***NOTE: There are assignments to be completed by class 1. They can be found at the beginning of the class schedule in this syllabus. Some of the material you will need to complete those assignments will be posted on D2L in the Class 1 folder. You are also assigned to read the entire syllabus prior to class 1 so you may ask questions if anything in the syllabus is unclear.

CLASS MEETING TIME AND PLACE
This hybrid course meets face-to-face on most week-End College (WEC) on Saturday afternoons 1:00 – 5:00 in Fontbonne Hall 109 and online on most alternate weeks. See synopsis schedule on p. 10

FACULTY
Catherine N. Sullivan, Ph.D., OTR
Associate Professor
Phone: 651-690-8602
email: cnsullivan@stkate.edu
Office: 118B Fontbonne Hall
Office hours: By appointment

Kara Ehrman, OTD, OTR/L
Adjunct Professor
E-mail: kara.ehrman@gmail.com

TEXTS AND OTHER COURSE MATERIALS


Readings, links, movies and other course material posted on D2L under each Unit or to be accessed at the SCU library
Daily access to high speed internet is necessary to participate in on-line activities.
Student membership in the American Occupational Therapy Association is required in the occupational therapy programs at St. Catherine University. Membership applications are available on-line at http://www.aota.org

COURSE DESCRIPTION
The focus of this course is on the largest growing demographic group in this century, older adults. You will explore the range of geriatric practice settings and service delivery models. You will apply various evidence-based theories, models, and frames of reference that shape occupational therapy for older adults. You will examine primary conditions encountered, and how they affect occupational participation. This case-based course will include complex physical, psychosocial and contextual barriers
to occupational performance for older adults. A significant emphasis is placed on the health-pathology continuum. Evidenced-based practice and ethical decision making are emphasized throughout the course. Prerequisites: Successful completion of all prior MAOT program coursework.

CONGRUENCE WITH UNIVERSITY MISSION

OSOT 7110 advances the vision and mission of St. Catherine University of integrating liberal arts and professional education within the Catholic tradition of intellectual inquiry and social teaching. The MAOT framework is developed from the liberal arts goals with emphasis on leadership and collaboration, lifelong learning, ethics and social justice, diversity and global perspectives, effective communication, critical and creative inquiry. These curricular themes are clearly visible in each of our proposed core courses and our student learning outcomes.

ST. CATHERINE UNIVERSITY MASTER OF ARTS IN OCCUPATIONAL THERAPY’S COMMITMENT TO CATHOLIC IDENTITY:

The MAOT Program at St. Catherine University is committed to the traditions of our Catholic heritage and identity. These include: the intellectual tradition, which places value on critical inquiry; the social tradition, which demonstrates commitment to the poor and outcast; and the sacramental tradition, which emphasizes the integration of the material and spiritual. In particular, we place emphases on the following principles: providing hospitality and a caring community, demonstrating concern for the dear neighbor without distinction, addressing the needs of our time, striving for excellence in all endeavors, and making a difference in both our local and world community. By drawing on these principles, we seek to promote a common search for wisdom and an integration of these traditions into the educational experience. In the spirit of hospitality so central to the Sisters of St. Joseph in the founding of our university, we refrain from excluding other religious and spiritual traditions in our attempts to discover how our Catholic heritage enhances the work that we do and the people we serve.

RELATIONSHIP TO THE CURRICULUM FRAMEWORK MODEL:

This course comes at the end of the occupational therapy track in the MAOT curriculum model. It builds on foundational knowledge gained in the mental health, pediatric, and rehabilitation theory and practice courses with particular emphasis on issues of aging.

STATEMENT OF TEACHING/LEARNING PHILOSOPHY

Our role as teachers is to make the material meaningful through lectures, clinical examples and interactive activities aimed at facilitating your learning. Our teaching philosophy is geared to adult learners in that we expect students to demonstrate maturity, respect, initiative, problem-solving skills and open communication with us and with one another, as partners in the teaching/learning relationship.

While in class, you are expected to give full attention to classroom activities. For this reason, access to the internet is not permitted during class time except for class sanctioned learning activities. Use of cell phone for calling, texting or tweeting is not allowed either. Use break times for that purpose.

While we value resourcefulness, we also expect you to ask for guidance if you need help understanding
concepts. We encourage questions before, during and/or after class. You can also make an appointment with use to meet individually for further guidance.

All members of the campus community are entitled to live, learn and work in an environment in which the dignity and worth of each individual is acknowledged and appreciated. As such, we are committed to maintaining an educational environment that promotes respect for cultural values and racial differences, and will not knowingly discriminate on the basis of race, color, national or ethnic origin, sexual orientation, age, religion, creed, disability, body size, or gender. It is expected that students will join in this endeavor.

**COURSE GOALS**

Since the information in the field of aging is constantly evolving, one of our teaching goals is to help you learn to acquire, organize, critically evaluate and apply new information from a variety of sources so you may know how to gather and use valid and relevant information in the context of your future practice with older adults. As you are getting closer to graduating and becoming a professional occupational therapist, this capstone course will be challenging you to demonstrate quicker and more complex problem solving and we expect a high level of professional behavior in your approach to cases and other assignments.

