

UNIVERSITY OF PUERTO RICO
MEDICAL SCIENCES CAMPUS
COLLEGE OF HEALTH-RELATED PROFESSIONS
GRADUATE DEPARTMENTS
OCCUPATIONAL THERAPY PROGRAM

COURSE DESCRIPTIONS
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

FIRST YEAR- FIRST SEMESTER

TEOC-6005 **Human Anatomy**

This is a course in gross human anatomy taught through lectures and laboratories. Major emphasis is given to musculoskeletal, nervous, respiratory, and cardiovascular systems. Basic concepts of histology and embryology are also covered. Supervised laboratory sessions include the use of prosected cadavers. The student is expected to demonstrate knowledge and application of descriptive anatomy. Relevant concepts of radiographic anatomy are also discussed.

TEOC-6001 **Foundations of Occupational Therapy I**

This course introduces the student to the Occupational Therapy profession. The scope of Occupational Therapy practice and the historical and philosophical development of the profession are discussed. It includes theories, models of practice and frames of reference that underlie the practice of Occupational Therapy and how these guide clinical practice and provide a framework for understanding the client. Emphasis is placed on the role of engagement in occupations and purposeful activity in promoting health in the prevention of disease and in the growth and fulfillment of human needs. Principles of clinical reasoning skills and evidence-based practice as they apply to Occupational Therapy are addressed. Fieldwork experiences (Level I) are provided.

TEOC-6007 **Occupation from a Developmental Perspective**

This course provides the student an overview of the multidimensional occupational nature of the human being from a developmental perspective, including social and cultural aspects. Life span from conception to death is analyzed considering the occupational areas, performance skills, performance patterns, context and activities demands. Each developmental stage is

analyzed emphasizing theories and relevant frames of references as well as roles, life tasks, life styles, issues and occupational risks. Laboratories and Level I Fieldwork experiences will be provided.

TEOC-6003 **Active Learning I**

This is the first part of a two-course sequence that uses problem based learning (PBL) and other active learning methodologies through laboratory experiences. Students will develop the clinical reasoning skills necessary to begin thinking as an occupational therapist when facing situations that might affect occupational performance in individuals and group populations. The cases or issues to be analyzed are related and integrated into concurrent courses and provide opportunities to use a holistic approach for understanding and making decisions about each case. Students will be able to practice self-directed learning, small group learning, and will also develop group interaction skills.

TEOC-6008 **Professional Development in Occupational Therapy**

This course emphasizes growth of the student as a professional and as a person. It provides student's learning experiences that will facilitate the acquisition of a repertoire of roles, professional behaviors and skills needed to be an effective occupational therapist. A variety of topics are presented in the course such as: personal awareness as occupational beings, value of professional behaviors, interpersonal and communication skills, collaboration process with other health professionals. The importance of leadership skills for performing roles of: direct care provider, consultant, advocate of the profession and the consumer, and researcher will also be analyzed. Emphasis is given to the study of professional ethics, standards of practice and core values and attitudes of the Occupational Therapy profession. Ethical reasoning will be used to analyze problems and generate solutions to ethical dilemmas.

FIRST YEAR – SECOND SEMESTER

TEOC-6002 **Foundations of Occupational Therapy II**

This course is designed to provide the student with the knowledge, skills and attitudes required to develop a variety of professional skills related to the analysis of areas of occupation. In addition, it emphasizes the use of evaluation and intervention procedures for both individual and groups within the framework of the Occupational Therapy Process. The

evaluation process is studied from the perspective of how it contributes to the understanding of the client's occupational profiles. The analysis of performance in areas of occupation such as: basic and instrumental activities of daily living, education, work, play, leisure and social participation will also be studied throughout the course. The students will enhance their clinical reasoning abilities and integrate evidence-based principles throughout the experiences provided in the course

TEOC-6004 Active Learning II

This is the second of a two-course sequence. It is an active learning laboratory that uses Problem Based Learning and other methodologies to develop in the students the clinical reasoning skills necessary to begin thinking as an occupational therapist when facing situations that might affect occupational performance in individuals, groups and populations. The cases to be analyzed are more complex than those covered in the first active learning laboratory. The course requires integration of the concurrent and previous courses, specifically those addressing dysfunction in occupational performance and evidence based practice. It provides opportunities to use a holistic approach for understanding and making decisions about each case. Students will continue refining skills in self-directed learning, small group learning, and group interaction.

TEOC-6009 Dimensions of Human Movement in Occupational Performance

This course focuses on the importance of human movement for performing everyday activities and tasks from a biomechanical/physical, cognitive and psychosocial dimensions considering a variety of contexts that influence occupational performance. Principles of biomechanics, joint structure, muscle physiology and function are analyzed and applied to understand the normal body movement necessary for performing functional tasks. Through laboratory experiences students will perform evaluation procedures of proper body mechanics, posture, muscle strength, endurance, and joint range of motion. Clinical reasoning skills will be used to analyze various cases that present movement dysfunction. The analysis and evaluation of movements are made in the context of an activity by observing performance in natural environments, considering factors that facilitate or hinder occupational performance.

