Purpose: 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, and professional identity, 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.

Specific Student Learning Objectives: By course completion the student 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: Online group discussions and written assignments designed to assist with the integration of the didactic and current clinical fieldwork practice experiences and thereby facilitate the transition from student to clinician.

Course Materials and Technology
Readings: Throughout the course, students are expected to:
- Refer to previous class materials and texts to assist with knowledge recall.
- Use reliable resources, e.g., 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, to inform their work.

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

Course Requirements:
Assignment and Discussion Requirements:  (PLEASE READ CAREFULLY)
All assignments and discussions (discussion board postings) are assigned on Sunday of each week. The work for the week, including assignments and all discussion postings, is due by Saturday at 10:00 pm Eastern Time at the end of that week. NOTE: Assignment 3 will be due on Sunday, July 5th at 10:00 pm due to the holiday. (The 10:00 P.M. deadline is to accommodate upgrades to the e-Learning system and the associated downtime that may occur weekly after 10:00 pm.) Assignments must be submitted through e-Learning Sakai, as a Word document, or in the case of the audio journal assignment, as an uploaded audio attachment.

If you have technical problems when submitting your assignment, please call e-Learning Sakai support services at 352-392-4357 for help and to 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.

Performance expectations for this course include in-depth synthesis, analysis, and application of knowledge as well as the professional presentation of your work.

Grading of written assignments will be based on the following:
• Timeliness
  o All assignments are due at 10 pm Eastern Time as determined by the Sakai time stamp. Unless prior instructor approval has been obtained for a delayed submission, the instructor may subtract 0.5 point per day after the deadline.
• Assignment requirements
  o Content is appropriate to instructions
  o Length is within stated parameters (Reference list is not included in page count)
• Mechanics
  o Single spaced, 11- to 12-point standard font (e.g., Times New Roman, Arial), with one inch margins
  o Bullets are acceptable as headers
  o Correct spelling, grammar, sentence structure
  o Appropriate referencing: The relevant source must be cited for any part of the assignment that does not represent your original words or ideas. Words or ideas that are not your own require citations and include, but are not limited to, hardcopy or electronic publication, and identifiable verbal and visual communication. Use:
    ▪ APA referencing style
    ▪ Complete referencing
      • All references cited in text also in reference list
      • All references in reference list also cited in text
• Writing
  o Clear
  o Professional (non-judgemental)
  o Succinct
• Content
  o Logical progression and integration
  o Organization and flow
  o Thoughtful and in-depth exploration

Assignments: The purpose of the following assignments is to assist the student in gaining a greater knowledge of and skill in melding didactic learning and clinical practice.

Assignment 1: Occupation, Assessment and Treatment Planning (20 pts total)
• List two assessments that are commonly employed at your facility and provide a brief description of each instrument (e.g., information it provides; appropriate populations for use; psychometric properties, ease and length of administration and scoring, etc.). (3 pts)
• Drawing upon appropriate resources, provide a critical appraisal of each of these tools. (10 pts)
• Thoughtfully discuss factors that have the potential to bias assessment results with your client population. (3 pts)
• State if you believe occupation is incorporated adequately into assessment and treatment planning at your facility and support your opinion. (3 pts)
• Using APA style, appropriately reference your work, citing at least 3 resources that you used to inform your appraisal of assessment tools. (1 pt)

This assignment should be no more than 2 pages in length, excluding the reference list, and submitted as an attachment on e-Learning Sakai by **Saturday, June 20th at 10:00 pm Eastern Time.**

**Assignment 2: Reimbursement Influences and Ethical Considerations** (20 points total)
• List and discuss the major avenues of reimbursement at your setting (e.g., public and private payers, major client populations covered, etc.). (2 points)
• Critically analyze how reimbursement influences OT clinical practice (including assessment, intervention, coverage of adaptive devices, and discharge) and operational functions (e.g., department staffing, budgeting, referral sources, marketing, etc.) in your setting. (8 points)
• Identify at least three specific ethical issues that arise or could arise from the influences of reimbursement at your site, and
  o Using, at a minimum, the 2014 AOTA Code of Ethics, discuss each issue, describing why it illustrates ethical practice considerations. (3 pts)
  o Describe any legal implications that may be involved in each. (2 pts)
  o Explain how ethical issues, both clinically and operationally related ones, are resolved at your facility. (2 pts)
  o Offer and support your opinions about whether the resolution processes available at your site are adequate to resolve the ethical issues that arise there. (2 pts)
• Using APA style, appropriately reference your work. (1 pt)

