**Theories of Occupational Therapy and Their Application**

National Cheng Kung University

College of Medicine

Department of Occupational Therapy

**Semester:** Semester Fall, 2020

**Credit Hours:** 3

**Class Hours:** Tuesday 9:10-12:00

**Classroom:** 301D

**Instructors:**

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**Office hours:** By appointment

**Course Description**

The primary purpose of this course is to study most of the important theories and their applications in occupational therapy. Specifically, students will learn how the concepts and researches of these theories evolve, develop, and/or incorporate with knowledge from other fields. A new perspective of perceiving and understanding occupation will be developed. Also, the independent capacity of finding relevant literature, raising sophisticated questions, and leading class discussion for specific topics will be trained in this course. In addition, inspiration of how to conduct research or treatment is expected to develop from learning these theories and their applications.

**Course Objectives**

 The student will demonstrate knowledge about:

1. The concepts and researches of the studied theories and/or how they have changed.
2. Combination of knowledge from different theories and development of unique perspective of their applications.
3. The strengths and limitations of these theories and their applications.
4. Examination and comparison of these theories and their applications.
5. Finding research topics and/or clinical inspirations from these theories.
6. Locating relevant articles, raising sophisticated questions, and leading discussion independently.

**Grade**

1. Performance in class participation: 30 %
2. Performance in leading discussion and organization: 30%
3. Final paper: 40 %

**Schedule**

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| **Ｄate** | **Lecturer** | **Topics** |
| 9/8 | Lin | Course Orientation; Guidelines for Article Critique; Introduction of OT Theories and Overview of Theory Development  |
| 9/15 | Ma | Frameworks for generating and applying evidence;Defining the research question;Writing a research proposal |
| 9/22 | Lin | Model of Human Occupation: Past and Future |
| 9/29 | Lin | Canadian Model of Occupational Performance and Engagement |
| 10/6 | Ling-Hui Chang | Occupational Science (I): An Occupational Theory of Human Nature |
| 10/13 | Ling-Hui Chang | Occupational Science (II): Occupation and Public Health |
| 10/20 | Yen-Ching Chang | The Mental Health Recovery Model |
| 10/27 | Chen | Use of the ICF by Occupational Therapy  |
| 11/3 | Koh | Motor Control and Learning–Theory and Practice (I) |
| 11/10 | Koh | Motor Control and Learning–Theory and Practice (II) |
| 11/17 | Chen | Application of Dynamic Systems Theory in OT |
| 11/24 | Huang | Ecological Models in Occupational Therapy (I): EHP、PEOP、PEO |
| 12/1 | Huang | Ecological Models in Occupational Therapy(II): EHP、PEOP、PEO |
| 12/8 | Huang | The Lens Model |
| 12/15 | Kuo | Biomechanical Approach – Theory and Practice (I) |
| 12/22 | Kuo | Biomechanical Approach – Theory and Practice (II) |
| 12/29 | Kuo & Lin | Applications/Comparisons of Theories |
| 1/5 | Kuo & Lin | Applications/Comparisons of Theories |

**Student’s Responsibilities (More detailed may be added during classes)**

1. All students are required to read and be familiar with the assigned readings, including textbooks and/or journals. Critical and active thinking and inputs are also required during class discussion.
2. You are expected to attend every class. If, due to illness, accident, or family crisis, you must miss a class, please notify the instructor **before** class via e-mail or voice mail. **The make-up work will be a 5-page written report related to the topic**. If a class is missed, it is assumed that the student will contact a classmate for notes and announcements. Please do not ask the instructor for missed notes. Feel free to get information clarified that you have missed.
3. Each student needs to choose **two topics** among the classes from 9/22 to 12/22, find a relevant and relatively new journal article for each topic (from 2015~), and give it to class one week before the day of that class. Also, **guiding** **questions for discussion are required and should be emailed to class before the day of that class** (Please do not hesitate to discuss questions with the instructor before sending out guiding questions to everyone). Summarization of the readings (about 40 minutes), presentation of the journal (about 20 minutes), and leading the class for a critical discussion (about 50 minutes) are required.
4. Final Paper: Student can either (1) choose one topic of the class and write up a research idea based on that topic or (2) critique and compare two theories and their related researches, and one of the compared theories should be taught in this course. Each student will present the paper for 30 minutes, and lead discussion for 30 minutes. The written form should be finished by 1/5/2021.
5. The paper must **be TYPED, double-spaced** unless otherwise indicated and **use APA format for citations** **and references**. Please submit your paper to Dr. Lin via email (lingyi@mail.ncku.edu.tw) or upload via Moodle. Points will be deducted for poor spelling or typo. *Five points will be deducted for each day an assignment is late, unless an extension has been provided.* Although rewrites are not usual, in certain circumstances, you may be asked to do one. In this case, the maximum grade on a rewrite will be 70. Grading of written assignments will reflect timeliness, completeness, quality of the information and clarity and depth of reasoning, and professional writing. Additionally, it is not this instructor’s policy to round up final grades.
6. The OT department takes plagiarism very seriously. Please document all sources of information taken from texts, handouts, sample assignments, etc. Failure to do so may result in disciplinary action. **Plagiarism includes cutting and pasting information from websites, not identifying where ideas have come from, taking from another student’s work and more.**

