PROGRAM SPECIFICATIONS

Program Description

Degree Name: Bachelor of Science in Occupational Therapy

Program Code: 50-500801

Nature of the Field of Study

The Bachelor of Science in Occupational Therapy is a four-year degree program consisting of general education and professional courses. The fourth year level is the internship program that involves assigning of students to different affiliation centers that meet the minimum requirements set by HEIs and this PSG. The intern/student, during the course of the training, must have exposure to a variety of training opportunities that will prepare them for the different roles expected of them upon graduation. HEIs may provide a minimum of 1200 hours of occupational therapy learning experiences which include patient/client evaluation and interventions for different populations, including but not limited to: adult physical and psychosocial dysfunctions, pediatric physical and psychosocial dysfunctions, geriatrics, well population, and community-based rehabilitation.

Program Goals

The BSOT program aims to produce entry-level occupational therapists who are competent to fulfill professional responsibilities in the following areas: patient/client care in various settings for different populations; education of patients/clients and occupational therapy students in professional courses; administration and management of occupational therapy programs, institutions and facilities; lifelong learning for personal and career development, health promotion; advocacy for the advancement of the profession; community service and development; and research.

Specific professions/careers/occupations for graduates

Graduates of BSOT are expected to be able to assume and perform, with entry-level competencies, any of the following roles:

a. Licensed general clinical practitioner
b. Classroom/fieldwork educator
c. Program leader/manager of his own practice
d. Consumer of research
e. Advocate of the profession and occupational therapy practice
f. Community-based therapist
Allied Fields

a. Nursing
b. Medicine
c. Psychology
d. Physical Therapy
e. Teaching/Special Education
f. Speech and Language Pathology
g. Social Work and Community Development

Program Outcomes

The minimum standards for the BSOT program are expressed in the following minimum set of program outcomes:

Common to all programs in all types of schools

Graduates of BSOT are expected to be able to demonstrate:

a. the ability to engage in lifelong learning and understanding of the need to keep abreast of the developments in occupational therapy practice. (PQF level 6 descriptor)
b. the ability to effectively communicate orally and in writing using both English and Filipino
c. the ability to work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor)
d. recognition and practice of professional, social, and ethical accountability and responsibility; and
e. an appreciation and valuing of one’s “Filipino historical and cultural heritage” (based on RA# 7722)

Common to Health Professions

Graduates of BSOT are expected to be able to demonstrate:

a. entry-level general clinical competence (in occupational therapy)
b. OT professional and ethical practice
c. inter-professional education
d. communication skills as educator to various client populations
e. lifelong learning (for personal/continuing professional development)
f. leadership/managerial and systems approach skills to health care

g. basic research skills

h. social advocacy/community mobilization

Specific to BSOT

The following program outcomes are specific to BS in Occupational Therapy and integrate the expected outcomes common to all types of HEIs and common to all health professions. Graduates of BSOT are expected to be able to competently:

a. Synthesize and utilize knowledge of health, social, psycho-social, physical, natural and environmental sciences to the practice of occupational therapy;

b. Utilize occupational therapy foundations and concepts in assessment and intervention in various occupational practice settings and across lifespan within a broad continuum of care;

c. Demonstrate beginning management and leadership skills in various occupational therapy practice settings;

d. Demonstrate beginning research-related skills in the performance of various roles, to use in best OT practices for quality outcomes;

e. Engage actively in the advocacies of the OT profession and its stakeholders, to respond to the occupational needs of society;

f. Promote community health and well-being in the practice of the profession and community mobilization;

g. Recognize the need for, and engage in, lifelong learning activities, for personal or continuing professional development;

h. Work effectively and collaboratively with clients and/or in a team of inter-professional practice settings:

i. Demonstrate proficiency in oral and written communication skills, for inter-professional education or to educate an individual client or population;

j. Demonstrate social, professional responsibility and accountability; and high standards of OT ethical practice and behaviours in all settings and situations;

Common to a horizontal type as defined in CMO# 46 s 2012

Graduates of BSOT are expected to be able to demonstrate:

a. For professional institutions: a service orientation in one’s profession.
b. For colleges: an ability to participate in various types of employment, development activities, and public discourses particularly in response to the needs of the community one serves.

c. For universities: an ability to participate in the generation of new knowledge or in research and development projects.

