



## COURSE SYLLABUS

# Occupational Therapy for Activity Limitations in Disability and Disease, 30 credits

*Arbetsterapi och aktivitetsproblem vid funktionsnedsättning och sjukdom, 30 högskolepoäng*

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<b>Course Code:</b> HASN19	<b>Education Cycle:</b> First-cycle level
<b>Confirmed by:</b> Utbildningsrådet Apr 3, 2018	<b>Disciplinary domain:</b> Health sciences (65%) and medicine (35%)
<b>Revised by:</b> Director of Education Feb 22, 2024	<b>Subject group:</b> TR1
<b>Valid From:</b> Aug 26, 2024	<b>Specialised in:</b> G2F
<b>Version:</b> 9	<b>Main field of study:</b> Occupational Therapy

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## Intended Learning Outcomes (ILO)

Upon completion of the course the student should have the ability to:

Knowledge and understanding

*Module: Occupational therapy, foundation for application, 6 credits*

- describe various occupational therapy intervention process models and theoretical foundations for clinical reasoning
- describe various occupational therapy methods for assessing, goal setting, interventions and evaluation
- describe conceptual foundations for occupational therapy interventions in relation to occupational performance, occupational experience and participation in society
- describe approaches for documentation during one occupational therapy process
- describe ICF in relation to occupational therapy theories and models
- explain theoretical basis, validity and reliability of different data collection methods and instruments for evaluation and reevaluation.

*Module: Clinical placement, 6 credits*

- identify and show understanding of how various occupational therapy methods for assessment, evaluation, goal setting, interventions, and reevaluation, are used in practice
- identify and describe how conceptual foundations for occupational interventions are used in practice
- identify and explain how occupational therapy process models and clinical reasoning are used in practice
- identify how occupational therapy is documented in practice.

*Module: Occupational therapy, application, 18 credits*

- explain theoretical basis for various occupational therapy methods for evaluation and assessment, goal setting, interventions and reevaluation
- explain causes, symptoms, processes of various injuries, diseases and disabilities and their

consequences for occupational performance, occupational experience and participation in society

- demonstrate understanding of the consequences that severe disease can have for clients and relatives
- describe ethical principles in professional practice.

#### Skills and abilities

##### *Module: Occupational therapy, foundation for application, 6 credits*

- apply different methods for occupational analysis and analysis of occupational performance
- apply various data collection methods and instruments to identify occupational performance, occupational experience and participation in society
- use clinical reasoning and propose methods for goal setting
- use clinical reasoning and propose interventions with regard to improvement of occupational performance, occupational experience and participation in society.

##### *Module: Clinical placement, 6 credits*

- demonstrate an ability to meet and professionally communicate with clients, relatives and various professions both orally and in writing
- apply various data collection methods and instruments to identify the clients occupational performance, occupational experience and participation in society.

##### *Module: Occupational therapy, application, 18 credits*

- apply various data collection methods and instruments to identify occupational performance, occupational experience and participation in society
- use various methods for goal setting
- apply relevant conceptual foundations for occupational interventions
- propose and apply various interventions to improve the individual's occupational performance, occupational experience and participation in society
- apply ICF in relation to the different steps in an occupational intervention process model
- apply knowledge about causes, symptoms, processes of various injuries, diseases and disabilities and their consequences for individuals occupational performance, occupational experience and participation in society.

#### Judgement and approach

##### *Module: Occupational therapy, foundation for application, 6 credits*

- reflect on differences between various occupational therapy process models.

##### *Module: Clinical placement, 6 credits*

- reflect on one's own ability to show empathy and to act professionally
- reflect on ethical dilemmas that can arise in professional practice.

##### *Module: Occupational therapy, application, 18 credits*

- identify one's own needs for development regarding knowledge and skills
- reflect on the importance of inter-cultural competence in professional practice.

#### Contents

*Module: Occupational therapy, foundation for application, 6 credits*

- occupational therapy process models
- theoretical foundations in occupational therapy
- documentation
- methods and instruments for assessment and evaluation
- goal setting
- interventions
- ICF

*Module: Clinical placement, 6 credits*

- occupational therapy process models
- ethics
- clinical reasoning
- communication and interaction

*Module: Occupational therapy, application, 18 credits*

- theoretical foundations for occupational therapy interventions
- documentation
- ethics
- methods and instruments for assessment and evaluation
- goal setting
- pathology
- interventions
- environmental impacts on occupational performance, occupational experience and participation in society
- ICF
- teamwork
- intercultural competence

### **Type of instruction**

*Module: Occupational therapy, foundation for application, 6 credits*

The course is carried out in the form of study groupwork, lectures, workshops and seminars.

*Module: Clinical placement, 6 credits*

The course is held in the form of clinical placement studies under supervision of occupational therapists and participation in seminars.

*Module: Occupational therapy, application, 18 credits*

The course is carried out in the form of study groupworks, lectures, workshops and seminars.

The teaching is conducted in English.

### **Prerequisites**

General entry requirements and completion of the course Occupational therapy in profession and research, 30 credits, and completion of the course Activity and development throughout life, 30 credits or the equivalent.

## Examination and grades

The course is graded A, B, C, D, E, FX or F.

### *Occupational therapy, foundation for application, 6 credits*

Examination will be based upon an individual oral examination in groups. In addition, participation in seminars are required.

### *Clinical placement, 6 credits*

A basis for grading is comprised of assessment documentation from supervisors, participation in seminars and implementation of reflection tasks.

### *Occupational therapy, application, 18 credits*

Examination will be based upon a combined individual written assignment and, oral and practical presentation. In addition, participation in seminars and implementation of reflection tasks are required.

