well-written goals will occasionally be posted so the class has examples to follow.

Students must achieve an overall average of 85 or above on these assignments. Performing below this standard serves as a warning to faculty that clinical reasoning may be underdeveloped for this stage in the program. An average below 85% will result in a faculty review prior to confirmation of fieldwork placements.

Purpose: Case Mappings offer you the opportunity to integrate all the information learned in your classes this semester, with respect to the OT process including your clinical reasoning, ability to determine appropriate assessment and interventions framed with the appropriate practice models and determine appropriate goals. These are skills that are required when working in the field as an OT. Developing your

clinical reasoning by considering multiple factors before making decisions is a crucial skill to being a good OT. 

SLO: Utilize clinical reasoning to assist in developing assessment and intervention plans for a variety of populations, settings and diagnoses; Apply appropriate OT models and frames of reference to the assessment and intervention process; Demonstrate consideration for cultural, disability, or other situational factors relative to the individual and their context that might bias assessment results when developing treatment plans; Demonstrate an understanding of safety factors relative to the needs of clients; Use evaluation findings to understand occupational performance and participation, develop occupation-based intervention plans and strategies (including goals and methods to achieve them); Refer to specialists in other disciplines as appropriate for comprehensive health care; Utilize scholarly literature to make evidence based clinical decisions.

Observation Videos (5)

Occasionally (5xs) there will be a short video posted in the module related to topics that has been covered in the Adult courses. Each video is accompanied by a question that tells you what you should be looking for. Once you view the video and answer the question you will be able to self-correct your response by watching a second video that provides the answer, via voiceover. Your grade will be based on completion. I will provide feedback on some of them, depending on the content.

Purpose: The purpose of these training tools is to increase your observation and documentation skills during therapeutic interactions. SLO: Skill in designing and implementing non-standardized evaluation approaches based on task analysis, observation, and interview in clinical and natural environments. The ability to communicate evaluation results through verbal and written reports. B.4.1, B.4.4. B.4.7

Peer Review of Group

This semester you will be asked to complete an anonymous Peer Evaluation on your Group members. This allows you to give and receive feedback on preparation, participation, and contribution to team performance. It is your opportunity to give your colleagues helpful feedback and it is your opportunity to get helpful feedback from your colleagues. You do not have to evaluate yourself in the group.

Purpose: It is important that you provide honest and useful reviews so your classmates can increase awareness of areas that can be improved. Fill out the attached form on your group members. Your completion of this form will count towards our grade. How you are evaluated by your peers will just be informative and not be used to reduce your (or their) course grade.

GRADING CRITERIA

The following grading standards will be used in this class:



Grade	Range
A	100 % to 94%
A-	< 93.9 % to 91%
B+	< 90.9 % to 88%
B	< 87.9 % to 85%
B-	< 84.9 % to 81%
C+	< 80.9 % to 78%
C	< 77.9 % to 75%
C-	< 74.9 % to 72%
D	< 71.9 % to 69%
F	< 68.9% to 0.0%

COURSE POLICIES AND RESPONSIBILITIES

Students are responsible for regular, timely attendance to classroom sessions. Attendance, appropriate use of technology, participation in learning activities, and other professional development behaviors outlined in the student manual will be monitored. Any problem behaviors in class can affect your final grade. Your cumulative score will be multiplied by 1.0 for appropriate professional behavior. Lack of

participation or inappropriate behavior will result in a lower cumulative score (i.e. multiplied by .98 or less).

Students should be familiar with The Code of Student Rights and Responsibilities. This code specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, and theft. The code is provided in detail on the University of Utah web page www.admin.utah.edu/ppmanual/8/8-10.html  (<http://www.admin.utah.edu/ppmanual/8/8-10.html>).

The instructor is responsible for facilitating learning in a respectful and supportive environment. Feedback is to be given that is conducive to integrating and applying concepts taught in class. The Instructor is also dedicated to promoting student growth and development as a professional and fellow Occupational Therapist.

