

The University of Texas at El Paso
College of Health Sciences
Department of Occupational Therapy

OT 6307 Assessment in Occupations
SYLLABUS Spring 2025

Lecture Instructor: Claudia Yagel, OTD, OTR
Room: 105M
Phone: 915 -747-7269 Email: cmyagel@utep.edu

Lab Instructors: Grisel Contreras, OTD, OTR
Room: 105D
Phone: 915-747-8145 Email: grcontreras@utep.edu
Claudia Yagel, OTD, OTR
Room: 105M
Phone: 915 -747-7269 Email: cmyagel@utep.edu

Office Hours: Monday 12-1pm, Wednesday 10-11 am, or by Appt.

Lecture: Wednesdays 8:00- 9:50 am RM 104

Lab A & B: Wednesdays 1:30- 4:20 pm RM 104 & 101

Course Description: Principles of person-centered occupations and application of task analysis, integration of biomechanics and person/task/environmental demands applied to daily living skills with emphasis on assessment in occupations. Students will be exposed to administration and interpretation of a variety of formal and informal occupational therapy assessments.

3 Credit Hours

5 Total Contact Hours

3 Lab Hours

2 Lecture Hours

0 Other Hours

General and Specific Objectives: *Based on the ACOTE 2018 standards*

1. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills. (ACOTE: B.4.2)
2. Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods

must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. (ACOTE: B.4.4)

3. Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). (ACOTE: B.4.5)
4. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. (ACOTE: B.4.6)
5. **Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity. (ACOTE: B.4.7)**
6. Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the inter-professional team. (ACOTE: B.4.8)
7. Students will identify potential Doctoral Capstone Project and Doctoral Capstone Experience examples that align with a continued development of in-depth knowledge of practice skills, research skills, administration, leadership, program and policy development, advocacy, education and/or theory as related to evaluation and assessment methods.

Clinical/Experiential Objectives (if any):

1. **Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (ACOTE: B.4.1)**
2. Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). (ACOTE: B.4.5)

- 3. Identify occupational needs through effective communication with patients, families, communities, and members of the inter-professional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (ACOTE: B.4.23)**

UTEP Edge Experiences:

- FIRST-YEAR EXPERIENCE: Make the most of your first year through experiences uniquely designed to support your transition to UTEP
- LEARNING COMMUNITIES: Build friendships, gain academic support, and connect ideas across linked classes by joining a learning community

UTEP Edge Advantages:

- COMMUNICATION: Reach mutual understanding through effective exchanges of information, ideas, and feelings
- CONFIDENCE: Be self-assured through appreciated your own talents, abilities, and qualities
- CRITICAL THINKING: Analyze and evaluate issues in order to solve problems and develop informed opinions

Required Texts:

Subscription to Simucase

American Occupational Therapy Association (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68 (Suppl. 1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>

Kramer, P. & Gramourohit, N. (2020). Hinojosa & Kramer's evaluation in occupational therapy: Obtaining and interpreting data (5th ed.). North Bethesda: AOTA.

Willard, H. S., Willard, H. S., Spackman, C., Gillen, G., Scaffa, M. E., Schell, B. A., & Cohn, E. S. (2014). *Willard & Spackmans occupational therapy*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Recommended Texts:

Bortnick, K. (2016). *Assessments for older adults: 100 instruments for measuring occupational performance*. Thorofare: Slack.

Mulligan, S. E. (2014). *Occupational therapy evaluation for children: A pocket guide*. 2nd ed. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Vroman, K., & Stewart, E. (2014). *Occupational therapy evaluation for adults: A pocket guide*. 2nd ed. Philadelphia: Wolters Kluwer.

