



7-1-2023

Introduction to Health Sciences

Karinne A. Osumi
University of the Pacific

Follow this and additional works at: <https://scholarlycommons.pacific.edu/ot-capstones>



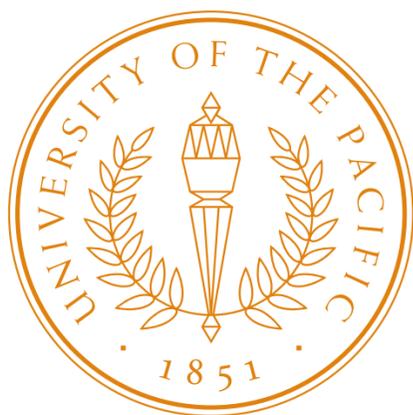
Part of the [Occupational Therapy Commons](#)

Recommended Citation

Osumi, Karinne A., "Introduction to Health Sciences" (2023). *Occupational Therapy Student Capstones*. 15.

<https://scholarlycommons.pacific.edu/ot-capstones/15>

This Capstone is brought to you for free and open access by the Occupational Therapy Program at Scholarly Commons. It has been accepted for inclusion in Occupational Therapy Student Capstones by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.



Introduction to Health Sciences

Presented By: Karinne A. Osumi, OTD/S, CNP

Capstone Site: University of the Pacific, School of Health

Sciences
Site Mentor: Dr. Jeannene Ward-Lonergan, Ph.D., CCC-SLP, BCS-CL

Capstone Coordinator: Dr. Kathryn Wise, OTD, MHSc, OTR/L

Faculty Mentor: Dr. Natalie Perkins, PP-OTD, M.Ed., OTR/L, FIIE



UNIVERSITY OF THE
PACIFIC | School of
Health Sciences

Background

UNIVERSITY OF THE PACIFIC (PACIFIC)

- Private institution
- California's first university
- Experience-driven education
- Innovation
- Hands-on experience
- Personalized education
- Diversity, equity, & inclusion
- Cutting edge technology
- Personalized education

SCHOOL OF HEALTH SCIENCES

- ESTABLISHED IN 2019
- 10 graduate programs
- Three campuses
 - Sacramento, San Francisco, & Stockton
- Innovative curriculum
- Accelerated programs
- Experiential learning
- Clinical training
- Interprofessional education experiences



UNIVERSITY OF THE
PACIFIC | School of
Health Sciences

Literature Review

Interprofessional Education

- Increases knowledge of other professions
- Positive attitudes and perceptions on collaboration
- Increased outcomes in clinical practice

In-Person Course Delivery

- Allow for experiential learning
- Foster deeper understanding of information
- Increased engagement & peer interaction

Student Outcomes for Pre-Introductory Courses

- Student performance
- Retention
- Interest & engagement in the field
- Perception of the profession
- Knowledge of the profession

Increased Need

- Diversity
- Practitioners

Literature Gap

There is a lack of evidence regarding pre- and/or introductory to health science courses, specifically.



Evidence

- Various scholarly databases
- 40+ scholarly articles appraised



UNIVERSITY OF THE
PACIFIC | School of
Health Sciences

(Benino et al., 2011; Breitbart et al., 2013; Bryne, 2015; Burns et al., 2020; Cameron et al., 2009; Costa et al., 2020; Danner et al., 2017; Eleazer and Scopa, 2018; Felder et al., 1993; Funk et al., 2018; Goode and Landefeld, 2018; Hoffman and Harnish, 2007; Jackson, 2016; Mathur et al., 2018; McKenna et al., 2001; Miller et al., 2020; Muncan et al., 2016; Owen and Amar, 2019; Popkess et al., n.d.; Potthoff et al., 2019;

Rahman et al., 2014; Reyes et al., n.d.; Stovall et al., 2014; Thompson and Zamboanga, 2004)

Needs Assessment #1



Undergraduate Pre-Health Sciences Course

The proposed 16-week undergraduate elective course on the Stockton campus would focus on interprofessional education (IPE) across the nine different School of Health Sciences (SHS) departments. It is anticipated that approximately two lectures would be taught by faculty from each of the nine SHS departments. The three-unit course would likely be held once a week to enhance learning and reduce the amount of travel time for instructors. While this is the initial vision, the specific schedule will be determined after obtaining feedback from the interested departments. Thank you for your time and consideration!