Readings (more materials may be assigned by instructors; \* means supplementary readings that are encouraged to read, but not required)

**Dr. Lin**

***Introduction of OT Theories and Overview of Theory Development***

Cohn, E.S., & Coster, W. J. (2014). Unpacking our theoretical reasoning: Theory and practice in occupational therapy. In B. A. B. Schell, G. Gillen, & M. E. Scaffa (Eds.), *Willard and Spackman's Occupational Therapy*, (12th ed, pp. 478--493). Philadelphia: J. B. Lippincott Co.

***Model of Human Occupation***

1. Forsyth, K., Taylor, R. R., Kramer, J. M., Prior, S., Richie, L., Whitehead, J., Owen, C., & Melton, J., (2014). The model of human occupation. In B. A. B. Schell, G. Gillen, & M. E. Scaffa (Eds.), *Willard and Spackman's Occupational Therapy*, (12th ed., pp. 505-526). Philadelphia: J. B. Lippincott Co.
2. Kielhofner, G. (2008). *A model of human occupation: Theory and application, 4th ed*. Baltimore, MD: Lippincott, Williams & Wilkins.

***Canadian Model of Occupational Performance and Engagement***

Turpin M, & Iwama M. (2011). Using occupational therapy models in practice: A fieldguide. Edinburgh, UK: Elsevier. (Chapter 5)

**Dr. Ma**

Portney, L. G. (2020). Foundations of clinical research: Applications to evidence-based practice (4th ed.). F. A. Davis: Philadelphia (Ch. 1, 3, & 35)

**Dr. Yen-Ching Chang**

1. Cara, E & MacRae, A. (2012). *Psychosocial Occupational Therapy: An evolving practice* (3rd ed.). Cengage Learning (Chapter 1)
2. Anthony, W. A. (1993). Recovery from mental illness: The guiding vision of the mental health service system in the 1990s. *Psychosocial Rehabilitation Journal, 16*(4), 11-23.
3. Bellack, A. S. (2006). Scientific and consumer models of recovery in schizophrenia: Concordance, contrasts, and implications. *Schizophrenia Bulletin, 32*(3), 432-442.
4. Young, S. L., & Ensing, D. S. (1999). Exploring recovery from the perspective of people with psychiatric disabilities. *Psychiatric Rehabilitation Journal, 22*(3), 219-231.

**Dr. Koh**

***Motor Control and Learning– Theory and Practice***

1. Shumway-Cook, A. & Woollacott, M. H. (2012). *Motor control: translating research into clinical practice* (4th ed). Baltimore: Lippincott Williams & Wilkins. Chapter 1& 6.
2. Schmidt R. A. & Wrisberg C. A. (2007). Motor Learning and Performance (4th ed). Human Kinetics. Champaign. Chapter 3, 4, 5.

**Dr. Chen**

***Use of the ICF by Occupational Therapy***

1. The ICF available at: http://www3.who.int/icf/icftemplate.cfm
2. Dahl, T. H. (2002). International Classification of Functioning, Disability and Health: An introduction and discussion of its potential impact on rehabilitation services and research. *Journal of Rehabilitation Medicine, 34*, 201-204.
3. Haglund, L., & Henriksson, C. (2003). Concepts in occupational therapy in relation to the ICF. *Occupational Therapy International, 10*, 253-268.
4. Stucki, G., Cieza, A., Ewert, T., Kostanjsek, N., Chatterji, S., & Ustun, T. B. (2002). Application of the International Classification of Functioning, Disability and Health (ICF) in clinical practice. *Disability and Rehabilitation, 24*, 281-282.

