



# Enhancing Occupational Therapy Interest and Perceived Preparedness Within Cal State LA Kinesiology Curriculum



Ulster Napoles, OTD/s; Faculty Mentor: Dr. Valerie Perry, OTD, OTR/L; Community Site Mentor: Connie Wong, PT, MA

## Cal State LA School of Kinesiology

- ❖ Cal State LA ranked #1 for the upward mobility by being a premier public university dedicated to engagement, service, and the public good.
- ❖ The School of Kinesiology prepares undergraduate students to become specialists by emphasizing either Fitness and Human Performance, Therapeutic Rehabilitation Practice, Educational Settings, or Community Service Agencies.
- ❖ The kinesiology program is facilitated by instructors of various disciplines with major of students leaning primarily on physical therapy principles.

## Needs Assessment Summary

- ❖ Establishing a connection to individual course student learning outcomes as it related to contributing to occupational therapy preparedness.
- ❖ Integrated understanding of curricular threads that informed the program design.
- ❖ Kinesiology course modification and establish occupational therapy related content that informed, inspired, and prepared kinesiology students for the rigors of occupational therapy school and practice.

## Literature Review

- ❖ Heavy reliance on educators utilizing a surface learning model to project a "transmission of knowledge" and students acted as the "recipient of information" (Guo et al. 2020).
- ❖ Lack of engaging teaching methods and provided recommendations to allow students to play more active roles in their learning (Guo et al. 2020).
- ❖ Reinforcing course-specific content and curricular threads through evidence-based adult learning theory/andragogy approaches were effective in promoting both a more cohesive understanding (D'antoni et al., 2019) .
- ❖ Many students needed help transitioning into graduate school which created a gap in student preparedness (Aldiwech et al., 2022).

## Individualized Learning Objectives

In the 14 weeks of the DCE, the doctoral capstone student will:

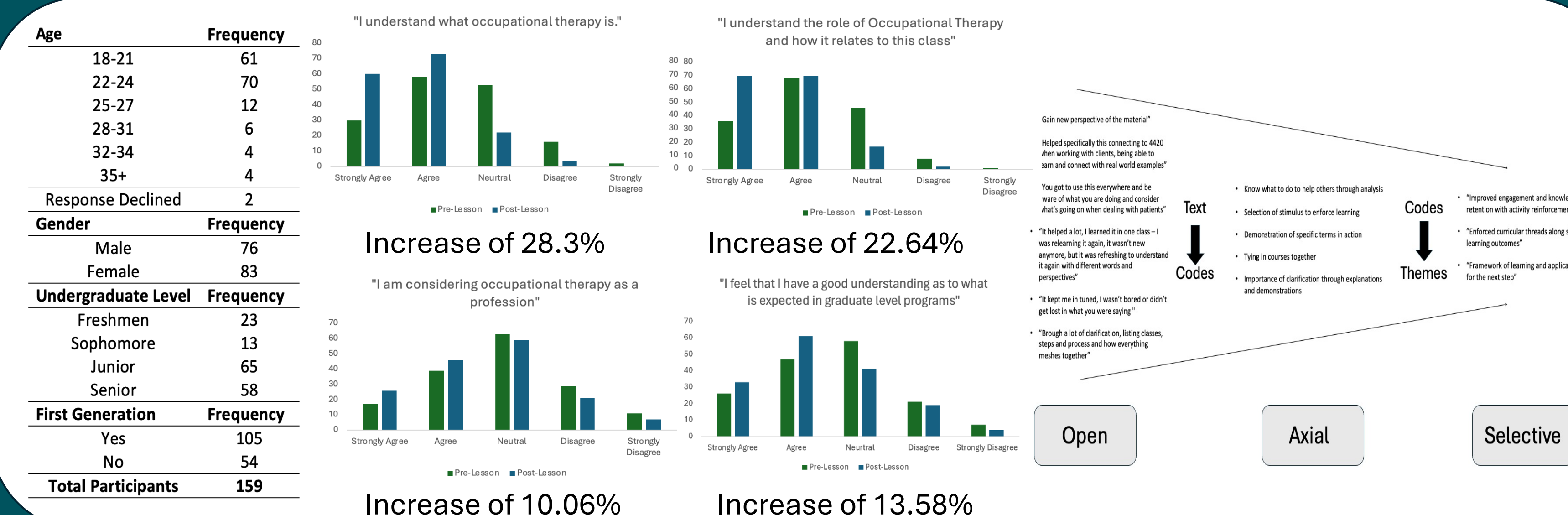
- ❖ Develop and implement occupational therapy-related content to guest lecture at least once in at least four kinesiology classes (at the 2000, 3000, and 4000 level).
- ❖ Develop and distribute educational materials for academic advisors, undergraduate kinesiology students, and interprofessional faculty to sustain occupational therapy-related content to promote interest and preparedness in occupational therapy.
- ❖ Enhance their clinical practice skills with spinal cord injury (SCI) and stroke populations during client sessions held at Cal State LA's Mobility Center.

