

University of Florida
College of Public Health & Health Professions Syllabus
OTH 5726C Service Delivery and OT Management (2 credit hours)
Spring 2015
 e-Learning in Sakai

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Purpose: This course offers students conceptual and practical knowledge and skills needed to plan and manage the delivery of evidence- and occupation-based occupational therapy services that are efficacious and cost-effective within the varying contexts of the rapidly changing health care environment.

Curriculum Design: This course addresses Student Learning Objectives 9 through 14 by incorporating the four threads that are embedded throughout the curriculum (i.e., critical thinking, entry-level occupational therapy competencies, personal professional identity, and interpersonal communication skills). Classroom activities are designed to develop and evaluate individual student competencies throughout the curriculum.

Course Goal: After successfully completing the course, students will be able to plan and manage the delivery of evidence-based and occupation-based therapy services that are efficacious and cost effective and provided within the varying contexts of a dynamic health care environment. Students will employ professional, collaborative skills to integrate input from multiple systems, business models, and governing structures into the planned delivery of occupational therapy services.

The course materials, activities and experiences will prepare the student to partially meet:

ACOTE Standard B.6.0. Context of service delivery includes the knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.

ACOTE Standard B.7.0. Management of occupational therapy services includes the application of principles of management and systems in the provision of occupational therapy services to individuals and organizations.

ACOTE Standard B.9.0. Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy.

Specific Student Learning Objectives: Upon completion of the course, the student will be able to:

1. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services. (ACOTE B.6.3)
 - a. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy. (ACOTE B.6.1)
 - b. Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy. (ACOTE B.6.2)
 - c. Articulate the role and responsibility of the practitioner to address changes in service delivery policies to effect changes in the system, and to identify opportunities in emerging practice areas (ACOTE B.6.4)
 - d. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy. (ACOTE B.6.5)
 - e. Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice. (ACOTE B.6.6)
 - f. Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services. (ACOTE B.7.1)
 - g. Describe the systems and structures that create federal and state legislation and regulation and their implications and effects on practice (ACOTE B.7.2)

- h. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws (ACOTE B.7.3)
 - i. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third-party, private-payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy ACOTE B.7.4)
2. Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs, service delivery options, and formulation and management of staffing for effective service provision (ACOTE B.7.5)
 - a. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel (ACOTE B.7.7)
 - b. Demonstrate the ability to design ongoing processes for quality improvement (such as outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes (ACOTE B.7.6)
 - c. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator (ACOTE B.7.8)
 3. Demonstrate a knowledge and understanding of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards* and *AOTA Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings (B.9.1)
 - a. Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations (ACOTE B.9.2)
 - b. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public (ACOTE B.9.3)
 - c. Discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards (ACOTE B.9.4)
 - d. Discuss professional responsibilities related to liability issues under current models of service provision (ACOTE B.9.5)
 - e. Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities (ACOTE B.9.6)
 - f. Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, consultant, and entrepreneur (ACOTE B.9.7)
 - g. Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant (ACOTE B.9.8)
 - h. Describe and discuss professional responsibilities and issues when providing service on a contractual basis (ACOTE B.9.9)
 - i. Explain strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts (ACOTE B.9.10)
 - j. Explain the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice (ACOTE B.9.11)
 - k. Describe and discuss strategies to assist the consumer in gaining access to occupational therapy services (ACOTE B.9.12)

Instructional Methods: Instructional methods include class lecture, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, and objective evaluations.

Blended Learning:

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Required Reading: Required reading assignments will be posted on e-Learning (Sakai) course website for each class accessed via E-learning Support Website: <http://lss.at.ufl.edu/>

- Jacobs, K., & Mc Cormack, G.L. (2011). *The occupational therapy manager* (5th ed.). Bethesda, MD: American Occupational Therapy Association.
- Kielhofner, G. (2006). *Research in occupational therapy: Methods of inquiry for enhancing practice*. Philadelphia: F.A. Davis. (required textbook from the OT Research course)
- Sames, K. (2010). *Documenting occupational therapy practice* (2nd ed.). Boston: Pearson. (textbook that has been required throughout the program)
- Additional selected readings (e.g., AOTA official documents, FL OT Practice Act) are required unless designated as optional

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments: (Combined = 60% of the final grade)

1. Resume assignment (10% of the final grade)

Select an actual advertisement for an occupational therapy position from an OT publication, newspaper, and/or Internet website. Include in your assignment packet: 1) a copy of the actual advertisement, 2) a cover letter, 3) your resume, and 4) a list of your references in application for the occupational therapy position. A hard copy of this assignment is due **January 21st** at the beginning of class.

2. Program Evaluation group assignment (15% of the final grade)

Your group collaboratively will write a report of *no more* than two pages, double spaced, 12 point font, which may be bulleted. This assignment is submitted in e-Learning (Sakai) by your representative and is due **April 1st** at the beginning of class. Refer to the Program Evaluation Group Assignment document for specific requirements. All members of the group will receive the same grade.