To distinguish among HEIs according to horizontal typology types, HEIs are encouraged to develop BS in Occupational Therapy curricula that provide enhancements in the following program outcomes:

<table>
<thead>
<tr>
<th>PROGRAM OUTCOMES</th>
<th>Horizontal Typology Types</th>
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<tbody>
<tr>
<td></td>
<td>Professional Institution</td>
</tr>
<tr>
<td>a) Synthesize and utilize knowledge of health, social, psycho-social, occupational, natural and environmental sciences in the practice of occupational therapy;</td>
<td>+</td>
</tr>
<tr>
<td>b) Utilize occupational therapy foundations and concepts in assessment and intervention in various occupational practice</td>
<td>+</td>
</tr>
<tr>
<td>c) Demonstrate beginning management and leadership skills in various occupational therapy practice settings.</td>
<td>+</td>
</tr>
<tr>
<td>d) Demonstrate beginning research-related skills in the performance of various roles, to use in best OT practices for quality outcomes;</td>
<td>+</td>
</tr>
<tr>
<td>e) Engage actively in the advocacies of the OT profession and its stakeholders, to respond to the occupational needs of society;</td>
<td>+</td>
</tr>
<tr>
<td>f) Promote community health and well-being in the practice of the profession and community mobilization;</td>
<td>+</td>
</tr>
<tr>
<td>g) Recognize the need for, and engage in, lifelong learning activities, for personal or continuing professional development;</td>
<td>+</td>
</tr>
<tr>
<td>h) Work effectively and collaboratively with clients and/or in a team of inter-professional practice settings:</td>
<td>+</td>
</tr>
<tr>
<td>i) Demonstrate proficiency in oral and written communication skills, for inter-professional education or to educate individuals &amp; populations;</td>
<td>+</td>
</tr>
<tr>
<td>j) Demonstrate social, professional responsibility and accountability; and high standards of OT ethical practice and behaviors in all settings and situations;</td>
<td>+</td>
</tr>
</tbody>
</table>

Minimum Requirement: +++

Enhancements
Graduates of State Universities and Colleges must, in addition, have the competencies to support “national, regional and local development plans.” (RA# 7722).

A private HEI, at its option, may adopt mission-related program outcomes that are not included in the minimum set.

To distinguish the B.S. in Occupational Therapy curriculum from curricula for post-baccalaureate, as well as the doctoral and post-doctoral degrees, based on the levels of the Philippine Qualifications Framework (PQF) and the Asian Qualifications Reference Framework (AQRF), progressive advancement of program outcomes for occupational therapy are stipulated in Annex 1.

Minimum Performance Indicators

This section contains a list of minimum performance standards by which to measure the degree of attainment of each of the identified program outcomes. These performance standards will be used to evaluate student achievement throughout different points in the curriculum and will be used to develop course outcomes and learning outcomes.

a. **Synthesize and utilize knowledge of health, social, psycho-social, physical, natural, and environmental sciences in the practice of occupational therapy.**

**PERFORMANCE INDICATORS:**

1. Valuing of the human condition
2. Knowledge of human behaviour and performance, individual differences in ability, personality and interests, and learning and motivation
3. Capacity to personally interpret the human experience
4. Ability to view the contemporary world from both Philippine and global perspective
5. Self-assuredness in knowing and being Filipino
6. Capacity to reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards
7. Aptitude in tackling problems methodically and scientifically
8. Ability to appreciate and contribute to artistic beauty
9. Understanding and respect for freedom of religion and belief in God
10. Ability to contribute personally and meaningfully to the country’s development
b. Utilize occupational therapy foundations and concepts in assessment and intervention in various occupational practices.