Methods of Instruction:

- **Reading Assignments:** It is expected that students come to class prepared including but not limited to completing all assignment reading. Student are expected to read each chapter for understanding.
- **Lectures:** both the instructor and students will provide lectures on course materials relevant to all the learning objectives in an interactive way to allow for discussion. Lectures will focus on developing critical thinking and problem-solving skills required for future clinical practice.
- **Class discussions:** During class time as facilitated by the instructor(s), there will be special emphasis directed towards basic concepts in the use of standardized and non-standardized assessments. Students will be expected to contribute to every discussion and be prepared to answer questions.
- **Demonstration:** Faculty will provide demonstration on palpation of various structures.
- **Videos:** Students will be able to view videos on how to administer screening and evaluation tools as provided by faculty.
- **Team Based Learning:** Use of Readiness Assurance Process and 4S Application Activities to have student teams analyze complex situations, identify a best course of action, and declare and defend their decision in a way that fosters inter-team discourse and examination of each other's problem-solving approaches.

Methods of Evaluation:

- **Daily Participation:** This is a key part of this course and students are expected to attend all programmed portions of the course. Students are encouraged to communicate with the instructor *before* class time if any issue arises that may interfere with their ability to participate or require them to step out of the class during unscheduled breaks. Active participation in all daily discussion, community outings, and class/laboratory experiences in this course will be noted by instructors during each session. Students deemed to be disinterested, unengaged, or otherwise occupied, will not receive participation points at the discretion of the instructor with no recourse on the part of the student. Students should arrive prepared for class to discuss, answer questions, and participate in all class lectures, meeting times and activities. Students should make every effort to use the

bathroom during scheduled breaks offered approximately once per hour during instruction. If a student leaves the class at other times, it is their responsibility to communicate to the instructor ahead of time of an issue that may prevent them from sitting in class for approximately 60 minutes. Any student who is not engaged in the class, completing other activities not related to the course or the assigned activity, or completing assignments such as studying for another course will be asked to leave the class. Absence, tardiness, and participation points can all be affected by each incident.

- **Individual Presentation:** Each Presentation has a corresponding scoring rubric related to the course objectives and will be utilized to score presentation and content areas required for the assignment.
- **Assignments:** As noted on the syllabus related to readings and class discussions on how to interpret psychometric properties of assessment tools. Implementation and use of Standardized and non-standardized evaluations for specific case scenarios.
- **Practice Skills:** Students will provide demonstration on use of evaluation/screening tools with each other and with faculty.
- **Oral Communication:** Students will be expected to speak in a professional manner as well as listen for and ascertain important verbal instructions from the instructor. Oral communication will be evaluated on a regular basis during the course by the instructor first by purposely providing information without written instructions on formal assignments, class participation, and other activities. Students speaking skills will be evaluated during presentations, as well as interactions with the instructor and classmates.
- **Non-verbal Communication:** Students will be evaluated by the instructor during each class and outside class activities for non-verbal communication. At the discretion of the instructor, student will be provided individual feedback with point deductions on participation as they occur.
- **Written Communication:** Student is expected to complete all written assignments and will receive individual feedback on writing skills. It is each student's responsibility to review all feedback on all assignments and contact the instructor for needed clarification.
- **Simulated Hospital Day:** Utilize occupational profile, document and analyze assessment of client; therapeutic use of self and communication with client and the inter-professional team.

<u>Course Grading:</u>		<u>Letter Grade Equivalents:</u>
In Class Assignments	20%	A = 90 -100
Discussion Boards	10%	B = 80 - 89
Quizzes	15%	C = 70-79
In Class Participation	15%	F= 0-69
Hospital Day.	20%	
Simucase	20%	
Total - 100%		

Participation: Participation will be based on professional behaviors reflected below, participation in lab, and participation in problem-based learning activities.

