

**OT 250: Introduction to Occupational Science and Occupational Therapy
Fall 2024**

Course Information

Tuesday and Thursday, 10:30 AM - 11:50 PM; KAP 156 (Section 47703)

Tuesday and Thursday, 3:30 PM - 4:50 PM; THH 212 (Section 47704)

Instructors

Dr. Arameh Anvarizadeh, OTD, OTR/L, FAOTA

Office Hours: By appointment only

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Dr. Diego Lopez, OTD, OTR/L

Office Hours: Tuesdays and Thursdays 2:30-3:30PM (THH B4 or Zoom), or by appointment

Email: diego.lopez@chan.usc.edu

Teaching Assistants

TBD

Course Description

In this course, we will focus on the concept of occupation and the ways in which the drive to be engaged in meaningful activities characterizes the human experience. We will examine research from the academic field of occupational science as well as discuss the clinical implications for the practice of occupational therapy. Through reading, class discussions, and activities, students will gain insight into occupational science and occupational therapy, develop research and analytical skills, examine the impact of personal lifestyle and activities, and understand the integral role of occupations across the lifespan.

Learning Objectives

1. Examine the concept of occupation, its basic role in human experience, and its impact on an individual's lifestyle, health, and sense of well-being.
2. Develop an occupation-based understanding of what it means to be human, specifically considering the human drive to engage in a balance of work, play, rest, and leisure occupations.
3. Develop analytical skills by documenting and interpreting information about personal patterns of activity.
4. Define occupational therapy and occupational science.

Required Texts - available at University Bookstore or online retailers

1. E-book and/or Hard Copy: Howard, P. (2014). *The Owner's Manual for the Brain (4th ed)*. Harper Collins, William Morrow.

Please complete assigned readings and exercises as scheduled and be prepared to discuss them in class, lead class discussions, and consider the material in your assignments as they relate to you and your occupations.

Embracing Diversity

We are dedicated to fostering an inclusive environment where every student feels valued, respected, and included. Our intent is that students from diverse backgrounds and perspectives are not only well-served by this course but actively contribute to the richness of our collective learning experience.

We recognize that diversity is a strength, and it is our commitment to ensure that your learning needs are addressed both in and out of class. We believe in the transformative power of diverse perspectives and encourage the expression of varied viewpoints as a fundamental way for all of us to learn and grow through dialogue. Active engagement and collaboration are not just encouraged but essential components of our learning process.

As part of our commitment to accessibility, we strive to make all course materials inclusive and provide necessary accommodations to meet our students' diverse needs and preferences. We acknowledge the existence of unconscious bias and encourage self-awareness to create an environment where everyone is open to challenging and expanding their perspectives.

In our scheduling, we have made effort to avoid deadline conflicts with major religious holidays. If, however, a significant deadline conflicts with your religious observances, please let us know as soon as possible so we can make alternative arrangements.

Our commitment to continuous improvement means we welcome your feedback throughout the course and emphasize collaborative problem-solving to address any issues that may arise during the semester. Your thoughts and suggestions will help us ensure that diversity and inclusion remain central to our learning environment.

Discussion Guidelines

In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the diversity of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each other's opinions and refrain from personal attacks or demeaning comments of any kind. If we witness or become aware of harmful comments we will take steps to address them through in-class dialogue, restorative conversation or other means. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. If you have any concerns related to class discussions, please inform your instructor. Your suggestions about how to improve the inclusive environment in this course are encouraged and appreciated. Additionally, please utilize this [Menu of Discussion Norms](#) which provide guidelines in regard to respect, constructiveness, and inclusivity.

Inclusive Teaching Statement

As USC Chan faculty, it is our responsibility to attend to student differences and take deliberate steps to ensure that all students feel welcomed, valued, challenged, and supported in succeeding in the program. In collaboration with students, we will help cultivate positive rapport and community in the classroom environment. Your instructor encourages open communication outside of class regarding any issues or feedback you have, or accommodations you need to overcome barriers to an optimal educational experience.

Attendance

Students are expected to attend class regularly and to participate in class discussions. Excused absences can be secured by contacting the instructor(s) and teaching assistant by email within 24 hours after class with appropriate documentation. Planned absences may be excused by talking to the instructor before the class to be missed.

Absentee Protocol

We recognize that some students may need to miss class due to illness and/or unforeseen circumstances. Students will be permitted to make up work if they need to miss class. For routine absences, students are expected to notify their instructor(s) a minimum of one hour prior to class so that arrangements for remote participation and/or make-up work can be made. **Students will only be permitted to participate remotely if approved by the instructor and aligned with the course learning goals and activities.** Make-up work will be determined by the course instructor and is due prior to the start of the next class session.