PERFORMANCE INDICATORS:

1. Articulate foundational knowledge in health sciences, medical, and occupational therapy concepts, for use in OT assessments and interventions;

2. Utilize sound critical thinking and clinical reasoning skills in screening, evaluation, and assessment of patients/clients including determining the prognosis;

3. Effectively select and utilize the appropriate and relevant, valid, reliable, and sensitive measures of health outcomes to determine the health status of patients/clients

4. Formulate collaboratively the goals, objectives and plan, for an occupational therapy intervention, with the patient/client;

5. Implement a safe OT intervention as planned;

6. Accurately and completely document results of evaluation, assessment and intervention and progress, according to accepted standards;

7. Communicate results of evaluation, assessment, and progress to patients/clients and other stakeholders;

8. Determine the need for discharge/termination and/or referral to appropriate qualified service providers;

9. Utilize valid research findings in evidence-based practice (to focus on extracting the practical and clinical implications of research findings)

c. Demonstrate beginning management and leadership skills in various occupational therapy practice settings.

PERFORMANCE INDICATORS:

1. Demonstrate basic skills in the planning, organizing, directing, controlling functions of a manager.

2. Demonstrate beginning leadership and innovations in traditional and emerging practice settings.
d. **Demonstrate beginning research-related skills in the performance of various roles, to use in best OT practices for quality outcomes.**

**PERFORMANCE INDICATORS:**

1. Participate/collaborate in basic skills development in conducting a formal research, such as:
   
   a) Identifying relevant research problems that warrant investigation;
   
   b) Conduct a systematic search of related research articles (best available evidence) in libraries and databases;
   
   c) Selecting an appropriate research design and methodology;
   
   d) Gathering and interpreting the data according to research protocol;
   
   e) Writing the scientific research paper;
   
   f) Effectively communicate findings of the research to an audience through oral and/or poster presentations;
   
   g) Critical appraisal of papers for evidence-based practice.

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e. **Engage actively in the advocacies of the OT profession and its stakeholders, to respond to the occupational needs of society.**

**PERFORMANCE INDICATORS:**

1. Participate in OT-related activities;

2. Recognize the diverse occupational needs of society;

3. Articulate the significant role of OT in responding to the occupational needs of the society;

4. Demonstrate the value of partnership with relevant stakeholders to advance their advocacies;

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f. **Promote community health and well-being in the practice of the profession and community mobilization.**

**PERFORMANCE INDICATORS:**

1. Develop/create/enhance a plan for disability-prevention or health promotion for different populations/communities;

2. Implement a plan for disability-prevention or health promotion for different populations/communities;
g. Recognize the need for, and engage in, lifelong learning activities, for personal or continuing professional development;

PERFORMANCE INDICATORS:

1. Develop metacognitive skills that allow for effective self-assessment of levels of competence in performance of tasks in various practice settings;
2. Engage actively in various forms of learning related to occupational therapy activities, to ensure on-going competence, and personal growth;

h. Work effectively and collaboratively with clients and/or in a team of interprofessional practice settings.

PERFORMANCE INDICATORS:

1. Discuss the role and scope of OT practice and other healthcare providers in the healthcare continuum;
2. Value the roles of other stakeholders in the care of clients;
3. Demonstrate sensitivity and respect of issues in diversity and culture, beliefs and values of others that may be different from one’s own;
4. Adapt to the needs of the work setting;
5. Demonstrate utmost professional behaviour as a productive member of the team.

i. Demonstrate proficiency in oral and written communication skills, for interprofessional education or to educate an individual client or population.

PERFORMANCE INDICATORS:

1. Communicate using timely and effective approach toward clients/populations/stakeholders;
2. Demonstrate effective and appropriate use of available technology in various communication media and contexts;
3. Demonstrate accuracy in documentation in the practice of occupational therapy; and utilizing the prescribed guidelines in preparing written documents;
j. Demonstrate social, professional responsibility and accountability; and high standards of OT ethical practice and behaviours in all settings and situations.