**COURSE OBJECTIVES**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>ACOTE standard</th>
<th>Learning activities and Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability, and Health (ICF) to understand occupational disruption and guide therapeutic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>approach with older adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apply theoretical models, clinical reasoning and best evidence to older adult evaluation, intervention, and discharge planning.</td>
<td>B2.10, B2.11., B. 3.5, B. 4.8, B. 4.9, B. 5.1, B. 5.2, B. 5.3, B. 5.4, B. 5.5, B. 5.6, B. 5.8, B.5.9, B. 5.11, B. 5.12, B. 5.15, B. 5.17, B. 5.19, B. 5.20, B. 5.24, B. 5.25, B. 5.27</td>
<td>Activities: Lecture, Discussions of assignments, Practice with case studies. Evaluation: Mid-term and final exams CAT evidence-based practice assignment</td>
</tr>
<tr>
<td>3. Demonstrate appropriate selection and administration of national and international assessment tools given the client needs, culture and context, using standardized procedures, and paying attention to potential bias</td>
<td>B. 4.1, B. 4.2, B4.4, B4.7, B. 5.19, B. 6.6</td>
<td>Activities: Mini Labs on assessments. Peer teaching. Practice with case studies. Evaluation: Assessment Evaluation Brief Mid-term and final exams</td>
</tr>
</tbody>
</table>
4. Interpret criterion-referenced and norm-referenced test scores and communicate evaluation findings in an accurate, concise, and professional manner that address occupational performance problems in daily living for older adults.  
   **Activity**: Lecture. Role play. Practice with case studies  
   **Evaluation**: Assessment Evaluation Brief  
   Home evaluation report  
   Mid-term and final case exam  

<table>
<thead>
<tr>
<th>Activity</th>
<th>B. 4.6, B.4.7, B.4.8, B. 5.18</th>
</tr>
</thead>
</table>

5. Compare and contrast models, theories, frames of reference, and the evidence that supports them and that influence evaluation and intervention used with older adult populations  
   **Activity**: Discussion of readings. Grid of models. Practice with case studies  
   **Evaluation**: Home evaluation report  
   Mid-term and final exams  

<table>
<thead>
<tr>
<th>Activity</th>
<th>B. 3.3, B. 4.8</th>
</tr>
</thead>
</table>

6. Explain the normal changes associated with aging and their impact on occupational participation, health and well-being.  
   **Activity**: Discussion of readings, observations, wellness program design  
   **Evaluation**: Home evaluation report  
   Mid-term and final exams  

<table>
<thead>
<tr>
<th>Activity</th>
<th>B.2.4, B. 2.5</th>
</tr>
</thead>
</table>

7. Demonstrate knowledge of common clinical conditions impacting occupational participation of older adults and requiring OT intervention including: incidence, prevalence, risk factors, etiology, signs and symptoms, progression, prognosis, related terminology, pharmacology, treatment/interventions, precautions, contraindications.  
   **Activity**: Peer teaching. Case studies  
   **Evaluation**: Case Study Clinical Condition Assignment  
   Mid-term and final exam  

<table>
<thead>
<tr>
<th>Activity</th>
<th>B.2.6</th>
</tr>
</thead>
</table>

8. Apply OT process for older adults in a variety of settings (home based, community based, hospital based) using multiple service delivery models, to promote, maintain or facilitate occupational participation, safe community mobility, health and safety  
   **Activity**: Discussion of readings. Home evaluations service learning, case studies.  
   **Evaluation**: Home evaluation report  
   Mid-term and final exams  

| Activity | B.2.4, B.2.9, B.2.10, B.2.11, B.4.4, B. 5.11, B.5.15, B. 5.18, B 5.2 ,B. 5.8, B.6.5 |

9. Demonstrate awareness of personal and client safety concerns including things such as precautions and contraindications when working with older adults.  
   **Activity**: Lecture. Discussion of readings. Practice with case studies.  
   **Evaluation**: Mid-term and final case exam  

<table>
<thead>
<tr>
<th>Activity</th>
<th>B2.8</th>
</tr>
</thead>
</table>
Analyze the influence of socio-political, cultural, temporal, spiritual, and physical contexts on older adults occupational participation along the health-pathology continuum

B.2.6, B. 6.2, B. 6.3

Class activity: Discussion of readings, service learning, case studies.
Evaluation: Home evaluation report
Mid-term and final exam

Document occupational therapy services for older adults to ensure accountability of service provision and to meet legal and reimbursement standards.

B. 4.10, B. 5.24, B. 5.27, B. 5.28

Activity: Lecture. Practice with case studies.
Evaluation: Mid-term and final case exam

Identify the roles for members of teams working with older adults and/or their caregivers (OTA, Nursing, PT, SW, MD, case manager) and mechanisms for referral

B4.5, B. 4.9, B. 5.7, B. 5.21, B. 5.22, B. 5.23, B. 5.27

Class activity: Discussion of readings. Practice with case studies.
Evaluation: Final exam

Examine the policy, politics, and regulations that influence occupational therapy service delivery for older adults and that could be influenced to promote occupational therapy.

Class activity: Discussion of readings. Older American Act class activity. Health promotion class activity
Evaluation: Home evaluation report

Provide recommendations for environmental modifications and training to enhance safety and mobility at home and in the community

B5.11

Activity: Discussion of readings, lecture, case studies
Evaluation: Home Assessment assignment, mid-term and final exams

TEACHING/LEARNING ACTIVITIES:

This course uses a variety of teaching strategies to assist students to learn the content of this course. Face to face and online instruction is provided through lecture, demonstration, reading, student presentations, service learning, videos, group projects and discussions. Students will demonstrate learning through participation in peer teaching, written and electronic assignments, and mid-term and final exams with cases. This course is geared to the maturity level of graduate students and adult learners. We expect that you come prepared to class and to online interactions, participate fully in mutual teaching and learning, as well as share your relevant work and life experiences to help illustrate the application of the information.

LEARNING RESOURCES:

The D2L course site

That site is an essential component of this hybrid course. It is organized in units and you will find all the unit detailed objectives, powerpoints, handouts, additional resources and online conversations. Each unit will be uncovered as the course progresses. Please check D2L daily.
GRADING POLICIES:

Grading Scale (percent of points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>94-100</th>
<th>90-91</th>
<th>80-81</th>
<th>67-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>B+</td>
<td>C+</td>
<td>D</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
<td>B</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>B-</td>
<td>82-83</td>
<td>C-</td>
<td></td>
<td>&lt;67</td>
</tr>
</tbody>
</table>

Incomplete Grade:

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at the instructor’s discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the normal deadline if you request it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and your instructor must be approved by the appropriate academic dean.

