

TWU SCHOOL OF OCCUPATIONAL THERAPY  
 MODEL OF CURRICULUM DESIGN  
 Figure 2 – Curriculum Content

Prerequisite courses:

Anatomy and Physiology Neuroanatomy and Physiology Statistics	Sociology Life Span Development Abnormal Psychology
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DOMAINS:	<i>Occupation</i>		<i>Process</i>		<i>Practice</i>	
STRANDS:	Theoretical Base*	Occupational Adaptation*	Principles of Intervention*	Scholarly Inquiry*	Tools-Modalities*	Fieldwork I-II*
<b>Module I</b>	OT Knowledge Bases & Practice	Occupational Wellness	Occupational Therapy Assessments	Scholarly Inquiry Seminar	Person/Tools/Occupation	Level I – Community
<b>Module II</b>	OT Practice Models Theory and Principles of Contextual Movement	OA – Infancy and Childhood		Quantitative & Qualitative Research Systematic Inquiry or Professional Paper	Ways of Doing Contexts	Level I – Occupational Contexts of Childhood
<b>Module III</b>		OA – Adolescents & Young Adulthood	Advanced OT Process	Systematic Inquiry or Professional Paper		Level I – Occupational Adaptation in Contexts of Adolescence and Middle Adulthood
<b>Module IV</b>		OA – Middle and Late Adulthood	Design, Evaluation, & Managing Systems	Systematic Inquiry or Professional Paper	Specific Tools of Practice	Level I – Occupational Contexts of Middle and Late Adulthood
<b>Module V</b>						Level II – Fieldwork

\* Students select 2 Issues courses from 1 or 2 of the curriculum strands.