SHS Department Chairs

- Need for course
- Benefit to students:
 - Scope of practice
 - Introduction to field
 - Career opportunities
 - Interprofessional education
 - Education & profession requirements
 - Patient-centered care



Outcome #1



Developed By: Karinne A. Osumi, OTD/S, CNP
School of Health Sciences

Introduction to Health Sciences Course Syllabus

Course Name: Introduction to Health Sciences
Course Code: SLPA 059 (2 units - lecture)
Course Time: Fall 2023; Tuesdays 10:00-11:50 a.m.
Course Location: TBD (Stockton campus)
Instructor Name: Derek Disetti, Ph.D.

Contact Information:

Canvas: Use the Inbox tool on the left navigation.
Email: disetti1@pacific.edu
Phone: (209) 932-3553
Office Hours: TBD

Course Description:

This course presents information about various Health Sciences professions and Inter-Professional Practice (IPP). Topics include an introduction to the scope of practice, educational and licensure requirements, career opportunities, and evidence-based practice of these healthcare professions, most of which are offered within the graduate programs at the University of the Pacific. Open to all undergraduate students. No prerequisite courses are required.

Course Objectives:

After successfully completing this course, the student will be able to:

1. Describe the scope of practice of major healthcare professions that may potentially include, and are not limited to, the following: Athletic Training, Audiology, Clinical Nutrition, Dentistry, Medicine, Music Therapy, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, Pre-Medicine, Social Work, Speech-Language Pathology, and Veterinary Medicine.
2. Explain the educational and licensure requirements of each of these healthcare professions.
3. Discuss various career opportunities within each of these healthcare professions.
4. Describe the importance of evidence-based practice within each of these healthcare professions.
5. Discuss the rationale and need for IPP across these healthcare professions.

Core Competencies:

This course is designed to address three of the university's Core Competencies: Oral Communication, Written Communication, and Information Literacy.

Note: You can find the "Schedule at a Glance" at the end of this document.

Introduction to Health Sciences Course Syllabus



Needs Assessment #2



Current Health Sciences Graduate Students at Pacific

My name is Karinne and I am currently a third-year Occupational Therapy Doctoral (OTD) student at the University of the Pacific (Pacific). I have been working closely with Dr. Jeannene Ward-Lonergan to create an undergraduate Introductory Pre-Health Sciences course for Pacific as my Capstone project. Through an extensive literature review and search, many articles illustrate the benefits of early exposure to health sciences. The aim of this course is to introduce and provide knowledge on various healthcare professions that one can pursue a career in. The goal is to provide information on scope of practice, licensure, practice settings, and general information about each profession. Your experience and expertise is greatly appreciated and will assist in shaping this course by providing insight into appropriate content to discuss. Thank you in advance for taking the time to complete this form!

Current SHS Graduate Students

- Introduction to profession
- Education & profession requirements
- Hands-on experience
- Interaction with professionals
- Resources
- Various healthcare career opportunities



Outcomes #2

Health Science Profession Lecture Lesson Plan & Timeline

Course Information:

Name: Introduction to Health Sciences

Location: TBD (Stockton Campus)

Code: SLPA 059 (2-units lecture)

Instructor: Dr. Derek Isetti

Time: Fall 2023; Tuesdays 10:00-11:50 AM

Course Objectives:

1. Describe the scope of practice of major healthcare professions that may potentially include, and are not limited to, the following: Athletic Training, Audiology, Clinical Nutrition, Dentistry, Medicine, Music Therapy, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, Pre-Medicine, Social Work, Speech-Language Pathology, and Veterinary Medicine.
2. Explain the educational and licensure requirements of each of these healthcare professions.
3. Discuss various career opportunities within each of these healthcare professions.
4. Describe the importance of evidence-based practice within each of these healthcare professions.
5. Discuss the rationale and need for IPP across these healthcare professions.

