

Occupational Therapy Diversity Plan

Overview/Purpose

Diversity may exist in many forms including, but not exclusive to disability, religion, race, ethnicity, sexual orientation, gender identity, age, or socio-economic background. It is important for future healthcare professionals to learn about diverse populations and to value equity and inclusion so they can effectively engage and educate patients from these populations in their respective fields. The purpose of the diversity, equity, and inclusion plan is to ensure that students are given opportunities within curricular requirements to achieve these skills. Completion of this plan, along with other course requirements, will allow students to be introduced to diverse populations and and practice values of inclusion and equity in order to address health care disparities.

Outcomes of Diversity, Equity, and Inclusion Plan

The outcomes will be completed through coursework, lectures, discussions, and/or experiential activities in the required components of the program curriculum. By the end of the program students will be able to:

1. Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (ACOTE Standard B1.2.)
2. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations (ACOTE Standard B 1.3)
3. Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations (ACOTE Standard B 3.4.)
4. 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 Standard 4.1.)

Achievement of Outcomes

During the first year of the occupational therapy program, foundational concepts related to these outcomes are introduced to the students. Through the progression of the occupational therapy curriculum, concepts and skills are developed and expanded in preparation for Level I and II Fieldwork. During Level II Fieldwork, competencies related to these learning outcomes must be demonstrated to the level expected of an entry-level occupational therapist. See Table 1 for list of courses that practice these Diversity, Equity, and Inclusion Plan outcomes.

Monitoring Progress

Although many courses may meet these objectives, relevant activities will be evaluated by the instructor of the course(s). Successful course completion documented in the University course grading system (e.g. Blackboard) will indicate the fulfillment of the learning objective.

Table 1

Course Name	Course Objective/Experiential Competencies	Outcome Practiced
OTD 101	Course Objective: Identify six dimensions of occupation and recognize the therapeutic power of occupation (B.1.3, B.3.6, DOTD 3) Experiential Competencies: Cultural Reflection	2
OTD 103	<p>Course Objective: Demonstrate knowledge and application to practice of concepts of human psychosocial development in relation to function.</p> <p>Course Objective: Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions.</p> <p>Course Objective: 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.</p> <p>Experiential Competencies: Attendance of self help group & reflection, Creation and reflection on Wellness Recovery Action Plan, leading icebreaker activity</p>	1, 2, 4
OTD 105	<p>Course Objective: Demonstrate the ability to utilize a variety of standardized evaluation and assessment techniques for an individual with a neurological abnormality.</p> <p>Experiential Competencies: Students practice hands-on assessments, such as the Disorders of Consciousness Scale, and are presented with a video of an actual patient to assess, along with having the individual in the video come to class and speak. Students then demonstrated an understanding of knowing when to use this as a standardized score vs. using observable information from the assessment</p>	4
OTD 121	<p>Course Objective: Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations</p> <p>Course Objective: 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 Standard 4.1.)</p> <p>Experiential Competencies: Kawa & Culture Fact Sheet, Activity Analysis</p>	1,4
OTD 122	<p>Demonstrate knowledge of standardized and non-standardized screening and assessment tools' assessment capacity, psychometric properties, and cultural norms to be able to determine the appropriate tool for a client based on their needs, contextual, cultural, and environment factors to determine an individual's need for services. (ACOTE: B.4.1., B.4.2.; DOTD: 1, 3)</p> <p>Activity: Quiz, Lab assignments, observation lab and reflection, simulation lab case study</p>	1,4

<p>OTD 123</p>	<p>Course Objective: Demonstrate knowledge of the OT process and evidence-based practice to develop outcomes, recommendations, referrals and discharge needs in collaboration with the caregiver. (ACOTE B.4.1) Experiential Competencies: Midterm, Final, Intervention Session, Lab Assignment</p>	<p>4</p>
<p>OTD 125</p>	<p>Course Objective: Synthesize knowledge of balancing areas of occupation with the achievement of health and wellness for the clients who are at risk for disabilities, chronic health conditions, social injustice, occupational deprivation, and disparity. (ACOTE: B 1.2., B.3.4, B.1.3 DOTD: 3 & 4) Course Objective: Create appropriate community-based, non-biased assessment, intervention, program development and increased access to support performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. B.3.4 Experiential Competencies: Wellness Booths, Caregiver Community Training, Needs Assessment, Poverty Simulation, Native Voices</p>	<p>1,2,3</p>
<p>OTD 126</p>	<p>Course Objective: ACOTE B.1.3. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations. Course Objective: ACOTE B.3.4. Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. Experiential Competencies: Community Selection Assignment; Secondary Data Analysis Assignment; Community Survey Assignment; Photo Voice Assignment; Key Informant Interview Assignment; Community Intervention Plan and Assessment Assignment.</p>	
<p>OTD 131</p>	<p>Utilize knowledge of physical development to restoring function for development of intervention planning across the lifespan to provide training in self-care, self-management, health management and maintenance, and home management. (ACOTE: B.1.2.; DOTD: 3) Activity: Scavenger hunt, reference cards, case study, midterm and final evaluation</p>	<p>1,4</p>
<p>OTD 161</p>	<p>Course Objective: Recognize how therapeutic use of self is utilized to guide client interactions (ACOTE B.4.1) Experiential Competencies: Occupational Profile, Psychosocial Aspects of Care Annotated Bib</p>	<p>4</p>
<p>OTD 165</p>	<p>Course Objective: Implement intervention, which includes: Justify the intervention process, use evidence-based research to form decisions, select occupations that motivate and facilitate meeting the client’s goals, use</p>	<p>1,2,3,4</p>

	<p>interventions that are client-centered and occupation-based, adjust interventions to optimize client performance, monitor the client's status and update or terminate when needed, and document the client's response to treatment. (ACOTE B.4.1) Course Objective: Perform basic tenets of Occupational Therapy, which includes: Explain to clients and others the Occupational Therapy profession's values and beliefs, the value of occupation as an approach and desired result of occupational therapy, and the roles of the occupational therapist and the occupational therapy assistant. (ACOTE B.3.4) Course Objective: Administer appropriate evaluation and screening, which includes: Justify the evaluation process, select appropriate screening and assessment tools, establish the client's occupational profile, assess client factors and contexts, gather pertinent information, uniformly administer assessments (modifying according to the client's need), interpret assessment results, create an appropriate plan, and document the results. (ACOTE B.1.3) Course Objective: Exemplify Professional Behaviors, which includes: Collaborate with supervisor(s), initiate professional competence, appropriately respond to constructive feedback, and exhibit consistent work behaviors (including effective time management, positive interpersonal skills, and respect for diversity). (ACOTE B.1.3) Course Objective: Demonstrate consideration of psychosocial factors, to include: In all fieldwork settings, understand the psychosocial factors that influence engagement in occupation, and integrate these factors to develop "client-centered, meaningful, and occupation-based outcomes". (ACOTE B.1.3) Experiential Competencies: AOTA FWPE, Case Log</p>	
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