PERFORMANCE INDICATORS:

1. Adhere to the Occupational Therapy Code of Ethics and Scope of Practice;
2. Abide by the Occupational Therapy Standards of Practice;
3. Exercise steadfast integrity, appropriate decorum and professional behaviour as a productive member of a team.

CURRICULUM

Curriculum Description

The curriculum of the BS in Occupational Therapy program should be designed in a manner that will effectively develop the expected institutional outcomes and program outcomes, appropriate to the HEI’s horizontal typology. Higher education institutions offering Bachelor of Science in Occupational Therapy may exercise flexibility in their curricular offering, but must ensure that minimum requirements are met.

Curriculum

This section provides the minimum curricular requirements for a degree in Bachelor of Science in Occupational Therapy. The courses indicated herein are based on the courses in CMO# 24, s. 2006 “Policies, Standards and Guidelines for Physical Therapy and Occupational Therapy Education”, transitioned to outcomes-based education.

The courses in the curriculum may be enhanced in order to adequately develop the identified institutional and program outcomes. The curriculum should take into consideration the competency level required for each program outcome as a student progresses from one year level to another.

The courses in the curriculum may be enhanced in order to adequately develop the identified institutional and program outcomes. The curriculum should take into consideration the competency level required for each program outcome as a student progresses from one year level to another.

Components

a) Summary of units

The curriculum should have at least 140 units distributed as follows:

General Education: (as per CHED....) at least 36 units
Basic Sciences: at least 12 units
Medical Courses: at least 9 units
Professional Courses: at least 50 units
Fieldwork: at least 25 units, including 1200 hours of internship in the final year
Research: at least 8 units

The curriculum should reflect at least 55% of its units on OT professional courses, research and fieldwork, while Basic and Medical courses should not exceed 25% of the total units of the curriculum.

**General Education**

**Basic Sciences**

- Anatomy and Kinesiology for OT: 4 units
- Physiology for OT: 4 units
- Neurosciences for OT: 4 units

**Medical Courses**

- Conditions In Mental Health: 3 units
- Conditions In Neurological Rehabilitation: 3 units
- Conditions In Musculoskeletal and Cardiopulmonary Rehabilitation: 3 units

**Professional Courses**

**OT Core Courses**

- OT Ethics: 3 units
- OT Leadership: 3 units
- OT Seminar: 3 units

**OT Professional Courses**

- Foundations for OT 1: 3 units
- Foundations for OT 2: 3 units
- Development of Human Occupations 1: 5 units
- Development of Human Occupations 2: 5 units
- OT in Mental Health: 8 units
- OT in Neurological Rehabilitation: 8 units
OT in Musculoskeletal and Cardiopulmonary Rehabilitation: 8 units
Community-Based Rehabilitation: 4 units

Fieldwork: 29 units
- Fieldwork 1A: 3 units
- Fieldwork 1B: 3 units
- Fieldwork 1C: 3 units
- Fieldwork 2A: 10 units
- Fieldwork 2B: 10 units

Research Courses: 9 units
- Research 1: 3 units
- Research 2: 2 units
- Thesis 1: 2 units
- Thesis 2: 2 units

TOTAL: 148 units

b) Sum total of units of the curriculum

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Sample Program of Study

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**Summer**

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**Third Year**

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<td>OT In Musculo-Skeletal &amp; Cardio-Pulmonary Rehabilitation</td>
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<tr>
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<td>Total</td>
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**Sample Curriculum Map**

This section provides an example of how to thread the identified program outcomes through the different courses in the curriculum. This should guide the development of the expected outcomes at different points within the program to ensure that the HEI is on-track in achieving the expected program outcomes. (see Annex)

Similarly, the HEI should be able to thread the institutional outcomes across relevant courses in the curriculum. The HEIs should not be limited to the competency levels indicated in this sample curriculum map, but are highly encouraged to determine the competency levels appropriate to their institutional outcomes and capacities.