Course Delivery:

- In-Person Lecture
- Assessment of Learning
- PowerPoint Presentation
- Questions

Learning Activities:

- Small Group Discussion
- Knowledge Check
- Questions
- Quiz

Student Understanding Assessment:

- Knowledge Check throughout lecture (5 question max)
 - Open Note
 - Accounts for Attendance
- 10-Question Quiz
 - Open Note
 - Completed at the end of class and open till 11:59 PM on lecture day

Course Lecture Lesson Plan:

Learning Objectives:

Following the lecture, the student will be able to:

1. Define Occupational Therapy.
2. Describe the Occupational Therapy scope of practice.
3. Identify the key responsibilities of an Occupational Therapist.
4. Discuss the educational and licensure requirements of Occupational Therapy.
5. Describe various career opportunities in Occupational Therapy.
6. Explain the role of an Occupational Therapist in various settings.
7. Describe the importance of evidence-based practice within Occupational Therapy.
8. Discuss the rationale and need for Interprofessional Practice.
9. Explain the role of an Occupational Therapist on the interprofessional healthcare team.
10. Identify available resources for Occupational Therapy.
11. Interact with an Occupational Therapist.

Topics Covered:

1. Scope of Practice
 - a. Define Occupational Therapy
 - b. Define Occupational Therapy scope of practice
 - c. What does an Occupational Therapist do?
 - d. What falls under the Occupational Therapy scope of practice?
2. Roles and Responsibilities of an Occupational Therapist
 - a. What is the role of an Occupational Therapist?
 - b. What does a typical day entail for an Occupational Therapist?
 - c. What are the responsibilities of an Occupational Therapist?
3. Educational Requirements
 - a. MOT vs. OTD
 - b. Benefits of MOT vs. OTD
 - c. Financial information
 - d. Courses
 - i. Prerequisites
 - ii. Graduate School
4. Educational Opportunities
 - a. Scholarships
 - b. Programs
5. Licensure Requirements
 - a. What does licensing entail?
 - b. What is the Licensing process in California?
 - c. What are the accrediting boards?
 - i. What is the role of the accrediting boards?
6. Career Opportunities
 - a. Various practice settings for an Occupational Therapist
 - b. General overview of the roles and responsibilities in each practice setting
7. Evidence-Based Practice
 - a. What is it?
 - b. Why is it important?
 - c. Client-Centered Practice

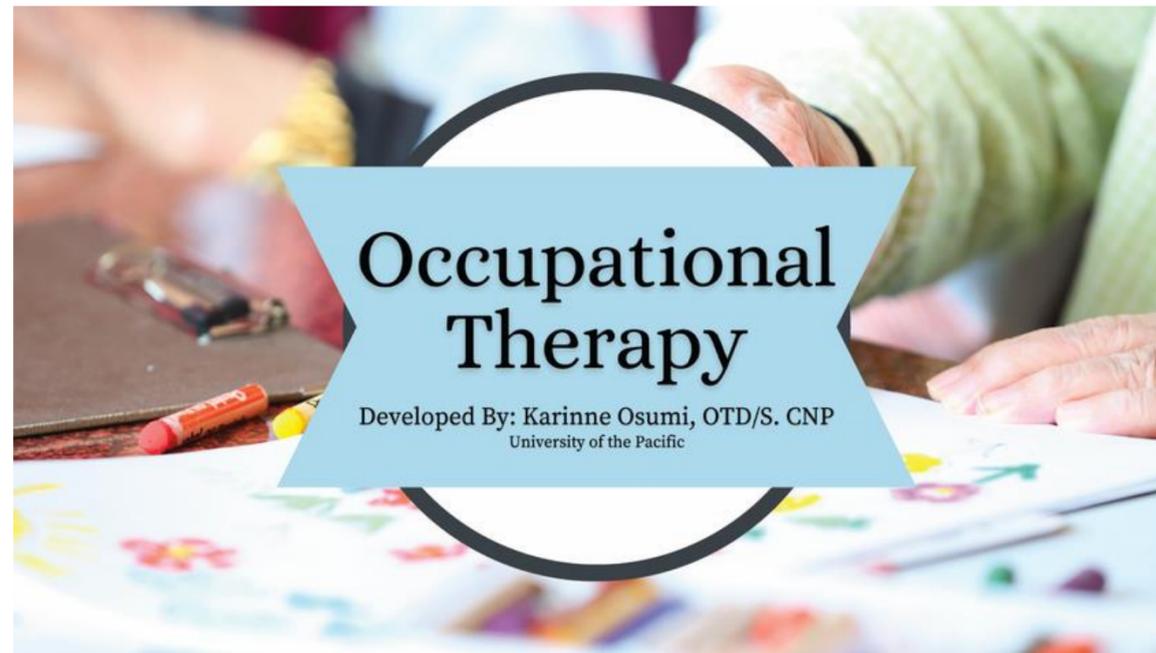
Health Sciences Detailed Lesson Plan

Occupational Therapy Detailed Lesson Plan



Outcomes #3

Occupational Therapy Lecture Content Presentation



University of the Pacific
Doctor of Occupational Therapy | Sacramento, California

