

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: OTH 6708: Issues in OT Practice 1
(2 credit hours)
Semester: Summer 2017 (May 29 – July 14)
Delivery Format: Online
eLearning

Instructor Name: Sandy Brown, MS, OTR/L, BCP, BCBA
Phone Number (for urgent contact only): 610-324-5234
Email Address: sbrown3@php.ufl.edu
Preferred Course Communications: email

PURPOSE AND OUTCOME

Course Overview

This online seminar course is the first in a two-course series that provides a forum for examining current health care issues related to the profession of occupational therapy. These courses bridge coursework with clinical applications by promoting competence, clinical reasoning, professional identity, and communication.

Curriculum Design:

This course primarily addresses Student Learning Objectives 3, 5, 6, 7, 8, 11, 13, and 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). Class activities are designed to develop and evaluate individual student competencies. To assist with the integration of the didactic and practice experiences, students complete on-line courses during their fieldwork placements.

Course Objectives

By course completion the students will be able to:

1. Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes. (B.3.5)
 2. Consider factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context. (B.4.7)
 3. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. (B.3.3)
 4. 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 (B.7.4)
 5. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (B.5.20)
 6. Evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession. (B.4.9)
 7. Demonstrate 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)
-

Instructional Methods

- Participation in topic-centered discussions
- Written assignments, including a culminating assignment
- Readings
- E-library and web-based work

Course Materials and Technology

- Crepeau, E., Cohn, E., & Schell, B. *Willard & Spackman's occupational therapy* (12th ed). Philadelphia: Lippincott, Williams & Wilkins.
- Specific readings will be posted on the website
- Students are expected to refer to previous class materials and texts to assist with knowledge recall
- Students are responsible for accessing the UF library and internet resources to support their work using reliable resources. For example: AOTA website, WHO website, UF Health Science Center Library databases, state or federal government documents and websites, sources from the Evidence Based Resource list provided on the course website.

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

Discussion/Assignment Requirements: (PLEASE READ CAREFULLY)

All assignments and discussions (message board postings) are assigned for the Monday of each new week. The work for the week, including any assignment and all discussion postings, is due by Sunday at 10:00 P.M unless **PRIOR** arrangements have been made. Eastern Time Zone at the end of that week. Assignments must be submitted through Canvas, as a Word document with the filename format of: **“student last name_assignment title”**

If you have technical problems when submitting your assignment, please contact the HELP Desk at 352-392-HELP (4357) or helpdesk@ufl.edu. They are available 24 hours a day, 7 days a week. Obtain a 6 digit ticket number that the instructor can use to research the issue and avoid deducting points for a missing assignment due to system error.

The focus of course assignments is on analysis and critical application of knowledge. Submitted work must be within the specific, stated parameters of the assignment, including content, length, etc. Unless other specified, documents should be in 12 point font, single spaced, with moderate margins (1' at top and bottom and 0.75" left and right). All references must be cited using APA style.

Online Discussions: (20 points total)

You will engage in two online discussions during this class within small groups (10 points each). To access your Online Discussion Group, once you are in the course on Canvas, click on People and then click on the Online Discussion Group tab. Respond to ALL parts of the discussion topic/question(s) for full credit (i.e. most topics have multiple questions that require a response).

Expectations:

- Post an initial response that addresses the weekly discussion topic/question(s). This is your “primary posting,” which should be done no later than Wednesday of each week
- Respond to a minimum of one classmate
- Read the discussion thread for each week

Quality Criteria:

- Clearly responds to all aspects of the assignment using facts, logic, and correct grammar
- Presents topic-related information (drawn from MOT class lectures, texts and readings, peer-reviewed articles, clinical experiences)
- Posts links or e-articles, or cites reliable sources (e.g., AOTA.org, WHO.org, state or federal government documents, UF HSC Library databases), as appropriate.

Online Discussion Rubric Category	Point Values			
	4	2	0	
Quantity (one primary posting and one response to a classmate required)	One primary posting and one response to classmate	Only a primary posting	No primary posting	
	6	3	1	0
Quality (Quality Criteria listed above)	Meets three quality criteria	Meets two quality criteria	Meets one of the quality criteria	Meets none of the quality criteria

Reflection Papers (40 points)

You will complete four reflection papers in this class (10 points each). Respond to ALL parts of the reflection paper prompts for full credit (i.e. most prompts have multiple questions that require a response).

