

**TABLE 5-1**  
**CARING ASPECTS IN CURRICULUM**

Psychomotor (musculoskeletal actions and dexterity)	<ul style="list-style-type: none"> <li>• Student will demonstrate the ability to safely apply a splint.</li> <li>• Student will demonstrate a safe transfer from wheelchair to bed.</li> </ul>
Cognitive (mental actions)	<ul style="list-style-type: none"> <li>• Student will identify 3 ways to build client rapport.</li> <li>• Student will understand the OT Code of Ethics.</li> </ul>
Affective (responsible caring)	<ul style="list-style-type: none"> <li>• Student will provide several minutes for client feedback during a procedure.</li> <li>• Student will ask the client to share his or her goals during the evaluation process.</li> <li>• Student will reflect on client interactions through journaling and discussion.</li> </ul>

psychological principles, such as psychomotor, cognitive, and affective learning, is used for integrating caring objectives throughout the curriculum. Table 5-1 illustrates the application of this with examples of OT curriculum objectives within each of these familiar domains of learning.

Each OT practitioner is obligated to perform in ethical and caring ways, which include cultural and generational competence, as well as critically reflective activities that allow individuals to improve on their client interactions. With increasing challenges in providing quality care in ever-changing health care environments, it is essential to consider intentional strategies for building and sustaining caring ways. Future leaders need to be exposed to these ideals as early as possible in OT curricula. Servant leadership is a way to enhance caring practice that benefits clients, practitioners, and the community. In addition, servant leadership can further enhance OT leaders' ability to make positive changes within organizational settings in myriad ways.

## SERVANT LEADERSHIP AND THE PERSON-ENVIRONMENT-OCCUPATION MODEL

Relating the concepts of servant leadership to an OT model provides an even more in-depth lens for applications to the profession. Aspects of the person-environment-occupation (PEO) model<sup>15</sup> provide a foundation for assessing the “servant” and the context in which he or she functions. The PEO model is an ecological approach that is based on environmental and behavioral theories.<sup>16</sup> Environments influence behaviors in an ongoing manner, and a person's response to the environment relates to his or her skills and desire to engage in meaningful occupations. This transactional relationship between the person, environment, and occupation results in occupational performance, typically illustrated by 3 interlocking circles that overlap in the center (Figure 5-1).

The “person” aspect within the PEO model specifically entails an individual's emotional, cognitive, spiritual, and physical characteristics.<sup>15</sup> Personality characteristics also play a part in an individual's makeup and how he or she approaches various environmental challenges. Environmental considerations within the PEO model are not limited to physical structures but