Understanding that sometimes extenuating circumstances make advanced notification difficult or impossible, if a student is unable to notify their instructor in advance, they are expected to notify their instructor(s) of their absence as soon as possible in order to make arrangements for make-up assignments.

Technological Proficiency and Hardware/Software Required

In this course it is required to have access to a computer in order to participate in Brightspace Assignments and review course material. Feel free to use the following links for additional software support and availability as it relates to this course:

- [USC Computing Center Laptop Loaner Program](#)
- USC Technology Support Links [Zoom information](#)
- [Brightspace help](#) for students
- [Software available](#) to USC Campus

Policy Concerning AI:

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere

to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions for each assignment for more details on how and when to use AI Generators for your submission.

Policy Concerning Graded Assessments and Course Examinations:

Students are informed well in advance of the schedule for graded assessments (exams, quizzes, papers, etc.) in each course. It is the student's responsibility to prioritize these dates and times in order to meet course requirements, and it is advantageous to take all exams at the day/time when they are administered.

Accommodations needed, due to a student's specific disability(ies) or health condition, must be approved by the USC Office of Student Accessibility Services (OSAS) and should be requested at the beginning of the semester, **well in advance of exams**. Per the Chan Division Student Handbook, if a student has OSAS-approved accommodations and wishes to use them for graded assessments/course exams, the student should notify the course instructor **a minimum of two weeks prior to the exam** (p. 20). **Accommodations requested less than two weeks prior to an exam are not guaranteed**. Please see the section of the syllabus on academic accommodations.

Graded assessments **MUST be completed on the date and at the time scheduled**.

Acknowledging that emergencies can arise on the day of a graded assessment, the following policy will apply:

- If a student is **late** for a graded assessment/exam, they may complete it as scheduled with any remaining time available.
- If a student **cannot** be present for a graded assessment/exam due to self-limiting conditions (e.g., flu, headache, gastroenteritis), the student must notify the course instructor of their absence as soon as possible in order to reschedule the graded assessment **at the instructor's convenience**.

For severe health concerns which may arise, or circumstances in which a student is late for/missing more than one scheduled assessment, the student will be referred to USC Student Health, the Director of the Academic Program, and/or Dr. Julie McLaughlin Gray, the Associate Chair for Academic, Faculty, and Student Affairs, for support in navigating campus resources and appropriate channels for academic adjustments.

Documentation supporting the emergency situations requiring extensive modifications to the course assessment schedule (i.e. multiple assessments must be rescheduled) must be provided for:

- Hospitalizations, significant injuries, or concussions
- Death of immediate family member

Failure to provide the appropriate documentation will result in a "o" for the assessment/examination.

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class and helps us to continually improve our teaching practice and courses.

Summary of Assignments

ASSIGNMENT	Learning Objective (s) Met	DUE DATE	% OF GRADE
Participation	1, 2, 3, 4	N/A	10%
Self-Reflection Journals (2)	1, 2, 3, 4	Journal #1: Sept 12 th Journal #2: Nov 7 th	20%
Flow Experience Paper	1, 2	Oct 8 th	10%
Cohort Presentations (2) <ul style="list-style-type: none"> ● Presentation 1 = 15% ● Presentation 2 = 10% 	1, 2, 3, 4	Presentation #1: To be assigned; date will vary by cohort. Presentation #2: Dec 3-5	25%
3 Quizzes: <ul style="list-style-type: none"> ● Quiz 1 = 10 points ● Quiz 2 = 10 points ● Quiz 3 = 10 points 	1, 2, 3, 4	Quiz 1: Sept 26 th Quiz 2: Oct 31 st Quiz 3: Nov 26 th	20%
Final: Self-Reflection Journal #3	1, 2, 3, 4	Final December 17 th	15%

Assignment Descriptions

1. Participation (10%)

Participation in class discussion is a **very** important part of this course, so please reflect on readings and come to class ready to contribute. Your regular attendance, attitude, and involvement in class material are crucial to your grade. Please be prepared to contribute to each class session by applying material to you and your occupations.

2. Cohort Presentation #1 (15%)

Date will vary by Cohort

Students will be divided into cohorts, or small groups, and work together on projects throughout the semester. As a cohort, you will be responsible for creating an outline and presentation for the assigned readings. The presentation should be designed to be as interactive as possible, so please supplement the learning through interactive discussion questions, games, and other learning activities. See Brightspace for detailed assignment description and rubric. Be sure that your presentation follows APA 7 guidelines.

