Purpose: 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.

Objectives: By course completion the students will be able to:
1. Demonstrate oral and written communication skills (B.1.1)
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 (B.5.18)
7. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator (B.7.10)
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 on-line course, and become familiar with the use of distance education for life-long learning

Readings and Resources:
- Crepeau, E., Cohn, E., & Schell, B. Willard & Spackman’s occupational therapy (11th 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.
- Purdue Online Writing Lab accessed at http://owl.english.purdue.edu/owl/resource/560/01/
Discussion/Assignment Requirements: (PLEASE READ CAREFULLY)
All assignments and discussions (message board postings) are assigned on the Sunday of each new week. The work for the week, including the assignment and all discussion postings, is due by Saturday at 10:00 P.M. Eastern Time Zone at the end of that week. (The 10:00 P.M. deadline is to accommodate upgrades to the e-Learning system and the associated downtime that may occur weekly from 10:00P.M. to midnight.) Assignments must be submitted through e-Learning, as attachments (versus cutting and pasting into the “Submission” box) from the week’s “Assignment Submission” page and with the filename format of: “assignment #_student last name” (replacing the “#” with the appropriate assignment number).

If you have technical problems when submitting your assignment, please call e-Learning 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.

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 otherwise specified, documents should be in 11 or 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.

Culminating Assignment: Clinical Reasoning Underlying the Process of Delivering Occupational Therapy Services (40 points)
The purpose of this culminating assignment is to document your ability to bring together and apply the knowledge, skills, and experience you have acquired for the provision of competent, ethical, client-centered, and evidence-based occupational therapy services for a client at your fieldwork site.

Throughout this semester, document the reasoning you have used to inform the delivery of occupational therapy services for the client you selected for the case study assignment (Assignment #1). You will complete the posted OT Process Worksheet (adapted from your Radomski and Latham [“Trombly”] textbook, pp. 41-46) and should focus on demonstrating the reasoning you have used to provide competent, ethical, client-centered, and evidence-based occupational therapy for this client. Refer to the Trombly textbook and the OT Process Worksheet Guidelines form for an example of information to include: internal thoughts, questions, and self reflections related to this specific client for each section of the worksheet. Italicized notations that are highlighted on the Worksheet indicate specific lists that are required. Instructions for the three columns that were added to the Trombly chart include:

- **Theoretical models that apply and their influence on services**: Document the model(s) used to guide practice in the various sections and why each “fits” that stage. If one model is used throughout multiple rows, complete the information for the first row and indicate by using “As above” for those that follow it.
- **Potential ethical issues and principles**: Document potential and actual ethical issues and principles that apply at various stages of the process. Refer to the AOTA Code of Ethics and Ethics Standards (2010).
- **OT/OTA roles, relationship and supervision needs**: Include what 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. Refer to the AOTA Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (2009).
The reasoning process underlying the delivery of OT services is applicable, whether “the client” is an individual, organization, community, or population. The family, caregiver(s), and/or significant group(s) should be included as appropriate to the needs of the client and the setting. Adapt the process to your client and setting.

This assignment should be at least four pages and no longer than 10 pages, using the font and spacing from the Worksheet form provided. Submit it as an attachment on e-Learning by November 2nd at 10:00 P.M. pm Eastern Time. This assignment is worth 40 points. The distribution of points is outlined in the Grading Rubric for Culminating Assignment.

Assignment 1: Case Study (10 points)
Write a brief case study on the client whom you will use for all assignments, including the Culminating Assignment.

- **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. (1 point)
- **Pertinent Client Information:** Present the client and provide the important information related to his/her current and former situation, i.e., his/her occupational profile. Discuss any additional information that would be helpful in providing appropriate occupational therapy services, including planned discharge disposition. (8 points)
- **Reason for Referral to Occupational Therapy:** State specifically why the client was referred to OT, e.g., the physician’s orders, and what other disciplines are members of his/her health care team. (1 point)

This assignment should be no more than 1 page in length and submitted as an attachment through e-Learning by October 5th at 10:00 pm Eastern Time.

Assignment 2: Clinical Reasoning: Self Reflection (30 points)
Read Fleming’s article and Chapter 32 of the Willard and Spackman’s Occupational Therapy textbook and set aside quiet time to think about how you engage in the clinical reasoning process. Then utilize your case study (Assignment #1) to illustrate how you use, or have used each of the following aspects of reasoning, i.e., scientific, narrative, pragmatic, ethical, and interactive, (3 points each) to inform the decisions you make, or made with this client. Describe how your clinical thinking has changed since you started your first Level II fieldwork experience. (5 points) Discuss three major areas of reasoning where you want to improve your skills and how you will address them during this fieldwork experience. (10 points)

This assignment should be written in first person and should be no more than 2 pages in length and submitted as an attachment on e-Learning by October 19th 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), supporting your primary claim/idea.