**Key Legends for Competency Levels:**

- **I** – Introduced: Basic concepts are merely introduced; concepts, beginning skills taught (skills laboratory)
- **P** – Practiced: The concepts and principles are presented with applications; actual case, skills lab, actual exposure (with supervision)
- **D** – Demonstrated: I + P with skills acquisition; actual patient care including clinical scenarios, with minimal or no supervision

**Threading of Program Outcomes, Course outcomes and Learning Outcomes in an Instructional Design**

7.1. **Professional Courses**

Course outcomes should be appropriate to the competency levels required to develop the program outcome in that specific year and semester. The process of developing course outcomes should be iterative to curriculum mapping in order to validate the appropriate competency levels. Course outcomes should clearly articulate its congruency with program outcomes and support the developmental or spiral progression of the student’s knowledge, skill and attitude.
HEIs should have syllabus and instructional plan for each of the courses, with at least the following critical elements: course name and description, course outcomes, learning outcomes per session, contents/topics, teaching strategies and learning resources, and assessment methods. The HEI may choose to have its own format for the syllabus and the instructional plan.

HEIs should note that the teaching methodologies to be utilized in outcomes-based education should be learner-centered and congruent with the learning outcomes. There should also be a wide range of assessment methods that should adequately measure the performance indicators reflected in the course or learning outcomes. Suggested further readings in outcomes-based strategies and assessment can be found in Biggs and Tang (2007) and Killen (2007).

A sample of syllabus for BSOT program is found in Annex 5.

7.2. Internship

Fieldwork or Internship is an essential element in occupational therapy education. Its main purpose is “for students to integrate knowledge, professional reasoning and professional behavior within practice and to develop knowledge, skills and attributes to the level of competence required by qualifying Occupational Therapists.” (WFOT 2002).

The minimum requirements for fieldwork are found in Annex 3.
### PROGRAM OUTCOMES

| A. Synthesize and utilize knowledge of health sciences, social sciences, psycho social sciences, physical sciences, and environmental sciences with the practice of occupational therapy | I | I | I | I | I | I | P | P | P/D | P | P | P | P | ~ | ~ | D | D | D | D |
| B. Utilize occupational therapy foundations and concepts in assessment and intervention in various occupational practice | I | I | I | I | I | I | I | P | P | P/D | P | P | P | P | P | ~ | ~ | D | D | D | D |
| C. Demonstrate beginning management and leadership skills in various occupational therapy practice settings. | I | I | ~ | ~ | I | I | ~ | I | P | I | P | ~ | I | ~ | I | ~ | ~ | D | D | D | D |
| D. Demonstrate beginning research-related skills in the performance of various roles, to use in best OT practices for quality outcomes; | I | I | I | I | I | I | I | I/P | P | I | I | I | I/P | I | I/P | P | P | D | D | ~ | D |
| E. Engage actively in the advocacies of the OT profession and its stakeholders, to respond to the occupational needs of society | I | I | ~ | ~ | I | I | ~ | I/P | P | P | P | ~ | I/P | ~ | I/P | ~ | ~ | D | D | D | D |
| F. Promote community health and well-being in the practice of the profession and community mobilization; | I | I | ~ | ~ | I | I | ~ | I | P | P | P | P/D | ~ | P | ~ | P | ~ | ~ | D | D | D | D |
| G. Recognize the need for, and engage in, lifelong learning activities, for personal or continuing professional development | I | I | I | I | I/P | I/P | P | P | P | P | P | P/P | P | P | P | P | P | P | D | D | D | D |
| H. Work effectively and collaboratively with clients and/or in a team of inter-professional practice settings; | I | I | I | I | I/P | I/P | P | P | P | P | P | P | P | P | P | P | P | P | P | D | D | D | D |
| I. Demonstrate proficiency in oral and written communication skills, for inter-professional education or to educate an individual client or population; | I | I | I | I | I/P | I/P | P | P | P | P | P | P | P | P | P | P | P | P | P | D | D | D | D |
| J. Demonstrate social, professional responsibility and accountability; and high standards of OT ethical practice and behaviors in all settings and situations; | I | I | I | I | I/P | I/P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | D | D | D | D |
# ANNEX 5
## SAMPLE SYLLABUS

