Instructor Name: Becky Piazza OTD, MS, OTR/L, BCPR
Email Address: bsumm@phhp.ufl.edu
Office Hours: Friday 8-10 am
Preferred Course Communications (e.g. email, office phone): email

Prerequisites: OTH 6848 Level 2 Fieldwork I, OTH 6849 Level 2 Fieldwork II and OTH 6819 Competency

PURPOSE AND OUTCOME

Course Overview: This course will address the role of occupational therapists as advocates for their clients, communities and the profession through influencing the regulatory environment (policy development & policy making), and working effectively in interdisciplinary teams (collaboration, education and communication).

Relationship to the curriculum: This course is occurs after fieldwork and builds upon the students’ previous coursework and experiences in service delivery and interdisciplinary teams.

Course Objectives and/or Goals

<table>
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<tr>
<th>Student Learning Objectives- Upon successful completion of the course, students will be able to:</th>
<th>ACOTE Standard(s)</th>
<th>Curricular Theme(s)</th>
<th>Assessment(s)</th>
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</thead>
<tbody>
<tr>
<td>In a consultative role, propose a plan to implement and evaluate a community health and wellness program in partnership with inter and intraprofessional colleagues.</td>
<td>B.4.19. Consultative Process Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. B.4.25. Principles of Interprofessional Team Dynamics (see below)</td>
<td>Collaborative Practice; Professionalism</td>
<td>Consultation Plan for Community Health Programs Intraprofessional Collaboration Paper</td>
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<tr>
<td>Identify, use, and evaluate strategies that facilitate effective team collaboration during intervention planning and delivery to promote client health and wellness.</td>
<td>B.4.23. Effective Communication Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. B.4.25. Principles of Interprofessional Team Dynamics Demonstrate knowledge of the principles of interprofessional team</td>
<td>Collaborative Practice; Professionalism</td>
<td>Intraprofessional Collaboration Paper</td>
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</table>
| Using a case study, determine OT and OTA roles for client care and identify and model appropriate supervision techniques. | B.4.24. Effective Intraprofessional Collaboration  
Demonstrate effective intraprofessional OT/OTA collaboration to:  
- Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.  
- Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants. | Collaborative Practice; Professionalism | OT & OTA case description & demonstration |
| Analyze how current policy and regulations at the national and state levels influence the delivery of occupational therapy services, especially for populations experiencing health inequities and disparities. | B.5.1. Factors, Policy Issues, and Social Systems  
Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy. | Critical Thinking Valuing of diversity | Policy analysis and advocacy paper |
| Advocate for policies, regulations, or healthcare delivery systems that would enhance the profession of occupational therapy to meet occupational needs of persons, groups, or populations. | B.5.2. Advocacy  
Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs. | Critical Thinking | Policy analysis and advocacy paper |
| Apply the principles of instructional design to develop a guest lecture for OT students on a specific assessment or intervention. | B.6.6. Preparation for Work in an Academic Setting  
Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting. | Professionalism | Guest Lecture Plan |
| Promote the profession of occupational therapy by describing how occupational therapy can benefit individuals, communities, or populations. | 5.7.3. Promote Occupational Therapy  
Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. | Professionalism | Letter to editor/legislator |
Instructional Methods
This class will include synchronous and blended learning (small group work and meetings). Students will integrate knowledge obtained in prior courses and fieldwork experiences with new knowledge and skills to attain learning objectives.

DESCRIPTION OF COURSE CONTENT
Course Materials and Technology

Required reading assignments will be posted on e-Learning (Canvas) course website for each class accessed via E-learning Support Website: http://elearning.ufl.edu/ or accessed through the UF Health Science Center Libraries, the American Occupational Therapy Association website, or other related resources.

Required Texts:
All reading materials and resources are listed below and provided on Canvas. These include:

- Excerpts and resources from: Kansas University Community ToolBox Justice Action Toolkit
  https://ctb.ku.edu/en/justice-action-toolkit


  https://ipec.memberclicks.net/assets/2016-Update.pdf

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to course Ethics &amp; Social/Occupational Justice</td>
<td>*Refer to Canvas for detailed readings and assignments</td>
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<tr>
<td>2</td>
<td>Critical Policy Analysis (IDEA and transition to adulthood)</td>
<td>What is a Regulation?</td>
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<tr>
<td>3</td>
<td>Critical Policy Analysis (Mental Health Parity) Policies/legislation relevant to society &amp; client advocacy (ADA, IDEA, OAA-older American act, Olmstead Act)</td>
<td>Federal Register</td>
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<td>4</td>
<td>Critical Policy Analysis (Home Health Services and OT) Identification of barriers: federal and state regulations and reimbursement Advocating for changes in service delivery policy Analyze the trends and models of service delivery</td>
<td>How to Trace Federal Regulations</td>
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<tr>
<td>5</td>
<td>Policy Analysis &amp; Advocacy Plan Introduction Identification of policy and critical analysis</td>
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<tr>
<td>6</td>
<td>Policy Analysis &amp; Advocacy Plan Continued Advocating for changes in service delivery policy</td>
<td>Assignment 1 Policy analysis and advocacy paper due Sun. 2/13</td>
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<tr>
<td>7</td>
<td>OT and OTA Collaboration Policies/legislation relevant to OT (e.g., licensure, reimbursement)</td>
<td>Review OT/OTA Supervision Statutes</td>
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<td>8</td>
<td>Interprofessional Collaboration and Effective Communication Introduction: Team STEPPS 2.0 and Core Competencies for Interprofessional Collaborative Practice</td>
<td>Complete TeamSTEPPS intro training</td>
</tr>
</tbody>
</table>
Week | Topic(s) | Readings/Assignments
---|---|---
9 | Interprofessional Collaboration and Effective Communication
   Introduction: Team STEPPS 2.0 and Core Competencies for Interprofessional Collaborative Practice | Core Competencies from IPEC
   Assignment 2
   Interprofessional collaboration reflection paper due Sun. 3/13