Late Work

All work is expected to be completed on time. Assignments that are late (unexcused) will be docked 10% for each day it is late. Under extraordinary circumstances a student may request an extension of the due date by contacting the instructor at least 24 hours before the due date to arrange for an extension. Assignments that are late by one week or more will not be accepted and a 0 grade will be recorded for that assignment.

Missed In-Class Work

In the case of an excused absence, make-up of course requirements (e.g. exams, quizzes, practical exam, lab experiences etc...) must be scheduled at a mutually convenient time. It is the student's responsibility to arrange a make-up schedule with the course instructor(s) PRIOR to the absence.

In the case of an unexcused absence, make-up of course requirements that were missed must be completed by the student within three (3) school days of their original date. If not completed within this timeframe, the total point value of the course requirement is forfeited.

STUDENT ATTENDANCE EXPECTATIONS:

EPC Policy:

St. Catherine University defines attendance as participating in the faculty and student interaction required by the course. For online courses, attendance means following the communication requirements and due dates on the syllabus. For in-class learning, attendance means that (1) students are expected to arrive at class on time and stay for the duration of the class; and (2) students, whether present or not, are responsible for in-class content. For hybrid courses, students must follow both the online and in-class attendance requirements.
Students who do not attend the first day/first week of class will be withdrawn from the course by the Registrar’s Office. Thereafter, if a student does not attend class meetings or does not log into the online course, the student remains financially responsible for paying tuition for the course, up to the date of formal withdrawal. The academic calendars on the University's website contain the add, drop and withdrawal deadlines.

**Class Attendance MAOT Expectations and Policy**

Attendance is important and necessary for the following reasons:

- Each student's contribution to class is essential in the collaborative learning model adopted by the MAOT program
- Attendance is consistent with the professional behaviors required of an occupational therapist
- Entry-level students need classroom learning experiences to prepare for clinical practice; participation in classroom experiences is a professional responsibility with implications for liability in fieldwork and practice

If absence from a class is necessary, the instructor should be notified in advance if at all possible. Students are responsible for work missed because of absence and for any materials distributed in class. Grades may be affected by unexcused and/or excused absences.

Students who have missed 15 - 30% of the class sessions, whether face to face or online, will be asked to submit in writing a plan for completing missed class to the instructor and the MAOT director. Students who have missed 30% or more of the classes will be asked to withdraw from the course. Withdrawal from a course may or may not affect a student's status in the MAOT program.

Unexcused absences include missing class for personal or professional reasons without consulting the instructor prior to the absence.

Students taking an on-line hybrid course must attend all of the class periods that meet face to face during the course. If one of the face to face classes is missed, the student will be asked to submit in writing a plan for completing the missed classroom experiences and assignments. Students who have missed more than one face to face class will be asked to withdraw from the course.

**ACCOMMODATIONS:**

St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at 651-690-6563 to discuss academic adjustments or accommodations.

**ACADEMIC INTEGRITY:**

Please refer to the “Academic Integrity Policy” in the Graduate Academic Catalog. This instructor has zero tolerance for academic integrity violations. See details at the end of this syllabus.

**PROFESSIONAL ATTITUDES AND BEHAVIORS [PAB]**

The MAOT Program at St. Catherine University recognizes that the development of professional behavior is an essential aspect of the preparation of occupational therapy practitioners, sharing equal
importance to the development of clinical reasoning and technical skills. Important areas noted on the PAB form include dependability, professional presentation, initiative, empathy, cooperation/collaboration, organization, clinical reasoning and communication (verbal and written). The full policy is in the MAOT student handbook.

- **Class Participation** – You are expected to come to class prepared to participate fully. This includes doing required readings, completing any assignments and bringing any relevant resources to class.

- **Online Participation** – You are expected to use common courtesy and standards for professional behavior whenever emailing, posting, or chatting online. Use of foul, degrading, or disrespectful language will not be tolerated. Humor, as long as it is positive and does not demean a class member, is encouraged. It is your responsibility to check both your St. Catherine University email and D2L daily for messages, updates, assignment instructions, websites, supplemental readings and other support material for this course.

- **PAB form** – The instructor will fill out a Professional Attitudes and Behaviors (PAB) form and file it in the student’s MAOT records following MAOT policy if there are PAB issues of significant concern.

**Written Work**

There are high expectations for writing. Students who have difficulty writing should seek help from the O’Neill Writing Center.

**DRESS CODE**

Students are expected to wear appropriate attire during on-campus courses, fieldwork experiences, and off-campus community experiences. Students are expected to follow professional dress when a guest speaker is on campus, when they are off-campus on official functions, during fieldwork, and when participating in classroom presentations, skill check offs, and practical final exams. In addition to the parameters listed above, the student will be expected to abide by dress codes of fieldwork sites, which may have additional requirements. Exceptions to the Dress Code may be made for religious, cultural, or medical reasons.