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<td>This course introduces students to key values, theories, perspectives and concepts that underpin the profession of occupational therapy. Students will learn about the diverse occupational therapy practice settings. They will also learn about of the broad scope of practice in occupational therapy, from traditional roles in hospitals working with individuals, to consultation and advocacy roles working on behalf of communities and populations. Relevant professional behaviors and awareness of appropriate attitudes and cultural sensitivities are introduced.</td>
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<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<th>F</th>
<th>G</th>
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<th>J</th>
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<tbody>
<tr>
<td>COMPETENCY LEVEL</td>
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<tr>
<td>INDICATORS</td>
<td>1,2,3,4,5, 6,7,8,9,10</td>
<td>1,9</td>
<td>1,2</td>
<td>1</td>
<td>1,2,3,4</td>
<td>1</td>
<td>1,2</td>
<td>1,2,3,4,5</td>
<td>1,2</td>
<td>1,2,3</td>
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</table>

### COURSE OUTCOMES:

At the end of the course, the student will be able to:

1. Explain/ Describe the occupational therapy as a

   1. Define occupational therapy
   2. Describe the various aspects related to the OT practice

At the end of the session, the student will be able to:

<table>
<thead>
<tr>
<th>Session</th>
<th>LEARNING OUTCOMES:</th>
<th>CONTENT/ TOPICS</th>
<th>TEACHING STRATEGIES</th>
<th>LEARNING RESOURCES (LABORATORY/ LIBRARY,ETC)</th>
<th>ASSESSMENT/ EVALUATION METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Define occupational therapy</td>
<td>What is Occupational Therapy?</td>
<td>Lecture</td>
<td>LCD projector</td>
<td>Written quiz</td>
</tr>
<tr>
<td></td>
<td>b. Describe the various aspects related to the OT practice</td>
<td>a. Definition of Occupational Therapy b. Key aspects related to OT practice: occupation, therapy, client/patient-centered practice, evidence-based</td>
<td>Assignment</td>
<td>Selected video clips/ journal articles</td>
<td>Portfolio illustrating the wide range and scope of OT</td>
</tr>
</tbody>
</table>
2. Explain / Describe the nature of human occupation and its effect on health and wellbeing

3. Explain / Describe Occupational Therapy domain of concern, its relationship to health and well-being and OT process of delivering services

2. Identify major influences that shaped the field of occupational therapy
   a. Global development of OT
   b. Development of OT in the Philippines
   c. Understand how the current practice in OT relate to historical concerns
   d. Reflect about the future trends of occupational therapy