- 3. Cohort Presentation #2 (10%)** **Last week of class (12/3 & 12/5)**
For this assignment, you will work in cohorts to conduct and present further research on one of the subject areas covered in this course. Each cohort will receive a group score of 10 points and will be assigned one topic they found interesting. See Brightspace for detailed assignment description and rubric. Be sure that your presentation follows APA 7 guidelines. **All students are required to attend and participate.**

- 4. Flow Experience Paper (10%)** **DUE 10/8**

The Flow experience paper is a 5-page double-spaced paper describing a flow experience you have had in the past. Assessment for this assignment will examine the depth of your reflection on the experience, as well as your ability to integrate course content into the paper. See Brightspace for detailed assignment description. Be sure that your paper follows current APA guidelines to prevent plagiarism. The [OWL at Purdue APA Formatting and Style Guide](#) is a very helpful resource.

- 5. Self-Reflection Journals (35% total):** There will be 3 Self-Reflection Journals with forms and detailed assignment descriptions posted on Brightspace. You will be graded on the depth and thoroughness of your answers.

- **Self-Reflection Journal #1 (10%)** **DUE 9/12**

The **self-reflection journal** consists of completing and writing a 3-4-page double-spaced response to the various prompts assigned to that journal. This assignment requires reflection on occupational engagement, patterns, and behaviors as well as expectations for self-regulated learning throughout the semester.

- **Self-Reflection Journal #2 (10%)** **DUE 11/7**

The **second self-reflection journal** consists of completing and writing a 3-4-page double-spaced response to the various prompts assigned to that journal. This assignment requires reflection, analysis of occupational engagement, and reassessment of learning goals up to that point in the semester.

- **Self-Reflection Journal #3 (15%)** **DUE 12/17**

The **third self-reflection journal** is a thorough, cumulative reflection of your experience in the course, growth over the semester, and end-of-semester understanding of occupation, OT, and OS. This journal is the final summative assignment, due during the week of final exams.

- 6. Quizzes (20% total)** **9/26, 10/31, and 11/26**

- There will be **3 in-class quizzes worth 10 points each.**
- Quizzes are meant to reinforce your understanding of basic course content.

- Quizzes will consist of short answer, true/false, and multiple-choice questions.

Assignment Submission and Grading Policy

We expect that assignments will be turned in on the due date and time listed on the syllabus. We understand you are managing the demands of your respective programs. If you are not able to submit your assignment on time as specified by the due date on the syllabus, please talk to us before the deadline so that we can determine an alternate plan for completion. If we do not hear from you before the deadline and an assignment is turned in late, 5% will be deducted from the final grade for each day past the deadline. See specific assignment guidelines for more details. Unless otherwise noted, all assignments are to be submitted via Brightspace.

Grading Timeline

Students can expect grading and feedback from the instructor for each assignment at least two weeks after assignment submission. Please reach out if you have any concerns about this

Grading Scale

Course final grades will be determined using the following scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66

****It is the responsibility of the student to keep all classwork and monitor grades posted on Brightspace until the semester grading period is over. Changes will not be made after that time.**

Letter grades will be assigned based on the percentage of points possible that you earn, as stated above. Percentages earned will not be rounded up. Please note that **grades will not be inflated based on request, nor will additional assignments be created so that a student may attempt to earn more points.** If you are struggling, please talk to your instructor or seek out help (see Support Services below) immediately. Retaking quizzes or resubmitting work to try to raise a grade is not an option.

WEEKLY COURSE SCHEDULE (subject to change)

Date	Topic	In-Class Activities
UNIT 1: What is Occupation?		
Week 1 Tues 8/27	Welcome to OT-250!	Syllabus review Introductions
Week 1 Thurs 8/29	What are occupations?	What are “occupations?” The role of occupations in our stories
Week 2 Tues 9/3	Complexities of occupation	Person, Environment, and Occupation (PEO) Model Example occupation: Eating
Week 2 Thurs 9/5	Complexities of occupation	Tattooing as Occupation Reading: (Ramirez et al., 2022)
Week 3 Tues 9/10	The power of occupation	Occupational therapy: Occupation as means, occupation as ends
Week 3 Thurs 9/12	Studying how people occupy their time	Occupational science: examples, quantitative and qualitative research Cohort Presentation assignments and order Reflection Journal #1 Due
Week 4 Tues 9/17	Sensory Profiles and Occupations	Sensory Processing: The Sensation of Everyday Life Reading: (Dunn, 2001)
Week 4 Thurs 9/19	Flow in Occupations	Mihaly Csikszentmihalyi: Concepts of Flow
Week 5 Tues 9/24	Habits & Routines	Cohort 1 Facilitation Reading for presentation: Clark (2000)
Week 5 Thurs 9/26	Habits & Routines	Lifestyle Redesign® and other habit-building techniques Quiz #1

