

UNIVERSITY OF ALBERTA
DEPARTMENT OF
OCCUPATIONAL THERAPY

MScOT Program

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UNIVERSITY OF ALBERTA
FACULTY OF REHABILITATION MEDICINE
Department of Occupational Therapy

Vision and Mission

Vision

To be global leaders in the advancement of occupational therapy.

Mission

The development of leaders in occupational therapy through excellence in research, education and citizenship.

Our Vision and Mission guide the direction of all aspects of the Occupational Therapy program: Curriculum, Research and Community Service.

Our Vision and Mission are operationalized through a progressive curriculum delivered within local, national and international contexts.

Occupational Therapy U of A Program



The professional and educational conceptual frameworks guide the development and delivery of a current, progressive and responsive curriculum.

Professional Conceptual Framework

- Values of Department of Occupational Therapy
- CAOT Profile of Occupational Therapy Practice in Canada

Curriculum

- Content (Themes, Threads, & Streams)
- Learning Methods

Educational Conceptual Framework

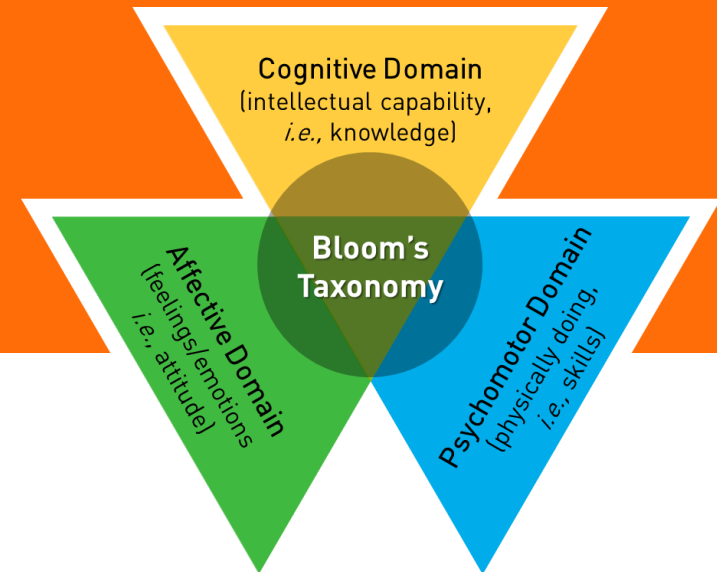
- Education Philosophy
- Education Partners
- Educational Theories
- Education Processes (Kolb's Learning Cycle, Schön's Reflective Practice)

Professional Framework



The CAOT Profile of Occupational Therapy Practice in Canada (2012) is identified in each course to ensure students are prepared to enter current and emerging areas of practice.

Educational Theories



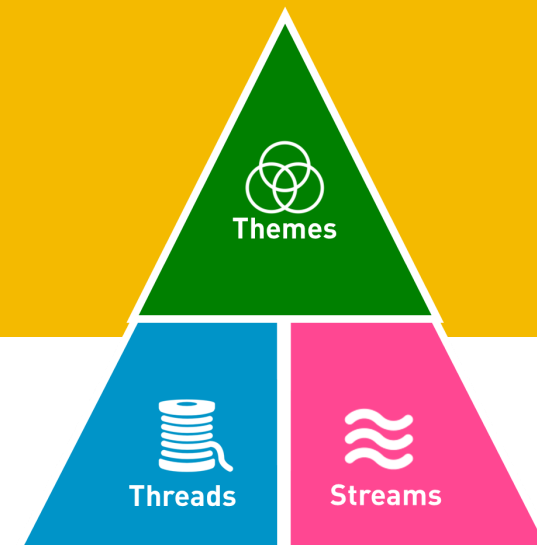
Students enter as adult learners with valuable life and educational experiences, progress through the Curriculum and exit as new graduates ready to be competent entry-level practitioners.