*Adapted from: St. Catherine University, Occupational Therapy Assistant Program Dress Code*
COURSE ASSIGNMENTS
This is a brief summary of the individual and group work evaluated in this class. **Details on the Assignments will be posted on D2L in the “Assignments” folder.**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>DUE DATE</th>
<th>POINTS / % of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Home Modification Evaluation assignment (service learning project):</strong> Pairs of students will evaluate a home for safety, accessibility and usability. You will either be assigned to a home with Rebuild Together MN, or, if you live out of the 7 country metro area, find a senior whose home you have the permission to evaluate. You will prepare: 1) A written report 2) a public presentation (either poster or audiovisual podcast) and 3) a journal reflection 25 points for the report, 10 points for the poster/podcast and 5 points for the reflection.</td>
<td>Written report: one week after the visit. Poster: Day of public presentation (day of masters project)</td>
<td>40 POINTS</td>
</tr>
</tbody>
</table>
| **Clinical Cases Portfolios** Students will work as part of a clan in pairs/groups to develop Portfolios of Briefs to inform the evaluation and treatment plan of Clinical Cases and answer peer questions online. **Each Brief is worth a maximum of 15 points:** 10 points for the writing and 5 points for the answers to the online peer questions. Each clan will be responsible for developing a coherent portfolio of Briefs on 3 Clinical Cases. By the end of the class, each student clan member will have developed one each of following components of the portfolio according to a systematic rotation (see table below for the rotation)

   Component 1: Clinical Conditions Brief: Concise written report on a clinical condition including common interventions relevant to the case. There are two clinical conditions for each case. Component 2: Assessment Evaluation Brief: Concise written report on the quality of an assessment relevant to the case. There are two assessments assigned for each case Component 3: Evidence-based brief or CAT - critically appraised topic: Concise written report about the effectiveness of treatment approaches commonly used for the case as reported in a systematic review or CAT. There are two CATS assigned for each case. Peers asking online questions will earn **5 participation points** for having asked questions on the other clan’s cases. | Has to be posted and discussed online the week-end prior to in-class discussion of the case. See sign-up sheet for the due date for each clan’s portfolio of briefs. | |
| **TOTAL Score for portfolio** | | 50 POINTS |
| **Individual assignments** | | |
| Class preparation: Preclass questions (4 checked randomly throughout quarter either in the drop box or in class, at 5 points each) | 4 random checks | 20 POINTS |
| Contribution to online discussions: Quality of depth of participation in online discussions. (4 checked randomly in discussion database) | 4 random checks | 20 POINTS |
Mid-term exam. The first part will be specific questions based on preclass questions and class material. The second part will be the write up of an evaluation and treatment plan for a new case. It should be based on the OT practice framework and include selection and description of appropriate assessments for the condition, formulation of short term and long term goals and examples of intervention. It should show a clear link to the course Portfolio, readings and course material in justifying the assessments and treatment. It will include reimbursement issues covered until then.

Final exam. The first part will be specific questions based on preclass questions and class material from the second part of the term. The second part will be a case study with the same tasks as Midterm above. In addition you will need to include some mock progress notes, knowledge about sources of payment, discharge planning, referrals and billing. It should show a clear link to the course Portfolio, course readings and other course material in justifying the assessments and treatment.

<table>
<thead>
<tr>
<th>Week</th>
<th>Format</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Sat. 9/7</td>
<td>Campus</td>
<td>Intro. Case 1 as example</td>
</tr>
<tr>
<td>Class 2 Sat. 9/14</td>
<td>Hybrid</td>
<td>Faculty Posts case 1 and answer questions online</td>
</tr>
<tr>
<td>Class 3 Sat 9/21</td>
<td>Campus</td>
<td>Evaluation and treatment plan case 1</td>
</tr>
<tr>
<td>Class 4 Sat 9/28</td>
<td>Hybrid</td>
<td>Clan 1 posts case 2 Portfolio and answer questions online</td>
</tr>
<tr>
<td>Class 5 Sat 10/5</td>
<td>Campus</td>
<td>Evaluation and treatment plan case 2</td>
</tr>
<tr>
<td>Class 6 Sat 10/12</td>
<td>Hybrid</td>
<td>Clan 2 posts Case 3 Portfolio and answer questions online Clan 1 posts Case 4 Portfolio and answer questions online</td>
</tr>
<tr>
<td>Class 7 Sat. 10/19</td>
<td>Campus</td>
<td>Evaluation and treatment plan case 3 and 4</td>
</tr>
<tr>
<td>Class 8 Thu 10/24</td>
<td>Hybrid</td>
<td>Mid-term exam (new case)</td>
</tr>
<tr>
<td>Class 9 Sat. 11/2</td>
<td>Campus</td>
<td></td>
</tr>
<tr>
<td>Class 10 Sat. 11/9</td>
<td>Hybrid</td>
<td>Clan 2 posts case 6 and answers questions online</td>
</tr>
<tr>
<td>Class 11 Sat. 11/16</td>
<td>campus</td>
<td>Evaluation and treatment plan case 6</td>
</tr>
<tr>
<td>Class 12 11/23</td>
<td>Hybrid</td>
<td>Clan 1 posts case 7 and answer questions online</td>
</tr>
<tr>
<td>Class 13 Sat 12/7</td>
<td>Campus</td>
<td>Evaluation and treatment plan case 7 Clan 2 posts case 8 and answer questions online</td>
</tr>
<tr>
<td>Class 14 Sat 12/14</td>
<td>Campus</td>
<td>Evaluation and treatment plan case 8 Poster presentation on date of Masters project (date TBD)</td>
</tr>
<tr>
<td>Class 16 Thu.12/19</td>
<td>Hybrid</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

Online: 10/24  50  21.74%

Online: Finals week  60 /  26.08%

Synopsis of Class Dates and Work on Cases

Note: Portfolio postings are due noon on the due date on D2L discussion site reserved for that purpose. Midterms and finals are due by 11:00 pm on the due date in the D2L digital drop box.
# Course Schedule