UNIT 2: Occupations Promoting Health		
Week 6 Tues 10/1	Exercise	Cohort 2 Facilitation Reading for Presentation: Howard (2014): Ch 18
Week 6 Thurs 10/3	Sleep	Cohort 3 Facilitation Reading for presentation: Howard (2014): Ch 16
Week 7 Tues 10/8	Ergonomics	Flow Experience Paper DUE Faculty Lecture
Week 7 Thurs 10/10	FALL BREAK Enjoy 😊	
Week 8 Tues 10/15	Managing Stress & Burnout	Cohort 4 Facilitation Reading for presentation: Howard (2014): Ch 33
Week 8 Thurs 10/17	Creative Occupations	Cohort 5 Facilitation Reading for presentation: Howard (2014): Ch 24
Week 9 Tues 10/22	Music Based Occupations	Cohort 6 Facilitation Reading for presentation: Toader et al., (2023)
Week 9 Thurs 10/24	Play as Occupation	Faculty Lecture (What is play) Reading: Brown & Vaughan (2009)
Week 10 Tues 10/29	Play as Occupation	Cohort 7 Facilitation Reading for presentation: Ludic theory
Week 10 Thurs 10/31	Restorative Occupations	Quiz #2
UNIT 3: Occupations in a Social World		
Week 11 Tues 11/5	Dating as an Occupation	Faculty Lecture
Week 11 Thurs 11/7	Sex as an Occupation	Reflection Journal #2 Due Guest Lecture
Week 12 Tues 11/12	Technology Use - Social Media as occupation	Cohort 8 Facilitation Reading for presentation: TBD
Week 12 Thurs 11/14	Human-animal interactions	Faculty Lecture

Week 13 Tues 11/19	Nature Based Occupations	Field Trip: USC Peace Garden visit!
Week 13 Thurs 11/21	Social Activism as Occupation	Faculty Lecture
Week 14 Tues 11/26	Cohort Presentation #2 Workday & Quiz #3	Quiz #3
Week 14 Thurs 11/28	THANKSGIVING HOLIDAY BREAK Enjoy 😊	
Week 15 Tues 12/3	Cohort Presentation #2	Cohorts 1-4
Week 15 Thurs 12/5	Cohort Presentation #2	Cohorts 5-8
FINAL: December 17th	DUE ON BRIGHTSPACE Self Reflection Journal #3 Section 47703: 8am-10am Section 47704: 2pm-4pm	

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity:

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Office of Equity and Diversity \(OED\) | Title IX](#) - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Public CARE Report

https://usc-advocate.symplicity.com/care_report/index.php/pid031808

Avenue to contact Trojans Care 4 Trojans or the Office of Equity and Diversity/Title IX to report incidents of bias, hate crimes, and micro-aggressions for appropriate investigation and response.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

USC Cultural Centers

Center for Black Cultural and Student Affairs <https://cbcsa.usc.edu/>

La Casa for Latinx, Chicanx students <https://lacasa.usc.edu/>

LGBTQ+ Student Center <https://lgbtqplus.usc.edu>

Asian Pacific American Student Services <https://apass.usc.edu/>

Office of International Affairs <https://ois.usc.edu/>

First Generation Plus Success Center <https://firstgenplussc.usc.edu>

Veterans Resource Center <https://vrc.usc.edu>

USC Provost's office DACA resources

<https://www.provost.usc.edu/memo-students-faculty-staff-daca-resources/>

USC Student Resources

Information, updates and support for the USC community <https://we-are.usc.edu/students/>

USC Student Basic Needs Office:

Offers resources for food (Trojan Food Pantry), housing, and financial insecurity, as well as assistance with technological needs (internet connection, laptops, etc.)

Email is basicneeds@usc.edu ; <https://studentbasicneeds.usc.edu/>

USC Kortschak Center for Learning and Creativity

<https://kortschakcenter.usc.edu/>

USC Student-Athlete Academic Services

<https://saas.usc.edu>