Mission:
The mission of the Doctor of Occupational Therapy Program at University of the Pacific is to prepare students to become competent, socially conscious practitioners in the use of occupation as a therapeutic measure for individuals and diverse communities. The student-centered curriculum aims to optimize student understanding of the value of occupation from various perspectives across the lifespan, including biological, psychological and social to promote a compassionate, client-centered, science-driven, and interdisciplinary team approach in the delivery of care.

About	Curricular Threads	Opportunities
<ul style="list-style-type: none"> 120-unit 32-month accelerated entry-level doctorate program 40-45 person cohort Small seminar style classes Biopsychosocial modeled curriculum 	<ul style="list-style-type: none"> Student-Centered Scholarship of Teaching and Learning Advocacy/Occupational Justice Client-Centered Leadership Reflective Evidence-Based Practice Occupation-Based Community Practice 	<ul style="list-style-type: none"> Hands-on practical experiences Interprofessional collaboration Community engagement Volunteer experiences Faculty & peer mentoring Student organizations

What is Occupational Therapy?

Occupational therapy is a client-centered **allied healthcare profession** focused on **therapeutic use** of everyday life **occupations** with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, routines, and rituals in the home, school, workplace, community, and other settings.

Let's Break it Down:

Allied Health:	Occupations:
<ul style="list-style-type: none"> Health professionals use scientific principles and evidence-based practice to optimize outcomes for: <ul style="list-style-type: none"> Evaluation and treatment of acute and chronic diseases Promotion of disease prevention and wellness for optimum health Application of administration and management skills to support health care systems in a variety of settings Addresses individual, family, community and public Specialization in promotion of optimum function and health and improvement of health-related quality of life 	<p>The everyday activities that occupy one's time and bring purpose and meaning to one's life. Occupations include activities that people want to, need to, and are expected to do.</p>
	<p>Therapeutic Use of Occupations: Using occupations to establish or remediate skills and body functions, promote health, or prevent dysfunction</p>

OT Role on a Healthcare Team

Occupational therapists are skilled allied health professionals educated in addressing physical dysfunction and behavioral and mental health conditions throughout the lifespan to maximize function and participation.

MANAGEMENT	BEHAVIOR	REHABILITATION
<ul style="list-style-type: none"> Medication Management Diet Modification Schedule Management Pain Management Program Development <ul style="list-style-type: none"> Home Exercise Program Patient Education <ul style="list-style-type: none"> Self-Management Posture Exercise 	<ul style="list-style-type: none"> Coping Strategies <ul style="list-style-type: none"> Condition Employment Education Recreation & Leisure Role Change Adjustment to Condition Education <ul style="list-style-type: none"> Family & Caregiver Training Community Resources Mental Health Conditions Chronic Pain 	<ul style="list-style-type: none"> Occupations <ul style="list-style-type: none"> Activities of Daily Living (ADLs) Instrumental Activities of Daily Living (IADLs) Health Management Rest & Sleep Education Work Play Leisure Social Participation Function-Based <ul style="list-style-type: none"> Strength Endurance Balance Ambulation



Outcomes #4

Final Clinical Application Assignment

Developed By: Karinne A. Osumi, OTD/S, CNP

SLP 059: Introduction to Health Sciences Final Clinical Application Assignment

Purpose:

The purpose of this assignment is to further explore a represented healthcare profession of interest. The student will utilize relevant course materials in conjunction with their own research to demonstrate a deeper understanding of the profession. This assignment requires the student to utilize clinical reasoning skills to further understand the healthcare profession of interest.