This assignment should be no more than 2 pages in length, excluding the reference list, and submitted as an attachment on e-Learning Sakai by **Saturday, June 27th at 10:00 pm Eastern Time.**

**Assignment 3: Theory Case Study** (20 points total)
Present a case study to illustrate and analyze how theoretical constructs or models are used at your site to inform evaluation, planning, and intervention.
• **Site information:** Provide the pertinent information about your site (e.g., type of setting, context, client population, etc.). (1 pt)
• **Client background information:** Provide the pertinent information about your selected client and his/her situation (e.g., initials; age; dates of onset and referral; reason for OT referral; prior health status; prior occupational performance/participation status and patterns; important contextual information; values/beliefs/spirituality, etc.). (4 pts)
• **Application of theory in practice:** (14 pts)
  First, identify the theoretical foundation, the theoretical model or combination of models, that has informed OT evaluation, treatment planning, and intervention for your 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. (1 pt)
    o Describe how the use of #1-5 below illustrate the theoretical model(s) you have identified.
      1. specific assessment tools and methods, (2 pts)
      2. goals and treatment activities, (2 pts)
      3. selected or created contexts, (2 pts)
      4. specific interventions, (2 pts) and
      5. the therapeutic relationship with the client and/or family (2 pts)
    o Describe the strengths and limitations of the underlying theoretical model(s). (2 pts)
    o Conclude with a statement about whether you agree or disagree with how theory was applied in this particular case and support your opinion. Based on your knowledge of theory, offer any suggestions you may have to improve OT services for this client. (1 pt)
• Using APA style, appropriately reference your work. (1 pt)

This assignment should be no more than 2 pages in length, excluding the reference list, and submitted as an attachment in e-Learning Sakai by **Sunday, July 5th at 10:00 pm Eastern Time (due to July 4th holiday).**
Assignment 4: Communication in OT Practice Journal (20 points total)

Competence in communication is a critical element of effective OT practice. Reflect back on this first Level II fieldwork experience and consider the varied situations and forms of communication it required.

- Identify 3 of your strongest communication skills and discuss how they specifically have contributed to your success. (3 pts)
- Identify 3 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. Discuss why you selected these three, their importance to you personally and professionally. (7 pts)
- Create a communication improvement plan that you will implement at your next Level II fieldwork site. The plan should list:
  o Three areas for growth identified in the second bullet above, (2 pts)
  o Long term goals (to be achieved by MOT graduation), (2 pts)
  o Measureable short term goals (to be achieved by completion of second fieldwork II experience), (2 pts)
  o Interventions (specific steps to meet short term goals), (2 pts)
  o Resources needed to achieve goals (e.g., specific opportunities provided by next supervisor, literature, websites, etc.). (2 pts)

Please note: At the end of the Issues II class, you will report on your progress toward completing this plan.

This assignment should be no more than 2 pages in length and submitted as an attachment on e-Learning Sakai by July 11th at 10:00 pm Eastern Time.

On-line Discussions: (20 points total)

Weekly 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

Grading: (Grading for all students will be conducted on two randomly selected weeks)

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

Weekly points:
Quantity - Based on the student meeting the number of postings required (i.e., one primary posting and one response to a classmate)
- One primary posting and one response to classmate (4 points)
- Only a primary posting (2 points)
- No primary posting (0 points)

Quality Criteria: Based on the quality of the student’s postings (Quality Criteria listed above). He or she consistently
- Meets three quality criteria (6 points)
- Meets two quality criteria (3 point)
- Meets one quality criterion (1 point)
- Meets none of quality criteria (0 points)

Grading
considerations

| Assignment 3  Theory case study | 7/5/15 | 20 |
| Assignment 4  Communication in OT practice | 7/11/15 | 20 |
| On-line Discussions | Primarily weekly (as indicated) | 20 |

**Total points and % of final grade**

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](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.