**UF Spring Break 3/7 – 3/11**

10 | Graduate Professional Education: Blooms Taxonomy | Principles of Adult Learning & Instructional Systems Design

11 | Graduate Professional Education: Assessing Learning Outcomes | 

12 | Promoting Occupational Therapy – Advocacy Skills
   AOTA, FOTA, WFOT
   3/29 AOTPAC Zoom Guest Speaker: Dr. Mary Shotwell PhD, OT/L, FAOTA
   AOTA Inspire 2022 3/31 – 4/3 | Assignment 3a Letter to editor/legislator due Sun. 4/3

13 | Consulting Process in Occupational Therapy
   Introduction
   Consultation: Roles, models, & reimbursement structures | Assignment 4 Guest lecture plan due Sun. 4/10

14 | Health & wellness: A community and population approach | Assignment 5 OT & OTA Collaboration due Sun. 4/17
   Assignment 3b due Sun. 4/17

15 | Development & Evaluation of community health and wellness programs | Assignment 6 Consultation Plan for Community Health Programs due Sun. 4/24

16 | Finals Week 4/25 – 4/29 | No Exam

### ACADEMIC REQUIREMENTS AND GRADING

**Assignments**: For detailed description of the assignments and grading rubrics see the class Canvas website. Students may be eligible for assignment extensions; students requesting an extension should make the request “in person” during office hours. Additional assignments turned in past the deadline (without permission) will be considered late. There will be a 5% reduction in the final assignment grade for each 24 hour period that the assignment is late. For example, if the assignment receives a 90%, but is turned in 12 hours late, the final assignment grade will be 85%.

**Worksheets & Quizzes**: This course also includes worksheets and/or quizzes that guide you through course content. Content in the worksheets can be bulleted and concise notes to support your learning. All worksheets must be uploaded by the stated due date. They will be reviewed and graded for completeness. Quizzes must be passed at 80%. For each worksheet or quiz <80%, there will be a 1% deduction in your final percentage. For example, if your final grade is 90%, but a worksheet or quiz is incomplete or <80%, your grade will be lowered to 89%.

**Grading**

<table>
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<tr>
<th>Requirement</th>
<th>ACOTE standard assessed</th>
<th>Weighted percentage</th>
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<tr>
<td>Assignment 1. Policy analysis and advocacy paper</td>
<td>B.5.1, B.5.2</td>
<td>20</td>
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</table>
### Assignment 2. Intraprofessional Collaboration Paper

B.4.23, B.4.25  
10

### Assignment 3. Letter to editor/legislator (submitted and copy turned in)

B.5.7.3  
10

### Assignment 4. Guest Lecture Plan

B.6.6  
10

### Assignment 5. OT & OTA case description & demonstration

B.4.24  
20

### Assignment 6. Consultation Plan for Community Health Programs

B.4.19, B.4.25  
20

### Professionalism: Individual and Peer Colleague Accountability (various active learning collaborative assignments, individual worksheets, and/or quizzes)

B.5.1., B.5.2., 5.7.3.  
10

### All worksheets completed and quizzes passed >80%

There will be a 1% deduction in your final grade for each worksheet marked as incomplete or each quiz <80%

100%

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<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
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Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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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)

**Exam Policy** N/A

**Policy Related to Attendance and Make up Exams or Other Work**

Attendance to program and course activities is required. For a review of the OTD Attendance policies and documentation requirements see the OTD Student Handbook. Emergency issues will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

### STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT
Expectations Regarding Course Behavior
For further information about the material provided below see the relevant sections of the OTD Student Handbook or the websites provided.

Communication Guidelines
● Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
● Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.

Professional Behavior
● Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
● Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
● Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices that are not critical for formal classroom activities; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
● Professional attire in lectures and labs when there are guests, in all clinics and site visits.
   o Clean long khaki or black pants that remain fitted when moving and bending.
   o Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
   o Clean, closed toe shoes with adequate base of support.
   o Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
● Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
● Laptops/Tablets: Laptops/tablets may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops/tablets in class for any other reason. Topic instructors may further limit or prohibit the use of laptop/tablet used during their presentations.

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/sscr/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**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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 for math and test anxiety. Visit their website 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](http://www.multicultural.ufl.edu)