Instructions:

In this assignment, the student will create a pamphlet or handout presentation demonstrating foundational knowledge of the healthcare profession of interest. The project will include:

1. What the profession and scope of practice are of this healthcare career
2. What are responsibilities and roles of healthcare professionals in this field
3. What are the requirements for obtaining a career in this healthcare profession
4. What are typical practice settings for this profession and a few common conditions a practitioner in the field would encounter
5. Describe interprofessional collaboration and the role of the healthcare profession of interest on the team
6. Reaching out to a current professional to conduct an interview and explore their experience in this healthcare setting
7. Additional resources for this healthcare profession

Final Clinical Application Assignment Rubric				
Criteria	Ratings			Points
Profession & Scope of Practice	10 - 7.0 Points A description of the profession is thorough and complete. The scope of practice are accurately and well described.	7.0 - 5.0 Points The description and scope of practice are described. Two or fewer areas require further clarification.	5.0 - 0 Points The description and scope of practice are unclear, incorrect, and/or missing the majority of the information. More than 50% of the information is missing.	/10
Roles & Responsibilities	10 - 7.0 Points	7.0 - 5.0 Points	5.0 - 0 Points	/10



Outcomes #5



OCCUPATIONAL THERAPY

What is Occupational Therapy (OT)?

Occupational Therapy is a healthcare profession that helps someone get back to doing the meaningful daily activities (occupations) that they need and/or want to do. Occupational Therapists conduct evaluations, create care plans, and do treatment sessions with their patients or clients.

What's an "Occupation"?

Occupations are any meaningful activities that you want and need to do that have been impacted by injury, illness, and/or disease.

Examples of Occupations

- Activities of Daily Living (ADLs)
 - Bathing
 - Grooming
 - Dressing
 - Toileting
- Instrumental Activities of Daily Living (IADLs)
 - Shopping
 - Caregiving
 - Cleaning
 - Medication Management
- Health Management
- Medication Management
- Rest & Sleep
- Education
- Work
- Play
- Leisure Activities
 - Hobbies
- Social Participation

Where Can an OT Work?

- Outpatient Clinic
- Hospital
- Nursing Home
- Home Health
- School
- Community
- Private Practice
- Many More!

Who Can an OT Help?

- Children
- Adults
- Anyone!

Some Ways an OT Helps

Occupational Therapists build a therapeutic relationship with the people they are providing services to. They work together and use interventions to make progress towards their goals. These are some intervention examples:

- Activities of Daily Living (ADLs)
- Returning to Work, School, or Leisure Activities
- Adaptive Equipment
- Home and Community Safety
- Driving
- Community Mobility
- Training
 - Caregiver & Family
- Mental Health
- Eating & Feeding
- Much More!

Benefits of OT

- Making a Positive Difference
- Fulfilling Profession
- Employment Opportunities
 - Variety of Settings
 - Diversity
 - Good Salary
- Combines Art & Science
- Creative, Fun, & Playful
 - Arts & Crafts
 - Splints
 - Games



OCCUPATIONAL THERAPY ACTIVITIES

Activity 1

Some people that an OT works with may have an injury, illness, and/or disease that does not allow them to use both arms. For this activity, try getting dressed with ONLY ONE arm!



Activity 2

Some people that an OT works with may have an injury, illness, and/or disease that makes it hard for them to write. This impacts how they perform in school. For this activity, complete these worksheets!



Fun Fact: They were created by one of my classmates for his Doctoral Capstone project :)

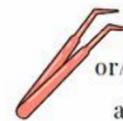
Activity 3

Some people that an OT works with may have an injury, illness, and/or disease that does not allow them to use both legs. For this activity, try standing up from the chair using ONLY ONE leg!



Activity 4

Some people that an OT works with have an injury, illness, and/or disease that impacts their fine motor skills. Fine motor skills are the ability to use the small muscles in our hands and wrists. For this activity, pick up the objects with the tweezers and move them to the other bucket.



Activity 5

Some people that an OT works with have an injury, illness, and/or disease that impacts their thinking. When their thinking is impacted, they may have trouble completing their daily tasks. For this activity, complete a game of Rush Hour.