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

In-Person Class Policies

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access \(CDA\)](https://t.e2ma.net/click/hcz3ew/h40b0ob/ho8q0dn) (<https://t.e2ma.net/click/hcz3ew/h40b0ob/ho8q0dn>). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Mandatory Reporter:

As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counsellors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

Academic Honesty and the Code of Student Rights and Responsibilities. *It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty*

or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student

Code: <https://regulations.utah.edu/academics/6-410.php> (<https://regulations.utah.edu/academics/6-410.php>).

UNIVERSITY POLICIES

AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](https://disability.utah.edu/) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](http://regulations.utah.edu/academics/6-100.php) (<http://regulations.utah.edu/academics/6-100.php>).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu (<https://disability.utah.edu/>)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

SAFETY AT THE U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu (<http://safeu.utah.edu/>).



To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

[dps.utah.edu \(https://dps.utah.edu/\)](https://dps.utah.edu/)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

[oeo.utah.edu \(https://oeo.utah.edu/\)](https://oeo.utah.edu/)

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

[deanofstudents.utah.edu \(https://deanofstudents.utah.edu/\)](https://deanofstudents.utah.edu/)

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

[dps.utah.edu \(https://dps.utah.edu/\)](https://dps.utah.edu/)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Student Wellness

801-581-7776

[wellness.utah.edu \(http://wellness.utah.edu/\)](http://wellness.utah.edu/)

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

ACADEMIC MISCONDUCT

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: **[Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct \(https://regulations.utah.edu/academics/6-410.php\)](https://regulations.utah.edu/academics/6-410.php)**.




Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's **[Code of Student Rights and Responsibilities \(http://regulations.utah.edu/academics/6-400.php\)](http://regulations.utah.edu/academics/6-400.php)**.

CANVAS INFORMATION

Canvas is the where course content, grades, and communication will reside for this course.








- Access Canvas through utah.instructure.com or through **CIS**  (<https://cis.utah.edu>)
- For Canvas, Passwords, or any other computer-related technical support contact the **Campus Help Desk**  (<https://it.utah.edu/help/>).
- 801 581-4000
- <https://it.utah.edu/help>  (<https://it.utah.edu/help/>)
- helpdesk@utah.edu (<mailto:helpdesk@utah.edu>)
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
- 801-581-6112 ext 2
- classhelp@utah.edu (<mailto:classhelp@utah.edu>)








COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Course Summary:

Date	Details	Due
Wed Aug 30, 2023	 Pre SCARR (https://utah.instructure.com/courses/980385/assignments/14456254)	due by 11:59pm
Thu Aug 31, 2023	 ADL Video (https://utah.instructure.com/courses/980385/assignments/14456246)	due by 11:59pm
Fri Sep 8, 2023	 Case Map #1 (https://utah.instructure.com/courses/980385/assignments/14456248)	due by 5pm
Thu Sep 14, 2023	 Transfer Video (https://utah.instructure.com/courses/980385/assignments/14456257)	due by 11:59pm
Fri Sep 29, 2023	 Case Map #2 (https://utah.instructure.com/courses/980385/assignments/14456249)	due by 12pm
Thu Oct 19, 2023	 SCI Video (https://utah.instructure.com/courses/980385/assignments/14456255)	due by 11:59pm
Thu Nov 9, 2023	 Case Map #3 (https://utah.instructure.com/courses/980385/assignments/14456250)	due by 5pm



Date	Details
Thu Nov 16, 2023	 <u>Strength Video</u> due by 11:59pm (https://utah.instructure.com/courses/980385/assignments/14456256)
Thu Nov 30, 2023	 <u>Case Map #4</u> due by 5pm (https://utah.instructure.com/courses/980385/assignments/14456251)
Wed Dec 6, 2023	 <u>Peer Review of Group</u> due by 11:59pm (https://utah.instructure.com/courses/980385/assignments/14456252)
Thu Dec 7, 2023	 <u>AE Video</u> due by 11:59pm (https://utah.instructure.com/courses/980385/assignments/14456247)
Fri Dec 8, 2023	 <u>Post SACRR</u> due by 11:59pm (https://utah.instructure.com/courses/980385/assignments/14456253)