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**Exam Policy:** N/A – no exam required

**Policy Related to Late or Make-up Work**
All assignments are due at 10 pm Eastern Time as determined by the Sakai time stamp. 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.

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 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 Sunday (Day 1) at 12:00 AM and ends on Saturday (Day 7) at 10:00 P.M., Eastern Time Zone, and will be used for determining the promptness of your assignment and discussion postings.

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Expectations Regarding Course Behavior and Communication Guidelines**

While it is anticipated that professional occupational therapy students will behave with tact and courtesy online, 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 word 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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic</th>
<th>Discussions and Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Site descriptions and planning for this class</td>
<td><strong>Discussion</strong>: New site descriptions: Provide a short summary statement about your current facility. Planning: Share this syllabus with your supervisor and explain the purpose of it so that s/he will know that you are taking this course and why. Explain that you will complete your Issues 1 course work during &quot;off hours&quot; at home when you are not at your work site. Create a plan for how you will integrate this class with the requirements of your fieldwork experience.</td>
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<tr>
<td>June 1</td>
<td>Site descriptions and planning for this class</td>
<td><strong>Assignment</strong>:</td>
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<tr>
<td>Week 2</td>
<td>Application of the Practice Framework</td>
<td><strong>Discussion</strong>: Discuss the use of the Practice Framework in your clinical experience at your site. How does it influence evaluation, treatment planning, and intervention? What recommendations would you make to your site related to incorporating the Practice Framework and why? Discuss with your peers how the use at your site differs from that at their sites.</td>
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<tr>
<td>June 7</td>
<td>Application of the Practice Framework</td>
<td><strong>Assignment</strong>:</td>
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| Week 3         | Occupational concepts and treatment         | **Discussion**: Discuss how occupation is used in practice at your setting. Discuss your impressions of how occupation is used in intervention with your client population. Compare the use of occupation in this setting with that in the other fieldwork settings you have experienced. Offer any suggestions you may have to improve the use of meaningful occupation.  
**Due June 20th: Assignment 1: Occupation, Assessment and Treatment Planning** |
| June 14        | Occupational concepts and treatment         | **Assignment**: Due July 5: Assignment 3: Theory Case Study     |
| Week 4         | Reimbursement for OT services and ethical considerations | **Discussion**: Discuss how reimbursement influences practice in your setting and the related ethical implications. Discuss with your peers how your experience differs from that of others and why those differences may occur.  
**Due June 27th: Assignment 2: Reimbursement Influences and Ethical Considerations** |
<p>| June 21        | Reimbursement for OT services and ethical considerations | <strong>Assignment</strong>:  |
| Week 5         | NO POST DUE!                                | <strong>Assignment</strong>: Due July 5: Assignment 3: Theory Case Study     |
| June 28        | NO POST DUE!                                | <strong>Assignment</strong>: Due July 5: Assignment 3: Theory Case Study     |</p>
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<tr>
<th>Week 6</th>
<th>July 5</th>
<th>Effective communication in practice</th>
<th><strong>Discussion:</strong> 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.</th>
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<td><strong>Due July 11: Assignment 4: Communication in OT Practice Journal</strong></td>
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<td>Week 7</td>
<td>July 12</td>
<td>Referral appropriateness and mechanisms</td>
<td><strong>Discussion:</strong> Discuss and compare the sources of client referrals to your site and the various care settings of your peers. Consider the rationale for and appropriateness of referring clients out of the various settings for additional OT and non-OT services. Describe the mechanisms used to facilitate effective and efficient continuity of care. Discuss the differences between the various sites and why they occur.</td>
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<td><strong>Course Evaluation:</strong> <em>Please be sure to complete the evaluation for this course. The university will send a link via email.</em></td>
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