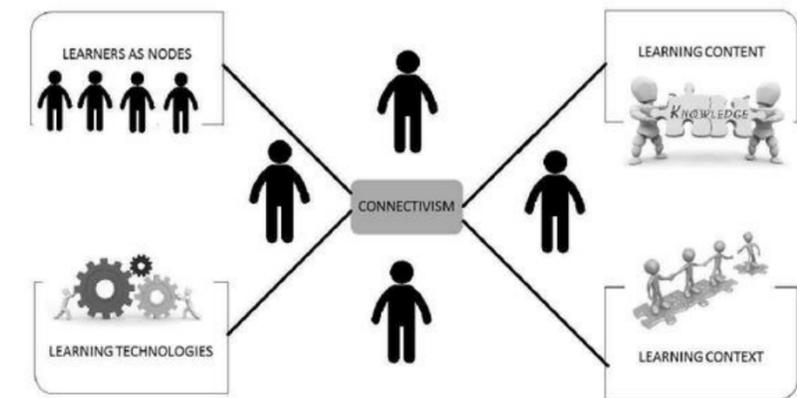
Occupational Therapy Presentation for Middle School Students



Guiding Theory

Connectivism Learning Theory

- Diversity of opinions
- Process of connecting
- May reside in non-human appliances
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning
- Connections between fields, ideas, and concepts
- Up to date knowledge
- Decision making is itself a learning process





Course Purpose

- Provide early exposure to various health science careers
- Increase knowledge and interest
- Increase retention to healthcare profession
- Address healthcare demand
- Educate on interprofessional collaboration
- Increase diversity
 - Graduate School
 - Healthcare
- Advancement & advocacy of occupational therapy



Impact



- Education
 - Careers in higher education
 - Undergraduate course creation
 - Learning theories
 - Teaching philosophies
 - Interprofessional collaboration



Occupational Therapy

- Advocacy for occupational therapy



Discussion

NEXT STEPS

- First course in Fall 2023
- Course review
- Spring offering



COURSE EXPANSION

- Increased course offerings
- Additional represented professions
- Pre-Health Sciences major tract

OCCUPATIONAL THERAPY IMPACT

Occupational therapists are skilled to utilize a holistic and collaborative approach to ensure success during a meaningful life.



References

- Benino, D., Girardi, A., & Czarniak, P. (2011). Incorporating online teaching in an introductory pharmaceutical practice course: A study of student perceptions within an Australian University. *Pharmacy Practice*, 9(4), 252-259. <https://doi.org/10.4321/s1886-36552011000400011>
- Burns, L. E., Pezzullo, C., Amable, R. J., Mayorga, L., & Mejia, E. E. (2020). Assessing the pipeline: Perceived barriers to applying to dental school among pipeline program alumni. *Journal of Dental Education*, 85(2), 157-165. <https://doi.org/10.1002/jdd.12406>
- Cameron A, Rennie S, DiProspero L, Langlois S, Wagner S, Potvin M, Dematteo D, LeBlanc V, & Reeves S. (2009). An introduction to teamwork: findings from an evaluation of an interprofessional education experience for 1000 first-year health science students. *Journal of Allied Health*, 38(4), 220–226.
- Costa, M., Kangasjarvi, E., & Charise, A. (2020). Beyond empathy: A qualitative exploration of arts and humanities in pre-professional (baccalaureate) health education. *Advances in Health Sciences Education*, 25(5), 1203-1226. <https://doi.org/10.1007/s10459-020-09964-z>
- Duke, B., Harper, G., & Johnston, M. (2013). Connectivism as a digital age learning theory. *The International HETL Review*. Special Issue 2013, 4-13.
- Eleazer, C. D., & Scopa Kelso, R. (2018). Influence of study approaches and course design on academic success in the undergraduate anatomy laboratory. *Anatomical Sciences Education*, 11(5), 496-509. <https://doi.org/10.1002/ase.1766>
- Felder, R. M., Forrest, K. D., Baker-Ward, L., Dietz, E. J., & Mohr, P. H. (1993). A longitudinal study of engineering student performance and retention: I. Success and failure in the introductory course. *Journal of Engineering Education*, 82(1), 15-21. <https://doi.org/10.1002/j.2168-9830.1993.tb00067.x>
- Funk, P. E., Knott, P., Burdick, L., & Roberts, M. (2018). Development of a novel pathways program for pre-health students by a private four-year University and a private health professions University. *Journal of Physician Assistant Education*, 29(3), 150-153. <https://doi.org/10.1097/jpa.0000000000000218>
- Goode, C. A., & Landefeld, T. (2018). The lack of diversity in healthcare. *Journal of Best Practices in Health Professions Diversity*, 11(2), 73-95. <https://www.jstor.org/stable/10.2307/26894210>
- Hoffman, S. J., & Harnish, D. (2007). The merit of mandatory interprofessional education for pre-health professional students. *Medical Teacher*, 29(8), e235-e242. <https://doi.org/10.1080/01421590701551672>
- Jackson, D. (2016). Developing pre-professional identity in undergraduates through work-integrated learning. *Higher Education*, 74(5), 833-853.