3. Historical Foundation of OT
   a. Global development of OT
   b. Development of OT in the Philippines

4. Philosophical Foundations of OT
   a. Articulate the profession’s philosophical base and its relevance to current and emerging practice
   b. Discuss how science is utilized in OT
   c. Describe the art of practice as seen client-centered practices in OT
   a. Philosophical base of OT
   b. OT as a science/ evidence-based practice
   c. OT as an art of practice/client-centered practice
   d. OT as ethical practice
   e. Occupation-centeredness
| 5 | d. Recognize the role of ethics in the OT profession  
   e. Explain the meaning of “occupation” in the context of the profession  
   f. Articulate the relationship between OT and art, science, ethics and occupation. |
|---|---|
| 6 | Given a typical OT case scenario, student will be able to:  
   a. Identify the various tools of OT practice  
   b. Describe how “use of self” was utilized by OT practitioners  
   c. Describe preparatory, purposeful and occupation-based activities used in OT using activity analysis process  
   d. Describe the value of group process  
   e. Describe the nature of clinical/professional reasoning  
   f. Describe the teaching-learning process  
   g. Describe the ways of how the context/ non-human environment affects human occupation |
| 7 | **Tools of Practice**  
   a. Therapeutic Use of Self  
   b. Activity/Occupational Analysis and Synthesis  
   c. Therapeutic use of Groups  
   d. Clinical /Professional Reasoning  
   e. Teaching-Learning Process  
   f. Non-human environment/ Context  
   | ** Assigned Readings**  
   | **Lecture**  
   | **Small group discussion**  
   | **Concept mapping**  
   | **OT modalities for preparatory, purposeful and occupation-based practice**  
   | **Selected videos illustrating OT tools of practice**  
   | **Group project** |
| 8 | a. Define occupation  
   b. Classify various forms of |
| 8 | **Understanding Occupation**  
   | **Lecture**  
   | **Selected**  
   | **My Portfolio of** |
| 9 | occupations in our daily lives  
|   | a. Individual level  
|   | b. Community/Population level  
|   | Classifying occupations  
|   | Meanings of occupations (Doing, Being and Becoming)  
|   | Introduction to occupational science and related terminologies  
|   | e. Identify physical, mental, and social aspects of one’s occupational performance, health and well-being  
|   | f. Discuss the link between occupational science and occupational therapy  
| 10 | a. Distinguish health from well-being  
|   | b. Describe the effects of physical and mental health, disease and predisposing genetic conditions, disability disease process, traumatic injury on the individual with the context of family and society on occupational performance  
|   | Understanding Health and Well-being  
|   | Medical Model vs. Biop-psycho-social Model  
|   | ICF Model  
|   | OT Models  
|   | Lecture  
|   | Guided Discovery  
|   | Concept mapping  
|   | Selected Readings  
|   | Written Quiz  
|   | LCD projector  
|   | Oral Group Presentations |
| 11 | c. Distinguish between occupation as a means and occupation as an end. Describe the effects of physical and mental health, disease and predisposing genetic conditions, disability disease process, traumatic injury on the individual with the context of family and society on occupational performance. |
| 12 | a. Describe the role of narratives in occupational therapy.  
   b. Demonstrate empathy towards PWDs.  
   c. Understand the implications of local, national and international health and social policies related to PWDs.  
   d. Recognize the influence of global issues on health and welfare needs.  
   e. Define occupational justice. |
| 13 | a. Occupation as a means (occupation-based)  
   b. Occupation as an end (Occupation-centered)  
   c. Spirituality and OT  
   d. OTPF (USA)  
   e. CMOP-E (Canada)  
   f. OPM (Australia)  
   g. KWA Model (Asian)  
   h. Understanding Disability and Society |
| 14 | a. Developing understanding of disability from the perspective of the PWD.  
   b. Health and Social policies related to PWDs.  
   c. Global issues on health and welfare needs.  
   d. Lecture  
   e. Guided Discovery  
   f. Concept mapping  
   g. Selected Readings: WHO REPORT ON DISABILITY  
   h. Disability Day – experiential learning  
   i. Reflection Paper  
   j. Position Paper on PWD’s rights |
<table>
<thead>
<tr>
<th>14</th>
<th>Occupational Justice and OT</th>
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</thead>
<tbody>
<tr>
<td>a. Describe how professional organizations support the OTs and the public</td>
<td></td>
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<tr>
<td>b. Discuss the various ways to develop professional competence</td>
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<td>c. Discuss the OT Code of Ethics</td>
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<tr>
<td>d. Recognize the various team members OTs work with</td>
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<tr>
<td>e. Discuss the different roles and practice settings of OT</td>
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<tr>
<td>f. Value the importance of lifelong learning as a professional</td>
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<tr>
<td>g. Value the collaborative process in a team</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Observation of selected OT</td>
</tr>
<tr>
<td>Given an actual observation of OT</td>
<td>Guided</td>
</tr>
<tr>
<td>16</td>
<td>practice, student will be able to:</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>a. articulate the role of OT</td>
</tr>
<tr>
<td>18</td>
<td>b. correlate the use of occupation and health and well-being of the client</td>
</tr>
<tr>
<td></td>
<td>c. exhibit professional communication skills with clients, correlate the use of occupation and health and well-being client</td>
</tr>
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<td></td>
<td>d. demonstrate beginning professional behaviors</td>
</tr>
</tbody>
</table>