**Note:** Find complete reference list for the articles after the course schedule. Additional details on the reading assignments and discussions will be provided online under each class on D2L as the course progresses. The schedule and course plan is subject to change depending on the pace of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/ Media viewing assignments</th>
<th>Topics covered and class activities</th>
<th>Graded Preclass questions, assignments and discussions</th>
</tr>
</thead>
</table>
| **Class 1** | **Sat. 9/7**                                                                                     | **Introduction**  
Demographics of aging  
Aging and occupations  
Theories of aging  
Socio-political context.  
Discuss preclass questions  
Group discussions  
Videos  
Interactive activities  
Applications to Case 1 | Preclass questions to bring to class:  
1. Bonder Ch. 1: Case study questions 2 and 3 p. 21 as applied to the course Case 1 (Mr. Dewey) posted in the **Cases folder on D2L**  
2. Bonder Ch. 2 and Ch. 3: Use information in those chapters about theories to fill in column 3 on the Theory Grid (posted in **class 1 folder on D2L**) using information about theories in Bonder Ch. 2 and Ch.3  
3. Bonder Chapter 3: Complete Case study question 2 p. 58  
4. Read the Older American Act document and highlight the main elements from each of the Titles of the Act |
| **Class 2** | **Sat. 9/14 Hybrid**                                                                             | **Sensory changes in aging**  
Sensory losses: Low Vision, hearing loss.  
Discuss OT with low vision article online  
Discuss downloaded Case 1 portfolio: Conditions: 1) Parkinsons, 2) osteoarthritis.  
Assessments: 1) Balance scales, 2) pain scales.  
CAT: 1) Benefits of home assessment and modification to prevent falls in older adults | **Preclass questions to submit in digital drop box by 9/14:**  
1. Christensen text preclass questions: Posted on D2L  
2. Bonder Ch. 5: Review question 5 (dangers of sensory loss) and 7 (do only intervention strategies for low vision and hearing loss)  
**Online discussion:**  
Weisser-Pike & Kaldenbier article and resources for low vision  
Read Home Modification assignment description and ask questions, if any, online  
**Sign up for home visits for home evaluation assignment** |
### Class 3
**Sat. 9/21**

**Read Christenson book chapter 5**

**Read Bonder Ch. 6 (normal musculoskeletal changes with aging)**

**Read Bonder Ch. 7: Normal Intellectual changes with aging**

**Read Bonder: Ch.8 (Fall: risk assessment: 193-202)**

| Review preclass questions and discuss article |
| Demonstrate balance assessments and assistive devices |
| Role play with CPT. RTI |
| Groupwork: application of class 2 and 3 information to Case 1 |

**Preclass questions to complete by class time and bring to class:**
1. Christenson text do learning activity 5.1 page 84 questions 3-7 for Agnes and William
2. Bonder Ch. 6: Case study p. 168. Question 1
3. Bonder Ch. 7 Review questions 2 and 6 p. 189.
4. Bonder ch. 8 study questions 3 and 5 p. 212 on fall risk assessment

**Organize home visits**

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### Class 4
**Sat. 9/28 Hybrid**

**Read Christensen: Chapters 5, 6, 7 and - 8**

**Read Bonder Ch.19 (community-based services)**

**Assignment for Clan 1: Post Case 2 by Sat. 9/28 by noon**

| Community-based services Smart homes/Assistive technologies |
| Discussion Christensen |
| Class asks peers questions about Case 2 portfolio and Clan 1 answers questions online: Clinical conditions: 1) hip fracture and hip replacement, 2) Mild Cognitive Impairment (MCI). Assessments: 1) Katz or Barthel index 2) Lawton and Brody IADL scale. CAT: effectiveness of: 1) activities daily living/rehabilitation hip fracture 2) Smart home technology for cognitive |

**Preclass questions to submit in digital drop box by 9/28:**
1. Christensen chapters 5: List adaptive devices for John p. 75 (hip) and Arthur p. 80 (MCI) and list the cost for two devices for each case using the visual library CD.
2. Christensen Ch. 7: Do activity 7.2 p. 106 questions 2 and 3
3. Christensen Ch. 8: List the names and websites if available for 2 sources of funding for home modification.
4. Bonder Ch. 19: case study question p.487

**Online discussion:** Christensen chapter 6: Discuss case in activity 6.1 question 2 including strategies to overcome the barriers