References

- Jay, J. (2014). Problem based learning - A review of students' perceptions in an occupational therapy undergraduate curriculum. *South African Journal of Occupational Therapy*, 44(1), 56-60. http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2310-38332014000100012
- Mathur, A., Chow, C. S., Feig, A. L., Kenaga, H., Moldenhauer, J. A., Muthunayake, N. S., Ouellett, M. L., Pence, L. E., & Straub, V. (2018). Exposure to multiple career pathways by biomedical doctoral students at a public research university. *PLOS ONE*, 13(6), e0199720. <https://doi.org/10.1371/journal.pone.0199720>
- Owen, M. I., & Amar, A. F. (2019). An introductory nursing class to engage undergraduate Generation Z Prenursing students. *Nurse Educator*, 45(5), 233-235. <https://doi.org/10.1097/nne.0000000000000768>
- Popkess, A., Durbin, C., Poireier, T., Ronald, K. E., Roucka, T., & Wilhelm, M. (2015). *Interprofessional education: Using simulation to teach error disclosure*. Southern Illinois University Edwardsville School of Nursing. https://sigma.nursingrepository.org/bitstream/handle/10755/602599/Popkess_Durbin_2015.pdf?sequence=1&isAllowed=y
- Potthoff, M., Doll, J., Maio, A., & Packard, K. (2019). Measuring the impact of an online IPE course on team perceptions. *Journal of Interprofessional Care*, 34(4), 557-560. <https://doi.org/10.1080/13561820.2019.1645647>
- Rahman, R., Eliot, K., Kettenbach, V., Ruebling, I., Breitbach, A., & Chushak, M. (2014). Comparison of pre- and post- Course attitudes and perceptions of nutrition and dietetics students enrolled in an introductory interprofessional course. *Journal of the Academy of Nutrition and Dietetics*, 114(9), A16. <https://doi.org/10.1016/j.jand.2014.06.034>
- Reyes, M., Anderson-Rowland, M., & McCartney, M. (n.d.). *Freshman introductory engineering seminar course: Coupled with bridge program equals academic success and retention*. FIE '98. 28th Annual Frontiers in Education Conference. Moving from 'Teacher-Centered' to 'Learner-Centered' Education. Conference Proceedings (Cat. No.98CH36214). <https://doi.org/10.1109/fie.1998.736904>
- Stovall, B., Graham, C. W., Goldberg, G., & Murphy, D. P. (2014). Introductory Musculoskeletal Ultrasound Course for Pm&R Residents. *American Journal of Physical Medicine & Rehabilitation*, a54.
- Thompson, R. A., & Zamboanga, B. L. (2003). Prior knowledge and its relevance to student achievement in introduction to psychology. *Teaching of Psychology*, 30(2), 96-101. https://doi.org/10.1207/s15328023top3002_02



References

Thompson, R. A., & Zamboanga, B. L. (2004). Academic aptitude and prior knowledge as predictors of student achievement in introduction to psychology. *Journal of Educational Psychology*, 96(4), 778-784. <https://doi.org/10.1037/0022-0663.96.4.778>

University of the Pacific. (2023). *University of the Pacific - Experience-driven education*. <https://www.pacific.edu/>

University of the Pacific. (2023). *School of health sciences*. School of Health Sciences | University of the Pacific. <https://healthsciences.pacific.edu/healthsciences>

Utecht, J., & Keller, D. (2019). Becoming relevant again: Applying Connectivism learning theory to today's classrooms. *Critical Questions in Education*, 10(2), 107-119. <https://eric.ed.gov/?id=EJ1219672>

Western Governors University. (2021, August 11). *Five educational learning theories*. <https://www.wgu.edu/blog/five-educational-learning-theories2005.html#close>



UNIVERSITY OF THE
PACIFIC | School of
Health Sciences

Acknowledgements

A special thank you to my parents, family, friends, classmates, mentors, & the OTD faculty for all the wonderful experiences & opportunities you have provided me.



**Thank
You!**



UNIVERSITY OF THE
PACIFIC | School of
Health Sciences