

CURRICULUM FRAMEWORK DIAGRAM

University Vision:

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.

BSHS/MSOT Vision

It is the mission of the York College of City University of New York Occupational Therapy Program to educate students for the multiple roles necessary to deliver state of the art occupational therapy services serving diverse populations in urban settings while promoting in the students the value of lifelong learning.

BSHS/MSOT Philosophy

Progressive Philosophy of Education:

Purpose of education is to:

- Promote societal well-being
- Enhance an individual's effectiveness in society.

Education provides learners:

- With practical knowledge
- Problem solving skills
- Leadership & Advocacy skills

The program design stresses the importance of:

- Individuality
- Pragmatic knowledge
- Problem solving
- Experiential learning
- Empowerment
- Self-directedness
- Lifelong learning
- Democratic ideals
- Social responsibility/Service Competency

Curriculum Objectives:

Year 1

KNOWLEDGE OF: (Core: Procedural Reasoning)

- bio-mechanical concepts
- basic anatomical structures & physiological function
- human growth and developmental processes
- history of profession & core values of OT
- ethics, issues in current healthcare & universal precautions
- Activity Analyses
- Basic neuroscience concepts

SKILLS FOR: (Core: Procedural Reasoning)

- goniometry & manual muscle testing
- interviewing individuals to collect information
- establishing therapeutic relationships with consumers
- designing, implementing & conducting activity analyses
- professional writing & clinical documentation

ATTITUDES THAT LEAD TO:

- critical thinking (Democratic Ideals)
- demonstrating an understanding of professional behavior
- procedural reasoning
- responsibility & organization (Service Competency)

Curriculum Objectives:

Year 2

KNOWLEDGE OF: (Core: Procedural Reasoning)

- research methodology/developing proposals
- basic statistical analysis
- evidence based practice
- culturally competent practice
- O.T. interventions in all diagnostic categories

SKILLS FOR: (Procedural Reasoning)

- assessing strength, sensation, vision, perception & cognition
- administering standardized & non-standardized evaluations
- transfer training and functional mobility
- collecting, analyzing and interpreting data
- participation in scholarly activities

ATTITUDES THAT LEAD TO:

- interactive reasoning (Democratic Ideals; Procedural Reasoning; Service Competency)
- active collaboration within & outside of discipline (Service Competency)
- realization of individual treatment needs (Democratic Ideals; Service Competency; Procedural Reasoning)
- client-centered practice and therapeutic use of self (Democratic Ideals; Service Competency)

Year 3

KNOWLEDGE OF (Core Thread:

Procedural Reasoning):

- measurement outcomes
- relationship between occupation and health
- reimbursement systems
- ethical decision making
- treatment planning

SKILLS FOR (Core Thread: Procedural Reasoning):

- application of O.T. theory/practices
- documentation that maximizes reimbursement
- seeking out information independently
- group process interventions

ATTITUDES THAT LEAD TO: (Core Threads)

- culturally competent practice (Democratic Ideals; Service Competency; Procedural Reasoning)
- self-directed learning (Democratic Ideals)
- leadership & advocacy (Service Competency;
- professional commitment (Democratic Ideals)
- self-awareness for on-going personal/professional growth (Democratic Ideals)

Year 4

KNOWLEDGE OF (core: Procedural Reasoning)

- Emerging practice areas
- Concepts of disabilities, culture and society

SKILLS FOR (Core Thread Procedural Reasoning)

- Progressive application of O.T. theory/practices
- More developed documentation that maximizes reimbursement
- Seeking out information independently

ATTITUDES THAT LEAD TO:

- Culturally competent (democratic Ideals; Service Competency; Procedural reasoning)
- Self directed learning (democratic Ideals)'Leadership & Advocacy (Service competency)
- Self awareness for ongoing personal & professional growth (Democratic ideals)

Outcomes/Goals of Program

As students progress through the curriculum, it is expected that they will intrinsically and extrinsically value the concepts of occupation and activity, not only as each pertains to theories, practices and skill-sets related to this profession, but also as they relate to the process of continuous development and well-being of all humans; thus fulfilling the mission of this professional education program.

The graduating student will have the knowledge, skills and attitude to be an entry level occupational therapist who:

- Is educated as a generalist with a broad exposure to the delivery models and system utilized in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Has achieved entry-level competence through a combination of academic and fieldwork education.
- Is prepared to articulate and apply professional principles, intervention approaches and rationales, and expected outcomes as related to occupation.
- Is prepared to be a lifelong learner and keep current with best professional practice;
- Is prepared to advocate for consumers and the profession;
- Will uphold the ethical standards, values and attitudes of the occupational therapy profession;
- Is prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and development.