3. Occupational Therapy Program Development Project and Presentation (35% of the final grade)

Your group will develop an occupational therapy program and/or clinic including all administrative, personnel, marketing, budgeting, programming, and logistic features of an occupational therapy program/clinic. The project is due **April 13th** at 8:30 AM. Each group member will participate in the presentation of the project to the entire class and invited faculty in attendance. The quality of your work, the cohesiveness of your group, and your physical appearance and professional behavior will be taken into consideration during the presentation. Refer to the Program Development Project Assignment document for specific requirements. All members of the group will receive the same grade. (30 points for the written program description with supporting materials and 5 points for the presentation).

Tests: (Combined = 40% of the final grade)

The points from three tests, which are multiple choice and short answer, will include material covered in the readings, preparations, lectures, and class activities from the beginning of the testing period (i.e., materials not previously covered in a course test) up to the time of the scheduled test.

Unannounced pop quizzes that demonstrate adequate preparation for class will be graded pass/fail. All must be passed (80% correct responses) to complete the course. Failed quizzes can be made up with an assigned essay.

Grading:

Requirement	Due date	Points and % of final grade
Resume assignment	January 21	10 points
Program Evaluation group assignment	April 1	15 points
OT Program Development Project and Presentation	April 13	30 points for the written program description with supporting materials plus 5 points for the presentation
Test #1	February 18	20 points
Test #2	March 18	10 points
Test #3	April 7	10 points
Prep Pop Quizzes	NA	Pass/Fail (must pass all to complete course)

MOT Program Standard Grading Scale: For more information concerning program grading policies see *MOT Student Handbook*. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. Please note that a C- grade is considered a failing grade by both the MOT program and the UF Graduate School. In addition, a grade of C only counts toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

%Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Exam Policy:

Attendance at all tests is mandatory. Tests will be administered in the classroom assigned to the course and proctored by the instructor or a designee. No questions will be entertained during tests. Although the instructor will not cover specifically all the information, students will be evaluated for knowledge and application of concepts from the required readings and learning activities not covered by each previous test up to the time of the current test.

Policy Related to Make up Exams and Other Work

Absences will only be approved **prior to the time of the scheduled activity** (e.g., test, assignment deadline, presentation, etc.) only conditional upon the submission of a completed and APPROVED *Excused Absence Petition* form (Appendix H of the MOT Student Handbook). Submit approved forms to Ms. Pugh. Make-ups or

absences are only approved for student's hospitalization, death in the family, or a similar serious situation. See the Absence Policy in the *Student Handbook* published on the MOT program website.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Class Attendance:

Attendance at all class activities is mandatory. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. It is the responsibility of the student who must be late or absent to a class activity to notify the instructor prior to the scheduled time in order to schedule makeup activities.

Expectations Regarding Course Behavior: For further information about the material provided below see the relevant sections of the *Student Handbook* or the websites provided.

Professional Behavior is expected at all times, and can be defined as:

- Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
- **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
- Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
- Professional attire in lectures and labs when there are guests, in all clinics and site visits.
 - Clean long khaki or black pants that remain fitted when moving and bending.
 - Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
 - Clean, closed toe shoes with adequate base of support.
 - Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
- Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
- **Laptops/Tablets:** Laptops/tablets may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops/tablets in class for any other reason. Topic instructors may further limit or prohibit the use of laptop/tablet used during their presentations.

Assignment Policies: All assignments are **due at the beginning of class time on** the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction if accepted.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Communication Guidelines: Please email the instructor directly (email address as above) rather than using the E-learning. For digital communication expectations see: *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Academic Integrity: Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> and <http://gradschool.ufl.edu/students/introduction.html>

Remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health:

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center at (352) 264-6789 or <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Topical Outline/Course Schedule: Refer to the Semester Master Course Schedule for more details.

Week	Date(s)	Topic(s) Refer to Sakai for specific reading and preparatory assignments	Information and Due Dates
1	January 7	Course Introduction and Overview	Review course, Assignment 1, and Program Development Project Proposal
2	January 14	Job Application Process	Divide into project groups of 5 or 6. Select a group representative who will email the list of members to instructor by 4PM on 1/16
3	January 21*	Strategic and Program Planning	Resume Assignment DUE
4	January 28	Resource Management	Project Group Proposal DUE. Groups sign up in class to meet on 2/2 re: proposal
5	February 2* and February 4	2/2 Project Group Meetings 2/4 Human Resource Processes	
6	February 11	Leadership and Supervision	
7	February 18 and February 20*	2/18 Test #1 2/20 Program Evaluation and Quality Management	Test #1 Review Assignment 2
8	February 25	Reimbursement	
9		Spring Break	
10		Pediatrics Practicum	
11	March 18	Test #2; Marketing	Test #2
12	March 25	Professional Issues	
13	April 1	Accreditation and Regulation	Program Evaluation Assignment DUE
14	April 7*	Test #3; Legal and Ethical Issues	Test #3
15	April 13	Project presentations	Project Notebooks and slides DUE

* Indicates a change in date, time, and/or room from the usual Wednesday 9:35 AM in G-103 schedule.