**Finalize home visit schedule**
<table>
<thead>
<tr>
<th>Class 5</th>
<th>impairment/memory loss/dementia</th>
<th>Preclass questions to complete by class time and bring to class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat. 10/5</td>
<td>Read Bonder Ch.11: self-care</td>
<td>1. Bonder ch. 11: Complete study question 7 p. 286</td>
</tr>
<tr>
<td></td>
<td>Read Bonder. Ch. 8 (Fall interventions: 203 - 211)</td>
<td>2. Bonder Ch. 8: Review question 4 p 212 on strategies for fall risk reduction as applied to case 2</td>
</tr>
<tr>
<td></td>
<td>Read Peterson, E., &amp; Clemson, L. (2008) OT in fall prevention</td>
<td>3. Peterson &amp; Clemson article questions posted on D2L</td>
</tr>
<tr>
<td></td>
<td>Read Bonder Ch.20 (home health care)</td>
<td>4. Bonder Ch. 20: Review questions 2 (reimbursement) and 4 (documentation) p. 510</td>
</tr>
<tr>
<td></td>
<td>Read material on Oasis (posted)</td>
<td>Home visits for Home Eval assignments in pairs</td>
</tr>
<tr>
<td></td>
<td>Discuss preclass questions and article</td>
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</tr>
<tr>
<td></td>
<td>Demo of assistive technologies for hip fracture and cognitive screens</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demo of OASIS</td>
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<tr>
<td></td>
<td>Clan 1 facilitates application of portfolio and class info to Case 2 evaluation and treatment plan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 6</th>
<th>Culture. Spirituality. Health promotion.</th>
<th>Preclass questions to submit in digital drop box by 10/12:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat. 10/12 Hybrid</td>
<td>Do Quiz on culture care connection online</td>
<td>1. Bonder ch. 23: review questions 1 (impact of culture on occupations) and 4 (def. of cultural competence)</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.cvent.com/Surveys/Welcome.aspx?s=048c6649-89a1-456a-be9e-a97161d1ff1d">https://www.cvent.com/Surveys/Welcome.aspx?s=048c6649-89a1-456a-be9e-a97161d1ff1d</a></td>
<td>2. Bonder ch. 18: Case study question 1 and review question 3 p. 484</td>
</tr>
<tr>
<td></td>
<td>Read Bonder Ch.23: Culture and Aging</td>
<td>Online discussion: Phillips article on spirituality (questions posted on D2L)</td>
</tr>
<tr>
<td></td>
<td>Read Bonder ch 18: Health promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clan 2 posts Case 3 by Sat. 10/12 by noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clan 1 posts Case 4 by Sat. 10/12 by noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online discussion on spirituality</td>
<td></td>
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<tr>
<td></td>
<td>Ask questions to Clan 2 peers on postings of case 3. Cond: 1) Diabetes 2) hypertension. Assessments: 1) DQOL (Diabetes Quality of life Brief Clinical Inventory) 2) SIWB (spirituality index of well-being). CAT: effectiveness of: 1) Diabetes prevention and tx, 2) Health promotion or chronic disease management</td>
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<td></td>
<td>Ask questions to Clan 1 peers on postings of case</td>
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</tbody>
</table>
### Class 7
**Sat. 10/19**
- **explore website:** [http://healthliteracymn.org/resources/presentations-and-training](http://healthliteracymn.org/resources/presentations-and-training)
- Read Bonder ch 4: cardiovascular.
- Read Wallace, (2004) on low literacy impact on health promotion
- Read Costa, D. (2008) on OT and health literacy
- Read Bonder Ch.21: Rehabilitation and reimbursement

### Class 8
**Sat. 10/26 Hybrid**
- **Review to prepare for Mid-Term exam**
- **Online MID-TERM EXAM**
  - Part 1: Factual questions.
  - Part 2: Eval.+ tx plan on new case

### Class 9
**Sat. 11/2**
- Read Bonder Ch. 12: Leisure
- Read Bonder Ch. 13: Work and retirement
- Read Hewitt et al (2010) on occupations in retirement
- Read Evans et al (2008) on OT with older workers
- Read Cole (2007) OT and benefits of volunteering CONTINUED NEXT PAGE

## Preclass questions to complete by class time and bring to class:

1. Bonder ch 4: Review question 2 (normal changes, and 5 (extrinsic factors)
2. Preclass questions on health literacy articles (Wallace; 2004 and Costa; 2008)
3. Bonder Ch. 21: Review questions 2, 4 and 6, p. 536

## Pairs of students: Home visits for Home Eval. assignments

## Preclass questions to complete by class time and bring to class:

2. Bonder ch. 13: Work. Case study questions p. 325-326 (Sam)
3. Questions for articles (posted on D2L)
4. Answer questions on cognitive training software
<table>
<thead>
<tr>
<th>Class 10 Sat 11/9 Hybrid</th>
<th>Try out assigned cognitive training software (details posted on D2L)</th>
<th>Video</th>
<th>(posted on D2L)</th>
<th>Pairs of students: Home visits for Home Eval assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read Bonder Ch 9 part 1: 215-231 (dementia)</td>
<td>Video</td>
<td>Cognitive training software jigsaw</td>
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<tr>
<td></td>
<td>Read Bonder Ch.10: depression in aging</td>
<td>Video</td>
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<td>Read Bonder Ch. 25</td>
<td>Video</td>
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<td></td>
<td>Clan 2 posts Case 6: Mr Peterson by Sat. 11/9 noon.</td>
<td>Video</td>
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</tbody>
</table>

**Depression. Dementia. Elder abuse**

Online discussion on elder abuse

**Ask questions to Clan 2 peers on postings of case 6.**

Conds: 1) Fronto-temporal dementia, 2) depression and suicide. Assessments:
1) Geriatric Depression Scale (GDS) 2) Useful Field of View. CATs: effectiveness of: 1) Older drivers/community mobility 2) OT with depression in geriatric clients

**Preclass questions to submit in digital drop box by 11/9:**

1. Bonder Ch. 9. Dementia: Review questions 5 and 7
2. Bonder Ch. 10. Depression: Review question 3 and 5
3. Bonder Ch. 25. Case study p. 627 questions 1 and 2

**Online discussion:** Discuss elder abuse question posted on D2L

**Pairs of students: Home visits for Home Eval assignments**

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<table>
<thead>
<tr>
<th>Class 11 Sat. 11/16</th>
<th>Read Bonder Ch. 14: Community mobility</th>
<th>Old driver safety and community mobility. ADA. Sexuality and aging.</th>
<th>Preclass questions to complete by class time and bring to class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read Dickerson et al (2011) on evaluating driving as an IADL</td>
<td>Discuss preclass questions Discuss articles and videos Demonstrations of pre-driving assessments Groupwork: application of portfolio and class information to Case 6</td>
<td>1. Bonder Ch 14 case study questions 1 (strategies to improve driving safety) , 2 (follow up assessment) 6 (alternatives to driving) 2. Prepare class activity on driving and community mobility from Dickerson article and additional handouts (posted on D2L) 3. Bonder Ch. 16. Sexuality. Do review question 68 p 425 and case study questions 1-3 page 424</td>
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<tr>
<td></td>
<td>Read additional handouts and do website exploration on community mobility and driving (posted on D2L)</td>
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<tr>
<td></td>
<td>Read Bonder Ch. 16: Sexuality and aging</td>
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<tr>
<td></td>
<td>Read posted handout on sexuality and aging</td>
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<td></td>
</tr>
</tbody>
</table>