- **Constructivism** builds on the premise learners construct their own knowledge from their experiences and that it can be both an individual cognitive activity and a socially interactive one.
- **Transformative Learning** facilitates a shift in consciousness that alters people's thoughts, feelings and actions.
- **Emotional Intelligence** fosters a student's ability to understand his or her emotions and the emotions of others, and to act appropriately in managing relationships.
- **Bloom's Taxonomy of Learning** classifies the learning objective infrastructure by identifying purpose and levels across the three domains of Cognition, Affective and Psychomotor.

Curriculum Flow

- Purposeful and cumulative focus of content within a learner-centred experience
- Neuroscience foundation
- Heterogeneous mix of prior learning and experiences leading to complex issues and creative problem-solving
- Horizontal (entry to exit) and vertical (across years and Theme courses) integrated approach to learning in classrooms and labs supported by the effective use of technology.
- Service delivery continuum of micro (individual client), meso (groups) to macro (population)
- Development of professional competencies and career skill profile in the 21st century

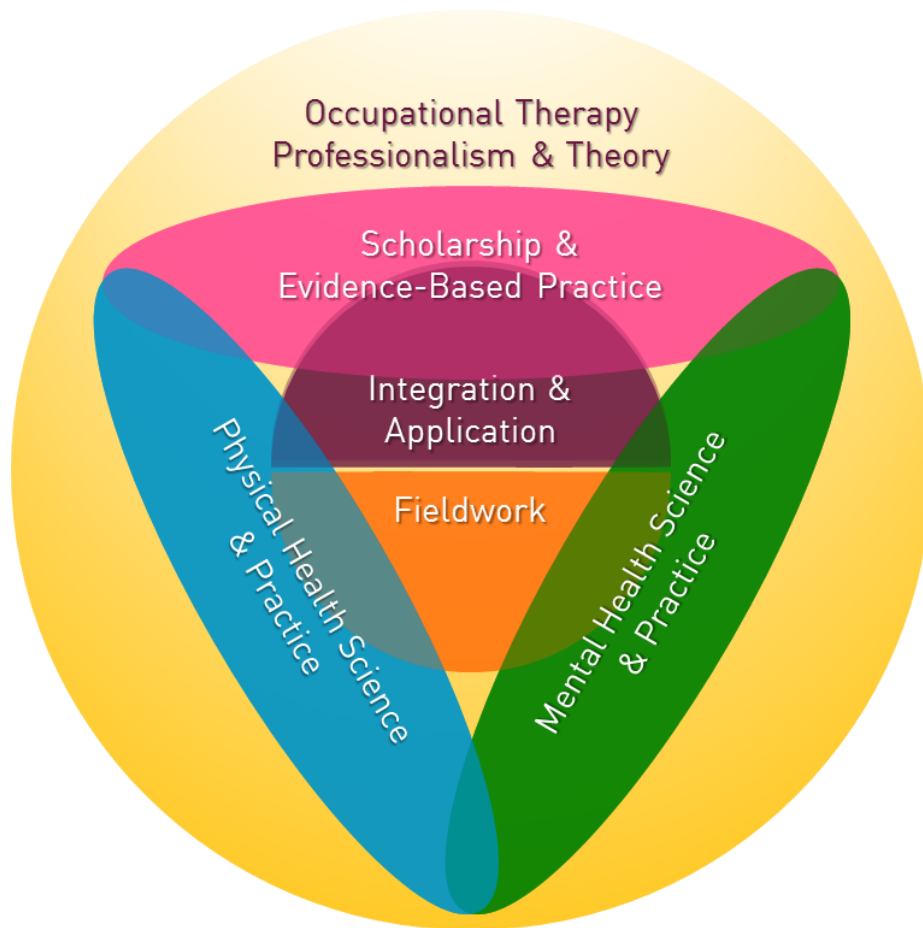
Curriculum Infrastructure



The Curriculum is delivered by a team of dedicated faculty, staff and partners and is expressed through Themes, Threads, and Streams.

