CURRICULUM THREADS

I. Integrating affective experiences: Skills in perceiving, understanding, and responding to the emotional contexts of interactions and performance of self and others.

Students are able to:
   a) Appraise own affective state and manage responses when engaged with values and beliefs that differ
   b) Comprehend the meta-cognitive messages conveyed by another, make relevant inquiries and accurately interpret the meaning conveyed
   c) Relate to the experience of another, evaluate affective reactions, modify own response and appraise its effectiveness
   d) Predict potential affective reactions and prepare potential responses. Understand their own affective state and alter responses as needed
   e) Refine their own communication style integrated from diverse affective experiences and composed of effective communication skills.

II. Embracing diversity: Self-reflection and awareness of one’s own identity, values, attitudes, [comma] and prejudices. Skills in perceiving, understanding, respecting, and responding to others’ diverse experiences, values, attitudes, and prejudices.

Students are able to:
   a) Examine their cultural background and identify attitudes, beliefs and values that make up who they are
   b) Demonstrate understanding of cultural attitudes, beliefs and values that differ from their own
   c) Understand definitions and parameters of culture
   d) Assess and understand the impact of culture on occupational performance
   e) Demonstrate cultural sensitivity, knowledge and awareness when assessing, planning for and engaging clients in meaningful occupation.

III. Developing professional identity and leadership capacity: Understanding oneself as a professional through self-reflection, development of professional behaviors and engagement in professional activities.

Students are able to:
   a) Self-evaluate professional behaviors, compare/contrast with evaluations by others, and formulate a plan to address areas in need of development
   b) Perform self-reflection authentically and manages feedback as part of the self-growth process
   c) Articulate confidently what occupational therapy can offer society
   d) Act ethically and with integrity during all interactions as an occupational therapy student
   e) Appraise self-directed learning skills and needs to formulate and design own learning experiences
   f) Understand oneself as a professional among other disciplines.
IV. **Becoming creators of knowledge: Understanding the development of knowledge and how one can contribute to the evolution of knowledge. Be a self-directed, independent learner and scholar.**

Students are able to:

a) Demonstrate the contextual nature of knowledge and the diverse ways in which individuals construct knowledge

b) Contribute to the learning of others by creating and implementing teaching activities that are appropriate to their needs and goals

c) Demonstrate clinical reasoning by assessing and applying scholarly, clinical, and experiential knowledge to make appropriate decisions about the occupational therapy process

d) Collect, appraise, and synthesize available information in order to construct a question of clinical and scholarly significance

e) Engage in self-reflection to assess level of knowledge on a specific topic and identify strategies and sources for seeking and obtaining necessary information.

V. **Understanding humans as occupational beings: Knowledge of the complexity and uniqueness of occupation in the human experience and the facilitation of occupational participation.**

Students are able to:

a) Appraise and articulate the uniqueness of human occupation and its multiple dimensions

b) Distinguish and describe the quality and complexity of an individual’s occupational performance

c) Analyze, integrate and interpret an individual’s ability/ inability to engage in meaningful occupation

d) Reflect and express one’s own experience of occupation

e) Compare, contrast and critique the concepts, constructs and theories of human occupation.

VI. **Engaging & serving communities of practice, scholarship and learning: Connecting, collaborating and serving department, university, local and global communities.**

Students are able to:

a) Engage with other disciplines and support connections with communities through service learning, fieldwork, and providing evidence-based reviews for communities and populations

b) Engage in collaborative scholarly activities that advance their own skills and add to the professional body of knowledge.