**Pairs of students: Home visits for Home Eval assignments**
| Class 12 11/23. Hybrid | Read Bonder Ch. 9 part 2 (291-238) caregiver role in dementia.  
Read additional material on caregiver role in dementia (posted on D2L)  
Online webinar on caregiving at [https://umconnect.umn.edu/p86552395](https://umconnect.umn.edu/p86552395)  
Read Planton et al (2010) on reducing polypharmacy  
Watch 3-part webinar on medications and polypharmacy  
1) [https://umconnect.umn.edu/p41092655](https://umconnect.umn.edu/p41092655)  
Clan 1: Post Case 7, Mel by Sat 11/23 at noon. | Caregiver support.  
Polypharmacy.  
Online discussion on caregiving of individuals with dementia  
Ask questions to Clan 2 peers on postings of case 7. Conds: 1) Alzheimer’s Disease, 2) Incontinence.  
Assessments: 1) agitation inventory (FAST or CMA), 2) Quality of life in dementia scale.  
CATs: effectiveness of: 1) cognitive stimulation therapy for dementia, 2) Incontinence treatment in geriatrics | Preclass questions to submit in digital drop box by 11/23:  
1. Bonder Ch. 9. Do review question 9  
2. Answer posted questions on polypharmacy from webinar and Planton article  
Online discussion:  
Discuss caregiving and dementia questions posted on D2L.  
Pairs of students: Home visits for Home Eval assignments |
|---|---|---|---|
| Class 13 Sat 12/7 Back to back with next week | Read Bonder Ch.22.  
Long term care  
Read Szafran (2011) OT approaches with Pain  
Read Strydom, E. (2009) on positioning of geriatric patient  
Read “Health Promotion by Design in Long Term Care setting” (posted)  
Clan 2 posts case 8: Frank by Friday 12/7 at noon (change date) | Long Term care.  
Positioning, Pain.  
Behavior management.  
Therapeutic environments.  
Alzheimer’s disease.  
Incontinence  
Discuss preclass questions  
Discuss articles  
Groupwork: application of portfolio and class information to Case 7 | Preclass questions to complete by class time and bring to class:  
1. Bonder Ch. 22 review questions 7 (teams) 8 (therapeutic environment) 9 (Kirkwood) and 10 (Montessori) p 561  
2. Complete questions about articles (posted on D2L)  
Pairs of students: Home visits for Home Eval assignments |
| Class 14 Sat. 12/14 | Read Bonder Ch. 26 (end of life)  
Download and read the health care instruction worksheet of the MN Advanced directives at [http://www.mnaging.org/advisor/directive.htm](http://www.mnaging.org/advisor/directive.htm)  
Watch Interdisciplinary approach to palliative care online webinar at [https://umconnect.umn.edu/p80181831/](https://umconnect.umn.edu/p80181831/) | End of Life Care.  
Advanced Directives  
Lewy-Body Dementia, Cancer, Pain  
Discuss webinar on palliative care  
Discuss Advanced Directives  
Ask questions to Clan 1 peers on postings of case 8  
Cond: 1) Lewy-Body dementia, 2) Lung cancer. Assessments 1) Zarit Caregiver Burden Interview, PAINd scale. CAT: effectiveness of: 1) Behavior management for dementia 2) Palliative/ end of life care and quality of life | Preclass questions to complete by class time and bring to class:  
1. Bonder Chapter 26 Case study questions 1, 3 and 5 p. 652  
2. Complete questions about online webinar on palliative care (Posted)  
3. Prepare class activity on Advanced directives (posted)  
Home evaluation journals and posters due |
|---|---|---|---|
| Class 16 ! 12/19 | Review to prepare for final exam. | ONLINE FINAL EXAM  
Part 1: Factual questions.  
Part 2: Eval.+ tx plan | Prepare portfolio for test from all the Briefs |

Articles referenced above (Available at SCU library or AOTA website – member login).


Clark, F. et al. (2011). Effectiveness of a lifestyle intervention in promoting the well-being of independently living older people: results of the Well Elderly 2 Randomized Controlled Trial. *Journal of Epidemiology and Community Health*


**Some websites on Wellness and health promotion**

Enhance Wellness and Enhance Fitness [http://www.projectenhance.org/enhancewellness.aspx](http://www.projectenhance.org/enhancewellness.aspx)

Live Well Live Long [www.asaging.org/cdc](http://www.asaging.org/cdc)


Academic Integrity Policies

There is a zero tolerance policy regarding academic integrity violations for all tests and assignments in this course. It is the student’s responsibility to know and understand policies regarding academic integrity. Ignorance of the policies is not an acceptable excuse. Examples of and sanctions for academic integrity violations are summarized in the Student Code of Conduct (Section VIII) in LeGuide (the online student handbook) and resources are posted on the SCU Library website.

Tests are to be taken as instructed. Closed-book instructions mean that the test should be taken from memory, without consulting any course material or information from peers. Not following the test-taking instructions constitutes a violation of academic integrity.

Plagiarism is intentional or unintentional stealing of written work from a source and then representing the information or writing as your own ideas without properly crediting the source. Plagiarism is considered an academic integrity violation on all written assignments. Examples of plagiarism include (but are not limited to)

- copying another person's or source’s published work word for word without placing it in quotation marks and/or without providing a full citation reference including page number
- loosely paraphrasing another person’s written work, making only occasional synonym substitutions but retaining the basic grammatical structure of the original work (even if you include a reference citation)
- paraphrasing another person’s or source’s published work in your own words without providing a full or accurate citation
- copying another person’s writing and submitting it (or a loosely paraphrased version of it) as your own work
- resubmitting a paper you wrote for another course or for the same assignment in your second attempt at the same course (without explicit prior consent of the instructor)
- allowing another student to copy your written work or making it too easy for your work to be copied by providing another student with an electronic or paper version of your draft or completed assignment
- writing an assignment with another student(s) or receiving unauthorized assistance from another person when the instructions for the assignment ask for independent writing

I will follow the following procedures regarding plagiarism.

