University of Florida
College of Public Health & Health Professions Syllabus
Course Number: OTH 6709: Issues in OT Practice 2
(2 credit hours)
Semester: Fall 2016 (September 12 – October 30)
Delivery Format: Online
Canvas

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Prerequisites
OTH 6709 Issues in OT Practice 2

PURPOSE AND OUTCOME

Course Overview
This online seminar course is the second in a two-course series that provides a forum for examining current health care issues related to the profession of occupational therapy. This course will guide the students as they relate previous didactic knowledge in evidence-based practice with current clinical fieldwork practice experiences. The influence of evidence in practice will be explored as well as the extent to which it is used.

Curriculum Design: This course addresses Student Learning Objectives 2 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 Objectives
By course completion the students will be able to:
   1. 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.)
   2. Describe various types of clinical reasoning and how they are using them to inform practice decisions
   3. Document their clinical reasoning underlying the process of delivering occupational therapy services for a selected client
   4. Discuss the effectiveness of written objectives and various supervisory styles in fieldwork supervision in preparation for this future role
   5. Describe strategies for maintaining clinical competence and supporting life-long learning (B.9.4)
   6. Self-identify communication skills that support effective, efficient occupational therapy practice and self-evaluate skill improvement since their first Fieldwork II experience
   7. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator (B.7.8)
   8. Accurately report what they are experiencing, consider and discuss clinical differences, and determine if what they are seeing and hearing is logical and effective
   9. Experience participation in an online course, and become familiar with the use of distance education for lifelong learning.

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

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. 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. 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. 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, one-page reflection 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)

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

Part I. *Case Study Description*: Write a brief case study using the guidelines below (7 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.
- Pertinent Client Information: Present the client and provide the important information related to his/her current and former situation, including personal, occupational, and environmental/ contextual factors. Discuss any additional information that would be helpful in providing appropriate occupational therapy services, including planned discharge disposition.
- Reason for Referral to Occupational Therapy: State specifically why the client was referred to OT and what other disciplines are members of his/her health care team.

Part II. *Theoretical Model:* Describe the theoretical model(s) utilized in assessment and intervention of this client. Provide clear examples of how assessment and intervention approaches fit with the theoretical model(s). (5 points)

Part III. *Clinical Reasoning:* Read Chapter 30 of the Willard and Spackman's Occupational Therapy textbook (Schell, 2014) and set aside quiet time to think about how you engage in the clinical reasoning process. Then utilize your case study to illustrate the following (respond in the first person) (18 points):

- How are you using or have you used the following aspects of clinical/professional reasoning to inform the decisions you make or made with this client? Choose 5 from the following: *scientific, diagnostic, procedural, narrative, pragmatic, ethical, and interactive,* (2 points each = 10 points total).
- Describe how your clinical thinking has changed since you started your first Level II fieldwork experience (4 points)
- Discuss three major areas of reasoning where you want to improve your skills and how you will address them during the remainder of your current fieldwork and your first year as an OTR (4 points)

Part IV. *Ethics:* Describe a minimum of two potential and/or actual ethical issues encountered with this client at this setting. Refer to the principles from the AOTA Code of Ethics and Ethics Standards (2010) in your description. (5 points).

Part V. *OT/OTA Role, Relationship and Supervision:* Describe the contributions an occupational therapy assistant could make during the various stages of the OT process, even if your setting does not employ an OTA. Describe the kind of relationship between the OT and OTA that is or would be the most effective at the stages of the OT process within your practice setting and what kind of supervision is or would be needed for the OTA. Refer to the AOTA Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (2009). (5 points)

This assignment should be approximately 4-5 pages in length (single-spaced) **using the template provided on Canvas,** and submitted as an attachment on Canvas by **October 30th at 10:00 pm Eastern Time.**

See Canvas for grading rubric.

Grading

Requirement	Due date	Points
Online Discussions	See calendar	20
Reflection Papers	See calendar	40
Culminating Assignment	Oct 29	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 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.

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	Sept.12	Site descriptions and planning for this class	**Discussion:** New site descriptions: Provide a short summary statement about your current facility. Describe your experiences with safety in your current and previous fieldwork. Provide at least one example of how you have you managed to keep your patients SAFE in these different settings. Comment on the experiences of a peer. Planning: Share and discuss this syllabus with your supervisor. Briefly provide your supervisor's feedback and how you will integrate this class with the requirements of your fieldwork experience. You should NOT work on this class at your site. **RESPONSE TO TOPIC/QUESTION(S) DUE Sept. 14 by 10:00 pm EST** **RESPONSE TO CLASSMATE DUE Sept. 18 by 10:00 pm EST**
2	Sept. 19	Fieldwork supervision	**Reflection Paper:** Discuss how fieldwork supervision is provided at your current site. Compare it to the supervision you received at your first fieldwork site. What tools, techniques, and/or styles are particularly effective, in your opinion? How will you use your experiences to inform your planning when you prepare to supervise your first fieldwork student? **DUE Sept. 25 by 10:00 pm EST**
3	Sept. 26	Continuing competence and life-long learning	**Reflection Paper:** As an occupational therapist, why is maintaining continuing competence important? Describe how the therapists at your fieldwork site maintain their continuing competence. How do you plan to gain and maintain competence during your career as an OT? Provide at least three specific examples. **DUE Oct. 2 by 10:00 pm EST** →

Week	Date(s)	Topic(s)	Discussions, Reflection Papers and Assignments
4	Oct. 3	Evidence based practice	**Discussion:** Discuss how effectively evidence is used to inform practice in your facility, using an example to illustrate your conclusions. Within that context, what factors facilitate and limit the use of evidence? Considering the context of your facility, what specifically could realistically be done to support the use of evidence there? Comment on the experiences of a peer. **RESPONSE TO TOPIC/QUESTION(S) DUE Oct. 5 by 10:00 pm EST** **RESPONSE TO CLASSMATE DUE Oct. 9 by 10:00 pm EST**
5	Oct. 10	Effective communication in practice	**Reflection Paper:** 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? **DUE Oct. 16 by 10:00 PM EST**
6	Oct. 17	Tips for fieldwork students	**Reflection Paper:** List the five most important tips related to fieldwork that you would pass on to the MOT students in the class behind you. Explain why each one is important. What is the most important lesson you learned in your fieldwork experiences and why? **DUE Oct. 23 by 10:00 PM EST**
7	Oct. 24	Pulling it all together	NO discussion or reflection paper this week! **Culminating Assignment DUE Oct. 30 by 10:00 PM** **Course Evaluation:** *Please be sure to complete the evaluation form for this course*