Expectations:

- Write a thoughtful reflection (no more than 1 page) that answers all parts of the assignment prompt

Quality Criteria:

- Clearly responds to all aspects of the assignment by engaging in self-reflection and using facts and logic as applicable, and correct grammar
- Presents information (drawn from MOT class lectures, texts and readings, peer-reviewed articles, clinical experiences)

The following rubric will be used for grading:

Reflection Paper Rubric Category	Point Values		
	2	1	0
Content	Reflection contains complete answers to ALL questions prompts	Paper provides answers to most question prompts but may miss 1 or 2	Entry significantly misses key question prompts or does not answer important questions
Fluency	Reflection manifests good grammar, sentence structure, and spelling	Paper has no more than 2-3 simple or basic grammatical errors	Entry contains one or more sentence fragments, run-on sentences, or serious grammatical problems
	6	4	0
Quality	Answers reflect honest, thoughtful responses that are linked to the student's own life and experiences AND that go beyond just answering the questions by connecting the student's experiences to MOT coursework.	Answers are vague, but appear to be sincere attempts to answer the questions; they demonstrate some understanding of the prompt, but does not clearly connect the student's experiences to MOT coursework.	Answers are superficial and do not reflect thoughtful consideration or reflect important aspects of the student's life or experiences and do not clearly connect to the MOT program coursework.

Culminating Assignment (40 points): Reimbursement Influences and Ethical Considerations

Use the template provided on eLearning to respond to the following:

Part I. *Identifying reimbursement sources* (6 points):

- **Identify the site:** Give the name and location of the site, the type of site (e.g., OP orthopedics, SNF, school, etc.) and a few sentences describing it and the populations served. (2 points)
- **Reimbursement Avenues:** List and discuss the major avenues of reimbursement at your setting (e.g., public and private payers, major client populations covered, etc. (4 points)

Part II. *Reimbursement influence in clinical practice.* (14 points)

- Critically analyze how reimbursement influences OT clinical practice (including assessment, intervention, coverage of adaptive devices, and discharge) (8 points)
- Critically analyze how reimbursement influences operational functions (e.g., department staffing, budgeting, referral sources, marketing, etc.) in your setting (6 points)

Part III. *Ethical Considerations* [Using, at a minimum, the 2014 AOTA Code of Ethics] (20 points)

- Identify at least three specific ethical issues that arise or could arise from the influences of reimbursement at your site (12 points)
 - Discuss each issue, describing why it illustrates ethical practice considerations
 - Describe any legal implications that may be involved in each
- Explain how ethical issues, both clinically and operationally related ones, are resolved at your facility (4 points)
- Offer and support your opinions about whether the resolution processes available at your site are adequate to resolve the ethical issues that arise there. If you do not feel they are adequate, discuss possible recommendations and solutions. (4 points)

This assignment should be at least 2 pages in length (single-spaced) **using the template provided on Canvas**, and submitted as an attachment on Canvas by **July 14th at 10:00 pm Eastern Time. See Canvas for grading rubric.**

Grading

Requirement	Due date	Points
Online Group Discussions	See calendar	20
Reflection Papers	See calendar	40
Culminating Assignment	DUE July 14th	40
Total		100

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

Policy Related to Make up Work

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 me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Weekly attendance in this on-line course is mandatory. Students will be held responsible for all material assigned, presented, and discussed in class regardless of attendance. All assignments are due at the end of the week. The electronic week begins on Monday (Day 1) at 12:00 AM and ends on Sunday (Day 7) at 10:00 P.M., Eastern Time Zone, and will be used for determining the promptness of your assignment and discussion postings. If you are unable to meet the time frame for submission of *assignments*, you must make prior arrangements with the Course Instructor. Failure to do this may result in a 10% grade reduction for each 24 hours or part thereof, for that assignment. *Because discussions are time sensitive, no credit will be given for messages posted after the end of the electronic week.*

Students are expected to review discussion postings frequently, if not daily. Students are responsible for any additional information posted on the discussion page. This is an important communication forum for information, and is an effective way for your instructor to communicate with you.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

While it is anticipated that professional occupational therapy students will behave with tact and courtesy on-line, the department has adopted the following guidelines for Internet etiquette.

