



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

**OCC 3060 Complementary Therapies, Wellness, and
Occupation**

3 Semester Credit Hours

Student Learning Outcomes and Enabling Objectives

1. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. (B. 4.5)
 - a. Develop a personal wellness Mission Statement and Wellness Plan based on results of selected assessments.
 - b. Discuss steps and objectives to conduct the Wellness Plan. (B.4.9)
2. Correlate the importance of balancing the role of occupational performance in the promotion of health, the prevention of disease, illness, and dysfunction for persons, groups, and populations. (B. 3.4)
 - a. Describe dimensions of the Wellness Model as it pertains to occupational performance.
 - b. Describe the effects of disease processes on occupational performance. (B. 3.5)
3. Defend the role of complementary and integrative therapies and wellness activities as an occupation for the prevention and/or treatment of disease and disability for the individual, family, populations and society.
 - a. Discuss the various types of complementary and integrative therapies.
 - b. Discuss cultural relevance as it relates to the practice of complementary and integrative therapies.
4. Evaluate scientific evidence, theories, models of practice, and frames of reference to guide intervention in a variety of practice contexts and the environment. (B. 2.1)
 - a. Locate research materials demonstrating efficacy of interventions.
 - b. Discuss the evidence in terms of activity analysis of areas of occupation, performance skills, performance patterns, context and the environment. (B. 3.6)

5. Articulate the basic concepts, evolution and implementation of complementary and integrative therapies in the United States.
 - a. Provide a historical perspective on the development and use of complementary and integrative therapies.
 6. Examine the legal, reimbursement, and ethical issues surrounding complementary and integrative therapies using scientific and anecdotal evidence.
 - a. Demonstrate knowledge of training, certification and licensure requirements of practitioners. (B. 5.5)
 - b. Identify legal issues.
 - c. Identify ethical issues.
 - d. Articulate contraindications related to complementary and integrative therapies.
 7. Analyze the role of sociocultural, socioeconomic, diversity factors and lifestyle choices in contemporary society as it applies to complementary and integrative therapies. (B. 1.2)
 - a. Articulate the concept of culturally-embedded health systems and its relationship to health practice choices.
 - b. Identify determinants of health and access to healthcare services for persons, groups, and populations. (B. 1.3)
 8. Facilitate a complementary and integrative therapy group session to enhance safety, health, wellness and performance of occupations. (B. 4.10)
 - a. Utilize principles of the teaching-learning process (educational methods and health literacy approaches). (B. 4.21)
 - b. Demonstrate complementary and integrative therapies.
 - c. Provide best practices and evidence-based resources to group members.
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Big Ideas and Essential Questions

Big Ideas

- Assessment
- Wellness
- Complementary/integrative therapies
- Lifestyle choices
- Best practices

Essential Questions

1. How does a therapist defend the use of complementary/integrative therapies in occupational therapy?
2. What future role does wellness play in society?
3. What lifestyle choices will impact best practices in complementary/integrative therapies?

These SLOs are not approved for experiential credit.

Effective: Spring 2021