Instructor Name: Consuelo Kreider, PhD, OTR/L  
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Email Address: ckreider@ufl.edu  
Prefered Course Communications: email

Prerequisites  
OTH 6708 Issues in OT Practice 1

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.
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 are 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
Course Materials and Technology

- 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 otherwise specified, documents should be in 12 point font, single spaced, with moderate margins (1 margins). All references must be cited using APA style.

**Online Discussions: (4 discussions; each discussion is graded on a 30-point scale; each discussion contributes to 10% of the course grade)**

You will engage in four online discussions during this class within small groups. 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 Thursday 7:00 pm Eastern Standard Time (EST) of each week.
- Respond to a minimum of one classmate between Thursday 7:00 pm EST and Sunday 11:59 pm EST of each week.
- 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
**Reflection Papers** (2 papers; each paper is graded on a 10-point scale; each paper contributes to 10% of the course grade)

You will complete two 1-page 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)

**Culminating Assignment** (40 points)

Use the template provided on Canvas to describe and reflect on two interventions and one assessment that you provided during this fieldwork experience. You will also describe and reflect on your clinical reasoning, ethical thinking, and the role of COTAs in your practice setting.

Complete assignment instructions and grading guidance are provided on the assignment template posted on the course website.

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 **Nov 4th by 11:59 pm Eastern Time**.

**Grading**

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<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>20</td>
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<tr>
<td>Reflection Papers</td>
<td>See calendar</td>
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<tr>
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<td><strong>Total</strong></td>
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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://cataloa.ufl.edu/uarad/current/regulations/info/arades.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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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 11:59 PM, 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-bpnr-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. Online 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/](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](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’ Reajustment 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](http://www.multicultural.ufl.edu)

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**TOPICAL OUTLINE/COURSE SCHEDULE**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Discussions, Reflection Papers and Assignments</th>
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| 1    | 9/17 | 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 DUE Thursday 9/20 by 7 pm EST**

  **RESPONSE TO CLASSMATE DUE between Thursday 9/20 7 pm & Sunday 9/23 by 11:59 pm EST** |
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| 2    | 9/24 | 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 9/30 by 11:59 pm EST** |
| 3    | 10/1 | Continuing competence and lifelong learning | **Discussion:** Identity why you believe (or disagree with the assertion) that maintaining continuing competence is important for OTs? 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. Comment on the experiences of a peer.  
 **RESPONSE TO TOPIC DUE Thursday 10/4 by 7 pm EST**  
 **RESPONSE TO CLASSMATE DUE between Thursday 10/4 7 pm & Sunday 10/7 by 11:59 pm EST** |
| 4    | 10/8 | 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 DUE Thursday 10/11 by 7 pm EST**  
 **RESPONSE TO CLASSMATE DUE between Thursday 10/11 7 pm & Sunday 10/14 by 11:59 pm EST** |
| 5    | 10/15| Effective communication in practice   | **Reflection Paper:** Examine the communication skills that you chose in the Issues 1 course to address. How have you progressed from last semester? Were you able further develop your skills? Have you discovered any new communication skills you would like to address?  
 **DUE 10/21 by 11:59 PM EST** |
| 6    | 10/22| Tips for fieldwork students           | **Discussion:** 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? Comment on the experiences of a peer.  
 **RESPONSE TO TOPIC DUE Thursday 10/25 by 7 pm EST**  
 **RESPONSE TO CLASSMATE DUE between Thursday 10/25 7 pm & Sunday 10/28 by 11:59 pm EST** |
| 7    | 10/29| Pulling it all together               | NO discussion or reflection paper this week!  
 **Culminating Assignment DUE 11/4 by 11:59 PM**  
 **Course Evaluation:** Please be sure to complete the evaluation form for this course |