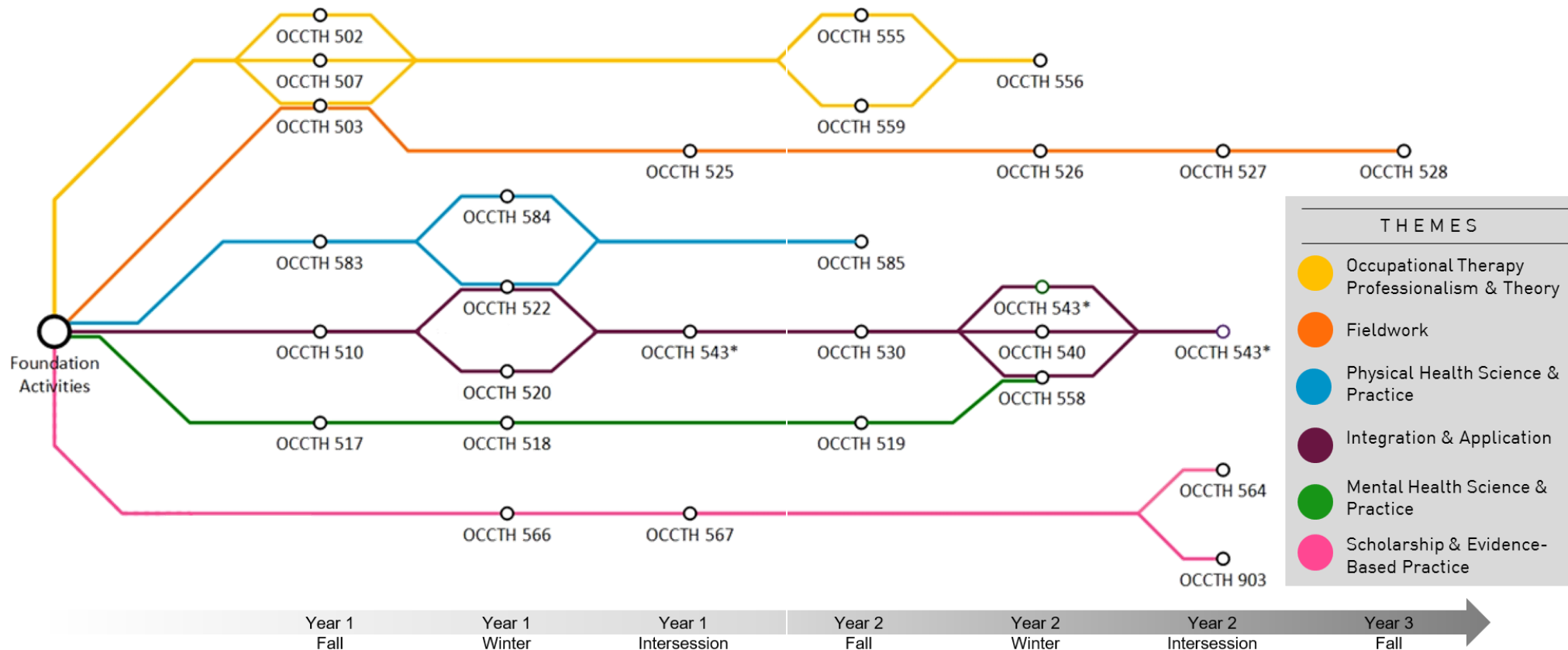
- **Themes** group courses based on their content. The six themes identified ensure appropriate depth and scope of core concepts in each course
- **Threads** are the key pedagogical components that underpin *all* courses such as self-directed learning, evidence to practice, and experiential learning
- **Streams** are the key topics flow through the program to *varying degrees* across courses such as reflective practice, social determinants of health, and self-management

Curriculum Themes



- **Occupational Therapy Professionalism & Theory** uses core concepts and theories of the profession enabling student growth at a personal and a professional level
- **Scholarship & Evidence-Based Practice** integrates research procedures with occupational therapy models for evaluating processes, structures, and outcomes
- **Physical Health Science & Practice**: assessment skills and occupational therapy interventions for occupational performance deficits resulting from physical health conditions
- **Mental Health Science & Practice**: assessment skills and occupational therapy interventions for occupational performance deficits resulting from mental health conditions
- **Integration & Application**: skill-based courses to allow students to develop practical hands-on skills
- **Fieldwork**: practical experience in approved facilities and community agencies

Curriculum Theme Map



Total Program credits = 81