## Curriculum Design

**Focus Area:**  
Education

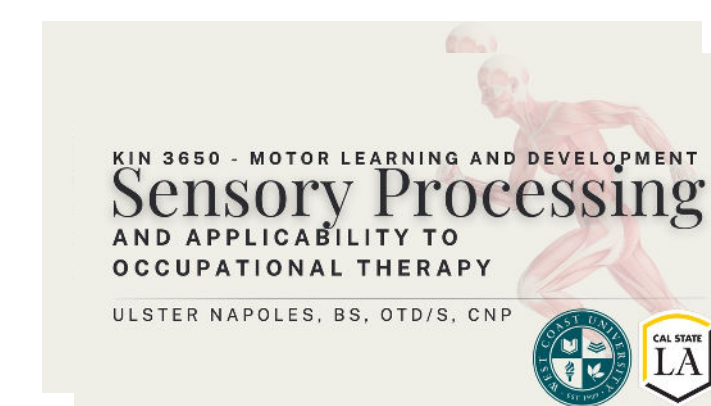
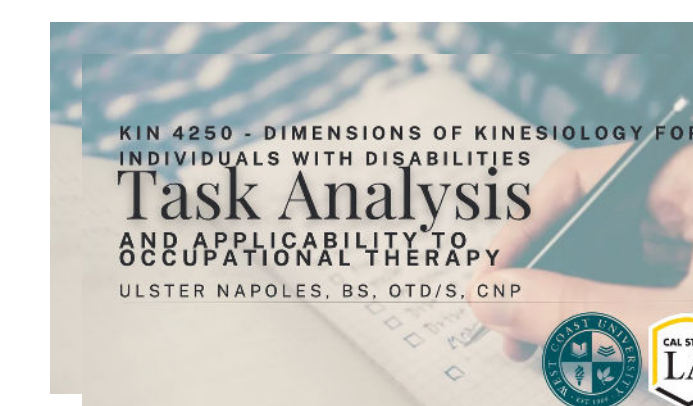
- Phase 1 (Weeks 1-6):** Meet and collaborate with course instructors to schedule relevant occupational therapy guest lectures in existing course content.
- Phase 2 (Weeks 7-14):** Implement occupational therapy-related content to the Kinesiology department, faculty, and students during in the second phase of the DCE during the agreed-upon time.
- Courses with Doctoral Capstone Student Guest Lecture Involvement:**
- ❖ **KIN 2500** – Introduction to Kinesiology
  - ❖ **KIN 3650** – Applied Motor Learning
  - ❖ **KIN 4250** – Dimensions of Kinesiology
  - ❖ **KIN 4380** – Principles of Older Adult Group Exercise
  - ❖ **KIN 4390** – Rehabilitation Exercise Machines
  - ❖ **KIN 4420** – Practicum in Rehabilitation and Therapeutic Exercise

## Outcomes



## Scholarly Deliverables

- Each Course Involved Producing and Implementing a combination of:**
- ❖ Presentation slides
  - ❖ Lecture sequences
  - ❖ Activity handouts
  - ❖ Pre and Post-test lecture questionnaires
  - ❖ Check your understanding quizzes



## Implications for Occupational Therapy

- ❖ Impact the awareness and interest in occupational therapy as a rehabilitative career choice.
- ❖ Provide meaningful and sustainable occupational therapy influence in the kinesiology course curriculum at Cal State LA.
- ❖ Advocacy for the field of occupational therapy setting off an early spark for the next generation of occupational therapy practitioners.

## Limitations

- ❖ Cross-sectional study does not guarantee continued interest and perceived preparedness as longitudinal study would.
- ❖ Time Constraints and variable time limitations to individual courses.
- ❖ Threat of reduced sustainability from established teaching practices from course instructors.

## Acknowledgments and References

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