- The golden rule for communicating on-line is similar to the one we have been taught as children: don't deliberately hurt another's feelings (tact); imagine how you would feel in another person's shoes (empathy); be human (humane). In the real world we can see facial expressions, gestures, and hear tone of voice. We do not have that extra information on-line. It is easy to misinterpret the other person's meaning. Be cognizant of how you are communicating to your faculty and peers on-line.
- Flaming is an expression of a strongly held (usually negative) opinion without holding back emotion. Tact is not, it's objective! This on-line class does not allow flaming.
- YELLING: Using all capital letters in your writing is considered yelling on-line. It is very annoying and not appropriate. Please make sure your caps lock is off.
- Flaming, yelling or inappropriate comments are considered disruptive to a professional learning environment. If you are angry or upset related to something in this class, make an appointment with the instructor for a telephone conference. Students who are disrespectful of the instructor or fellow classmates during discussion will be denied access to the course until the matter can be resolved.

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/>
<http://gradschool.ufl.edu/students/introduction.html>

Please 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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://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
 (352) 264-6789
<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.

INCLUSIVE LEARNING ENVIRONMENT

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every

individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

TOPICAL OUTLINE/COURSE SCHEDULE

Week	Date(s)	Topic(s)	Discussions, Reflection Papers and Assignments
1	May 29	Theoretical model for assessment	<p><u>Reflection 1:</u></p> <ul style="list-style-type: none"> Identify theories/models of practice/frames of reference used at location and reflect on how these impact implementation of meaningful occupational outcomes. (refer to the OTPF and think about its uses/incorporation at your setting). Reflect upon if you believe occupation is incorporated adequately into both assessment/evaluation and treatment planning/intervention at your facility and support your opinion. If so, how? If not, what do you recommend? <p>DUE June 4th by 10:00 pm EDT</p>
2	June 5th	Communication style	<p><u>Group discussion 1:</u></p> <ul style="list-style-type: none"> Discuss communication skills that you want to improve and what aspects of them, specifically, that you need to address to increase your effectiveness as an occupational therapy student and soon-to-be therapist. Suggest/comment within your group about what has worked for you to strengthen your communication <p>RESPONSE TO TOPIC/QUESTION(S) DUE June 7th by 10:00 pm EDT</p> <p>RESPONSE TO CLASSMATE(S) DUE June 11th by 10:00 pm EDT</p>
3	June 12th	Theoretical model for specific case	<p><u>Reflection 2:</u></p> <ul style="list-style-type: none"> Identify the theoretical foundation, the theoretical model or combination of models, that has informed OT evaluation, treatment planning, and intervention of a SPECIFIC client. Then, using the theoretical model(s) you have identified, discuss and analyze how the occupational therapist (or if unknown, how you believe the occupational therapist) conceptualized and addressed the client and his/her situation. Were there strengths or limitations of the underlying model? <p>DUE June 18th by 10:00 pm EDT</p>

Week	Date(s)	Topic(s)	Discussions, Reflection Papers and Assignments
4	June 19th	Rationale for referral	<p><u>Reflection 3:</u></p> <ul style="list-style-type: none"> • Reflect upon your setting's discharge planning/transition of care from the setting you are currently in to another setting (or home, etc.). Describe the mechanisms used to facilitate effective and efficient continuity of care when/if clients are referred/transitioning/discharged to other settings • Consider the rationale for and appropriateness of referring clients out of the various settings for additional OT and non-OT services. <p>DUE June 25th by 10:00 pm EDT</p>
5	June 26th	Professional communication	<p><u>Discussion 2:</u></p> <ul style="list-style-type: none"> • Discuss your experience so far with written, oral and nonverbal communication with your clinical instructor at fieldwork, clients and families, and other healthcare providers • Share with your classmates the areas of communication that have been especially challenging for you during this fieldwork experience. • As you read about their challenges, offer suggestions that have worked for you or that you have observed to be effective in similar situations <p>RESPONSE TO TOPIC/QUESTION(S) DUE June 28th by 10:00 pm EDT</p> <p>RESPONSE TO CLASSMATE DUE July 2nd by 10:00 pm EDT</p>
5	July 3rd	Assessment and treatment bias	<p><u>Reflection 4:</u></p> <ul style="list-style-type: none"> • Identify the three most important communication skills that you chose in the Issues 1 course to address this semester. Were you able to meet each goal? How do you know that you did or did not meet each one? What communication challenges will you tackle next and what is your plan for addressing them? <p>DUE July 9th by 10:00 pm EDT</p>
6	July 10th	Reimbursement and ethical considerations	<p>Culminating Assignment DUE July 14th by 10:00 pm EDT</p>