TEOC-6401 Evidence Based Practice in Occupational Therapy I

This course is the first of a three-course sequence. The emphasis of these courses is on developing skills to make clinical intervention decisions guided by scientific findings. They are designed to develop in the student the knowledge and skills to analyze and interpret research and outcome literature for clinical decision-making based on evidence. In this first

course the student is exposed to conceptual and practical experiences related to the process of formulating descriptive and assessment type questions using an evidence based practice mode. Emphasis is given to the use of technology for literature search, as well as critical interpretation and analysis of scientific findings and outcome measures, in order to identify the best evidence to support clinical reasoning and decision-making in occupational therapy.

TEOC-6006 Basic Neuroscience

Through lectures and discussions, this course provides basic knowledge of the structure, organization and function of the Central Nervous System in relation to disease and behavior. It addresses the areas of sensory processing, motor control, nervous control of visceral functions, plasticity and cognitive function, among others. It is expected that the occupational therapy student acquire a framework for understanding the nervous system as a basis to more advanced and detailed study in the area of applied neuroscience.

SUMMER

TEOC 6501- Fieldwork Experience Level I (Part A)

This Level I Fieldwork Course will provide the students a supervised experience in which they will have the opportunity to observe and participate in a variety of community and other health care scenarios. Service learning is stressed throughout the course. These previously selected settings will provide for the development of skills related to the Occupational Therapy evaluation and intervention processes, with emphasis in the occupational health-dysfunction continuum in a diversity of conditions, situations and age groups.

SECOND YEAR – FIRST SEMESTER

TEOC-6102 Occupational Dysfunction II

This is the second part of a two-course sequence, designed to develop in the students the knowledge, skills and attitudes necessary to understand a variety of developmental and physical disabilities in adults, children and adolescents that affect occupations and occupational performance. The analysis of the impact of these conditions on the individual abilities to engage in occupation in order to participate in the appropriate context or contexts is emphasized throughout the course. The effect of these

conditions on the individual, the family and the society are included in the framework of this analysis. Laboratory experiences are provided.

TEOC-6402 Evidence Based Practice in Occupational Therapy II

This course is the second of a three-course sequence, designed to guide the student in the selection of clinical tools and intervention strategies, within the guides provided by the evidence based practice (EBP) approach. Part II focuses on the formulation of intervention effectiveness EBP questions. Emphasis is given to the appraisal of the evidence, professional literature search and critical interpretation and analysis of scientific findings to identify the best evidence to support clinical intervention in occupational therapy. The fundamental concepts of qualitative research and the evidence provided by this type of research are also analyzed. The course provides laboratory experiences. Students will develop a research proposal, geared to answer a descriptive, assessment or intervention effectiveness evidence-based question.

TEOC-6201 Theory and Practice of Occupational Therapy in Psychosocial Dysfunction I

This is the first part of a two-course sequence designed to discuss the theory and application of the OT process to a variety of human situations and conditions that result in psychosocial and cognitive dysfunction which affect occupational performance. It will enable the students to understand the distinctiveness of the mental health field. Clinical reasoning skills and evidence-based practice will be used to guide decisions related to the selection of an appropriate model of practice or frame of reference and to perform the occupational therapy process. Practical experiences will be provided using different assessment instruments, treatment methods and techniques. The documentation process and reimbursement sources in this practice area are also discussed. The course will integrate ethics and contextual factors of health and human service delivery systems.

TEOC 6301 Theory and Practice of Occupational Therapy in Pediatrics I

This is the first part of a two-course sequence designed to discuss the theory and application of the occupational therapy process to pediatric populations. It will enable the students to acquire the knowledge, skills and attitudes necessary to perform the roles expected from an entry level occupational therapists. Clinical reasoning skills and evidence-based practice will guide decisions related to the selection and use of an appropriate model of practice or frame of reference throughout the occupational therapy process. The course will utilize the Occupational Therapy Practice Framework, the Family Centered Approach and the

Developmental Frame of Reference. The best practices, documentation, reimbursement sources, ethics, legislation, occupational therapy assistant roles, team collaboration and other particularities of this practice area in Puerto Rico are also discussed. The course includes laboratory experiences.

TEOC-6203 Theory and Practice of Occupational Therapy in Physical Dysfunction I

This is the first part of a two-course sequence designed to develop in the students the knowledge, skills and attitudes necessary to practice occupational therapy with adult populations having occupational dysfunction as a result of physical disabilities. Students will apply the conceptual basis of occupational therapy practice to this area. The main focus of this course is in the evaluation of occupational performance. Clinical reasoning skills, evidence-based practice will guide decisions related to the selection of an appropriate model of practice/frame of reference, to perform occupation-based evaluations. Through laboratory experiences students will administer a variety of assessment instruments to determine client's strengths and limitations in occupational performance using appropriate procedures and formats.