A university lecturer serves as examiner for the course.

Registration of examination:

Name of the Test	Value	Grading
Occupational therapy, conceptual foundation - individual oral examination in a group	3 credits	A/B/C/D/E/FX/F
Occupational therapy, conceptual foundation - seminars	3 credits	U/G
Clinical placement including seminar	5.5 credits	A/B/C/D/E/FX/F
Clinical placement - reflection assignments	0.5 credits	U/G
Occupational therapy, application combined individual written och oral practical presentation	12 credits	A/B/C/D/E/FX/F
Occupational therapy - reflection assignments and seminars	6 credits	U/G

## Other information

### Attendance regulations

Module: Clinical placement, 6 credits, requires compulsory attendance of 36 hours per week within placement.

### Temporary interruption of a course

The School of Health and Welfare may suspend a student's participation in clinical training or other practical activities during the course if a student demonstrates gross unfitness/incompetence when applying skills. A student whose work-based training or other practical activities have been canceled due to gross inadequacy/incompetence may not continue study before the course director or examiner has verified and approved that the student has the knowledge and skills required. In connection with a decision on suspension, the decision will

specify the grounds on which the suspension is based. After the decision, an individual plan will be established for the student where knowledge and skills gaps are specified, the degree of support the student is entitled to, and the terms and date(s) for examination(s).

### **Limitations on the number of occasions for placement**

Interruption of placement or other clinical/practical activities due to gross unfitness/incompetence when applying skills is considered a missed occasion. Students who have failed three placements in the same course must discontinue their studies in the program in question. A student who has been failed three times on their placement will be offered counselling with student counsellor.

### **Course literature**

#### ***Module: Occupational therapy, foundation for application, 6 credits***

Fischer, A.G., & Marterella, A. (2019). *Powerful Practice: A Model for Authentic Occupational Therapy*. CIOTS, Center for Innovative OT Solutions, INC.

Higgs J., Jensen, G. M., Loftus, S., & Christensen, N. (2019). *Clinical reasoning in the health professions* (4th ed). Elsevier.

Kielhofner, G. (2009). *Conceptual foundations of occupational therapy practice* (4th ed.). F.A. Davis Co.

Law, M., Baptiste, S., Carswell, A., McColl, M.A., Polatajko, H., & Pollock, N. (2020). Canadian Occupational Performance Measure (COPM), (K. Samuelsson & A. Bergström, övers. och bearb., 5:e upplagan). Sveriges Arbetsterapeuter. (Originalt: Canadian Occupational Performance Measure (COPM), 5th ed. rev. (2019).

National Board of Health and Welfare. (2003). *Classification of functional disorders, disabilities and health – ICF*. National Board of Health and Welfare. Available as PDF.

Taylor, R. R. (2017). *Kielhofner's Model of Human Occupation: theory and application*. Wolters Kluwer Health.

Taylor, R. R. (2020). *The intentional relationship: occupational therapy and use of self* (second edition). F.A. Davis Company.

Townsend, E.A. & Polatajko, H. J. (2013). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-being, & Justice through Occupation*. CAOT Publications ACE.

Tornquist, & Sonn, U. (2022). *Towards an ADL taxonomy for occupational therapists: previously published in Scandinavian Journal of Occupational Therapy 1994; 1:69-76*. Scandinavian Journal of Occupational Therapy.

#### ***Module: Clinical placement, 6 credits***

Swedish Association of Occupational Therapists. (2018). *Ethical code for occupational therapists*. Swedish Association of Occupational Therapists.

Taylor, R. R. (2020). *The Intentional relationship. Occupational therapy and use of self*. Philadelphia, PA: F.A. Davis Company.

Additional literature is chosen in consultation with teacher and supervisor based on the area of practice, approx. 500 pages.

**Module: Occupational therapy, application, 18 credits**

Bryant, W., Fieldhouse, J., Bannigan, K., & Creek, J. (2014). *Creek's occupational therapy and mental health*. Churchill Livingstone.

Carr, J. & Shepherd, R. (2010). *Neurological Rehabilitation. Optimizing Motor Performance*. Churchill Livingstone.

Fischer, A.G., & Marterella, A. (2019). *Powerful Practice: A Model for Autentic Occupational Therapy*. CIOTS, Center for Innovative OT Solutions, INC.

Frontera, DeLisa, J. A., Gans, B. M., Walsh, N. E., Robinson, L. R., & Basford, J. (2010). *Physical medicine and rehabilitation?: principles and practice. Volume I (Fifth edition)*. Lippincott Williams & Wilkins Health.

Kielhofner, G. (2009). *Conceptual foundations of occupational therapy practice (4th ed.)*. F.A. Davis Co.

Law, M., Baptiste, S., Carswell, A., McColl, M.A., Polatajko, H., & Pollock, N. (2020). *Canadian Occupational Performance Measure (COPM)*, (K. Samuelsson & A. Bergström, övers. och bearb., 5:e upplagan). Sveriges Arbetsterapeuter. (Originalt: *Canadian Occupational Performance Measure (COPM)*, 5th ed. rev. (2019).

National Board of Health and Welfare. (2003). *Classification of functional disorders, disabilities and health – ICF*. National Board of Health and Welfare. Available as pdf.

Schmid, T. (2005). *Promoting health through creativity*. John Wiley and Sons.

Tornquist, & Sonn, U. (2014). *Towards an ADL taxonomy for occupational therapists: previously published in Scandinavian Journal of Occupational Therapy 1994; 1:69-76*. Scandinavian Journal of Occupational Therapy.

The latest edition of the course literature shall be used.

Scientific articles and other study materials will be added.