***Application of Dynamic Systems Theory in OT***

1. Gray, J. M., & Kennedy, B. L. (1996). Dynamic systems theory: An overview. In R. Zemke & F. Clark (Eds.), *Occupational science: the evolving discipline*. Philadelphia, PA: F. A. Davis.
2. Gray, J. M., & Kennedy, B. L. (1996). Application of dynamic systems theory to occupation. In R. Zemke & F. Clark (Eds.), *Occupational science: the evolving discipline*. Philadelphia, PA: F. A. Davis.

\* Thelen, E., & Smith, L. B. (1994). A dynamic systems approach to the development of cognition and action. Cambridge, MA: MIT Press.

**Dr. Huang**

Textbook:

1. Brown, C. E. (2014). Ecological models: ecology of human Performance (EHP), person environment occupation (PEO) and person environment occupational performance (PEOP). In B. A. B. Schell, G. Gillen, & M. E. Scaffa (Eds.), *Willard and Spackman's Occupational Therapy*, (12th ed., pp. 494-504). Philadelphia: J. B. Lippincott Co.

***EHP***

Dunn, W., Brown, C. & McGuigan, A. (1994). The Ecology of Human Performance: A Framework for considering the effect of context. *The American Journal of Occupational Therapy, 48*(7), 595-607.

***PEOP***

Baum, C. M., & Christiansen, C. H. (2005). Person-environment-performance: An occupation-based framework for practice. In C. H. Christiansen, C. M. Baum, and J. Bass-Haugen (Eds.), Occupational therapy: Performance, participation, and well-being (3rd ed.). Thorofare, NJ: Slack Incorporated.

***PEO***

Law, M., Cooper, B,. Strong, S., Stewart, D., Rigby, P. & Letts, L. 1996. The Person-Environment-Occupation Model: A transactive approach to occupational performance. *Canadian Journal of Occupational Therapy, 63*(1), 9-23.

***Lens Model***

Douglas, D., & Gifford, R. (2001). Evaluation of the physical classroom by students and professors: A lens model approach. *Educational Research, 43*(3), 295-309. doi:10.1080/00131880110081053

Nestler, S., & Back, M. D. (2013). Applications and extensions of the lens

model to understand interpersonal judgments at zero acquaintance. *Current Directions in Psychological* *Science, 22*(5), 374-379. doi: 10.1177/0963721413486148

Tickle-Degnen, L., & Lyons, K. D. (2004). Practitioners’ impressions of patients with Parkinson’s disease: The social ecology of the expressive mask. *Social Science & Medicine, 58*(3),603-614. doi: 10.1016/S0277-9536(03)00213-2

**Dr. Kuo**

***Biomechanical Approach –Theory and Practice (I) & (II)***

Textbook:

1. Birge James A. Biomechanical frame of reference. In Crepeau, E. B., Cohn, E. S., & Schell, B. A.(Eds.). *Willard and Spackman’s occupational therapy (10th ed)*. Lippincott Williams & Wilkins, Baltimore, p. 240-242, 2003.
2. Barr A.E. & Bear-Lehman J. Biomechanics of the wrist and hand. In M. Nordin, V. H. Frankel (Eds.), *Basic biomechanics of the musculoskeletal system (3rd ed).* Lippincott Williams & Wilkins, Philadelphia, p.358-387, 2001.
3. Snijders C.J. Engineering approaches to standing, sitting and lying. In M. Nordin, V. H. Frankel (Eds.), *Basic biomechanics of the musculoskeletal system (3rd ed).* Lippincott Williams & Wilkins, Philadelphia, p.420-437, 2001.
4. P. Bowker. *Biomechanical basis of orthotic management.* Oxford: Butterworth-Heinemann, Boston, 1993.
5. Hall S. *Basic Biomechanics.* Mosby-Year Book, St. Louis, 1991.

Articles:

1. Bell-Krotoski J.A. & Fess E.E. Biomechanics: the forces of change and the basis for all that we do. *J Hand Ther*, 8(2): 63-67, 1995.
2. Spaulding S.J. The biomechanics of prehension. *Am J Occup Ther*, 43(5): 302-307, 1989.
3. Matheson L.N., Ogden L.D., Violette K., Schultz K. Working hardening: occupational therapy in industrial rehabilitation. *Am J Occup Ther*, 39(5): 314-321, 1985.
4. Chiu H.Y., Su F.C., & Wang, S.T. The Maximal Area of Fingertip Motion: Normal Value in Young Adult, *J Hand Surg*, Vol 23(B): 53-56, 1998.
5. Chiu, H.Y., Su, F.C., Wang, S.T., Hsu H.Y., The Motion Analysis System and the Goniometry of the Finger Joints, *J Hand Surg,* Vol 23B: 788-791, 1998.