1. I will remind students of academic integrity and plagiarism policies in this syllabus and refer students to resources for preventing plagiarism.
2. I will ask students to provide the instructor access to or copies of original sources used in writing and screen written assignments for violations of plagiarism using Grammarly.
3. If plagiarism is identified in a written assignment, I will meet with the student to review the evidence of plagiarism. I will keep the original written assignment submitted by the student as evidence.
4. I may consult with the MAOT program director and Academic Affairs regarding suspected plagiarism or academic integrity violation.
5. I will determine an appropriate sanction for plagiarism that occurs in a written assignment. A student who has plagiarized or committed an academic integrity violation may receive a final grade of zero on the assignment without the opportunity to revise and resubmit it.
6. In addition to the sanction, I will report the incident in all cases to the Academic Affairs Office, which maintains a file of cases, and the MAOT program director.
(7) A second instance of plagiarism or academic integrity violation will result in an automatic course grade of F.

(8) The SCU Student Code of Conduct states that multiple violations of academic integrity are serious and may result in suspension or expulsion from the university at the discretion of the Academic Dean.

(9) Students have the right to appeal a sanction for an academic integrity violation by following the student complaint procedures outlined in LeGuide.

(10) Students also have the right to appeal a dismissal from the program. Students may submit a letter of appeal to the MAOT program director. If the concerns are not resolved using program level procedures, students have the right to appeal to Academic Affairs using the student complaint process outlined in LeGuide.
Strategies to Prevent Academic Integrity Violations and Plagiarism

Students should use a variety of strategies to prevent unintentional plagiarism, including
- Review resources and policies to increase understanding of academic integrity and plagiarism
- Document all information sources and their citations in preparation for writing
- Develop a time management plan for completing assignments.
- Do not give other students a copy of your assignment without instructor permission.
- Ask your instructor or the O’Neill Center if you have questions regarding academic integrity policies and strategies to prevent plagiarism.

Step 1: Review resources until you are clear you understand plagiarism. Review the Student Code of Conduct for St. Catherine University and the Academic Integrity and Plagiarism document in this syllabus; this outlines the steps that are followed when plagiarism is suspected or identified.

Step 2: Read EACH sentence in your paper. Ask yourself:
   a) Is this sentence totally my own idea (this will be rare in assignments that ask you to review the literature) OR
   b) Is this sentence common knowledge or a general topic sentence that introduces the paragraph (e.g., Occupational therapy is important. OR There are several risk factors for stroke.) OR
   c) Is any part of this sentence from one of the information or data sources I used?

If you answered ‘c’ for any sentence, find the source and cite it at the end of the sentence. (The only exception is if you have clearly linked several sentences together for the reader using an introductory sentence. Example: Jones outlined three intervention options for stroke (2011). First, . . . . Second, . . . . Third, . . . .)

If you answered ‘a’ or ‘b’, then you do not need a citation.

Step 3: Re-read EACH sentence with a citation. Ask yourself:
   a) Is this sentence a direct quote or exact words from a source OR
   b) Is this sentence slightly rewording a direct quote by changing just a few words or phrases? OR
   c) Is this sentence explaining the idea in my own words AND sentence structure?

If you answered ‘a’ for any sentence, you MUST use quotation marks to identify the direct quote AND identify the source and the page number if available. If the page number is not available, put (n.p.) after the number of the source. It does not matter where you got the phrase or sentence from – if you use it in the original format without identifying it as a quote with its source, it is plagiarism.

If you answered ‘b’ for any sentence, this is plagiarism even if you identify the source of the citation, because you are not rewriting the direct quote in your own words. Your choice is to use ‘a’ or ‘c’. To do ‘c’, read the direct quote and then put it aside. Now write the sentence or idea in your own words.

If you answered ‘c’ for any sentence, then all you need is the citation at the end of the sentence.

Step 4: Look at EACH figure, table, graph, and photo in your report. Ask yourself:
   a) Is this visual image from a source I used? OR
   b) Is this visual image totally my own idea based on my own research study? (this is unlikely)
If you answered ‘a’ for any visual image, you MUST cite the source using AMA style. This requires you to put your citation at the end of the title or in a note at the bottom of the visual image. IF you were going to publish this report in a publication, you would also need to get copyright release if it is copyrighted.

If you answered ‘b’ for any visual image, you do not need to cite a source. (again, this is very unlikely).

**Step 5: Look at your Bibliography or Reference List. Ask yourself.**

a) Are all my report sources cited? Remember it is very easy for someone to find sources that you did not cite.
Academic Integrity and Plagiarism Contract

Instructions:

Please read the following contract, sign it, and attach it to any required written assignment that is submitted in a this occupational therapy class.

☐ I have read the Student Code of Conduct for St. Catherine University and understand that any incident of plagiarism will be placed on file in the Academic Dean’s office.

☐ I have read the *Academic Integrity and Plagiarism* document and the MAOT Student Handbook and understand that this course has a zero tolerance policy for academic integrity.

☐ I have reviewed and understand the resources on plagiarism posted on the St. Catherine University Library website.

☐ I understand it is my responsibility to understand plagiarism and use strategies for preventing it in my academic work.

☐ I have provided my instructor with access to or copies of all original sources used in this assignment.

☐ The attached assignment has not been plagiarized in any way. I have abided by all academic integrity policies related to plagiarism and have documented all sources of information.

Signature_______________________________________________________________

Printed Name____________________________________________________________

Date___________________________________________________________________

Course_______________________________________________________________

Name of Assignment_____________________________________________________

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