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 – Based on the quality of the student’s posting (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 the quality criteria (0 points)

Grading

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<th>Points</th>
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<tr>
<td>Culminating Assignment (semester-long)</td>
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<tr>
<td>Assignment 1: Case study</td>
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<td>Assignment 2: Clinical reasoning: Self reflection</td>
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<tr>
<td>On-line Discussions</td>
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<tr>
<td>Total</td>
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The Final grade for this course is the percentage of points earned out of 100 potential points, gauged on the College of Public Health and Health Professions grading scale, which consists of the standard scale below:
• 93-100 = 4.0 (A)
• 90-92 = 3.67 (A-)
• 87-89 = 3.33 (B+)
• 83-86 = 3.00 (B)
• 80-82 = 2.67 (B-)
• 77-79 = 2.33 (C+)
• 73-76 = 2.00 (C)
• 70-72 = 1.67 (C-)
• 67-69 = 1.33 (D+)
• 63-66 = 1.00 (D)
• 60-62 = 0.67 (D-)
• else = 0 (E, I, NG, U, WF)

Course Policies:
1. Attendance Policy

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. 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.

2. University Honesty Policy

In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in complying with the University of Florida Rules - 6Cl-4.017 Student Affairs: Academic Honesty Guidelines as follows. Further details regarding the University of Florida honesty policy is available at: http://www.dso.ufl.edu/judicial/procedures/academicguide.php

All students are required to abide by the Academic Honesty Guidelines; the following pledge is required by all University of Florida students:

I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by UF students, the following pledge is either required or implied:

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

3. Accommodations for students with disabilities:

Students requesting accommodations must first register with the Office of Students with Disabilities (www.dso.ufl.edu). This office will provide documentation to the student who will then provide it to the instructor upon requesting the accommodation.

4. University of Florida Counseling and Wellness Center:

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek
confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu/.

Crisis intervention is always available 24/7 from Alachua County Crisis Center: (352) 264-6789.

BUT – *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.*

5. Netiquette:

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.
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<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 2 course work during “off hours” 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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<td>Week 2</td>
<td>Fieldwork supervision</td>
<td><strong>Discussion:</strong> Discuss how fieldwork supervision is provided at your current site. Compare it to the supervision you received at a previous 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?</td>
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<td>Week 3</td>
<td>Continuing competence and life-long learning</td>
<td><strong>Discussion:</strong> Revisit your personal goals from the Professional Development class portfolio. List your 3-year goals and briefly discuss your progress to date. Given your increasing level of professional development, are there any modifications you wish to make to the goals? Explain why or why not. Discuss how you plan to maintain clinical competence and support life-long learning upon graduation. <strong>Assignment 1 due Oct. 5: Case Study</strong></td>
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<td>Week 4</td>
<td>Evidence based practice</td>
<td><strong>Discussion:</strong> 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?</td>
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| Week 5  | Effective communication in practice | ***Student(s) who are “out of sync with the class will find your discussion instructions below this table**  

**Discussion:** 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? As you read about your classmates’ challenges, offer suggestions that have worked for you or that you have observed to be effective in similar situations.

**Assignment 2 due Oct. 19: Clinical Reasoning: Self Reflection**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Tips for fieldwork students</th>
<th>Discussion: List the five most important tips related to fieldwork that you would pass on to the MOT students in the class behind you. Briefly (i.e., one sentence) explain why each one is important.</th>
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<td>Oct. 20</td>
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<tr>
<th>Week 7</th>
<th>No Discussion this week!</th>
<th><strong>Culminating Assignment due Nov. 2</strong> Course Evaluation: <em>Please be sure to complete the evaluation for this course. Thank you.</em></th>
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<td>Oct. 27</td>
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***Out of sync student(s), use the following instructions for this week’s discussion post:

Share with your classmates: a) your three strongest communication skills, b) three communication skills that have been especially challenging for you during this fieldwork experience, and c) a specific plan for improving those three challenging skills during your next fieldwork experience. As you read about your classmates’ challenges, offer suggestions that have worked for you or that you have observed to be effective in similar situations.