| 16 | practice settings (Adult/Pediatric settings, Physical/Psychosocial settings) |
|    | observation |
|    | Small group discussion |
|    | with actual patients for observation |

**Student Performance Evaluation / Grading:** Student needs to obtain a grade of 75% in order to pass the course.

- Written Exam: 15%
- Reflection Papers I: 10%
- Reflection Paper II: 5%
- Position Paper: 5%
- Portfolio I: 15%
- Portfolio II: 20%
- Group Project I: 15%
- Group Project II: 15%

assessment: Portfolio of observation logs and reflection paper
### *SAMPLE RUBRIC FOR GRADING PORTFOLIO*

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio</strong> <strong>Presentation</strong></td>
<td>Highly organised use of headings, dividers and indexing to indicate all sections. Information is easy to access and to find. Innovative and creative use of design, graphics or visual techniques to individualise portfolio.</td>
<td>Organised use of headings, dividers and indexing to indicate all sections. Some use of creative design. Information is easily accessed.</td>
<td>All sections are labelled and included, with some use of headings, dividers and indexing. Limited use of creativity or visual design. Information is generally easy to find.</td>
</tr>
<tr>
<td><strong>Professional</strong> <strong>Writing</strong></td>
<td>Exceptional use of professional writing skills. No typographical, spelling, grammatical or punctuation errors. Confidentiality is strictly maintained.</td>
<td>Professional language is used throughout. Very few typographical, spelling, grammatical or punctuation errors. Confidentiality is maintained.</td>
<td>Professional language is generally used. May be some jargon, use of abbreviations or labelling language. Minor typographical, spelling, grammatical or punctuation errors. Confidentiality is maintained.</td>
</tr>
<tr>
<td><strong>Introductory</strong> <strong>Statement</strong></td>
<td>Description of placement is detailed and comprehensive. Rationale for the choice of learning goals is discussed in great detail. Learning plan/s included.</td>
<td>Provides a clear description of the placement. Rationale for choice of learning goals is clearly outlined. Learning plan/s included.</td>
<td>Provides description of the organisation, service, OT and team roles and caseload. Rationale for choice of learning goals is evident. Learning plan/s included.</td>
</tr>
<tr>
<td><strong>Selection of</strong> <strong>Evidence</strong></td>
<td>An extensive, varied and innovative range of evidence is included in each section that more than demonstrates competencies and learning gained.</td>
<td>A wide range of evidence is included in each section to clearly demonstrate competencies and learning gained.</td>
<td>Sufficient evidence is included in each section to demonstrate the learning opportunities available on placement and competencies gained.</td>
</tr>
<tr>
<td><strong>Reflection on</strong> <strong>Competencies</strong></td>
<td>An extensive range of competencies are clearly and comprehensively articulated in each section, with in-depth and substantial reflection and discussion of competency development.</td>
<td>A wide range of OT professional and personal competencies are clearly identified in each section, with detailed reflection on how these were developed.</td>
<td>Main OT professional competencies are identified with evidence of reflection on the development of these in each section.</td>
</tr>
<tr>
<td><strong>Summary</strong> <strong>Statement</strong></td>
<td>Highly detailed and in-depth self-evaluation of strengths, weaknesses and competencies based on learning experiences to highlight future career path.</td>
<td>Future learning and career goals are clearly outlined. Self-evaluation of strengths is clearly related to future career goals.</td>
<td>Highlights future professional goals. Includes some self-evaluation of strengths in relation to future career.</td>
</tr>
</tbody>
</table>