TEOC 6205 Context and Management of Occupational Therapy Services

This course is designed to foster in the students a critical analysis of the impact of health and human service delivery systems and models for the occupational therapy practice. The legal and political bases of these systems as well as the factors that influence service delivery are also presented. The Guide to Occupational Therapy Practice and the Occupational Therapy Practice Framework will be used as a conceptual framework for to determine the dimension and scope of services within the different systems and models. The legal basis and regulations for occupational therapy practice in Puerto Rico are also discussed. The administration and management of occupational therapy services is presented from the perspective of the context of service delivery. The development of skills and strategies for applying administration and management functions is emphasized as well as the importance of leadership skills and the role of professionals as change agents. Field experiences and case analyses are included.

SECOND YEAR – SECOND SEMESTER**TEOC 6403 Evidence Based Practice in Occupational Therapy III**

This is the third of a three-course sequence designed to implement an evidence based practice/research project proposal, in an area of interest in occupational therapy, previously approved in the course TEOC 6402. Further analysis of the body of evidence that supports Occupational Therapy, as well as multiple reading and composition skills will be emphasized throughout the course. A selection of topics related to the dissemination and publication of research findings and basic grant writing skills, will be presented. Time will be devoted to discuss strategies geared to communicate the evidence to different audiences. Students will receive supervision and guidance from a faculty member during the implementation of the research proposal.

TEOC 6202 Theory and Practice of Occupational Therapy in Psychosocial Dysfunction II

This is the second of two courses designed to discuss the theory and application of the occupational therapy process to a variety of human situations and conditions that result primarily in psychosocial or cognitive dysfunction and affect occupational performance. It will enable the students to further understand the distinctiveness of the mental health field. Models of practice or frames of reference are presented in this course, emphasizing their value as clinical reasoning guides for the assessment and intervention in the psychosocial area. The application of the Occupational Therapy Process to various age groups and psychosocial problems is included. Psychosocial interventions within communities and populations as well as specialized roles within this practice area are also analyzed. Students are also exposed to a variety of laboratory experiences. Documentation skills and ethical reasoning are integrated throughout the course.

TEOC 6302 Theory and Practice of Occupational Therapy in Pediatrics II

This is the second of two-courses designed to continue the development of knowledge, skills and attitudes for the application of the occupational therapy process to pediatric and youth populations. Clinical reasoning skills and evidence based practice will be used to guide decisions related to the selection of an appropriate model of practice or frame of reference. This will be used to perform occupation-based assessments, treatment planning and intervention to the most common conditions that affect children and youth. This course will consider the use of the following models or frames of reference: Sensory Integration, Neurodevelopmental,

Behavioral and the Model of Human Occupation. Documentation, ethical issues, professional development, trends, controversies and the distinctiveness of this practice area in Puerto Rico are further discussed. The course includes laboratory experiences.

TEOC 6204: Theory and Practice of Occupational Therapy in Physical Dysfunction II

This is the second of two courses designed to develop in the students the knowledge, skills and attitudes necessary to practice occupational therapy with adults having occupational dysfunction as a result of physical disabilities. Clinical reasoning skills and evidence based practiced will be used to guide decisions related to the selection of a model of practice or frame of reference, to design an occupation-based plan. Furthermore, it includes the selection of the appropriate intervention methods to remediate, maintain, modify and prevent dysfunction resulting from specific physical disabilities. Topics related to documentation, reimbursement sources, ethics as well as trends and issues in this practice area also discussed. The course includes laboratory experiences and visits to fieldwork scenarios.

TEOC 6502: Fieldwork Experience Level I (Part B)

This course is designed to develop in the student initial skills related to the occupational therapy process with emphasis on the client's roles and performance in occupations. Student supervision is provided by qualified personnel at the fieldwork site and by the educational program. The learning experiences are systematic and structured to integrate acquired knowledge and apply the clinical reasoning skills in real scenarios. Opportunities to demonstrate behaviors congruent with student's personal-professional development acquired throughout the didactic curriculum are facilitated. Students are placed in traditional and non-traditional scenarios that provides services to a variety of clients across all ages. Each fieldwork site prepares a specific educational program in collaboration with the academic supervisor according to their particularities and the students learning needs.

THIRD YEAR- FIRST SEMESTER

TEOC 6503: Fieldwork Experience Level II *

This fieldwork experience is designed to give students the opportunity to work with individuals and groups across all ages to promote occupational performance, quality of life, health, and well-being. Clinical reasoning

skills and evidence-based practice will be applied throughout the occupational therapy process using a client-centered approach. Students will use a variety of occupations in evaluation and for intervention in traditional and non-traditional service delivery scenarios. It offers students the opportunity to assume a variety of roles congruent with those of entry-level occupational therapists. It enables them to work with family, caregivers and other team members. They will apply the ethical principles related to the profession and demonstrate professional behaviors. Qualified clinical educators provide student's direct supervision.

*This course is in the process of being officially coded by the Central Administration
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