

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.