Professional Behaviors:

- 1) **Punctuality and Attendance:** Students are expected to arrive promptly (5-10 minutes prior to beginning of class) and to attend every class.
 - a. **Tardiness** without prior approval from instructor will result in **1 point** off the computed final grade percentage per incident up to **5%** of final grade. A text message, voice message, or email to the instructor can be left for approval.
 - b. **Any excused/unexcused** absence will result in an automatic deduction of **5%** in the final grade calculation for the course as determined by the instructor. You are expected to make up missed work and get information and materials missed from your classmates and the instructor.
- 2) **Time Management:** Late assignments will be deducted **10 points** off the grade, per day they are late. If assignments are due at the beginning of class and turned in after class has begun, **5 points will be deducted.**
- 3) **Acceptance of and participation in giving and receiving constructive criticism:** Students will be responsible for assessing fellow students' performance and modifying performance based on feedback.
- 4) **Disruptive Behavior:** Behaviors which detract from students learning will not be tolerated. These behaviors include but are not limited to: talking during class when an instructor or other student has the floor, attire that distracts from students learning, entering and exiting during instruction, and incoming messages on electronic devices.
- 5) **Electronic Devices:** Cell phones and any other electronic device should be turned off during class
- 6) **Computer** use will need prior approval by the instructor.
- 7) **Clinical observations:** it is recommended students wear polo or button up shirts, pants and closed-toe, non-skid shoes.

From the UTEP Dean of Student Affairs (<https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>)

Academic Integrity and Scholastic Dishonesty

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at El Paso. More specifically, students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Handbook of Operating Procedures.

Academic Integrity

“Academic Integrity is a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” Specifically these values are defined as follows:

- **Honesty:** advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service.
- **Trust:** fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.
- **Fairness:** establishes clear standards, practices, and procedures and expects fairness in the interaction of students, faculty, and administrators.
- **Respect:** recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas.

- Responsibility: upholds personal responsibility and depends upon action in the face of wrongdoing.
 - As stated in The Center for Academic Integrity handbook, “The Fundamental Values of Academic Integrity,” p. 4. Des Plaines, Illinois.

Scholastic Dishonesty

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.

- **Cheating**
 - Copying from the test paper of another student
 - Communicating with another student during a test
 - Giving or seeking aid from another student during a test
 - Possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc.)
 - Substituting for another person to take a test
- **Falsifying research data, reports, academic work offered for credit**
- **Plagiarism**
 - Using someone’s work in your assignments without the proper citations
 - Submitting the same paper or assignment from a different course, without direct permission of instructors
- **Collusion**
 - Unauthorized collaboration with another person in preparing academic assignments

Generative Artificial Intelligence (AI) Policy:

All work submitted in this course must be your own. The use of generative AI may be appropriate for brainstorming ideas and creative engagement. Students must obtain permission from instructor before using AI software (ChatGPT, DALL-E) for any assignments in this course. Please understand that you are fully responsible for the assignments you submit based on a generative AI query (such that it doesn’t violate academic honesty or intellectual property laws). It is imperative that the AI tool is properly documented and cited for any coursework submitted to avoid plagiarism.

Americans with Disabilities Act:

If you have or suspect a disability and need accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or go by their office in Union Building East. For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

The University of Texas at El Paso
College of Health Sciences: Occupational Therapy Program
OT 6307 Assessment in Occupations
SYLLABUS Spring 2025

Student responsibilities:

1. Regular class attendance and participation indicated by completion of readings, tests, discussion boards, and assignments in each module.
2. Obtain prior approval from instructors for any excused tardiness and absence.
3. Late works will be deducted **10 points** off the grade, per day they are late.
4. If a student is unable to take a scheduled exam or quiz, s/he is responsible for notifying the instructor before the examination. Another student informing the instructor of an absence is not acceptable.
5. Professional preparation of entry-level clinicians requires students to master the skill of active participation with team members; therefore, students are expected to contribute to classroom and online learning activities and discussions.
6. For all face-to-face labs, OT Process Assignment, Service Learning, and synchronous sessions, it is recommended you wear pants (twill or chinos), closed-toe, non-skid shoes, and a polo or button-up shirts.

Disclaimer: Due to the content of this course, there will be physical contact with other classmates and instructors in order to fully comprehend and correctly perform specific evaluation and intervention techniques. By reading and signing this statement, you agree to fully participate and accept the necessity for physical contact by instructors, guest speakers, and other classmates for professional and educational purposes.

Student Signature: _____ Date: _____